FACES

- Women of the Year -

By Kimberly Rieck
Staff Writer

Each year at the Women’s Leadership Conference, Georgia Tech honors an outstanding undergraduate student, graduate student, a staff and faculty member, and an alumna from the Tech community. The founders of the awards designed it to “recognize women who create innovative solutions, inspire others, uphold the community with their actions, and serve as role models.” Over the past five years, only one undergraduate student is chosen for the award. However, this year there was a tie between two women, Anna Fincher, and Wendy Anderson. They were handpicked from an impressive field of nominees that included Jordas Duda-ley, Natasha Gugen, Irene Gung, Kelli Longshore, and Michelle Ramey.

Anna Fincher—

An Atlanta-area native, Fincher chose to come to Tech over MIT. Fincher said that she hated MIT’s campus, and when she visited Tech, she “absolutely loved it.” Although she had been involved with student government, and yearbook in high school, she decided that she wanted a change of pace in college. Georgia Tech Student Foundation was the first organization of many that she decided to join. That was four years ago, and since then she has joined Ambassadors, ODK, Alpha Chi Omega, FASET organization, LEARN, and the M&M program. “I basically spoke with the president of the organization, and it is the opportunity to really involve yourself specifically to take care of the President’s House. Three support groups hired to take care of the entire campus also play a role. Along with a construction group and a group responsible for handling of the grass and moving around Tech, a maintenance group is also in place to take care of Tech’s fifty-six acres of irrigated landscape. “Starting this week, we also have a tree surgery joining our staff to take care of all the trees around here. We have not had anyone fill that position in the past five years. One of the things that is great, but we need to do just a little better, is the maintenance of the sidewalks and streets, including the street-sweepers seen around campus periodically (you know you’ve wanted to drive one of those).”

“Ide estimates the amount of money usually spent on landscaping campus to be around $2 million. “The budget is not itemized for us, but I look at the different tasks that need to be carried out through the year and estimate how much would be needed for them,” he said. The department plans to work schedule each year around various events like Tech Beautification Day, but it has to account for unplanned events like President Bush’s recent visit to Tech. Currently, with the arrival of Spring, they are concentrating on planting new flowers around campus.

How does all this involve the student body? The Landscaping Division in fact works very closely with events like Tech Beautification Day, scheduled this year for April 27. “We work with the Tech Beautification Day committee from the beginning to the end, because we are responsible for buying them the materials they need and making sure they will be put to good use,” said Ide. The Division is very interested

“Getting the award was great, but being supported by so many friends was even better.”
Anna Fincher
Woman of the Year

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Amendments to the SGA Constitution

“Shall the Constitution be amended so as to provide for the following changes to the Undergraduate Judiciary Cabinet?”

- That the number of Justices in the Judiciary Cabinet be increased from ten (10) to twelve (12) justices.
- That alternate Justices be allowed to serve in the capacity of a Justice if necessary to have quorum for a hearing. The maximum number of Justices sitting for any given hearing will be ten.
- That the maximum number of Justices sitting for any given hearing will be ten.
- That alternate Justices be allowed to serve in the capacity of a Justice if necessary to have quorum for a hearing.
- That the maximum number of Justices sitting for any given hearing will be ten.
- That the Chief Justice be given the authority to appoint an interim Chief Justice in certain circumstances.

The above amendments increase the number of justices from ten to twelve members, allow justices to hear cases over the summer, and provides an interim Chief Justice be appointed in emergency situations. This is in response to the increased caseload of the Undergraduate Judiciary Cabinet.

Amendments passed by the UHR for consideration:

Change Article VI, Section 4, Paragraph A:

A. The Judiciary Cabinet shall be composed of a Chairman, twelve (12) Justices, and a maximum of three (3) Alternate Justices, appointed as needed by the Student Body President with the approval of the Student Council. Alternate Justices may serve in the capacity of a Justice if necessary to have quorum for a hearing. The maximum number of Justices sitting for any given hearing will be ten.

Add Article VI, Section 4, Paragraph E:

E. A Justice must be a full time student in good standing at the beginning of each semester of the regular school year in order to be eligible to serve. A Justice may not drop below six hours in any regular semester, nor have any disciplinary action taken against them. Student Activity Fee paying in-town Co-ops and graduating seniors will not be subject to the hours requirement.

Add Article VI, Section 4, Paragraph F:

F. Justices may sit on any hearing that is occurring during the summer provided they are in good standing with the Institute and are pre-registered for at least six hours in the fall.

Add Article VI, Section 5, Paragraph I:

I. He or She may appoint an interim Chief Justice as needed due to emergency situations, unavoidable time conflicts, or illness. The duration of this interim appointment may be no longer than two (2) weeks without the advice and consent of the Student Council.

“Shall the Constitution be amended so as to provide for Equal Opportunity to all undergraduate students for Student Government Association membership in executive, legislative, and judicial bodies?”

This amendment is asking for language to be added to the Constitution for Equal Opportunity to participate in SGA. The amendment would prohibit discrimination on positions based on race, gender, national origin, ethnicity, age, religion, sexual orientation, disability, or handicap in accordance with Federal and State Law. Currently, there are no Equal Opportunity Clauses in the Constitution.

Amendments passed by the UHR for consideration:

Article IX. Equal Opportunity

Section 1. No person, having qualified for SGA membership in the manner prescribed Article II of Constitution of the Undergraduate Student Government, shall be denied the rights and privileges of SGA citizenship, on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, and veteran status, except when prohibited by law.

Section 2. The Undergraduate Student Government shall not deny citizens of the Undergraduate Student Government access, representation, or participation in the student Government Association, on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, or veteran status, except when prohibited by law.

Section 3. No committee, board, council, student organization, department, or organization established by and affiliated with the Undergraduate Student Government, shall deny the rights and privileges of membership within the respective committee, board, council, student organization, department, or organization established by and affiliated with the Undergraduate Student Government, on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, or veteran status, except when prohibited by law.

“Shall the Constitution be amended so as to provide for Equal Opportunity to join and participate in student organizations for all undergraduate students?”

This amendment is asking for language to be added to the Constitution for Equal Opportunity to participate in all student organizations. The amendment would prohibit discrimination both in membership and activities based on race, gender, national origin, ethnicity, age, religion, sexual orientation, disability, or handicap in accordance with Federal and State Law. It would also prohibit the chartering of organizations that discriminate or participate in activities that discriminate based on race, gender, national origin, ethnicity, age, religion, sexual orientation, disability, or handicap in accordance with Federal and State Law. Currently, there are no Equal Opportunity Clauses in the Constitution.

Amendments passed by the UHR for consideration:

Add Article IV, Section 6, Paragraph D Line 4:

No organization shall deny the rights and privileges of membership on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, or veteran status, except when prohibited by law.

Add Article IV, Section 6, Paragraph D Line 5:

No organization shall engage in acts of discrimination on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, or veteran status, except when prohibited by law.

Add Article IV, Section 6, Paragraph D Line 6:

No organization shall be chartered that denies the rights and privileges of membership, and/or engages in acts of discrimination on the basis of race, color, gender, nationality, ethnicity, age, religion, sexual orientation, disability, or veteran status, except when prohibited by law.

“Shall the Constitution be amended so as to change the amendment process by changing the notification process to the general Undergraduate Student Population of proposed amendments to the Constitution to include e-mail?”

This amendment is asking for language to be added to the Constitution to allow for more than one method to notify all of the Undergraduate Student Population of amendments to the Constitution. This would allow for e-mail to be included in the appropriate means of communicating amendments in addition to the Technique. Currently, the only method of communicating proposed amendments is through the Technique.

Change Article VIII, Section 2:

Remove the phrase “…have been published in the Technique…” and change to “…publicized to the Undergraduate Student Body in either an e-mail to all students or the Technique…”
I’ve been delighted to observe that the student body and the faculty seem to be open-minded and scientifically oriented enough to truly appreciate science fiction.

Joshua Cuneo
Contributing Columnist

More than a lobster in a spacesuit: science fiction returns

“Shakespeare was unappreciated in his own time.” —Unknown

Anybody who knows me well enough can tell you that I’m an avid Star Trek fan, and I watch the show religiously, even the reruns that I can recite after the tenth viewing. I’ve also collected Spider-Man comic books steadily for nine years, and I’ve recently become something of an X-Phile. Ninety percent of the novels on my shelf may be classified as science fiction (I include fantasy in this definition), and some of my favorite films include the Back to the Future films and the Star Wars saga.

Thus, as you may well imagine, I am heartily sick of seeing science fiction rejected repeatedly in the Oscar nominations (although I was grateful to see the profuse attention given to Lord of the Rings recently), the educational system, and society in general.

I find the whole genre a fascinating venture of creativity and imagination, an elaborate complexity that has the freedom and flexibility to offer everything from scientific theories to social judgment.

In light of this, I have to wonder why science fiction is so unjustly downplayed.

Part of the problem, it seems to me, is that the genre is still associated with the cheap literature so prominent when science fiction first became widespread. It’s difficult for parents and grandparents not to recall the drugstore, mass-market comic books and short-story magazines that were available for pennies in their respective generations when someone mentions science fiction. The genre has only recently come into its own.

Certainly, great authors such as H.G. Wells, Isaac Asimov, and Ray Bradbury have become literary icons and cultural legends, but such figures were scattered and rare at best.

Now, with reruns of Star Trek and The X-Files filling every empty cable slot and the movie theaters packed with films from Monsters, Inc. to The Matrix to Lord of the Rings, and the aforementioned paraphernalia dramatically improved in quality, the public has begun to take more notice and treat the science fiction genre with more respect.

But these developments still don’t mean that the silliness associated with science fiction is nearing extinction. Another part of the problem is, I believe, that some readers and viewers still fail to grasp the genre’s intellectual subtleties.

For some, the necessity of suspending disbelief to enjoy and appreciate the genre is too great, and they readily pass it off as silliness and/or children’s entertainment.

For science fiction is a dynamic blend of mimetic and abstract art, the ultimate resource for unprece-
about a year before I have to de-
cide." She was also recently elected as the ODK Alumni Relations Chair. With all of her meetings and com-
mittments, it is sometimes difficult for her to find time for schoolwork.

"It’s hard to really motivate my-
self with school when I’m so moti-
vated by my involvements. But I do recognize that that’s why I’m at
Georgia Tech," said Fincher. De-
spite her hectic schedule, she has
maintained a 3.53 G.P.A. and was a
member of the top percent of Chem E before she switched to mechani-
cal engineering this past semester.

Fincher said that she was very
surprised that she received the award. She said that she was very honored
because the two people who nomi-
nated her, Amy Stalzer, and Steven
Pinder, a member of the FASET cabinet, have seen her at
her best and worst.

"Getting the award was great, but being supported by so many friends was even better to me. I
couldn’t stay sane without my
friends," said Fincher.

Wendy Anderson—
When Anderson came to Tech’s
campus her freshman year, she did
don’t anticipate the confusion and
chaos that would await her. Her
class was the one that got hurt the
most by the old quarters system.

"I remember the chaos of fig-
uring out what classes were going to
count, and which ones weren’t go-
ing too count, running back and
forth between academic advisors," Anderson said. She said that each
time her and her friends would com-
pare answers, they would all have
different answers to the same ques-
tion. But Anderson said that she
enjoyed figuring out the answers,
and giving her friends advice. Event-
ually, one of her friends suggested
that she get involved with SPARC
to help people that had problems
with their majors, and didn’t know
what they wanted to do.

Right away, Anderson decided
that she did not want to join a lot of
organizations. Instead of quantity, she
deided to focus on the quality
of work she could provide.

"I only get involved with things
that I know I can dedicate my time
to," said Anderson.

"I know the other
people that were
ominated...I would
have put them above
me.

Wendy Anderson
Woman of the Year

Many of her time commitments involve tutoring and mentoring pro-
rgrams. She tutors the introductory
chemical engineering class, 2100,
for Omega Phi Epsilon, the chemi-
cal engineering honors society. She
got involved with the program be-
cause she remembered how hard it
was to be in that class.

"Chemical engineering builds on
top of this one class, and you go in
and no matter how smart you thought
you were, you have no idea, you’ve
never done any problems like this
before. You have to relearn how to
learn."

As a facilitator with the Student
Alumni Association, she managed
the rebuilding of a mentor program
that connects students with alum-
ni.

During her freshman year, she
joined SWE with a bunch of people
from her freshman experience dorm.
She immediately became involved
with their outreach program and
co-chaired it with an upperclass-
man her freshman year.

Then, during Anderson’s junior
year, she became one of the found-
ning members of the Chi Omega Tau sorority.

Most of her community service
work stemmed from her employ-
ment with the Department of Hous-
ing. She was a Peer Leader and a
Peer Advisor for housing, and as
such, became heavily involved with
the Psych 1000 class. As a member
of the Team Leader Advisory board,
she has been involved in the new
initiatives to change the class cur-
rriculum, and to recruit more non-
housing staff for Team Leader positions. Anderson said that many
of the problems came from students
being overwhelmed by Tech, and
feeling that they were being bom-
barded with too much information too fast. Consequently, the board
listened to student feedback, and
made the appropriate changes.

One of the major changes made
was to tailor the interviews and re-
sumes towards co-op positions and
internships, and to teach people in-
terview skills by having them inter-
view upperclassmen.

Last fall, the efforts paid off when
they had more than fifty percent
non-housing than housing team lead-
ers. Additionally, this year’s crop of TLs will go through one day of train-
ing on April 29th instead of separ-
rating the training between housing and non-housing staff.

At the awards ceremony, Anderson
said that she was shocked that
she won because she knew the other
women that were nominated. She
knew she won when Paddy Ken-
nington went on stage.

"I know the other people that
were nominated, and they are so
credible, and I just look at the things they do, and I see how in-
credible they are...I would have put
them above me," said Anderson.

After graduation this fall, Anderson
plans to work for Kimberly-
Clark in Roswell, Georgia. However,
she still plans on being an integral
part of the Chi Omega Tau sorority
and the Psych 1000 Team Leader
board.

"I don’t think there’s any way
that I’ll get out of being a part of the Team Leader and Psych 1000 loop," said Anderson. She worked on the
class’ curriculum when she was in
London over the summer.

"If I can’t get out of it when I’m
out of the country, and I don’t think I
can get out of it when I’m twenty
miles away," said Anderson.
in making students aware of the importance of keeping up the appearance of Tech’s campus.

“My number one priority is taking care of the trash here,” said Ide, “All the landscaping we can provide will not make a difference if the campus is covered in trash. We want to make this an attractive campus, make it look like a place that parents will want to send their children.” The division has just invested in fifty new trash cans to put around Tech, hoping that students will be more mindful of throwing their trash away.

Ide is hoping to make the student body more aware of the importance of keeping the campus clean, for example, by putting signs up around the area that display the message, “Keep Tech Beautiful.”

He is looking forward to this year’s Tech Beautification Day, and hopes that it will attract many students.

“The last year it happened went well, but we definitely learned a lot from it. Then, I did not anticipate the three hundred students who showed up to work, and was not well equipped with people from my staff who could work with them. This year, though, I am working more carefully with the students organizing the event and am anticipating better organization of my staff,” he said.

The event is open to all Georgia Tech students, faculty, and staff, and involves many different projects from 9 in the morning to noon on Saturday, April 27. Group registration ends today, but individual registration for projects is available online at www.techbeautificationday.org. Projects include replacing azaleas in the courtyard at Skiles, planting flowers and placing pine straw on the Bookstore Lawn, and pressure washing the Library fountain.

For more information, you can visit the website or contact co-chairs Ankur Goel and Billy Lawder via e-mail at gte019v@prism.gatech.edu and Billy.Lawder@resnet.gatech.edu.

By Robert Hill / STUDENT PUBLICATIONS

Tech students dig in for a sampling of international cuisine this past Tuesday on the Skiles Walkway. The lunch menu, which spanned continents, was sponsored as part of the annual CultureFest activities. Students gathered to taste dishes from foreign lands and dine al fresco in the afternoon sunshine.
dented mixings of hard science, soft science, literature, music, and all other intellectual aspects that define and symbolize humanity. Any idea, any element, any offbeat theory or phenomenal discovery—from the applicability of time paradoxes to the hypnotism of theological music to offbeat romantic interludes—can be written into a science fiction story.

However, realizing this requires a certain perception and patience, the ability to understand that there’s more to the lobster in the spacesuit than a lobster in a spacesuit.

With the greatest writers and filmmakers mastering this subtle complexity so well, how can other genres compare? There is also a mystical fascination associated with science fiction, a power—unrealized by many—that sways its audience. Tales of romance and real-world struggles are entertaining and informative, but nothing is capable of transporting the reader/viewer to another dimension in quite the manner of science fiction.

I’m a fan of the now-classical film *The Neverending Story*, and few movies have remained so thoroughly ingrained in my mind—and have seemed so magical—than this. I’ve been delighted to observe that the student body and the faculty seem to be open-minded and scientifically oriented enough to truly appreciate good science fiction (in some cases, to an obsessive level).

They have the capability to determine the examples of the highest quality from the hack work that discredits and disgraces the entire genre. This attitude will eventually help science fiction gain the appropriate respect and social admiration, so, come Oscar time, we may see a few more science fiction films introduced into the competition.