FOCUS

Learning to lead
For the first time, the School of Management offered a class in servant leadership this semester. How did it go—should you sign up next semester? **Page 15**

Harry Potter and pals return
The latest installment in the *Harry Potter* series of movies comes out today. This edition is an improvement on the first, with more deviation from the book than the first movie. **Page 19**

GTSux website, created by student, vehemently criticizes Tech

The Technique*'s Kimberly Rieck got behind the secrecy shrouding the origins of the GTSux website when she interviewed the site's creator, who has managed to remain anonymous since the site was started in April 2002.*

By Daniel Uhlig / STUDENT PUBLICATIONS

By Andrew Saulters / STUDENT PUBLICATIONS

The GTSux website features a section dedicated to Tech's parking and transportation services—or, in the opinion of the site's author, the lack of such services. The site makes particular references to the Stinger crash the occured during the spring of 2001. Another section of the website pays special attention to the large number of squirrels on campus.

By Kimberly Rieck
Senior Staff Writer

Last year's freshman class had to deal with a renovation of a Freshman Experience dorm, Caldwell and the ramifications of the Computer Science department's storied cheat-finder program. Out of the 140 residents who lived in Caldwell fall semester and the over 1,500 students who took either CS 1321 or CS 1322 in the fall, one resident decided to do something about what he considered to be severe injustices committed by Tech.

On April 20, the Caldwell "refugee" founded the website "GTSux…Enough Said." The website has provided a place for the founder, who wished to remain anonymous until he transfers in spring, and other students to have a humorous forum for their grievances against Georgia Tech. The site has a vast amount of complaints from the creator and students, ranging on topics from dining services to Tech's transportation system.

The site immediately grabbed the attention of panicked freshmen during spring finals. By the second day that the site had been up, it had received 900 visitors. Within a week, the site had logged over 4,700 visitors. Since last spring, the site has had 23,000 visitors. On average, the site gets 100 hits a day.

We went to the creator himself to discover the origins of the site. The Kentucky native explained his reasons for founding the site and his plans for its future.

Technique: What made you decide to create the website?

Creator: It was [my] overall disappointment with the quality of the school and my experiences during my freshman year. When I started the page, I set a goal of 10,000 [hits] and I got that in like two weeks. But the reason I picked 10,000 was because I wanted to reach a good number of the students here.

TQ: What did you think Tech would be like before you decided to come here?

C: From the way they made it look at FASET, it looked like it'd be a whole lot more fun than it really was.

TQ: So you were in Caldwell. What was that experience like?

C: It wasn't very convenient being in it my freshman year here. It was just one more thing to deal with and the housing situation we got afterwards wasn't very good. The roommates I had were terrible. I tried to get them switched, and I went to housing, but they didn't really do anything for me, so I was stuck there.

TQ: Is there anything about the school that you do like?

C: I've made a lot of friends here, and I like the Atlanta atmosphere.

TQ: Why did you decide not to transfer your freshman year?

C: I thought I could hack it out; I thought that maybe I just needed to give it a chance. A lot of people say your freshman year is the hardest, so I came back for another semester. But I'm transferring in the spring (to a college he would prefer not to mention).

TQ: How did you get momentum going about the site? The total number of visitors skyrocketed in only a few days.

C: I told a few of my friends about it. They told their friends and from there everyone found out about it. Last semester it came up on the newsgroups, and a lot of people talked about the controversy in it. As long as people agree with [the sentiment expressed on the site], it's going to be popular.

TQ: What things about Tech would you change if you could?

C: There are a lot of things, I can't pick out just one thing, there's so much.

TQ: What major are you?

C: CompE.

TQ: Are you planning on continuing that at your next college?

C: I'm going to stay a compE.

TQ: From looking at the site, most of the class rants are about computer science and physics classes. Are those ones that you actually took last year and disliked?

C: Still do.

TQ: You're still taking CS classes?

C: Nah, physics.

TQ: Which one?

C: Physics 2.

TQ: Were you surprised that prospective students have looked at the site and decided not to come to Tech after viewing the site?

C: I've had a couple people tell me they've decided not to come here after seeing the site. That's one of the goals in the site—to have people like me understand what the school is like before you get here, and that you can't do anything about it.

TQ: Are you planning on having someone take over the site when you leave here?

C: I don't know. I hadn't really thought about it yet.

TQ: Did you do a lot of research to find out about the stinger bus crash and other events that happened before you arrived at Tech?

C: Once I started the site, people began emailing me [about the events]. I get a lot of my new content from [emails] these days.

TQ: How many emails do you average a day?

C: Not that many anymore. Sometimes I don't get any.

TQ: So when was the peak period?

C: Last spring, around finals week.

TQ: You received a notice last year from Georgia Tech's legal department, what happened with that situation?

C: The legal department emailed me saying I couldn't use the GT (the interlocking GT logo for Georgia Tech).

TQ: What has been the most memorable feedback that you've received on the site?

C: I've had a lot of contributions. Probably the housing stories.

TQ: What have been your most memorable experiences that are on your site?

C: The whole getting kicked out of Caldwell, and where they moved me. Also maintenance requests—they don't happen. This year I've had ants in my room after fall break, and we don't keep any food out or anything like that. I keep sending maintenance requests to get somebody to spray it, and no one has come so finally I just went down there and got the spray myself and did it.

TQ: Have you checked out your new school pretty thoroughly to make sure it'll be the right place for you?

C: I have a lot of friends that go there, and they all tell me it's a lot of fun. I go up there to visit sometimes. I like it.

TQ: What made you come up

"When I started the [GTSux] page, I set a goal of 10,000 [hits] and I got that in like two weeks."

Creator
GTSux website

By Daniel Uhlig / STUDENT PUBLICATIONS

Visitors to www.geocities.com/gtsux2002 can find another section critical of campus construction. Such noise seems to bother the site's creator.

GTSux

with Tech goggles (the idea that the longer you are a student here, the prettier the girls look)?

C: I think it's just something that people talked about—it's more intended to be funny than anything.

TQ: So have you actually dated any girls since you've been here or do they all seem to have T.B.S.?

C: I've met girls, but I haven't gotten into any relationships. I mean I don't mean to come across like everyone here is like that, but there is a portion of the population that does come across that way.

TQ: What was the point that made you want to transfer out of Tech?

C: I wanted to transfer my freshman year. From the first week I was here I knew I wanted to leave. I kept trying to deal with it and maybe get that Tech degree. But recently I went home and saw my friends at the college I'm going to now, and spontaneously I decided I'm leaving.

TQ: Were your parents pretty cool with your decision?

C: They support me. They knew I didn't really like it here. I tell them all the things that have happened here, and they don't really agree with it either. They kept saying "Why don't you just transfer?"

TQ: Especially since you're an out-of-state student paying the increased tuition.

C: No scholarships either. That's another reason. When you're paying $20,000 a year to go here, you should get your money's worth.

TQ: What would be your best advice to someone at Tech?

C: Well there's a lot of people that would enjoy this school because they've been pretty hard-working all their lives. There are a lot of other people, though, who have this image of what college life is supposed to be lik,e and to me I just, my experience at Tech is not a [dream school]. It's really focused and cut-throat and that's not the type of thing I was looking for in a college. I would just want people coming here to know that above all.

> "[Tech]'s really focused and that's not the type of thing I was looking for. "
>
> **Creator**
> GTSux website

T Q : Do you wish you had been warned about it before you got here?

C: It's not their job to warn us [during FASET], but they shouldn't sugar-coat it the way they do and make it seem like there's always something going on [on campus].

TQ: Have you seen any improvements since your freshman year?

C: They've changed the CS program but I don't know if it's better than it was before since their grades are now like 85 percent tests. Getting to work together is one thing but I think more of the issue would have been to just ask for help when you wanted it back then. On another note, the people that got caught with the cheatfinder, I know a bunch of people that did get caught; they were caught copying and pasting code. I think if you do that then you deserve to get caught, but I never saw anything wrong with getting a pointer from someone to get started in the right direction.

TQ: Do you have any plans to reveal your identity?

C: I'm not sure if I'm going to or not yet. If I am, it'll be towards the end of this semester or next semester after I'm gone.

TQ: Do a lot of your friends know about the site?

C: I told the friends of mine to check out my page and to pass it around but don't tell anyone who made it.

Class

Stancell, "is that there's a lot of trial and error. Maybe you've had a leadership position… but at the end of the day, you're really not a very good leader.

These are a difficult set of skills, and it takes practice, practice, practice. I think a course like this heightens that in your mind."

Reflecting on the class, he said, "I've had a great time with the class." He has received mostly positive feedback from his students.

For example, Gearhart suggested, "The only thing I would say that could be improved would be to bring in a few more speakers throughout the semester to get a different perspective of leadership."

Stancell, who is only at Tech one semester each year, will not be teaching the servant leadership class in the spring. In his place will be a visiting Management faculty member, Ben Laughter.

Stancell's servant leadership class informative, insightful

By Jennifer Lee
Contributing Writer

The Student Leadership Initiative, created earlier this year by President Clough as part of the leadership endowment, has moved one step closer to its goals with the creation of a servant leadership class that is being offered for the first time this semester.

Listed in the course catalog as a management elective, under MGT 4803A, the class is taught by Dr. Arnold Stancell, Tech's Servant Leadership Chair, and is worth 3 credit hours. It is currently restricted to juniors and seniors.

Interested students mainly learned about this new class through word of mouth, as well as from previous articles published in the *Technique*. Maggie Gearhart, a fourth year management major who is currently enrolled in the class, said that she found out about the class just by looking it up on OS-CAR. "I read the course description to find out more about it. I decided to take it because it sounded interesting and seemed like it would be different than any other class I had taken."

Also, Gearhart added, "I liked that the class was open to different majors, so I knew there would be [a] wide variety of students in it."

Stancell said, "We wanted to emphasize that the course is open to all majors, so we put it in the Management program." Indeed, despite the lack of publicity, the class had no difficulty reaching the 35-student cap. Currently, the class has management, industrial engineering, chemical engineering and computer science majors enrolled in it. "We even had some students on the waiting list," said Stancell, "so we're very pleased with the reaction."

The difficulty, then, was not in getting students to enroll, but deciding on the content of the class. Contrary to what it may seem, the emphasis of servant leadership is *not* on community service. Instead, clarified Stancell, "Servant leadership focuses on the effective leader: the person who supports the growth and development of others. By empowering them to do good works, the organization, in turn, can achieve extraordinary results."

> "I have learned a lot about being an effective leader and just as importantly, about being an effective teammate."
>
> **Maggie Gearhart**
> Management major

Another emphasis of servant leadership is on teamwork. Gearhart said of the class, "I have learned a lot about being an effective leader and, just as importantly, about being an effective teammate."

A typical day in class usually involves Stancell first lecturing about the reading material: *7 Habits of Highly Effective People*, by Stephen Covey, and *The Leadership Challenge*, by Kouzes and Posner. "The reading material gives some structure in terms of reading and bringing the students through the basic principles of leadership," said Stancell.

Stancell's lectures are often supplemented with examples from his experiences when he worked for Mobil.

"[He's] a very insightful professor," said Gearhart. "I think he tries to share as many of his experiences with us as we have time for."

Stancell also asks students for questions and responses to the reading material. Jessica Goggins, another management major in the class, said, "Earlier in the semester, there was lots of discussion, which I liked a lot. He drew from other people's experiences."

Students also watch videos, do group exercises, and analyze case studies.

For example, one case study was on Jack Welch, the ex-CEO of General Electric, who is known for his success in transforming GE into a profitable, valuable company, as well as for his unique leadership style. The case study described Welch and his interactions with people; the students then had to interpret it in terms of leadership.

Another important component of the class was a team community project, done in small groups. This month, students may see the results of these community projects around campus: one group is sponsoring a

By Shelley Hoyal / STUDENT PUBLICATIONS
Community service isn't the main focus of the servant leadership class, but it is a component. Above Chris Raabe, Garrett Hudson-Smith and Michael Aberhard work at Oakland Cemetary during TEAMBuzz.

coat drive in conjunction with Hunger and Homelessness Awareness Week, and another group is sponsoring a "Day of Thanks," when students can write notes of appreciation to any member of the Tech community.

However, not all projects are community-service related. Another group is helping an Atlanta organization with writing grants, while yet another group is examining the Leadership Initiative and coming up with its own recommendations for it.

Stancell asserted that the project "is not task-oriented." In other words, the project itself is not an example of leadership; instead, he said, "it gives them a chance to apply the skills they learned in the class."

Leadership experience amongst the students in the class is varied—although with Tech's numerous student organizations, many of the students in the class have had previous leadership experience through extracurricular activities. As a result, the benefit each student said he or she said they gained from the class varied as well.

"I like the class, but it's not exactly what I thought it would be," said Goggins, who considers herself to have had a good deal of leadership experience. "I thought it would be more focused in serving people and less towards basic leadership skills that you could get from other places."

On the other hand, Gearhart, whose leadership experience includes being a FASET Leader and a Fundraising Co-Chair for TEAM Buzz, said, "Any leader, no matter how experienced, has room for improvement. Any leader can learn to be more effective."

"The problem with just jumping in and getting involved," noted
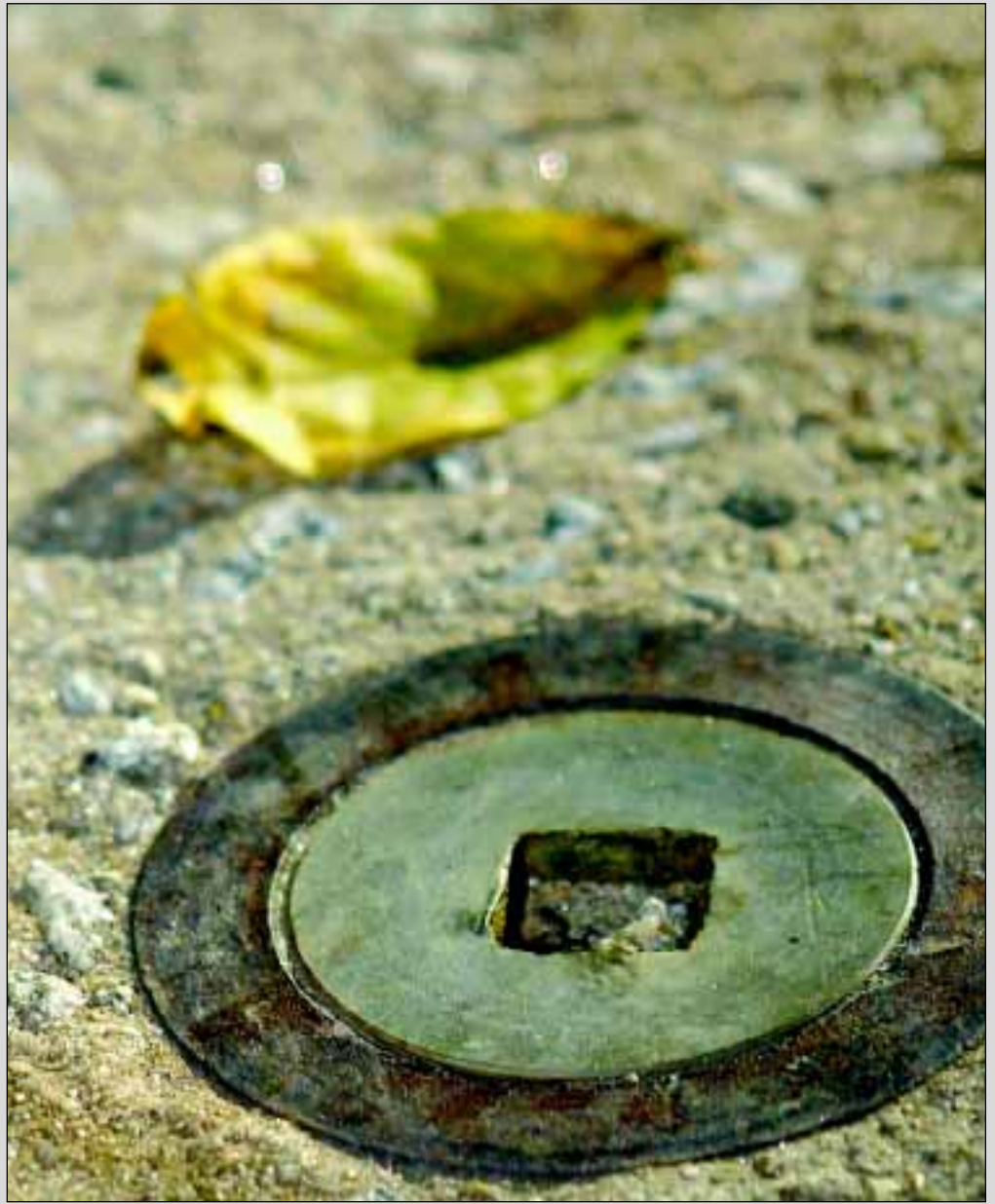
Tech Up Close

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Winner of the Tech Up Close contest receives a *Technique* T-shirt and a coupon for a free student combo at Li'l Dino's.

Last week's Tech Up Close:
sewer steam vent

By Scott Meuleners / STUDENT PUBLICATIONS

An Occasional Series

By 1980s, Sheryl Prucka felt less struggle than previous Tech women

By Joshua Cuneo
Staff Writer

In 1979, college sophomore Sheryl Prucka walked onto the campus of Georgia Tech after a one year stint at the University of Georgia, and never gave the low female-to-male ratio a second thought. In fact, she hardly mentioned it in a recent interview.

"The electrical engineering (EE) program is a challenging program, and I didn't feel like being a woman made me any different," she said. "[Although] those of us who were women did get together and become close friends and study together."

It was a clear sign that Tech had made considerable progress in welcoming women to its campus over the course of thirty years. In particular, the sluggish growth of the number of women enrolled in the '50s and '60s had picked up speed in the 1970s.

Furthermore, like many of her female predecessors, Prucka's career ambitions, coupled with the Institute's rigorous academic program, kept her too distracted to worry about being in the minority. "I definitely had to work a little harder than I had had to work…in Athens." Prucka was also born into a family of Tech graduates—her father was an electrical engineer from the Institute—so she had the educational support of her parents in her academic endeavors.

Prucka may have avoided some of the social complications of her female precedessors because she commuted throughout her undergraduate career. But even then, she spent most of her time on campus, whether studying in the library or eating at the food court. She inhabited the campus most of the day and recalls that she enjoyed the entire experience.

Her academic focus meant that her social life sprung from the classmates she met up with in study groups. "We would get together and study, and then we would run and grab a bite to eat." She also found time for the other popular social activities, notably football games and the Varsity. Breaking with the common dating stigma that Tech men held against Tech women, she kept a Georgia Tech boyfriend for a number of years.

Prucka remebers that the Tech faculty provided a very nurturing environment. "There were many, many excellent professors. I can't even pick out one in particular," she said. "Any professor I went to visit to ask for either assistance or to discuss the course work was very supportive."

Her advisor, Dr. Tom White, was instrumental in establishing an academic program for her, and Tom Akins, then the head of the long-established cooperative program, helped her find an assortment of positions related to her major that helped her explore various aspects of her field of study. This represented a fundamental shift in the attitude of the academic faculty from general indifference and even distaste to active support of the ambitions of Tech's female student body.

Prucka's ability to become prolifically involved with the Institute helped her establish a tremendous sense of personal responsibility and ambition. She held three different co-op positions, the last for her father with his sprinkler company. "He…would give me complete [sprinkler design] projects," she recalled. "Having that kind of responsibility was absolutely wonderful."

She pursued a master's degree following graduation, and acquired a position as a research assistant, which "was very interesting and challenging, and actually gave me an

> "The electrical engineering program is a challenging program, and I didn't feel like being a woman made me any different."
>
> **Sheryl Prucka**
> Electrical Engineering, '83

opportunity to expand my foundation in computers." Shortly after she completed her graduate program, she started her own business, Prucka Engineering, which was later acquired by GE Medical Systems.

Tech was still a male-dominated school by the time of Prucka's graduation. She recalled that only ten percent of EE majors were women, a notable rise from previous decades, but still a relatively small number. But Tech had integrated women onto campus quite well by then, and Prucka felt right at home.

"I really enjoyed my education [here]," she said. "It was a great growth time for me. I really learned a lot about people and communication."

This occasional series celebrating the past fifty years of integrating women into Tech, highlighting their trials and triumphs, will continue in spring semester. The series will pick up again in 2003 by focusing on a woman from the 1990s, and will continue by exploring current issues related to women at Tech now. Send comments and ideas to focus@technique.gatech.edu.