State of the Institute

President Cough's State of the Institute address, delivered this week to the faculty, is a beneficial service to the Tech community. It allows students, faculty and staff to be informed of the steps that the upper administration is taking to implement the master plan and improve Tech.

While the idea is advantageous, the execution is mediocre. M any of the goals outlined in the speech are sometimes vague and difficult to measure. It is hard to tell if we are any closer to accomplishing these goals or if progress is even being attempt ed. Without an idea of the improvements that have been made over a year, it is difficult to credit the administration for all the good they have accomplished.

One way to fix this problem is to attach specific initiatives to each of the goals. Most of the goals that President Cough has laid out for Tech are long-term and comprehensive, meaning that it will be difficult to accomplish them entirely in a single year. For this reason, our goals for the year may remain the same from year to year; the specific benchmarks we are using to measure our progress to the goals are what should change every year.

Additionally, President Cough should do more to take advantage of all the good will that his leadership has created on campus by allowing students, faculty and staff to be directly involved in implementing the goals of the State of the Institute. Providing students and faculty with specific steps they can take to help accomplish goals will make Tech a better place by utilizing the resources of students, faculty and staff.

With students especially, this idea could give them ownership over the many improvements that Tech has planned in the upcoming years.

Bookstore Renovation

The plan for the Bookstore space needs to be fully coordinated between Auxiliary Services and Student Services before any specific and final plans are put into place. No one department should make plans to renovate the space without coordinating and collaborating with the other. It is essential that the space be used to its fullest advantage; the only way this will happen is if the plans for the bookstore are well-thought out and orchestrated between the two departments.

Auxiliary Services should not gain any priority over the space because they have ready and available funding. Indeed, Auxiliary Services is already benefiting greatly from the move, gaining all of the commercial space in Technology Square. Student organizations have needed space desperately for many years. To make Tech's Student Center size comparable to other institutions of its caliber and size, the bookstore space must first be seen as a place for students and their organizations, not profit-making ventures.

The battle over the Bookstore space between Auxiliary Services and Student Affairs may be indicative of the deeper rift between these two departments. While both do much to help Tech, they need to be sure to collaborate so that the most benefit is accrued by the students. Without this coordination, programs are given inadequate resources or are left without support from key players on campus. By working together, Auxiliary Services and Student Affairs will improve their departments and the greater Tech community.

Consensus editorials reflect the majority opinion of the Editorial Board of the Technique, but not necessarily the opinions of individual editors.
State of the Institute from one student's perspective

It’s that time of year again. The faculty and staff members take a break from researching and grading midterm papers to don mismatched clothing and en masse, head to the Student Center ballroom to address the student body. President Wayne Clough presents the highlights of the past year to the students, affectionately referred to as the “State of the Institute.”

U. S. News & World Report recently released its annual rankings, and Georgia Tech maintained its position among the top universities in the country. The Institute’s grade point average reached a record high of 3.26. This is a testament to the hard work and dedication of our students, faculty, and staff.

The Institute’s success is not just limited to academic achievements. The Student Center is a hub of activity, hosting events such as the annual Rush Week, where students can meet and socialize with like-minded individuals. The Student Center is also home to a variety of clubs and organizations, providing opportunities for students to pursue their interests beyond the classroom.

One such organization is the Omicron Delta Kappa, a national honor society that recognizes students for their academic and leadership achievements. The Institute has a strong representation in this society, and I encourage all students to consider joining.

In conclusion, the State of the Institute is one of progress and promise. As we look towards the future, I believe we can continue to build on our successes and achieve even greater heights. Thank you for your continued support and dedication to Georgia Tech.

Jody Shaw
Editor-in-Chief

[The Institute’s grade point average would be a 3.2—bad considering the average student GPA around campus.]

Jody Shaw
Editor-in-Chief

Does sex really sell? College columnists say yes.

Sex sells. You’ll probably read the rest of this editorial, no matter how wretched and poorly written it may be, in hopes that sex will be discussed. Just face it, college students like sex.

It’s not that we all have friends, hankering to have sex, all the time. After all, there are classes, computer games and raw cookie dough to take up our time.

The recent success and prevalence of sex columns in college newspapers around the country can be attributed to the simple fact that young adults like sex.

The New York Times recently ran a story about these columns in several newspapers, including the University of California at Berkeley’s independent paper, The Daily Californian. The Daily Cal’s “Sex Column,” which has experienced success on campus and from loyal internet readers logging on to check it out, is written by the weekly sex column’s cover, a range of topics from the ins and outs of sex to the causes of vaginal pain.

It’s slightly more understandable that sex columns exist in the lives of college students, considering the liberal slant of the student’s schools, but the profoundly sexed I’d venture to say.

Yes, even Yale has its own sex column in its Yale Daily News written with a stare, stylishly inspired by Carrie Bradshaw of Sex and the City fame. Its paper’s website received 200,000 hits last year after the column addressed the finer points of oral sex.

The Times reported that the number of sex columnists in campus papers around the country is growing, as more and more students support creating a column, which features some examples of what the column pretends to say. Our students de-
Original Comic: Incoherent Scribbblings

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**Episode Two**

In which Mr. Squirrel moves in...

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**Panel 1**

Incoherent Scribbblings

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**Panel 2**

Bing!

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**Panel 3**

Um... I love you.

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**Panel 4**

Aw, I love you too.

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**Panel 5**

Who says love can't exist between a hot college girl and a squirrel Carolinensis?

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**Panel 6**

And just what do you think you're doing?

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**Panel 7**

I'm not your chick.

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**Panel 8**

I'm not your chick.

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**Panel 9**

What?!!

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**Panel 10**

After I told you how much I like her?

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**Panel 11**

Shhh.

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**Panel 12**

Listen, it's every man for himself in this world. Besides, I'm sure she has many suitors. She probably plays the boy/girl ratio to her advantage all the time.

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**Panel 13**

And how?
**Buzz Around the Campus**

**Question of the week**

“**What do you think about GT Coming Out Week?**”

- **Kathleen Stokes**
  M E Senior
  “It’s good there’s an event to support people who want to come out.”

- **Wade Stephenson**
  BC Junior
  “It doesn’t bother me. No sense in hiding who you are.”

- **Januj Junega**
  EE Senior
  “I thought it was Homecoming.”

- **Greg Olson**
  M GT Sophomore
  “I don’t support the beliefs, but they should be free to do what they want.”

- **Tony Brown**
  CS Freshman
  “I wouldn’t get involved with it, but I don’t have a problem with it.”

- **Crystal Mayberry**
  INTA/JPN Freshman
  “It helps people get in touch with their true identity.”

- **Jay Owen**
  HTS Senior
  “I have no problem with people being gay except when they’re in my face about it.”

Feature and Photos by Chris Raabe
Madame d’Amour Advice on Life and Love

The Madame advises on life and love

The Madame is back in action! I am happy to return again this week with more answers to your every question.

My life has settled back down and now I need your sad lives to entertain myself, so jump on the self-deprecating and puzzled bandwagon and email me a challenge. I’m having some major problems with my classes right now. So far I am absolutely failing everything. I’m not even doing well in Psych 1000. I just can’t seem to get myself motivated because I am so baffled. Please help me out! — D. of Emory

Well kiddo, your problem is definitely not unusual at Georgia Tech. At least every student at this school has had a time when the grades were looking a little shabby. My advice for you is to loosen up. The more time you spend worrying about your grades, the less time you spend actually learning. Look for someone really smart in each of your classes, (they’re usually sitting on the front row), and buddy up with them. It’s always a lot easier to do homework when you’ve got someone else to check answers with.

You also need to get over the fact that you are not in high school anymore. Classes are tough and it’s ok, if you don’t know the answers to everything. Go ask your teacher after class about tutorials sessions that are available through the school (ex. SPAARC). As for Psych 1000, just make sure that you get all of your assignments written down. Definitely go talk with your teacher, it’s never too late to pull up a grade. Also, make sure that you give yourself a good break from school. Join a club or go jog around campus, anything that will help you take your mind of school for awhile. Ask friends about their study habits, maybe they can help teach you better time managment. There are a thousand ways to help pull your grades up, all you have to do is take the initiative.

There is this really cute girl in my Chemistry class who I have a really huge crush on. I feel like I am pretty attractive and I have never had a problem getting girls before. The real question is, how true is the whole ratio thing at Tech? Do I really not stand a chance at all? — Clueless in Chemistry

I’m not going to lie to you; you’ve got a tough battle ahead. The best thing to do is just ask this girl out and see what happens. I mean the only thing that can really get hurt is your pride. I’m just joking. It’s not that terribly difficult to find a date on this campus. All you need is a little confidence in yourself. And try not to be too pushy; girls really do not like that. You know better than anyone what kind of person you’d like to be with so just go for it. If all else fails, Agnes Scott and Emory aren’t that far away!

Someone’s mail kept ending up in my post office box and it’s really starting to bug me. At first I just put it on the top edge of my mailbox section but now I’ve just gotten so frustrated that I throw it away. Should I notify the post office about these problems? — Priest with the Pot

I really hope that you are a freshman, if not, what rock have you been living under for the past few years???? I hate to inform you of this, but you share a mailbox with another student. I understand that you are sick and tired of sharing absolutely everything (ex: showers, dorm rooms, underwear) but messing with the mail is just wrong. I think that it might even be illegal.

Madame, you’ve got to help me! I have lots of guy friends, but there is this one I am totally in love with. I think he’s interested in me, too, but whenever we hang out, I can’t tell if we are on a date or it’s just friendship. Tell me what to do— Gettin’ Fresh or Just Friends

This is an especially tough question, since everyone and everyone’s relationships are completely different from every other person’s. It’s rare to find something you’re interested in. I’d recommend you do something for a scooch. Next time you are together, maybe at the movies or at a restaurant, lean in close and look him in the eyes. Then just go for it! Lay a wet one on him!

If you’re shy and nervous to go for this direct, gutsy approach, then try just asking him about it. This way, even if you think he is just a friend, then a friend he’ll be able to honestly tell you this plus you should still be able to be pals afterwards. Better yet, if you mention something to him and he’s feeling the same lusty feelings but was afraid you weren’t, then the ice will be broken and your future together can begin!

Do you have a question for Madame d’Amour? Email it to opinions@technique.gatech.edu.

Columnist covers issue well, provides solutions

Jennifer H. Inkel appreciated that the onus is on us students to recognize that learning is our priority. The assignment of points, to gauge a student’s performance, perpetuates this bias. How else can anyone score 75 percent on an English essay or any other test for that matter? Even if it were a math test, how could points be assigned for getting parts of a question correct? This practice of assigning points is the operational and definitive structure of our education. This does not mean, however, that there is no point in disputing the curve further. In my opinion, profressors are the last people to take any blame for the perpetuation of the status quo.

Given an option, I am sure that our professors would choose to influence within us a sense of identification with what we are learning; to animate our minds with the same intensity which has propelled them to commit their lives to their subjects. Can we ever conclude that the math we handle in Calculus III is sufficient to aid us in our pursuit of further interests? Do we ever pause to consider the wealth of knowledge or at least as much, if not more, as our professors have accumulated over centuries of ceaseless advancement and to consider that our college education is but a glimpse of the potential and power we may harness in the future? Or professors are fully aware of these factors and must pursue the current educational framework over their own concerns with its functioning.

However, the module of education is determined by a spectrum of forces: economic demands, political interests, and individual concerns (this list is by no means exhaustive). On top of that, we are hard-pressed to make an end of our education. Not many among us have considered pure academic pursuit as a career, have we? Thus, our professors are, in a sense, compelled by these forces to produce strong minds of us to fulfill the demands of these forces.

Further, especially because the curve has an effect on Tech’s reputation, we can be certain that our professors do not have a free hand to customize the syllabus. With increasing pressure to uphold the good name of Tech, to protect Tech’s graduates from the unpredictable market forces and to ensure a steady supply of students to Tech, the administration probably is doing its best to ensure the continuity of Tech’s fame. The curve is but one of the administration’s many tools.

What does this translate into for us ordinary students? If we know that our success depends on our current ability to assimilate new knowledge, who among us will care to ignore the consequences of not obtaining a good understanding now? Surely it is not difficult for us ordinary students, endowed with gifts like us, to realize that our future are pivotal in creating a solid foundation? Avenues are indeed present to help us in our pursuit. It is our prerogative to seek the relevance of our education and to identify with it.