

# OPINIONS

Technique • Friday, June 28, 2002

## OUR VIEWS Consensus Opinion

### Tuition increases harmful

The recent tuition increases enacted by the Board of Regents will create many different problems both at Tech and at every public school in the university system. Increases will negatively affect both in- and out-of-state students, especially considering the recent downturn of the economy.

Most in-state students will be protected from the harms of the change by the HOPE scholarship. The amount that HOPE provides will be increased to cover the cost of tuition. While these students can feel secure in the short-run, the increases were followed by worries that HOPE's lottery coffers will soon run out of money. If this should happen, it is doubtful that the state would be able to provide full tuition for in-state students for an extended period of time, possibly resulting in significant changes in the HOPE system.

The increases will be especially harmful to out-of-state students, some of whom already struggle to meet their financial obligations to Tech. Many out-of-state students attend Tech because it offers the chance of an excellent education at a "bargain price." This tuition increase, following Georgia Tech tuition increases the last two years, greatly increases the financial burden that out-of-state students must bear. These changes may reduce the number of quality out-of-state applicants that Georgia Tech will be able to attract.

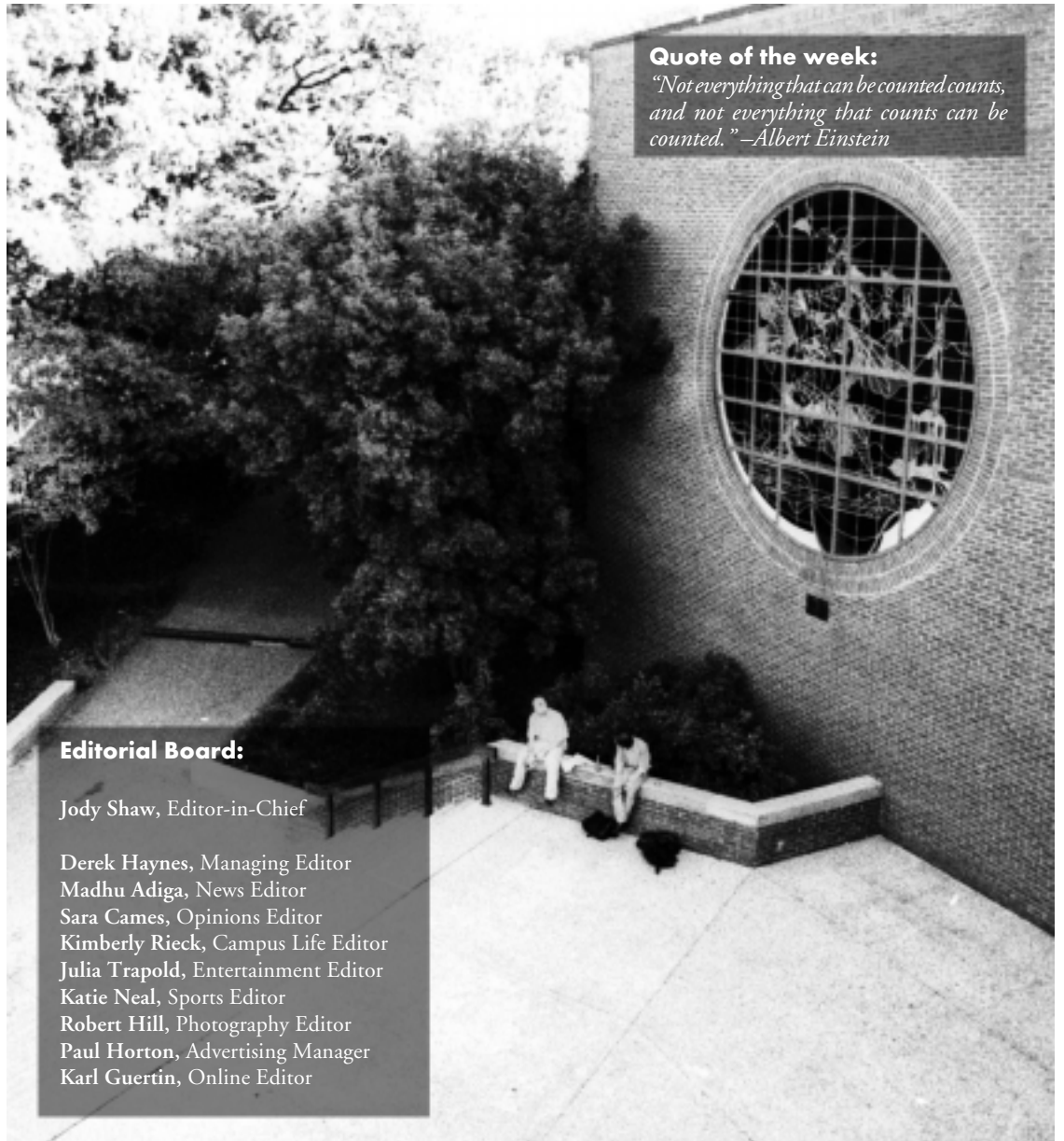
Additionally this tuition increase was followed by salary increases for the Chancellor and the university presidents, which were just announced last week. Salaries should not be increased at a time when many students are struggling financially because of the economy and are then being expected to pay increased tuition two years in a row.

The timing of this tuition increase during an economic downturn following so closely to a Tech-implemented increase shows short-sighted and irresponsible planning on the part of the Tech administration and Board of Regents. This entire incident demonstrates the need for Tech to coordinate more effectively with the Board. If Tech knew about this tuition increase last year when it implemented its own increase, then the administration should realize the hardships it is creating for its students by increasing tuition twice in less than two years. If Tech did not know about the increase, then these events clearly indicate the need for Tech to seek better relations with the Board of Regents.

The choice of the late spring—just before finals—to announce this tuition increase also shows a lack of foresight and responsibility on the part of the Board of Regents. Some students may not even be informed of this increase until they receive their bills in the fall. The announcement of this increase, surely in the works long before, should have been made during the normal school year so that students could make informed decisions about their financial situation. Additionally, students not on campus for the summer will now be unable to easily contact financial aid for advice.

While almost every student can understand the need for occasional fee increases to keep up with inflation and improvements to Tech, students should not be expected to face tuition increases every year, especially one with all of the problems this increase includes. Communication and planning are essential to helping students comprehend the need for increases as well as allowing them to adequately plan for such increases. Perhaps President Clough should offer his salary increase to out-of-state students who are unable to keep up with the pace of rising tuition costs.

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



#### Quote of the week:

"Not everything that can be counted counts, and not everything that counts can be counted." —Albert Einstein

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## TBS editorial contradicts Adiga's point

I must praise you on the rather daring decision you made in printing the column on advice from a Tech female on TBS. Other editors may not have had the moxie to run such a thought provoking, unblinking work of satire, on the risk that its point be missed.

Upon first reading it is easy to write this column off as many things that it is not - poorly constructed, hypocritical, self contradicting and insulting to the every male Tech student. My first reaction to the column was much the same when confronted with a writer who declares Tech females, "[do] not deserve such broad, degrading

generalizations," as being labeled with TBS, then later advises all males to, "ask your friends to introduce you to other girls, meet people through organizations and activities, maybe even venture off campus (gasp!)." Way to go, champ.

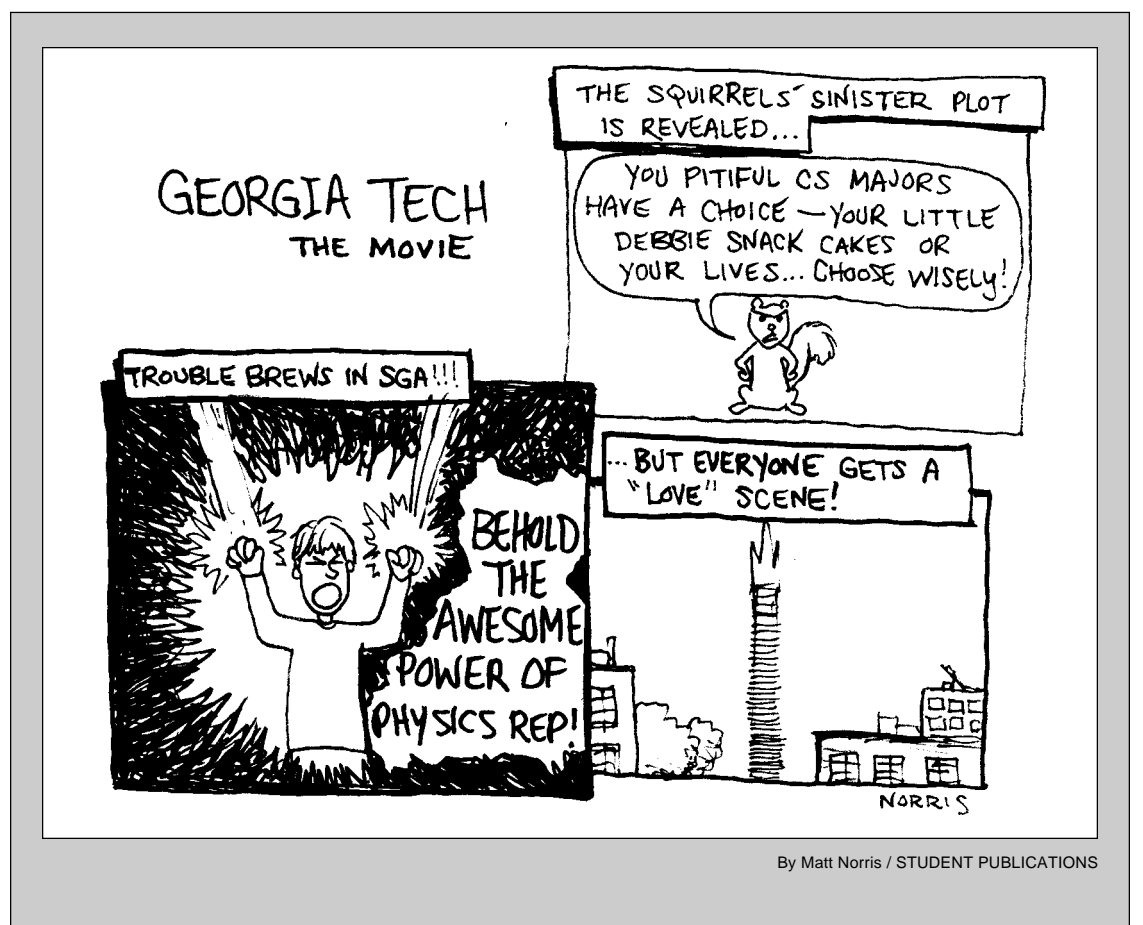
And contradiction on top of blithering hypocrisy! "[I]t was good talking to you," does not translate into, "Please ask me out!," we are told, followed afterwards with the suggestion that "if you are interested in a date, do not be afraid to ask."

This, combined with bits seemingly thrown in at random and ranging from the blatantly obvious (A

date isn't an invitation for sex? So that's why I'm in prison!) to the completely unrelated and mundane seems to make the article the worst type of poorly thought out, badly worded diatribe based on utter nonsense.

And this is where the writer allows her real genius to shine through, because it then becomes clear that the entire work is an ironic satire on those who would argue for the TBS phenomena. By adopting their own style to mock them, the writer has won. Kudos!

Josh Ebeling  
gte020v@prism.gatech.edu



By Matt Norris / STUDENT PUBLICATIONS

# CoC collaboration policy may be misguided

When freshmen first come to Tech and enroll in their core classes, they hear of the dreaded computer science courses that are now required for almost all majors. Computer Science 1321 and 1322 could be considered “weed out” classes, and they can definitely be considered a shocking introduction to the difficulty of college.

So it was not too surprising when, last semester, the College of Computing (CoC) caught over 180 students cheating. Many students struggle through computer science. It is not a topic that is easily picked up – many students try and try but simply do not have the ability to program. This results in many students resorting to cheating, for fear of failing the class.

In dealing with the cheating cases, the CoC made some changes to the courses. One change in the structure of the classes is that student teaching assistants will now work directly with the instructors rather than reporting to a central teaching assistant, making the subject material more cohesive between lecture and recitation. The change of the relationship between teaching assistants and instructors is a great improvement. Previously, teaching assistants rarely, if ever, spoke to the instructors and merely relied on a central teaching assistant for guidance and information. Now, the teaching assistants will be up-to-date on what topics the instructors have covered in lectures and what problem areas they should focus on in recitation.

Also, the CoC will offer an accelerated version of CS 1321 in the fall. This is a great addition to the curriculum. Advanced students will

“Those students who collaborate and do not do the coding themselves will not be able to do the coding on the exams.”

**Julia Trapold**  
Entertainment Editor



now be challenged in the accelerated section, and students without any programming experience will feel comfortable going at a slower pace in the regular sections. Teaching assistants will be more beneficial at recitations since every student will be at the same level.

The most notable, and probably most controversial, decision was to allow collaboration on programming assignments as long as sources of assistance are credited. It is understandable, and appreciated, that the CoC is trying to make the classes more manageable by allowing collaboration. They realize there is a problem with cheating in the two courses, and they took quick action to deal with this situation. But is allowing collaboration the right solution?

Students will not fear the class as much, and they will probably do much better on their programming assignments because of the change. In an ideal world, collaboration would allow students to learn more. This will make programming less stressful and more educational. But in reality, many students will probably share code without actually learning it. Programs are not like English papers in which students can document quotes. Everyone codes differently and a major part

of learning how to program is figuring out how to start from scratch, break down the problem into steps, and code the solution logically.

Because of this change, there will be more emphasis on exams. Those students who collaborate on programs and do not do most of the coding themselves will probably not be able to do the coding on the exams. Computer science exams are not the kind of tests students can study for and be well prepared. They need to understand the concepts and know how to apply them, and this is best learned through doing the programming assignments. If the students are not required to code the entire programs on their own, how can they be expected to know how to code on a test?

Also, through my personal experience in the classes and knowledge of my friends’ scores, I know that most people generally do much better on programs than exams, even before collaboration was allowed. With tests being worth so much more now, more students than ever could fail.

Before this decision, teaching assistants could help students by talking about the broad picture, not specific code. This was a constructive way to assist the students with their assignments. Students could

also discuss abstract ideas about the programs. This system allowed students to assist each other, but still forced them to create the code on their own.

Bob Harty, Director of Institute Communications, was quoted in last week’s article stating that more than 1500 students in the two CS classes did their work without any accusations of cheating. That is a lot of truthful students. With collaboration now allowed, many hard-working students who would have done the work themselves may now collaborate with friends simply because it is allowed, and they will learn less in the process.

I do not have a perfect solution to suggest for this problem. There is no perfect solution. There will always be cheaters in this world; at least the CoC is doing their part to catch them. The CoC should continue with their course reforms that focus on helping the students, such as the increase in teaching assistant and instructor interaction. Many students feel the workload of the courses is too much for a three-hour class. With three hours of lecture and two hours of recitation, computer science has as much class time as calculus. The CoC should look into making the course worth four hours. If the course carried more weight towards their overall GPA, students may put more effort into the class.

Computer science 1321 and 1322 are difficult classes, but Tech is supposed to be hard. Just because many students struggle and complain about the courses does not mean it should be made easier so that everyone will get A’s and B’s. That lessens the integrity of a Tech degree.

# UGA attempts to shame students inappropriate

When I first arrived on campus last fall, I frequently asked new people I met what year they were in school. People would say second year, third year, fourth year, fifth year, and occasionally I’d even meet a sixth year. At first I was a bit confused because my brain hadn’t adjusted to Tech yet. Usually the person I was talking to would look at me with an amused look and say something to the effect of “you’re a freshman aren’t you?” and translate into words that I could comprehend.

Tech is a different kind of college. There are so many different reasons why students stay more than four years here. We have the largest co-op program in the nation with over 30% student participation rate. The standard co-op degree takes a minimum of five years, if not more. Plus many people switch majors after they decide they don’t want to be a “helluva engineer.” Unless you switch majors during your freshman or early sophomore year, it’s difficult to graduate in four years. Luckily I switched last spring to IE from CS so hopefully I won’t have the same problem.

Taking all of these practical reasons into account, it still surprised me to learn that other academic institutions have not come to terms with the five year plan and the reasons behind it. I’m talking about our old pal-the University of Georgia. UGA announced its new student classification system last week. Dr. Karen Holbrook, UGA provost, said at a press conference that

“It is ridiculous that UGA has chosen to label students in a new manner simply to cover their internal problems.”

**Kimberly Rieck**  
Focus Editor



students will now be referred to as “first-year,” “second-year,” etc. The administrators felt that students were taking too long to graduate in Athens because of the atmosphere in the city and football season. In the press conference, Hugh Ruppberg, a dean whose job it is to make sure students get out on time, attributed the extra time for graduation to the affordability of the college. The school felt the new policy was necessary because Georgia students graduate in an average of 4.3 years, which is lower than the nationwide average of 5.3 years.

In one aspect, it’s cool that a university has decided to break convention and create a new standard. Instead, the university created the new classification system in an attempt to shame their students into leaving Athens. An academic institution should not devise ways to publicly admonish their students. I wonder how much money was wasted as the suits in Athens spent valuable hours discussing new ways to punish their students.

It is ridiculous that the university has chosen to label students in a new manner simply to cover their

internal problems. UGA has placed the blame on their overcrowding problems on fifth year and up students. Instead of looking for constructive solutions to solve the problem of overcrowding, the best solution the University deans, vice presidents, and the ad hoc Committee on Undergraduate Student Credit Hours can develop is to take away select students’ football and parking privileges. Another part of the policy is that fifth year and up students will now have lower priority than freshmen when it comes to obtaining parking and football tickets. So students who have forked over tens of thousands of dollars to the school will have newcomers usurp the status that they’ve worked for years to obtain.

While there may be many students who truly are “slacking off” and not taking a large academic load, the university should not label all students who take an extra year or two as slackers. A person majoring in two or more subjects taking five years to graduate should not lose their football or parking privileges. Neither should a person who has to stay longer due to a major switch. If

the university insists on taking away privileges of so-called lazy students, then there needs to be a screening process before any action is taken. A person who has been at the school more than four years could fill out an application to keep his or her privileges and explain why he or she needs more time to graduate. If it’s a reasonable explanation, then privileges should not be revoked.

While the university seems to think its new plan will solve its overcrowding problems, they are sadly mistaken. UGA will continue to have a shortage of dorm rooms, parking spaces, buses, classes, and space for their students. Their committees, deans, and vice presidents should actually listen to their student body. If they did, they’d realize that they need to spend more money on hiring new teachers, building more classrooms, and providing more advising to students. Holbrook and the rest of the committee can blame Athens and its many distractions all they want, but nothing will change until the university addresses the real problems at hand.

It’s times like these that I’m glad I turned down my offer of admission to UGA and came to Tech. I like knowing that if I need to stay an extra year, my university will support me in my decision and not take away the privileges that I will have slaved away for years to earn. After all, Tech understands why students might need more than four years, and looks at other avenues to solve our overcrowding problems; UGA should do the same.

## TECHNIQUE

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[editor@technique.gatech.edu](mailto:editor@technique.gatech.edu)  
[news@technique.gatech.edu](mailto:news@technique.gatech.edu)  
[opinions@technique.gatech.edu](mailto:opinions@technique.gatech.edu)

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# Buzz Around the Campus



**Meredith Najewicz**  
ChE Senior

*"I read Fark."*



**Paul Weber**  
BIOL Senior

*"Pretty good."*



**Rina Bala**  
CS Sophomore

*"About as much as  
people here get shaft-  
ed."*



**Russell Marzette**  
ME Grad

*"I'm an NPR guy, get  
up every morning at  
6."*



## Question of the week

**"How much do you  
keep up with current  
events?"**



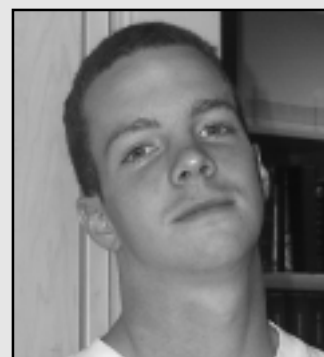
**Shamus Yandle**  
ME Senior

*"I watch the news  
probably every other  
day."*



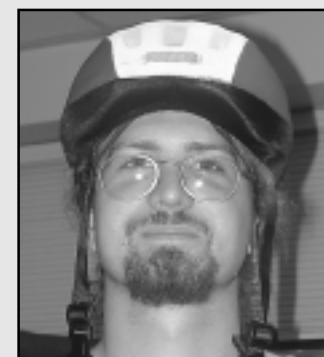
**Steve Fennell**  
CS Sophomore

*"I don't at all."*



**Jimmy Henderson**  
ISyE Senior

*"Yeah, have you guys  
heard about this  
Enron thing?"*



**Chris Holmes**  
CompE Senior

*"What's a current  
event?"*

Feature and Photos by  
Christopher Googley

# TECHNIQUE

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