A sour note

Music is a vital part of the educational and cultural enrichment for many Tech students. This nearly indisputable fact is a component of the power struggle that has arisen between the Student Government Association (SGA) and the administration over who owns the fiscal responsibility to ensure the continued life of the Music Department.

SGA announced at this week’s meeting that they will no longer provide the $50,000 that is usually given yearly to the Music Department. Instead, in an effort to relinquish their support of the department and force the administration or another entity to pick up the tab, the senators and representatives have agreed to fund $26,000 to float the department through the fall semester.

Through this dispute, it is the Music Department that stands to lose the most, and it is unfortunate that it was put in the middle of a budgetary battle. It was, however, considerate of SGA to fulfill their previously assumed financial promise for at least one more semester, instead of following the Joint Finance Committee’s recommendation to slash funds immediately. Delaying the cut will at least give the department time to find alternate sources of funding, without leaving them suddenly with no options.

The uniqueness of this situation, though, makes any solution a difficult one. The administration should pay for more of the Music Department’s needs, especially since the department has been transforming into more of an academic entity, moving away from its early structure as a collection of music-related student organizations. Since a component of the department is still geared towards students who are not in music classes but want to pursue their interest in music as an extracurricular activity, similar to a sports club, then SGA should be willing to shoulder a limited amount of financial responsibility for making such opportunities available.

Furthermore, SGA is currently funding things like sheet music and instrument repairs, items that students and schools are required to pay for in other areas—for example, Modern Languages students buy their own language texts. In order to make the music situation equitable, while still addressing the ambiguous position and role of the Music Department, the majority of its funding must be allocated from a resource other than SGA.

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The administration must recognize how important this issue is, and use this time to create a monetarily sustainable plan that will allow the Music Department to survive and continue to grow, adding to the diversity and culture at the Institute.

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turning to familiarity of campus and process the fact that my life had time to honestly sit down. This realization hasn’t quite hit life. In less than 15 days, I will be facing changes I have faced in my young years ago when my journey with Tech began. Therefore, much like I did four years ago, I will plan the layout of the store. We’d give up the Howell Mill location and find a new one, even from East Campus. Yo’ Mama on a hot day is sure to make life a little more bearable. Of course, in my time at Tech, I have no idea how far it would lead me. I was the typical naive freshman who thought he knew it all. School was first and foremost and everything else came a distant second. I came to Tech to gain the skills needed for employment, and now I leave Tech with the skills needed to become a better person. This school and my experiences have changed me in ways I never expected. For me relationships had little impact on my life as an incoming freshman. At the time I was leaving behind all of my friends, my family and everything familiar, and the changes only affected me slightly. But now I have begun to embark on similar journey to everything unfamiliar, I am almost scared to leave behind the friendships and relationships I have gained in my time here. I have come to the realization that relationships are essential and make life a little more bearable. Of course, in my time at the Technique, it became clear that relationships, with both fellow students and administrators, were necessary to the entire Tech community informed with fair and balanced reporting. How- ever, the importance of relationships extends far beyond simple reporting. In the end, it’s all about the people who make up the relationships. On the surface, making contacts and “networking” appears superficially—basically trying to get people to get what you want. This is the way I looked at things before coming to Tech. Now I realize that it is important to know the people and develop these relationships even if there is no obvious initial benefit. In the end, the working relationships I have acquired with the people I interviewed through reporting for the Technique are no more important than the ones I have gained through getting to know my staff and my friends. The closeness exhibited in these relationships has enabled me to grow as a person and give back to those same people. And therein lies the benefit to putting relationships first. Often the outgoing editor uses his last editorial to offer advice to the student body, and if I was to offer my wisdom in would revolve around making relationships and putting people first. Grades are important, but they shouldn’t be what your life revolves around. Grades can’t change you up with a late night trip to Waffle House or listen to you when you just need to talk things out. Your friends are the ones who are there for you in this situation, and therefore its important to develop these friendships. And even if you fail to get involved in student organizations or strike out on that attempt at a 4.0 (or even a 3.0), take the time to make relationships and invest the additional time it takes to develop them. I can almost guarantee you won’t be disappointed with your college experience. Because in 30 years you probably won’t remember what grade you made in Fluid Mechanics, but you will likely remember the friends who made that experience "Hot or Not"
OPINIONS

Through the looking glass

Reminiscing on beginnings, endings and the in-between

W hen I walk around Georgia Tech this spring, I am amazed how different the campus is than when I arrived six years ago as a college freshman. I still see bright-eyed pre-freshmen walking around for their tours, sul- len sophomores who have clearly learned some of Tech’s harder lessons, the ebullient seniors who are on their way out, and graduate stu- dents surfacing from their labs for a breath of fresh air.

I see the never-ending construc- tion that tries to keep up with the elusive master plan, and I even see the same guys working at Junior’s. Somehow, though, everything is different.

The room where I learned fresh- men psychology has been demol- ished in favor of green space and an ethereal Undergraduate Learning Center; the professors who taught my father are quickly retiring; and every class I now have depends on technology that was developed in the last three years. My fellow stu- dents have gone from being older, than I knew before: replacing inde- pendence and don’t let it bite you on the backside. There will always be some- one smarter or better at whatever you do, so you should simply be happy with the fruits of your effort.

9. Open your eyes to new experi- ences with not only interest and tolerance, but also a measure of per- sonal restraint. Trying random things can be worthwhile, and yet some lines can nev- er be uncrossed.

8. Take your classes seriously. An easy ‘A’ is worth- less except in padding an al- ready in- flated and ultimately meaningless—G.P.A. figure. A good education bears more than just a day.

7. Spend at least one semester overseas. Learn the language, ex- plore the culture and find out how the rest of the world ticks. Gain some understanding for world af- fairs and why a drought or seasonal disease on another continent does affect you directly.

6. If you don’t like something at Georgia Tech, speak up! Policies are reasonable to change with a little constructive forethought.

5. Work at least one semester as an intern or co-op. Don’t wait un- til you already have a degree to find out you don’t like your discipline.

4. Learn to deal with and effec- tively fight the system. Education- al politics are just a stepping stone into the real world, so gamble with these low stakes, building experience for the real game.

3. Serve as presi- dent for at least one student or- ganization. Practical man- agement skills will help you become lead- er—techno- logical or otherwise—when you leave.

2. Get to know your professors on a person- al level. Invite them (and their families) to dinner, your church, a perfor- mance or just random chats.

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