

THE CAPTAIN'S LOG

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January 27, 1997

"We're removing obstacles that separate us from the world we serve." -Paul Tribble

CNU buys buildings, shops for more

By Melanie L. Stokes
Staff Writer

Stephanie McMorris woke up early Thursday morning when unexpected guests arrived at her apartment. The biology major's landlord gave her a quick call to say that Paul Tribble and Bill Brauer would soon rap upon her front door. Few students receive house calls from their university's president and vice president but McMorris lives in one of the buildings that CNU wants to purchase. Tribble and Brauer, while real estate shopping, got a closer look at one of the Warwick properties they've had their eyes on.

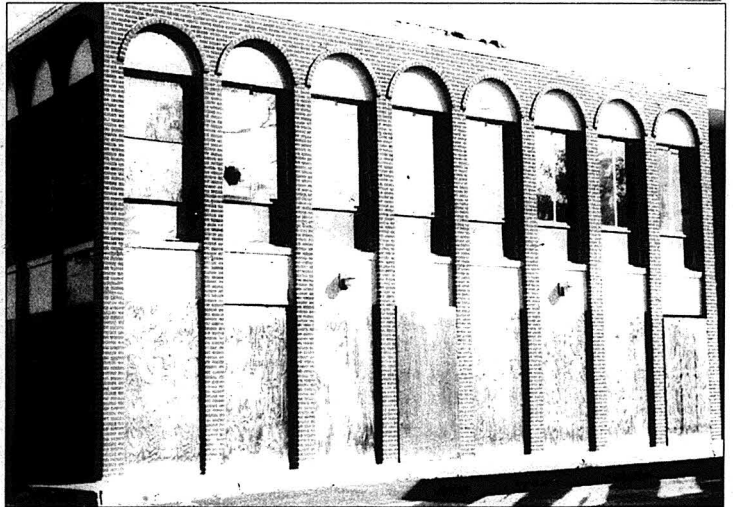
CNU's 107 acre campus is expanding rapidly with the acquisition of surrounding properties. In early January, CNU purchased the Dowding building (an attorney's former office) and the neighboring Carrithers Reality building. Both parcels were no longer open for business and sat empty on Warwick between the two CNU entrances.

CNU wants more than the empty buildings. Tommy Garner was approached by the university and is almost ready to sell his prop-

erty. Garner owns a heating and air conditioning business which backs up to CNU's plant operations building.

"Tribble has an appraiser coming in. I hope to close a deal in the next few weeks. The building is appraised at \$100,000 but Garner says he wants more for his property.

"Everything is for sale for a price," Garner said. "I want the true value based on what I earn from the building," Garner said.



The Carrithers Building's busted and boarded windows hints that the structure stands empty. A fire gutted the building making it useless for business but valuable property for CNU's expansion to Warwick. CNU entered a contract to purchase the building this month.

Photo by Melanie Stokes / The Captain's Log

"The university said they are willing to pay me that value."

Tribble wants to own property which would give CNU visibility on Warwick. "CNU is interested in buying property continuous to campus," Tribble said. "There are a number of discussions underway."

When asked if CNU is buying the College Court and College Arms apartments, Brauer said, "I don't discuss real estate deals we have not closed."

The university paid \$105,000 for the one-story Dowding office. CNU signed a contract to purchase the nearly 9,000 square-foot

Carrither's building for \$185,000. The Carrither's structure is gutted-out and damaged internally by a fire. It's not the structure that CNU desires but the 0.4 acres of land upon which the building now sits.

see Building/ page 5

Peace in the Streets

The Streets of Hampton Roads may be a little more peaceful because of CNU's Minority Student Association. The organization held the third annual Peace in the Streets charity basketball game, raising money for local youth service organizations. A team of CNU students played a team from the Black Entertainment Network (BET). Though BET won the game the real winners were the children who received more than \$200 that MSA raised on the game and event. Dora Miller Recreation Center's young dance teams performed along with the Denbigh High School step team and the Mustang cheerleaders.

Photos by Kelly Wells / The Captain's Log



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Master craftsman Patrick Olwell plays a wooden flute at the 5th annual Hampton Roads Flute Faire. Olwell's son Aaron accompanies on fiddle. See page 10



Tamara Pool shoots a free throw in the Lady Captains' romp over Ferrum, Wednesday. See page 9 for game coverage

Alicia
Says:



EBONICS--The Media Confuses The Masses

By Alicia D. Stokes
Opinions Editor

Recently, the media's hot topic is Ebonics. More Americans do less research and gather all of their information from sensationalized newspapers and television programs, the term Black English has erroneously come to be used as a synonym for Ebonics. The truth is that Ebonics is the study of 'Black English'. Linguistic scholar, Geneva Smitherman explains, Black English "is the Africanized form of [Standard] English, reflecting Black America's linguistic-cultural African heritage. [It is] Euro-American speech with Afro-American meaning, nuance, tone and gesture."

So what's all the controversy and debate about? The real issue is whether federal money should be used to help English teachers address problems many students—African-American students in particular—have when learning Standard English. However, the media would have you believe educators want to teach Black English to better assist students learning Standard English. That is ridiculous. What's worse is that many Americans actually believe this is what the debate is about, yet base their discussions on this misinformation.

Ebonics is nothing new to language and educational researchers. J. Dillard gathered and published his findings on African-American students learning Standard English back in 1972. Ebonics researchers have found that a disproportionate number of African-American students lack the necessary reading and writing skills to successfully compete with other students when they apply to colleges and universities. The only reason this has become such a hot topic is because the school board in California has concluded much of this research is in fact true not only of African-American students, but students of all races.

In an effort to ensure more high school students, minorities in particular, graduate with a solid knowledge of Standard English, it has been proposed that the federal government provide funding to address this issue. This funding is not to teach an incorrect usage of Standard English, such as Black English, as the media would have you believe. It is to spend more time instructing educators on how to best present the rules of English in areas with which minorities have difficulty. High school students are graduating unable to use Standard English correctly. Educators believe more attention needs to be given to how students are being taught Standard English.

Educators feel that more time and new methods are needed to focus on specific problems that many students have learning Standard English.

These methods would include spending more time studying with more assignments in the problem areas. These students wouldn't necessarily have to be removed and placed in 'special' classes. The proposal by most educators has been to have these methods incorporated in all classes. Students who quickly grasp the concepts and skills would simply develop a better foundation for using these skills.

People compare foreign students learning to speak English to African-American students learning to speak English. It is true that foreign students do encounter difficulties in learning Standard English, just as African-American and Hispanic students encounter these difficulties. Since so many students have added difficulty learning Standard English, shouldn't public school systems across the nation incorporate guidelines to equip all students with skills so that they are better prepared for college and the job market? This proposal isn't something to benefit only African-American students—all students can benefit.

The media has successfully turned this into a white and black issue. This way, people will get so caught up in the color of things that they fail to address the issue: Fewer students are graduating high school with strong skills in Standard English. This is an old problem. Without these skills, many students do not do well preparing the essay portion of college applications. Those who are accepted into colleges and universities often do poorly in freshman level English courses.

I entreat each of you as students, professors, faculty, administrators, as persons sincerely interested in the success of ALL students, African-American, white, Native American, Hispanic, Asian, to be discerning. Let's learn to see through the smoke and the ashes to identify and respond to the burning fires at hand.

To gain more knowledge regarding this issue, I have included the pertinent responses of researchers and educators below:

"The Task Force has concluded that the key of the 21st century is ensuring that all children speak, read and write Standard American English. That's our concern now and when the moment is no longer an issue to the media. We hope that as we continue the media and the rest of America will be as interested in the achievement of African-

American students as they have been in debating this issue unapologetically....

...Most of the message of attaining English language proficiency has been lost in the media's interest of the topic.

"... Half of all African-Americans are born in poverty—the statistics are similar for Hispanic students. Half of all African-American males between the ages of 20 and 29 are either on probation or in jail. So, we cannot discuss this issue out of context. Statistics also show that of the African-American males in jail, 700,00 have a child under the age of eight at home.

"... We have differences in our community, but we'd like to show America that we can establish some common ground. We must build the bridge, not from our ethnic language patterns but to colleges and the job market. For students who speak using one language pattern but are schooled in another, there is a conflict, and there needs to be a transition.

"... The media's focus on the language pattern, becoming an actual language Black English—was to get African-Americans worked up about feeling inferior. This done, the focus, the intent of the issue would be lost. Rather than react to the crisis, let's act according to the interest of the issue.

"... I endorse the intent to make our children efficient in Standard American English."

Jesse Jackson, speaking in support of the proposal made by the School Board in Oakland California; covered by C-SPAN, December, 1996.

I do not consider the English skills of college freshmen to be up to par. I don't know if it is a high school issue, but all students should be held to more careful expectations. Students should be encouraged to write more competently. Some are just sliding by.

I don't know a lot about the issue of Ebonics. But it is difficult to adjust one's language to Standard English. I do know through linguistics, Black or African-American English is a language of its own and has its own structure to it. There is a version of the problem that affects people coming from African-American background, students learning English as a second language and others.

*Dr. Jay Paul
English Department Chair*

Regarding the English skills of college freshmen it varies, some are up to par and some aren't. Students need to read critically and have teachers respond to their writing more critically.

As far as the issue of Ebonics is concerned, I don't know much. I do know that a number of people have prejudices, and have been exaggerating and taking the issue out of context, and unfortunately the issue has become polarized.

*Prof. Roarke Mulligan
CNU Assistant Professor of English*

From freshman advising it appears that the largest majority, about 60 percent of incoming freshmen do have the necessary English skills to do well in beginning college English courses. Still, that leaves at least 25-30 percent of students who do not have necessary entry level skills.

This problem isn't just limited to English, though. This is a general trend throughout all subjects. Take for instance foreign languages. Many students take three and four years of foreign languages and other subjects in high school. However, when they take our college placement tests, their scores reveal that students are not well prepared.

In considering a solution, it's difficult to address, because it means going back to the secondary level, going back to the high schools. We need to address secondary level teaching all together. Students are not given enough homework in the secondary level. This causes them to have an expectation that they will have a similar load at the college level. It's this false expectation that our students have of what college is all about that hurts them.

If we want to get them ready, we need to get all students prepared for college, whether they plan on going to college or not. This way, students won't end up changing their minds at the last minute only to find out that they haven't taken the necessary courses in high schools to apply to colleges and universities.

Lastly, the media puts out a certain slant on issues. Ebonics is nothing new. Educators have been trying for years and years to get funding. I find the media to be inconsistent as they consider other groups of people such as the community of people in Guinea, in Gloucester. The media refers to them as different in their language, yet the media labels African-Americans as deficient.

*Dr. Shelia Greenlee
Associate Professor of Psychology*

Corrections

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THE CAPTAIN'S LOG

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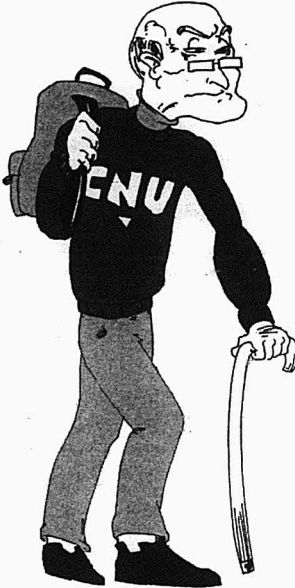
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CAPTAIN'S COMMENTARY

By Karen DiGiorgio



Question: The current rate of tuition at CNU covers about 45% of the total course cost and state funds cover the rest. Should the state government set a limit on the number of credits per student they will fund and require students who exceed that number to pay the total cost?



Are you a full-time Mom and college student? If so, we'd like to hear about the unique problems you face. Send them to me c/o The Captain's Log, Student Center, Room 223, or email me at digorgi@cnu.edu.

Are you a member of the faculty or staff who feels unwelcome in the recently renamed Student Center? Does the new name keep you away? Send me your comments c/o The Captain's Log, Student Center, Room 223, or email me at digorgi@cnu.edu.

Taking Lifelong Learning to New Extremes

Are you working toward a career as a college student? If you decide to pursue that line of work at a state university in Texas, Florida, Montana, North Carolina, or Utah, then you are going to have to pay up to four times the current tuition rate for the privilege. According to an article printed in a Jan. 13 College Press Service release, 18 percent of college seniors enrolled in Texas public colleges during the Spring '96 semester had accumulated more than 170 credit hours toward degree programs requiring only 120-130 credit hours to graduate. Accumulating too many credits may not seem like a negative thing, but consider the burden it places on tax-supported programs such as financial aid and the state's portion of tuition costs.

What are some of the reasons students end up with more credit hours than they need to graduate? "Switching degree programs, taking remedial courses, failing courses, and repeating courses adds to the number of credits a student has completed at graduation time," said Sidney P. Dugas, Director of Financial Aid for CNU.

Excess college credit is not a problem at CNU partly due to a mandate issued by the Virginia General Assembly requiring state colleges to limit baccalaureate degree program requirements to 120 hours. When financial aid such as grants, loans, or scholarships is involved, there are additional restrictions in place that prevent CNU students from accumulating excess credits. According to Mr. Dugas, time is one restriction that keeps students from taking a lot of courses that do not count toward their degree.

From the time a student on any kind of financial aid comes into CNU, he or she must progress at a certain rate in order to continue receiving aid, and complete degree requirements within a set number of years. For example, if a student comes to CNU with no transfer credits and attends full-time, they must complete 20 credits at the end of the academic year. Part-time students at CNU are required to complete about half that number of credits per semester, and the spring and fall semester counts as one-half of an academic year. Full-time students receiving financial aid have six years to complete their degree program. When transfer credits are involved, students who come in with 60 credits are considered to have used three of the six years available.

So, are there any career students at CNU? "Not likely," says Evan Davies, Director of Institutional Research. He admits, though, it would be interesting to see the average number of credits members of a particular class had accumulated at the time of graduation. As to students funding their own education, "there is no real time or credit hour limit," said Davies, "because we have a lot of people who take a few courses each year and many years to graduate, or are pursuing their second or third degree."

Because Virginia is not a tropical paradise nor Newport News a resort city, CNU has little need to worry about attracting financial aidhoggling or self-funding career students. In addition, wouldn't students who had taken a variety of extra courses outside their major be a more well-rounded graduate? Besides, CNU can never have a problem with career students—they sponsor a continuing education program encouraging lifelong learning.



Tina Montagne

"Christopher Newport is a university in the business of educating. If students want to accumulate more credits to better educate themselves, they shouldn't have to pay more."



Barbara Nelson

"Christopher Newport is a state-funded university and that should not change. Some people come in under one program and then change their major. Why should they be penalized for changing their mind?"



Michael Keaton

"Taking extra courses can help you in other areas of your major, and help you branch out into other directions. I'll probably be one of those people who graduate with more than 120 credits."

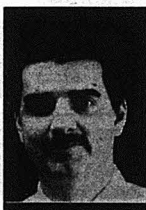
Ebonics: Learning English is a matter of choice

Hyung Im Oh doesn't know squat about Ebonics. When I mentioned it to her she just shrugged her shoulders.

What Hyung does know is that English is a bear of a language to learn. But, that's what she expected when she came to CNU last year as an exchange student from Korea. Even more than she wants to pursue college courses, Hyung came to the United States to learn English. When she got here, she could say scarcely more than "hello." She sat beside me in Early American Literature last semester, frantically leafing through the pages of a Korean/American dictionary to keep up with the barrage of words and phrases from the professor.

I often thought how difficult it must have been for her, in a class that I struggled through myself, to have the extra burden of a language barrier standing between her and college credit. She didn't get an A in the course, but she probably got more out of the class than any of us.

Unless you have a class with Hyung, you probably won't run into her on cam-



By Don Kennedy

American friends. I practice speaking English every chance I get."

When I think about Hyung, I find it hard to see any validity in Ebonics. A combination of the words "ebony" and "phonics," Ebonics was adopted by the Oakland, Calif. school district last year as a solution to a growing problem—African-Americans in the district who have not been able to master standard English. The adoption of the Ebonics policy, would put money toward training teachers to speak and understand "black English" so they can better teach standard English to students. The theory is that, if teachers can speak the "language" of the students, they can com-

municate the rules of "standard" English. The policy has attracted national attention and spawned debate. Some blacks are outraged at the notion that they are unable to learn standard English without such a demoralizing policy. An increasingly conservative American population also finds the policy, which would be funded by the taxpayer, outrageous. Yet, linguistic experts across the country have embraced the policy as an effective means of teaching English to students who have grown up learning the wrong way to speak and write the language.

I believe the policy flies in the face of education. Hyung is living proof that learning English is a matter of choice. Teaching teachers improper English so they can translate it into proper English is a foolish notion—one that breeds apathy. The message: if you speak improperly long enough, you're speech will eventually be classified as a new language. And if that's the case, why learn English at all? Why are we putting Hyung through this torture?

Because learning English requires hard work. Hyung doesn't shy away from any barriers in her way. There is no doubt that learning English is difficult for her—

for anyone—but she is purposeful and diligent in her quest.

I'm not deaf. I know that there are differences in speech patterns between some African-Americans and Caucasians. I'm not blind either. I can see that these differences can cause problems not only in education, but in society in general. Unfortunately, the solution isn't as easy as calling improper English by another name. The solution is to teach proper English. And in order for that to happen, there must be cooperation from the student. It isn't always the establishment that has to find the way to fix things. Sometimes, people have to make the extra effort.

If we allow federal, state and local governments to keep throwing money at every problem that shows itself, the biggest problem we will face is our taxes growing so high we can't feed ourselves—then who cares how people speak?

I'm all for equal opportunity, but I'm realistic about it. It's a fact of life that some have to work harder at things than others.

Hyung doesn't know squat about Ebonics—she doesn't have time to concern herself with such silliness. She's too busy trying to learn English.

NEWS BRIEFS

Supreme Court to rule on internet decency act

The boundaries of free speech in cyberspace—and children's access to smut—could be determined this year as the Supreme Court decides to regulate indecent material on the Internet.

The Justices announced Dec. 6 they would examine a federal court's decision to strike down the Communications Decency Act, Congress' first attempt to regulate speech in cyberspace.

The Supreme Court is expected to hear oral arguments in March and hand down a decision by July.

In June 1996, a panel of federal judges sided with free-speech advocates and struck down the law. The judges said that the law could turn the Internet into the most heavily censored form of communication.

In appealing that decision, the Justice Department said the law was necessary to shield children from pornographic and other obscene material that is becoming increasingly available on the Internet.

"Equally significant, the decision leaves many parents who do not want to expose their children to sexually explicit material with little choice but to severely limit or to altogether deny their children's access to the Internet," said Acting Solicitor Walter Dellinger of the Justice Department.

The law, signed by President Clinton last February as part of the Telecommunications Act, defines indecent as anything that "depicts or describes in terms patently offensive, as measured by contemporary community standards, sexual or excretory activities or organs."

College educators have expressed concern that topics such as abortion and sex, and even classical artistic works portraying nudity, could not be discussed or displayed on the Internet without a user facing a jail term or \$250,000 fine.

The American Civil Liberties Union, which led a coalition of 55 groups challenging the law, has argued that the law is not practical and could even criminalize private e-mail correspondence.

In a statement, ACLU Legal Director Steven Shapiro said the Supreme Court's decision to review the case "comes as no surprise, considering that this is an important case challenging an important federal statute."

Mark Goodman, executive director of the Student Press Law Center, said the staffs of college newspapers should watch the case closely in the next months.

College media should "realize that their rights are as much or even more affected by his decision than anyone else's might be," he said.

Student newspapers often will take risks with their content, such as including four-letter words or sexual references in stories. If the law is enforced, on-line college newspapers may be the first to be threatened with prosecution.

Goodman applauded the high court's decision to review the case. "We need a definitive Supreme Court ruling," he said.

Information provided by the College Press Service

CNU Writing Center announces new hours

The Writing Center is open for the Spring '97 semester. CNU's Writing Center, located in Ferguson 113, offers assistance for all writing projects. This semester, it has two new computers available, as well as new hours of operation. The writing center will be open on Sunday from 5-8, Monday from 10-4, Tuesday from 10-5, Wednesday from 10-4, Thursday from 10-2 and Friday from 10-2.

Scholarship and fellow-ship information available at financial aid office

Several organizations are seeking candidates for scholarships and fellowships. A synopsis of the purpose and qualifications of these financial aid opportunities follows:

John Gyles Education Fund

Purpose: Financial Assistance to students in both Canada and the United States. Award maximum of \$2500.

General Guidelines:

U.S. OR Canadian Citizen

Male or Female

All areas of post-secondary study

Minimum GPA of 2.7

Application required

Apply by April 15, June 15 and November 15, 1997

1998-99 Rotary Foundation Ambassadorial Scholarships

Purpose: For three months to multi-year study abroad which would commence with the 1997 academic year. Award is up to \$22,000.

General Guidelines:

Apply to home town Rotary

Application required (available from home town Rotary)

Apply by May 15, 1997

Dorothy J. Hall Scholarship Program

Purpose: To award 15 \$1,000 post-secondary scholarships to individuals who are members actively using the Virginia Credit Union at least six months prior to application deadline. Students at CNU are eligible for benefits of VACU membership.

General Guidelines:

Actively using VACU

Application (including essay) required

GPA of 3.0

Two letters of recommendation

Application must be received by March 31, 1997

Virginia Association of Campus Law Enforcement Administrators

Purpose: To award two \$500 scholarships to individuals who are enrolled in a member institution of VACLEA (CNU is a member institution). The scholarships are based on need and merit.

General Guidelines:

Criminal Justice Major

Application (including essay) required

GPA of 2.5

Letter indicating the reason for seeking scholarship to include their goals, achievements and need

Two letters of recommendation, plus en-

Trip to Paris is a real deal for CNU students

Fluency in French is not a requirement to sign up for this summer course. The fee of \$2,153.50, which includes a deposit of \$500 due February 17, includes the following:

*Tuition and registration

*Round-trip air fare (Dulles-Paris)

*Hotel (Double occupancy/private bath)

*Transfers to and from hotel in Paris

*Continental breakfast daily at hotel

*Group dinner upon arrival in Paris

*Group dinner prior to departure from Paris

*Orientation tour of Paris

*Excursion to Versailles

*Carte Orange metro pass valid for two weeks

*Trip Cancellation Insurance (Specified Covered Reasons)

For more information, contact Professor Susan St. Onge at (757)594-7083.

CNU Sponsors Seminar in England

Dr. David A. Banks and Dr. Anthony R. Santoro will be leading a trip to the gardens, country houses and museums of England from May 19 - May 30 this year.

The total cost of the trip is \$2500, including a \$500 deposit due by February 18. Cost includes the following:

*Round-trip jet air fare from Norfolk on regularly scheduled airline

*London round-trip airport to hotel transfers

*11 nights at moderate first class hotel with private bath or shower in central London, including VAT

*Continental breakfast daily

*London Panorama sightseeing tour

*London Underground (subway) and bus pass for all eight districts of the city

*Eight-day London for Less discount card for attractions, museums, galleries, shows, concerts, operas, ballets, restaurants, pubs, shops, tours & 250-page guidebook and map

*Reserved ticket to London's famous Chelsea Flower Show escorted by Dr. Banks

*Two full-day garden trips outside of London by private motor coach and English horticultural guide to Sissinghurst Castle and Gardens and other extraordinary gardens escorted by Dr. Banks and Dr. Santoro

*Lectures and guided tours to the City of London Museum and the British Museum's Egyptian and Greek Elgin Marbles collections conducted by Dr. Santoro

*Trips to the National Gallery of Art and the National Portrait Gallery escorted by Dr. Banks and Dr. Santoro

*Guided tours & lectures at gardens in and around London conducted by Dr. Banks

*Farewell banquet at Simpsons-in-the-Strand

*\$200,000 Travel Accident Insurance Policy

For details, contact George Shriver of

TravelMates at (757)-5958253.

The Captain's Log is seeking an Advertising Assistant.

All majors are welcome, business and marketing skills a plus. This position is paid. Also wanted, Sports and general assignment writers.

For information stop by SC223 or call 594-7196.

THE CAPTAIN'S LOG

CNU at a glance...**Monday**

11 a.m.
"What Can I Do with a Major in ...?" lecture
SC 146

Noon
Senior Committee Meeting
Christopher's Banquet Room

Tuesday

1:30 p.m.
Resume/Cover Writing Seminar
SC 146

Wednesday

Noon
"The 1997 CNU Weigh"
Lose weight and eat "college-friendly" foods
SC 146

2 p.m.
Rec. Club Meeting
Terrace

Thursday

11 a.m.
"Succeeding at the University" seminar
SC 146

12:15 p.m.
SGA President's Council Meeting
(all organization leaders should attend)
SC 150

Friday

10 a.m.
Interview Seminar
SC 146

4 p.m.
Leadership Workshop
(all organization leaders must attend)
Christopher's

9 p.m.
"Back to School Jam"
Sponsored by Senior Class of '97
Terrace

Need a Vehicle?

Let me take care of all your transportation needs...new or used!

12 Car & Truck Lines

See Tom Coffey...
a Christopher Newport University alum!



Student Leaders retreat before hard work begins

By Andrew Berrigan
Staff Writer

While most students returned to classes on Jan. 13, the Student Leadership Institute class of the Spring '97 semester started a couple days earlier. On Jan. 10, the students of the SLI set out to Makemie Woods for the retreat that was their first day of class.

The SLI is a comprehensive educational program designed to develop leadership skills. It is a university level, semester-long course offered in association with the CNU Honors Council. The course provides three honors elective credit hours.

It focuses on "developing strong, young leaders for roles in the university as well as in the community," said Cathy Banks, one of the directors of the course.

Students taking the course this semester submitted applications during the fall, including a letter of recommendation and three essays featuring scenarios leaders face every day.

Most classes don't start with retreats, the SLI certainly isn't "most classes." On this retreat, the students of SLI, many of whom began the weekend as strangers, ended it as friends who had all shared a bonding experience.

Ellen Rosenberg, author and educator who travels the country, was invited to come along with the class on the retreat and to contribute towards the students' ability to share and bond. "It was fabulous," said Rosenberg "I was very impressed with the

students. This couldn't happen just by going to classes. The retreat let the students build confidence and work together by getting past differences." Rosenberg said that after their experience on the retreat, students would definitely feel more confident and trusting in each other.

The students themselves were divided into two different bunk rooms according to gender, but were allowed to socialize during any nonscheduled time on the weekend.

Scheduled activities included meals, a group photograph and introductory speeches outlining the class, while nonscheduled activities included playing cards, playing ping pong, and even pulling together as a team to pull some pranks on the

faculty present (no one was hurt).

"I'm glad that they had us go on the retreat," said student leader Mary Hodges "because it gave us a chance to get to know each other before class started. Now there's a real sense of comradery."

With the retreat over with and classes underway, the students of the SLI class of '97 are prepared to work together as leaders. "It was really beneficial to me and to the rest," said student leader Chris McDaniels "We got to know each other and work closely together."

"That's important, since we are going to be the future leaders of CNU."

Building continued from Page 1

The Carrithers building's last assessed value is \$171,100 and the Dowding's assessed value is \$79,700.

"Assessed values never indicate true property value," Trible said. "We paid fair market value for those properties."

When the city widens Warwick Boulevard the buildings could come down, but CNU does not mind losing them. Visibility on Warwick and land for new structures is what the university wants. CNU could wait for the city to widen Warwick and take properties from the current owners but there are no guarantees that CNU would get as much Warwick exposure as it wants.

Newport News Major Joe Frank said CNU's growth is important to the city. Growing room for the university "is a factor that has to be considered in the long

range project but not a sole determining factor" in road widening plans, Frank said. "We will consider the road's impact on property owners," Frank said. As CNU purchases parcels on Warwick, the university expands its sphere of influence. As a property owner, CNU secures a place on Warwick instead of hoping the new road creates one.

"We're actively making CNU more visible, for people to know us and appreciate us," Trible said. "We are expanding and enhancing our campus...removing obstacles that separate us from the world we serve."

The university plans to use the newly acquired structures while waiting for the road widening. "We plan to move an auxiliary department to the Dowding building. Possibly the lifelong learners group or continuing education," Brauer said. "We have to look at who will fit most efficiently in that space."

Trible said, "Carrithers is nothing more than a shell of a building." That structure will sit empty waiting to be bulldozed.

"The cost to bring that up is prohibitive," Brauer said of the Carrithers building.

"With the Warwick widening the city could take the buildings through condemnation. The city would have to purchase the property if taken," Brauer said.

CNU takes frontage on Shoe Lane with the purchase of two single-family homes and their land. An educational foundation purchased 14 Shoe Lane in July and 28 Shoe Lane in Dec.

"We are making budget amendments to purchase the properties from the foundation," Brauer said. The houses on Shoe Lane will also become CNU office space.

"It's a great location on Shoe Lane, helping connect our main campus to Ferguson," Cynthia Perry, Trible's Chief of

Staff said. "The site has parking and is very secure."

28 Shoe Lane becomes vacant in a few weeks, Brauer said. 14 Shoe Lane is occupied by renters who are under a lease with the foundation until the end of June, Brauer said.

"CNU's educational foundation is a private 501 (C) (3) corporation who's mission is to provide financial support for CNU," Phillip Horne, CNU chief advancement officer said. "Money from gifts comes from individuals, corporations, and philanthropic foundations. Individuals are comprised of alumni, friends, faculty, and staff," Horne said.

With a budget amendment approval and permission from Virginia's General Assembly, CNU will reimburse the foundation for the cost of the homes and take residence.

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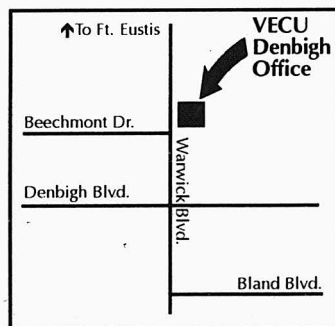
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Student movies a real life disaster on the big screen

By Wesley Cline
Staff Writer

With the outbreak of natural disaster movies lately, like *Twister*, *Volcano*, and *Striptease*, I think it only appropriate that a few more disaster movies that are of a little more concern to the college student be added to the list.

The first movie is entitled "Pop Quiz." It is the horrifying tale of one classroom's struggle with the most unpredictable of all natural school disasters. One of the major struggles in this movie is the valiant attempt of one small group of dedicated students to predict when and where a pop quiz will strike. This can often times prove to be difficult as some professors don't give their students a clue about what might be on the next quiz. In some instances, this is not even something covered in the class or text. It is rather some extraneous facts that the professors come across when they are making up the quizzes and feel the students should know. By the end of the movie, the small group working on an early warning system for pop quizzes finds a few warning signs to look for that indicate an eminent pop quiz. These signs are an unusually high amount of student absences from the previous class or an overabundance of sleeping students who the professor takes silent notice of but does not take immediate action against.

The next movie is the story of a young man looking for a place to park. "Tow Zone" begins with a 21 year old student who wakes up on a Monday morning with a hangover from the weekend's revelry. He hops into his car only slightly behind schedule and arrives

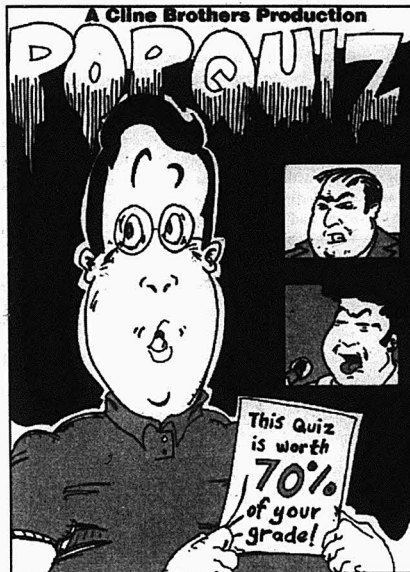
on campus a few minutes early due to some creative, high speed car driving. This is the last time during the whole movie he gets to drive over 15 mph, so they had to put it in to satisfy all those fans of high speed car action in movies. Once he arrives on campus, his real adventure begins. He discovers that the parking spaces closest to his favorite entrance are filled; and, shortly thereafter, that all of the parking spaces are occupied. There are many slow speed races for the open slots created by students leaving and a few near brawls over those coveted spaces. In the end, the student peels the parking sticker off of the president's car as well as that of all of the other administrators and has their cars towed away. As the credits roll, he pulls into a space laughing maniacally because, by this time, his class has ended and he can now go home.

"Registration" is possibly the most suspenseful movie of the season. It is the story of one student's experiences trying to register for classes. This is a classic, comedy/adventure film. It has one near miss after another. To begin with, the student does not receive her registration booklet until hours before the registration deadline. Once she receives her booklet, she must find her catalog so that she can figure out which of

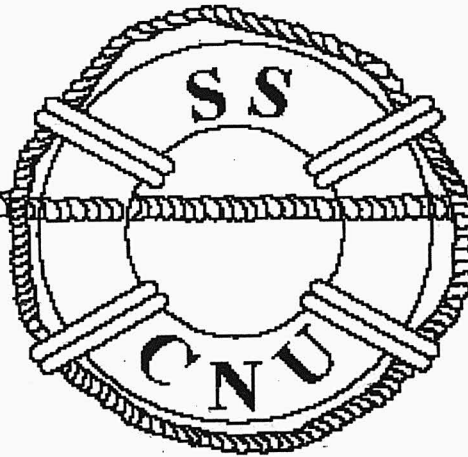
the classes being offered actually apply towards her degree. Fortunately, there are

we can't reveal the outcome of that just yet. After planning out her ideal schedule, she must find her advisor and hope that he has time to look at and sign her class selections. She would settle for just a signature but her advisor is a stickler for detail, so she will have to suffer through his scrutiny of her schedule. After this ordeal and with just minutes to spare before she is too late to register, she races across campus to the registrar's office to turn in her sheet. As the last second ticks off on her watch, she hands the schedule in and breathes a sigh of relief. Then it is just a matter of watching the registrar enter in the selections so that she can be told that all of her classes are full, and she must get the professors' signatures before she can get into the classes. Registration II and III chronicle this student's struggles to obtain the professors' signatures and to secure financial aid.

I hope that everyone will go see these movies - not because you can identify with these situations or even because you think you will enjoy watching the sufferings of others students without feeling any obligation to help. I hope you will see them because every student who goes to see them as a result of a certain article (which shall remain nameless) gives a kickback to the writer of said article. Happy movie watching!



just enough classes for her to be considered a full time student so she can probably keep her financial aid; but that is in the sequel so



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Senior committee setting for new standard

By Terri Haynie
Staff Writer

Three years ago, when the prospect of graduation came into sharper focus for marketing major Morgan "Cello" Mills, he began looking forward to becoming a member of the senior class of 1997 and all of the activities he was sure would accompany that transition. He watched the seniors around him as they quietly prepared to graduate and noticed there was no fanfare, no social activities, no esprit de corps. No Senior Class Committee.

"An idea came to me. How can I celebrate my achievement of graduating from CNU?" said Mills. "I hadn't seen anything happening as a way of celebration or commemoration. That was very important to me after struggling through trials, tribulations, midnight hours, and papers."

He broached the idea of a senior class organization to Jan A. Thomas, a friend and fellow marketing major, who also saw great potential. "I liked the idea because of the recognition, but mainly for the networking," said Thomas.

"I'm a marketing major, and I don't know anything about engineering or biology." Getting to know others in diverse fields appealed to him.

After Mills submitted a proposal to the university and encouraged seniors to join, the first meeting of the Senior Class Committee was held in October 1996. It was officially sanctioned in December 1996.

"There has never been an organization



Morgan "Cello" Mills addresses a room full of graduating seniors. Mills created a committee and organizes celebrations.

Photo by Melanie Stokes/ The Captain's Log

on campus like this one," Mills said. "We want this to be the beginning of an annual effort."

"This group is unique and important

because we are changing the image of CNU," Mills said. "I am tired of people thinking of CNU as just a commuter school because there is a campus life here. We are part of that life."

Mills echoed these sentiments during a pizza party for seniors on Jan. 15. Students came out for free pizza and packed the Christopher's banquet room to standing-room-only. Mills energized the capacity crowd by foreshadowing spring celebration events. Spontaneous applause erupted during portions of Mill's speech.

The goals of the committee are to unify the senior class, create pride in CNU, make the 1996 Senior Class Committee the benchmark of what the freshmen, sophomores, and juniors can create for their own classes, and to create an identity for the senior class on campus. Aply named "Legacy," the committee has mailed 840 flyers to all prospective May 1997 graduates.

According to Mills, "'Legacy' is part of our motto: 'The legacy begins here.' It tells the story of what this class is doing and has done. We are creating a tradition that can be passed on to the succeeding classes."

Thomas added, "Our key to success is networking and class pride." Class colors are forest green and white.

Participation is growing as word about this very active organization spreads.

Around 70 seniors enjoyed a D.J. and dancing at a November fundraiser at The Terrace, generating \$150 and publicity for the group. "We now have 17 people," said Mills. "We have committees that we are looking for seniors to fill, such as promotions and fundraising events."

There is plenty to prepare for. On Jan. 31, the Senior Class Committee will host a Back-to-School Jam at 9 p.m. at The Terrace. Admission for seniors is \$2. In February, the senior class of 1997 will be represented by a float in the homecoming parade. Mills urges all seniors to participate by coming out to march.

Two events that Mills hopes will really float seniors' boats are scheduled for April. "Legacy's Night on the Spirit" will be an evening of stargazing, dancing and dining on a Spirit of Norfolk cruise. Also, the committee is in the process of planning the first Senior Class Ball to be held at the Omni Hotel. Details on both events will be available soon.

And as a gift to the university, the committee is planning a concrete reminder of their passage through the halls of CNU: the creation of a senior walkway. "This will be a commemorative marker of artistic design placed along one of the sidewalks on campus to start a tradition of recognition," said Thomas. He and Mills hope that the walkway, along with the Senior Class Committees of the future, become an enduring tradition on campus.

"I am tired of people thinking of CNU as just a commuter school, because there is a campus life here. We are part of that life."

Cello Mills

Faith Matters:

Where love and truth are found

By Rev. Cheryl Harrison-Davidson
Contributing Writer

Several years ago George Gunn, editor of the National Campus Ministers' Association newsletter, *THE REALM*, wrote a paraphrase of 1 Corinthians 13. With his permission, I share it with you as an appropriate beginning to the semester.

Love of Truth

I will show you a way less academic.

If I speak in the language of earth science and divine revelation but have not love, I sound a dissonant note and send a confusing signal.

And if I have futuristic powers, and comprehend the mysteries of the universe and all human knowledge; And even if I have mountain-moving faith, but seek my education without love, I get a fat zero.

If I give away all my knowledge, and deliver my thesis that I may earn honors, but have not love for the good creation, I gain nothing.

Love in the classroom is patient in the pursuit of truth and kind in its conclusions; such love of truth need never be jealous or boastful; it is not arrogant in its scholarship nor intrusive in its searching.

Love in the lab does not bend the truth to fit pre-conceived notions; it is not irritated with the facts nor resentful of results; it does not rejoice when something fails but rejoices in every success and revelation.

Love in learning welcomes the variety of human experience, believes in all the possibilities, hopes for the

best, endures all the tests of time.

In fact, love of science and the arts never ends; as for futuring, it will fail; as for philosophy and epistemology, they will pass away.

For our wisdom is imperfect and our future studies are flawed; but when the perfect truth dawns, the imperfections of our ignorance will fade away.

When I was a sophomore, I spoke like a sophomore; I thought like a sophomore; I reasoned like a sophomore; when I became mature, I gave up sophomoreic ways.

For now we see truth as a dim reflection of reality, but soon as those face to face with its light and promise.

So faith in the educational venture, hope in the possibilities of human knowledge, love of truth and its pursuit abide. These three, but the greatest of these is love.

Make love of truth your aim.

The words reminds me of a phrase out of one of Charles Wesley's hymns: "unite the pair so long disjoined, knowledge and vital piety; learning and holiness combined, and truth and love let all see..." Perhaps our "new semester resolution" could be to make love of truth our goal for living. Grace and peace.

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CNU Men survive collision with Shenandoah

"Lousy" play enough to edge past the Hornets

By Chris Perry
Staff Writer

Two Dixie Conference rivals crossed paths with CNU last week. One contest was surprisingly easy, while the other was a physical battle.

On Jan. 18, the Captains faced Shenandoah University on the Hornets' home floor. Last season both teams collided in the finals of the Dixie Conference Tournament. In a hard fought affair, CNU took the lead with less than four minutes to play, and held on to win their sixth Dixie title with a 103-93 victory. The rematch proved to be a different story. The Captains jumped on Shenandoah from the opening tip, and scored the first 14 points of the contest. That was followed by a 16-0 run later in the first half that took the Hornets out of the game, as CNU cruised easily to a 108-64 win.

"The game was just such a shock to everybody," said Head Coach C.J. Woollum. "Everything that could go right, went right for us. Everything that could go wrong, went wrong for them."

All 14 players saw action for the Captains. Junior Matt Bryant led all scorers with 21 points, with sophomore Mike Holland pitching in 20. Junior David Powell pulled down a career-high—13 rebounds—in the effort as well.

CNU returned to their home hardwood last Wednesday night to challenge Ferrum College. Both teams won on their respected floors last season, with the Panthers edging the Captains 92-87 and CNU

taking a commanding 88-70 win later in the season. "This was a ugly game," said Woollum about the two teams latest meeting.

"Our rivalry is pretty intense and it showed tonight." The teams stayed close throughout the first half until junior Kenny Carter broke a 17-17 tie at the 12:23 mark to spark a 13-0 run by the Captains. Powell went 6-6 from the floor and 2-2 from three-point range to help send his team to the locker room with a 44-32 lead.

In the second half, emotionally charged words led to four technical fouls, three against CNU. The Panthers clawed their way to within seven points of the lead, 60-51 with 8:50 left to play, but that was as close as they would come. The Captains held off Ferrum the rest of the way to earn a 82-67 decision.

Although Woollum said his team played "lousy," he highlighted exceptions. "Our leading scorer was no factor [Junior Matt Bryant, who leads CNU with 17.4



Junior David Powell launches a three-pointer against a Ferrum defender. Powell was seven-for-nine from the floor, and two-for-three from 3-Point Land.

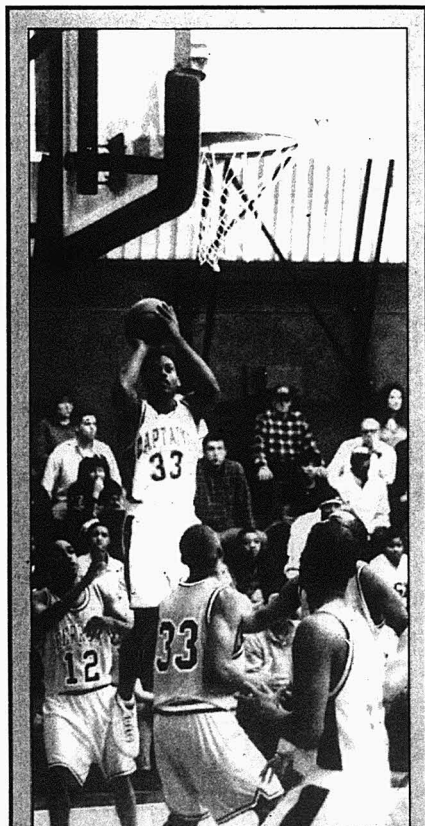
Photo by Eric Pesola / The Captain's Log

points per game, twisted his ankle in practice the day before and scored no points in this contest), and we still beat Ferrum by 15 points. I guess you could say that's pretty good."

This Friday the Captains hit the

road again to face Methodist College, followed by a contest against the Pride of Greensboro College the next day.

They return home on Feb. 5 to face N.C. Wesleyan in a re-match at 7:30 p.m.



Just Hanging around. Senior Jeff McClean prepares to fire off a shot early in the first quarter against Ferrum.

Photo by Eric Pesola/The Captain's Log

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at Methodist College
5:30pm

Saturday, February 1
at Greensboro College
2:00pm

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Reg. Deadline January 28

Friday, January 31
Beat the Clock Basketball
No Pre-registration

Lady Captains Perfect in the Dixie

The Lady Captains' Basketball Team wins their first three DIAC match-ups

by Scott Caldwell
Staff Writer

The CNU Lady Captains topped Shenandoah 73-63 Jan. 18 in Winchester and spanked the Lady Panthers of Ferrum 96-78 at home last Wednesday to up their Dixie Conference record to 3-0—10-4 overall.

Dana Edwards and Dolmesha Stallings stepped up their game to help clinch the 10 point victory—a small margin compared to recent games. Edwards came away with 14 points, three assists, and went seven for seven from the line. Stallings also had 14 points, but had eight rebounds and sank all four free-throws.

CNU dominated the boards, out-rebounding Shenandoah 54-38, with Cynthia Allen grabbing a game high 15.

Against the Ferrum College Lady Panthers last Wednesday, home court ad-

vantage didn't seem to come into play in the first half. CNU shot just 12-34 (.353) from the field, 3-9 (.333) in three pointers, and went 9-17 at the line. The Lady Captains gained the lead only once in the first half, with just under eight minutes remaining. At the break, CNU found themselves in unfamiliar territory—down by 8, 36-44.

"I talked to them about being a team," said Head Coach Cathy Parson of her halftime locker room address. "And I let them know that it wasn't about them personally or individually, it's about us as a group, and we need to make each other better, and stop going out there and trying to get it done by yourself, because it can't happen by yourself."

The Lady Captains' second half proved far more prosperous—as has been the case all season. CNU and Ferrum traded baskets for the first three minutes, resulting in a 50-43 Ferrum lead with 17:01

left to play. Then a hot Dana Edwards, with three consecutive three-pointers, tied the game for CNU at 52 just over four minutes into the second half, sparking CNU to a 20-11 point run. After two more lead changes and two ties, Misty Hart's deuce with 9:36 left to play put CNU up 63-61. The Ladies never looked back, as Edwards drilled two more three-pointers and three free-throws. CNU collared another conference blow-out to establish their dominance in the Dixie.

When asked about her game high 25 points, 6-9 three pointers, 5-5 free throws, humble Edwards echoed Coach Parson's earlier words, "Anybody on the team, any given night can be the high scorer, that's how much talent we have. It's all about teamwork."

CNU travels to Methodist, another DIAC lamb to the slaughter, this Friday to take on the Lady Monarchs.

Boxscores and Standings

Men's Basketball

CNU	57	51	—	108
Shenandoah	21	43	—	64

CNU: 9-4

Technical Fouls: Attendance:

CNU (108)									
Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Bryant	24	7-11	5-7	1-2	2	1	21	2	1
Holland	22	8-11	0-0	2-2	6	2	20	2	2
Powell	23	6-13	1-2	8-5	5	2	14	2	2
Carter	22	4-6	4-4	3-4	0	2	12	2	2
Burns	11	2-6	5-5	0-2	0	2	9	2	2
Valentine	9	4-6	0-0	0-3	0	2	8	2	2
McLean	12	2-4	2-4	0-2	0	4	6	2	2
Johnson	11	1-3	2-2	0-1	2	3	5	2	2
Moxman	7	0-0	5-6	0-1	1	1	5	2	2
Cham	13	1-4	1-2	2-0	3	3	3	2	2
Phillips	11	1-2	0-0	0-4	0	1	3	2	2
Lee	8	1-2	0-0	0-0	0	0	2	2	2
Baker	19	0-2	0-0	3-9	2	2	0	2	2
Knight	8	0-1	0-0	1-4	0	1	0	2	2
Totals	200	77-171	25-52	20-39	21	23	108	23	108

Percentages: FG—.538, FT—.781, 3-Point goals: .400 (Holland 4-6, Bryant 2-4, Phillips 1-1, Johnson 1-2, Powell 1-4, Carter 0-1, Lee 0-1, Burns 0-3), Blocked Shots: 8 (Baker 4, Knight 2, Carter 1, Moxman 1), Turnovers: 19 (Knight 3, Bryant 2, Burns 2, McLean 2, 2 with 1), Steals: 7 (Phillips 2, 5 with 1).

Shenandoah (64)									
Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Totals	200	30-65	19-30	11-21	4	24	64	4	24
Percentages: FG—.462, FT—.633, 3-Point goals: .333 (5-15), Blocked Shots: 0, Turnovers: 16, Steals: 7.									

CNU: 10-4

Technical Fouls: 4 Attendance: 430

CNU (82)

Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
David Powell	36	7-9	0-1	2-6	3	1	16	2	2
Kenny Carter	17	5-7	5-6	1-4	2	2	15	2	2
Steve Butler	29	6-9	0-1	4-10	5	3	12	2	2
Mike Holland	24	3-7	5-7	0-1	5	4	12	2	2
Jeff McLean	31	5-7	2-4	0-3	1	4	12	2	2
Sean Phillips	12	2-2	2-3	2-2	0	2	6	2	2
Vance Johnson	16	1-3	2-2	0-0	0	2	5	2	2
Peter Bottoms	11	0-3	0-0	0-1	3	0	0	2	2
Matt Bryant	22	0-2	0-0	2-2	0	0	0	2	2
Steele	20	0-1	0-0	0-0	0	0	0	2	2
Emery Knight	DNP								
Joey Moxman	DNP								
M. Valentine	DNP								
Totals	200	31-50	16-25	15-31	19	20	82	20	82

Percentages: FG—.620, FT—.640, 3-Point goals: .400 (Powell 2-3, Johnson 1-2, Holland 1-3, Bryant 0-1, Steele 0-1), Blocked Shots: 8 (Butler 4, Bottoms 1, Powell 1), Turnovers: 21 (Holland 4, Powell 4, Butler 3, Bryant 3, McLean 3, Bottoms 2, Carter 2, Johnson 1, Phillips 1), Steals: 7 (Holland 3, Bottoms 1, Butler 1, Carter 1, McLean 1).

Ferrum (66)

Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Totals	200	22-67	13-20	10-16	17	26	66	26	66
Percentages: FG—.328, FT—.650, 3-Point goals: .333, Blocked Shots: 2, Turnovers: 12, Steals: 12.									

Men's DIAC Basketball Standings

Team	Conf	PCT	Overall	PCT
Methodist	3-0	1.000	5-7	.714
CNU	2-1	.667	10-4	.714
Greensboro	2-1	.667	5-9	.357
Shenandoah	1-1	.500	6-4	.600
Ferrum	1-2	.333	8-6	.571
N.C. Wesleyan	1-2	.333	5-6	.455
Avett	0-3	.000	3-11	.214

Women's Basketball

CNU	27	46	—	73
Shenandoah	21	42	—	63

CNU: 9-4

Technical Fouls: none Attendance: 235

CNU (73)									
Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Edwards	30	3-9	7-7	0-5	3	4	14	2	2
Stallings	23	5-8	4-4	6-2	0	3	14	2	2
Macklin	22	4-6	5-7	1-4	3	1	13	2	2
Hart	38	4-10	2-5	4-4	2	4	11	2	2
Pool	16	1-5	5-6	2-2	0	0	9	2	2
Macklin	20	2-6	4-6	1-2	0	1	8	2	2
Allen	35	2-8	0-0	3-12	3	2	4	2	2
Dougley	4	0-1	0-1	0-1	0	1	0	2	2
Barnes	4	0-3	0-0	2-1	1	3	0	2	2
Place	DNP								
Roberts	DNP								
Totals	200	22-57	27-43	19-33	13	20	73	20	73

Percentages: FG—.386, FT—.628, 3-Point goals: .250 (Hart 1-1, Edwards 1-4, Macklin 0-1), Blocked Shots: 2 (Pool 2), Turnovers: 20 (Macklin 5, Martin 4, Stallings 4, Edwards 2, Hart 2, Allen 1, Dougley 1), Steals: 7 (Allen 2, Macklin 2, Dougley 1, Edwards 1, Stallings 1).

Shenandoah (63)									
Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Totals	200	23-41	15-26	11-20	14	28	63	28	63
Percentages: FG—.561, FT—.577, 3-Point goals: .133 (2-15), Blocked Shots: 3, Turnovers: 16, Steals: 7.									

CNU: 10-4

Technical Fouls: 0 Attendance: 150

CNU (96)

Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Edwards	31	7-16	5-5	1-3	6	0	25	2	2
Stallings	22	6-8	4-7	4-0	1	2	18	2	2
Hart	33	4-9	2-4	4-4	9	3	12	2	2
Macklin	13	3-6	4-5	0-4	1	3	11	2	2
Allen	24	3-5	4-6	0-4	1	2	10	2	2
Pool	18	3-4	5-3	0-2	1	3	8	2	2
Martin	16	1-4	4-7	2-0	1	1	6	2	2
Dougley	11	1-4	1-4	0-3	1	1	3	2	2
Macklin	14	1-3	1-2	0-0	2	2	3	2	2
Barnes	8	1-6	0-0	2-4	2	2	2	2	2
Place	3	0-0	0-0	1-0	0	1	0	2	2
Roberts	6	0-1	0-0	0-0	0	0	0	2	2
Totals	200	30-64	27-43	18-26	28	22	96	22	96

Percentages: FG—.469, FT—.628, 3-Point goals: .500 (Edwards 6-16, Hart 2-4, Macklin 1-3, Roberts 0-3), Blocked Shots: 7 (Edwards 2, Pool 2, Allen 1, Dougley 1, Macklin 1), Turnovers: 19 (Hart 4, Dougley 3, Edwards 3, Macklin 3, Martin 2, Stallings 2, Barnes 1, Pool 1), Steals: 15 (Stallings 3, Allen 2, Macklin 2, Martin 2, Pool 2, Barnes 1, Dougley 1, Edwards 1, Hart 1).

Ferrum (78)

Player	Min	Fg	Fl	reb.	pts.	reb.	pts.	reb.	pts.
Totals	200	27-68	19-26	18-24	23	25	78	25	78
Percentages: FG—.397, FT—.731, 3-Point goals: .731, Blocked Shots: 0, Turnovers: 25, Steals: 7.									

Women's DIAC Basketball Standings

Team	Conf	PCT	Overall	PCT
CNU	3-0	1.000	10-4	.714
Greensboro	2-0	1.000	8-4	.667
Avett	2-1	.667	6-5	.545
N.C. Wesleyan	1-1	.500	4-5	.400
Ferrum	1-2	.333	6-7	.462
Shenandoah	0-2	.000	5-5	.500
Methodist	0-3	.000	2-7	.200

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Music Department starts the new year off right

By Mary W. Hodges
Staff Writer

CNU's Music Department has hit the ground running this semester. The very first weekend after school opened, the department sponsored the Fifth Annual Flute Faire and a piano concert fund raiser. The Flute Faire, sponsored by the Performing Artists Association, on Jan. 18 not only included flute competitions, but there were also seminars led by experts and professionals on different aspects of flute playing. Vendors from across the country manned booths where they sold music, instruments, accessories and offered advice.

Throughout the day long event, local flutists from the Virginia Symphony, the Governor's School for the Arts Flute Choir directed by Patty Waters and the Hampton Roads Flute Association lead by William Grunow held recitals. One of the main focuses of the day was the competition. The flutists ranged in age from the elementary level to college and adult. The soloists began at 9:30 and played in ten minute intervals until early afternoon when the winners of each category were announced. Alexander Myers, a freshman and music major, won in the college/adult soloist category.

The final Flute Faire Gala Concert at 5:00 neatly recapped the day. Rob Turner played selections from Georg Philipp Telemann, a prominent flute composer. Marvin Western on clarinet and Gretchen Ballard on flute accompanied CNU graduate Susan Arnold who sang the haunting ballad "It Fell Upon a Day." Arnold said that this piece was different from others that music students may have heard and she believes "it's good for them to hear different kinds of music."

CNU Music Department faculty members Charles Woodward on piano and Laurie Baefsky on flute along with Patti

Waters of the Governor's School for the Arts also on flute played pieces from Gary Schocker. The all of the competition winners returned to the stage for encore performances. Cynthia MacGregor attended to see a neighbor's child perform. She said, "The concert was delightful. I especially liked the song by Susan Arnold."

The concert concluded on a beautiful and quirky note. Patrick Olwell, who earlier held demonstrations on traditional wooden

Below: Juilliard graduate Campos-Falk gives a moving performance in honor of the Music Department.

Right: Aaron Olwell, Patrick Olwell, and Sara Nisenson (from left) revive the Celtic tradition.

Photo by Chris Taylor/The Captain's Log



composed and about the composer who wrote it. MariSara Kronebusch was impressed with the style of presentation. She said, "The concert wasn't just her playing while we clapped. The explanations helped a lot. They were the best part."

Because Campos-Falk was just recovering from the flu, there was some doubt as

flutes, played more Celtic music to cap off the evening. His son Aaron joined him on the whistle and fiddle, and Sara Nisenson accompanied them with a guitar. As they played a wide selection of jigs, reels, and airs with names like "Mug of Brown Ale" and "The Old Copper Plate," Olwell injected bits of folklore and history, creating a fascinating finale to an informative and entertaining day.

The following day, Sun. 19, the Department of Music presented "Conversations from the Keyboard" with

local pianist Terry Campos-Falk. The Friends of Music hoped that the concert would raise money for future music scholarships. Dr. Mark Reimer, chairman of the Music Department, introduced Campos-Falk. She is a graduate of the Juilliard School and as Dr. Reimer put it, she was about to play for CNU, the "Juilliard on the James."

She played pieces sequentially, from Bach and the Baroque period to Debussy and Ravel in the 20th century. Before playing each piece, she introduced with information about the period in which it was

towhether she could finish the concert after the intermission. But she did beautifully, finishing with a flourish, receiving a standing ovation and an encore, not to mention an armload of flowers from the audience. Everyone there appreciated her talent and determination to give the supporters of the music department a fabulous performance.

These two very special events show the effort and talent that CNU has in its Music Department. They have set the tone for what will no doubt be another successful semester.

Flipper and friends come to CNU via slide show

By Mary W. Hodges
Staff Writer

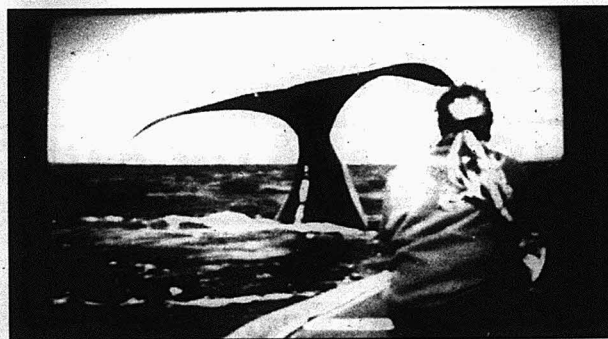
Act One, CNU's entertainers, always manage to bring funny and interesting acts to the campus. When they raised banners around the Student Center announcing dolphinologist Laura Urian, some people may have been turned off by the thought of spending an hour with a scientist.

But when Urian addressed the sparse lunch time crowd last Wed., she spoke with the energy and enthusiasm that some might reserve for a larger audience. She not only has experience working in the field, but she has also worked with such educational programs as Jack Hanna's "Zoo Life." Scott Dummitt found the lecture "enlightening. It's good to see a person with a wealth of information share it." The combination of her eye-catching slides, her fascinating speech, and the lure of the darkened lounge soon brought in the curious and the interested.

She began with a little background on human experiences with dolphins. As recently as the 60s, dolphins were thought of only as a food source. Since then, scientists have studied them, but learned very little. Because they are aquatic mammals, it is difficult for humans to study them. So scientists like Urian spend time in coastal laboratories and on research vessels out on the ocean. Urian frequently

worked at the Dolphin Research Center in Sarasota, FL with scientist Randy Wells. She also worked with Dr. Denise Herzing

whales. During the mating season when the whales don't have much else to do, they float perpendicular in the water with their tails out like sails. The wind catches them



Urian, on a research vessel, looks on as a whale goes "sailing."

Photo by Chris Taylor/The Captain's Log

on the Wild Dolphin Project which studied spotted dolphins, a cousin of the familiar bottle-nosed dolphin.

During her presentation, she made a foray into the relatives of dolphins, sperm and right whales which are being studied by her fellow scientists. She shared with her audience how she learned about "sailing"

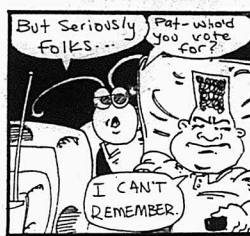
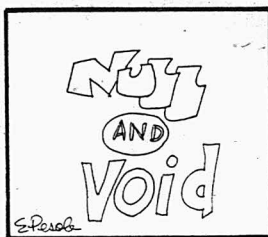
and the whales go floating across the water like sailboats.

Several of the topics she addressed were controversial. She said she has trouble dealing with the captivity of dolphins, even though she works with them regularly. Since "Free Willy" and similar movies, the public has demanded the release of captive

animals. Many scientists want to see the dolphins returned to their habitats as well. Buck and Luther, two dolphins trained to work with Navy seals, were released, after they were given what their trainers thought were adequate survival skills. But when Luther returned to the Navy base wounded soon after, and Buck returned many days later exhausted and dehydrated, the scientists had to rethink their plans of releasing captive dolphins. She broached another topic, dolphin intelligence, which sparked discussions and questions after the presentation. "There was a lot of stuff I didn't know," said Sheila Sandoval. Along the same lines, she also talked about human communication with dolphins. Scientists first tried to teach dolphins to speak English. Scientists now see dolphins not as objects to be manipulated, but as thinking creatures that humans can learn from as well as teach.

She finished with some disturbing pictures of dolphins who had been hurt by boaters, either from the propellers or people who intentionally hurt them. She reminded the audience that dolphins are still wild animals who should be treated with caution and respect for the safety of everyone involved. She added that students today are the scientists of tomorrow, and with the growing human population, dolphins don't have a chance without people to study them and protect them.

At each visit, my companion and I were waited on hand and foot, which of course, we love. Solicitous waiters are always good, and Helen, the supremely competent bartender and manager provided us with an excellent selection of beverages, knowledge of local history and good conversation.



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