

OPINIONS

Technique • Friday, October 11, 2002

OUR VIEWS Consensus Opinion

State of the Institute

President Clough'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 about 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. Many 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 attempted. 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 Clough 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 Clough 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 Axillary 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, Axillary 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.

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Quote of the week:

"The best contraceptive is a glass of cold water: not before or after, but instead."—Delegate at an international Planned Parenthood Conference

CHRISTOPHER GOOLEY

Parking regulations fair, unbiased

We, the Student Parking Appeals Board, would like to respond to Mr. Two Bits and his opinion article last week by saying a few things. First, Georgia Tech does have limited parking space and when demand is high, price tends to follow suit and is high as well. The money gained from parking enforcement and parking permits goes, among other things, towards the new parking decks being built on campus. Parking enforcement officers do not work off of commission or have a ticket quota to fulfill.

The parking appeals board is here to help the students, and yes, we all

do have other hobbies, none of which are sadistic. Parking enforcement officers are not always perfect. Sometimes tickets are given out incorrectly and sometimes there are extenuating circumstances. We are here to hear those cases.

Every student has the right, as outlined in the parking regulations, to appeal any ticket they receive. The appeals form is not a mile long; it asks for simple information such as your name, address, e-mail and phone number—nothing too complicated, like where your youngest brother attended high school.

We must enforce the parking

rules to make sure that everyone who owns a permit has a place to park on campus. If you get a ticket, and feel that it is not justified, appeal it. If you have any questions concerning parking, please consult the parking webpage at www.parking.gatech.edu or call the parking office directly. Do not consult your friends about parking rules; word-of-mouth is usually wrong, and "because your friend who is a sixth year told you that you could park there" is not a sufficient excuse.

Student Parking Appeals Board

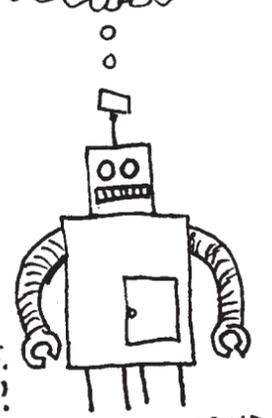
EVIL IN THE SCHOOL OF MATHEMATICS...

NOW IF YOU COULD ALL APPLAUD PETER HERE - WITH ADVANCED MATH HE HAS SUCCESSFULLY DISPROVEN THE EXISTANCE OF THE LCC DEPARTMENT THEREBY FREEING UP THE 3RD FLOOR OF SKILES FOR OUR DEPARTMENT'S SINISTER PLANS...

NEXT WEEK HE WILL BE WORKING WITH CHEMISTS TO DEVELOP THE FORMULA WE WILL USE TO PROCESS STAC MAJORS INTO AN EFFICIENT FUEL SOURCE FOR OUR ROBOTS. THE FUTURE IS NOW!



I CAN'T WAIT TO WASH THE MARXIST ONE'S DOWN WITH A LITTLE VODKA!



NORRIS

By Matt Norris / STUDENT PUBLICATIONS

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 midterms, put on their cleanest mismatched clothing ensembles and gather in the Student Center ballroom on a Tuesday afternoon. There, Institute President Wayne Clough presents the highlights of the past year and his goals for the next. It's called the "State of the Institute" address.

Usually later in the same week, Omicron Delta Kappa sponsors a student version of the address, when the president delivers a similar address to the student body and answers questions. The address usually hits all the issues about which students are dying to know—like what new research buildings are being built, what new research money Tech received and who will be doing the research with the money and the buildings. In all seriousness, it is an informative report, if usually one-sided to show only the Institute's successes.

Due to scheduling issues, however, Clough will not be able to deliver the address to the students until late November. I know what you're thinking: "How will I make it until then? I must know the state of the Institute now."

Well, don't worry. I've decided to use the power of the press to give a student version of the State of the Institute address. I am, of course, imminently qualified for this task, having spent just over two years here at Tech, never having attended another university, never having any experience in education and being only functionally literate.

Based on my observations, I can easily say the state of our Institute is strong. (This is the part where you



"[T]he Institute's grade point average would be a 3.2—not bad considering the average student GPA around campus."

Jody Shaw
Editor-in-Chief

put down the paper and start clapping. Go ahead. Do it. No one is watching). Though Tech seems to be headed in the right direction overall, you, the *Technique* reader, deserve more than a one-sentence statement from your Editor-in-Chief. Well, here goes—the State of the Institute, student-style.

Institute leadership: You know these guys—G. Wayne, Jean-Lou and the rest of the suits up in Carnegie. And you know they rock. Take Clough for example. What else could you want from a university president? He's warm and personable, yet managerial and intellectual. And with that beard, he's got the perfect look, too. Like any good chief, he also surrounds himself with a strong supporting cast to run the Institute while he works on schmoozing, fundraising and beard-grooming techniques. Grade: A.

Academics: In last year's address, Clough said he wanted to provide a more "student-focused" education. I'm not really sure what that means, but it seems like we're doing okay here, though we are still seeking that elusive perfect balance between the research enterprise and classroom instruction from the faculty. The more I learn about the new CS alternative, the more I believe my initial opinion was probably a little bit off-base. The new Ivan Allen

College degrees seem to be great additions to the social science programs, and renaming the MSM to an MBA was a good move as well. Grade: B.

Auxiliary services: Rosalind Meyers, the *Nique's* favorite target for years now, never gets enough credit; she's got the toughest job at the Institute, with the exception of maybe Chan Gailey, and she does it well. Everything is improving in auxiliary services whether students believe it or not. The biggest challenge in the coming year for Meyers will be filling the void left by Parking Director Rod Weis' departure—the man who brought meaning to a Tech parking pass, though often through enforcement measures that brought students to tears or profanities. Grade: A.

Student life: Classes are tough, the city is expensive and we are generally unhappy. Still, retention is up and students are staying at Tech more, which means they are either enjoying life here and just like to complain, or Tech students don't place much value on things like "fun." It could be either. With the advent of events like Ramblin' Nights and the move of the First Center to the jurisdiction of Student Affairs, there seem to be more things to do around campus, even if most students choose weekend fun that is slightly more

fermented. The Greek community still dominates this arena for better or worse. Grade: B

Student organizations: Will we ever work together? Over-entrepreneurship remains the dominant trend among student organizations, as folks rush to fill apparent "needs" on campus without stopping to talk to ask if anyone else is working on the issue or if anyone actually cares. Even the non-student groups, like Auxiliary Services, have been getting into the organization building business, with this summer's creation of Emerging Leaders, yet another outlet to help freshmen find their "leadership potential." A group like Presidents' Council could be the solution, but it is young and lacks a clear mandate from other organizations. A number of individual organizations, however, do great things with small budgets, which helps raise the overall performance in this area. Grade: C

If each of these categories were worth three hours, like an average class, the Institute's grade point average would be a 3.2—not bad considering the average student GPA around campus. Clearly, the State of our Institute is indeed strong.

Tech is in a truly unique position. Never before has it been in a position to so drastically influence the city, state and nation with its research and graduates. Everything needed in today's uncertain world—from engineers to encryption technology to linguists to policy makers—is being produced at Tech. People are starting to notice our progress in both academic and non-academic areas, and Tech will continue to flourish as we continue to make efforts to improve all the areas of our campus.

TECHNIQUE

"The South's Liveliest College Newspaper"
Established in 1911

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The *Technique* welcomes all letters to the editor and will print letters on a timely and space-available basis. Letters should be hand-delivered, mailed to Georgia Tech Campus Mail Code 0290, or emailed to editor@technique.gatech.edu. 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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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 (and it will). Face it, college students like sex.

Not that we're all fiends, having, thinking of having and hoping to have sex all the time. After all, there are classes, computer games and raw cookie dough to take up our time too.

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 the sex columns in several college newspapers, including the University of California at Berkeley's independent paper, *The Daily Californian*. *The Daily Cal's* "Sex on Tuesdays" column has experienced success on campus and from loyal internet readers logging on from around the country. Theresa, the writer of the weekly sex column, covers a range of topics, from the benefits of safer sex to the cause of vaginal wetness.

It is slightly more understandable why Berkeley welcomes a series about sex, considering the liberal slant of the school's students, but the more conservatively-minded Ivy League school Yale?

Yes, even Yale has its own sex column in its *Yale Daily News*, written with a sassy style inspired by Carrie Bradshaw of *Sex and the City*



"If there was a sex column in our very own *Technique*, it would justify our nickname 'The South's Liveliest College Newspaper.'"

Jen Schur
Focus Editor

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 rapidly, reflecting a striking openness of undergraduates to the discussion of sex. This doesn't necessarily mean that students nowadays are more experienced than college undergrads from earlier generations, though. The article explained that the level of the questions asked of these "sexperts" actually shows their inexperience.

"It's not about 'Dear Alice, help me have a better orgasm,'" said Jordan Friedman, Columbia University's director of health education. "It's about 'Dear Alice, help me have a better orgasm because I'm not sure if I'm even having them.'"

If a school steeped in tradition like Yale has sex (oral sex and orgasms, no less!) in their paper, why doesn't Tech?

Our Bible belt location could be a factor, but so could the fact that all Tech students are required to take

some form of a CS class—talk about a libido killer.

Tech has a generally conservative student body that might not be receptive to a column focused on fornication. If there was a sex column in our very own *Technique*, however, would it finally justify our nickname "The South's Liveliest College Newspaper"?

In the beginning, the column's sensationalism might be limited to suggestions for getting some lovin' in the Love building or how to draw dirty chalkings on Skiles walkway. (Hint: for this misdeed, do the task by the cover of night, and don't bother asking Tech officials for permission.) My trek to math class would certainly be livened by amusing stick figures in suggestive positions.

I envision such a weekly column taking off; it is statistically proven that men are more focused on sex, so the Ratio will work in favor of the success of the column. College-aged students are naturally curious about sex, whether they're having it or not. Freshmen dorms will be echoing with the timid giggles and guffaws of newly-oriented students,

virgin to the world of college and all it entails (including a sex column for a student population that might not really have all that much sex).

An informative weekly piece would be a benefit to the student body, not only to provide a diversion from a boring Friday class, but also to inform students about pleasurable techniques and safety suggestions they might not be aware of.

The role of a sex column is a unique one; they are inherently humorous since words like "cunnilingus," "penis" and "johnson" are being thrown around like the hair of a girl in the throes of passion would be thrown around. Our students deserve to be treated to these funny twists on the typical *Technique* story.

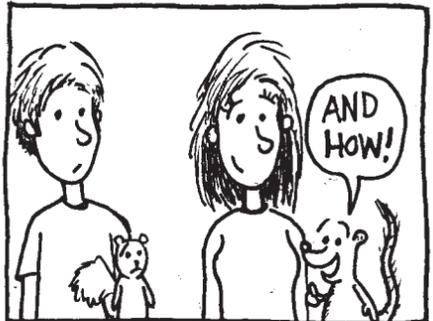
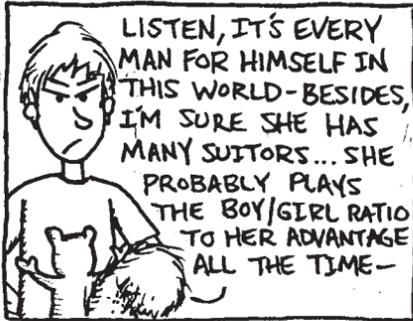
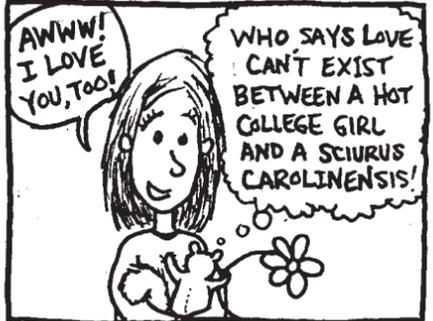
So here's a little sex tip, possibly as a preview to what I hope will become a regular feature amidst these otherwise politically correct pages: make sure to turn the noises of Instant Messenger off before climbing (carefully, please) up into your loft to get busy; that repeated door-opening creak can distract the best of us.

Other respectable schools have gotten it right: now it's Tech's turn to take our shirts of responsibility off, whip them around our heads like a helicopter and jump on the sex-craze bandwagon. You and me, reader, ain't nothin' but mammals, so let's do it like they do on the Discovery Channel.

Original Comic Incoherent Scribbblings

Incoherent Scribbblings - EPISODE TWO: -In-which-Mr-Squirrel-moves-in..

BY MATT NORRIS



Buzz Around the Campus



Question of the week

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

Feature and Photos by
Chris Raabe



Kathleen Stokes
ME 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.”



Scott Vaughan
Math Sophomore

“It’s good for those who are involved but no one else really cares.”



Januj Junega
EE Senior

“I thought it was Homecoming.”



Greg Olson
MGT 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 for when they’re in my face about it.”

♥ **Madame d'Amour** Advice on Love and Life ♥

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-depreciating 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 my classes are so impossible. Please help me out! —Desperate for a D

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 tutorial 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 off school for awhile. Ask friends about their study habits; maybe they can help teach you better time management. There are about 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 keeps 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? —Pissed with the Post

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're on a date or it's "just as friends." 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. Here's what I would recommend you doing: go for a smooch. Next time you are together, maybe at the movies or at a restaurant, lean in close and look him in his eyes. Then just go for it! Lay a wet one on him!

If you're too shy and nervous to go for this direct, gutsy approach, then try just asking him about it. This way, even if he's thinking you're just a friend, then as 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 Hinkel appreciates 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 basis. 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 discussing the curve further. In my opinion, professors 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 infuse 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 we, collectively as a species, 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? Our 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 and her 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 students, endowed with gifts like us, to realize that our future is pivotal on 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.

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