

# OPINIONS

Technique • Friday, March 15, 2002

## OUR VIEWS Consensus Opinion

### Candidate numbers too low

With student government elections fast approaching, Tech's student body is looking at an unusually small pool of candidates to choose from.

There are a total of 56 students running to fill representative and executive positions in SGA next year; this is well below the number of slots that actually exist and need to be filled. This could pose some problems that SGA has not had to face before.

In many cases, students running for certain positions face no opposition. With so few contested categories, most students running have to put little or no effort into their campaigns and simply have to wait to be elected. This devalues the ideal of democracy, which hurts the foundation of Tech's student government. Democracy is truly achieved when candidates who are passionate about these positions work hard to achieve a truly well-deserved victory.

Many of the students that are running for these positions have held positions in SGA in previous years. While maintaining a certain level of consistency with returning representatives is important, it is also necessary that new ideas and views be brought into the undergraduate house each year. New students with an eagerness to be involved and make a difference should be coming in and filling many of these positions at the start of each new year in order to bring fresh voices and ideas to student government.

One explanation for such a small number of candidates could be due to the fact that many students were not made aware of the elections and what the deadlines were. SGA's Public Relations Committee has a responsibility to inform the student body of this important information. This year's PR Committee has done a poor job of fulfilling its obligations, especially when compared to more efficient and informative PR committees in past years. There were a substantial number of candidates last year due, in large part, to the hard work done by that PR committee.

SGA is an organization with substantial power. Representatives deal with and allocate large amounts of money to various student groups each year. Such an important role should not be taken for granted, and students should value the parts that these representatives play and strive to become an active part of this organization.

### Class won't solve problem

The recently formed Academic Misconduct Review Committee has come up with several new proposals with regards to dealing with the problem of academic misconduct. One of the proposed solutions is the idea of having first-time offenders take a class discussing the importance of academic integrity.

While this is a noble proposal, it is unrealistic to assume that students will be enlightened as to the ideals of academic integrity and morality after being made to sit through one class and write a short essay outlining what that class taught.

If a student commits an act of academic misconduct it is likely that the problem cannot be solved by having a student listen to one lecture for a few hours. Any academic integrity problems a student might have likely lie deeper than any one-time class can fix.

This class should not be the hub of any plan implemented by the Provost's office.

*Consensus editorials reflect the majority opinion of the Editorial Board of the Technique, but not necessarily the opinions of individual editors.*

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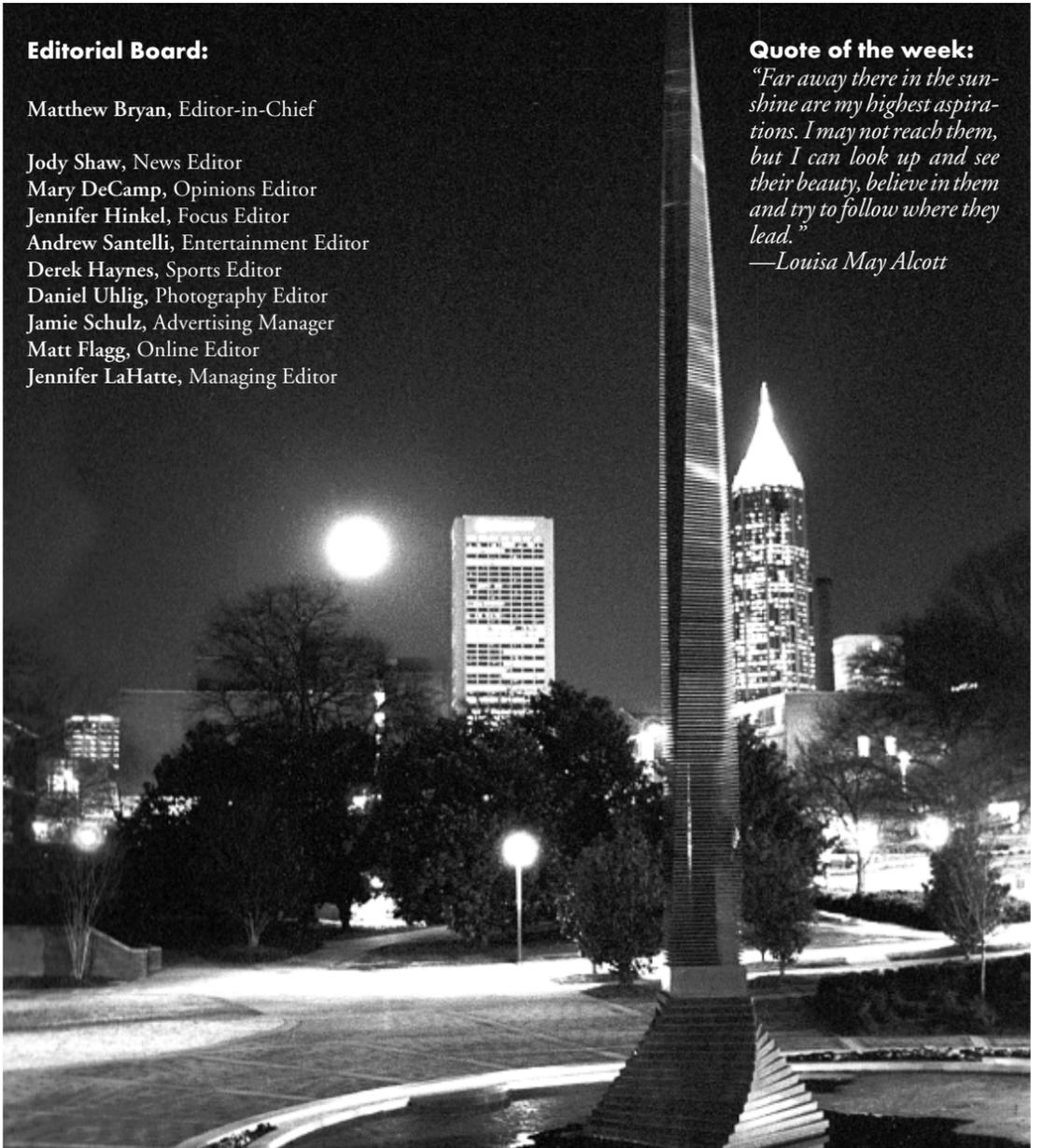
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#### Quote of the week:

*"Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead."*

—Louisa May Alcott



CHARLES FREY

### Feminists should stop whining, make choices

By Cassandra Showell  
*Oklahoma Daily*

(U-WIRE)U. of Oklahoma—Last week, I took feminists to task for their disgusting exhibition of child rape in "The Vagina Monologues."

This week, I continue my anti-feminist right-wing zealotry by taking feminists to task for their long string of some other crimes of nonsense.

"Women are oppressed!" they say. "They're held down and paid less than men!" The one thing that feminists keep repeating in their desperate attempt to make it true is that women are "equal" to men.

And furthermore that they have the "right" to serve in wars, or fight fires, or be CEOs, or have government-provided child care, or to be paid maternity leave or whatever else the women's lobby decides to add to the list.

This is nonsense. Women can't have it all.

Their special little "rights" are going to put more of a drain on the economy through government expenditures than their working will add to it, and in the meantime their children are being dumped in day care from 6 a.m. to 6 p.m. Pick one! Family or career, and you have to realize that a family will affect a

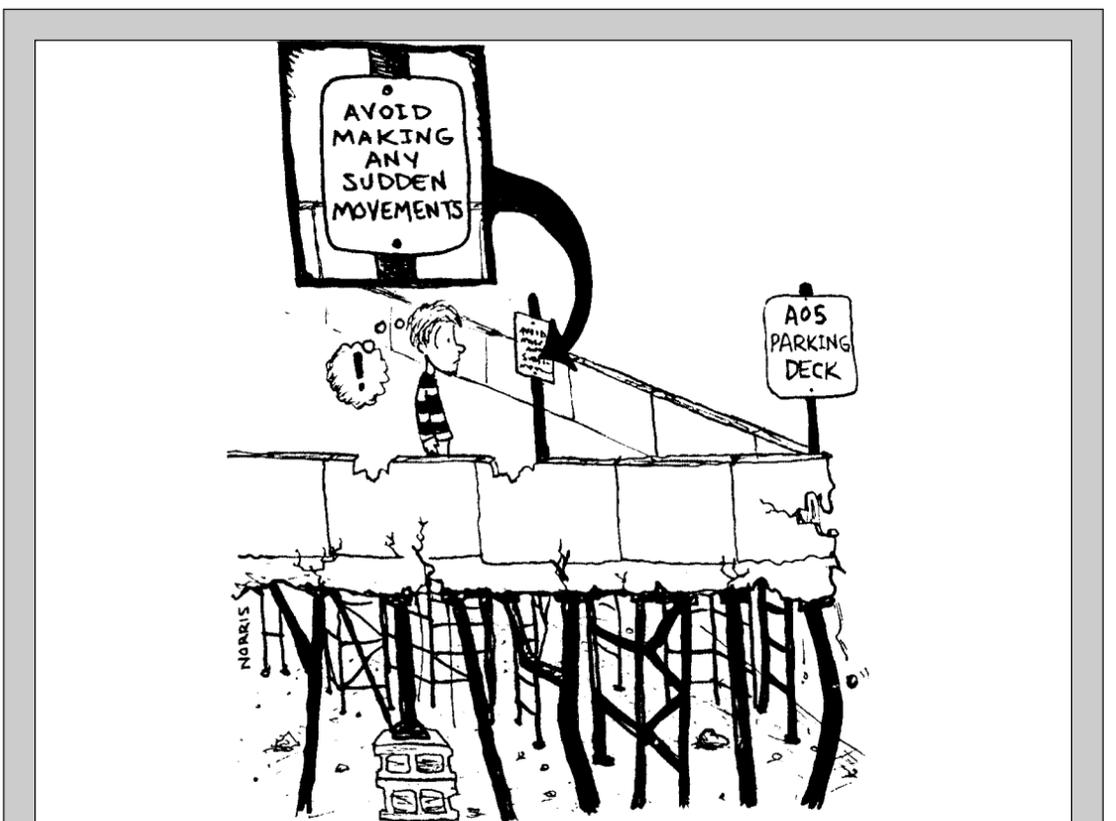
career.

Enter the unequal pay farce: Women only get 79 cents on a man's dollar! Well, they can say this so long as they can suppress any examination of reality.

Even women who choose higher-paying male-dominated fields may still choose to have children. This means more time off for childbirth and sick kids and days when the baby-sitter cancels and the other burdens of parenthood that tend to fall upon the mother.

Less time to devote to career means—I can't resist a "duh" here—

See *Feminists*, page 10



By Matt Norris / STUDENT PUBLICATIONS

# Tech students have many motivations for academic pursuits

It's fun to observe what motivates Tech students. For the majority of students, motivation is a necessity in order to graduate from Georgia Tech.

A great part of Tech academia is endurance, and one has to wonder what keeps someone going when you see him or her at 4 a.m. in a lab. Is it money? Is it a love for the area of study? I think there are some clear classifications of these types of students, and I'll present and judge each of them here.

The first and most obvious thing that motivates a great many Tech students is money. These students have dollar signs in their eyes when they're slaving away late at night and then update their resumes the next morning.

This type of student usually hopes to excel rapidly in a very high-paying career field and then hopefully retire early. The Georgia Tech style of doing this is to pursue a particular area of one's major that is in highest demand in private industry.

The example I'll use here is the computer science specialization of database design. If you graduate from Georgia Tech with a decent knowledge of databases and have experience with particular database management systems, it's quite easy to find a job that pays very well. This is a very popular area of study for the computer science students that want the easiest path to graduation with a degree in computer science and a means to make good money.

A much smaller group of stu-

"Take a walk and try to guess what motivates the other students who are motivated enough to study along with you."

**Matt Flagg**  
Online Editor



dents that are motivated by money take a much more challenging path to achieve their goals. These students pursue discovery through invention, theory or, in general, the unlocking of a secret that has some very valuable application. What if a materials engineer unlocked the secret to producing spider silk, an extremely strong and flexible material?

I am sure that there are plenty of companies that would pay big bucks for this. A less daunting task that falls in this class is that of invention. It is probably safe to say that those people who pursue the challenges of invention are most likely motivated by other factors besides just money, but I'm sure that there's a small group here at Tech with hopes for more than fame and contribution.

Aside from money, a lot of Tech students are motivated by the simple need to do something constructive with their lives. Unwilling to have an unrespectable career that doesn't require a college degree, these students have always done well throughout school and know how to work hard.

Usually, these students have a

hard time choosing a major since the truly decisive ones generally have a passion for the area of study in pursuit and are mainly motivated by this passion and less by the need to fit into society in a respectable manner.

A lot of these students come to Tech because their family came here and have always told them college stories of tradition and pride. These students lean towards the traditional college experience of campus life, athletics and Georgia Tech pride when discussing Georgia Tech with their peers and away from the professors, projects and, in general, academia.

On the other end of the spectrum, we have the "hard core" students that are highly driven by their love of their academic area of interest. Determined to learn as much as possible and further contribute to their area of study, these students are strong candidates for graduate school and love to look for interesting undergraduate research projects. Instead of reading entertainment magazines and novels, these students read textbooks and academic journals.

# U.S. should help other nations achieve global security

In October of 1986 the Cold War felt a momentary brush of warm air. It happened during a summit in Reykjavik that brought the leaders of the two most powerful nations in history together to attempt to ease the tensions that then existed. In a private meeting between President Reagan and Soviet Premier Gorbachev perhaps the greatest chance at ending nuclear arms proliferation and perhaps even eliminating nuclear weapons altogether was placed in President Reagan's hands.

Gorbachev, attempting to bring about an unprecedented set of reforms in the Soviet Union, knew that perestroika could not be achieved if the Soviet Union was to continue to pour vast resources into arms escalation.

He thus approached Reagan with a proposal to begin to decrease the number of missiles each nation had stockpiled. When it came down to numbers, both nations began besting the other with larger and larger cuts until eventually Reagan asked why they couldn't just eliminate nuclear weapons in their entirety.

Not only was this concession made by Gorbachev, but he also agreed to the immediate removal of all intermediate range ballistic missiles from Europe as a precursor to the 10-year program. However, Gorbachev knew that he would not be able to due this with the support of the Politburo without a concession from Reagan as well; Reagan needed to cease development on his Strategic Defense Initiative. In a true failure of diplomacy Reagan declined, and thus nuclear arms build up continued.

Now, 16 years later, the same Star Wars program has resurfaced

"If America is to be a harbinger of democracy...it must do so through diplomacy."

**Ian Clark**  
Assistant Photography Editor



and is again threatening to make a mockery of American diplomacy. This newest incarnation of Reagan's sci-fi fantasy has a slightly different tone to it. The declared purpose is to protect the US "against a threat of a limited strategic ballistic missile attack from a rogue nation."

However, it is flawed by both its premise and its execution. The perceived threat that a nation (North Korea is often cited) would develop the capability to send a weapon of mass destruction via a long range ballistic missile is a relic of closed minded Cold War thinking. If the United States has learned anything in the past six months, it is that an attack is not going to come from conventional weapons.

The impetus for a nation to spend the resources to develop a ballistic missile solely to attack the US is lost when one considers how much easier it is for a nation to instead put either an atomic or a chemical weapon on a freight ship and anchor it in New York harbor. A nation would never risk an overt assault if it can remove itself from the political stage and instead attack through subterfuge.

If North Korea were to launch against the US, it would do so knowing that retaliation would be at least equal but more likely much more severe. This is the same doctrine

that prevented either the US or the Soviet Union from destroying each other during the Cold War.

The current design of the ballistic missile defense system is simultaneously a technological feat and technologically ineffective. Provided that the advancements that are needed are made, the US would then be stuck with the equivalent of a \$60 billion dollar policeman that can be evaded through a \$.050 donut.

What is currently well beyond our capabilities, and will continue to be for some time, is being able to distinguish between an actual warhead and a dummy warhead. By including a dozen or so fake warheads, a ballistic missile can draw an intercepting missile away from a true threat.

Other than the already stated issues, the development of a ballistic missile defense system greatly damages the sacred institution of American diplomacy. Assuming that a nation would never actually use a ballistic missile against the US then the question arises as to why a nation would even go through the trouble of developing a ballistic missile, such as North Korea has already done.

The answer is simple, status. Having ballistic missiles gives a country the chips necessary to come to

Sometimes it's hard to determine who these students are without talking to them. I know a lot of these students who are very slack yet perform very well on tests and go on to graduate school. I think that most of these students would rather think and theorize than produce and apply knowledge.

I also believe these students tackle the toughest areas of study and take pride in their passion of a subject that so many other students hate and fear.

Applied mathematics is a good example of a topic area that attracts these types of students. I don't know very many applied math students who are not passionate about what they study. You really need to appreciate the art of proving things and have a creative mind to excel in this area.

The next time that you are studying in the common area of the building for your college of study, take a walk and try and guess what motivates all of the other students who are motivated enough to sit and study along with you. I think that there is a clear spectrum of all of these various types of motivation, and, by coming up with your own classifications, you can judge what really motivates you.

Why are you working so hard to graduate from Georgia Tech? Is it the idea of graduation that drives you to work?

Once you've answered these questions and reflected on your own motivation at Tech, you should ask yourself, "Am I proud of what motivates me?"

the table. The money is not really there to back it up, but the other players still only see the chips. What's unfortunate, though, is the fear that prevails from having another country being provided a diplomatic voice. The US has enjoyed having the loudest voice in global politics for quite some time and it rightfully deserves it. However, this voice shouldn't be used to squelch dissident voices in the same manner that we protest those nations squelching their own dissidents.

If America is to be a harbinger of democracy and human rights it must do so through diplomacy and not just brute force. The perceived need for a ballistic missile defense is an acknowledgement to the failure of American diplomacy. A missile defense would not be an insurance policy against rogue nations but an insurance policy for the US to continue to ignore those nations.

However, there is an alternative that would allow the US to maintain diplomatic standing and still develop a missile defense. If the US is concerned about protecting itself from other nations, then it should understand that other nations feel an obligation to protect themselves from the US. As such, it would be perfectly fair for every nation to incorporate a missile defense system, and the US could lead in this effort.

Rather than make missile defense an elitist tool, make it a global initiative and provide every nation with the opportunity and the capability to defend itself equally against a missile attack. Is it too socialist for the US to provide every nation with an equivalent voice in global politics, or is it really just true democracy?

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## Feminists

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less chance of job promotions and raises. When the child factor is set aside, women get equal pay. They do.

Show me a woman who has not had the distraction of children to keep her away from work more often and prevent her from going the extra mile -- in short, a woman who is the equal of her male coworkers in every particular—who is still paid less, and I'll show you a woman smart enough to sue her employer for a clear-cut case of illegal discrimination.

There is absolutely no need for the National Organization of Women to step in and whine about the oppression of all women based on such rare instances.

They will still whine that women should not be "punished" for having children, but this is a question of productivity—women with children don't produce as much in economic terms. Their contribution to society is their children, and if they chose to have children, they should realize and be content with this.

Honestly, any businessman who pays some employees twenty percent more than the rest of the employees based on a non-productivity related factor will not be in business for long.

American women oppressed? Pshaw. I today can vote, serve on a jury, testify before it, own property, gain custody of my children following the very lenient divorce process for escaping an abusive marriage and be legally recognized as a separate human from my husband while

still married.

One hundred and fifty years ago I would have enjoyed none of this, which is where the original women's movement came in and did good work. American women have more rights than women anywhere else on Earth.

Why not concentrate on the brutal killing, maiming and oppression of women in other countries instead of whining about the fictional patriarchy here?

The answer, of course, is that the women's movement in America is incredibly politically powerful. Focusing on international issues would dissipate all of that domestic political power in a hurry. They are not happy unless they are legislating how I should live my life and how I should be favored for my gender instead of my accomplishments.

Girl power. In this country I can do whatever the heck I want to—I can be a CEO or president or an astronaut. I just have to deserve it first.

The lesson, ladies, is to put up or shut up. Make the most out of your life, overcome whatever obstacles you face instead of inventing more to justify your failures and recognize that having a family will affect your ability to make a ton of money.

Feminism has done its job here. Now the rest of the world's women are dying to have what we have.

*Email us with your views. Send mail to [opinions@technique.gatech.edu](mailto:opinions@technique.gatech.edu) or [editor@technique.gatech.edu](mailto:editor@technique.gatech.edu)*

## Techs and the City: Who can teach us integrity?

By Jennifer Hinkel  
Focus Editor

The results of a recent AJC "Voice of Atlanta" poll suggests some Atlanta area parents are more than a little confused.

Almost ninety percent of the 583 people that answered the survey think that parents are failing to teach their children "morals, values, and high standards," instead allowing their kids to learn from their peers and the media. Of course, over ninety percent also think they do a very good job of instilling values in their own children—in other words, the problem must be what the other parents are doing. Obviously, someone must be wrong.

In my part-time job as an SAT tutor, I spend time with a variety of high school students. Although they have one thing in common—their parents are willing to shell out the cash to have a private SAT tutor explain the finer methods of test-taking strategy, reading comprehension questions and the ever-baffling idea of triangle geometry—the similarities stop there. I see students who are motivated to learn and have continuous parental input, and I see students who wish I would leave before the two-hour session is over so that they can return to their regularly scheduled lives of unsupervised bliss. Pop quiz: which students end up with the better SAT scores?

Although quantitative scores can't offer a measuring stick of



ethical aptitude or maturity of character, academic success tends to reflect directly on

parental involvement and interest. I would argue that character development likewise depends on parental attention and involvement. Others think that values should be taught in schools. Who should take responsibility for values education?

Forty percent of those who answered the AJC questionnaire thought that schools should incorporate teaching character and values into their curriculum. Why? Most likely because that would educate everyone else's children on how to behave properly in public. Remember, everyone thinks their kids are perfect. (Ask your mom and dad—they will substantiate this theory. Then, go ask your childhood neighbors to rate your level of perfection.)

If parents aren't doing a good job of setting high standards for their children, how can schools such as Tech expect their students to exhibit integrity and character? Tech plans to send those found responsible for cheating to a class on integrity. Students will have to write a 500 word essay and discuss ethics.

I have doubts that such a method could be effective. If a private

tutor can't teach enough SAT math in six two-hour sessions for every student to score a 600 on the math part of the test, how could a remedial class possibly instill integrity into someone who has already fallen short of the mark?

Something must be missing from the integrity equation. The responsibility for instilling values should not fall upon college administrators. By that time, it's way too late.

If only parents of young children could hire integrity tutors (or send send their children to Catholic school—I found scare tactics to be quite effective methods of instilling values when I was eight), a lack of adulthood integrity might be less prevalent. If the parents of Atlanta indicate the beliefs of most American parents, how will these kids function once they reach college age?

At least Tech wants to address the integrity issue. The plan may need work, but publicity about honor code challenges at the university level can spark conversations in high schools and grade schools. Maybe Atlanta parents and teachers will watch, take note and have a conversation with kids about cheating that leads to higher standards and values education.

Through setting high standards itself, Tech can demonstrate the importance of integrity to its students and the community. Then, students will be challenged to set a precedent of honor and integrity for future students to follow.

# Buzz Around the Campus



**Question** of the week

“What do you think about the new online sign-up process for housing?”

Feature and photos by  
Brandon Cox



**Josh Ebeling**  
ME Sophomore

*“I don’t have a computer. What’s online?”*



**Rich Murphy**  
CS Junior

*“Even though I didn’t apply, the webpage looks nice.”*



**Megan Preble**  
ME Junior

*“It’s really easy to use.”*



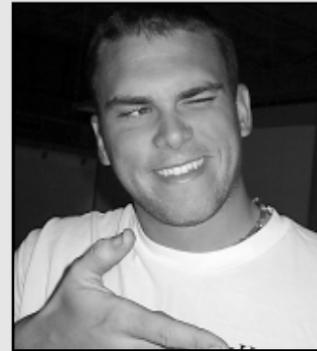
**Genevieve Wolff**  
MGT Senior

*“Do what?”*



**Jeff Kock**  
Arch Junior

*“Housing, how arousing”*



**Ben Walker**  
ID Senior

*“Quick and easy, just how I like it.”*



**Katy Gustashaw**  
CE Freshman

*“I like anything online. It’s more convenient.”*



**Holly Harris**  
TFE Freshman

*“Didn’t we just have to do like one click?”*