

OPINIONS

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TECHNIQUE

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Quote of the week:

"Maybe this world is
another planet's Hell."
—Aldous Huxley

OUR VIEWS Consensus Opinion

Stinger Senior Design

One of Tech's most innovative senior design projects this semester is being carried out by a group of industrial engineering students. The revaluation and design of the Stinger system by students at Tech sets a precedent that should be followed in other senior design projects. Tech students should be allowed to attempt to solve on campus problems that relate to their fields of study. The Stinger senior design is an excellent example of this idea that should be followed in future projects. The Parking Department's administration should take the group's recommendation seriously and find ways to implement as many of their ideas as possible.

In terms of the specific ways that the Stinger should be improved to be more useful to students, the senior design group is on the right track in many areas. The posting of the schedule at the stops and on the buses will increase students' use of the bus system while making their experience more efficient.

The best thing that could be done to improve the movement of the Stinger is to customize the routes to meet students' needs. The Stinger routes need to be different at night. During the day, Cherry Street and Atlantic Avenue should be pedestrian-only walkways that cater to students trying to move quickly between classes. At night, however, safety and quick transportation become the more pressing priorities, meaning that the Stinger should have free access to those areas of campus where students study and work at night, including the library and the lab buildings on Atlantic Ave. These areas should be accessible only to the Stingers and only at night.

Budget Cuts

With a possible significant decrease in the state budget, Georgia Tech must prepare for future cuts in its budget by deciding in which areas funding can be decreased. Areas that should not be touched are academic programs and faculty that are critical to the mission of Tech. Academics are the heart and soul of the Institute; without them, none of us would have a reason to be here.

Because budget decreases should be avoided in the academic arena, other areas must be considered for cuts. While it is always difficult to make these types of decisions, perhaps some non-essential faculty and staff are the first place to look. The Institute is already taking positive steps in this direction by not hiring for open part-time positions. When the budget situation improves, these positions could be reinstated.

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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WOULD YOU LIKE
TO COME SEE THE
VAGINA MONOLOGUES?

WHAT'S A
VAGINA?



By Matt Norris / STUDENT PUBLICATIONS

Professors can make classroom fair

Throughout my time at Tech, much of my extracurricular focus has been on the Honor Code and how to promote it. I have come to believe that one of the primary ways to convince students that they shouldn't cheat is to treat them in a respectful manner in the classroom. Most of the professors that have taught me have done this well, but I believe any professor can benefit by listening to feedback from their students, especially about their teaching style and testing mechanisms.

While I believe the responsibility for ethical behavior in undergraduate classes lies mainly with students in these classes, there are many ways that professors can help encourage academic honesty. I believe one of the foremost ways for this to happen is through what I consider appropriate methods of testing.

I have never taught a class or written a test, but through my many years of schooling (with many more to come), I have learned what methods of testing I believe are effective. What I have noticed is that those testing mechanisms that are the most fair to students also tend to be the ones that show students' true level of knowledge in a course.

First, the aim of a test or any examination device should never be to surprise students. The more explicit a professor can be about how he or she is determining what students know, the better.

This can take a range of forms. For introductory classes with mostly multiple choice questions, it means giving a few example questions from old tests that are indicative of the types of questions that will be asked.

Letting students know what will be covered on the test is very helpful, especially when multiple sources of material are possible, such as class that has lecture notes, readings from the book and student com-



"I have noticed that fair testing mechanisms also tend to show students' true level of knowledge in a course."

Sara Cames
Opinions Editor

ments and presentations.

In more advanced classes with projects, papers, or practical projects, professors should give students a rubric that explains what factors they will be grading on and what level of performance they expect. One method of doing this that I have found particularly effective is when professors give me an example of an outstanding project or answers to sample questions so I know what is expected before a test.

With all this being said, I don't think that any professor on this campus should dilute or diminish their grading standards to make classes easier for students. It is a perfectly legitimate aim to be a tough grader.

I would say the most beloved professors on campus are the ones who consistently challenge their students. They are also the ones, however, that cover all or most of the material that will be on a test, that make themselves available to answer questions, and that are clear about their expectations on graded material.

After a test or other graded assignment has been given, there are many things a professor can do to make sure his or her students either repeat their performance or do better on the next assignment. If necessary, professors should encourage their classes to form study groups and provide the classtime to make sure those groups are successful. While I am not a big proponent of group projects, these may also help

students learn difficult material.

Professors should also know what other resources are available if their students are having difficulty. While the faculty cannot be there all the time for us, they should make sure that TAs, if the class has them, are providing support for us students.

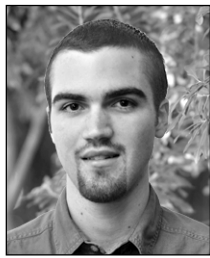
Beyond what our professors do specifically for us, there are a few other things I think professors should do to make tests fair. First, they should throw out any questions that are obviously flawed on a test. If there is massive confusion about an issue or if almost every student misses a question on a test, there is a chance the question is flawed, especially in less quantifiable fields. Professors should also be available to talk to their students about their performance and be willing to perform regrades, if necessary.

However, the burden does not lie entirely on the faculty to make sure the classroom environment is the best it can be. We need to be more willing to approach our faculty with suggestions and comments on how classes are going. Filling out course surveys is an anonymous way to get your opinion across if you feel uncomfortable approaching your professor.

Finally, don't forget to tell the faculty when they are doing a good job, as well. There are some amazing teachers on this campus, and the creativity and passion for teaching that I have experienced is truly commendable.

Tech has more to offer than engineering

"You go to Georgia Tech? That's great! What are you studying—chemical, mechanical or electrical engineering?" I'm often faced with awkward moments like these. How am I supposed to explain that I'm just another management major? The excitement on peoples' faces seems to disappear even before the words leave my mouth.



"All students should strive to make every aspect of Tech's academic programs successful."

Justin Partlo
Advertising Manager

Almost everyone assumes that because I'm at Georgia Tech, I must be some sort of engineer. After all, this is an engineering school right? Why would anyone want to come to Tech to study business management?

Like me, most management majors do not start in the DuPree College. In fact, only 4.5 percent of the 2002-2003 freshman class was enrolled in the DuPree program last semester. However, statistics suggest that number will increase over the next few years to meet or exceed the 10.4 percent of the entire undergraduate population that was enrolled in DuPree during that same period.

Why is there such a large increase in management majors as students progress through their academic careers? Is it because some wannabe engineers just don't have what it takes and opt for an "easier" path? Perhaps some people just get sick of science and engineering and decide to explore new horizons. Or may-

be it just takes a while to find out what one really wants to do in life. Whatever the case might be, Tech's management program has become increasingly popular over the past few years.

I started my freshman year in the College of Sciences, but quickly discovered I didn't enjoy what I was doing. I have always been interested in science, but as I began to evaluate my plans for the future, I just couldn't see myself devoting the rest of my life to it in such a direct manner.

During the past two years I have observed that most students in the Colleges of Engineering and Sciences seem to think management majors are inferior and not worthy to be attending the same school. We are largely perceived as the "slackers looking for the easy ride through Tech." Many also believe that DuPree's only purpose is to keep all the athletes in good academic standing. Based on my experiences at

DuPree thus far, those perceptions are unfair.

The DuPree College has a reputation for producing high-quality businessmen and women who are renowned for their ability to excel in technology-oriented firms. Moreover, Tech's management majors are more well rounded than those coming from most other universities, making us more attractive in the job market.

Our choice of a more liberal arts-oriented career does not mean we are incompetent or lazier than the rest of the student body. I plan to get my MBA and go to law school after I finish my studies here at Tech. I believe that most business and law schools are looking for students who will contribute to their programs in new and unique ways. Graduating from a technology-oriented university with a degree in business management will certainly enable me to market myself more

favorably to these programs.

Additionally, I invite all you engineering and science majors to take a closer look at the College of Management. Chances are high that within a few years you'll find yourself in a position that requires you to have some knowledge of or experience in the field of management. Even if you know you're going to see your engineering degree through to graduation day, I'd recommend taking a few management courses, just to expose yourself to a different way of thinking.

I realize that business management isn't and probably never will be the focus of this school, but the DuPree College of Management helps provide a more well-rounded curriculum and atmosphere.

As students, we have a tremendous influence on outsiders' opinions of what we're capable of, regardless of our majors. No one can market our futures as well as we can, but at the same time, no one can hinder our futures like we can, either. We need to do all we can to promote the success of our school. For the sake of our reputations and futures we need to pull together as one student body instead of trying to separate ourselves from each other. All students, regardless of field of study, should strive to make every aspect of Tech's academic programs successful.

OUR VIEWS Hot or Not

HOT-or-NOT



Turnin' to interns

The administration is on fire, with their recent proclivity to help the student body earn internships. The restructuring of the co-op program will aid students in both programs, and the focus on international internships will as well. As the economic future remains uncertain, more and more employers make look for interns, rather than co-ops, and Tech is doing its best to help students. Now if only it could do something to help the spring graduates find jobs.



Drop it like it's hot?

Drop day is not hot; in fact, it's cold. Though Valentine's Day marked the last day to drop classes, a number of Tech students were not able to make informed decisions about whether or not to keep their classes. Professors often fail to give exams before the day, and if they do, they sometimes fail to return them when they are graded. Help us out! If profs cannot follow the procedures currently in place to aid students, the day should be moved back to aid both parties.



Vaginas speak?

When "The Vagina Monologues" plays the Ferst Center on Saturday, it will be another sign that attitudes at Tech have progressed in the last several years. The somewhat controversial play is something everyone at Tech should see, and the *Nique* hopes you will read this and rush to buy your ticket. Well...go!



Cherokee people

We all know the Jeep Cherokee is pretty cold any day of the week, but this past week it's even colder. The Jeep was a favorite of the auto-theft crowd this week. Really, do these burglars have soccer practice to cart their kids off to, or a time share in the Great Smokeys to get to? How about a boat to tow? C'mon, now!

YOUR VIEWS Letters to the Editor

Man crush needs men

I consider myself an experienced man-crusher. As such, I was frankly appalled and even a little offended by Jen Schur's editorial in the last issue of the *Technique*. I would assert that Ms. Schur completely missed the point. So, allow me, a professional, to explain the true meaning of a man crush.

Let me first assert a fact. I am not gay. I have never been gay nor felt the urge to be gay. I will not realize I am gay at any point in my life. However, I do man crush.

First of all, man crushes are, by definition, only from one heterosexual man to another heterosexual man. Any other type of crush is a "normal" crush. For instance, Ms. Schur's Paul Hewitt example would suffice for me, but not her. A woman can only have a "normal" crush on a man. I personally have had a man crush on Brad Pitt for about three years now, and the feeling works as

follows: A man crush does not (necessarily) imply that I have sexual intentions for my relationship with Brad. I would never kiss him. However, if he asked me to snuggle under a blanket (i.e. spooning) I would definitely have to at least think twice. (And let's not kid around, I would joyfully comply). This is a necessary and sufficient definition of a man crush.

Furthermore, man crushes, in my experience, are usually also accompanied by the realization that the man you are crushing on is the most beautiful person in the history of the world. I truly believe no one since Adam has ever been as beautiful as Brad. Of course, Jennifer Aniston is a close second, but I could never claim to have a man crush on her. And why? Because she's a she. Happy man crushing!

Justin Allman
gtg418b@mail.gatech.edu

Letter Submission Policy

The *Technique* welcomes all letters to the editor and will print letters on a timely and space-available basis. Letters may be mailed to Georgia Tech Campus Mail Code 0290, emailed to editor@technique.gatech.edu or hand-delivered to room 137 of the Student Services Building. Letters should be addressed to Jody Shaw, Editor-in-Chief.

All letters must be signed and must include a campus box number or other valid mailing address for verification purposes. Letters should not exceed 400 words and should be submitted by 8 a.m. Wednesday in order to be printed in the following Friday's issue. Any letters not meeting these criteria or not considered by the Editorial Board of the *Technique* to be of valid intent will not be printed. Editors reserves the right to edit for style, content, and length. Only one submission per person will be printed each term.

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Information and rate cards can be found online at www.nique.net. The deadline for reserving ad space and submitting ad copy is noon on Friday, one week prior to publication. For rate information, call our offices at (404) 894-2830, Monday through Friday from 10 a.m. to 5 p.m. Advertising space cannot be reserved over the phone. The *Technique* office is located in room 137 of the Student Services Building, 353 Ferst Drive, Atlanta, Georgia 30332-0290. Questions regarding advertising should be directed to Marcus Kwok at (404) 894-9187, or RoseMary Wells at (404) 894-2830.

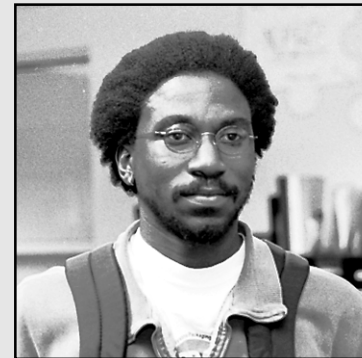
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BUZZ

Around the Campus

What did you do for Valentine's Day?



Collin Brown
ECE Grad

"Besides studying?"



Jane Floyd
ME Sophomore

"I worked out at SAC."



Hisham Khaki
IE Senior

"I spent an arm and a leg on a date."



Elizabeth Chesnutt
EE Grad

"I went to Outback and later shared a bottle of wine."

SSNs poor choice for ID numbers

By Roger Thoman
Washington Square News

(U-WIRE) New York University—National security. The phrase has evolved as the buzz word of the 21st century, alongside common quips like “smoking gun.” But as the federal government concentrates on menacing threats from international sources, we have neglected the little things that symbolize national security to students. Students and university administrators have a responsibility to promote another brand of national security: protection of students’ Social Security numbers.

It is difficult for an NYU student to go a day without using his or her student ID number. Whether it is paying tuition bills, registering for classes via Albert or simply requesting a

guest pass for a visiting friend, the student ID number has become the most common form of accepted identification on campus.

The problem is that at NYU, student ID numbers are not randomly assigned. Instead, we are identified by our Social Security numbers. This opens up the door for identity theft and many other crimes.

According to the Social Security Administration, Social Security numbers are the most frequently used record-keeping statistic in America. The number is used to gain access to financial records, educational documents and medical information. It is crucial to opening bank accounts.

California Polytechnic State University recently adopted an infor-

mation system that will not rely on students’ Social Security numbers as a form of identification. Instead, students and staff will be assigned a random campus ID number, with the Social Security number masked in the background.

While most students have never considered the threat of identity theft, an increasingly common crime, the use of Social Security numbers for a students’ needs on campus requires alteration, by implementing an independent campus ID number over time.

According to the Federal Trade

“The administration must implement a policy that offers specialized campus numbers to protect students’ security. To do anything less would be a crime.”

Roger Thoman
Columnist, Washington Square News

Commission, reported cases of identity theft almost doubled in the last year, making up 43 percent of consumer fraud complaints. The FTC reports that 4,655 cases of identity theft were reported in December 2002, an increase of almost 25 percent from last year. Identity theft is the fastest growing crime in the nation.

As many as 700,000 people in the nation may become victims of clever identity thieves each year, the Department of Justice said. NYU students use their Social Security numbers with alarming frequency. They have become accustomed to loudly announcing their student ID numbers to university representatives and placing it on documents without a second thought.

The number is tossed around carelessly. The information is more important than many students care to think, however. Anyone possessing a student’s Social Security number can gain access to important documents and can even open new financial accounts in the student’s name, a federal offense.

The solution is fairly easy but not immediate. The university must phase out the use of Social Security numbers to identify students and assign incoming students an ID number independent of their Social Security numbers. This is a necessary step to protect students from thieves who may hijack personal information. By building a foundation of independent ID numbers, we avoid a threatening problem in the future.

Students’ national security begins with self-protection. Students must be more vigilant with the wanton use of their Social Security numbers on campus, and the administration must implement a policy that offers specialized campus numbers to protect students’ security. To do anything less would be a crime.

Recently, Tech administrators announced that Georgia Tech will discontinue the use of SSNs as student ID numbers on March 1st. These numbers will be unique to each student, faculty member or staff member. Students can access their new ID number on or after March 1st by visiting the website below. For more information on the planned gtID#, see the January 31st issue of the Technique or see www.gtid.gatech.edu.

Tech tutors help kids in poor schools to learn

In the January 31, 2003 issue of the *Technique*, Derek Hayens’s editorial referenced an experience he had as a tutor at Camp Creek Middle School. This experience was a part of the CEISMC Mentoring Program, a program that hires work-study students to tutor “at-risk” elementary and middle school children in the metro Atlanta area. As one of the coordinators, I am proud that for the last two years we have employed an average of 100 Georgia Tech students to serve as tutors and mentors.

I was disappointed that Derek chose to use a conversation he had with one frustrated teacher as a generalization on urban education. However, I find Derek’s experience and sharing of his observation extremely positive. It expresses precisely one of the over-arching challenges into which Tech’s students are invited to invest themselves.

While there are certainly frustrated teachers and unmotivated students in the schools, the goal of our program is to encourage children to think beyond the negative stereotypes he mentioned and inspire them to achieve success through education. Our tutors interact with many capable children—children who, with that extra bit of attention, encouragement and motivation, may one day be students themselves at premier institutions like Georgia Tech.

Georgia Tech is fortunate to be able to draw from its student body tutors that are highly committed to making a difference in the lives of the children with whom they work. It could be somewhat disheartening to see this profound future resource of human capital that is the youth of our communities, depicted in such a negative manner.

However, I truly hope that Derek, along with all of our current, former, and future tutors, will commit themselves to rejecting negative images and embracing this opportunity to be part of the solution in transforming, teaching and learning, especially in our urban centers.

All members of the Georgia Tech community are encouraged to become involved in tutoring and mentoring programs. Whether it’s with our program at CEISMC, or the Techwood Tutorial Program, or through other efforts, tutoring and mentoring a child is a wonderful way to use the success you have achieved to inspire someone else to succeed.

Steven Girardot
steven.girardot@ceismc.gatech.edu

For more information on how to get involved in the tutoring programs at Tech, contact the MOVE office by visiting their website, www.move.gatech.edu.

“Our tutors interact with many capable children—children who, with that extra bit of encouragement, may one day be students themselves at premier institutions like Georgia Tech.”