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Cedars, January 24, 1997

Cedarville College

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JANUARY 24, 1997

VOLUME 45, ISSUE 6

cedars

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Cedarville alumnus, Dr. Joe Stowell, speaks at conference

Chris R. Ashcraft

Staff Writer

Speaking at this year's Winter Enrichment Conference was Dr. Joseph M. Stowell III, the president of Moody Bible Institute (MBI) in Chicago.

In 1987, Stowell became the seventh president of MBI, and currently his responsibilities as president require him to oversee all MBI ministries. These ministries include broadcasting, church/conference ministries, education, film/video production and retail book sales. Not only does Stowell speak weekly on *Moody Presents*, an international radio broadcast, but he also hosts Moody Broadcasting Network's newest program, *Proclaim*.

Before going to MBI, Stowell graduated from Cedarville College and Dallas Theological Seminary. He then pastored churches in Ohio, Indiana and Michigan. In Springfield, Stowell founded Southgate Baptist Church, which in six years exploded with almost 500 members. Following his service in Kokomo, Ind., Stowell accepted the many responsibilities at Highland Park Baptist Church in Southfield, Mich. His responsibilities included a church of more than



Dr. Joseph Stowell, who is now president of Moody Bible Institute of Chicago, spoke at the three day Winter Enrichment Conference, on how to become intimate with God. Photo by D. Blackburn.

1,800 people, while only having seven other staff members, and a Christian school with an enrollment of 750 students.

In addition, Stowell has written several books. His books include *Tongue in Check*, *The Dawn's Early Light*, *Perilous Pursuits*, *Fan the*

Flame, *Following Christ*, *Shepherding the Church in the 21st Century* and his newest book, *Eternity*. The two books that he said he

most enjoyed writing are *Following Christ: Experiencing Life the Way It Was Meant To Be* and *Shepherding the Church*.

Shepherding the Church exemplifies Stowell's love for ministry. "I was able to express, in that book, my heart for pastoring and ministering. My Grandfather was a pastor, my Dad was a pastor, and I'm a pastor. I bleed pastor," he said.

Stowell displayed his heart for pastoring throughout the Winter Enrichment Conference as he focused on the human need of a genuine, personal relationship with God. To begin the conference he quoted Augustine when he said, "Man is restless, and he will be restless until he finds rest in Thee [God]."

Throughout the messages, Stowell encouraged students to realize that they need God despite living in a society which believes otherwise. He said, "We will never know intimacy with God until we know how desperately we need Him, for we dearly desire what we depend on."

"Only God can satisfy, sustain, and secure," permeated his messages.

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Crimes occur during Christmas break

Chris Robertson

Staff Writer

Has anyone noticed that the quite little village of Cedarville hasn't been so quiet lately?

Cedarville has a reputation for being a safe place for people to settle, work and raise a family. However, recent events have altered this perception.

On Dec. 1, 1996, at approximately 5:20 a.m., an unidentified person entered Willetts Hall by damaging the screen and climbing through an unlocked window on the first floor of the north wing. The perpetrator left the room he initially entered and went into the hallway.

After entering the hallway, the intruder walked around the halls of

Willetts North trying to find a door that was open or unlocked.

A door located on the second floor of Willetts North conveniently had a key left in the lock. The intruder used the key to gain access to the room. When he saw that there was someone in the room, he immediately ran from the room and left the building a different way. He left through the west fire exit door, which set off the alarm.

According to Douglas W. Chisholm, director of Campus Public Safety, the intruder most likely entered the building because he thought that no one would be in the hall so he could make off with some valued merchandise.

It should be noted that nothing was taken as a result of the break-in.

It was considered a burglary but not a theft. Even though no merchandise was taken, Chisholm said this is still a real concern.

As is required by Campus Safety Act of 1990, Chisholm sent out a message to the campus via e-mail to alert all concerned parties of the situation. At that time students were encouraged to take proper precautions to ensure that this would not occur again.

Chisholm sent another e-mail to the campus just before the Christmas break requesting that all windows be secured before occupants left their dormitories. Campus Public Safety made an inspection over the vacation to determine if this request was followed through

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Departments offer aid

Joy Wickholm

Staff Writer

Some students complain about the shortage of merit-based scholarships at Cedarville. These students may not realize that while the Admissions Office is the place to start, several departments offer their own scholarships.

According to Stu Zaharek, associate director of admissions, Cedarville's cost structure automatically awards each student a certain amount of aid. Admissions offers first-year students six major scholarships: Academic Achievement and President's (both based on ACT and GPA alone), National Merit/Achievement, Leadership, Founders' and Chancellor's Scholarships.

The first two scholarships are fully-funded, meaning that anyone who meets the qualifications wins because there is enough money to cover all qualifying students. According to Fred Merritt, director of financial aid, about 90 students received the Presidential Scholarship, and 304 received the Academic Achievement Scholarship this year.

Due to limited funding, only a certain number of students may receive a Chancellor's, Founders' or Leadership Scholarship, so a faculty committee assesses each application, using a point system. Applicants receive a certain number of points for each kind of leadership activity; approxi-

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News and Features

Patterson Clinic goes online with newly published homepage

Joy Wickholm
Staff Writer

Along with the new chapel excuse forms, the Student Services homepage also houses the new Patterson Clinic homepage. Created jointly by Carl Ruby, associate dean of students, and Debra McDonald, director of Patterson Clinic, this site is intended to inform people about the clinic's services, provide resources and information about health-related issues and reach out instead of just waiting for people to come into the clinic.

McDonald, Ruby and Katy Skillman, R.N. and former director, agreed early last quarter that they needed to reach out to people with Patterson's purpose and make sure that students, faculty and staff know the full extent of the services they can receive.

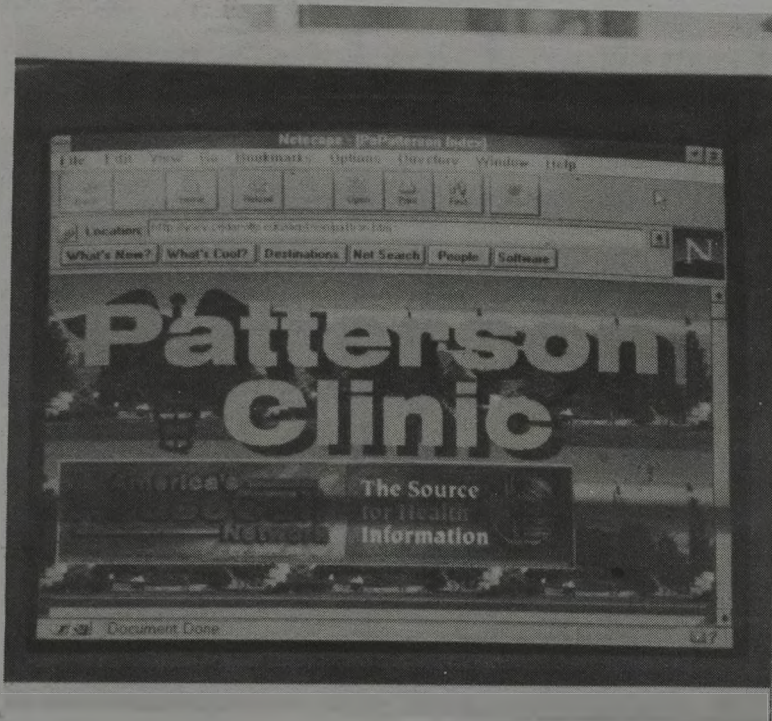
McDonald, who has been Patterson's director for a year now, said that she was surprised at how many people did not realize all that the clinic houses. Apparently

many people believed that students here do not have major health problems, and Patterson is more of a high school nurse's office where people get Band-Aids and tissues than a real health clinic.

Patterson has real doctors on staff, as well as genuine R.N.s, a small pharmacy and a laboratory. The clinic also keeps up in the Ohio College Health Association, especially since one of its directors was also the president of the Ohio Association. Patterson provides the same basic services that a general practice office does, providing referrals when a student needs a specialist.

Students frequently misunderstand vital information about the clinic. McDonald and Ruby hope that this new information site will help them reach students with the advantages the clinic offers. These advantages include that any visit to a nurse or doctor is free to a full-time student. If the student receives any tests or medication he or she must pay a small amount, but McDonald emphasized that the

clinic takes in only enough money to pay for the medications, syringes, supplies and labor. Patterson receives large amounts of free medicine, which is given on to students. Cold medicines, throat lozenges and spray, antiseptic ointment and more are available at Patterson.



Patterson Clinic's newly created homepage can be found under the Student Services icon. Photo by D. Blackburn.

The nearly-complete Patterson homepage is Patterson's first move in joining the online world. McDonald and the entire office are currently working on a new computer program to store students' records. This system would make finding records for insurance, travel abroad and other doctors' offices much faster and present the information in a more professional format. Patterson hopes to have the system up and running for the next academic year.

She explained some of the resources available on the homepage, including America's Housecall Network, one of the best sources of information on health issues found on the Internet. Also on the homepage are explanations of Patterson's insurance policies, several databases helpful in medical research and a soon-to-be-complete section containing information on each staff member.

New program breaks geographic walls

Christina Lay
Staff Writer

Distance learning, the idea that students can learn effectively outside a classroom, has now entered the arena of Cedarville College education.

Academic Vice President Duane R. Wood said, "With the foundation that we have in computer networking and technology and network software, it is a natural step to build off that to look at distance learning. Distance learning is delivering on-campus courses through networking to remote sights where there are individuals who want to learn, but for some reason cannot come to the classroom."

But the main emphasis of this revolutionary concept is the student, not the network. It is bettering education here at Cedarville, not necessarily advancing technology.

According to Assistant to the Academic Vice President Chuck Allport, distance learning is meant to enhance the student body here at Cedarville and to make the learning experience more enjoyable and informative by utilizing the technology that is already present. He said that any new technology that makes distance learning possible

will not only benefit the college student body, but will also enhance it.

Imagine seeing Dr. Chris Miller's smiling face talking to you from your computer screen giving you the lecture you missed last Tuesday. Or imagine seeing videos in your social science class on Chinese industrialization which have actually been taken from a Hong Kong web site. Imagine what it would be like to take a Cedarville class in California, Washington, D.C., Oregon or your local high school. Distance learning could make all of this possible.

If a student must leave for a quar-

ter because of financial or other reasons, he will not have to take the missed courses at another university. He will be able to take the missed credits or crucial courses from the privacy of his own home computers. Classroom discussions will become much more broad, new information will become more accessible, and learning will become easier.

This opportunity to learn may be one of most important advances in education at Cedarville since the addition of Cedarnet. The student is the focus; bettering education is the goal.



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The Cedarville College water system was required to collect and examine a minimum of ten (10) lead and copper tap samples during the June through September, 1996 reduced annual monitoring period. Zero (0) samples were collected and analyzed for this monitoring period. The water department has taken steps to ensure that adequate monitoring will be performed in the future.

For additional information, contact Paul Mitchell at 8799. Additional information is also available from the US EPA Safe Drinking Water Hotline (1-800-426-4791).

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Chuck's upgrades to Charles' for an evening

Christina Lay
Staff Writer

On Jan. 17, Chuck's became Charles'. Senior Rob Bouwens put on a tuxedo and became a head waiter, and freshman Karin Rice received a corsage from her sister, junior Patricia Rice.

What was going on? Freshman Ann Weeks explained. "We noticed there was a lack of fine dining in Cedarville!" she said.

A lace tablecloth was spread over one of Charles' exquisite tables; a single rose graced the corner, and a candle burned brightly in the center. There were double napkins, a tip glass and ornate but chipped goblets from the President's Dining Room.

The special occasion was the arrival of Chris Grubert, a sophomore from the Rochester Institute of Tech-

nology. Grubert, here to visit Weeks, was treated to a classic Chuck's meal—in a very unusual way.

"More salad?" said junior Janette Baker, the waitress for the quartet. The elegantly-dressed four shook their heads. They preferred to listen to the strolling violinist that Bouwens had surprised them with. Senior Nathan James was asked to serenade the four, and he said that although this was odd, it also sounded like fun.

They also had a private photographer. Sophomore Eric Fiveland offered his services and snapped picture after picture of the diners as they ate their gourmet meal.

"We do this all the time. We'll go to Wendy's and bring a tablecloth. I'm surprised that no one ever thought of this before," Weeks said.

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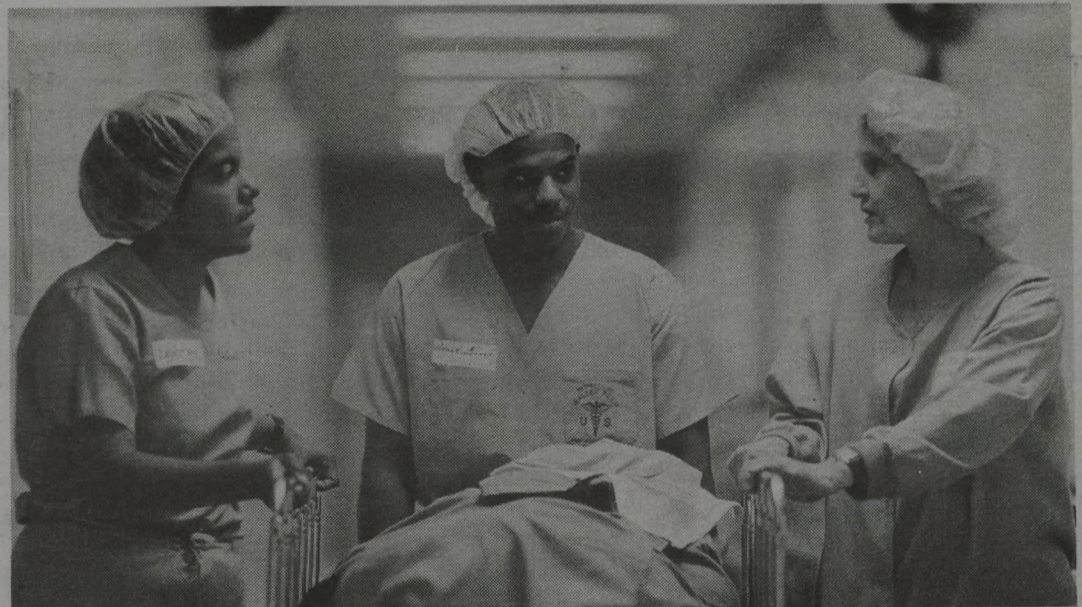
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Chamberlain anticipates art majors

Heather Fourman
Staff Writer

For years, one could enter the Fine Arts Building several blocks from the main campus without finding any evidence of the visual arts. No artist's paint brushes, no canvases or palettes with spots of color, no drawings or sketches, no artist's easels. But all of that changed three years ago with the arrival of Mr. Terry Chamberlain, assistant professor of art. Ever since Chamberlain began offering art courses, student interest has grown, so that now, for the first year, art is being offered as a minor.

Before coming to Cedarville, Chamberlain taught art classes for 23 years at Dayton Christian School. Chamberlain said that about five years ago, Dr. Charles Clevenger, chairman of the department of music, asked him if he would come and teach one art course at Cedarville as a means of gauging students' interest. Chamberlain said that when students responded positively courses were added one by one until now. For the first time there are enough courses to establish art as a minor.

The present coursework for an art minor includes such classes as Introduction to Art, Drawing I,

Design I and Painting I. Chamberlain said that ceramics will also be offered as a course next year.

Chamberlain is encouraged by students' interest in art. He said, "I strongly hope that the college can build toward offering art as a major within the next few years." Chamberlain also said that the first majors in art would be in graphic design and art education.

Chamberlain's hopes of an art major are well founded. Academic Vice President Dr. Duane Wood said that he is glad to have the art minor in place and is optimistic about the college's future goal of establishing an art major. He said that when the the next step takes place largely depends upon how well the art minor grows and develops.

Chamberlain said that it is important for Cedarville to develop an art program because so many other Christian colleges do not have quality art courses. Students who want to study art, but also want to attend a Christian college are too often forced to choose between the two.

"On a secular campus, Christians face the potential of their spiritual lives deteriorating, which of course, will affect their art. So what better place to train a Christian artist than

in a Christian college," Chamberlain said.

Sophomore Jessica Hill is an elementary education major with an art emphasis. She said that her real desire is to teach art at the high school level, but she will have to continue her art education at a state school to be able to teach from kindergarten through twelfth grade.

Hill said an art program at Cedarville would inform students about how art influences them. "Americans are so visually minded, it is important for Christians to get across the message of Christ through art," she said.

Senior Nicholas Mariano is also an elementary education major. He plans to teach, but he also has the long-term goal of becoming an architect. He said that it is important for people to see that art and the Bible are compatible. He said, "You can give the whole salvation message in a picture and not have to say a word."

Mariano also said that an art program would only enhance the quality of education which students receive at Cedarville. "Art contributes to critical thinking because you look at things in a different light," he said.

Dysons bring diversity to Cedarville

Shannah Campbell
Staff Writer

The average Cedarville College student is between the ages of 18 and 22, single and goes to school full-time. But what is it like to be different than the average student? What is college like for older students, especially those who have families?

Juniors Greg and Gina Dyson are two such students. Gina is a Christian education major, and Greg is in the pastoral studies program. They have been married for ten years and have one daughter, Jessica. Gina is expecting another baby soon. When they are not in school, Greg works full-time at a car dealership, while Gina takes care of Jessica and the house.

Greg and Gina met at Word of Life in 1984 and were married in 1986. Gina is originally from Canada and accepted Christ when she was five. Greg grew up on an Air Force base in Chicopee, Mass. He was saved at the age of seven. Greg was their class president at Word of Life. After graduation, they moved back to Massachusetts, where Greg managed an Acura dealership and Gina owned her own custom framing store.

After a few years, they decided that they wanted to go back to school. For them, this was an excit-

ing idea. They decided to apply to Cedarville for a number of reasons. Cedarville was a good place to raise a family, and graduates received a respected diploma. When they visited the campus, Dave Gaffner, director of testing in the Academic Assistance Center, volunteered to show them around campus. His willingness to help them also encouraged their interest in Cedarville. After applying to Cedarville and to several other schools, they decided to attend Cedarville.

After graduation, the Dysons would like to enroll in a seminary on the East Coast, although they do not yet know which one. They are looking forward to getting a pastorate somewhere and working with youth.

Greg and Gina do not see much of a difference between themselves and "normal" students. For them, the biggest difference is age. However, another important difference is that they have more life experience to bring to the college. While they definitely would not recommend that most people wait years before finishing school, they have found it tremendously helpful. Their experiences have helped their relationship and given them a direction for the future.

Another difference is that the Dysons focus on different aspects

of college. For example, grades are not the main focus of their education. While they do think it is important to do well, they consider what you get out of a course to be more important than getting straight A's. "Knowledge is more important than grades," Greg said.

The Dysons admitted that the hardest part of their life is trying to keep a balance between work, school and family. Gina's schedule includes going to school in the morning and spending the afternoons with Jessica. Greg goes to work after school and usually gets up very early to do homework. They agree that it is easy to get too busy and hurry through their time with Jessica and each other.

They say they have a lot of fun interacting with the single students. In some ways, the Dyson's are just like the "normal" student. They enjoy opening their home to neighbors and friends like students open their rooms, and they enjoy taking midnight trips to Meijers for groceries.

Jessica, who is four, said that she likes to have her parents in school. She gets to go to preschool on some mornings, and she is allowed to come with them to class occasionally. She also likes to go to basketball games to see the Bee.

450 students and faculty set out to experience God

Jennifer Baer
Staff Writer

On Cedarville campus, there is a new discipleship program to help students experience God. The program, called "Iron Sharpening Iron" uses the workbook, *Experiencing God—Knowing and Doing the Will of God*, written by Henry T. Blackaby and Claude V. King.

There are approximately 450 people involved in this program, with about 70 groups of five to seven students and faculty/staff. The groups are set up with a student or faculty/staff in a leadership role. The members, following the workbook, have a daily time with God, and meet once a week to share.

There is a mutual sharing and growing atmosphere. Joy Fagan, Spanish instructor and Printy RD, said that a "coming-along-side approach rather than an authoritative approach" is used.

There have been positive comments from the faculty and staff due to the fact that they are under no curriculum obligation. They can share strictly about what God is doing in their lives and hear about others and their relationships with God.

The program resulted from a decision by Pastor Bob Rohm, vice president for Christian Ministries, to bring back the discipleship/mentoring program that used to take place. Rohm requested that Fagan take a leadership role. Fagan, who was involved in the *Experiencing God* program at Southgate Baptist Church, felt that the goal of *Experiencing God* was one that would be ideal for Cedarville College. *Experiencing God's* goal is to see what God is doing and then to join Him there rather than to become busy with doing Christian work on one's own.

The workbook used is not meant to be elevated to the level of Scripture, but it is valuable, Fagan said.

"The book isn't satisfied with just knowing His truths; but asks you, in an encouraging, not condescending way, if you apply them to your life," Fagan said.

Fagan described the goals of the program: Instead of becoming busy and missing out on cultivating an intimacy with God, participants are to spend daily, quality time with Him to learn more about His vision for what He wishes to accomplish. They are then to join Him in this endeavor, thereby experiencing Him. Therefore, the program attempts to provide the opportunity for meaningful, structured, daily time with God.

"The goal is that at the end of quiet time with God, it should have helped change your thinking, lined

up your beliefs with God's and altered your perspective of God's intent for you," she said.

The program also seeks to provide small group accountability and a personal time where, without pressures, the focus is strictly on God and your relationship with Him. "God will use that time to accomplish something in each person's life. As the verse says, 'Wherever two or more are gathered in my name, I will be there.' If He's in the midst of this, great things will happen," Fagan said.

Fagan hopes that students don't look at it as an assignment, but look at it as God would: valuable time to rest and be encouraged. "It is a special time. This time becomes foundational in our lives, which means that Jesus Christ will become more foundational in our lives—that is an exciting thing," she said.

Fagan said her biggest regret about the program is that there was not more preparation. At its inception the founders had to choose between simplifying goals and making the program available to students. They would like to continue improving on the program, eventually making it a four-year long discipleship that begins in the freshman year and continues until the senior year.

Fagan summarized the program. "The essence of *Experiencing God* is in the verse, Mark 12:30, 'Love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength;' and how that is worked out in daily living and incorporated into the fiber of our lives."

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Veggie Tales: Major food group tapped for their spiritual insight

Heather Webster

Staff Writer

"If you like to talk to tomatoes, if a squash can make you smile; if you like to waltz with potatoes, up and down the produce aisle, have we got a show for you. *Veggie Tales*, *Veggie Tales*, *Veggie Tales*, *Veggie Tales*...there has never-ever-ever been a show like *Veggie Tales*; it's time for *Veggie Tales*." If you have never heard this theme song, then you are not yet aware of the latest and hottest thing to hit the Christian children's video market.

Veggie Tales are videos that use vegetables and fruits to tell Bible stories. The main characters are Bob the Tomato and Larry the Cucumber. "They are the Abbot and Costello of the vegetable kingdom, and they host the show. Bob is the straight guy who tries to get the business done, and Larry is running around in the background looking for his plastic wind-up lobster," said Phil Vischer, one of the creators of *Veggie Tales*.

One may wonder why Vischer chose vegetables. Vischer, who is the president of Chicago-based Big Idea Productions, said that he chose vegetables because it is easier to computerize animated things without legs and arms. With that in mind, he ruled out almost anything



The Veggie freaks of Lawlor 18. From left to right: junior English major Rob Bowen, junior math major Tim Flowers, junior Bible major Steve Slates, and sophomore pre-med major Brian Caldwell. Photo by D. Blackburn.

animated in the last hundred years. Vegetables, as everyone knows, do not have arms and legs, so what better things to animate to tell Bible stories.

To date there are six *Veggie Tale* videos. The videos are approximately a half hour in length and portray either a well-known Bible story or lesson. "Where's God When I'm S-Scared?" tells the story of Daniel and the lions' den. "God

Wants Me To Forgive Them?" teaches the lesson of forgiveness by creating a take-off of *Gilligan's Island*. "Are You My Neighbor?" is the story of the Good Samaritan and includes the well-known *Veggie Tale* hairbrush song ("Oh where is my hair brush? Oh where is my hair brush? Oh where, oh where, oh where, oh where, oh where, oh where, oh where, oh where, is my hairbrush?...")

The fourth *Veggie Tale* video, "Rack, Shack & Benny" is about three guys who will not bow down to a 90-foot chocolate bunny. "Dave and the Giant Pickle" tries to tell children that "even little guys can do big things" by using Junior Asparagus (who plays the part of Dave) to defeat an eight-foot pickle.

The latest episode is "The Toy that Saved Christmas." Released this past Christmas, this episode uses Buzzsaw Louie (a toy with a buzzsaw hidden in his right arm) to teach children that "Christmas isn't about getting, it's about giving. And it's especially about a little baby named Jesus, who was the greatest gift of all!"

Besides the six videos, there are two CDs. *VeggieTunes* is the first CD and includes songs from the first three videos. It has 16 songs, beginning with the "Veggie Tale Theme" and closing with "What Have We Learned?" The second CD is *A Very Veggie Christmas*. This is by no means your usual Christmas CD. It includes songs such as "Feliz Navidad" (which has a tuba solo of the chicken dance in the middle of it), "While By My Sheep" and "The Eight Polish Foods of Christmas."

On the back of *VeggieTunes* it says "ages 3 thru 8." With that in

mind, one may wonder why it has as much popularity with college students as with elementary students. "It is addiction at first sight," said senior mechanical engineering major Rob Bouwens. Bouwens is a Lawlor RA, and for open house his unit decorated as *Veggie Tales*. They went all out to get as much *Veggie Tales* paraphernalia as possible. They even borrowed the *Veggie Tales* Christmas display from the Family Bookstore in Beavercreek and Bouwens made cookies in the shape of Bob and Larry. Though Lawlor 18 did not win open house, Bouwens said they had fun.

Veggie Tales has as much adult humor as it does children's. "In The Toy That Saved Christmas," an agent from the Internal Revenue Service (played by a peach) asks Larry if he has claimed the cookie that he has been saving for Santa. Also, "God Wants Me to Forgive Them?" alludes to *Gilligan's Island* by having the professor make a helicopter entirely out of bamboo and coconuts. In "Dave and The Giant Pickle," Larry makes himself into a superhero (Larry-Boy) complete with toilet plungers coming out of the side of his head. "It [*Veggie Tales*] is a flashback to childhood," Bouwens said.

Columbus Symphony Orchestra performs in Jeremiah Chapel

Rachel Stewart

Staff Writer

On Jan. 14, the Columbus Symphony Orchestra, under the direction of Assistant Conductor Peter Stafford Wilson, gave a concert of pops and light classical music in the Jeremiah Chapel. The chapel floor was full of trustees, parents, community members, staff, faculty and students who listened to the "kaleidoscope of sound" as each musician tuned his instrument.

Founded in 1951, the Columbus Symphony Orchestra is in its fortieth season and is the largest and oldest performing arts organization in central Ohio. They entertain an annual audience of over 300,000 people. The orchestra also has an award-winning educational program which is heard by over 60,000 students each year. The annual operating budget for the orchestra is nearly eight million dollars. Fifty-three full-time musicians are employed by the symphony; they have a 46-week season and tour every year throughout central Ohio.

Alessandro Siciliani has been the music director for the orchestra for five years, and Susan M. Franano is the executive director. According

to the *Cleveland Plain Dealer*, "The Columbus Symphony Orchestra has become an ensemble of finesse, flexibility and power under Alessandro Siciliani."

According to their playbill, "The orchestra will perform some of the most powerful and intensely moving works ever written, including Mahler's Symphony No. 8, "Symphony of a Thousand," Holst's "The Planets," and Vivaldi's "The Four Seasons," with a powerful line-up of celebrated guest artists such as cellist Lynn Harrell, violinist Pamela Frank and pianist John Browning."

Besides their traditional performances, the Symphony also presents a six-concert pops Series, a three-concert Family Series, holiday concerts, a summer series, an annual Chorus Concert, Picnic With the Pops and many other special events.

At the beginning of the concert, Professor of Music Dr. David Matson greeted the audience and complimented the orchestra, calling them the premier orchestra of the state of Ohio. Matson also referred to the concert itself as a people-pleasing concert.

He then introduced Wilson, the conductor for the evening. Wilson said, "[I get to] cheat at life because I get to conduct this wonderful orchestra." He also said that conducting was the one thing in the world that he loves to do.

The pieces for the night varied in style. The concert started with the smooth sound of the Overture to "The Marriage of Figaro." The conductor explained the piece got Mozart in trouble when he composed it because it addressed some of the taboo issues of the day, including the ruling class and the working class.

Then came the soothing, peaceful pieces written by Brahms based on gypsy music themes—"Hungarian Dances Nos. 1,2,6,4,5." The last piece played before the intermission was by Liszt, who wrote "Les Preludes," putting to music the words from a literary work by a French poet.

The symphony welcomed back the audience after intermission with a peppy rendition of Gershwin's "Strike up the Band!" The next song was Rodgers' "Carousel Waltz," which has been performed by the Columbus Symphony 74

times. After conducting the piece Wilson invited "all shower tenors" to join in while the orchestra played "Pucciniana" composed by Puccini/Itkin.

Toward the end of the concert, "Selections from *West Side Story*" was performed. For the last song, the Columbus Symphony Orchestra performed a patriotic piece,

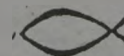
"Cohan Salute," by Cohan/Cacavas.

At the end of the concert, the audience rose to their feet in a standing ovation. An encore, "The Stars and Stripes Forever," was grandly performed, gaining yet another generous standing ovation from the audience. The Columbus Symphony Orchestra was the first guest orchestra to perform in the new

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Opinion/Editorial Page

Ghosts, Mars Attacks make for trenchant social commentaries

Ben Barhart

Columnist

Ghosts of Mississippi

We live in a day when racism and prejudice are condemned by society, but practiced by its citizens on an individual and group level. We've experienced and re-experienced the civil rights movement, relived the Civil War many times, educated our youth about the lives of the men and women who fought for equality. Now we must step back and ask ourselves the question, "How far have we really come?"

Some argue that we will never outgrow the human tendency to create prejudices, yet we cannot stand back and forsake the fact that it is of immediate consequence to ourselves, our world and our Lord that we treat every person as a being that He has crafted in His image.

Ghosts of Mississippi tells the story of Medgar Evers, a little known civil rights leader before the civil rights movement achieved popularity. He was assassinated in his

driveway in 1963. His killer, Byron De La Beckwith (James Woods), was tried twice, and both times a mistrial was declared, in spite of overwhelming evidence of his guilt. Beckwith believed he was safe from justice as he lived out his life in the stern, closed security of Southern prejudice.

Twenty-five years later, however, the civil rights leader's widow, Myrlie Evers (Whoopi Goldberg), decides to once again bring her husband's killer to justice and enlists the help of District Attorney Bobby Delaughter (Alec Baldwin).

Delaughter struggles with his own prejudices as he works to assemble a case that would truly bring about justice for Evers's killer. He realizes throughout the trial that prejudice cannot be eliminated by legislation or sweeping reform, but only by the small individual steps we each make to rid ourselves of it.

The film flows colorfully and brightly through events which bring up painful issues in our own lives. It states its case for equality in the lives of men and women who lived

and died for the movement and subtly exposes the prejudices we all carry. It stands as a reminder to all of us that prejudices are removed one small piece at a time.

In a world full of films which address the issue of racism, this one stands out. It is most definitely a valuable experience, and will provide a great topic for discussion in an area that we need to be constantly reforming.

Mars Attacks!

It must be an indicator of the general feeling of security in a culture when its people invest so much time, energy and money into scaring themselves. By this indicator, our nation is probably one of the least anxious in the history of civilizations, as evidenced by the constant stream of horror/science fiction films coming out of Hollywood. Of the sci-fi genre, *Mars Attacks!* is probably the latest, and in spite of its '50s cult classic feel, it has a lot to say about the world in which we live.

This review should be prefaced

by one thing: This is a Tim Burton film. For some of you, this statement explains the situation; for others who have not experienced the wacky and almost macabre humor of Burton, it will suffice to understand that Burton is highly regarded for his unique, sometimes horrific creations. He has been involved with the films *Ed Wood*, *Edward Scissorhands*, *Batman*, *Batman Returns* and *The Nightmare Before Christmas*. Now he adds this copy of a '50s horror film to his repertoire.

It is an ingenious film that focuses on our response to the invasion of Martians. As the Martians attack and set out to conquer earth, it becomes painfully aware that the characters' priorities are slightly askew. One woman states, "Those aliens can conquer the earth, but they won't get my T.V." A gambler in Las Vegas says, "Hey, why are you all watching T.V.? Doesn't anyone want to shoot craps? Come on, let's gamble." It seems like Burton does an excellent job of exposing our true priorities; to be hon-

est, this film reflects our culture much more than its creators may admit.

It has the classic, '50s cult-film feel, and for good reason. The entire idea behind *Mars Attacks!*, including animation and story line, is completely adapted, or perhaps copied, from a set of trading cards released by Topps in the early 1960's. They were judged to be too graphic at the time, and Warner bought the rights to the cards, which have since become valuable collector's items. Burton claims that the plot of the film was determined by throwing the cards in the air and seeing in what order they fell. Whether this is true or not, the film bears an almost identical resemblance to the cards, and, in my humble opinion, I can't say this speaks in Burton's favor.

Regardless of its generic look-alike feel, this film is an interesting expose of our culture and its priorities. I can't say that it doesn't make for a good time; besides we always like it when the United States wins in the end...right?

To use or not to use: Does Ebonics send students mixed signals?

Benjamin M. Kanzeg

Columnist

It is most closely defined as Black English. Phrases such as "quite a few," and "a lot" sum up the most accurate statistics about the numbers of Americans who actually speak it. Touted as a remnant of African linguistic and cultural heritage, it stems from nothing more than misused English. In short, the Ebonics controversy addresses only the symptoms rather than the root causes of the problems facing a significant portion of our population.

Last month the Oakland School System of California proposed a program that would seek to train teachers in the nuances of Ebonics, or Black English. The program, as presented by the school board, would give teachers the tools to help instruct African-American students in their primary language. The resultant controversy over this proposal is due to the fact that the "primary language" referred to by the school board is nothing more than nonstandard English.

Proponents of Ebonics claim that the program stands on sound peda-

gogical research. They insist that in order to bring students to a knowledge of what they don't know, teachers must start with what their students do know. They believe that a working knowledge of Ebonics will allow teachers to effectively bring students to an understanding of standard English. The thrust behind the actions of the Oakland school board can be traced to low achievement scores by African-American students throughout the district and the country.

Opponents of the idea, such as Education Secretary Richard Riley, claim, "Elevating Black English to the status of a language is not the way to raise standards of achievement in our schools."

Both black politician Jesse Jackson and black poet Maya Angelou expressed alarm for the potential consequences of following this course of action. Jackson referred to the instruction of Ebonics as "teaching down to our children."

Very recently, however, the school board has come to its own defense saying that only teachers will be instructed in Ebonics, and that it will not be taught as a lan-

guage to students. Instead, they claim that Ebonics will only be used as a means to incorporate standard English into the lives of African-American students. Despite this disclaimer, the district may still seek substantial funds from state and federal authorities for bilingual education. For proponents of the plan, the available funds underscore the importance of having Ebonics declared a language, not merely an educational tool.

The method of taking students from what they know to what they do not know is centuries old. In this respect, the Oakland school board is making legitimate strides toward a solution to the problems of many students. They have also won over many who were previously opposed, like Jesse Jackson who now agrees with the intent of the Oakland program. However, the issue of Ebonics goes much deeper than the simple question of educational methods.

Building up to and throughout this debate, proponents have declared that Ebonics is a cultural, ethnic and even genetic phenomenon. They proclaim Ebonics is a result of African heritage. For these

reasons, they have deemed Ebonics as legitimate curriculum for the betterment of education.

Although sound in educational terms, the idea of including Ebonics in cultural curriculum baffles me in light of the thousands of known dialects spoken on the continent of Africa. Likewise, to say that Ebonics is uniform to all those descending from African cultures is to ignore the existence of the many African cultures violently opposing each other.

It is true and painfully clear that many Americans, not only African-Americans, speak a dialect of substandard English. However, many do not. The poor grammar so prevalent in Ebonics also demonstrates itself in the dialects of many of those living in Appalachia and other parts of the country as well. Ebonics and the many other sub-standard English dialects that are to be found in this country are not culturally derived, but rather they stem from unchecked usage and lack of adequate education.

The use of Black English as an educational tool may be acceptable to our society in view of the low

achievement scores. However, to accept it in any form is to encourage its use in general.

The message this program sends to students only creates confusion and ambivalence. On one hand, we say that the way to get ahead is to speak and write standard English. Yet, under this program, students are being told that it is acceptable to use nonstandard English in some situations but not in others. This requires a value judgment both on the part of the teacher and the student. In this way, more time is given to determining when and where proper English is appropriate than to practicing proper language skills in a variety of situations.

We have yet to see if the Oakland plan will be successful in bringing students to a higher level of written and spoken English. In the meantime, however, simply debating the issue lends credence to Ebonics as a legitimate language of an acknowledged subculture in our country. With this in mind, educators and politicians alike must tread carefully so as not to sacrifice the needs of students to ethnic and social pressures.

New religion assumes mankind can discover truth without God

Marla Perkins

Staff Writer

The recent death of Carl Sagan and the cultural reaction to his death demonstrates that, perhaps more than ever, people of the late twentieth century are aware of big names and big events in the world of science. Carl Sagan does not represent an isolated phenomenon; he was among the first to ride the wave of science, a wave that continues to grow as science becomes the religion of the modern world.

People need religions. Religions postulate that they hold the truth about man, his place in the universe and purpose for being what he is in the universe. People also need science. Science helps man understand what he is as a created being. Both science and religion are good, but when confused with one another, they become ideological weapons from which few can defend themselves. Those who can wield the weapons skillfully (for example, Carl Sagan and Stephen Hawking) become priests for the science god.

There are several problems with making science one's religion. For one thing, it assumes that man can

discover truth, as opposed to God's clear insistence that He is the author, definer and revealer of the truth necessary to solve basic problems of epistemology and axiology; without these solutions, natural sciences cannot rightfully begin. When science is the religion, it begins with its method, not with the solutions to epistemology and axiology that it needs to validate its existence. Once that has happened, there is no standard of truth against which to compare the results of the method. Man becomes the measure of all things because he is the one using science to discover truth.

This method of science also presents a few problems. We are all familiar with the steps of the scientific method: gather data, test the data and formulate hypotheses/theories/laws.

We begin by gathering data. No one will deny that we use our senses to gather information about the world around us, but we also know that our senses can be deceiving. Furthermore, it is impossible to gather all of the possible information, which means that we can never arrive at certainty in science.

Next, we take our limited obser-

vations and try to find patterns that we can test under controlled circumstances. This amounts to using our conjectures to try to find what we think ought to happen. If the experiments do not support the conjectures, we need more information and new conjectures. If the experiments support the conjectures, we move to the final stage of the process.

If the hypotheses hold up to experimentation, we run further tests to make theories and finally laws. This is a major flaw because we have proceeded from incomplete observations of a particular slice of empirical reality to making a universal law. The scientific method is the fallacy of creating universals from particulars.

One might argue that this is precisely the point of inductive logic, and that is the case. However, we need to understand that inductive logic can only deal with probability, not with certainty and truth, which is what science has tried to provide. It may be probable that something that never occurred before will never occur or that something that always occurs will continue to occur, but one can never

be certain.

Another problem lies at the heart of scientific discourse: mathematics. Math is notorious for its use of deductive logic, in which we proceed certainly from one step to the next to reach an inevitable conclusion. Even here, problems exist because math begins with axioms or assumptions that we declare to be true in order to proceed.

The mathematical axioms are generally intuitive, and most people accept them because they are common and useful. Nevertheless, these axioms do not need to be the ones that we usually use; one could make different axioms and develop an equally deductive mathematics, albeit a very different mathematics. (For anyone who cares, this is precisely what occurs in non-Euclidean geometry.) In other words, the axioms that we use are not universally necessary. We can change them if we like, and we use the ones that we do like because they work with our intuitional understanding of the world. Once again, this makes human mental capabilities the judge of truth.

What, then is the proper use and basis for science? To begin, we

must admit that people need a purpose in life. Science's many facts and conveniences can never explain the answers to a Paul Gauguin: Whence came we? From a micro-wave. Why are we here? To study oceanography. Where are we going? To Sagan's observatory.

God has revealed the answers to our ultimate questions. Attempting to understand these ultimate answers is the realm of the humanities. However, these are succumbing to humanistic epistemology as quickly as the sciences; humanistic epistemology is a weak point for almost every anthropocentric endeavor.

Attempting to understand the role of nature in relationship to the ultimate answers is the realm of science. All areas of study are important and interrelated, and it approaches intellectual dishonesty to insist that one area of study is "better" than another. Rather, it is of utmost importance that even as we prefer our specific studies, we also realize the importance of the other disciplines and centrality of theistic revelation.

Rollerblades and bicycles banned from downtown Cedarville sidewalks

Christina Lay

Staff Writer

On July 11, 1994, the Cedarville Village Council unanimously passed Ordinance Number 94-4, prohibiting "the use of and riding of skateboards, roller-blades, and roller-skates...on the sidewalks and right of ways of the Village of Cedarville along Main Street from Cedar Street to Alley 10 [located immediately south of the Senior Citizens Building]." This ordinance also prohibits "the use of and riding of bicycles...on the sidewalks of the Village of Cedarville along Main Street to Alley 10."

This ordinance, which may seem inconvenient, is actually a blessing in disguise. It is the product of complaints from residents of the Village. Also, it prevents a number of near accidents that could result in bodily injury and property damage. It has also helped curb the hazard to motorists and pedestrians in the downtown business district of Cedarville.

Dr. James R. Phipps is the present mayor of the Village of Cedarville. "We need to note that bicycling is only banned on the sidewalks...and that rollerblading is only restricted in that area as well. Rollerblading [and skateboarding] is also restricted from the street there because of the hazard for the truck and car traffic in the downtown area," he said.

Phipps also said, "You will note that all of the doors from businesses in the downtown area open directly onto the sidewalk. People moving with the speed of bicycles and rollerblades and skateboards present a serious safety hazard to pedestrians coming out of the stores. We have, in the past, had several serious collisions and many near misses, especially with some of our older citizens."

"It is a very necessary ordinance and has my complete support. It must be remembered, though, that it only exists in the downtown area. It is the same in almost all of the cities and villages around here," Phipps

said.

Keith Stigers, Cedarville's police chief for the past 12 years, also believes the ordinance is very necessary. In fact, if one is caught breaking the ordinance, Stigers said he or she will be fined. "Bicyclers can use the street, but we just ask that you stay off the sidewalk with bicycles and don't use rollerblades and skateboards in the designated area," he said.

This is such a serious issue in the Village of Cedarville that the Village Council thought about banning joggers in the same area as bicycling, rollerblading and skateboarding.

However, Chief Stigers said that joggers are pedestrians and cannot be banned from the sidewalks. He added that stopping is a lot easier for joggers than for speeding cyclists or out-of-control rollerbladers.

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Cedarville offers few scholarships but maintains low tuition

Continued from page 1

mately the top 65 win an award. Merritt said that approximately 30 students currently have National Merit scholarships, which also happens to be the only renewable, purely merit-based scholarship Cedarville offers through its Admissions office.

Upperclassmen may qualify for an Academic Scholarship, but this depends on need, GPA and when their paperwork is turned in. Since nearly half of the student body qualifies for this scholarship, and there is not enough money to fund that many students, the Financial Aid Office takes each student on a first come-first served basis. Merritt said, "If we had enough money, believe me, we would offer many more, and much more scholarship money. We just do not have enough in the budget."

If students cannot find a scholarship from Admissions and Financial Aid, they can try the Music Department or the Athletic Department.

Dr. Donald Callan, athletic director, also talked about limited budget. However, his department supplements their allotted scholarship money, in an effort to provide

more funds to students. The Yellow Jacket Club allows alumni to sponsor student athletics. Added to this is the money coaches bring in from their summer sports camps. Basically, each sport gets a certain amount of money, which the coach distributes at his discretion, based on a student's abilities, potential and, in some cases, performance in his or her first season.

Callan said that coaches watch videos or invite the student to visit and demonstrate ability here. They look at times and distances, and past performances in events or state competitions, as well as considering referrals. In most cases, students are told during recruitment that if they perform to a specified level, they will receive a certain amount of scholarship money.

An athletic scholarship is one of only three Cedarville scholarships renewable each year, provided the student continues to compete at or above a specified level, attends classes regularly, maintains the necessary GPA to remain eligible and shows an active Christian faith. Callan was unable to name specific scholarship amounts since they change from year to year.

Music students have the opportu-

nity to win talent-based scholarships during auditions for entrance to the Music Program.

According to Dr. Charles Clevenger, chairman of the Department of Music, there are four renewable scholarships running at any one time. One student per class receives one of these, while approximately 20 total music students on scholarship at any given time. The department awards scholarships based on performance alone, seeing it as a vote of confidence in those students with extremely high talent. Should the department award a scholarship to a student who then chooses another college, Clevenger takes that money and uses it to meet the needs of talented sophomores and juniors.

"If I could reward the talent in my talent pool that is special, I'd need over \$100,000 to do it," Clevenger said.

The department decided that it would rather spread out the scholarship money to encourage as many talented students as possible, rather

than only give out a few hefty scholarships. Clevenger said that his department plans to look for outside sponsors and endowments to help aid music students. The department also hopes to seek funding from the school to host a national piano/key-board competition (similar to the Music Showcase) which would draw students to Cedarville, as well as award the first and second place winners with large scholarships to Cedarville.

All of the departments interviewed commented on the challenge of how to distribute scholarship money to students, mainly because there is not enough to go to every deserving student. Some departments have already begun to supplement their budgeted amount with outside sources.

Compared to the average school, Cedarville does not give out much scholarship/financial aid money. However, many schools take 20-40 percent of each student's tuition to make these moneys available. For example, out of one student's \$100,

the school would take out \$20 to give to another student who could not pay the full amount. So, if one has the financial ability to pay the full \$100, he must; however, part of the money goes to someone else's student account. This is how other schools finance their high number of scholarships. The schools charge more to begin with, then disperse the surplus money in scholarships. Cedarville takes less than five percent of tuition dollars for scholarships, so it still offers scholarships, but on top of the already reduced tuition cost.

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Burglar's target dorms, Cedarville automobiles

Continued from page 1

As a result of this inspection, a significant number of windows were found to be unlocked or not secured before the residents left for break. This was especially disconcerting because many of the windows left unlocked are on the ground floors of buildings, which are especially accessible to burglars.

Chisholm said 40 to 45 cases of theft and five to six cases of burglary or breaking and entering take place during the average year at Cedarville. This number of burglaries and thefts indicates the incidents that are reported; there are most likely many others that are not reported to the Campus Public Safety office.

These cases of burglary and/or theft usually target bicycles, money or other valuable items left unattended.

In addition to the event that occurred in Willetts, another set of break-ins occurred over the Christmas holiday in the village of Cedarville.

During the weekend of Jan. 3, 15 cars were broken into. It has been determined that the suspects, who are unidentified, were only looking for money in the cars. The form of the money did not matter; the perpetrator took bills, pocket change or both.

Both of these incidents show that even though Cedarville College is surrounded by corn fields, crimes such as these can and do occur.

Chisholm recommended precautions that might lower the burglary and theft incidents on campus and in the community.

First of all, students should not be naive as to the occurrence of these situations. A Christian environment does not make Cedarville immune to burglaries and theft. Next, students should take protective measures. This includes keeping all valuable items like leather jackets, purses, wallets and other expensive items protected. In addition, if it is not completely necessary to take something out of a dorm room, leave it there. Above all else, students should use common sense.

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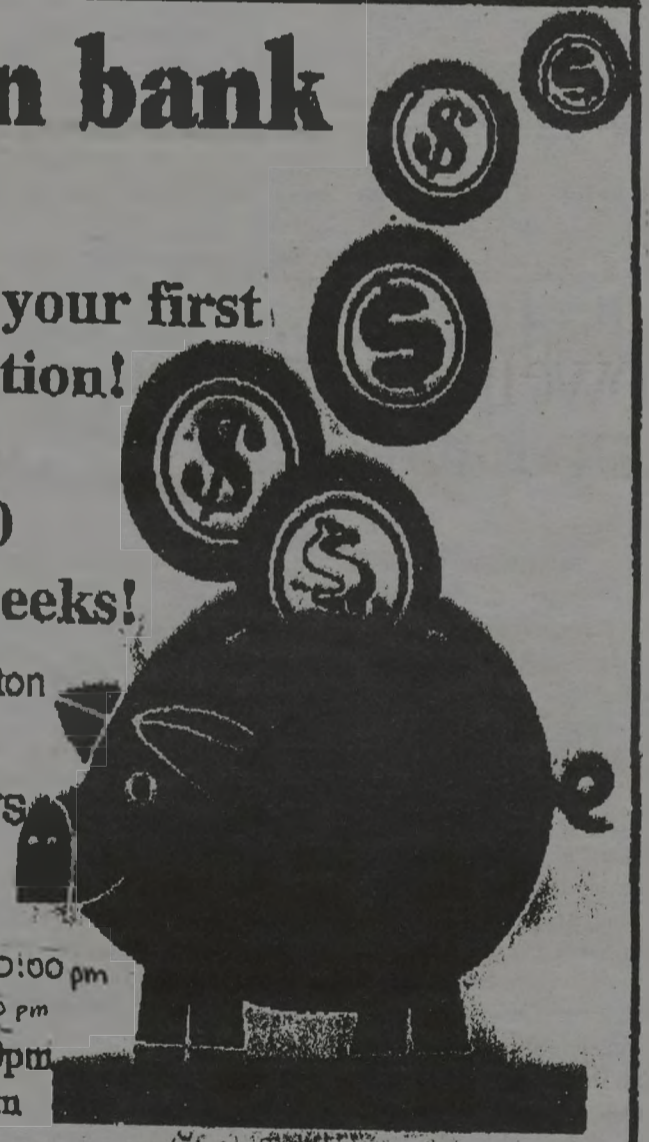
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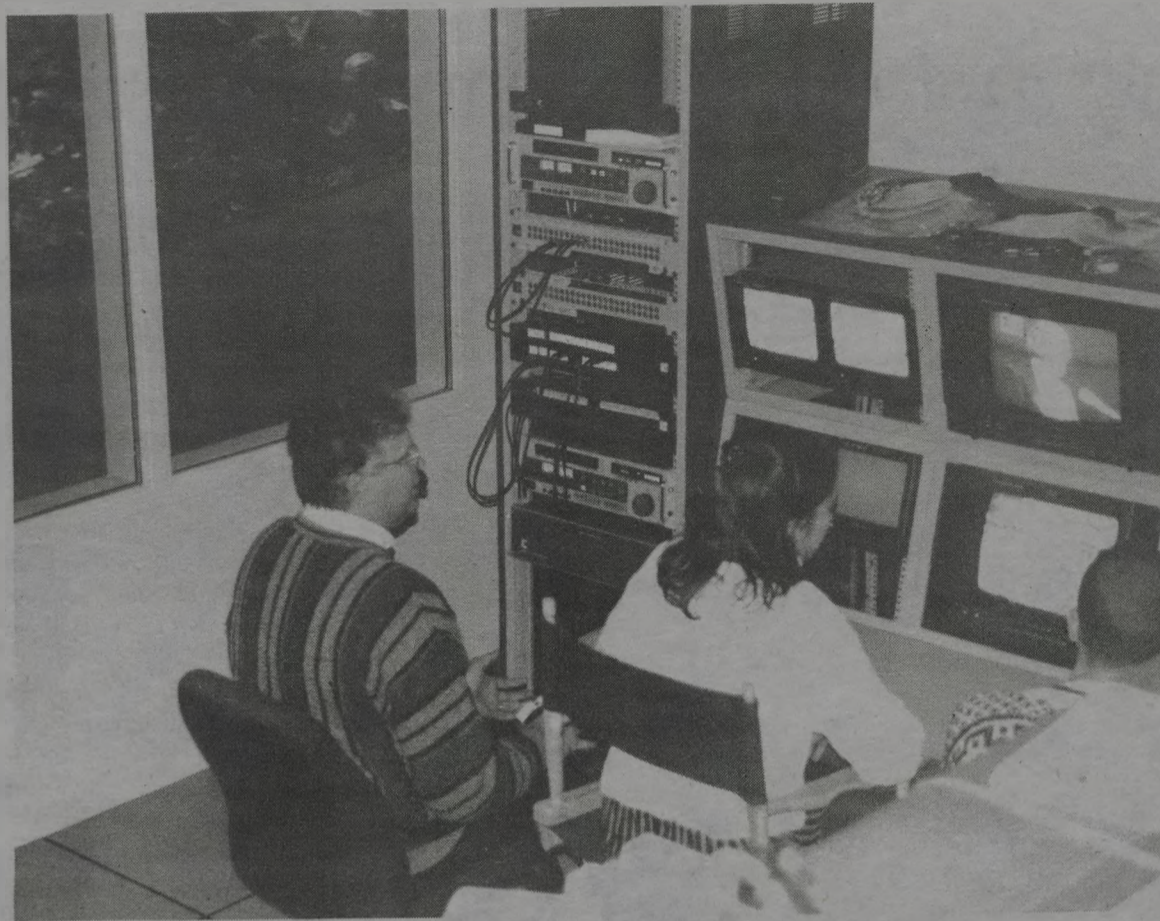
Staff Writer

You've seen, up close, every facial flaw of anyone ever on the platform. You've tripped over camera cords that line the aisle. Your big head was flashed on the screen for all to see the day you walked in late—right in front of the camera. And you've enjoyed the luxury of seeing what goes on no matter how tall the person is in front of you. Ahh...the new video equipment in the Jeremiah Chapel. We all experience its presence, but few of us know how it got there or the numerous ways it benefits our school.

James Kragel, assistant professor of communication arts, has been heading up the facility with the help of students and other faculty. Kragel said that the main purpose for the new materials is to support the chapel services by providing picture and text over the big screen. But the equipment is certainly not limited to that.

In addition to making speakers "bigger than life" during services, Kragel and his team work with four cameras and 12 camera location 'patches' to videotape all chapel services. They then make these tapes available for distribution to the college family, supporters and anyone else requesting a tape of a specific service. Videos can be requested by calling the audio visual department.

The video control room also holds



Assistant professor of communication, Jim Kragel leads the broadcasting team in the video room. Senior broadcasting major Paula Ferris monitors the cameras. Photo by D. Blackburn.

equipment for post-production editing and special projects requested for services. The video clips that President Dr. Paul Dixon used in his recent messages to the student body were produced with this new

equipment.

The all-digital equipment is part of a new level of Panasonic called DVCpro, which Kragel said is the best stuff out there and right in-sync with the future of video production.

Kragel said that the school was able to save a considerable amount of money by purchasing materials that were used in the Summer Olympics. Panasonic supplied the Olympics and then sold the virtually new

equipment to Cedarville and others at discounts of up to 30 percent.

One of the greatest benefits of new equipment such as this is the experience it provides for students. Kragel feels that the equipment upgrades the level of education available to broadcasting students because working in chapel gives them "real" assignments. "It is an excellent training tool...[and it will allow] our students to get higher entry-level positions when they leave school," he said.

But these students are not the only ones who benefit from the new opportunities available to them—the whole college family benefits. Kragel said that the 30 broadcasting students now working with him in a combination of credit and volunteer hours have provided the workers needed and have kept things running smoothly.

"We couldn't do it [without the students.] The amount of volunteering is phenomenal...it's a lot more work than people realize. It really is a team effort, and it takes a significant amount of training...it's not as easy as it looks," Kragel said.

And so, this top-of-the-line equipment does much more than just catch our eye in chapel. After hours behind the scenes, it continues to provide valuable resources and experiences that will linger even when the power switch is off.

Stowell reflects on Cedarville experience and future of Moody

After the Winter Enrichment Conference, *Cedars* was able to speak with speaker Dr. Stowell. The following is a transcription of that interview:

Cedars: What did you do for fun while you were a Cedarville College student?

Stowell: I played soccer. I was involved with the Student Government Association, and my senior year I was president of SGA. I dated Marty, and I also played on the golf team. But anybody who knew which end of the club to hold could play.

Cedars: What do you do for fun now? Do you have any hobbies?

Stowell: I play golf. Marty and I both enjoy antiques. I jog for exercise, and I read. I also watch college basketball. My favorite is March Madness. I'm always a Duke guy. I usually follow Duke, but I should say that my favorite team would also be whoever is playing Michigan.

Cedars: How did God use your Cedarville experience to shape who you are now?

Stowell: My experience with stu-

dent government gave me the opportunities to stretch into leadership roles. Meeting people from broad spectrums of society helped because, like all of us, I grew up in a little homogeneous bubble when I was in high school. And then, suddenly I am put on this campus with people from all over the world. There were kids from all over the U.S., rich kids and poor kids, and farmer's kids and executive's kids.

My academic experience was very foundational. I was an English literature major, and that experience taught me the fundamental things that people really wrestle. All the themes of English literature, as with all good literature, are themes of love, hate, greed and self-consumption. As you read English literature, you learn the human dilemma, and thankfully the Bible has the solution to that dilemma. To go into the pastorate with an English literature degree provided a very helpful background.

Of all the things that shaped me here at Cedarville, God used Marty more than anything else. She has been such a marvelous influence in

my life. She is so constructive. Of all that shaped me at Cedarville, Marty would be at the top of the list.

Cedars: Is there any advice that you could give students who are planning to go into full-time Christian ministry?

Stowell: Transfer to Moody. No, seriously, my advice would be to go on for graduate school or seminary. I would also advise students to use their undergraduate experience to sure up the foundational issues of life; spiritually, emotionally, socially and intellectually. You don't want to go into the ministry with serious stuff to fix. For most of us, the undergraduate season is our first time to really be on our own. It is the first season of real independence.

Cedars: How did you become president of Moody Bible Institute?

Stowell: I don't know. I have no idea. I got a call one day, and I was told my name was on a list for the position at Moody. That started the process. Nobody was more surprised than I was.

Cedars: How is God working at Moody Bible Institute?

Stowell: Probably the most strate-

gic thing that I am seeing is God working in the lives of our students. I just returned from a trip around the world where I spent time with many of our graduates whose lives were spiritually formed and whose foundations were established at Moody. God isn't doing anything unusually dramatic at Moody, like the breakout of a student revival, but what God is doing at Moody is the most important thing. He is working in the lives of our students in a wonderful way, slowly, surely processing them, equipping them and training them to go out and serve Him around the world. My joy is to talk with seniors at Moody. I have seen God take freshman all the way through, groom them and prepare them for the world.

Moody is not a liberal arts college. We give a fully accredited B.A. degree, but we don't train doctors and lawyers like Cedarville does. We train people for career ministry all around the globe. We have trained half of all missionary pilots from around the world. One out of 16 evangelical missionaries has received all or some of his train-

ing from Moody.

Cedars: Could you tell me about your four-week trip to Hong Kong, Tokyo, Manila and the United Arab Emirates?

Stowell: In Hong Kong, we met with several national leaders. We built networks and partnerships in terms of ministry. In Manila, we met with a convention of Christian school teachers who teach in Christian schools all around the world. We also spent some time with a dear friend who works among the Muslims. In the United Arab Emirates, we met with missionaries, and we met with alumni, which we did in all these places during this trip.

Cedars: What has been your most adventurous ministry opportunity?

Stowell: I would probably have to say Promise Keepers. It's a challenge to speak to 60,000 men. The strategic importance of that is very significant. To have the hearts and minds of that many men, to focus their attention on Jesus Christ, is an unbelievable privilege.

Sports and Leisure

Cedarville fails to stop Rio's Sherron Wilkerson, loses 71-65

Brad Luring

Staff Writer

On Jan 17, the Yellow Jackets lost a tough game to Rio Grande, 77-69. Rio Grande, led by perhaps one of the best players to step inside Cedarville's gym since Kenny Rucker, held the lead throughout most of the game. It did not help the Jackets that freshman guard Clint Hayes and backup center sophomore Ted Forrest did not dress due to injuries.

The former Indiana Hoosier, Sherron Wilkerson, set the pace for the Redmen by nailing outside jumpshot after outside jumpshot. Cedarville stayed in the game and trailed only 24-18, thanks to some good penetration by sophomore John Krueger.

Krueger, despite the fact that he was guarded by Wilkerson, was able to pour in 24 points. Freshman Kyle Mraz chipped in 15 points on five 3-pointers. The Yellow Jackets seemed to take some bad shots late in the first half by not really going inside against the interior of the Redmen's defense.

Many times, Cedarville could barely get a shot off before the shot clock ran out. The offense seemed out-of-sync in the first half. On defense, Mraz and junior Brent Miller



Freshman forward Carson Duncan sinks a freethrow against Rio Grande. The basket was not enough to give the Jackets victory. Photo by D. Blackburn.

traded the task of guarding Wilkerson. They did a good job of stopping his penetration, but the quick release of Wilkerson's jump shot was too tough to be defended.

Mraz helped spark the sagging offense with a 3-pointer at the 2:30 mark to bring the crowd back into the game and make the half-time score 41-47, still in favor of the Redmen.

To start the second half, the Redmen went inside and came up productive, while Cedarville came out shooting threes and coming up short.

Miller finally ended Cedarville's scoring drought with three minutes left in the game, converting on an old-fashioned 3-point play. Rio Grande had good play by their forwards DeBow and Burris who ruled the boards, especially on offense.

Wilkerson seemed content to shoot outside all night, rarely trying to penetrate. He might have been able to score 40 if he had tried. He did not have a great game, but he did evidence his high skill level. Throughout the game, he looked lackluster and passive, but he showed his ability to find the seams of Cedarville's defense with a great no-look pass.

At the 14-minute mark, Rio

Grande had their biggest lead at 44-58, thanks to some good inside-post play. The game started to get more physical and seemed to be in Rio Grande's corner until Miller shifted the momentum by coming up with a timely block to get the crowd back into the game.

Krueger and Mraz helped capitalize on the mark by bringing Cedarville back into the game at the 8:40 mark, making it 52-63 in favor of the Redmen.

An injury to freshman Carson Duncan put an even greater burden on Cedarville's defense, and it seemed to shift the momentum back into the lap of Rio Grande. Two free-throws by senior Jon Woolley made it 61-71 at the four-minute mark.

After Woolley fouled out, Cedarville got within five points at the two-minute mark, but Rio Grande got hold of the ball and wasted 30 seconds.

Until Rio guard Chad Barnes hit a three to ice the game for the Redmen, it looked like Cedarville could still pull something out in the end. Cedarville's record dropped to 8-8 on the season, while the Redmen improved to 11-6.

Track and field competes indoors, prepares for spring season

Peter Bednarek

Staff Writer

Track and field is a unique sport. It is obviously team oriented, yet it is dependent upon the performance of individuals in separate events. This concept is often misunderstood by those not familiar with the sport.

Assistant Professor of Physical Education and coach Paul Orchard said, "People don't see track and field as a team sport. Many meets aren't scored, so [people] have the idea that it is not a team effort. I think it is an example of one person not making or breaking the team, yet each individual is important," he said.

The demanding and competitive nature of the sport inherently promotes closeness among the members of the team. Senior Joy Beitler said, "[The greatest aspect of the team is] the way so many great personalities come together, forming friendships through their encouragement of one another."

Senior James Persenaire agreed. "The sweat, blood and tears are

what draws us together, and we become a close group. These are the people I hang out with on weekends," he said.

The Cedarville College track and field team trained during all of fall quarter and is now ready for the start of the indoor season.

"The fall was primarily a time of basic conditioning during which athletes worked on form drills and strength with speed conditioning," Orchard said.

Although the team is focused on the outdoor season, which will begin in late March, they have been working since the beginning of the academic year and will be participating in six indoor meets this quarter. Indoor season serves the purpose of preparing the team for the outdoor season.

"We want to be gearing up during the indoor season so that we are ready to be competitive from the start of the outdoor season while focusing on the Mid-Ohio Conference (MOC) meet," Orchard said.

On Jan. 10, the team held an intra-

squad meet. According to Orchard, this helped to determine what levels runners are at in the indoor events.

Orchard, as well as the team, is excited about the upcoming seasons. This year's team, with about 90 athletes is the largest ever for Cedarville and includes a good percentage of freshmen.

Persenaire looks forward to the upcoming season with great enthusiasm and expectations of success. Not only does he envision success for himself as a middle-distance runner (400m and 800m), but also for the team. "The women have a great streak going in the NCCAA championship meet [they have won three in a row], and the men have been a close second in the past couple of years. It would be great to come away with a victory at that meet this year," he said.

The team focuses on the NCCAA championship meet and the MOC championship meet. "I think both teams have a good shot at winning the MOC meet," Orchard said.

The next five months will be the

opportunity for the individuals on the team to call on their many hours of conditioning, as well as on their teammates, to execute the team's

purpose: to compete. The team officially opened its inter-collegiate season on Jan. 17.



Junior distance captain Eric Crawford leads the team in praying for witnessing opportunities. Photo by D. Blackburn.

NAACP opposes Thomas, reveals veiled liberal agenda

Trip Radke

Staff Writers

A prominent American individual has recently drawn the ire of the NAACP, the National Association for the Advancement of Colored People. Could it be David Duke, the former Grand Dragon of the Ku Klux Klan? Maybe it's one of the officials with the Central Intelligence Agency, which has reportedly distributed narcotics into California's black neighborhoods. Perhaps the embodiment of such evil could be Tupac Shakur, the fallen gangsta rapper who often spoke of and indirectly advocated black-on-black violence.

The real recipient of the NAACP's anger is an unlikely gentleman: Supreme Court Justice Clarence Thomas. Justice Thomas was scheduled to speak next week at the annual fund-raising banquet for the Boys and Girls Club of Maryland and Delaware. The Festival of Youth is an event organized to benefit children in the major communities of both Maryland and Delaware.

In December of 1996, Hanley Norment, the president of the Maryland chapter of the NAACP, met with the organizers and sponsors of the Festival of Youth. Norment met with the parties to, "question the wisdom of civic-minded people to invite someone who is divisive and polarizing." According to various news releases, an NAACP spokesperson proclaimed, "The Supreme Court Justice offers the wrong role model to young blacks."

The Maryland and Delaware chapters of the NAACP decided in

a special meeting held on Dec. 14, "To do all we could to organize a demonstration," in opposition to Justice Thomas' appearance.

Fearing that the furor over his appearance may bring controversy to the Boys and Girls Club banquet, Justice Thomas canceled his scheduled appearance. In a letter faxed Tuesday to Mr. George Krupanski, executive director of the Boys and Girls Club of Delaware, Justice Thomas explained, "I do not think that it is prudent or wise to put children in that position, even though I do not personally object to peaceful demonstrations by those who have contrary views or opinions."

In response to Justice Thomas' withdrawal, Krupanski said he was disappointed, but explained that he, "respects and appreciates Justice Thomas' concern for the children we serve and the atmosphere of the festival."

The NAACP warned that Justice Thomas is a poor example for black youth. What a ridiculous assessment. With all the scandals tainting so many public officials, Thomas remains a man of nobility and character. Courageously moving past scurrilous accusations intended to ruin his reputation and career, Thomas has, since 1991, displayed dignity and honor in his work on the nation's highest court.

Perhaps the reason the NAACP faults Thomas is his view of government and its role in the civil rights agenda. Thomas' view stands contrary to those espoused by many civil rights organizations. In addition,

Thomas has achieved his successes in life through methods other than those advised by these organizations. Thomas is an example for minorities, and his message is that there are other ways to achieve upward mobility than relying on government policy. These methods may be perseverance, discipline and dedication.

Thomas endured Yale, perhaps the country's most demanding law school, and worked his way up from a Senate staffer to a U.S. district court judge, later to be appointed by President Bush to the Supreme Court. As only the second black man ever to sit on the Supreme Court, Thomas should be adored by the minority community as an example of determination and hard work.

The NAACP's P.C. police have outdone themselves this time. The organization, which was formed in 1911 and essentially founded to encourage the advancement of colored people, is now attacking one of its own race. What is happening? Do the laws and principles advocated and encouraged by the NAACP only apply to those who subscribe to government handouts and intervention programs? Does a man who has succeeded and achieved a powerful position purely on initiative and hard work relinquish all the encouragement and support the NAACP would otherwise provide?

Contradictions are abounding, for if you look at the NAACP charter you will find that the organization should be protecting and

supporting Justice Thomas. The NAACP charter reads, "We have repeatedly rejected the voices of hate and separatism, seeking to bind old wounds and unify our nation. Today after years of unrelenting struggle, we affirm our commitment to the American Dream—an integrated society rich in diversity and equally open to all. We invite all Americans to stand with us...wherever Americans of good will and decency reside—they are welcome to join our ranks until freedom for all is won."

With principles such as the aforementioned, why does the NAACP refuse to support strong, educated black men such as the former Ambassador, Dr. Alan Keyes? Where was the NAACP when Dr. Keyes was handcuffed and forcibly dragged out of one of the Republican primary debates?

Why does the NAACP work to discredit black conservative voice, Armstrong Williams, through press releases and seminars? Williams, an advocate of rugged individualism, has been dubbed one of the most dangerous voices in America by the NAACP. Williams believes, "Prejudging someone denies both the judged and the judge the benefit of contributions that people of many racial heritages make to this country."

Why does the NAACP continue to support candidates who spew language of hate and racism? NAACP favorite son, Missouri Rep. William Clay, sent an open letter commenting on Connecticut GOP Rep. Gary Franks' Novem-

ber loss. Clay, a black man, wrote, "Franks' foot-shuffling, head-scratching 'Amos and Andy' brand of 'Uncle Tomism' ran its course," and later described Franks as a, "Negro Dr. Kevorkian, a pariah, who gleefully assists in suicidal conduct to destroy his own race. The goal of this group of Negro wanderers is to maim and kill other blacks for the gratification and entertainment of...ultraconservative white racists." To this attack, Franks merely responded, "Obviously Bill Clay is not a supporter of mine, but I wish him godspeed."

Why does the NAACP repeatedly attack the efforts of the conservative community to assist those in need? Dr. Ralph Reed and his Christian Coalition raised nearly one million dollars to be distributed among needy churches burnt in the recent wave of attacks. NAACP leaders advised pastors not to accept the money because it was, "tainted by centuries of hate."

And finally, why does the NAACP attack Justice Thomas? A man of enviable achievement, Thomas should be revered by the minority community. I can see the caption they could run on NAACP promotional posters, "Justice Thomas stayed in school, earned his degree, and now, as one of the most powerful black men in America, he's changing the country." Thomas is a model for everyone, regardless of color.

NAACP President Kweisi Mfume did release a statement, three days after Justice Thomas had already declined his invitation, denouncing the Maryland and Delaware NAACP's efforts. Though Mfume may have been making a genuine attempt to speak out against the local NAACP chapters, his efforts, while late and shortcoming, were most likely damage control and spin. The national leadership knew of the planned protest before Justice Thomas declined and should have censured the local chapters earlier.

The NAACP continues to side with and back only the likes of the Rev. Jesse Jackson, The Rev. Al Sharpton (the rotund "prophet" whose notoriety stemmed from throwing a chair at a guest during his Geraldo Rivera appearance), and our President Bill Clinton. In the interest of truth in advertising, they ought to change the organization initials to NAALCP, the National Association for the Advancement of Liberal Colored People.

I can just imagine the anger of W.E.B. DuBois, rolling over in his grave, enraged to learn that the leaders of the organization he helped found, are now wearing hoods.

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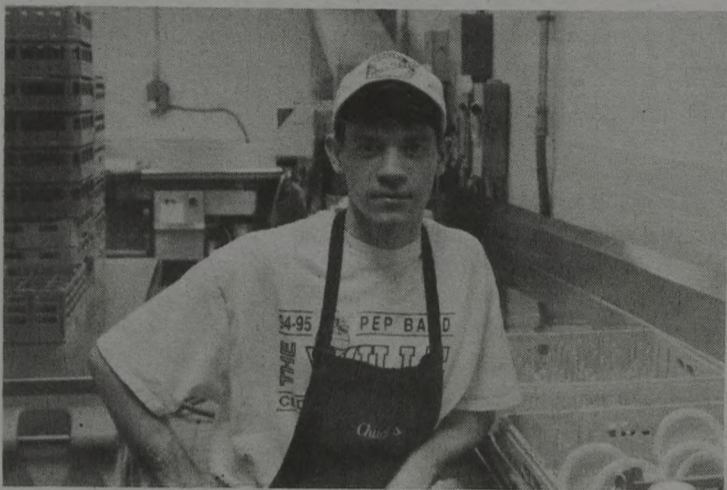
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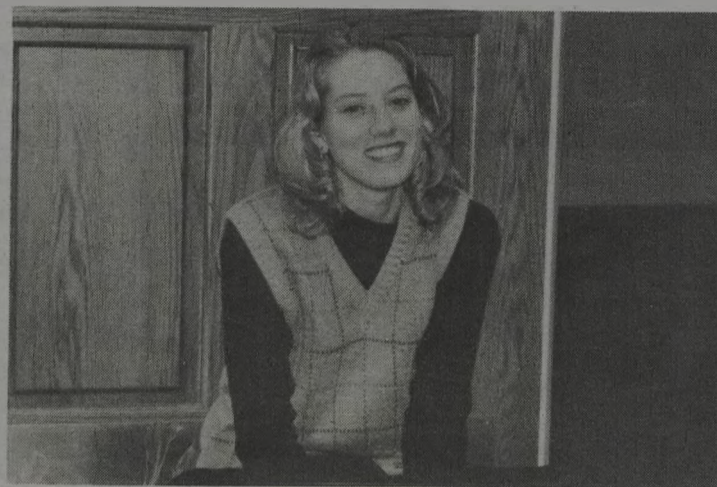
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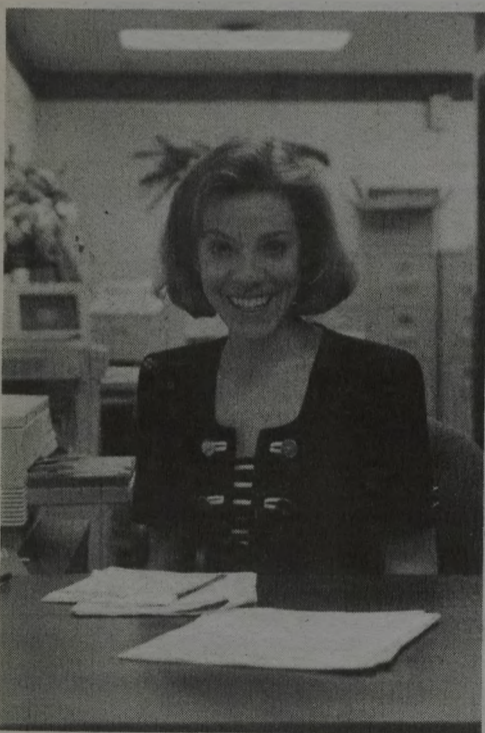
"What are your spring break plans?"



Ben Kanzeg, senior history education major is going to Brazil to student teach. During the first four days he will be grading U.S. history tests.



Joy Beitler, senior Christian education/communication arts major is traveling with the track team to Florida. They will be competing in a meet in Tallahassee.



Jenny Bryant, Administrative assistant in the Financial Aid Department has no plans for spring break whatsoever. Staff only get one day off-what a crime.



Presian Smyers, junior biology/secondary education/pre-seminary major plans to have "an adventuresome excursion in the backwoods... camping and backpacking."



Emily Wiljamaa, junior organizational communication major is going to Miami Florida with Habitat For Humanity.



Heidi Fuller, junior Bible major has a road trip out West planned. Her trip includes time with native Americans on a reservation.

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