

FBI arrests Comm associate dean on child porn charge

By Leopold Spohngellert &
Owen Robinson
Staff Writers

Assoc. Commerce Dean Michael Morris was arrested and charged by the FBI with distribution or reception of child pornography Wednesday morning. He has since been placed on leave by the University.

The FBI arrested Morris at his home in Crozet, Va. and searched the premises through the afternoon. He is being held without bail and has a preliminary hearing scheduled for Nov. 18.

According to court documents, Morris logged on to a child pornography video sharing service 192 times between Jan. 3 and Oct. 28 of this year.

In addition to paying for a password-protected account, Morris also downloaded several videos in January and March. The videos included females as young as 8 years old engaging in sexually explicit acts with adult males.

An undercover FBI agent tracked a number of videos from the website's server to Morris' computer, prompting the on-going investigation that led to his arrest.

His activity on the peer-to-peer server dates back to at least January 2012, but likely earlier. The username the FBI captured while he was using it on his University IP address has been active since 2006 and Paypal payments to the server from Morris' U.Va. email were first registered in 2010.

Morris started working at the University in January 2007 and was suspended once the University learned he had been charged, University spokesman McGregor McCance said.

"The University is cooperating fully with the on-going investigation and has suspended the professor pending completion of the investigation," McCance said.

According to Alice Dornemann, Morris' neighbor, those who lived around him were taken by extreme surprise.

"People are in a state of shock — just totally shocked," Dornemann said.

Dornemann described Morris as "very quiet" but otherwise friendly. She said that no one in the neighborhood knew him to behave strangely and that no one ever expected something like this to happen.

This week's events have made "everyone feel uneasy" in the neighborhood Dornemann said. She and others were taken aback when FBI agents arrived in Crozet around 7 a.m. to arrest Morris while "he was still in his pajamas."

Morris worked at the Air Force Institute of Technology and as a Visiting Professor at the Helsinki School of Economics and Business Administration before coming to the University in 2007. He specializes in information technology and the adoption of new technologies.



Grad schools welcome more Indian students

University bucks national trend, continues to see annual Chinese business student growth, Trella says

Lital Firestone
Senior Writer

A new report from the Council of Graduate Schools said in 2013 there was a 30 percent increase in admissions offers to Indian students to graduate schools in the United States, while there was a decrease in offers to Chinese students.

The recently released “Findings from the 2013 CGS International Graduate Admissions Survey” was based off a survey population of 507 United States colleges and universities, which were members of the council as of September 2013.

International students constitute about 15 percent of all graduate students in the United States, according to the report.

Enrollment of students from China in American graduate

schools decreased by 5 percent, ending three successive years of double-digit growth in the demographic.

The council findings were somewhat different than the University’s demographics, said Phillip Trella, the assistant vice president for graduate studies.

Trella said the University has seen a steady increase of Chinese graduate students from 8 percent in 2012 to 10 percent in 2013. Trella attributed the constant growth to the University’s recruitment efforts in China.

“The bottom line for China is relative stability,” he said. “We’ve become much more active in thinking globally at U.Va. ... [and] the University is opening a new office in Shanghai.”

Trella said the University saw the biggest international enrollment increases in business programs and, to a lesser extent, engineering programs. He said enrollment in physical and earth sciences programs remained relatively stable. “Darden has doubled the amount of time they’re spending in China, and they spend a lot of time cultivating



Thomas Bynum | The Cavalier Daily

The Darden School of Business, above, saw the largest increase in international student applications among graduate programs, according to Phillip Trella, assistant vice president for graduate studies.

relationships with alumni there,”

he said.

Pamela Norris, the associate dean for research and graduate programs at the School of Engineering and Applied Science, said she did not see any major trends in her school’s international applications. “Our fluctuations vary so much from year to year from applicants for each of these countries,” she said.

Norris said that in contrast to the council’s findings, the Engineering School saw a significant increase in admitted students from China, and about a 10 percent decrease in student applications from India.

“When you see an increase [in applicants] from one country, often that means faculty have established research collaboration in that country,” she said.

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The University has seen a steady increase of Chinese graduate students from 8 percent in 2012 to 10 percent in 2013.

College begins annual budget process

Tuition, state revenue fund 61 percent of school’s roughly \$190 million spending plan

Caelainn Carney
Senior Writer

The College and Graduate School of Arts & Sciences recently began constructing its budget proposal for the 2014-2015 school year. During the next few months, the College will work to organize its proposal before submitting it to the University in February.

Richard Myers, the senior associate dean for administration and planning, said the College uses the budget from previous years as a baseline for creating a new budget.

“We don’t start from scratch each year,” Myers said. “We have many base budget expenses and commitments. Most of the budget we have is fairly predetermined from one year to the next.”

But Myers said the College goes beyond simply looking at past budgets in setting one for the following year — it considers new proposals and investment opportunities each time it constructs its budget.

“We determine through a financial planning process what we think we’ll be able to invest in from one year to the next,” Myers said.

Myers said the College bud-

get is generally about \$190 million dollars. For the 2013-2014 budget year, the College budget was \$185 million dollars.

University spokesperson McGregor McCance said in an email that the budgeting process will change beginning with the 2014-15 academic year.

“The current [and] historical approach is that the budget as it relates to funding from tuition and state appropriations is based on the prior year,” he said. “However, the new budget model which will be implemented for 2014-15 will change this approach and the part of the budget [generated by tuition and

state appropriation] will be more closely related to actual activity [such as the number of students taught], rather than the previous year’s amount.”

Even now, not all revenue is not available to spend at the College’s discretion — certain revenue streams, including endowed professorships or some alumni’s donations, are earmarked for specific purposes.

“We get a state general allocation for the University,” Myers said. “We have more discretion on how those dollars are used relative to a restricted endowment or a restricted gift.”

According to the 2013-2014

budget summary, 61 percent of the College’s funds came from tuition and state general funds. Private funds, such as endowments and gifts constituted 19 percent of the College’s funds for the 2013-2014 budget year.

The College tries to spend most of its funds on teaching, research and service. Beyond those needs, the budget for the College lists recruiting and retaining faculty as well as renovations to Gilmer Hall and the Chemistry Building as top priorities in coming budget years.

The Board of Visitors will set a University-wide budget in the late spring.

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University officials found Center for Global Inquiry

Following national trend, University devotes energy to increasing international research efforts; founders predict student role with projects

Chloe Heskett
Senior Writer

University officials announced last Monday plans to bring global research to the forefront of the University with the creation of the Center for Global Inquiry and Innovation, to be directed by History Prof. Brian Owensby.

The new center will establish an

infrastructure to “encourage and galvanize U.Va. faculty to begin thinking of part of their research lives as being potentially involved in broad global research issues,” Owensby said in a University press release.

The center will replace the Center for International Studies, building on the previous center’s work while focusing on research efforts and enhancing a global focus.

“Faculty have long been involved in international collaborations and that will not change,” Owensby said in an email. “But a new set of challenges, defined by their global scope, has begun to emerge ... Countries all over the world, from the Eurozone to China to Brazil are articulating research agendas focusing on global issues, [and] U.Va. needs to figure out what our role is at the global semi-

nar table and in the global lab.”

Although faculty will lead the way in global research, Owensby hopes the center will extend research opportunities to undergraduate students as well by offering chances for collaboration with faculty on research problems, much like those offered through research experiences for undergraduates in STEM fields at the University.

“Imagine small teams of students designing research problems and undertaking research in collaboration with faculty,” Owensby said. “Indeed, the new Global Studies major will undoubtedly stoke the fires for this sort of thing.”

Owensby previously served as chair of the history department from 2009 to 2012. He has been a history professor at the University since 1994.

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O
opinion

Comment of the day

"I think the real question we need to answer here is - Are we human, or are we dancer?"

"Brandon Flowers,"
responding to the
Emma DiNapoli's Nov.
6 column, "Beautiful
and useless."

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LEAD EDITORIAL

The downside of disruption

Dissecting the latest higher-education buzzword

At the University, the importation of business jargon into conversations about higher education tends to raise our hackles. When it comes to vacuous buzzwords, "strategic dynamism" is the one we know best.

"Strategic dynamism," however, is a false foe — passé before it became parody after the botched ouster of University President Teresa Sullivan two summers ago. Higher-education leaders now must contend with a host of other business terms pounding on the boardroom doors. One term that threatens to be particularly damaging, at least when bandied about unthinkingly, is "disruptive innovation."

Harvard business professor Clayton Christensen introduced the term "disruptive innovation" in his 1997 book "The Innovator's Dilemma." Christensen defines "disruptive innovation" as a process by which a product or service starts at the bottom of a market and then moves up, displacing established competitors on the way. Personal computers, for example, were a disruptive innovation that displaced mainframe computers, in Christensen's view. To count as a "disruptive innovation," the new product must be simpler and more affordable than the product it displaces.

"Disruptive innovation" entered conversations about K-12 education in 2008 when Christensen published

"Disrupting Class: How Disruptive Innovation Will Change How the World Learns." Christensen co-authored the book with Michael Horn, who currently serves as the executive director for education at the modestly named Clayton Christensen Institute for Disruptive Innovation. The book argued that the key to addressing students' individual learning needs was "disruptive innovation" — which, in this case, would take the form of customizable online instruction.

Now, "disruptive innovation" is making its way into conversations about higher education. In a Nov. 1 New York Times article, Christensen and Horn compared MOOCs to steamships. Within a century, steamships put transoceanic sailing-ship companies out of business. Similarly, the two disruptive innovators argued, online learning was going to transform higher education. The problem is that colleges aren't doing enough: schools need to "fundamentally transform" their model, instead of merely incorporating technology into existing pedagogical methods.

In June 2012 University faculty bristled at "strategic dynamism" because for them the phrase signaled an intrusion: an invasion of corporate language — and, by extension, corporate ideas — into the hallowed domain of the academy.

Why does it matter what words we use to talk about higher education? Because the terms we employ often stack the deck one way or the other. It is hard to argue against what you perceive as the corporatization of the academy if you are compelled to speak in corporate language.

But we need not issue an embargo on business terms and business principles. The University is, of course, a business, and applying business concepts to discussions of the University's future is essential.

Nonetheless, we should regard terms like "disruptive innovation" with some suspicion. In this case, the problem does not lie with "innovation" (a vague but innocuous term) but with disruption. The phrase "disruptive innovation" unthinkingly promotes upheaval as a virtue. Entrepreneurs preach disruption much as Marxists urge revolution: capitalists and anticapitalists alike seem to yearn for transformation that comes from below. But disruption, like revolution, comes with costs.

To see "disruptive innovation" being applied in an academic setting with painful results, we need look no further than the University of Wyoming. Since Robert Stenberg assumed the Wyoming presidency four months ago, a provost, three associate provosts and four deans have resigned. Stenberg

asked several of these senior administrators to step down, much to the faculty's chagrin. The wave of departures has destabilized — Christensen would say "disrupted" — Wyoming's campus.

Stephen Easton, dean of Wyoming's College of Law, resigned in protest against Stenberg's leadership style. He wrote in an open letter that important decisions about the College of Law had been made without properly consulting him or other faculty.

Wyoming professors have described a "climate of fear" that has damaged their trust in the administration.

Stenberg, meanwhile, has turned to "disruptive innovation" to defend his aggressive pace of change. He batted off criticisms of his leadership style by telling The Chronicle of Higher Education: "When someone comes in as a disruptive innovator, metaphorically, it's like an antibody attack ... They attack objects not because they're harmful but because they're foreign. The result is predictable."

All leaders who face criticism — from petty tyrants to Board of Visitors members — use rhetorical strategies to defend their decisions. "Disruptive innovation," like "strategic dynamism," is an inadmissible defense. Giving primacy to disruption — assuming that upheaval is always good — requires more evidence and more thought.

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Why honor codes work

Honor codes do, in fact, reduce cheating at universities

Nazar Aljassar
Opinion Columnist

Yale Daily News guest columnist Yifu Dong wrote a column last week called “Honor without a code.” Dong challenged the necessity of honor codes at universities, maintaining that they are “superficial and superfluous,” ineffective and encourage cheating for many students.

Dong’s argument falls apart for several reasons. His assertion that a considerable number of students cheat “to rebel against the system” because honor codes “only reinforce the thrill of rebellion” like underage drinking laws is baseless. Extensive evidence demonstrates that students at schools with honor codes are much less likely to cheat than students at other institutions. Researchers Donald McCabe and Linda Trevino, who arrived at this conclusion in 1993, conducted a qualitative study in 1999 in which they determined that “[students at institutions with honor codes] refer to the honor code as an integral part of a culture of integrity that permeates their in-

stitutions.” The number of students who “[cheat] for fun” and are “glorified by tales of their successes,” as Dong writes, is insignificant next to the number of students who buy into honor systems. For Dong to frame half of his discussion of honor codes around this weak hypothesis is absurd.

Dong goes on to write that “the idea of an honor code more or less reflects the concept of collectivism.” What Dong fails to understand is that honor codes are equally individualistic. While a goal of the honor system at the University is to preserve a community of trust, the system ultimately aims to cultivate personal honor in each student at the University.

“[Cheating] is not just wrong,” Honor Committee Chair Evan Behrle said in an interview. “It’s in fundamental violation of what makes a community strong and an individu-

al strong.”

Furthermore, the argument central to the column operates under the assumption that honor codes exist to prevent cheating. If this were the sole objective of honor codes, then I would agree with Dong that “all of the principles in an honor



Unlike undergraduate academic regulations, honor codes are not simply terms and conditions that prohibit lying, cheating and stealing.

code should already be covered by [Yale’s] undergraduate regulations.”

But the purpose of honor codes extends beyond preventing academic dishonesty.

“An honor code, especially at the University, is about more than not cheating,” Behrle said. “It’s supposed to be a way of life.”

Unlike undergraduate academic

regulations, honor codes are not simply terms and conditions that prohibit lying, cheating and stealing. At schools like the University where there exists a student-governed honor system, an honor code is a social contract between each individual and his or her peers. The honor code creates a culture of integrity on which students pride themselves.

Such an abstract idea is best communicated anecdotally. For example, the Honor Committee recently held a “Tell Your Honor Story” event in which students shared their positive experiences with the honor system. Although I have only been a student at the University for a few months, I’ve enjoyed being able to leave my laptop in the study rooms of Balz-Dobie without fear that it could be stolen. The University’s culture of honor affects the surrounding areas as well. One only has to walk down the Corner to see a Virginia Honor sticker at the entrance of Littlejohn’s.

Research in behavioral economics corroborates the idea that honor codes are useful in encouraging honesty. Duke economist Dan Ariely and his colleagues conducted a

study in which 450 students at the University of California at Los Angeles were asked to complete several mathematics tasks, view the correct solutions and report their scores. After the experiment, students were paid according to their performance. Half of the students in the experiment were reminded of their school’s honor code. Ariely observed that these students reported significantly lower scores, which suggests that students reminded of the honor code cheated significantly less. Reminders of ethical standards such as honor codes bring to awareness an understanding that cheating constitutes a violation of one’s ethics.

Qualities of trust and honesty are certainly not absent at schools without honor codes such as Yale; however, it is undeniable that honor systems, especially those that are supported by a culture of integrity, are effective at any university.

Nazar Aljassar is an Opinion columnist for The Cavalier Daily.

ENWR takes you far

No first years should be exempt from the first writing requirement

Jared Fogel
Opinion Columnist

I don’t care if you’re an Echols scholar. I don’t care if you got a great writing SAT score, and I don’t care if you got a 5 on your AP English Language exam. There should be no exemptions from the first writing requirement.

Whether it’s for lab reports, research papers or regular essays, writing is an integral part of obtaining a college education. Well-rounded students must know how to write well. So I haven’t been able to grasp why the University feels the need to give certain “selected” students a free pass when it comes to taking a required writing course. Such a system suggests that these premier writers need less practice than the rest of us.

From the start of college, I’ve noticed a contrast in the type of writing that’s required of college students compared to what’s required of high school students. High school focuses more on the five-paragraph essay style whereas college puts more stress on solid thesis statements. The fact-based writing characteristic of high school contrasts colleges’ emphasis on interpreting and analyzing

those facts. First-year writing caters to these differences.

I’ll admit, after taking AP English Literature as a senior in high school, the difference isn’t drastic, but it’s still there. AP English Literature focuses more on analyzing literary devices and rhetorical strategies writers use and less on students forming their own unique arguments. The framework for academic arguments I’ve learned from my ENWR — Common Ground, Status Quo, Destabilizing Moment, Consequences, and Resolutions — was absent from any high school English class I took. Without the help of a first writing requirement, there is no way to know whether your writing fits this framework and measures up to the college standards.

My argument does not discredit the results of AP English Literature exams or SAT scores. If you can write three killer essays in two hours or one killer essay in 20 minutes, more power to you. But this should be no indicator of whether you can properly form a college-level academic argument as taught in first required writing classes.

No matter what their writing level is, students should always be improving and learning from their

writing. Writing as well as the reading that comes with English courses helps students express thoughts, expand vocabulary and improve reasoning and critical thinking. Yet writing is useful in more arenas than academics. Writing also translates into the workplace. Doctors must write medical reports; business managers must write financial reports and psychologists write articles or journals on their work.

As first years, at least in the College, it is imperative that students take a multitude of introductory classes to find their interests. These introductory classes, as well as most of the 1000-level courses at the University, will tend to be on the larger side in terms of student size. Thus a first writing requirement, all of which possess a 30:1 student faculty ratio or better, offers what other classes cannot: the ability to speak, express thoughts and ideas and form arguments and

questions.

Although large classes have discussions and labs to attempt to cater to student understanding, I find that the interactive nature of writing courses best stimulates critical



No matter what their writing level is, students should always be improving and learning from their writing.

thinking than any other courses I’ve taken as a first year.

Of course, this argument may infringe on the AP exemption discussion that has enveloped two previous opinion columns. If students can use AP Biology credits, why shouldn’t they be able to use AP English credits? As I stated before, writing is too entwined in every other discipline of study to “skip” over. Unlike an introductory biology or psychology class that merely repeats most of the information learned in AP classes, first-year writing classes overlap in no way with AP English Literature or Language. Students can even choose what topic they would like to cover in ENWR to ensure that this is the case.

The University also allows students to submit a portfolio of academic writing in lieu of the first writing requirement (though the portfolio must pass muster). This option should also be revoked for all students except transfers, who may have already taken writing classes their previous year of college. Otherwise, compiling a group of three academic argument essays should not take the place of classroom style learning nor should they replace the best resource students have to improve their writing: teachers.

Ultimately, writing and reading serve too high a purpose in college and our society to be overlooked through exemptions. In all honesty, students should have a required amount of writing each semester, but that would be impossible to measure or ensure. Great writers are formed through years of practice, and placing out of a writing class will certainly degrade a great writer instead of making him a stronger one.

Jared Fogel is an Opinion Columnist for The Cavalier Daily.

Weighing the outcome

The Cavalier Daily should have more thoroughly covered both sides of the Virginia elections

Christopher Broom
Public Editor

The Cavalier Daily put a lot of time and resources into covering the recent Virginia elections. For the most part I think they did a good job. Articles covering candidate platforms, financial and donation information and opinion pieces from students on the candidates for governor offered good depth and breadth of information. As one online commenter noted on the Terry McAuliffe platform summary, it is difficult to choose categories on which to compare candidates. I agree with the commenter that more information about candidate stances on important but excluded issues like same-sex marriage and K-12 education would have strengthened the articles.

The Cavalier Daily is to be commended also for not excluding Libertarian candidate Robert Sarvis from their research and writing. He was a significant factor in the race and deserved the same level of analysis as the other candidates. That said, I was perplexed by the comparatively

small amount of information on the attorney general race. The candidates for attorney general were excluded from the platform descriptions and only total donation information and a chart about in state versus out of state donations were included in “Follow the Money” in the Nov. 4 print edition. This is one of three statewide offices and an office that can have direct effects on Cavalier Daily readers. The race deserved more coverage than it was given.

While much of the election coverage was good, other parts left me troubled. I’ve written before about multimedia content on The Cavalier Daily website, particularly the videos. I engaged in email conversation with one reader about whether some videos betrayed a bias on the part of The Cavalier Daily. I felt they didn’t. That was based in part on an idea I wrote about on Oct. 6, that very often, especially in a college newspaper, events are covered rather than issues. I wrote that including opposing beliefs or viewpoints in every story is unnecessary and may even compromise the story.

Elections, though, are different.

The Cavalier Daily produced and published online, on Nov. 4 — the day before the election — a video of former President Bill Clinton and now Governor-elect McAuliffe speaking at a campaign event in downtown Charlottesville on Oct. 30. The video consisted entirely of short clips of Clinton and McAuliffe giving their stump speeches. There were no interviews

with people who came to the event, and there was no analysis and there was no other attempt to place the event in any context.

There are at least two things that give me pause about this video. First, while not every story or event has opposing views that should be included or at least given equal time, elections

are not like other stories or events. In this case there were at least two other perspectives that should have been given similar treatment; campaign stops by Ken Cuccinelli and Robert Sarvis, both of whom had events in Charlottesville in the last week of the campaign. Leaving out the other two

candidates flies in the face of giving equal time to candidates in elections, which

most news outlets try to do, and for good reason. Giving one candidate what amounts to a two-minute free advertisement just doesn’t work especially when there was no particular reason that the video needed to be made and didn’t need to be posted prior to the election.

The second thing that bothers me is that it is posted in the “Mul-

timedia” section of the website. In thinking about these videos, especially those that cut across news topics, I realized that I’m unsure how to assess them. News stories are labeled as such and Opinion pieces, while at times confusingly named, are also so identified. Readers can disagree with opinion pieces but bias is an irrelevant consideration in those instances; they’re opinions. News stories whether written or in other forms are judged on different criteria. When videos like this are posted under a different heading, readers are left with no way to determine how they should judge the content. News pieces, regardless of format, should be labeled as such and The Cavalier Daily should err on the side of presuming that a more distanced, aloof stance should prevail when reporting stories like this one.

Christopher Broom is The Cavalier Daily’s public editor. He can be reached at publiceditor@cavalierdaily.com or on Twitter @CDPublicEditor.

TRUST A TRUSTEE

Make a change

Students at the University must recognize their opportunities

Brandon Moores
Guest Columnist

A man I respect more than anyone else once told me that every morning when I wake up, I should, “think of all the opportunity that has been given to me today,” and start my day accordingly. Now this advice was given to me as a way to look at difficult situations and change my mindset for the challenges ahead of me in life and my daily routine. It was a tool to frame challenges as opportunities, to be an optimist when situations look bleak. This advice has proven to be immensely powerful to me in managing my stress level, how I approach problems and how I go about my life every day. But I do not want to discuss managing one’s stress, happiness and life outlook. I want to talk about the real power behind this advice. The truth behind these words is taking its literal meaning: it is realizing that being a University of Virginia student offers us un-

paralleled opportunity every day.

This past week, a group of fourth-year friends and I were talking about the semester, and came to the realization that we are rapidly approaching final exams. This was terrifying not from an academic standpoint, but from the painful reminder that we are only a little over a semester away from walking down the Lawn and into the real world. This realization, I believe, is what gives some real power to this message—not only for fourth year students, but for anyone at U.Va. who reads this column. We all have a limited amount of time here at this special place, and it would be wrong not to wake up and seize the op-

portunities that have been given to us. I want to challenge everyone to make a change to their U.Va. experience as it currently is. Opportunity at U.Va. comes in many different shapes and forms. It can be taking a class that you wouldn’t have taken otherwise, because you realize that this may be the last semester you will ever have to sit in a classroom and have the opportunity to learn about a new concept that you would never have learned about otherwise. It could be exploring what the University has to offer in the way of the arts. It could even be as small as checking out the observatory and having the opportunity to gaze at the

stars.

Opportunity doesn’t even have to be related to academics. It could be cheering on a sport you have never watched before. It could be stepping up and taking on a project for a CIO you are involved in. It could be meeting new friends or going to a new spot on the Corner. It could be going to a Trustees event. It could be asking someone out on a date. It could even be just talking to someone new and breaking the mold of your daily routine. It could be anything. It just has to be something new, something that Virginia has given you an opportunity to take advantage of, that you wouldn’t have done otherwise.

The point I’m trying to make is that we need to make the most of our time here at U.Va. This school offers a unique blend of academics, student self-governance, extracurricular breadth and diversity of people, backgrounds and experiences. It gives us access to knowledge and experiences that will never be so

readily at our fingertips than as they are right now. It will never be as easy to meet new people as it is now and we should take advantage of getting to know a diverse set of world views and outlooks on life. This place offers us a tremendous amount of opportunity to try new things and we only have four years to take advantage of it. I am not asking you to make drastic changes, just make some kind of change. I know I have been guilty of following my daily routine and not stepping out of my comfort zone. But when I have broken out of my daily mold, I have found those instances to be the most rewarding parts of my U.Va. experience, and I think we should all seize this “opportunity that has been given to us” to make the very most of our time at the University.

Brandon Moores is a fourth-year Commerce student and the presidnet of Fourth-Year Trustees.

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Obstructing the path

Students should not label themselves as ‘math’ or ‘humanities’-oriented

Meredith Berger
Opinion Columnist

After semesters of struggling to fulfill my natural science and math credits, I have come to the conclusion that I am no more a math person than second-floor Clemons is a real library.

Many others struggle with certain subjects. I commonly overhear students categorize themselves as either humanities-oriented or math-and-science-oriented. We tend to believe that we are predisposed to be good at one or the other, but not both. Yet new studies prove otherwise.

Recently conducted studies from Purdue University show that there are two different types of students. There are some who are geared toward “incremental orientation,” which means they believe their ability to learn is malleable and can increase with effort. Then there are students with “entity orientation” who believe intelligence is fixed and does not increase with effort.

The entity orientation is what I, and many other students, struggle with. It is harmful to perceive ourselves as either mathematically gifted or mathematically challenged, and to believe we are stuck in those molds. The reason for this type of thinking is analyzed by Miles Kimball and Noah Smith, who say it derives from our development early in school.

Kimball and Smith are experienced math professors and teach economics at the University of Michigan and finance at Stony Brook University, respectively. They claim they have witnessed the exact moment in a student’s life when the student decides whether he or she is less inclined for mathematics.

They write: “Different kids with different levels of preparation come into a math class ... The unprepared kids, not realizing that the top scorers were well-prepared, assume that genetic ability was what determined the performance differences. By deciding that they

‘just aren’t math people,’ these students don’t try hard in future classes, and fall further behind. The well-prepared kids, not realizing that the B-students were simply unprepared, assume that they are ‘math people,’ and work harder in the future, cementing their advantage. Thus, people’s belief that math ability can’t

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We tend to believe that we are predisposed to be good at one [subject] or the other, but not both.

change becomes a self-fulfilling prophecy.”

This “self-fulfilling prophecy” is what leads us to think that suc-

cess, and failure, in certain subjects is genetic. I grew up constantly being told I was destined to be a writer because many of my relatives were English professors and authors. I was taught to read and write early on and was praised for everything, even my cheesy rhyming poems. I took creative writing classes, had mandatory “writing time” every day in the summer and worked to cultivate the skill I was told I had. Once in school, I impressed my teachers with my papers, but did poorly on my times-tables “mad minute” exams compared to others students because I had not been preparing.

It is true that we are drawn to one subject over another. Perhaps I am good at humanities because it is something I enjoy doing, but my math skills did not have to fall behind as a result. They did, though, because I was told I was a writer, cultivated that skill and psyched myself out in math and science since I did not believe that’s what I was “destined” to succeed in. Had I

tried harder earlier on to better my math and science skills too, I would have had a better chance of being successful in those subjects.

There is good news, however, for students who suffer from this “entity orientation”: we can force ourselves to become more “incremental” and stop thinking we are naturally bad at certain subjects. We are not doomed or locked into fields. At this point in our lives, it may seem as if our paths are set and that taking the required credits in subjects we struggle with is a huge burden, but it does not have to be. We can succeed in those classes too. All we need to do is stop allowing ourselves to be victims of the self-fulfilling prophecy, and then we can begin to learn and cultivate skills we never thought we had.

Meredith Berger is an Opinion columnist for The Cavalier Daily. Her columns run Mondays.

A touchy subject

The future of books and print reading

Annie Rowlenon
Guest Columnist

The future of books and reading is a touchy subject. It’s contentious, it’s polarizing, and it gets personal. Ask one person their opinion and you’ll get a teary-eyed catalogue of their childhood library. Ask another, and you’ll get an overly enthusiastic harangue about the new Nook.

But in the larger scale of things the future of books has, and will continue to be, a touchy subject in the most literal of meanings. Books are physical; they are solid objects we can interact with. But if you can’t touch a digital text, is it truly there? Are digital editions real, if you can just boil them down to a bit of code and the flash of a screen?

I say yes. They are no less “real” than books are. Like books, digital texts are housed in forms, whether it is an iPad or a Nook or an online archive you access on your PC. They require a physical form to function.

At the same time, books are

no less “alive” than digital texts. They change too, albeit at a slower rate, through new editions, imprints, and print runs.

But questions remain: what are these new media, and how does our identity as a print culture figure into it?

In the summer of 2012 I was fortunate enough to take David White-sell’s Rare Book School course, titled Introduction to the Principles of Bibliographical Description (we call it Des Bib for short). If you haven’t heard, RBS is kind of like summer camp for book nerds. Librarians, grad students, digital humanists, and many others come together during the hot Charlottesville summers to study bibliography in the bowels of Alderman. Students examine

rare bindings, study the history of media, and yes: we touch a lot of rare books.

In this particular Des Bib course we handled hundreds of these objects, investigating how they were assembled — their “formats”. On one particular afternoon we were given the task of thumbing through a group of books to determine their formats. I was sitting at a table with a rare book librarian from the midwest, a bookseller from Oregon, and a grad student from U.Va. The librarian was regaling us with stories about her job:

“So the patron walked in, plopped this battered book in front of me, and he said all proud, ‘I would like to donate this to your library’. It was a second edi-

tion, 1920s, real nice in theory, but I couldn’t take it. It was dog-eared and dirty and someone forgot their gum on page 34. Our conservator would have a fit. So I said to him, ‘look, I’m sorry, but it’s not in good enough condition. We can’t take it. Bring it home and give it to your kids, keep it as a family heirloom.’ So he did. We just can’t take something just because it’s old...”

What interests me about her anecdote is her insistence that an old, battered edition has no place in an academic library. That may be true. There’s only but so much shelf space in an archive, and academic libraries are beginning to swell to capacity. And a gummy, second-rate copy of Woolf probably wouldn’t do so well in the old dog-and-pony show for investors. It probably wasn’t fit for a rare book library after all.

But I would push against the idea that battered old books like these don’t have a place in the academic library. Walk into Alderman and you’ll find editions of George Eliot from the 1870s. You could read her prose exactly as her contemporaries did.

Then go to Special Collections and look at Shakespeare quarto. Look at the book in, and as, history.

It seems to me that touching these objects is important. It’s not enough to see a picture of a rare book. To understand it, you need to handle it, and figure out what it has to say as an artifact.

At the same time, it isn’t enough to just look at the one book. Whitman’s “Leaves of Grass” didn’t stop at the first printing. During his lifetime it went through several editions. By now, it has multiplied exponentially in printed as well as digital iterations.

All media is expressive, and all media houses the traces of its makers. It seems to me that any sort of interaction with a text will yield a story, whether it be by Nook or dog-eared paperback.

Annie Rowlenon is a fourth-year College student majoring in English and music.

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It’s not enough to see a picture of a rare book. To understand it, you need to handle it, and figure out what it has to say as an artifact.



From Guatemala to Grounds

Center for Global Health, Department of Emergency Medicine, international visitors host 'Guatemala Week'

Kelly Seegers
Senior Writer

The U.Va.-Guatemala Initiative, a Center for Global Health program that brings students and faculty together to better Guatemalan communities, collaborated with the Department of Emergency Medicine last week to bring the University "Guatemala Week," welcoming several Guatemalan guests to Grounds and hosting a variety of events.

Throughout the week students, faculty and Guatemalan visiting partners participated in bilingual events, including a film screening, discussions about issues such as healthcare and clean water, a symposium in the Rotunda Dome Room and a "fiesta" to fundraise for two Guatemalan organizations which were founded by University alumni.

Assoc. Medical Prof. David Burt and Jessica Gonzalez, the in-county director of the initiative, began the U.Va.-Guatemala

Initiative as a program specifically for medical students, with the idea that they would gain valuable working experience assisting Guatemalan communities.

"[The initiative] represents an opportunity for the very best type of learning that a place like the University of Virginia has to offer," Engineering Prof. Dana Elzey said.

The Guatemalan partners gave presentations in their areas of expertise, ranging from

women's rights to cardiovascular health. The visitors were able to catch a glimpse of the University community that works with them, while the students at the University were able to put a face with the Guatemalan communities partnered with the initiative.

The first trip to Guatemala was made by a group of Engineering students, named "Team Agua," who planned a construction project to bring water to a Guatemalan community. The follow-up group, "Team Pura I,"

began the water filtration portion of the project. Since then, different groups of students have traveled there to assist with the water filtering system.

"When Engineering students work in a setting where it is not about making profit, it is about improving quality of life ... they learn what engineering should really be about," Elzey said. "It stimulates human creativity and innovation. There is enormous value in these types of experiences."

Faculty members and visiting Guatemalan partners participated in a number of bilingual events throughout last week.



U.Va. stars hit the national scene

Drama Department professors share their experiences with famous alumni

Allie Jensen
Senior Writer

When most students think of famous Drama Department alumni, Tina Fey comes to mind. But many students don't realize there are multiple other distinguished alums who got their start within that same University department. With names ranging from Mark Johnson, producer of "Breaking Bad," to Lear deBessonet, director of public works at the New York Public Theater, the Drama Department has trained professionals who have achieved success both on screen and behind the scenes.

"All of these [famous alums] are wonderful people," Drama Prof. Bob Chapel said. "They were wonderful students and great people in the department. You had a good idea they were going to probably do something out in the world in a bigger way."

Beyond Fey, some of the University's biggest on-screen alums include Sarah Drew and Jason George from "Grey's Anatomy," Sean Patrick Thomas from "Save the Last Dance," Ben McKenzie from "The O.C." and Emily Swallow from "The Mentalist." From the beginning, drama professors noticed exceptional skills in these performers.

"Something that was the hallmark of all these actors was a very particular and lively sense of humor," Drama Prof. Richard Warner said. "They are incredibly playful, imaginative artists."

Many of these performers showed an unwavering commitment to the University's Drama

Department, participating in acting, writing and directing.

"What was wonderful about Tina was that she was really a very good citizen of the building," Warner said. "It wasn't simply that she was here to write or here to act. She really was omnipresent."

Some of these performers even received professional acting opportunities before they actually graduated from the University. At the end of her third year, Drew auditioned for the role of Juliet at the McCarter Theatre, one of the country's top regional theaters. After receiving the part, Drew had to complete classes while working on this career-launching role.

"Sarah [Drew] was a natural," Warner said. "She had an absolute connection to her emotional life — exceptionally so. She was very special from the get-go. She has a sensitivity and vulnerability that was so noticeable, even when she was young."

Other distinguished alums went on to graduate school in order to improve their skills before fully developing their careers.

"Emily played more leading roles for me than any other person who has ever gone through the department," Chapel said. "Emily went right from graduating to the graduate program at [New York University's] Tisch School of the Arts. [From there], she has been in and out of various leading roles at major theaters. She's been on Broadway and she was a regular on a TNT series called 'Monday Morn-

ings.' She just [received] a recurring role on 'The Mentalist.'"

Thomas also participated in Tisch's graduate program before earning his breakout role in "Save the Last Dance."

"There's something quite wonderful about what Sean [Patrick Thomas] does when he smiles," Warner said. "He has the ability to portray someone that is absolutely fierce and absolutely powerful, and in the wink of an eye he can turn that smile into something absolutely joyous. It was my pleasure to help him get to NYU."

Warner also helped prepare George for a graduate program at Temple University, though George soon got picked up for a nighttime soap opera and never graduated. George eventually went to act on "Grey's Anatomy" with Drew in Los Angeles.

"From the [start], Jason [George] was a silver lining guy," Warner said. "I don't think I've ever seen that fellow down-and-out. There's always something just so positive and upbeat about him. He was a generous fellow and he gave a lot of time and energy to projects."

After graduate school, many of these University alums moved to New York or L.A. to work in theater or television. Like Drew and George, McKenzie ended up in L.A. after he received a role on "The O.C."

"Ben [McKenzie] was quiet — there was sort of a James Dean quality to him," Warner said. "He was a very subtle actor. He had a real truthful quality to everything

he did. He was a fearless actor that could erupt. All of a sudden he would explode and his energy would be really watchable."

Although University professors were instrumental in providing critiques and audition assistance, retired drama professor Betsy Tucker notes many students were well on their way to success before they arrived at the University.

"Most of these students came to us with a lot of theater experience," Tucker said. "They knew where they were going, and we were just a convenient laboratory for them for a couple of years. I don't take credit for much of anything, except for giving them good, hard critiques."

During her time working with these students, Tucker warned them about the difficulties of pursuing an acting career.

"I don't encourage anyone to be an actor, because it's a ridiculously hard life and it's not necessarily financially viable," Tucker said. "Not everyone gets a TV series that is renewed. The people who want to do it certainly have to be ambitious and have to be dedicated and willing to sacrifice things like real lives."

Along this vein, the University's Drama Department hopes to provide a broader background for young artists, providing graduates with a liberal arts degree and not a Bachelor of Fine Arts.

"Every professor's legacy is their students," Warner said. "[Some of] ours just happen to be on television."

..... Love Connection: Cole and Anna

Nothing for the boyfriend to be jealous of

Alex Stock
Cavalier Daily Love Guru

The basics:

Name: Cole
Year: Second
School: Engineering
Major: Computer Science
U.Va. involvement: Madison House, WTJU, Outdoors Club, Campus Cookies
Hometown: Meadows of Dan, Va.

About your date:

Ideal date (physical attributes – body type, height, hair color, etc.): None of these are really deal breakers, but ideally she would be slightly shorter than I am, with brunette hair and a good smile.
Ideal date (activity): [She] lets me cook for the two of us, then [we] go walk around downtown, listen to some music and talk about what matters – not just what the other is majoring in. Also, there would be ice cream.
Deal breakers? She has to be able to take a joke, and she shouldn't take life too seriously.

About you:

Describe a typical weekend: I like to be spontaneous. I never really have a set plan for the weekends.
Hobbies: Hiking, playing music, art
What makes you a good catch? It's okay to brag! I have a kitten, and I make a mean bowl of ramen. Seriously, though – I'm a pretty good cook.
What is your spirit animal? The Ben and Jerry's cow
Describe yourself in one sentence: I played football in high school, but no one believes me.



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The basics:

Name: Anna
Year: Second
School: The College
Major: Classics
U.Va. involvement: Marching band, Catholic Student Ministry
Hometown: Roanoke, Va. (not the Lost Colony)

About your date:

Ideal date (physical attributes – body type, height, hair color, etc.): Anywhere in the range from gangly to a little husky, brunette or redhead, 5'7" and above, marvelously chiseled features that would make any organism swoon
Ideal date (personality): A little introverted but not shy, a little quirky but not creepy and a little nerdy but no headgear.
Deal breakers? Anyone who's not Joe Harris. Just kidding – but we can chuck anyone who wears Sperrys seven days a week.

About you:

Describe a typical weekend: Band. Football game. Church. Derping around and not doing my homework. Pretending to be productive by cleaning my room instead of doing said homework.
Hobbies: Playing sax, singing, assembling Ikea-ish furniture, thinking about Latin
What makes you a good catch? It's okay to brag! I have many leather-bound books, and my apartment smells of rich mahogany. Also, I can handle most social situations pretty well – even blind dates. I have some sense of what humor is, and I have some pretty cool interests.
What is your spirit animal? Snoopy
Describe yourself in one sentence: I'm kinda different, but I think it's kinda great.



Anna and Cole met Friday, Nov. 1 at 8:45 p.m. at Old Cabell Hall.

Anna: [I decided to go on Love Connection when] I was just hanging out with my housemates. I thought the questions were funny and I wanted to see if I'd get picked. I wasn't really looking for love – I don't think anyone is when he or she fills it out.

Cole: My roommate [Karsten] did it and had pretty good luck with it, so I figured I'd give it a shot and see how it went.

Anna: It's kind of awkward, because a few days after I submitted it, my ex-boyfriend and I got back together. It kind of made it an ethical dilemma when I got the text – [I wondered], "should I go?"

Cole: I was pretty excited [but also] a little nervous. I didn't really know what to expect. I told my roommates, and that was about it.

Anna: I figured I should do it because I didn't want to be a flake.

Cole: I didn't really go in with any expectations, because I figured that would skew the date a bit. I just tried to go in, go with the flow.

Anna: I was actually five minutes late because I came from marching band. I felt kind of bad about it. At first, I was actually going to sit there and pretend I wasn't there to meet him, but then I realized [since] I was already late, I wasn't going to yank his chain within the first five minutes.

Cole: I got there and waited for a little bit, [but] it really wasn't a big deal because it was five minutes and she was in band.

Anna: No, [he's wasn't really my type]. I had a good time, and I didn't think it was uncomfortable. He was really funny, but I wasn't attracted to him in that kind of way.

Cole: No, [she wasn't my type]. But at the same time, I don't really think that people can have specific types and stick to that.

Anna: It was past 9 p.m. when we got to the Downtown Mall, so a lot of things were closed. We didn't want to go to a bar, so the only thing that was open was Five Guys – which was fine. I like Five Guys, and he apparently did too. Neither of us got the free peanuts, though, which I regretted.

Cole: We talked about a lot of stuff. She's from Roanoke, which is really cool because she's about 30 to 45 minutes away from where I'm from. We talked about extracurricular [activities] and jobs and stuff. We also talked about plays we did in high school.

Anna: I feel like [the conversation] was pretty equally balanced. I wasn't nervous that I was going to talk too much, but I have a tendency to and he was really outgoing. If we did have any awkward pauses, it was only one or two.

Cole: We both were giving and taking in the conversation. It was not really awkward.

Anna: He was really interesting. I wasn't going into [the date] thinking I was going to pursue a relationship, so I was really relaxed and not thinking about [what we had in common].

Cole: I really didn't get a good vibe. She left early – she obviously had plans, but that just struck me as more a friend thing. We formed more of a friendship than a relationship.

Anna: I didn't tell him I had a boyfriend. I didn't think it was important to bring up, but it's not like I was trying to hide it. I think that would have made it tenser. I paid for my own food, and was glad when he didn't offer [to pay].

Cole: After we ate, we walked around for five to 10 more minutes, and then she had to go. We ended up going in her car because it was closer than mine. She drove me back to my apartment – and that was it!

Anna: If our paths cross, I'll say hello – but I don't anticipate planning to hang out.

Cole: [I expected it] would probably be more of a hangout thing, but I'm glad to have met her. I'd rate the date a 6 or a 7.

Anna: I had a good time and I'm glad I went. I'd say a 7 – it wasn't bad.

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Top 1❄️ Ways to Prepare Yourself for Winter

Annie Mester
Life Columnist

1❄️ Eat... a lot

Winter is cold. There's only so much three sweatshirts, six pairs of socks, and your fleece-lined leggings under your jeans can do to prepare you for the biting Charlottesville cold. You'd think because we're pretty South that the weather would be warmer here, but think again. So, it becomes imperative to build up that layer of fat that your Barbour can't protect. TL;DR: eat as much as you possibly can in the next few weeks to build up some insulation.

2❄️ Break out the bean boots and giant sweatshirts

Not that you weren't wearing them already, but they'll cover up that extra insulation layer that you've been working so hard to build up. 'Tis finally the season to sit on your couch complaining about how cold it is, subsequently not moving for hours at a time. Might as well do that with maximum comfort and minimal amounts of non-cotton clothing.

3❄️ Stop doing your work

You need to get into that winter break habit of sitting around and doing nothing sometime, so why not start now? What are finals? The official U.Va. definition: everything that's not a midterm is a final. And here, midterms never end, so by a process of deduction, finals will never start. I can't be the only one banking on someone inventing technology in the next three weeks that will actually make that paper write itself.

4❄️ Take a lot of pictures of leaves and fall clothes

Take it from an Instagram pro: you're going to need some #tbts to get you through the winter. Everyone knows we're at our best when we're our most tan, so it's imperative to maximize those last few weeks of the tan you got from standing on the Hill at Scott Stadium that one time. Plus, it's an unspoken rule that you're only allowed one Starbucks holiday cup Instagram (yes, even if they spell your name backwards and in another language), so save that for when your skin takes on the color of a snowman and all the leaves that are just so #fall are buried under a snowbank.

5❄️ Start singing Christmas carols

Halloween is over which means it's time for Christmas because Thanksgiving just means eating a lot and we all do that anyway. Plus, Trader Joes has already rolled out peppermint-flavored everything, and that's a pretty good way to measure seasonal appropriateness. And I don't know about you, but I'd rather hear "Rudolph the Red-Nosed Reindeer" than being told that you want to hear me roar-oar-oar for the hundredth time.

6❄️ Learn how to knit

Make your own scarves, sweaters, socks, socks for your dog, socks for your grandma- knitting requires spending minimal money and minimal effort and also doesn't require you to leave your own home if you get really cold. Does it get better than that? Taking up knitting is practical life planning for your 80s plus a great way to procrastinate. Why study for that Econ exam when you could knit matching blankets for all of your roommates?

7❄️ Brush up on your basketball knowledge

It's easy to slide by football season because Hoo (sorry, had to) actually makes it past the tailgate, anyway? And all you have to do to look involved at a football game is vaguely motion in one direction for another Cavalier First Down! or sing The Good Ole Song when someone who knows better throws their arm around you. Basketball, though, requires a little more effort. You don't want to be that fan that's the only one cheering when our players are taking a free throw- trust me, everyone else will be quiet. There's no hiding.

8❄️ Start carrying around a pillow and blanket

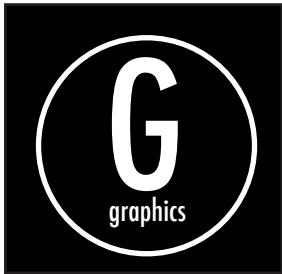
It's inevitable that you're not going to want to walk back from Clemmons to your apartment, so the next logical step would be sleeping there, right? All signs (impending finals, rapidly dropping temperatures) point to Clemmons becoming synonymous with your apartment anyway. We can all admit to taking an 'accidental' nap there once or twice, so why not commit and turn that ten-minute snooze into a few hour long one and call it a night? A blanket and a pillow will make that commitment comfortable. Those booths on the top floor aren't so bad...

9❄️ Stock up on tissues

Tissues are worth a trip to Kroger or better yet, a bulk order off Amazon. Because everything is better and more rationalized via bulk order off Amazon. Just don't let everyone know you're the girl with the tissues- people will borrow and borrow and you'll give and give and then all of the sudden you're sneezing in the middle of your 13 person discussion with that really cute guy and there's snot everywhere but you have no tissues and there's no way to discreetly wipe your nose with paper because ow and ew and then your life is over.

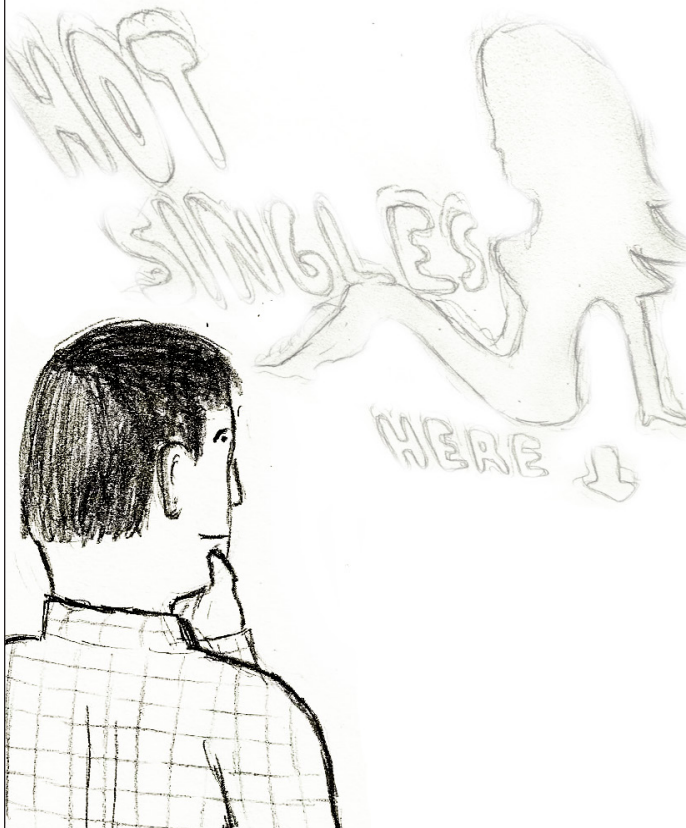
10❄️ Find a snuggle buddy

Companionship is nice. Snuggle buddies don't require much attachment, just a warm body and some comfortable space to lie on. Booths in Clemmons, anyone? Grab a boy, grab a girl, grab that fish you just impulse bought from Petco, grab anyone. Don't be afraid to test the waters a little to find your perfect snuggle fit (it's not me, it's you) because it's imperative you and your buddy have maximum compatibility. One who will bring snacks is always much preferred.



MOSTLY HARMLESS BY PETER SIMONSEN

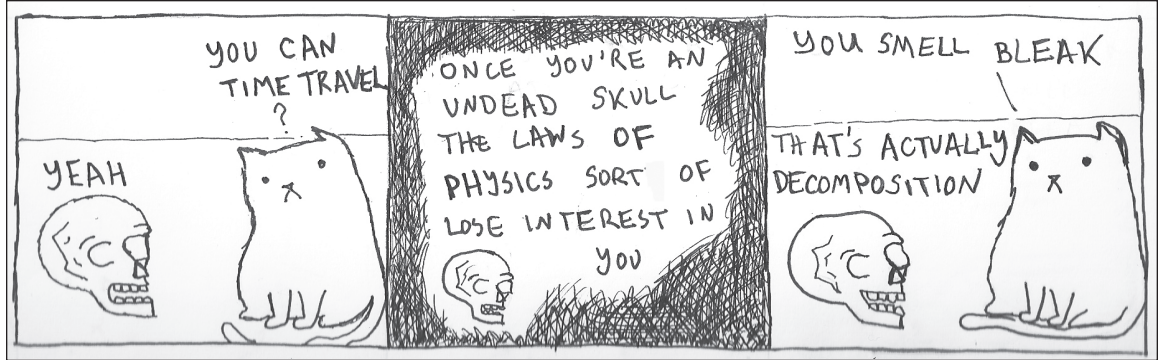
ONE WEEK AFTER THE INVENTION OF WEATHER MACHINES



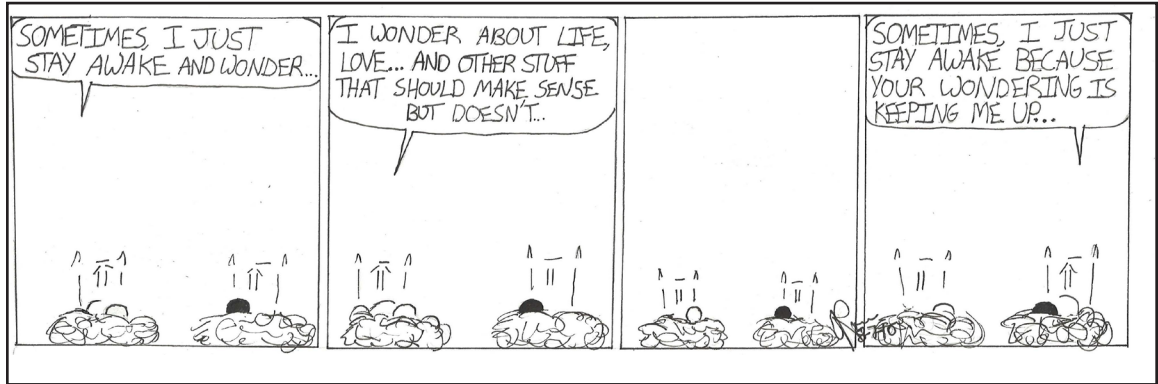
THE ADVENTURES OF THE AMAZING <THE> A-MAN BY EMILIO ESTEBAN



NO PUN INTENDED BY CHARLOTTE RASKOVICH



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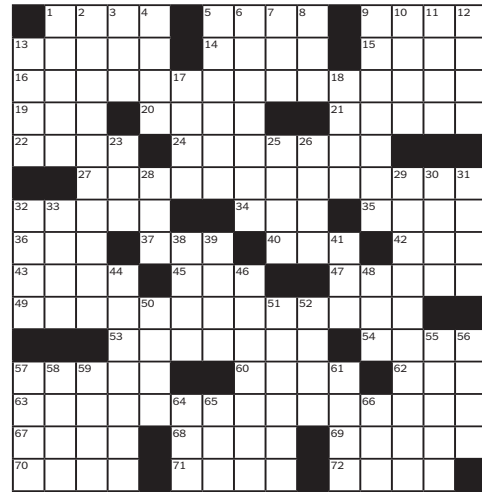
The New York Times Crossword

- ACROSS**
- 1 Pat down, as pipe tobacco
 - 5 Trade
 - 9 Carpenter's file
 - 13 Grammy winner McLachlan
 - 14 Heading on a list of errands
 - 15 Salt lake state
 - 16 1959 hit by the Drifters
 - 19 Stock market index, with "the"
 - 20 Collaborative Web project
 - 21 Helpers
 - 22 What children should be, and not heard, they say
 - 24 Pudding or pie
 - 27 1970 hit by Eric Clapton
 - 32 Barbie and others
 - 34 180° from WNW
 - 35 Close by
 - 36 Letter after pi
 - 37 Belly muscles, for short
 - 40 Magazine with an annual "500" list
 - 42 ____-la-la
 - 43 Forever and ever
 - 45 "____ in apple"
 - 47 Nutso
 - 49 1978 hit by Journey
 - 53 Something to scribble on
 - 54 "Hurry!" on an order
 - 57 11- or 12-year-old
 - 60 Therefore
 - 62 One may be under a blouse
 - 63 What the artists of 16-, 27- and 49-Across are doing (in reference to the last words of their hits)?
 - 67 "____ and the King of Siam"
 - 68 On the Adriatic, say
 - 69 Brings in, as a salary
 - 70 Piece of fly-casting equipment
 - 71 Roseanne, before and after Arnold
 - 72 Exercise that may involve sitting cross-legged
- DOWN**
- 1 California/Nevada border lake
 - 2 "Can anybody hear us?"
 - 3 Feb. follower
 - 4 "Close call!"
 - 5 Bram who created Dracula
 - 6 "Alas!"
 - 7 Billboards, e.g.
 - 8 Certain lap dog, informally
 - 9 Gloat
 - 10 Slightly
 - 11 Kemo ____ (the Lone Ranger)
 - 12 ____ ed. (gym class)
 - 13 Norms: Abbr.
 - 17 Nobel-winning author André
 - 18 Fisherman's tale
 - 23 Org. for the Bears and Bengals
 - 25 "But of course, amigo!"
 - 26 Garden of ____
 - 28 Fed. air marshal's org.
 - 29 Locale for an 1863 address
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ANSWER TO PREVIOUS PUZZLE

ACT FIVE OFFCAST
FAIRBANKS ALASKA
FREE ASSOCIATION
ALGORE MANX MPG
BEANS PORT MOJO
LAMBS BUDS LOVES
ESE BRNO ROO
ESPRIT DECORPS
AIM RAMP LID
SKORT HASP NOLO
AAHS SAGE JAWED
IBM ZERO DUPING
DOYOUWANNADANCE
HOMELESSSHELTER
IMYOURS CLAMORS

Edited by Will Shortz No. 1007



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- 61 Follow, as orders
- 64 Arrest
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- 66 Philosopher ____-tzu

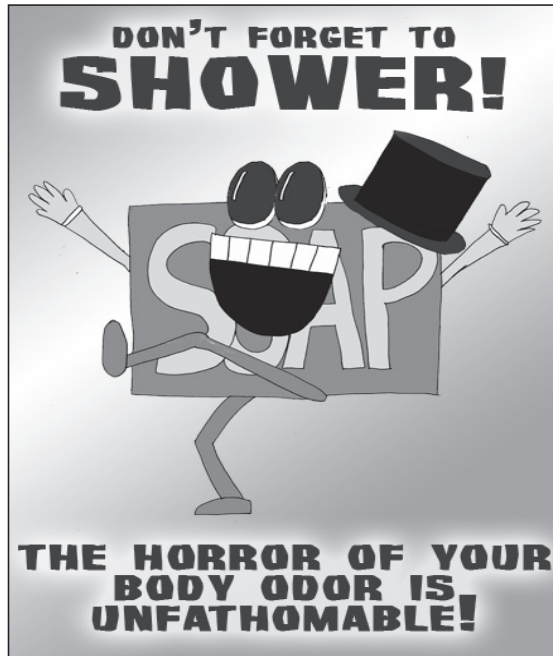
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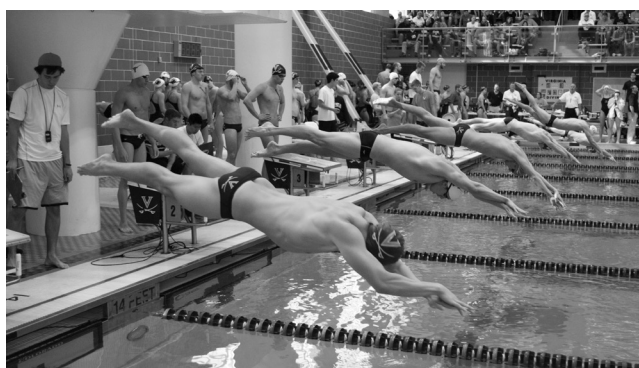
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THIS WEEKEND IN HOME SPORTS

Marshall Bronfin
Photo Senior Associate



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Cancer Center recognized for exceptional care

University Health System earns three-year national accreditation from Commission on Cancer

Areeka Memon
Staff Writer

The University Cancer Center was recently accredited by the Commission on Cancer for the exceptional care it provides to its patients in addition to the support it gives to the friends and families of those patients.

The center offers lifelong follow-up appointments for patients, various counseling opportunities and a team approach to make sure patients are given the best care possible. Reid Adams, chief of Surgical Oncology at the University Health System, said

the center not only ensures that the commission's standards are met, but strives to exceed them.

"At U.Va., we are continuously striving to improve the quality of our care to deliver the safest, most effective care possible by developing our own internal standards," Adams said in an email. "By focusing on these elements, we hope to improve each patient's health by providing compassionate, cutting edge care during a very difficult time in [his or her life]."

Adams said the accreditation has also allowed the center to undertake new plans to improve patient conditions.

"The Cancer Center ... has a comprehensive plan that focuses on improved patient outcomes through new U.Va. research discoveries to treat cancer and clinical trials of novel therapies," Adams said. "Outcomes also will be improved by programs to insure better access to the treatment teams and advanced technology."

In addition to providing care for patients in the hospital, the center also provides care for patients who have returned home, even those who have been deemed cancer-free.

"A major emphasis of the Cancer Center ... is the survivorship program that is aimed at compre-

hensive followups for all of our patients," center Director Dr. Thomas Loughran said.

Adams said the programs at the University are unique in that they provide support in all aspects of a patient's life.

"Developed through the Cancer Center ... is a supportive care program that will provide, in addition to the cancer focused medical treatment, a broad system to provide emotional, social, spiritual, physical, nutritional and other types of support that cancer patients require to remain as healthy as possible through the treatment and recovery process," he said. "Conceptually, this

care will help the patient transition back to 'wellness' and reintegration into a normal life."

Adams said the University Cancer Center has also been recognized by other major cancer-related organizations, including the National Cancer Institute.

"U.Va. is a National Cancer Institute Designated Cancer Center, one of only two in the Commonwealth of Virginia and one of only [68] such programs throughout the U.S.," Adams said. "This is a highly distinguished honor, recognizing excellence in cancer related basic and clinical research. U.Va has had this designation for more than 20 years."

Tick bite? You can kiss your hamburgers goodbye

Research shows tick bites may cause the body to negatively react to carbs in red meat

Emily Dinning
Senior Writer

Ticks are destroying our hamburgers. Or at least they may be destroying our ability to eat them. Recent food allergy research, led by Medical School Prof. Thomas Platts-Mills, the former president of the American Academy of Allergy, Asthma and Immunology, strongly suggests that tick bites can cause the body to have an allergic reaction to certain carbohydrates found in red meat.

Food allergies are a way for the body to defend itself against foreign substances, or pathogens. The body will produce immunoglobulin E, a protein functioning as an antibody,

against a perceived harmful substance — such as a protein that was not fully broken down during digestion.

These antibodies multiply on the first exposure to the allergen, and, upon a second exposure, bind to mast cells, triggering them to release histamine, which can cause swelling, hives, reduced blood pressure, breathing problems, and, if the reaction is severe enough, potentially fatal anaphylactic shock.

Platts-Mills' research found that the saliva of tick bites triggers the immunoglobulin E antibody to multiply and react against galactose alpha-1, 3-galactose, a sugar that is found specifically in mammalian meat.

"We're sure ticks can do this,"

Platts-Mills told The Washington Post. "We're not sure they're the only cause."

A unique aspect of this food allergy is that it is delayed about 3-6 hours after exposure to the allergen.

"Understanding the factors that control the delay may provide real insight into the factors that control anaphylaxis," Platts-Mills said. "Moreover, understanding how ticks induce this form of response will be important as we explore the control of [the immunoglobulin E antibody] responses in general."

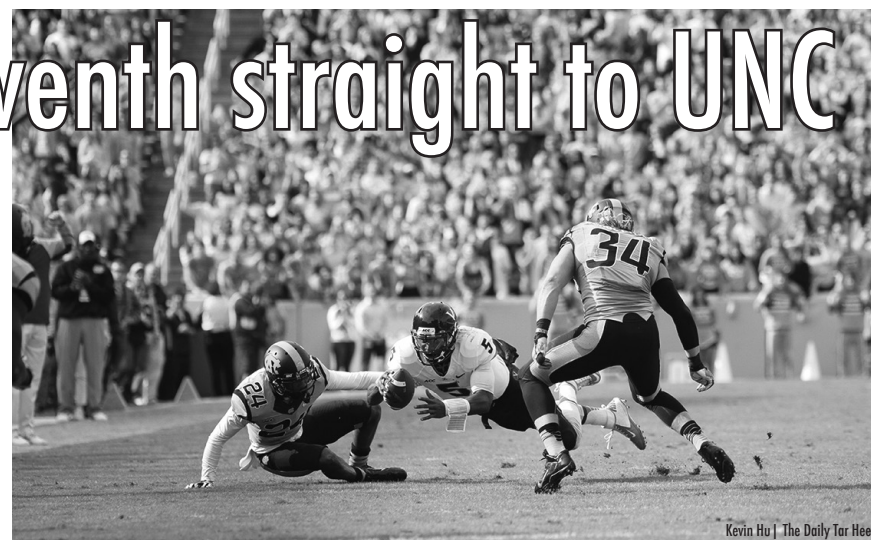
Previous research has shown that eight foods account for 90 percent of food allergy reactions: peanuts, tree nuts, milk, eggs, wheat, soy, fish and shellfish.

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U.Va. drops seventh straight to UNC



In the midst of a six-game losing streak, the Virginia football team entered its matchup against North Carolina looking for answers. Instead, they left once again wondering what went wrong as the Tar Heels completely dominated the game en route to a 45-14 win.

The Cavaliers (2-8, 0-6 ACC) came out strong offensively on their opening drive, marching 50 yards downfield on 11 plays, but were eventually forced to punt. North Carolina (4-5, 3-3 ACC) capitalized immediately, scoring

on its ensuing drive to take a 7-0 lead.

Sophomore quarterback Marquise Williams led the Tar Heels on the 12-play, 86-yard drive capped off by an eight-yard touchdown pass to sophomore wide receiver Quinshad Davis. Williams and Davis would hook up again at the end of the quarter, this time with Davis finding Williams on a 29-yard touchdown pass on a double reverse to go up 14-0.

Cavalier sophomore quarterback David Watford struggled to find a rhythm in the first half,

going just 8-for-15 for 58 yards. Virginia had just 116 total yards of offense in the half. North Carolina scored once again before the break when freshman wide receiver Ryan Switzer returned a punt 85 yards to send the game into halftime with the Tar Heels leading 21-0.

North Carolina continued to dominate early in the second half, adding another score as Williams found the end zone on a 3-yard rush. Virginia would eventually get on the board late in the third quarter when junior tailback Kev-

in Parks scored on an 8-yard rush, briefly giving the Cavaliers some life.

After an interception by junior safety Anthony Harris on the next drive, Virginia looked poised to make a comeback. Just two plays later, though, Watford threw an interception to Tar Heel freshman defensive back Dominique Green, who returned it 62 yards for a touchdown and extended the lead to 35-7.

The Tar Heels pushed the margin to 42-7 early in the fourth quarter, but Virginia scored once

more when backup redshirt freshman quarterback Greyson Lambert found freshman wide receiver Keeon Johnson for a 23-yard pass to make it 42-14. North Carolina added a field goal with 10:11 remaining to cap its blow-out victory.

Virginia now has a bye week to get ready for a road matchup against No. 14 Miami at Sun Life Stadium. The Cavaliers will look to break their current seven-game losing streak, the program's longest single-season skid since 1981.

—compiled by Mike Eilbacher

No. 24 Virginia handles JMU

Gill, Brogdon shine as Cavs overcome uneven outcome to dominate Dukes, 61-41

Mike Eilbacher
Senior Associate Writer

Malcolm Brogdon knows a lot about waiting. A foot injury sidelined him for the entire 2012-13 season, and all Brogdon could do was watch his teammates from the sideline. Going into Friday's opening game against James Madison, the redshirt sophomore had not played for Virginia in a regular season game for 20 months.

Starting at point guard, Brogdon did not wait long to make an impact. On the first possession of the game, Brogdon drained a 3-pointer, quickly dispelling any fear that he would be ineffective after the long layoff. He would end up with nine points in his return, helping lead the Cavaliers (1-0) to a 61-41 opening win.

"I was just excited to be back out there," Brogdon said. "My adrenaline was pumping in the first ... it's still pumping right now. I'm just excited to be back. This season, I'm healthy — I can't ask for anything more."

Brogdon was 3-for-4 from beyond the arc, which helped atone for a relatively pedestrian shoot-

ing night for the Cavaliers. Outside of Brogdon, the team made just one 3-pointer on 14 attempts. The sophomore said he was not necessarily looking to shoot from long range, but he took advantage of the Dukes' (0-1) defensive scheme early.

"I take my shots when I have an open one," Brogdon said. "I feel like getting people open, getting people involved is my first strength, and then other than that, I shoot it, I put the ball on the ground, I just try to take what the defense gives me."

James Madison eventually adapted to Brogdon, and he was held scoreless after making three first-half 3-pointers. For his first game back though, coach Tony Bennett was pleased with Brogdon's impact.

"I thought he was very good early," Bennett said. "He was a steady force for us ... I thought in the second half he showed a little bit of rust, he got in trouble, he got up in the air and got lost, and I challenged him defensively ... All things considered, it was good to have him out there."

The Cavaliers' poor shooting forced them to try and go inside,

and they found success down low with sophomore forward Anthony Gill. The South Carolina transfer was impressive in his Virginia debut, scoring a team-high 13 points and picking up two rebounds. He and Brogdon combined for 17 points in the opening period, guiding Virginia to a 32-14 lead.

"[Gill] is aggressive and he draws fouls," Bennett said. "We have got to cash in at that free throw line ... but you saw him, he is aggressive, he draws contact, he plays through contact and goes for the basket."

Last season, Gill took a redshirt per NCAA transfer rules and could only practice with the team. He validated the preseason hype surrounding his development and impressed home fans that had never seen him play at John Paul Jones Arena. Gill relished finally being able to showcase his talents alongside Brogdon, who also sat out last year, in an actual game.

"[We] created a bond last year that was pretty much inseparable," Gill said. "We worked hard every



Jenna Truong | The Cavalier Daily

Redshirt sophomore guard Malcolm Brogdon made his long-awaited return from a foot injury that cost him all of the 2012-13 season, scoring nine points on 3-of-4 shooting from beyond the arc.

see M BASKETBALL, page 19

Perfect run halted at ACC Tournament, 4-2

The top-ranked Virginia women's soccer team suffered its first defeat of the season Friday in the semifinals of the ACC tournament, falling 4-2 to in-state rival and No. 5 Virginia Tech in Cary, N.C.

Virginia (20-1, 13-0 ACC) fell behind early when Hokie senior forward Jazmine Reeves got behind the usually stiff Cavalier defense in the ninth minute and finished her breakaway chance with ease. Virginia quickly responded, though, when sophomore defender Emily Sonnett one-timed a corner kick from junior midfielder Danielle Colaprico to even the score.

The tie was short-lived, however, when Reeves broke away in the 18th minute to put Virginia behind once again. The score re-

mained 2-1 going into the break, marking just the second time all season the Cavaliers have trailed at the intermission.

The Hokies came out strong in the second half as well, doubling their lead just five minutes into the new period. Virginia was unable to muster a counter to the Hokie onslaught, and Virginia Tech extended its lead further in the 71st minute to put the Cavaliers down by three.

Sophomore forward Makenzy Doniak was able to stop the bleeding in the 84th minute with her 15th goal of the season, but the score could not salvage Virginia's ACC title hopes.

The Cavaliers will be back in action Nov. 15 for the first round of the NCAA tournament.

—compiled by Ryan Taylor



Sophomore defender Emily Sonnett scored a game-tying goal in the 17th minute, but Virginia Tech quickly regained the lead with a goal less than a minute later and never looked back. The Hokies scored four times against Virginia's normally staunch defense, the same total that the Cavaliers had allowed in their previous 10 contests combined.

Marshall Bronfin | The Cavalier Daily



Emily Gorman | The Cavalier Daily

Senior defender Kevin McBride was one of four fourth-year players to be honored on Senior Day Friday. McBride, a Fairfax, Va. native, has started 15-of-17 games for Virginia this season.

Cavs' senior class goes out with a bang

James scores game-winning goal for 1-0 overtime victory against Boston College Friday

Matthew Morris
Associate Editor

Friday night at Klöckner Stadium, the No. 15 Virginia men's soccer team finished the regular season with a 1-0 overtime win against conference foe Boston College. The Cavaliers secured the six seed in next week's ACC Tournament, setting up a first round match with No. 13 Wake Forest Tuesday in Winston Salem, N.C.

Friday night, however, was not so much about where the Cavaliers (9-4-4, 4-3-4 ACC) are going as where they have been. Virginia's four fourth-years — senior defender Kevin McBride, redshirt junior midfielder Bryan Lima, senior forward Cameron Chavira, and redshirt junior goalkeeper Calle Brown — played what will likely be their final regular season games. The departing Cavaliers posed for pictures with their coaches and bouquet-holding parents before the game, and their younger teammates clapped from their places on the sideline. The night air was chilly, but Virginia radiated warmth.

"It was a little surreal," McBride said. "I'm hoping we have one more, maybe two more here — [in the] NCAA [Tournament] — but I'm definitely going to miss playing

under the lights here at Klöckner."

Sophomore midfielder Brian James scored the game-winning goal seven minutes into the extra session, meeting freshman midfielder Patrick Foss' bounced free kick and redirecting it past Eagles sophomore goalkeeper Alex Kapp from 10 yards out. The goal settled not only the contest but also the tie between Virginia and Boston College (7-8-2, 4-5-1) in the middle of the conference standings. It also bolstered Virginia's case for a return to Klöckner in the first round of the 32-team NCAA Tournament. "It's a nice victory at home, a nice way to send those guys off, and hopefully we get another game at home," Virginia coach George Gelnovatch said.

Brown made the first start of his Virginia career in goal three years after redshirting in 2010, and he competed with veteran poise throughout, soundly judging when to venture outside the goalposts and when to stay put for forthcoming shots. He dove to deflect a close-range attempt by Boston College junior midfielder Giuliano Frano in the 58th minute and, six minutes earlier, took the ball from Zeiko Lewis — the ACC leader in assists — before the freshman midfielder could set up a real opportunity for an Eagle score.

"He played amazing," McBride said. "Good in the air, good coming out, you know, organizing the back. And his distribution was good as well."

Virginia and Boston College had combined for 60 goals in 32 games before their meeting, and both teams featured a top-five ACC scoring offense entering the game. The match Friday, however, was a defensive grind for much of the evening. The Cavaliers and Eagles attempted just three shots combined in the first half, and the most promising of those looks was Foss' 45-yard prayer in the closing seconds. Kapp jumped to punch the ball out of bounds for his only save in regulation.

Virginia finally found seams in Boston College's defense in the opening minutes of overtime. Junior forward Ryan Zinkhan crossed the ball to sophomore midfielder Marcus Salandy-De-four for a close-range chance in the 92nd minute, but Kapp was in position for the reaction save. Three minutes later, Kapp sprinted forward to knock the ball loose from Cavalier freshman midfielder Jordan Allen, quickly got back on his feet and then hit the turf again for a one-handed save on ju-

see M SOCCER, page 19

Cold Cavs drop opener against JMU

Poor shooting, rebounding send team to first season-opening defeat since 2004; Randolph scores 18 points on 4-of-16 shooting during 63-46 loss

When the Virginia women's basketball jumped out to a 10-0 lead Friday night against James Madison, the Cavaliers appeared primed to deal the Dukes a lopsided season-opening defeat for the second year in a row. Virginia's hot shooting quickly cooled, however, and James Madison exploited the Cavaliers' lack of size to hand them a 63-46 loss behind All-CAA senior guard Kirby Burkholder's 24 point, 16 rebound double-double.

Virginia (0-1) shot a frigid 28.3 percent from the floor, making just 13-of-46 field goals and 3-of-16 from 3-point territory. Sophomore guard Faith Randolph was the only Cavalier player to convert more than two field goal attempts. Even Randolph struggled to make shots consistently though, as she scored her 18 points on 4-of-16 shooting, a performance redeemed only by her 8-of-10 mark at the free throw line.

Preseason All-ACC senior guard Ataira Franklin finished with four turnovers and just two points in the first game of her senior campaign. Virginia coughed up possession 17 times overall and registered just eight assists to lose its season-opener for the first time since 2004.

Virginia trailed 33-23 at the break, but cut the deficit to six early in the second half. James Madison (1-0) responded with a 7-0 run capped by Burkholder's long-range jumper with 16:02 to play, and the Cavaliers got no closer than eight the rest of the way.

James Madison — who was picked to win the CAA in the conference's preseason coaches poll — dominated on the glass, snagging 49 boards to Virginia's 26 and pulling down more offensive rebounds than the Cavaliers had defensive rebounds. Junior forward Sarah Imovbioh, who averaged 6.8 rebounds per game last season,

corralled just three boards in 17 minutes on the floor.

Redshirt freshman guard Raeshaun Gaffney was one of a few bright spots for Virginia, scoring eight points in 16 minutes off the bench in her first appearance for the Cavaliers. Senior guard Kelsey Wolfe played 32 minutes in her return from a right ACL tear last February, and redshirt senior guard Lexie Gerson came off the bench in her first game back from a hip injury that forced her to sit out the 2012-2013 season.

Virginia will look to correct its shooting and rebounding woes when it hosts High Point Monday night in the team's home opener. The Panthers, who finished 17-13 last year, began their season with a 85-76 win against East Tennessee State. The game is scheduled for 7 p.m. at John Paul Jones Arena.

—compiled by Matthew Morris



Marshall Bronfin | The Cavalier Daily



Virginia has mixed weekend results

Coach Augie Busch's Cavalier debut produces decent showings for No. 9 men, No. 11 women against No. 1 Texas, No. 24 Penn State, West Virginia; women win seven of 17 events

Robert Elder
Staff Writer

The Virginia swimming and diving teams battled against three of the top teams in the country Friday and Saturday at the Aquatic & Fitness Center. The No. 9 Cavalier men beat West Virginia

241-111 but lost to No. 1 Texas, 225-128, and No. 24 Penn State, 191-162. Meanwhile, the No. 11 women team defeated West Virginia, 288-50, and No. 24 Penn State, 226-127, but lost to No. 9 Texas, 196-57.

The Cavalier women won seven of the 17 events, while the men won just one. Though coach

Augie Busch was pleased with the results, he thought his team's performance left something to be desired.

"I thought we were all over the place with results," Busch said. "I think [it was] more good than bad. The only real frustrating thing is we lost so many close races I can't even count. I don't think

we have ever seen a team lose that many close races."

Despite the struggles, the team still put forward several strong performances. On the men's side, junior diver J.B. Kolod broke his own school record on the 3-meter diving board with 425.78 points, and sophomore Yannick Kaeser won the 100 breaststroke. Senior Parker Camp added third-place finishes in the 100 and 200 butterfly, while sophomore Luke Papendick placed third in the 200 backstroke.

On the women's side, sophomore Courtney Bartholomew — the 2013 ACC freshman of the year — won the 200 backstroke Friday night and the 100 backstroke Saturday morning. Additionally, she swam the first leg of the winning 400-medley relay team that included freshman Laura Simon, junior Ellen Williamson and freshman Leah Smith.

"I was happy with my 200 backstroke last night," Bartholomew said. "That was a pretty good in-season time, and to be ranked fourth or fifth nationally is huge. My 100 back today was not where I wanted it to be, but I had a great showing two weeks ago at Navy, so I'll take it, and we still have two weeks [until] taper. You can't ask for much

more than that."

The women's freshman swimmers provided a spark for the team, with Smith winning both the 500 and 1,000 freestyle and Simon winning the 200 breaststroke. In addition, freshman Kaitlyn Jones provided several strong performances, including a third-place finish in the 200 IM. Busch had nothing but praise for the efforts of his freshman class.

"Our first-year women's class is a great class," Busch said. "It was one of the top recruiting classes, so they're certainly not doing anything that is surprising to us. We like their effort. We like their heart. We like their versatility."

The meet continued after a bizarre twist Friday night. After the men's 200 IM — just the fourth event of the night — the fire alarms sounded in the AFC, forcing both swimmers and fans into the frigid 40 degree night air. Although the 30-minute delay was certainly not ideal for anyone involved, Cavalier swimmers took the interruption in stride.

"It went off, and no one really did anything," Bartholomew said. "Then they started yelling at us to get out of the pool, and I was soaked ... It was a little bit chilly out there. We were all huddled

see SWIM & DIVE, page 19

M BASKETBALL | Gill scores team-high 13 points, Tobey adds 10

Continued from page 16

single day, and to come out here with him and be on the court with him was great.”

Gill's 13 points led the team, but much of the Cavaliers' scoring came by committee. Sophomore center Mike Tobey had 10 points, Brogdon had nine and junior forward Darion Atkins added eight off the bench. Bennett said he was pleased that the team was able to win without one player taking over offensively.

“I think we're a more balanced

team this year,” Bennett said. “I wouldn't say we're a great shooting team, but we have guys, when their feet are set, that can get it going, and I think that can open up the game ... That's the depth and the balance that we need, I think, to be effective.”

Senior guard Joe Harris had just five points in the game on 2-of-6 shooting, and senior forward Akil Mitchell had seven points. Harris was asked to provide much of the team's scoring last year, but Virginia's impressive depth this season means that he may not be asked to shoot as

much as he was accustomed to.

“I think that we do have a lot of options offensively,” Harris said. “Anybody can produce on any given night, and I think tonight was a good example of that. You have a number of guys that can come out and produce offensively, whether it be getting rebounds, knocking down shots, but at the same time we're a very unselfish group. I don't think anybody really cares who gets the credit.”

Virginia's lead was never in much doubt throughout the game, thanks to lockdown defense and James Madison's 31.3 percent

shooting performance. The Cavaliers shot just 41.7 percent for the game, but they maintained their 20-point lead for much of the second half.

Despite the big win, Cavalier players were not particularly pleased with their performance, especially with a game against No. 14 Virginia Commonwealth coming up Tuesday. Bennett specifically pointed to the team's 22.2 percent shooting from long range and 50 percent free throw shooting as areas of concerns. The struggles were not altogether unexpected as the team seeks to

shake off its preseason rust.

“It would be a problem if we were perfect at the beginning of the year and we had nothing to build off of for the rest of this season,” Harris said. “So the fact that we might have been a little sloppy in some areas, or weren't working hard enough defensively, or picking up on schemes — any of that stuff — it isn't a bad thing. That's the way the beginning of the season usually starts. It's good for us to go back to the drawing board, have something to learn from, and try to be more productive from here on out.”

M SOCCER | Cavs conclude regular season with 33 total goals by 12 players

Continued from page 17

nior midfielder Eric Bird's try. Two minutes later, James broke through with the game-winning tally.

“I thought Boston College

started to wear down a little bit and we started to get at them,” Gelnovatch said. “I liked our chances in overtime.”

The Cavaliers concluded the regular season 3-0-4 in extra-time affairs, and James' goal pushed

Virginia's season total to 33 scores from 12 different players. The team's late-game mettle and array of scoring options should prove valuable as the Cavaliers head into postseason play.

Virginia's results in the ACC

and NCAA Tournaments will serve as one measurement of its success in 2013. Friday night, however, the Cavaliers' four seniors showed that games won and lost do not tell the whole story of the teams and players out on the field.

“It's been pretty special,” McBride said of his class' years on the team. “You know, we've all had our rough patches, and we've all stuck through it and kind of just stayed the course and fought through the hard times.”

SWIM & DIVE | Busch: 'We just have to be tougher when it comes to finishing races'

Continued from page 18

like penguins. I think, though, as a team, we just kind of took it as a joke, and I still think we came back last night and had a great showing afterwards, even though we were outside in the cold for a

good 20 minutes.”

Overall, Busch savored the opportunity to compete against elite teams as he seeks to build a national powerhouse program on par with top teams such as Texas.

“Racing against good competition teaches you about what the

next level is,” Busch said. “Texas represents the level that we want to get to. It's fun. You get better by racing and competing against people better [than you].”

Going forward, Busch hopes to see continued mental and physical improvements from both teams in order to close out the kind of

tight races that slipped away this weekend.

“I think so many of those are just a decision that you make that you're not going to lose that last 25 [yards],” Busch said. “Obviously [we're] in a spot where we need a lot of rest. We got two weeks to do that, which I think is enough

time. We just have to be tougher when it comes to finishing races, and I think we will be in a couple weeks.”

The Cavaliers will next compete at the Ohio State Invite Nov. 22-24, where they will face Florida, Kentucky, Purdue and Ohio State.

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Grad/Faculty/Staff:	Male: Christopher DeRosa Female: Cayce Troxel
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