



THE CAPTAIN'S LOG

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BASEBALL PREVIEW INSIDE

On campus employment: Does it pay?

By John Bailey
Staff Writer

Students will never get rich working at CNU. In fact, CNU pays only minimum wage to student employees. But the CNU student employment program does offer some real benefits to those who work on campus.

The convenience of walking to work after class, and the flexibility of setting a work schedule around a class schedule are two main benefits to on campus jobs.

"I like the idea of getting out of class and walking five minutes to get to work," said Eric Egolf, a CNU sophomore. "For me, the experience of helping students with all types of computer problems is the biggest plus of this job. This job is great for my resume, and I don't have to leave the campus to get it."

There is a variety of positions throughout the university, so students don't have to look far to find work experience related to their career goals.

"Jobs with campus police, accounting, admissions, and various academic departments are examples of the kinds of places students can work," said Doug

Gallaer, Associate Dean of Career and Counseling. "The experience is a win-win situation. Students develop their work skills and their understanding of work ethics. The departments get to tap the abilities of a talented student pool."

CNU student employees are listed as state employees. They are allowed to work up to 20 hours a week. They can have more than one job on campus so long as it remains under the 20 hour limit.

"Ensuring the students' success academically is the primary goal of CNU. This is the reason for the limited hours," said William Brauer, Executive Vice President for Administration. The reason for the low wages is the large turnover rate of student employees. Also, minimum wage is a federal mandate. Some work for several semesters at one job. Others may only work one or even just a part of a semester.

"I have another job off campus in addition to the seven hours a week I work at the McMurran computer lab. For me, I work at the lab for the experience, not the money," Egolf said.

"Regardless of how many

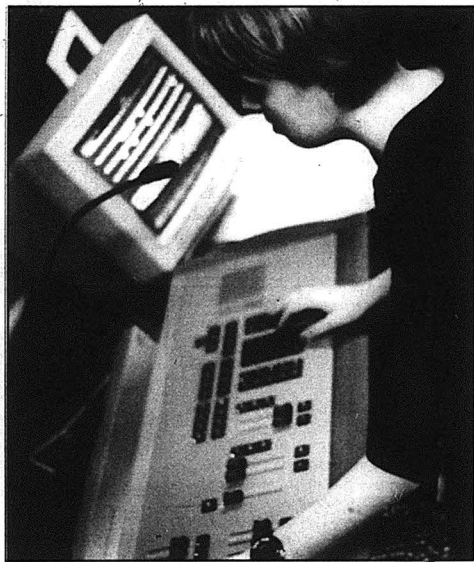
hours they work, students are a tremendous benefit to CNU. Those who are in positions requiring high skill levels or have held a position for an extended period can petition for an increase in pay," Brauer said.

According to student employment program guidelines, a student must first inform his or her department supervisor of their desire for a raise. The supervisor considers the needs of the department and then forwards the request to the Executive Vice President for approval. The number of requests are low and few students know they have this option.

"I never realized you could ask for a raise," said Misti Fisher, a CNU junior. "I've been a student assistant with the Student Life office for three years. It's been a fun job. I enjoy the fact that work keeps me up to date with the various activities on campus, and I get to interact with so many student organizations."

"I was glad I eventually requested a pay increase. The request was submitted in August, and I officially received a seventy

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Robin Hatcher works as a theater tech, controlling lights and sound for campus performances.

Photo by Kelly Wells/ The Captain's Log

Tenure: a license to slack or freedom to teach?

By Melanie L. Stokes and
Mary W. Hodges
Staff Writers

It's almost judgement day for many CNU professors. They're finishing a test that lasts six years and determines whether or not they have a future at CNU. The professors are up for tenure.

The word keeps getting tossed around, but the concept of tenure confuses many students. A professor working toward tenure is like a resident working toward an M.D., or an attorney working to make partner in a law firm. Professors have six years to prove themselves. Publishing work, receiving solid marks on student evaluations, and

continuing scholarship in one's field makes a professor tenure-worthy. But how many tenured professors can one small university support?

Tensions are mounting as a heavy number of professors anticipate being reviewed. Either they will achieve tenure and embark on a secure career at CNU, or they will be given a year to work at CNU while looking for a job elsewhere.

"The fact that so many faculty are up for review next year is creating a fear that maybe the university doesn't need them all," Prof. Lea Pellett, chairman of the faculty review committee said.

"There is a heightened concern this year because the university expanded rather abruptly and many professors have come up at the same time," Pellett said. Because many professors joined the CNU faculty six years ago, they reach review time together and a sense of competition mounts.

"Technically there is no maximum number for tenured faculty, but it's suspected that there are unwritten guidelines, placing limits," Dr. Harold Cones, chairman of the Biology and Chemistry department said.

"If everyone is tenured in, it's almost impossible to get rid of them," Cones said.

The faculty review committee studies each candidate and tells the provost who should get tenure, annually. "We have been given no guidance on limiting numerically or reaching a quota for granting tenure," Pellett said.

Having tenure does not mean that a professor cannot be terminated.

"It does not guarantee that you will have a job for the rest of your life," Cones said. "The average guy on the street thinks college professors work 12 hours a week and can't ever lose their job because of tenure. That's absolutely, two thousand percent wrong."

"Tenure says they cannot fire

you for academic things, but there are a lot of things they can fire you for," Cones said.

So if tenure does not guarantee a job, what benefits does the elite status afford professors?

"Tenure protects your academic freedom," Cones said. "It's an old and ancient custom for faculty members, preserving academic freedom to engage in intellectual things in the classroom without fear of being fired for encouraging people to think."

Having tenure gives faculty the freedom to engage in intellectual, political, and religious practices

see **Tenure/** page 4

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Can you identify this campus couple? Get the scoop on romantic relationships at CNU. Happy Valentines Day!

See page 8



Captain's Log columnist Joe Atkinson turns his Alternate Route towards a historic path. Celebrate Black History Month with music.

See page 11

Alicia Says:



Young African-American Males Giving Them The Support They Need

By Alicia D. Stokes
Staff Writer

In observance of February as Black History Month, I'm addressing an issue relevant to the African-American community. Statistics reveal that although more African-American men are attending and graduating from college, the numbers are still greatly disproportionate to their white classmates. So how do we reach out to these young African-American men in our families and our communities, and guide them to the rewards of higher education?

It is obvious that these young men need our support as they endeavor to graduate, and overcome the constant strew of obstacles with which they are confronted. Despite all the talking, researching and presuming done about the number of African-American men pursuing higher education, few colleges and universities have put money into developing programs to increase the percentage applying and graduating. As Dr. Walter Allen, a sociology professor at the University of California-Los Angeles points out in a recent article in "Black Issues in Higher Education," "... when there are programs, the impetus for those programs is usually individuals of color from the underrepresented groups. Without that kind of push and pressure, the schools would not in all likelihood make adjustments and provisions for dealing with the needs of underrepresented students."

Existing programs assist African-American men already enrolled in college. However, young men's futures depend largely on their academic success in high school. In his article entitled "What the Census Says About the Black Male," Dr. Sherman Stein, a Professor Emeritus at the University of California-Davis, explains, "The future can also be anticipated by examining the situation for high school graduates. In 1983, four percent of African-American high school graduates in California were potentially or fully eligible for admission to the University of California."

In 1990 that percentage had risen to eight. During the same period the percentages for whites had moved from 16 to 21. For Asian-Americans they had gone from 26 to 40."

This indicates that the accomplished African-American men on our campus need

to design a mentoring program specifically for young African-American men. One of the few programs seeking to address the needs of minority students at CNU is Project SOAR, a pre-college program preparing minority students for the challenges they will face in college.

Through discussion, CNU students and faculty will be able to better understand the personal trials and triumphs, and the encouragement professional African-American

men on our campus can lend to their students.

I have elicited comments from professional African-American men here on campus.

Dr. Lee Jones, Director of the Office of Multi-Cultural Student Services at Washington State University and assistant professor of Educational Leadership [has designed a program] called "100 African

American Men." [Dr. Jones] uses a lot of mentoring and brings Black male students together to deal with the issues affecting them. Each incoming freshman or transfer student is assigned a male faculty mentor. "I think a lot of our young men need African-American men providing leadership," Jones says.

"Reaching Out to Young Black Males" article by Joan Morgan in the October 3, 1996 issue of Black Issues in Higher Education.

In attaining my aspirations, I found a lack of finances and discrimination to be the two greatest obstacles I encountered. I was able to successfully deal with those obstacles by maintaining faith in God and by having the support of both Whites and Blacks that were willing to assist me. Although discrimination is still here, it doesn't serve as the same barrier—its obstacles are not as obvious as they were in my time. Secondly, I don't see the same degree of motivation in our young people.

I think families and communities can better assist young African-American males with their spirituality and helping them to maintain faith in God.

I think African-American males [those who wish to serve as mentors and role models] need to try to communicate with each other. I try to be very approachable to my students. It is important that people be able to approach you.

I never knew my father. I was raised by my mother. Not knowing the other half created a void for me—a void that carries on in my success. I encourage young people to always be as positive as possible and to be confident in themselves with a desire to work hard.

Professor Harry Greenlee,
CNU Government Department

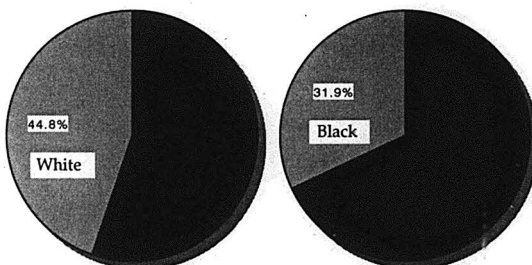
I will continue to print this discussion next week with comments from professional African-American men here on campus, and take a closer look at the need for a program at CNU to address the concerns of African-American male students. Those interested in including their comments may contact Alicia Stokes at the Captain's Log at 594-7196.

Representation of Black Men in Occupations

Occupation	1980	1990
Engineer	1 in 43	1 in 32
Physician	1 in 37	1 in 33
Real estate sales	1 in 46	1 in 30
Insurance sales	1 in 24	1 in 22
Motor vehicle and boat sales	1 in 31	1 in 20
Carpet installers, electricians		
plumbers, pipe fitters, steam fitters	1 in 20	1 in 16
Janitors and cleaners	1 in 5	1 in 5
Guards, private police	1 in 6	1 in 5
Nursery aides, orderlies, attendants	1 in 3	1 in 4

Source: Survey of 1990 U.S. Census
Oct. 3, 96, "Black Issues in Higher Education"

Percentage of young men 18-24, enrolled in colleges and universities



Source: U.S. Department of Education

The Edition with a Mission <http://www.cnu.edu/studlife/captains>

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CAPTAIN'S COMMENTARY

By Karen DiGiorgio



Question: What would you do if you had an obnoxious classmate?

Those in the know should NOT say so

They are the scourge of CNU, and they know it. They will argue with the devil himself, try the patience of Job, and somehow manage to turn even the most docile of students into a Terminator. Who are these people? They are - imagine scary movie music - obnoxious classmates, and this week's column is dedicated to helping them "put a sock in it."

Most people know who I'm talking about, but for those of you living on Messick Road, I am referring to those students who (a) know all the answers; (b) want everyone to know they know all the answers; (c) relate every topic in a classroom discussion to a long, boring, totally irrelevant personal story; (d) ask absolutely ridiculous questions about *Super Mario World* during a discussion on *Pagemaker*; and (e) use the classroom as a personal forum for their beliefs and values, or in lieu of an analyst's couch. Those of you who match this description, and you know who you are, should consider the following advice carefully, because your fellow classmates have their finger on the trigger, so to speak, and their aim is getting better.

(1) If you are one of those folks who knows all the answers, C.L.E.P. the class and move on. You are wasting your time taking a class you don't need. Besides, there must be some subject CNU teaches that you only have a few

of the answers to.

(2) If you are one of those people who wants everyone else to know you know it all, shut up. The other students in the class don't care that you know everything; we are there because we want to learn what the instructor knows about the subject.



This man or woman already has a degree in the subject area — you're just trying to get one!

(3) To the long, boring, totally irrelevant, personal-story-telling obnoxious classmate, I have the same advice — SHUT UP! Whether your cat has

Internet capability, your wife is still a virgin, or you think you have the solution to peace in the Mideast, keep it to yourself. Even if the instructor asks if anyone has had any experience in a particular subject matter, you haven't! All of your experiences are either completely alien to all human lifeforms or written up in *Psychology Today*.

(4) Before asking any question of an instructor, ask yourself "does anyone care about this except me?" If you think the answer is yes, then reread all of your textbook to make sure the key terms in your question are covered in the book. By that time, the instructor will have finished covering the material your fellow classmates paid to learn, and the cleaning crew will be mopping around your shoes.

(5) Finally, those of you obnoxious classmates who use the classroom as a personal forum or in lieu of a psychologist, get a grip! Don't you realize that the very people you taunt with your lack of student etiquette are liable to suggest that you pretend your arm is a violin, your straightedge razor is a bow, and play "The Devil Went Down to Georgia."

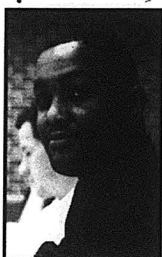
All kidding aside, we are all here to get an education. Some of us have worthwhile knowledge or experience to share which furthers that goal for everyone, but some don't. If the groans behind you are becoming noticeably louder, you may be guilty of obnoxiousness. For the really severely affected, the best in-class contribution you can make is none at all. Your classmates will appreciate what you don't say.

All of CNU administration is a stage, and many of the top positions are being filled by "actors." If you think Cathy Banks, Drumont Bowman, and Robert LaVerriere should permanently occupy their positions, e-mail us at clog@cnu.edu.



Carolyn Hawkins

"I would hope the instructor would take control of the class and keep the discussion focused. I don't think anyone should use the class as a forum for forwarding their personal beliefs."



Andre Gibbons

"I would confront the person, especially if they were speaking on a subject I felt they had no knowledge of. That kind of person takes away from the class discussion, and disrupts the class setting."



Dionne Williams-Ball

"I would ask him or her the relevance of the comment... how does it affect all of our lives? We are in the class to learn, not for frivolous chat. I pay for my classes - keep it relevant!"

Kid-Care Update: Peninsula area schools are closed Monday, Feb. 17, for a scheduled teacher work day. Once again, parents without a daycare alternative will either have to miss class, or bring their little ones with them. If you would like to see a parent operated daycare center on CNU campus, please email your comments and ideas to Karen DiGiorgio at clog@cnu.edu.

"Official Purchases" get Clinton in more hot water

It's the newest scandal focusing on the Clinton administration. At issue is whether or not the Democratic National Committee was given access to an official White House database to assist them in the president's campaign last year.

Allegations suggest that information from database was shared by presidential aides with the DNC, an act which would improperly mix official and political business. Administration officials acknowledged that aides sometimes tapped into a computer database filled with information about supporters of Clinton and others who visited the White House for social and political events.

DNC spokesman Barry Toiv said, because the party used in for "official purposes," such as helping compile invitation lists to state dinners, the sharing of information was proper.

Toiv said it would have been "inappropriate" to use the computer to help the DNC solicit contributions to put together



By Don Kennedy

invitation lists for "unofficial events," such as DNC-sponsored coffee and conversation at the White House for big contributors.

I'll tell you what's inappropriate — that there is a database in the first place. The database contains 350,000 names,

created at the behest of the first lady to help the Clintons keep track of contacts with supporters. And here's the kicker — the thing cost \$638,000 of taxpayer's money. I must admit, I'm fairly ignorant of computer prices — and correct me if I'm wrong — but doesn't \$638,000 seem a bit pricey? Why are American taxpayers footing the bill so the Clintons can keep track of their

supporters?

The database was created from various sources, including lists of people who gave money to Clinton or the Democrats. But it also includes the thousands of people who have attended holiday parties at the White House, or received White House Christmas cards.

The president makes \$250,000 a year. Can't he buy an address book like the rest of us? Granted, he probably sends a lot more Christmas cards than you or I—but come on!

This is just one of a million examples of how our taxes are misused. It's standard practice in Washington these days, not just under Clinton, but the past several administrations. The government expends outrageous efforts trying to figure a way to save Social Security, or Medicare — programs that help the people whose taxes are paying for items like White House social databases.

It's the "thousand dollar toilet seat" all over again, and nobody is really getting to the heart of the matter. Any fool can guess that the DNC had full access to that data-

base and used it to help them in their shady fundraising efforts. And, it's no great stretch to conclude that Clinton was fully aware of those improprieties. For that matter, the percentages will tell you that at least one of these controversies that has plagued the slippery Clinton administration over the past four years is true. At least one — Whitewater, Filegate, Travelgate, the Paula Jones sexual harassment fiasco, etc.

And the Republicans are certainly no better — who knows what kind of side show act they performed to raise their campaign money. Sure we need to fix that problem. But we can't lose sight of the fact that our tax money is being misused every day — wasted on ridiculous extravaganzas.

Any one of you can site a bunch of examples. It's called government waste, and without it we wouldn't be talking about how to balance the budget without taking food out of the mouths of elderly Americans on Social Security. And we certainly wouldn't be nitpicking over who sat down at a computerized social register.

NEWS BRIEFS

Yale Student Arrested for Computer Fraud

A Yale University student pled guilty January 8 to committing computer fraud by creating a software program that let him access America Online for free.

Nicholas Ryan, known online as "Happy Hardcore," faces up to five years in prison and up to \$250,000 in fines. Prosecutors said Ryan, a junior computer science major, created "AOL4FREE" in June 1995 and used it for six months.

Also, Ryan let other AOL users know about the software by talking about it in AOL chat rooms. That's what eventually tipped AOL off, officials said.

The company estimates that in a single day, nearly 2,000 people used the program to log onto the system, bypassing AOL's hourly rate.

"I just thought he was some computer geek, but I never thought it would lead to this," Michael Kestenbaum, Ryan's former suitemate, told the Yale Daily News.

AOL officials heralded the case as the first successful prosecution of computer fraud involving an online network.

The case "serves a warning to any would-be hackers that AOL has zero tolerance for this kind of behavior," said Tatiana Gau, an AOL vice president, in a news release.

Information provided by the College Press

CNU Web Pages Have New Addresses

Everyone who has a web page on CNU's network now has a new address for that page. The old format, <http://www.cnu.edu/~username>, has been dropped. The new format for web page addresses is <http://users.cnu.edu/~username>.

Tenure continued from page 1

that may not be popular with administrators.

"The protective nature of tenure in many ways protects faculty to speak against the administration. If you are on the Faculty Senate, the ruling body, you're much more apt to pass rules that are counter to what the administration thinks; things that without tenure, could get you fired," Cones said. "Professors feel much more secure discussing issues and voting in a public arena when they have tenure."

Sociology professor and former dean of CNU's arts and humanities college, Virginia Purtle said, "Certain things go in and out of style with changing administrations. Tenure protects faculty who are not pursuing the popular ideas of the time."

Purtle spoke to the student leadership class and was surprised at how interested students were on the topic of tenure. Students wanted to know what role they play in professors' advancements. "Student really went after this issue. It's important to students that faculty be held to a high standard for teaching. When I was a dean, teaching was at the base of my recommendations," Purtle said.

As professors strive toward tenure status, they build a dossier which they present to the review committee showing all that they've done within the six years. Once they achieve tenure, they are reviewed only once every six years.

"There is sometimes the feeling that once professors get tenure, they stop working," Cones said. "I'm sure there are people here who do and I could name a few who have slowed up significantly," Cones said. "But in most cases, faculty, who make it through the sixth year, are essential and viable scholars."

Eric Strong, a junior music major, had a "negative experience" with a tenured professor.

"The motivation to truly reach the

Former Citadel Women Enroll at USC

Two female cadets who left the Citadel after they were repeatedly hazed have started classes at the University of South Carolina.

Kim Messer and Jeanie Mentavlos, two of the first four women who enrolled at the Citadel after the military college dropped its all-male policy last summer, transferred to USC just days after announcing they had dropped out of the Citadel.

"We did expedite the [application] process somewhat due to the circumstances," said USC spokesperson Russ McKinney.

The two women claim that male cadets beat them with rifles, lit their clothes on fire and sexually harassed them.

At USC, where the student enrollment is close to 27,000, students reacted positively to the news of the cadets' transfer.

Susanne Newman, a USC sophomore and student government member, said she thought it was "pretty neat," the former cadets had chosen USC.

"I'd love to talk to them, and hear about their experiences," she said. "I've dated guys who went to The Citadel, and I know how awful the hazing is."

11 cadets have been charged with school violations in the alleged hazing, The Citadel said.

Information provided by the College Press

Rugby Football Club is Looking for Players

The Newport News Rugby Football Club is now recruiting new players for the spring season. No experience is necessary.

students and put forth an effort is greatly and sadly diminished after a professor receives tenure," Strong said. "The tenure system is an important aspect to the professional life of professors. No one would want to be a professor if there was no hope for job security. The standards should remain and the guidelines should be set and followed closely to keep the level high no matter what point the professor reaches in a career," Strong said.

Tenure status giving professors a license to slack off is an idea some students share. But Pellett explains that students should go to the head of the department when they have problems with tenured faculty. These professors are not beyond reproach.

"Many students do not recognize the power they have. They need to act as consumers. Students have a right and obligation to make sure that the university does not fall to sloppy teaching," Pellett said.

"Without tenure a professor will hear, 'you're outta here.' When you have tenure you hear, 'show us that you are doing what you are suppose to do, or you're outta here,'" Cones said.

"I don't understand all of the hoopla around tenure," Cones said. "If we do the things we're suppose to do and are evaluated properly, the system should work fine."

The "system" is scrutinized by legislators and university administrators often.

"Discussions of taking away tenure started when tenure started," Cones said, which for CNU, was in 1974. "There have been a lot of rumors at CNU. First people said that (former president) Santoro would take it away. Then Tribble made some comments early on that were interpreted to mean he was taking a hard look at it, but one can not wave a wand and get rid of tenure," Cones said. "A president could say, 'let's do away with tenure,' but

Practices begin February 11, 1997, 7 p.m. at Warwick High School. Practices will be every Tuesday and Thursday nights. The games will be on Saturdays. The team supplies jerseys. Players will need to bring cleats and a mouthpiece. For more information, contact George Fiscella at 873-3646.

Salinger to Publish Another Book

J.D. Salinger, the reclusive author of "Catcher in the Rye," will publish his first new book in 34 years, the Washington Post reported.

"Hapworth 16, 1924" will be printed in February by Orchises Press, a small press in Alexandria run by George Mason University English professor Roger Lathbury, the Post reported.

Lathbury would not tell the Post how he had gotten the approval of the author, who reportedly is so secretive that he once had his agents throw away hundreds of letters he wrote.

The story first appeared in the New Yorker in 1965. It revolves around the character Seymour Glass, whose suicide is a notable moment in Salinger's "A Perfect Day for Bananafish."

Between 1951 and 1963 Salinger, who is now 78 and lives in New Hampshire, published four books: "Catcher," "Nine Stories," "Franny and Zooey" and "Raise High the Roof Beam, Carpenters."

Lathbury wanted to stay mum about the book's publication, but his plan was foiled when a Salinger fan noticed a listing for the forthcoming book in an online bookstore, the Post reported.

Information provided by the College Press

he might as well have jumped off of a four story building," Cones said.

The American Association of University Professors publishes lists of universities who do not grant tenure. "The organization publishes a black list of institutions who abuse faculty, students, or fees in any way," Cones said. "Nobel prize winners do not rush out to apply for jobs at those institutions."

"If you take away tenure you take away the soul of the university, because your faculty is no longer protected to speak out to the administration on behalf of the students and intellectual environment," Cones said.

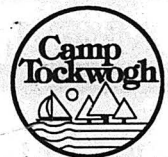
Cones, Pellett, and Purtle said that a professor who is not going to receive tenure often does not make it through the six year "apprenticeship."

"Professors are appointed one year at a time. If they are not up to standard, they are not renewed before they reach the tenure review," Purtle said. "Granting tenure is a means of keeping the best people."

Though more professors than ever before are up for tenure, Purtle thinks it's time the university tenured new, young professors.

"We can realistically anticipate that a lot of currently tenured people will retire in the next ten years," Purtle said. "A university must be careful not to tenure too many faculty and lose flexibility for bringing in new people or responding to changing needs. But I think we are safe to do it now. In five years we will have fewer tenured faculty and in ten years even fewer. We are ok to grant tenure now."

Nonetheless, professors up for tenure fear that they are not qualified in the eyes of the new administration. One professor undergoing review this year said, "I am all for tenure, but CNU is floundering on the qualifications. First we were told teaching was the most important aspect of our performance. A couple of years



Summer Jobs on the

Chesapeake Bay

Work and play with campers and friends:

Sailing/Windsurfing
Waterskiing/ Canoeing
Swimming
Tennis/ Basketball
Lacrosse
Horseback Riding
High & Low Ropes Course
Nursing and Office Staff
and much more!

Recruiter on Campus:

Wed. Feb 12th in the
Campus Center

Interviews & Applications
available

If you cannot be there, call:

YMCA

Camp Tockwogh
302-571-6956

Plan NOW For
Your Summer

ago a new dean came in and said we had to publish four articles to get tenured. Having that number out there is threatening. CNU needs to make guidelines that do not change with each new administrator."

Defining expectations "is an issue on the table at the moment," Purtle said. "It is an area of confusion on campus right now. I think we should simply keep those who can contribute to CNU in the long run."

As a tenured professor himself, Dr. Cones said that the status gives him a feeling of belonging and responsibility for the university. "It's most importantly a good feeling you have, like knowing you have a five dollar bill in your pocket."

Jobs continued from page 1

cent raise in December," said CNU senior Cathy Riddick. "It's made a big difference." Riddick spent two years as a dispatcher with the CNU police department and two years as a student assistant at the information booth.

"Working on campus was important for me. I probably wouldn't have had time to play softball for CNU if I worked off campus," said Riddick.

"We do try to award students for their hard work with positions of increased authority and networking opportunities," said Brauer.

The Office of Career and Counseling is initiating a student employee development program called Partners. This program offers training in professional customer service, telephone etiquette, and time management.

"In today's workplace, knowing how to deal with all kinds of people is a significant skill and goes a long way when talking to a potential employer," Gallier said.

Weekend Traveler

River Trips, part II:

By Mike Leonard
Staff Writer

The first whitewater trip I went on was to the Shenandoah river. My friends and I got what sounded like a good package deal. It included canoe rental, riverside instruction, shuttling to the river let-in and a campsite. But as time went on, we realized we didn't get what we paid for.

The riverside words of instruction--"there's the river"--ominously foreshadowed events to come. By the time we dragged the canoe off the bus, the driver had already begun to back up.

Although a little confused, we started optimistically down the river, and with the sight of the first rapids, we had already forgotten any doubts. Screams of excitement came with our first turn in the rapid. The river built an uneasy tension in us as we saw a "hole," or reversed current caused by an obstruction.

To the left were rocks. To the right were more rocks. We decide to go for it, and start paddling like mad. Increasing the speed lifted our confidence, but a sudden jolt signaled that we had wedged the front of the canoe in the bottom of the hole. Once we freed the canoe, we hit two more rapids, three rope swings and ate lunch.

Everything went like clockwork until after lunch. We had reached an area with low water levels. I'm talking inches here--not enough to float a paper boat. We pulled the canoe through the water for three hours.

It was almost dark by the time we reached to the campground, but it wasn't a campground. It was a cow pasture--there were dried cowpatties everywhere. At least we had someplace to sit down and rest. By the end of the night our shoes were covered, but we were so tired we didn't care.

Unfortunately, our tent had to be pitched on the side of a hill, and the entire night we spent climbing uphill from the bottom right corner of the tent.

The next morning a cow woke us up by poking its head inside our tent. Half awake and shouting incoherent gibberish, we frightened the cow away.

It took us four more hours of paddling to get to the outfitter and our car, a much welcome end to this trip.

Lessons Learned: (1) The best thing to do is to shop around, and ask questions no matter how stupid they might seem. (2) Wear knee-pads. After a long day of kneeling in a canoe, you'll know why. (3) Before running a rapid, pull the canoe over and plan out the route you will take. Go one boat at a time so the others in the group can help with a rescue if needed.

Don't Look

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CNU Falls to #1 Methodist

By Chris Perry
Staff Writer

As CNU enters the second half of Dixie Conference play, Head Coach C.J. Woollum sees improvement in his squad but commented "We are still looking for that consistency that has eluded us all year. I think we are close to being pretty good."

The Captains were pretty good in the opening half against Methodist College on Jan. 31, shooting 60% from the floor and leading 53-41 heading into the second half. Then the tide began to turn as Monarchs stormed back, hitting 67% of their shots, compared to CNU only hitting 10-31 for 32%. Methodist held on for a 89-

77 win, giving the Captains their second conference loss of the season.

Junior Matt Bryant paced the Captains with 18 points while senior Jeff McLean had 17 and freshman Perez Bottoms added a career high 15.

"This was a tough loss because we really played well in the first half and just couldn't sustain it," said Woollum. "We had to regroup quickly [for the next game]."

The following afternoon, the Captains battled Greensboro College in what turned out to be another thrilling encounter in the two schools storied rivalry. This was a back and fourth contest as the lead changed hands 18 times. The two teams

were tied up on 13 different occasions until Bryant nailed a key jumper with just 18 seconds remaining to give CNU a 71-70 win.

"It was a hard-fought, typical Greensboro, CNU game. Down the stretch we did all the right things."

Bryant contributed 20 points while sophomore Mike Holland and junior David Powell scored 12 and 11 respectively.

The Captains returned home last week to rematch N.C. Wesleyan College and Shenandoah University. The next two conference games will be on the road against Averett College and Ferrum College.

Lady Captains Too Much for the Dixie!

By K. Scott Caldwell
Staff Writer

The Lady Captains rest atop the Dixie Conference at 6-0 after a two game tear through North Carolina, defeating Methodist 76-62, and nipping Greensboro in overtime 96-90.

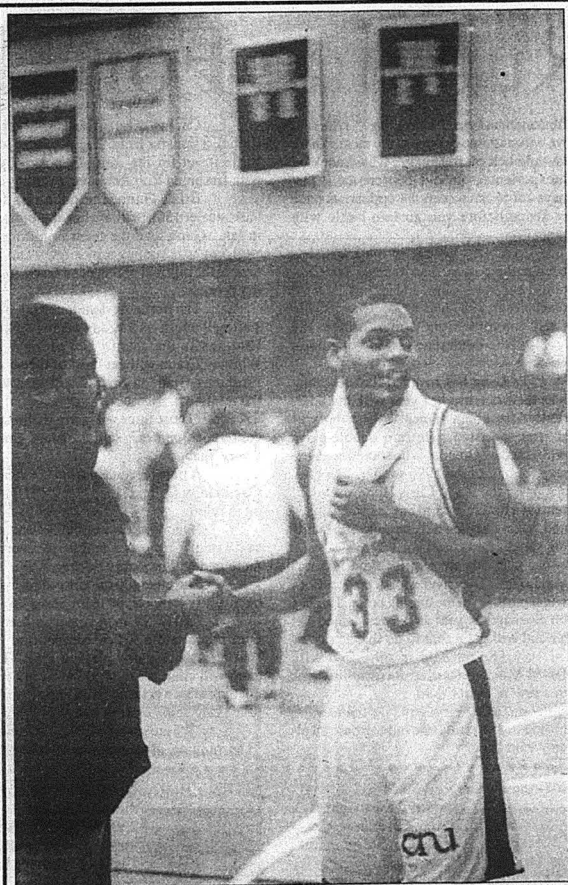
Friday night, CNU found themselves down 50-37, with only 15 minutes left to play, before outscoring the Lady Monarchs 39-12 to claim the 18 point win. Jr. Misty Hart led with 20 points, eight assists, and a perfect 2-2 from the line.

Senior Cynthia Allen claimed Columbus Multi-Media National Player of the Week turning in the best performance of her career against Greensboro Saturday afternoon shooting an incredible 14-17 from the field for 34 points and nabbing a whopping 18 rebounds.

Saturday's game versus Greensboro, also undefeated in the Dixie, lived up to all expectations with CNU down by 1 at the half 37-36. With the score tied at 77, 21 seconds remaining, and the shot clock off, and the Lady Captains in possession, Cynthia Allen nailed a deuce to give CNU a 79-77 lead. Greensboro then brought the ball the length of the court before a Shannon Curtis jumper sent the game into overtime tied at 79.

Greensboro kept the game close throughout the overtime period, and with 20 seconds left found themselves down by only three points. CNU, however, took control with clutch free-throw shooting and earned the six point win.

With the first half of the Dixie completed, the Lady Captains find themselves in first place at 6-0 (13-4 overall). More importantly for CNU however, four of their last 6 conference games will be played at home. CNU next travels to Averett on Friday the 14, and Ferrum on Saturday the 15.



The Ratcliffe Gymnasium Crowd congratulates Jeff McLean after he scored his 1,000th point.

Photo by Melanie Stokes / The Captain's Log

This Week in CNU Sports

Men's Basketball

Feb. 10 at Chowan at 7:30pm.
Feb. 14 at Averett at 7:30pm.
Feb. 15 at Ferrum at 4:00pm.

Women's Basketball

Feb. 11 Mary Wash. (HOME) at 7:00pm.
Feb. 14 at Averett at 5:30pm.
Feb. 15 at Ferrum at 2:00pm.

Intramural Action

Feb. 14 Free Throw Contest
No Pre-registration

Feb. 17 Badminton Singles
Sign-up by Feb. 11

The Edition with a Mission

THE CAPTAIN'S LOG
Online

<http://www.cnu.edu/studlife/captains>

DIAC Women's Basketball Player of the Week and Columbus Multi-Media National Player of the Week

CYNTHIA ALLEN - Christopher Newport - Helped lead the Lady Captains to a 6-0 record in the conference with a pair of road wins over the weekend. She averaged 26.0 points and 9.0 rebounds, shot .742 (23-31) from the floor and had six assists, six steals and five blocked shots. She's a senior.



THE CAPTAIN'S LOG BASEBALL PREVIEW



In The Running For The Dixie

By Kris Van Deusen
Staff Writer

CNU stole a lot of bases last year claiming the national title in that statistic with 170; however they also committed a record 141 errors ending with a record low fielding percentage of .902. While the Captains were running around the bases, their opponents were walking as they often would not need hits to reach base. The end result was a record 27 losses and the team's worst showing in the Dixie losing all twelve games.

In his third season as manager Curt Long had already taken the team to new heights the year before winning a record 21 games for a .508 winning percentage. In that 1995 season his team set or equaled 14 individual and team records including team batting average (.317), runs batted-in (239), runs (303), and hits (397). The pitching staff also set a standard for most strike outs in a game (16). So, why the down-fall?

Long lost Jeff Gordon and Jerry Moore who attained the 2nd and 4th lowest earned-run averages in team history. He also lost Josh Gamerek who set single game records of 4 runs and 6 RBI's and Aaron Smith who is fifth all-time for batting average (.336) and slugging percentage (.531). The veterans were gone and the team was inexperienced.

"We started six, sometimes seven

freshman last year," said Long. "This year we will start two or three at the most. That's not a knock on freshman. It's a knock on inexperience. In our conference it just pays-off to have seen the opponents once or twice before you go into battle with them."

CNU's history in the DIAC has been nothing more than dismal. The Captains have never climbed higher than third place ties in 1987 and 1990. They usually finish fourth or fifth. Progressing to the level of the conference is one of Long's goals.

Long has mended the sieve that was their defense last year with the addition of freshman James Walsh who will start at shortstop. He turn double-plays with Andrew Gregory who started at shortstop for half of the 1996 season. The only senior on the team, Chris Honeycutt, will remain a fixture at third base. Jason Healey and Jason Hughes will scrap for the starting spot at first.

"Both are similar type hitters," said Long. "They have a lot of power. Both will have to be in the batting order. Hughes hit cleanup last year as the designated hitter and will get a shot to do that again."

The outfield is solidified with David Mitchell starting for his third year in a row in center field.

"Mitchell second on the team in hitting last year and one our top base stealers," said Long.

Carlos Thornton and Derek Riebel, a transfer from Virginia Tech, will battle it out for the starting spot in right with freshman Rob Robinson backing-up.

Brian Gunn, the countries top base stealer (50), will anchor the outfield in left. Gunn lead the team in hitting as well, but he is coming arm surgery and his time in the outfield will depend on the healing process.

The freshman dominated pitching staff will return as a strong nucleus. Scott Hudgins is the team's ace along with Whitney Craun will get most of the starts. Freshman Brandon Sparks will also join the rotation.

"Those three will carry us through conference games," said assistant coach Casey Tauber.

A transfer student from Onondaga Community College, Don Hart, will come on in relief.

"Onondaga is a pitching factory," said Long. "He was a middle reliever up there and will probably be here."

The other top middle reliever will be the only lefty on the team Steve Eudy.

CNU's 29 man roster is loaded with depth and a lot of competition for starting positions and playing time. The team will continue to steal bases, but will not make that a priority. Added power will give Long some options.

"We are going to run," Long said. "The running game sets up your hitters.

But, our top priority is to win baseball games. So, if to win the running game can set us up to score then we're going to run. If we have to be patient for our power, we'll do that."

The Captains are still young with only five juniors and one senior, but the twelve sophomores already made their rookie mistakes last year.

"This group has not won together. They have not really learned how to win together and that's something that can take care of itself real quick. With a good couple of first weeks we can learn how to become winners."

CNU has a lot to look forward to with a week long road trip to Florida and North Carolina and a brand new field behind Ferguson Hall bearing fresh Bermuda sod giving it one of the most plush infields in the conference.

"It doesn't seem like much," added Long. "But, baseball has really been a satellite sport until now because of a lack of a home field. We had a lot of interest when people came out to Ft. Eustis seated in their lawn chairs. This is a pioneer year for CNU baseball with our road trip and the new field. We have a lot of support for sports at this university and they want to see us progress to the level of this conference and it will be exciting to see great baseball around here."

#2 Brian Gunn, Jr., OF bats left-throws

right 5-10 160 lbs Ringgold, VA. Dan River High School. Is the most decorated player on the team after leading the nation in stolen bases (50). The whole conference

knows about him. HE sets the pace with the offense with the running game. He was also the team's top hitter.

#5 Chris Honeycutt, Sr., 3B, Bats right-

throws right, 5-10, 165, Portsmouth, Va., Manor High School: will start at third base after coming off an injury last year causing him to miss the whole season. Team's only senior.

#25 Richie Clark, Jr., C, bats right-throws

right, 5-10, 195, Hampton, Va., Kecoughtan High School: will start behind the plate for the third year in a row.

#11 Andrew Gregory, So., P/IF, bats

right-throws right, 6-0, 165, Carrollton, Va., Isle of Wight Acad.: started at shortstop for half the season and will move to second base this year. Will add to the defense up the

middle turning double-plays with Walsh.

#12 David Mitchell, Jr., OF, bats right-

throws right, 6-1, 160, Suffolk, Va., Alliance Christian Acad.: Will start for third year in a row in centerfield. Was second on the team in hitting last year and one of the team's top base stealers.

#33 Carlos Thornton, So., OF, bats left-

throws left, 5-11, 170, Tappahannock, Va., Essex High School: will fight for a starting spot in right field.

#34 Jason Healey, Fr., 1B, bats right-

throws right, 6-1, 230, Virginia Beach, Va., Green Run High School: A big boy with lots of power. He will try to emerge as the starting first-baseman. He must be in the batting

lineup.

#22 Derek Riebel, Fr., OF, bats right-

throws right, 6-2, 170, Chesapeake, Va., Nansemond-Suffolk: a transfer from Va. Tech. will challenge Carlos Thornton for the starting job in right field.

#35 Jason Hughes, So., 1B/C, bats right-

throws right, 6-0, 140, Quinton, Va., New Kent High School: the team's cleanup hitter who will battle with Healey for the starting job at first-base.

#7 James Walsh, Fr., SS, bats right-throws

right, 5-8, 150, Virginia Beach, Va., Ocean Lakes High School: The freshman from a great baseball high school team will take-over at shortstop. "The double-play will

improve with his defense up the middle.

#18 Whitney Craun, So., P, bats right-

throws right, 6-1, 170, Zuni, Va., Nansemond River High School: One of the team's top starting pitchers. CNU will depend heavily on him to earn DIAC victories.

#36 Scott Hudgins, So., P, bats right-

throws right, 6-5, 230, North, Va., Gloucester High School: the team's ace on the mound will be Long's opening day pitcher.

#8 Eric John, Fr., OF, bats right-throws right, 6-0, 175, Virginia Beach, Va., Cox High School: One of the team's speedsters may get some opportunities on the mound as well as some backup in the outfield.

#9 Chris Yachechko, Fr., 2B, bats right-throws right, 5-8, 140, Woodbridge, Va., Hylton High School: Hard nosed player who doesn't mind getting dirty. He'll back-up Andrew Gregory at second base.

#10 Chuck Ford, So., 3B, bats right-throws right, 5-10, 175, Parksley, Va., Arcadia High School: Hit well in the Fall and will add power as a third baseman.

#14 Shaun Todd, Fr., 2B, bats right-throws right, 5-11, 160, Chesapeake, Va., Great Bridge High School: Plays in the spirit of Pete Rose. He works his hardest every single day competing with a lot of heart. "He's an inspiration to a lot of guys who do work hard."

#15 Mike Gard, So., SS, bats right-throws right, 5-10, 170, Chesapeake, Va., each High School: will backup Honeycutt at shortstop. He started a few games at that spot last year. As the third leading hitter on the team, he will have to find a spot in the line-up to hit as often as possible for us.

#20 Brandon Sparks, Fr., P, bats right-throws right, 6-0, 160, Midlothian, Va., Midlothian High School: A top recruit who will jump into the starting rotation right away.

#16 Alex Vazquez, So., P, bats right-throws right, 5-11, 170, Charlottesville, Va., Charlottesville High School: Made a lot of appearance on the mound last year and will give the pitching staff some depth. Plus he's a real nice guy.

#17 Nick Sgroi, Fr., IB, bats left-throws left, 6-0, 175, Gloucester, Va., Gloucester High School: Will backup first base. He hits for occasional power and has exceptional hands. He will make great plays at first.

#21 Jamie Sharpe, So., C, bats right-throws right, 5-9, 170, Hayes, Va., Gloucester High School: Jamie Sharp will share time behind the plate with starter Richie Clark. He is a great defensive player who rarely lets wild pitches get by.

#23 Aaron Bailey, Fr., OF, bats left-throws left, 5-7, 185, Portsmouth, Va., Churchland High School: will add depth to the outfield and will add speed to the base paths one of the top three runners on the team.

#24 Rob Robinson, Fr., OF, bats right-throws right, 5-10, 160, Virginia Beach, Va., Ocean Lakes High School: possesses one of the strongest arms on the team. He is coming off an ankle injury and will backup David Mitchel in center-field.

#31 Don Hart, Jr., P, bats right-throws right, 5-9, 155, Fulton, N.Y., Phoenix High School: a transfer from Onondaga Community College has great control and will be a strong addition to the bullpen.

#28 Scott Griffith, So., P, bats right-throws right, 5-11, 165, Newsoms, Va., Southampton Acad.: started some games on the mound last year including some DIAC experience. He will probably start this year as well and will compete with the rest of the staff.

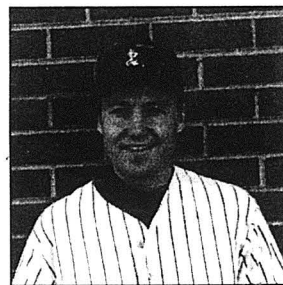
#29 Eddie Gosman, So., C, bats right-throws right, 5-10, 190, Chesapeake, Va., Greenbriar Christian High School: a transfer pitcher from Va. Wesleyan who will backup Clark. Swings a heavy bat and can block wild pitches behind the plate.

#37 Will Somerindyke, Fr., P, 6-2, 195, Virginia Beach, Va., Green Run High School: needs to gain control and command of his pitches. Once he does, his sharp breaking curve will be a powerful asset to the bullpen.

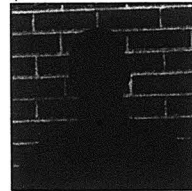
#38 Keith Parr, Jr., P, bats right-throws right, 6-3, 205, Hampton, Va., Kecoughtan High School: threw in some innings last year and will add depth to the pitching staff this year.

#30 Steve Eudy, So., P, bats left-throws left, 6-0, 190, Chesapeake, Va., Great Bridge High School: is the only lefty on the pitching staff and will be used heavily in middle relief. May get to start a couple of games, but Long will want to use him as much as possible to face key left-handed hitters.

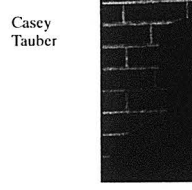
Coaches



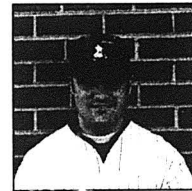
Manager, Curt Long



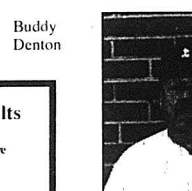
John Kain



Casey Tauber



Sal Colangelo



Buddy Denton

CNU Baseball History

Year	Record	Pct.	Dixie	Pct.	Place	Coach
1982	7-17	.292	3-5	.375	T4th	Howard Wiseman
1983	9-19	.321	2-6	.250	5th	Howard Wiseman
1984	4-22	.154	1-7	.125	5th	Howard Wiseman
1985	11-23	.324	3-5	.375	4th	Howard Wiseman
1986	17-24	.415	0-8	.000	5th	Howard Wiseman
1987	17-21	.447	3-5	.375	T3rd	Howard Wiseman
1988	10-25	.286	2-10	.167	T4th	Howard Wiseman
1989	6-25	.194	3-9	.250	4th	Howard Wiseman
1990	20-14	.588	4-5	.444	T3rd	Howard Wiseman
1991	21-18	.538	2-7	.222	4th	Howard Wiseman
1992	14-22-1	.392	2-7	.222	4th	Howard Wiseman
1993	17-14	.548	3-9	.250	T4th	Howard Wiseman
1994	8-25-1	.250	3-8	.273	5th	Curt Long
1995	21-16	.568	3-7	.300	5th	Curt Long
1996	12-27	.308	0-12	.000	7th	Curt Long
Tds	194-312-2	.385	34-110	.236		

Captains' 1996 Schedule and Results

Final Record: 12-27

Date	Opponent	Location	Score
Feb. 19	Chowan	Murfreesboro, NC	2-9
Feb. 25	Frostburg	Fort Eustis	15-7
Feb. 26	Bluefield	Fort Eustis	6-11, 6-4
Feb. 27	Elzbtz Cty	Elizabeth City, NC	7-6, 7-8
Feb. 28	Salisbury	Fort Eustis	4-8
March 3	N.C. Wes*	Fort Eustis	6-10, 3-4
March 5	Marywood	Fort Eustis	22-2, 11-2
March 10	Methodist*	Fort Eustis	0-7
March 11	Methodist*	Fort Eustis	1-14
March 12	Wisc.	Fort Eustis	6-15, 8-7
March 13	Bowie St.	Bowie, Md	2-7, 18-0
March 16	Ferrum*	Ferrum, VA	1-16
March 17	Ferrum*	Ferrum, VA	1-8
March 23	Shenandoah*	Fort Eustis	6-12
March 24	Shenandoah*	Fort Eustis	8-11
March 26	Virginia St.	Fort Eustis	6-0
March 27	Apprentice	Fort Eustis	3-5
March 30	Greensboro*	Greensboro, NC	5-6
March 31	Greensboro*	Greensboro, NC	10-11
April 2	Castleton St.	Fort Eustis	5-7
April 3	Va. Wesleyan	Fort Eustis	6-2, 12-6
April 5	Averett*	Danville, VA	2-5
April 6	Averett*	Danville, VA	3-7
April 8	Cazenovia	Fort Eustis	7-6
April 11	Randolph-Ma	Fort Eustis	0-15
April 12	Bridgewater	Fort Eustis	4-10
April 13	Salisbury St.	Salisbury, Md	4-12
April 15	Apprentice	Hampton, VA	3-7
April 17	Averett #	Danville, VA	10-4
April 18	Methodist #	Danville, VA	5-15
April 19	Ferrum #	Danville, VA	3-5
April 20	Chowan	Fort Eustis	9-15

Home games in Bold Type

* Dixie Conference games

Dixie Conference Tournament games

CNU Coaches' Records

Howard Wiseman
1982-93
12 Years
Overall Record: 53-244-1
PCT: .386
Dixie Record: 28-83
PCT: .252

Curt Long
1994-96
3 Years
Overall Record: 41-68-1
PCT: .370
Dixie Record: 75-25
PCT: .167



Academic Amore

Professors share literature and love

By Terri Haynie
Staff Writer

In that surrealistic second just before she started toward him, he caught sight of her at the end of the aisle, and the air began to vibrate with massive bass organ chords. "I'm getting married! Whoa — I'm getting married! I was literally, both physically and emotionally, moved at that moment she appeared," recalls Dr. Scott Pollard of his July 13, 1996 marriage to Dr. Kara Keeling. Both are assistant professors of English at CNU.

They met in a New York hotel room in 1992. "I had been given an interview at the Modern Language Association Conference in New York, and the usual format is for the interviewers to rent a hotel room and conduct the interviews there," says Dr. Keeling. She was seeking a teaching position with CNU. "Scott was one of the two interviewers, along with Dr. Rosenberg. So our meeting was chaperoned by Roberta Rosenberg." She laughed, "But we did meet in a hotel room."

She got the job. Soon after her arrival in Newport News, Dr. Keeling became part of Dr. Pollard's circle of friends. He was also relatively new to CNU, and was happy to help her with the transition to a new home and job. "And then one afternoon I was sitting in my office and Scott came down and proposed that we do something by ourselves instead of with the group. That we have a date," said Dr. Keeling. They went to Chippokes State

Park (which was closed), dined at the Surrey House Restaurant, and caught "Much Ado About Nothing."

They dated for three years and were married this summer in Bloomington, Indiana, home of Indiana University, where Dr. Keeling had obtained her Ph.D. Her father, a minister, helped officiate at the ceremony which included poetry, classical guitar, and organ music by Charles Webb, the Dean of the Music School at IU. Then it was off to England for a honeymoon.

They enjoy an array of interests together and make concessions on others. She introduced him to contra dancing, similar to square dancing but done in a straight line; he has become an enthusiastic participant. As for his passion for music, she doesn't make him turn the stereo down. "The music that Kara likes, I tend to like. But I like a lot more," he says. She claims he has three times as many CDs at home as he has books in his office.

"The academic side of the marriage is that once in a while we collaborate or turn out papers or articles," says Dr. Pollard. They recently co-wrote and presented a paper on the similarities between two children's books.

Dr. Keeling agrees. "We talk about school and teaching, what we're reading and stuff, all the time. It's very nice to be in the same discipline — we've got a lot of connections there. But it's also nice because we don't spend the whole day together. We are apart enough so that we see different things and have things to talk about."

When Harry met Shelia

By Karen DiGiorgio
Staff Writer

Once upon a time, a Norfolk State graduate named Shelia Parker left her Virginia home in 1979 to pursue her M.A. and Ph.D. at Ohio State University. Not long after that, a man named Harry Greenlee also came to OSU to study law. They met, they married, and they lived happily ever after. Right?

"Not quite," says Prof. Harry Greenlee, "I noticed that Shelia liked to attend some of the same campus events as I did, so I gave her my phone number and told her to call me if she'd like to go out sometime." And did she? "No," says Dr. Shelia Greenlee, "I figured that if he wanted to go out with me, he would call me."

He finally called her in 1982, they had dinner, they graduated, and they got married in August of 1985. When asked how they came to CNU, Prof. Greenlee said, "We loved the people in Columbus, Ohio, and the area itself, but we hated the weather. We agreed to move as soon as one of us got a job."

"There was an opening at CNU, Shelia's family lived in Virginia, so we came."

I was offered a position at CNU, and I

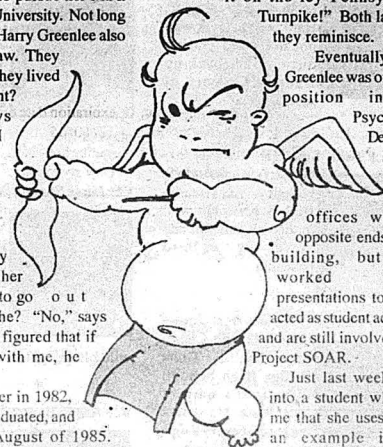
came," said Dr. Greenlee. "And, I was here for a whole year by myself."

Yeah, but I drove down here every other weekend to see her," said Prof. Greenlee. "Ten hours on the road, most of it on the icy Pennsylvania Turnpike!" Both laugh as they reminisce.

Eventually, Prof. Greenlee was offered a position in the Psychology Department at CNU. Their offices were at opposite ends of the building, but they worked on presentations together, acted as student advisors, and are still involved with Project SOAR.

Just last week I ran into a student who told me that she uses me as an example in her classes," said Prof. Greenlee. "They tell me the same thing about you," Dr. Greenlee said.

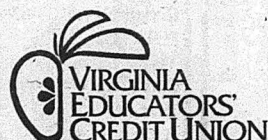
When they are not teaching, the Greenlees like to travel to new places, love meeting new people, and enjoy shopping. And though they've been married for 12 years, Harry and Shelia Greenlee still have that "Newlywed Game" charm.



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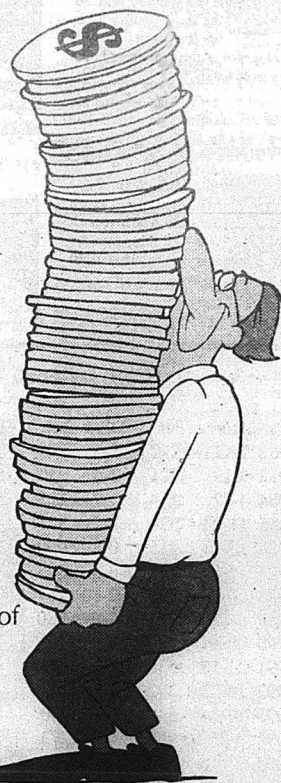
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Wes's World

A guide to the destruction of Valentine's Day

By Wesley Cline
Staff Writer

To the faithful of Wes's World, all hope may be lost. Valentine's Day is near, and that means that everyone is probably expecting a rehash of last year's "Black Wednesday" on how to get back at un-valentines. It is true that there is now a woman in residence at the Wes's World Inn and Karaoke Bar. This does not mean, however, that I have lost all sense of how to do Valentine's Day right. On second thought, when have I ever done anything right? Here are some things to avoid so you don't find yourself in big trouble.

Don't buy chocolate in those heart-shaped boxes the day after Valentine's Day so you can get the discount prices. Giving them away the next year or, hey, possibly for the next twenty years is just not a good idea. Chocolate does not keep that well. It is especially hard to convince that special woman or man that the white fuzz on the outside of the chocolates is supposed to be there.

When you do decide to go against this advice, please don't store it in the trunk of a car. It really does not retain that same fresh quality that it did when it was in 48 individual, paper-wrapped pieces. Believe

me, I have tried to explain why there is a solid heart of chocolate with paper and other odd bits of stuff, like nuts and half-dissolved caramel, sitting in a grease-stained box. It is especially bad

when she checks for that little "Hallmark" on the back of the box and catches an expiration date of 12/10/65. No matter how hard I try to explain to her that it means

December 10, 2065, she just doesn't seem to be convinced the way she used to be before her bout with food poisoning.

Regardless of how many times you hear, "I don't care what you get me, just so long as it's from you," don't take it too seriously. A Valentine will only accept a construction paper card with hearts pasted on it so many times before he or she will

get upset. If your gift involves the same paste that you used in kindergarten—you know, the stuff that looks like dried-up mayonnaise—then you better have a limo the next year.

If you make it yourself, it needs to be evident that you put all of your skill and heart into it. An ash tray made of soup cans covered in tissue paper is not acceptable. A heart-shaped, beer bottle sculpture will prove that you are using recently-acquired skills in constructing your Valentine's gift, but it is probably not the best gift unless your date is an environmentalist—then the recycling angle might work. I wouldn't bet on it though.

Jewelry is usually a great gift choice, but a necklace made of beer bottle tops painted in red and white is probably not going to win any prizes. It does, however, prove that you can buy a lot of beer and drink it or at least spend lots of time searching in the gutter for the tops; but,

unfortunately, it is also a pretty tacky gift. The gift set of a matching beer top bracelet and necklace is not going to be high on any sane person's list either. As a reference, any present made of used beer containers that have not been specifically designed to be reused is probably a bad gift idea at any time—except for Christmas when they make nice wreaths.

Those little Valentine's cards that come in perforated sheets are wonderful for dropping little love notes throughout the day. However, don't give just one to your fiancé and expect him or her to jump for joy over the fact that you remembered it was Valentine's Day. Also, be very careful giving them out randomly to friends. It can take hours to explain that you really don't want someone besides your significant other to "BE MINE."

This is not meant to be an all inclusive list. There are many things that I have not mentioned that can make for an awful Valentine's gift, and I am sure that I will find a few of them to give this Valentine's Day. If you find a really bad gift, but it expresses how you really feel, then give it; but write a very long note explaining why this piece of junk is special. Hey, it worked once with your mother, so why not now?

Professor takes dynamic approach to language

By Deardra Hanline
Contributing Writer

¡Buenos dias, clase! Spanish students say and repeat this phrase twice with enthusiasm at the beginning of each class. They have begun to equate this oral exercise with, "Get ready to start speaking Spanish!" In Professor Bernstein's class, sitting in the back doesn't protect students from having to participate. Her enthusiastic teaching style is so contagious that students have actually migrated to the front of the class since she began teaching at CNU this fall.

A vibrant and self-defined "passionate" person, from the long, curly, red hair to her personality, full of life, vigor and activity, Dr. Lydia Bernstein decided at an early age that she wanted to go to college in Virginia. She was born in Yonkers, N.Y. and was raised a Connecticut "Yankee." Her family traveled to Williamsburg when she was eight years old and she fell in love with the area. She decided then where she wanted to go to college and when she grew up she applied only to William & Mary. And now she has returned again to teach. She likes the close campus feeling we have here. As she put it, "You get to know your students well and they get to know you well. I really like the students. They tend to be very friendly and warm. They're also interesting because they're not all traditional, eighteen-year-old students. We have a variety here. The students also seem to respond very well if you teach enthusiastically and you come into class with a good attitude; the students respond to that, which is nice."

It is not what she teaches, but how she teaches that makes her so impressive. The inspiration behind Professor Bernstein's teaching style began to develop when she was an undergraduate. She didn't like lectures in large lecture halls where professors stood up front and practically read out of a book. If a professor wasn't

interesting, she tended not to do well. It was simply because the course was being taught in a boring way, not because the material was too difficult for her. (She can speak several languages, including Hebrew and Arabic, both of which she uses when researching the medieval roots of Spanish and the ancient literature of Spain.) She learned through personal experience that a student's performance was directly influenced by how stimulating the professor was. If a professor wasn't stimulating, students generally wouldn't do as well, including her. Luckily for her students, she determined not to become this type

of professor.

Professor Bernstein's enthusiastic style is a powerful teaching tool, and she only recommends teaching, "...to somebody who loves it. It's not easy. Sometimes the students think you're being tough with them and really you're trying to help them to further their education, or to have more confidence in themselves. It also takes tremendous energy if you want to do it right." Students can tell when a professor likes their job and their students, and they are sure Dr. Bernstein does. Because she's an agreeable and friendly person, I wondered if students try to take advantage of that. As she says, "They do sometimes. I tell the students, 'I'll play around, I'm human, I'll be flexible, but I am, however, very tough about certain things.' I have respect for students and I expect that respect

in return. I want students to realize that if they have a deadline and they don't do the work, that's okay, I'm not going to like them any less because of it, but I will mark it down as a zero. If I can teach students to be responsible for themselves, I feel I've really taught them something."

A professor with high expectations, she has respect for her students and their potential and has known professors who don't. "You know, they're in there to teach them and they don't really respect them. You need to be active, enthusiastic, and energetic or otherwise you put the students to sleep or they become passive learners, and I don't think that's a very good thing. I think you can best serve the students by being a good teacher, a good professor, and being somewhat demanding." Her expectations for her students are high because of her concern for them.

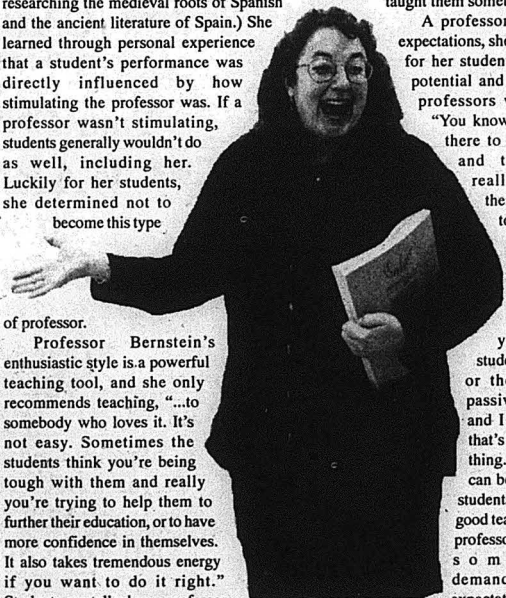
She is concerned about her students finishing college and finding jobs. But for Dr. Bernstein, "...it's not so much the practical concerns as it is that I see a lot of people struggling to raise families and go to school and work at the same time, and I see that very much at CNU and it's

something I have a lot of respect for and I'm trying to work

with. I'm also concerned about the fact that students don't always want to challenge themselves. They don't always want to push themselves to their intellectual limit, or open themselves up to other ways of thinking or other possibilities. I try to help them see other points of view, other perspectives, other cultures, and the value in those and to understand the place that we hold in that larger world; it's really a very small place and in a sense that makes us less important and on the other hand, it makes our little lives more important."

When asked what she likes to do for fun, Dr. Bernstein laughingly smiled and said, "If I had time for fun? I like to read, listen to classical and ethnic music from different cultures, play the violin, and ride a bike." She also enjoys walks with her daughter, and has taught her daughter to respect nature. She believes that the most valuable thing she's learned in life, "...is that life is a gift. And once you realize that life is a gift, it gives you a certain sense of awe. That's something that I feel very privileged to have. I've always wondered what would I want to teach my child if I could teach my child anything? And if there's one thing I could teach my daughter, I would teach her awe. I certainly would like her to have respect, and I would like her to be well-educated, but if there's one thing I'd like to teach her, it's awe. If she can walk outside at night and look up at the stars and say, 'Wow!', that leads to so many other things. It leads to questioning, it leads to appreciation."

In the classroom, Professor Bernstein's passionate nature is always in evidence by a word, laugh, gesture or expression. She enjoys teaching and at the same time has fun with her students. She has passion for what she does and how she does it, which leaves many of her students in awe of her.



New Clive Barker movie a real scream

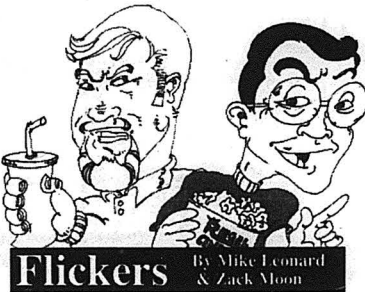
"Scream" is about killers who pattern themselves after horror movie killers. They go around a high school committing brutal murders with apparently no motive. They fixate on a student named Sydney, played by Neve Campbell. Throughout the movie, the real killer is a mystery. As it nears the end, the multiple suspects are ruled out as the killer does what he does best.

MIKE: This is the best film I have seen in a while. For a horror movie, it didn't have that much gore, which was a pleasant surprise. How did you feel about it, Zack?

ZACK: I thought it was brutal. When the movie began, Drew Barrymore's boyfriend is slashed, and the killer slices through Drew's throat. Compared to most other horror movies I've seen, such as "The Relic," this movie started out with more action than I expected.

MIKE: I know it was bloody, but compared to other Clive Barker films, like "Hellraiser," it wasn't as bad. The killer

was getting beat up most of the time, something that isn't typical. When he would go to cut somebody, they would kick him in the crotch, smack him in the head with a bottle, and then get killed. At one point it was almost comical.



Flickers By Mike Leonard & Zack Moon

ZACK: It's true that the victims smacked the killer around, but most of them

were fairly young in the movie. Most women I know at that age would more likely run than fight. Then again, I've known some pretty feisty girls.

The way the girl at the party was killed was not realistic to me. She attempted to escape from the killer by dashing through the doggie door in the garage door. The garage door lifts up and breaks her neck. Most garage door openers barely have enough horsepower to lift the door itself much less a human being.

MIKE: This movie was better than "The Relic." If you want to see a movie that will get your heart pumping this is the one to go see.

ZACK: I'll agree with Mike's point that this movie is better than "The Relic" simply because it is more realistic. "Scream" is a great suspense movie, and I recommend anyone who's into horror to check it out.

Mike and Zack viewed this film courtesy of Kiln Creek Regal Cinemas in Tabb. For ticket information call 989-5200.

And the winners are...

It was a close call in some of the categories. But all the ballots have been tabulated and the winners are...



- Best Actor/Actress **Sean Connery (The Rock)**
- Best Supporting Actor/Actress **Bob Barker (Happy Gilmore)**
- Best Cinematography/Special Effects **"Star Trek: First Contact"**
- Best Story Line **"The Ghost and the Darkness"**
- Worst Film **"Crow: The City of Angels"**
- Flicker of the Year **"Independence Day"**



Music world honors Black History Month

By Joe Atkinson
Staff Writer

It's February. Do you know what that means? It's Black History Month. Why am I telling you this? Because it just so happens that I received some CDs this month that deal, directly and indirectly, with that very subject.

First up is a single by the rapper Redman. I have to admit that my knowledge of rap is fairly limited. "The only rap album that I own is "The Score" by the Fugees and who doesn't own that? It's hard to miss what's been happening in the rap world with the death of Tupac Shakur and the trial of Snoop Doggie Dog just behind us, but for some people that's their only exposure to what the music is all about. Even I know that there's more to rap than gangstas, blunts, 40oz. etc.

So what was I saying? Oh yeah, the Redman single. The first of the two songs is called "Whateva Man." The beat is nice and the bass throbs but the lyrics lean towards that stereotypical gangsta pose. Lots of swearing, booty calls, and references to weed and malt liquor lead me to believe that Redman is just another loudmouth. But I could be missing the irony here since this guy keeps repeating "whateva man" in the background. The other song is "Smoke Buddah." I like this a lot better. The beat and the bass keep the head bobbin' and the rhymes have a nice flow. Much better. I'd have to hear the whole album to make a fair judgement but the single gets a C.

Next up is a CD from the PGD record

label made especially for the occasion. It's simply called "Black History Month 1997." The best thing about this is the cover art. The CD itself is seventeen songs long and only three of those songs are any good. Dig through all the commercial artists and horrible love songs here and you'll find gems by Barry White, Ray Brown, and Sarah Vaughan. Barry is represented here by the classic soul swinger "Oh What a Night For Dancing." Ray Brown, with the help of the All Star Big Band, serves up a



tasty little jazz standard called "Work Song," and Sarah Vaughan serves up a smooth vocal on the jazz classic, "Misty." It's too bad that there isn't a better representation of black artists here. You probably won't find this CD anywhere anyway. This compilation gets by with a D-

The last album honoring this month was an advance copy of the soundtrack to the movie "When We Were Kings" which will be released on February 14. It is about the

1974 boxing match, the "Rumble in the Jungle," between Muhammad Ali and George Foreman. Of the three original songs on the CD, only "Rumble in the Jungle" by the Fugees with a Tribe Called Quest, Busta Rhymes, and Forte is any good. The other two originals are an overproduced ballad by Brian McKnight and Diana King and a boring dance track by former C&C Music Factory singer, Zelma Davis.

The rest of the CD is made up of some Muhammad Ali sound bites, including the hilarious "Mr. Tooth Decay," a few snatches of tribal chanting, and performances from the music festival that took place there. The performances are the best part of the soundtrack. The recordings are amazing and with classics like Bill Withers' "Ain't No Sunshine," James Brown's "Funky Good Time," and the Spinners' "I'll Be Around" it's hard to go wrong. Off the strength of these tracks and the Fugees contribution, the soundtrack to "When We Were Kings" gets a B-

So that's it for this week. There are tons of great African American artists out there and I would strongly suggest taking a peek into that world if it's something that you tend to ignore or avoid. There is more to it than gangstas and those dime a dozen R&B crooners. Go listen to an album by Marvin Gaye or Curtis Mayfield and see what I mean.

Rave Reviews

By Liz MacGahan

Christopher's & The Terrace
CNU

50 Shoe Lane
tel. Terrace 594-7021, Christopher's 594-7007

Terrace open 11:30 a.m. - 10 p.m. Mon. - Thurs., 11:30 a.m. - 6 p.m. Fri.

Christopher's open 7:45 a.m. - 1:30 p.m. Mon - Fri.

Terrace has beer and wine \$

I'm a little at a loss, here. We've all eaten at our much maligned campus eateries; we already have opinions. This week, my job is to gently nudge you towards the best of the options. We are a captive audience, and have no patience for a wisecracking critique of the fastest and most reliable study-chow option.

Here's the rule of thumb at Christopher's: look at the food. Kevin Ososkie isn't hiding Paul Prudhomme in the back, so if it looks like a canned white potato, it is. If you like those, fine, but personally, I'd skip it. Maybe you like standard American food—I adore a good, ordinary, greasy roast chicken. This is Christopher's strong suit. Look for warm, friendly members of the beige food group.

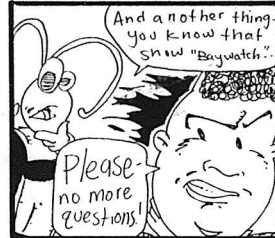
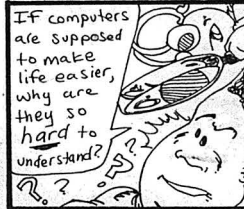
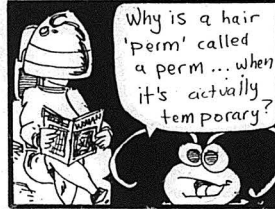
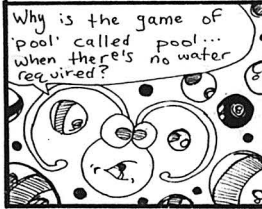
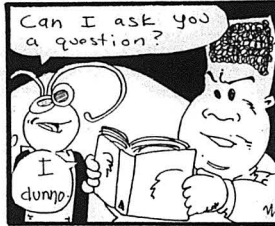
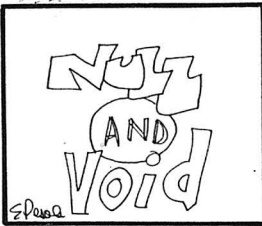
I had meatloaf on my officially sanctioned visit. It looked dry and a little off in color. It was. Not bad, but not mine. The turkey looked moist and plentiful, with gravy covered stuffing a little on the gooey side. The rice looked un-sticky, perfectly cooked and heavy on the butter. You guessed it, yum. Go with your gut, so to speak.

The salad bar and the veggies follow the same rule. They aren't hiding any wonderful surprises, but nothing I ate was unpleasant. Dessert was a little trickier. Let me put your doubts to rest and tell you that the desserts that might be fresh-baked rich, tempting morsels are really just fresh off the truck and newly defrosted. Stick with the bagels and cookies.

The Terrace gets lumped in here, too, because it has basically the same stuff. Both restaurants do strange, rock-hard burgers and heavenly, crisp fries. The short order section of Christopher's and the Terrace do food to order, so there's no preview opportunities. The best thing I can tell you is that the calzones are really pretty darn good. The coffee is better at the Terrace. I think that Christopher's pots need to be soaked over night in soda water.

Don't order something you're picky about. If any old cheeseburger will fix you fine, then don't be shy. I'm picky about cappuccino, I ordered one, and I was really annoyed about what I got—which is foolish.

There is one really stand-out quality to both of the Student Center restaurants: the people. On my personal lunching forays and on my officially sanctioned visit, I was treated like visiting royalty. I have never left Christopher's or the Terrace without harassing some poor soul into fixing what I want just so by bending the rules and subbing the side orders. I have never had to wait too long, I have never been served cold food, and I have never been nudged out the door for loitering too long over coffee and a text book.



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Need a gift idea for Valentine's Day? Come and support Alpha Phi Omega's service fraternity and operation smile! Personalize your own mylar heart balloons for your loved ones. \$2.00 each or 3 for \$5. Purchase yours in the Student Center February 13 and 14. Deliveries can be made to dorm.

Topher - Amo te. Barbie.

Tara - Happy Valentine's Day to the best sister! Barbie.

Buckley: No eating in class! Camey: Neck warmer. Joni and Casey. Don't fall! Shauna: Pretty Woman! A. Wells: Mixing it up. Arlene: Super Fly! Kelly and Mian: Laying low. Angela: How's knee? Princess: Special appearance. Hester: Happy B-day! T-Rex: Working hard! Juan: Where's Danny T. Scott: Taste it, see if it's alright! To the new G-5 members: best wishes and stay beautiful. Pat B. (Mack Daddy Stud)

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Love - A - Grams

My Skip,
I truly love you with all of my heart! Happy Valentine's Day, Sweetheart!
Love Always, Ansley

I love you very much.
Antman

Don't Boo,
You are the best thing that has ever happened to me, I don't want to ever loose you. Happy Valentines Day sweetheart, I love you! "Tonight," you can have anything you want.

I mean the world to me.
Love You!
Wes

I know that you are and always will be the love of my life but Valentine's Day is another opportunity to remind you of how much you mean to me! These past two years have been great, and I can't wait to spend the years ahead making even more memories together! HAPPY ANNIVERSARY! HAPPY VALENTINE'S DAY!
Love, Wendy

I am so happy to have you in my life.
Wes

I love You!
Antman

I mean the world to me, Antman," and you will forever be my Valentine -- Because You Loved Me"
All My Love, CC

Okay,
Thank you for pulling me into your big red tunnel of love. You make me happy, Fuzz.
love
erc

Sussy,
I love how you steal all of my food. I spend all of my paycheck on HoHo's. . . but it's worth it. I will smear chocolate all over you!
love, Herbie