Our Views: Consensus Opinion
Changes from the Registrar

The Office of the Registrar announced several changes this week, including the end of paper OSCARs and an adjustment to the school calendar for Spring. The decision to do away with paper OSCARs is a good one, despite the fact that some students still use them. The print OSCARs become virtually useless as registration progresses. It will save both money and paper to do away with them.

The move to change the start date of Spring semester from Friday to Monday shows that Tech pays attention to the needs of its students. With school beginning in early January, Tech made the decision to move the start date back, despite potential problems with the Board of Regents. This move demonstrates that Tech administration puts into planning our schooling. The plan also shows great foresight as the start date will only get closer to January 1 for the next two years.

The one criticism that can be leveled at this change is the lack of foresight in violating Board of Regents' policy. This plan to change the format of Spring semester should have included another change that would bring us into compliance with BoR policy. Despite this problem, the changes are generally beneficial to students.

CS 1321 Alternative Class

The alternative computer science course that will be offered beginning in the Spring is an advantageous step in Georgia Tech's continuing mission to promote its non-engineering curricula. Tech has long wanted to attract more students to the liberal arts and social science programs while maintaining the focus on technology that makes it unique; a computer class that will teach these students skills that will be useful in their chosen field is a concrete step toward achieving that goal. The ability to educate non-engineering majors in a unique and technology-centered way will be a great draw to Tech's programs in the future. This move also reinforces the idea that the administration does indeed listen and respond to student feedback.

This class will hopefully lead other majors to realize the importance of teaching its students computer skills that are directly relevant. While it certainly is not the province of the College of Computing to give individualized attention to each major, different subject areas require different skills. It is Tech's responsibility to ensure that these skills are learned.

The only possible downside to this plan is the potential for further division between technical and non-technical majors, a division that is already readily apparent on campus. There is no easy solution to this problem. However, teachers of the course should strive to emphasize the challenging nature of this course to make it comparable to the original CS course.

Rankings Show Excellence

Georgia Tech's continuing rise in the U.S. News and World Report's rankings demonstrates the administration, faculty, and staff's enduring commitment to making all of our degrees as valuable as possible. President Clough should be congratulated for his hard work in improving the view of the Institute in the eyes of the world. His belief that "you shouldn't place too much emphasis on these or any other rankings" is a sound one; however, we all should be proud of Tech's accomplishments over the past few years. It is noteworthy for a university to grow its national reputation at such a constant rate.

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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Criticism about Tech often exaggerated, untrue

It’s time for those that make mistakes and say that Tech is the worst out there to sit down and think to Tech and if I actually enjoy being here. Over the past two weeks I have been spending quite a bit of time with tremendous homework assignments and projects, and many meetings. I am basically saying it’s only the fifth week of school.

But then I step back from my classmates and think about the Tech being here. It’s too bad I can’t say the same for everyone else at this school.

After being at Georgia Tech for over three years, I have often heard complaints about Tech, both academic and extracurricular. I am not saying I have never heard complaints about Tech, but I have never actually seen complaints from anyone about Tech.

I think the problem is that people want Tech to be a perfect place. They expect Tech to be perfect in every way. But, Tech is not perfect in every way.

There are many things that are not perfect about Tech. But, Tech is still a great place to be. It’s a place where you can learn a lot about life.

I believe that Tech is a great place to be. It’s a place where you can learn a lot about life. It’s a place where you can make friends and have fun. It’s a place where you can grow and develop as a person.

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Original Comic Fresmhmen

Fresmhmen by Billy Ailander

WHAT’S THAT CALLED AGAIN?

IT’S A CAMPAIULE

ISN’T IT SUPPOSED TO MAKE NOISE?

YES, BUT I’VE NEVER HEARD IT. MAYBE IF WE LISTEN QUIETLY—

(Dead silence)

LA LA LA

OH HUSH, I KNOW IT’S YOU.

RATS
Question of the week

“What type of business would you like to see closer to campus?”

Megan Murray
HTS Senior
“More bars.”

Ben King
EE Grad
“A company who makes bio-medical MEMS devices.”

Nayan Patel
AE Grad
“Better variety in food, like Chili’s.”

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Feature and Photos by Christopher Gooley
Sometimes I’m tempted to sit back and wonder about deep questions, such as the following: Why are we here? But the question isn’t very deep — we all know why we’re at Tech. Either we’re here to get a degree or to teach and support all of the people on their way to graduation. We’re here because of learning.

Of course, we try our best to minimize time spent in the classroom and maximize time spent doing other things. Tech students complain endlessly about classes, exams, professors, and homework. But if we didn’t have those classes, exams, professors, and homework, we would all be somewhere else. Still, we spend much of our time discussing campus issues that don’t reach into the heart of why we’re here. Parking dilemmas, housing shortages, roommates, football wins and losses — these things constitute part of our collegiate experiences, but how much energy do we spend tackling issues at the core of our academic experience?

Do we think about things like grade inflation and the infamous “curve”? Do we know what our professors think about grading issues, or do we just take these things for granted? We complain about TA’s that have poor English or that our professors aren’t providing “word” for exams, but rarely do we take the time to discuss these issues in any kind of forum. Tech “prestige” comes from its long history of stringent academic standards and intellectual distinction. Does that mean that learning can’t be an enjoyable, engaging, and encouraging experience? If we’re here to learn, why aren’t we so content to comply about things?

“Academic issues present us with some sticky problems; when we don’t have all of the details, we have no way to address them.” — Jennifer Hinkel

We lack a forum for students and professors to share information and opinions on academic issues. We have no way to address them. Over the course of this year, I plan to investigate the “whys” of many academic issues already mentioned — curving, grade inflation, academic integrity, and the like — by asking professors and administrators to explain their rationale. Then, when we have a better information base on these issues, I will seek to find out what the implications are for our day-to-day classroom success, all the way from freshman chemistry through senior design projects.

Academic issues present us with some sticky problems; when we don’t have all of the details, we have no way to address them. Throughout the year, this column will tackle some of the stickiest academic debates that, in some cases, will reach beyond the walls of your Tech classroom and into a national forum. Once we find out what the debates are and how they exist, we will be better empowered to address the issues.