**OPINIONS**

**Technique • Friday, July 13, 2001**

**OUR VIEWS Consensus Opinion**

**UJC expansion**

In light of the difficulties the Undergraduate Judiciary Cabinet experienced throughout the summer, a proposal to increase the number of justices from 10 to 15 is being considered, which ultimately requires an amendment to SGA’s Constitution. An amendment to the Constitution is proposed by a two-thirds vote of the Student Council, or by a petition of ten percent of the Student Body directed to the Student Body President. Amendments become part of the Constitution upon ratification by two-thirds of the votes cast in a special election for undergraduate students.

Increasing the number of justices would not only alleviate a majority of the problems UJC encountered while dealing with the theft of the ‘T’ case, for example, but also infuse some much needed flexibility within the system.

Currently, quorum requirements are difficult to meet throughout summer semesters when student enrollment is low. This is of course especially problematic for cases that, under due process, must be heard from May through August.

Scrambling for quorum not only jeopardizes the integrity of the judicial system at Tech, it also does not guarantee that the most qualified and experienced members of the cabinet are hearing the case. More importantly, the availability of additional council members gives students the opportunity to strike justices who they feel are unfairly biased against their circumstance.

Justices not hearing cases provide an added benefit to students by acting as advisors and confidants. Advisors can instruct students on the complete process of the hearing, ensure that the charged students understand their rights and alternatives under the system and are informed and prepared on the appropriate procedures expected in order to defend and submit evidence.

**Ticket Distribution**

With the bankruptcy of JustArrive, the company responsible for organizing the ticket distribution for men’s and women’s basketball last season, Tech has reverted back to the old distribution method utilized throughout last football season.

Students will once again have to stake their place in line and pick up their tickets the Monday before the game.

Although JustArrive provided an easier method to obtain student tickets, many preferred the “camp-out culture” spawned by ticket distribution and the sense of community it generated. “Line culture” ensures that those students who receive tickets the Monday before the game.

JustArrive, the company responsible for organizing the ticket distribution for men's and women's basketball last season, has introduced an electronic ticket distribution system. However, security procedures should be installed to promote an exciting yet safe environment for Tech fans.

Securing an electronic ticket distribution system is time consuming and costly endeavor to Georgia Tech. Those resources could better be used to provide security and maintenance to an already loved tradition that fosters Tech culture and encourages community spirit.

Consensus editorials reflect the majority opinion of the Editorial Board of the Technique, but not necessarily the opinions of individual editors. Letters should be 400 words and should be submitted to editor@technique.gatech.edu.
Heart of darkness should prompt change inside and out

On the flight from New Hampshire, Marlow arrived. Behind him was his father who had purchased the tickets and his tuition. They unloaded his weighty bags into the rent-a-car and drove up I- 85 to Atlanta. He arrived.

He came from a private school not unlike something you would read about in a novel. He had been valedictorian of his school; his perfect GPA shone like the sun on a still lake. What had he heard but accomplished?

He moved into his new home, a dorm off Techwood. He met his dorm mates that evening. It was his father who had purchased the tickets and his tuition. They unloaded his weighty bags into the rent-a-car and drove up I-85 to Atlanta. He arrived.

He imagined that his journey to the university was like that of the character in the book. He had been molded, shaped into a new creation by his experiences in high school, by the constant veneration from his peers and those he older. Now he felt somehow betwixt and between growing in size, how could he even comprehend his size?

They seemed insignificant in his journey to the course. But his boat had run ashore. His father thought back to something he heard years before.

“Forgiveness is not condoning because it does not excuse harmful behavior, it merely handles it.”

Emily Cavender Focus Editor

“Forgiveness”...something we are all familiar with, right? How could the people who had once shamed him with this word ever be forgiven? He had done a foolish thing beyond his control, a foolish thing beyond his control, a foolish thing beyond his control, a foolish thing beyond his control. But what could have been done? How could he even comprehend this tragedy? His hubris lies in his prevailing thought. The thought that he could somehow escape this heart of darkness without being changed by wild emotions. Instead, your relationships and search for knowledge should come from your head as well as your heart.

It’s ok to pursue friendships with men who have a valedictorian’s experience. In order to learn more about them, you don’t have to turn off your brain and wait for your heart to feel the warmth.

Do these ramblings have a point? Yes. They are the road map that is vital to your experience at Georgia Tech. There are two paths, build the knowledge of yourself and maintain your self-esteem no matter how broken you become.

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writing, you are just starting out, don’t know much about the decisions that you do not make. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects. You are, in essence, a facilitator to academic misconduct, a bystander. Your inaction prompts a reaction. When you choose not to act, it has negative effects.
Forgiveness

After countless and endlessly forgiving, you eventually become vulnerable. You are allowing the behavior to continue and providing a means for its survival. Although it is always difficult to remove yourself from a situation in which you have a personal investment, your involvement could very well be the oasis in the desert.

As freshmen arm themselves for the tech experience, they must also appreciate the importance of what technology is, the primary medium for telecommunication, etc. Last, but not least, Dr. Clayford has earned a Ph.D. degree from Rice University. Since then, he has been the author or coauthor of more than 200 journal papers. He was awarded on May 19, 2001 an Honorary Professional Physics degree from the University of Missouri which recognizes the numerous accomplishments of his professional career. Consequently, I would expect at least one title in front of his name when he is mentioned as being part of the picture because he is a well-known and respected man among Georgia Tech and among scientists.

I truly appreciate the effort of the Technique to spend time on understanding the research that is carried on at Georgia Tech. I believe that this rubric could be even better if the seriousness and the rigor or that the research requires are applied to the writing of the articles. This should render the material even more interesting and inspiring to all readers of the Technique and would be more suitable with the standards of Georgia Tech.

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