



NEWS

A Newspaper for Faculty, Staff and Students

Queen Noor of Jordan, the College's commencement speaker, will address the impact of the war in Iraq on the Middle East. Commencement is Sunday, May 11.

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Uncovering Werowocomoco

Archaeologists say settlement appears to be Powhatan's village

Archaeologists have identified the location of a 17th-century American Indian settlement on Virginia's York River that may represent the village of Werowocomoco—the principal residence of the Virginia Algonquian chief Powhatan from 1607 to 1609. Powhatan, father of Pocahontas, presided over the Powhatan chiefdom that encompassed coastal Virginia from the James to the Potomac rivers during the early 1600s. The Powhatan chiefdom represented one of the most complex political entities in eastern North America during this period.

Preliminary investigations of the Gloucester County site on Purton Bay have recovered Native American and European artifacts in numbers that correspond with a substantial village settlement dating to the early colonial period. These archaeological deposits, combined with descriptions of Werowocomoco by several Jamestown colonists, lead the archaeologists to hypothesize that this site is the central village of the Powhatan chiefdom.

The Werowocomoco Research Group, a newly-formed team composed of researchers from the College of William and Mary and the Virginia Department of Historic Resources, in addition to Gloucester-based archaeologists and a representative of the Virginia Indian community, will be advising landowners Bob and Lynn Ripley on the investigation of the site.



Tim Jones

William and Mary's Martin Gallivan and Danielle Moretti-Langholtz examine Indian ceramic gathered from the ground by property owner Lynn Ripley.

As its first act, the group presented its preliminary findings Feb. 15 to representatives of Virginia's eight state-recognized Indian tribes and the Virginia Council on Indians, inviting these organizations to join the Werowocomoco Research Group as partners in efforts to interpret the site. On May 6, the researchers also presented the results of their preliminary investigations to the Gloucester County Board of Supervisors in order to inform the community of the project.

"Early colonial documentary sources,

including John Smith's 1612 map of Virginia, have long offered key indications of where this important settlement might have been located," said Randolph Turner, director of the Virginia Department of Historic Resources' Portsmouth regional office, "while the recent archaeological fieldwork provides convincing evidence that we have indeed found the village."

Martin Gallivan, an assistant professor in the College's anthropology department, notes, "The early colonial

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College and City To Partner Over Jamestown Road

BOV wants to focus on traffic and parking issues

After defeating two motions to reconsider the site of a new residence hall slated for construction on Barksdale Field, the William and Mary Board of Visitors adopted a resolution on April 25th directing the College to work with the city, campus and community to improve parking and traffic near the Jamestown Road site.

"I want to ensure that the College works with the city to resolve these difficult issues," explained BOV member Lawrence Eagleburger, who introduced the resolution.

The site selected for the new structure had encountered opposition in the weeks prior to the board meeting, as concerns about traffic and parking and the loss of green space on Barksdale Field were voiced by students and Williamsburg citizens.

Eagleburger's resolution directs the College to conduct a joint traffic study with the city on Jamestown Road, focused on the area from the intersection of Rich-

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Inside W&M News

Quixote-quoting professor Jonathan Arries is named Sharpe Professor for Civic Renewal

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3-D transformation

Students give a new look to campus as they delve into art

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Basketball coach named

Tony Shaver becomes the 31st head coach at the College

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Going out with a hug (page 3)

Final Finals: Seniors Take Exams in Stride

Falling asleep in the bathtub with textbooks perched precariously above the waterline; binging toward fizzy blariness on caffeine-laden cola; locking oneself in the cushy rear of mom's old Volvo in a desperate search for one final hour of study space: Such anecdotes were among those overheard in recent days as students pulled out all stress-induced stops preparing for finals. None, however, were from seniors.

Seniors don't do stress. They have "cool." They have "experience." Seven times they have survived the end-of-course accountings; approaching the eighth, they have tools and game plans and coping mechanisms—and broader perspectives. Indeed, if they do face stress, as seniors, at least they have mastered the art of stressing-out well.

Seniors are cocky, asserts Van Smith. "We've done it so many times that there are no longer any surprises. We know what to expect."

And what not to expect. Smith, a senior who majored in government and



Tim Jones

Senior Matt Matera grabs a sandwich and a last-minute glance at notes while walking to one of his final exams.

minored in history, says the first thing you learn not to count on is getting straight A's. He shares from a dream, a

"quasi-college-, quasi-elementary-school-dream," he explains: "I was back home, and my mom was standing there with a report card with all A-pluses on it."

Then he laughs at himself. "I don't know why I dreamed that," he says. "It is not that A-pluses at this point are even possible. Even if they were possible at William and Mary, there's no sense in even talking about it. A's are not automatic here. I will go to my grave thinking that William and Mary is the toughest school in Virginia."

Senior David Ashinoff, like Smith, has gotten his share of A's and is convinced he worked hard for each one. "God, I wish grades were inflated here," he says, mocking media reports suggesting that the percentage of high grades has risen at the College. "It is tough to get an A here."

Like most William and Mary students who enter the College having aced their high-school classes, the reality of getting B's and occasional C's in college can be traumatic; as seniors, they are long over

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Uncovering Werowocomoco: Powhatan's Place of Power

Continued from front.

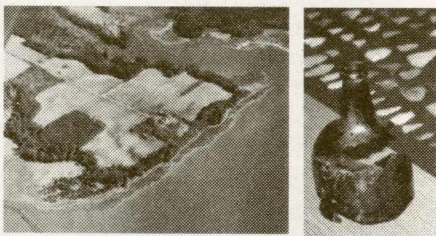
documentary histories offer a glimpse of Werowocomoco as a place of power, the 'king's house' in one translation of the village's name. The planned archaeological research offers the potential to expand our knowledge of Werowocomoco as the center of authority among the Powhatans."

Danielle Moretti-Langholtz, director of William and Mary's American Indian Resource Center, adds, "It is easy to lose the voices of Virginia Indians in the extraordinary English accounts of the Powhatans. Not only does this project offer an alternative perspective on these events, but it also has the potential to be a new model for archaeological research on American Indian sites in Virginia predicated on close partnerships with Native communities."

The crucial identification of artifacts by Lynn Ripley on her Gloucester County family farm brought the property to the attention of local archaeologists. Subsequent archaeological surveys of the property were conducted by



Landowners Lynn and Bob Ripley with artifacts.



An aerial view of the site (l). A colonial English bottle found on the site is displayed next to Indian artifacts (r).

Gloucester-based archaeologists David Brown and Thane Harpole and funded by the Virginia Department of Historic Resources and the landowners. Brown notes, "After meeting the landowners and learning of the remarkable array of Native American and early colonial artifacts present at the site, we recognized its historic significance."

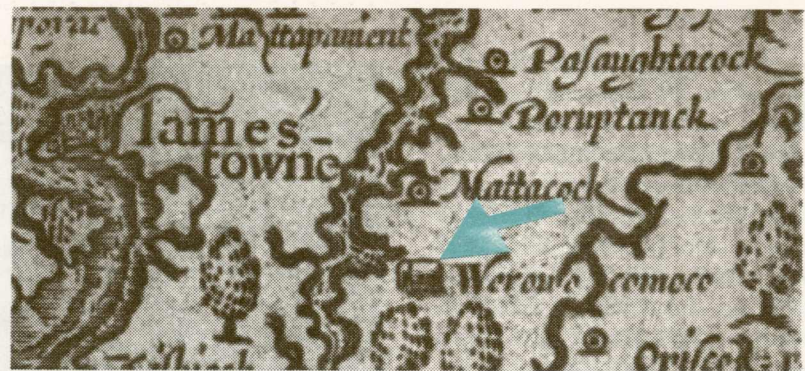
The descendant communities of the site's original residents have been invited to join in the effort to understand the site and its significance. Deanna Beacham, a member of the Nansemond tribe, will assist Moretti-Langholtz in these efforts by serving as outreach coordinator to the Virginia Indian community. During the Feb. 15 meeting, which was attended by the Virginia Council on Indians and representatives from the Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Rappahannock and Monacan tribes, it was suggested that the Virginia Indian community form an advisory board to help guide research efforts. Reeva Tilley, chair of the Virginia Council on Indians and a member of the Rappahannock Tribe, stated, "As you walk the land of this site, there is a wonderful sense of power and greatness amidst the pristine beauty of the York River. The investigation of Werowocomoco will be a significant event to coincide with the 2007 commemoration, and the Virginia Indians are very fortunate to be part of this endeavor."

This summer, the College and the Virginia Department of Historic Resources will conduct archaeological research at the site. The goals of this fieldwork are centered on determining the extent to which the site—including evidence of houses and activity areas—remains intact. The field project also aims to develop a detailed site chronology for Werowocomoco.

by Bill Walker

Of national interest

The discovery of Werowocomoco and the involvement of William and Mary experts made news across the nation Wednesday morning, as the *New York Times*, *Baltimore Sun* and the *Washington Post* featured the story, and an Associated Press story was circulated on the national wire. Front-page coverage of the discovery was provided by Virginia's major daily newspapers: the *Richmond Times-Dispatch*, *Virginian-Pilot* and the *Daily Press*. *Science*, *Time* and *U.S. News & World Report* are planning articles on the project. News coverage was coordinated by the Office of University Relations.



Section from John Smith's Map of Virginia (1612).

John Smith visits the village

Arriving at Weramocomoca, being jealous of the intent of this politic savage, to discover his intent the better I with 20 shot armed in jacks' went ashore. The bay where he dewelleth hath in it 3 creeks, and a mile and a half from the channel all is ooze. Being conducted to the town, I found myself mistaken in the creek, for they all there were within less than a mile ...

Two in a rank we marched to the emperor's house. Before his house stood forty or fifty great platters of bread. Being ent'ered the house, with loud tunes they all made signs of great joy. This proud savage, having his finest women and the principal of his chief men assembled sat in ranks as before is expressed, [sat] himself as upon a throne at the upper end of the house with such a majesty as I cannot express nor yet have often seen either in pagan or Christian. With a kind countenance he bade me welcome and caused a place to be made by himself to sit. I presented him a suit of red cloth, a white greyhound, and a hat. As jewels he esteemed them, and with a great oration made by three of his nobles ... , kindly accepted them with a public confirmation of a perpetual league and friendship.

—From John Smith's *True Relation*

College and City Will Work Together to Address Jamestown Road Issues

Continued from front.

mond and Jamestown roads to Lake Matoaka; to develop long-term proposals for parking, both on campus and at remote sites; and to support efforts to extend the existing residential parking permit program and to encourage city officials to enforce it vigorously.

Prior to the board action, Vice President for Administration Anna Martin provided an overview of the project and reviewed the extensive process College officials followed to select a site.

"The impetus for our residence hall study is to fulfill a 20-year commitment to bring students back to the main campus who presently live in the Dillard Complex. The new facility will also allow the College to alleviate the growing problem of over-crowding in current residence halls," said Martin. The vice president went on to say that the distance to and from Dillard precludes the full participation of more than 250 students in the residential life of the campus, which is particularly regrettable because the College prides itself on the educational benefits provided by

a residential campus.

Martin also outlined how a process of elimination led to the selection of the Barksdale site, which is 100-percent developable, the least environmentally in-

'The impetus for our residence hall study is to fulfill a 20-year commitment to bring students back to the main campus who presently live in the Dillard Complex.'

—Anna Martin

trusive of the sites, and will permit the retention of a full-size soccer field. She said that the dormitory will take up approximately 1.3 acres of the 6-acre field.

Martin also pointed out that she and/or Vice President for Student Affairs Sam Sadler had held 25 meetings with faculty, student and alumni groups

about the new structure. In addition, she had met with a community group that had voiced opposition to the plan. Martin concluded by discussing the College's parking plan, which includes the construction of a parking deck that will open before the new residence hall.

Following Martin's presentation, the board conducted an extensive discussion of the matter. Board of Visitors members Belden Bell and Paul Jost expressed concern about the issues raised by members of the community and by students. As the result of what Bell termed a "groundswell of opposition," he urged board members to reconsider the decision and undertake further study.

Other board members, however, expressed their belief that the process was reasonable, and that the site decision was sound. Addressing the process, Barbara Ukrop said, "I feel that the other locations have been fully explored," while Susan Magill expressed doubt that additional study could be completed by the time required to advance the project expeditiously.

Saying that the Dillard Complex was a "cancer on the College," Michael Powell urged his fellow board members to move forward with the project. Student Assembly President Brian Cannon, who sits with the board, cited his concern that delaying the process would condemn an additional class of students to live at Dillard.

Prior to a vote on a motion offered by Bell to undertake more study, Jeffrey McWaters, chair of the board committee on buildings and grounds, concluded discussion by saying, "I am convinced that this is the right direction to go."

The committee voted 4-1 to reject Bell's resolution. Later Jost offered a similar resolution to the full board, which voted 9-2 not to reconsider the decision. Eagleburger's resolution directing the College to work with city officials to solve the parking and traffic issues was adopted with only one negative vote, which came from Jost, who said that he had not had enough time to read the resolution.

by Bill Walker

Final Finals: W&M Seniors Stress-Out Well

Continued from front.

that. "Freshman year I would stress out over the grades," Ashinoff says, but now he realizes that "there are some classes known as an easier chance to get an A, and other ones where you know you probably have no chance."

Preparing for back-to-back finals, Ashinoff admits to being "a little stressed." He has performed "well enough in class during the semester" to relieve some of the pressure—"a good grade depends much more on that," he says. "Even if I bomb"—which has happened a time or two—"it's not the end of the world."

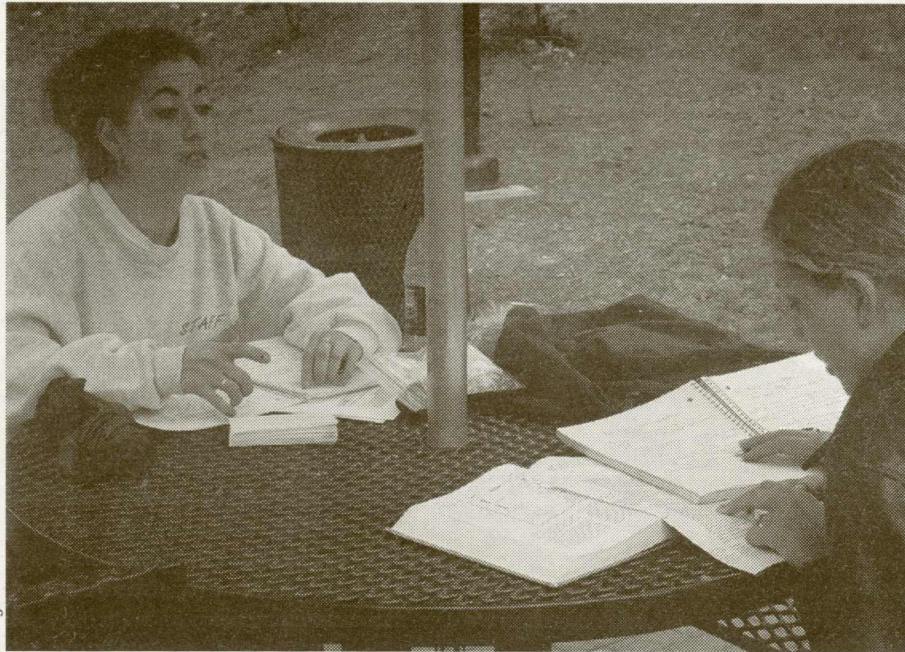
Approaching final finals, seniors strive for "balance"—a precarious balance that for two full weeks haphazardly tilts and fluxes among forces for study, sleep, food and play.

Ashinoff defends his strategy: "I study either with classmates or by myself," he says. "I drink a lot of Coca-Cola. My attention span is so small, it's unbelievable; I take breaks every 15 minutes—I just walk around, stop and talk to people, move around so I'm a little more relaxed. If I didn't have such decent grades in the classes, I would be a little more worried now."

For Ashinoff, as it does for Smith, balance begins back in the lecture halls. Seniors know all along how to look for the "guideposts" and "the big picture" during a course, Smith says. "A lot of times freshmen come in and they don't understand how to look for those centers of gravity. Seniors are able to recognize them and to structure their study."

Smith says exam weeks are "a pressure cooker," but he advises others not to "just focus on those exams because you'll end up so frazzled that you won't be able to grab hold of those big pictures. You'll end up filling yourself with caffeine, and no sleep, and have to try to wrap yourself around heady ideas."

Senior Kristyn Nicola Harrison, who says that her grades, based on her "time management," steadily have improved since her freshman year, seems to have it down right. Her approach: "I pull partial all-nighters. I do sleep for three or four hours. I study wherever—academic



Tim Jones

Seniors Andrea Koste (l) and Elizabeth Loun grill each other outside the University Center moments before heading off to take their criminology exam.

buildings, study lounges, the kitchen, my room. I begin with the important stuff. I start with class notes, then go on to the readings. I do a couple of hours at a stretch. I eat more, in general, to keep myself awake."

Harrison doesn't study outside—she finds it "too distracting." On a morning in which she faces a 1:30 exam, she plans on reviewing her notes and eating a "blueberry bagel." She says she is confident, but she wonders if her confidence "is an illusion."

Other seniors define a balance that leans more toward leisure. Senior Maura Wilson sometimes "feels a little guilty about not studying more," but she says she has learned "not to be a maniac."

"A friend of mine will drink coffee all day and then at night take Tylenol PM so she can fall asleep," Wilson says. "That's just manipulating your body. You are not really living."

"I feel like the academic part of school is really important," she continues, "but I don't underestimate the importance of my social life here and my mental health, as well."

Senior Daniel Jedzinak takes care to plan out his schedule during exam week:

Ideally he likes to "disappear for the day before actual finals" and study in a quiet space. "I turn off my instant messenger; just have my roommate take my phone messages," he says. "My favorite study space is empty classrooms. They have seminar rooms in Morton that have nice long tables and cushy chairs."

Invariably, however, he ends up pulling all-nighters, which "usually screw up my schedule for a couple of days," he says. "So, it then screws up my meal schedule. It has a magnifying effect, and I'm just running on empty; not a good set of conditions under which to take a final exam."

Senior Luke Stratman, a computer science major, admits "finals still are stressful." He plans on "throwing in 14 or 15 hours" study for each in-major exam. "When I feel myself getting stressed-out, I just step back and do something for awhile that's not school related," he says. "I play Frisbee, play soccer, or just go out to the deli with the guys for a couple of hours."

"I've found myself drinking lots of coffee when I try to stay awake well into the night," he adds, "but that's really not surprising in computer science. There

are a lot of coffee drinkers there."

Whether or not their approaches to finals produce the desired results, these seniors all expect to graduate—regardless of their exam grades. In the broader perspective, that, in itself, means they are succeeding.

Says Smith, "It has been a tough year. We've grown up this year." In one respect, the "class that is graduating now was here with 9/11," he says. "It has been here with the war on terror. We've seen a new-world order violently defined. ... It's very similar, I think, to the graduating class of 1946."

In another respect, "seniors may be facing their exams with an air of invincibility because they have faced so many real-life situations to put it in perspective," he says, referring specifically to the loss of classmate Alex Reyno. "It gives you the sense that time here is precious, and that you shouldn't stress as much about little exams."

That sense is shared by Wilson: "Because there is so much pressure," she says, "and you're doing so much, the times you take breaks can be really fun, even if it's only half-an-hour to have dinner with friends. You can just sort of rejoice in the fact that you're together."

Jedzinak already is looking ahead. He agrees that 2003 has had its challenges; however, "it has been a great experience at William and Mary," he says. "Now I feel it's simply time for one experience to end so that another can begin."

Looking past his exams, Smith continues to reflect: "My first night at William and Mary, I took a little jog, and I could run maybe a half mile. I was filled with nervous tension about if I could make it, if I could compete with everyone else, if I would be able to make it in life in general."

"Four years later, I can run three miles with ease, and I'm approaching life confident, ready and excited. Exams, finals and grades are just accountability tests, but if you're living life in balance, you'll pass with flying colors. William and Mary has given me that, and, for that, I will ever be indebted."

by David Williard

Ice Cream Marks Best Year/Worst Year

Not knowing exactly what, three College groups—student affairs, admissions and public affairs—wanted to do something for students, who had been through what was an exciting yet distressing year.

"It couldn't have been better; it couldn't have been worse," Vice Presi-



Tim Jones

The College provided more than 750 servings of Ben & Jerry's ice cream.

dent for Public Affairs Stewart Gamage said about the year. "I know it sounds cliché, but that's the truth."

Among the positives, she listed Kofi Annan at Charter Day, the launch of a \$500 million campaign, receipt of the largest gift ever for merit scholarships and David Brown going into space.

Among the negatives, she included severe state budget cuts, David Brown dying upon re-entry and several tragic student deaths.

"This year, everyone has said, 'We've never had it so good; we've never had it so bad,'" Gamage said.

"What we wanted to do by having one last social was just say, 'Hey, we've made it through this year together,'" she continued. "We wanted to celebrate that. Free ice cream was the best that we could do."



Tim Jones

President Timothy J. Sullivan gets armsful of hugs from students during the ice-cream social. Many of the students took only a short break before getting back to the serious business of studying for final exams.

Quixote-Quoting Sharpe Professor Lives His Dream

Jonathan Arries believes William & Mary students must engage their world

Jonathan Arries believes William & Mary students must engage their world, change it and learn from the process. For the past five years, he has witnessed their effectiveness first hand.

Arries, associate professor of modern languages, routinely leads members of his medical translation and practice course (Hispanic Studies 483) to impoverished Eastern Shore farming areas. There, they help non-English speakers access services through the College's community partner Eastern Shore Rural Health.

"Probably as of last summer, William and Mary students assisted with 4,000 patients who didn't speak English," he says. "They helped them get medical services much more efficiently, and in some cases they helped people who wouldn't have gotten any services at all."

The course, embodying service-based learning, is transforming—for the Eastern Shore, for many of the students and certainly for the professor himself. Beginning this year, Arries, as the College's newly named Sharpe Professor of Civic Renewal, will help extend the benefits of service-based learning from a handful of upperclassmen to freshmen campuswide.

Arries is excited by the Sharpe opportunity. Service learning—the keystone of the Sharpe Program—"clearly has gotten under my skin," he says. "When I am working side-by-side with a student on



Newly named Sharpe Professor of Civic Renewal Jonathan Arries has seen William & Mary students go beyond volunteering into true advocacy.

a project like this, there is nothing better."

Not that the concept makes teaching easier—in fact, it introduces greater pressures. On one hand, teaching students in conjunction with community service providers entails logistical legwork. On the other, student issues crop up: In many cases, students travelling to the Eastern Shore never had seen poverty up close—the poverty generated stress. Arries found himself mentoring, coaxing, cajoling students, often with references to one of his favorite literary characters, Don Quixote.

"Don Quixote does a lot of things that are goofy and foolish, but he also creates, almost by accident, incidental good that occurs because of the dream that he can

sort of change the world," Arries says. "So, I tell students when they say they are overwhelmed, 'When was Don Quixote overwhelmed? When did he give up? He's been beaten countless times, hurt all the time, and hungry, but he never gives up.'"

Although Arries admits that the service-based concept does not work for all students, few do give up. In the medical translation course, the primary fear most students have is that their translation skills are not up to the task; a notion quickly dispelled when they find out they are more fluent than the physicians and nurses providing treatment. "In many cases, they end up intervening in situations where they perceive lack of communication may result in some-

one not receiving treatment," Arries says. "They end up becoming more than translators; they become advocates."

The lessons learned run deep; they are absorbed, Arries believes, through opportunities for reflection. "Reflection is the key to critical thinking," he says. Students in the class live together in a dormitory provided by the Virginia Institute of Marine Science: At the end of what become very long days, "they come back and cook pasta, or something, and talk about what they saw." They are required to keep detailed journals. "And there is always that faculty member—me—who asks really thorny questions," Arries says.

"I think reflection is absolutely the most important component of service learning," he restates, "because people are perfectly capable of nice work without really understanding it in a deep way. The experience inspires the learning. The experience is not the same thing as the learning."

Arries has not accepted the Sharpe professorship lightly. When it was offered, he wondered if he were the 'best choice—others certainly have more experience with service-based learning models in Williamsburg, he explained. He names specifically Clyde Haulman, professor of economics, and Joel Schwartz, dean of interdisciplinary and honors studies, whom he calls "incredible talents" who helped shape the Sharpe program during its first years. As he begins planning his own contributions to the program, he will look to them

for insights.

He will have other teachers: "Sharpe is an amazing opportunity to learn from students as the students are learning in the community," he says, explaining his own educational interest in "curriculum and instruction" (his master's is in Spanish and his doctorate in education). "My students are my lab."

He, no doubt, will learn much from his own immersion. The stakes, he knows, are high.

"It is a lovely thing about William and Mary; small groups of students can do amazing things," he says. "It's an incredible lever, this pool of talent." It is an incredible opportunity; a heavy responsibility.

But it is true that Don Quixote never gave into doubt, he reminds himself, and that good things do happen around those who envision a better world.

Arries envisions such a place: a place where awareness leads to action leads to change. As he discusses the challenge, he turns the conversation back to his students.

"One never stops to ponder, when you're eating an orange, where the orange came from; or a tomato, if it's a tomato," he says. "After the students have served on the Eastern Shore, and they see what the farm workers are doing, they always—most of them—are able to look at the piece of fruit and think that the second-to-last-pair-of hands that touched these were those of a migrant farm worker. It makes them much more aware."

by David Williard

'The experience inspires the learning. The experience is not the same thing as the learning.'

—Jonathan Arries

About the Sharpe Community Scholars Program

Beginning with a yearlong experience for freshmen, the Sharpe Community Scholars Program provides approximately 75 students with avenues to pursue academic concepts in greater depth by actively applying them to real-world concerns.

Sharpe Scholars work on community-based research and service projects that reinforce the educational objectives of freshman seminars or introductory courses. Placing special emphasis on the civic dimensions of a liberal-arts education, this program helps students to gain a practical understanding of the Williamsburg community, insight into the process of community building and social change, and experiences that relate service and democratic practices.

Community partners

Sharpe students have made a difference by working with numerous community partners, including:

Child Caring Connection
City of Williamsburg
Eastern State Hospital
James City County
Sentara-Williamsburg Community Hospital
United Way of Greater Williamsburg
Historic Triangle Senior Citizen Center
Williamsburg AIDS Network
Williamsburg Regional Library
Colonial CASA (Court Appointed Special Advocates for Children)
People's Place Community Employment Program

Sharpe classes

Sharpe Scholars must take one of these courses in the fall of 2003.

ECON 101: Principles of Microeconomics (Clyde Haulman)
ED 150: Literacy and Social Change (Heather Woodcock Ayres)
ENST 101: Environmental Science and Policy 1: Watersheds, Ecosystems, and Climate (Timmons Roberts)
GOVT 150W: Race and American Democracy (Chris Howard)
HS 150W/MLL 150W: Service Learning and Hispanic Studies (Jonathan Arries)
INTR 150W: Perspectives on Citizenship and Community (Joel Schwartz)

For information about the Sharpe Program, call Heather Woodcock Ayres at (757) 221-2495 or visit the Web at www.wm.edu/sharpe.

First-person testimony

Sharpe Involvement 'Enriches Vaunted W&M Lifestyle'

The following is adapted from a piece on the Sharpe Program by Sharpe fellow Suzanne Berman ('03). As a fellow, she has worked with freshmen (Sharpe Scholars) to make a difference in the Williamsburg community. —Ed.

The day I have been dreading for the past four years is now [only a week] away. This impending doom is not graduation, but the day after. On May 11, I will celebrate the culmination of four years with friends and family. On May 12, I will wake up in my dorm room one last time, pack up my things, pile them in my car and drive away.

As a graduating senior, it's somewhat ironic, comical and yet fulfilling that my Sharpe students look to me for advice. Sometimes I feel so confused at this point in my life that I think they should be advising me.

I wish the Sharpe Program had been an option for me when I was a freshman. Four years ago, I entered DuPont Hall a tired, recovering joiner from a multitude of "get-me-into-college" activities. For a semester, I sat idle, having fun, meeting new people but doing nothing of consequence for myself or the school that I quickly grew to love.

The Sharpe Program enriches the vaunted W&M liberal-arts lifestyle. It immediately integrates freshmen into the surrounding community, while many of their peers know little in the 'burg beyond Wawa, D.O.G. Street and



Suzanne Berman (l) led her Sharpe Scholar team, Alice Krips (c) and Bethany Buchanan (r), to lay the groundwork for mobilizing the volunteer potential of area senior citizens through the Historic Tirangle Senior Center.

the dining halls. Through Sharpe, first-year students are not merely trespassers on historical grounds but active participants in a thriving community. As a Sharpe fellow, I have seen my

students flourish, forming networks in the community and on campus that ordinarily take years to build. In addition, they benefit from living and working with fellow Sharpe Scholars, transforming the freshman-hall experience into a more vital and intense one while still maintaining all of the fun of 2 a.m. mud football games and food fights in the caf.

The Sharpe Program is not for everyone. It's certainly not for slackers; it is a program of scholars. ... Students must be self-motivated, independent thinkers who can handle leadership roles and the changing needs of community organizations. The beauty and the challenge of the program allow students to work hand-in-hand with local organizations to create their own solutions to given problems.

Sharpe is not your typical service project or anything like a paying job. There are no time cards, no weekly check offs—what you get out of this program depends on what you put into it. If you work hard, you can look back nine months later and see that your mind and energy were instrumental in making change.

So many students fail to appreciate the special quality of William and Mary—that if you love it, it loves you back. The size allows each of its students to matter. Sharpe appeals to what is best in our students and provides them a harbor in which to be challenged, to question and to thrive.

—Suzanne Berman

3-D Art Class Transforms Campus



Students in Michael Gaynes' 3-D art class used plastic sheets to create objects of volume.

Reminiscent of Christo, the artist who draped islands in the Florida Keys with fabric, students from one of professor Michael Gaynes' sections of 3-D art snaked plastic through the arches at the Barrett complex, threaded the material over the bridge in Crim Dell and constructed a giant archway on Barksdale Field. Gaynes' students—among them a Tribe football player, a biology major and a young woman with an eye on medical school—were working with volume. Curious, we asked the professor ...

What is the structure of your 3-D art class?

I assign four main projects that cover four general formal elements: line, plane, volume and mass. There is nothing magical about my system; I just find it a clean way to structure a course. As the projects progress they build on each other—two lines form a plane where they meet, several planes create a volume and a filled volume makes up a mass. The framework can lead to other areas of discussion—scale, site specificity, display issues, relationship with the audience, materials.

The culmination of this class is the final project—two-part interlocking plaster carvings that explore mass. This is the longest project in duration—a month—so students can take a lot of time to really observe how the pieces are evolving. Add to that the technical issues of working with plaster and clay and creating molds and this project becomes quite a complex problem.

What is your teaching philosophy?

With this foundation course, I am designing a class that exists within a broader liberal-arts program—not all my students will be continuing with art, let alone three-dimensional art. I want someone to come out of this class not with a duffel bag full of specific skills—like how to construct a multi-piece mold, for example—but rather with the ability to approach any problem or issue with those general problem-solving skills that may also be applied in other disciplines or situations. ... I love it when a project breaks. The students think I'm nuts for reveling in their misery, but I find these unexpected moments can lead to a major breakthrough in "seeing" their designs. Those are the moments when creativity happens.

How would you describe your own work?

I'm currently researching an installation project that will focus—more or less—on the ideas and ideologies of the German astronomer Johannes Kepler. I'm still not exactly sure where things are headed or what it will look like eventually, but it will probably consist of a mixed bag of paintings, drawings, a mechanical organ and other sculptural forms—mostly of my dog. Why? I don't know, except she's pretty darn cute!

Do you have a favorite art medium?

I like the collision of ideas and the varying methods of exploring an idea that using different media and techniques allow.

You studied mechanical-engineering at Georgia Tech, then art at Antioch. Are the two connected?

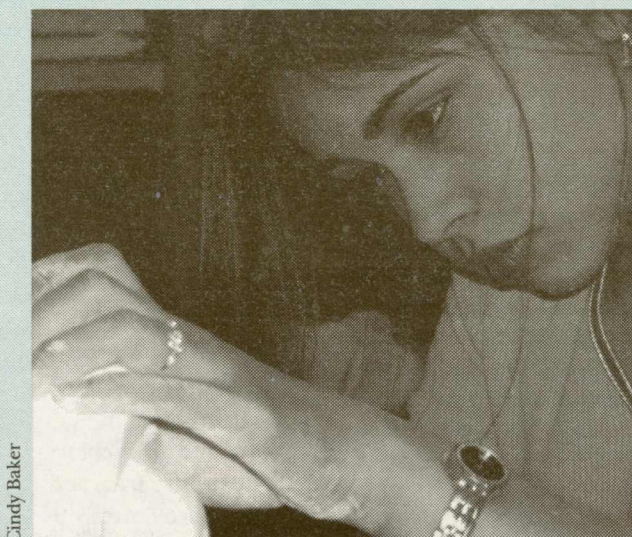
I have discovered since I've been a teacher how differently different people learn and apply knowledge. It has led me to be aware of how I design my courses—alternating short and long-term projects and allowing students to work from observation as well as respond to various materials directly.

Antioch, with its emphasis on cooperative education and its reliance on smaller, self-directed—non-graded—classes, fostered an environment where I felt free to combine any of a number of interests—critical theory, literature, science, art—into a paper or art project.

At this moment, I see art-making as an experimental critical process, a tool for learning. My classroom is a lab where any idea can be broached, where materials, forms, ideologies can be experimented with, without a full understanding of what the results will be. If you really want to understand the laws of gravity, come take a sculpture class.



In class, Michael Gaynes inspects freshman Maura McAuliffe's final project.



Sophomore Shivani Desai exhibited total concentration as she gave shape to her final project for the 3-D art class.

notes



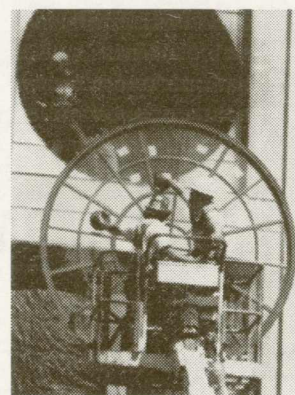
Cindy Baker

Provost Gillian Cell takes a breathalyzer test on campus. The test was sponsored by the student affairs office. Each person who registered a .00 on the test received a t-shirt with the words "I blew off Blow Out" on the front and a photo of President Timothy Sullivan giving the thumbs up sign, along with the caption "Timmy says, 'Blow an 0'" on the back. The provost received a shirt.

Institute book wins three major prizes

The Omohundro Institute of Early American History and Culture announced that James F. Brooks has won three major prizes this spring for his monograph *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*, published for the Institute by the University of North Carolina Press in 2002. In April, Brooks received the Frederick Jackson Turner Prize, given by the Organization of American Historians for an outstanding first book on some significant phase of American history, and the Bancroft Prize, widely recognized as the most distinguished prize awarded in American history. In May *Captives and Cousins* garnered the Francis Parkman Prize, which the Society of American Historians gives each year for a superior book in American history. Brooks is a member of the research faculty at the School of American Research in Santa Fe, N.M., and he serves as director of the School of American Research Press.

Swem window installation completed



Workers recently installed the new Wren-like window in the front of the College's Swem Library. The spoked window is considered a significant architectural feature of the soon-to-be refurbished building, which serves students and faculty campuswide. Funds to purchase the window were donated by Janet ('49) and Cliff Foster of Evans, Ga.

Kinesiology professor honored

Michael Deschenes, William and Mary associate professor of kinesiology, received the outstanding Kinesiology Professional Award May 3 from his alma mater, the University of Connecticut.

VIMS tours offered throughout summer



A touch tank adds a hands-on experience.

Tours of the Virginia Institute of Marine Science (VIMS) in Gloucester Point will be available to the public on Fridays at 10:30 a.m. through Aug. 29. Highlights include the VIMS' aquarium/visitor center, a look inside a research laboratory and a Teaching Marsh. Tours are free, and they last approximately 90 minutes. Please call in advance to reserve space (804-684-7846).

Two weeks in Guyana

Student's Eyes Open to the Joy of Giving

Burke Brownfeld, a student at the College, is spending his junior year studying at the University of Iceland. He recently published an account of a summer experience in that university's magazine. Excerpts are printed below. —Ed.

Last year, when I was a sophomore at the College of William and Mary, I received a grant from the Office of Volunteer Services to be used in a service project either in the United States or abroad. I decided to spend two weeks ... working with children at the St. John Bosco Orphanage in Plaisance, Guyana. ...

The kids fall into three racial categories: black, Indian, and mixed, and range in age from 4 to 16 years old. They let me know that the first order of business was for me to pick up each child and throw him above my head and catch him. How odd, I thought. But I soon realized that there was no one else at the orphanage able to pick these children up. Having a man there provided an opportunity to be picked up and thrown around. How fun! How exhausting.

The nuns and Rebecca (a lay volunteer) gave me a brief description of the children. "This child has alcohol fetal syndrome. Oh and this child is brain damaged from being beaten. This child was molested. This one ... we think he has AIDS."

It was all so much to take in. I greeted the children again, but this time connected names and faces with diseases and stories. I started to say to myself, "Oh, Burke, this one has AIDS. Don't touch him." This lasted for about two minutes. ...

On my third day I began tutoring. I started with Seon, a 7-year-old boy with a face distorted by alcohol fetal syndrome. When I first met him, my attitude was hands-off. He looked so strange. But when I started teaching him addition, I saw the sparkle in his eyes. His prior knowledge of math was minimal. So our first lesson consisted of my writing "3+2=" and Seon looked at me and smiled, showing his big crooked teeth, and holding my hand saying, "Me know sah." I responded, "Good! What is it?" Again he said, "Me know sah." But this time he shrugged his shoulders. At this point I realized that the word "me" implied a negative. "Me know" meant "I don't know." ... At the next math lesson, I instructed Seon to use some old pairs of shoes to show me three plus two. From that point on, we did addition with the assistance of what Seon called "the magic boots." He caught on quickly and couldn't get enough. ...

I just laughed as my heart warmed to these boys. After I had tutored several boys over the course of a week, every child in the orphanage would run up to me and tug on my shirt, my shorts, or my hands, smile, and ask, "Can I do lessons with ya' sah?" It was beautiful to see these kids so eager to learn. And yet, it was sad knowing that they simply wanted individual attention.



Burke Brownfeld ('04) reads to an orphaned child in Guyana. Brownfeld said of his experience, "I cherished every second."

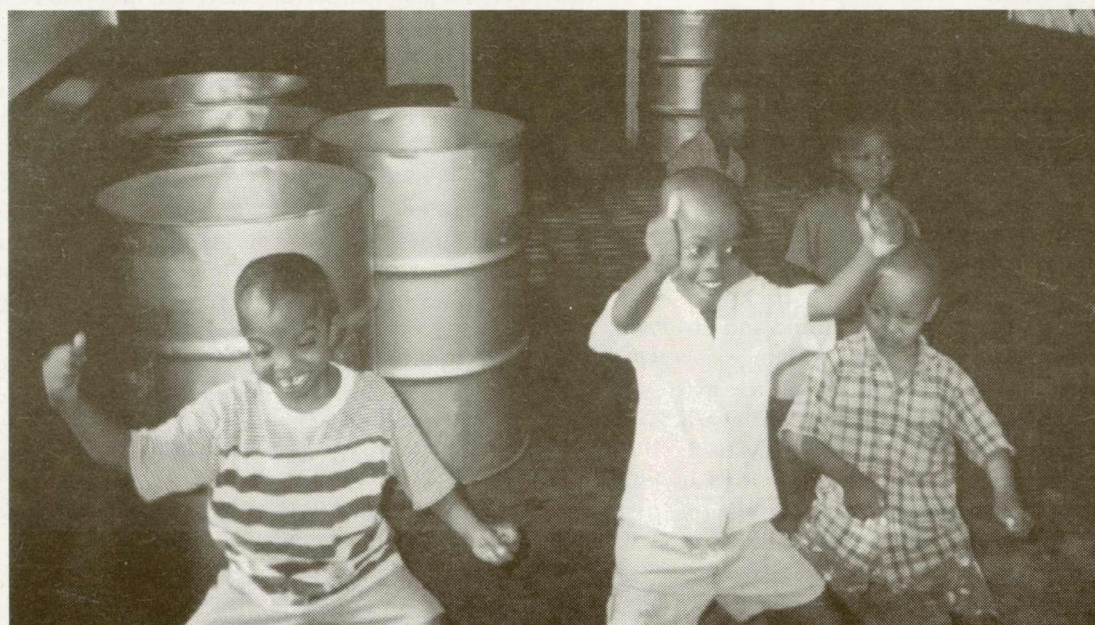
I could have asked them to dig holes and fill them up again, and just as long as I was standing there with them, they would have eagerly agreed. ...

The two weeks I spent in this intriguing, struggling country felt like two days. And they were undoubtedly the best two weeks I have spent in all of my 20 years.

Most people show up at the office, yawning, loosening their ties, lazily typing at their computers, aching and aching for 5 o'clock to arrive so they can head for home. But this was the first job I've had where I've cherished every second. Whether it was reading for an hour with Steffon, or throwing the Frisbee with Christopher, or just holding Michael, 5 o'clock was the saddest part of my day because it meant I would have to wait all night to see those boys again.

Many of us grow up hoping to make a difference. We all do a little community service here and there. We send a check to some charity and go about our business. But rarely do we dive in head first and immerse ourselves in helping others.

For all of my mature years, I have been planning on a career in law enforcement. Police this. Police that. But this experience in Guyana has opened my eyes to the joy of giving your whole heart to other people through different kinds of service. The feeling of helping those who need it most is absolutely indescribable. The only way to truly understand the feeling is to experience it yourself.



Seon (l) leads other children at the St. John Bosco Orphanage in a dance.

sports briefs

Men's cross country

The Tribe swept the CAA men's cross country awards, as the league named Ed Moran the Athlete of the Year, Matt Keally the Rookie of the Year and Andrew Gerard the Coach of the Year.

The team placed 14th at the NCAA Championships. The Tribe also was runner-up at the IC4A Championships, led by All-East honorees Brendan Gaffney and Sean Anastasia-Murphy.

Women's cross country

The College's women's cross country team capped off one of its greatest seasons ever with a 23rd-place finish at the NCAA Cross Country Championships. Ali Henderson earned her first All-America honor.

Women's field hockey

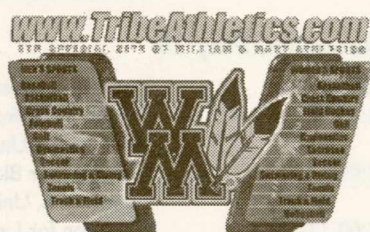
For the second time in three years, the field hockey team was one of 16 invited to the NCAA Tournament, where it fell in overtime to the University of Maryland. The squad finished the year with a record of 12-9.

Ann Ekberg paced the team with 23 goals and earned several honors, including selection as wommensfieldhockey.com All American.

Women's basketball

The Tribe finished the season with an 8-20 record. Senior guard Jen Sobota finished her career as the holder of nine school records, including career points, assists, steals, minutes played, games played, field goals made and attempted, and three-point goals made and attempted.

Need sports?



Go to

www.TribeAthletics.com

Men's basketball

The men's basketball team ended the season with a record of 12-16, its best finish since the 1997-98 season.

Adam Hess led those earning individual honors. Hess, who averaged 20.1 points per game, was named Virginia Player of the Year. In addition, he was selected to the CAA first team and to the National Association of Basketball Coaches District 4 first team.

Jack Jenkins was picked to the CAA All-Rookie team, while senior center Adam Duggins, who finished second in Tribe history with 139 career blocked shots, joined Hess on the conference's all-academic squad.

New basketball coach named



College President Timothy J. Sullivan (from l) joins Athletic Director Tony Driscoll in welcoming new coach Tony Shaver to the College.

The College's director of athletics Tony Driscoll has announced that Tony Shaver has been hired as the Tribe's men's basketball coach. Shaver comes to Williamsburg after a 17-year stint as head coach at Hampden-Sydney College, where he compiled a 358-121 cumulative record.

Shaver takes over a Tribe program that finished 12-16 overall last year. He becomes the 31st men's basketball head coach in school history. He replaces Rick Boyages, who returned to Ohio State.

Men's gymnastics

In making its second appearance at the NCAA Championships, the Tribes' men's gymnastics program once again proved it was one of the nation's elite teams. Coach Cliff Gauthier led the team to the tournament despite losing seven seniors from the squad that had just come off its first appearance at the NAAs.

During the season, junior Jamie Northrup matured into one of the nation's finest all-arounders as he finished with the top points total for the College. Perhaps Northrup's finest moment came during the USA Gymnastics Collegiate Championships, where his six-event total of 53.325 points helped lead the squad to its eighth Collegiate National Title in the last 10 years.

Women's gymnastics

The women's gymnastics squad completed arguably the best season in school history, as it repeated as Eastern College Athletic Conference champion. Coach Mary Lewis was named ECAC Coach of the Year, and senior co-captain Amy Van Deusen earned ECAC Scholar-Athlete of the Year honors. The squad set its all-time scoring record with a 195.450 in its final home meet of the year.

These briefs were compiled from reports produced by the College's athletic department for the Tribe Awards Night. Additional wrap-ups will appear in the next issue of *W&M News*.

Incogen Gets Grant For Cancer Test

College included in plans

Incogen, a Williamsburg-area company that is working on cutting-edge technology to provide a non-invasive diagnostic test for cancer patients, has received a grant from the National Institutes of Health and the National Cancer Institute to help with the research.

The company, founded by Maciek Sasinowski ('93), plans to work in conjunction with the College and with Eastern Virginia Medical School in Norfolk.

"Tests to determine if a patient has cancer are traditionally very invasive," Sasinowski told *The Virginia Gazette*. "Often, simple tests do not give accurate results, and sometimes biopsies are done. What we are working on will change that."

Incogen routinely works with the College—in fact, the influence of the company was key in the College's decision to add a degree in bioinformatics.

"This grant adds to our credibility and is certainly very nice," Sasinowski told the *Gazette*.

As far as his involvement with the College, he said, "We are very happy that we could contribute to the bioinformatics program. I even got to teach a class."

Letter Describes Alex Reyno's Legacy

On April 22, senior Alex Reyno died after jumping into the Grim Dell following a campus tour. The following letter was one of several subsequently received by the President's Office.

Dear President Sullivan:

On April 22, 2003, my wife, my daughter, Melissa, and I visited the campus for the College informational session, as well as the tour.

I would like to take this opportunity to offer our condolences to you and the College of William and Mary on the loss they suffered that day in the untimely death of Alex Reyno.

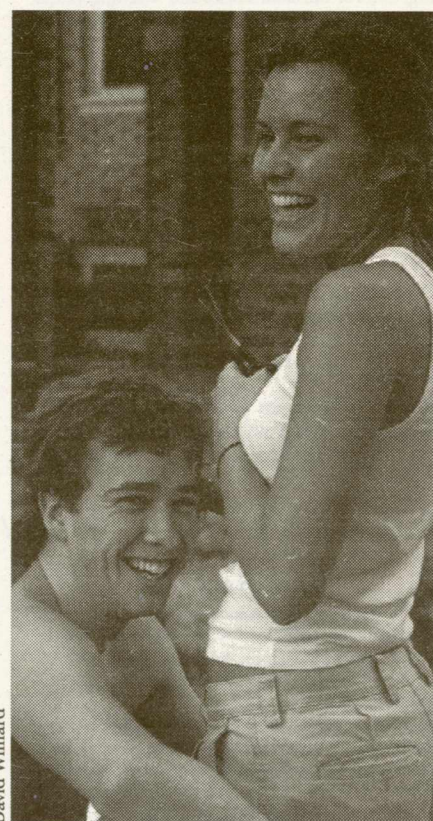
When we were in the University Center for the informational session, the dean of admissions introduced the tour guides who would be responsible for the second part of our visit. My family and I immediately knew that we wanted Alex and Laura to be our tour guides. Alex's enthusiasm for the School and giving the tour filled the room. When we started the tour, both he and Laura were not only informative, but were so enthusiastic about their four years at William and Mary that you could not help but become excited about your child attending the School. In fact, about half way into the tour, my daughter turned to me and said, "Dad, I love this place." This is not an expression she had used in any of our visits to other schools. ...

While my contact with Alex was only for that short time, it was easy to recognize what an intelligent, self-confident individual he was. I remember thinking that if Melissa, in four years, had the ability to relate to people like Alex did, I would be a proud parent.

In the car the next day, I was talking to my daughter and stated to her that going to college was not just a learning and social experience but involved being integrated into the campus and off-campus community. I used Alex as an example as to how she should spend her four years in college. If she listens to this gift of fatherly advice, and remembers how Alex described to her his four years at William and Mary, it will be part of Alex's legacy. ...

—Wayne G. Edwards

Spring Pruning



David Williard

Freshman Josh Barker was planning on waiting until classes were over in order to get a needed haircut. However, he found a willing stylist in freshman Katherine Stubbs. Although Stubbs admitted her experience was limited, Barker allowed her to proceed. He remained anxious to see the results.

calendar

PLEASE NOTE... Members of the College community may submit items to the calendar and classified ad sections of the *William & Mary News*. College events and classifieds must be submitted in writing through campus mail, by fax or by e-mail. Submissions must be signed with a contact name and telephone number for verification purposes. Items may be edited for clarity or length. Direct submissions to the *William & Mary News*, Holmes House, 308 Jamestown Rd. Fax to 221-3243. E-mail to wmnews@wm.edu. Call 221-2644 for more information. The deadline for the May 22 issue is May 15 at 5 p.m.

May 8

Reception for Provost Gillian Cell: The College community is invited to express appreciation to the provost and wish her well on her retirement. 4-6 p.m., Great Hall, Wren Building. 221-1257.

May 8, 9, 10

Piano Sale: Through an arrangement with Yamaha Corporation of America and The Piano & Organ Outlet of Williamsburg, the College replaces older pianos with new ones each year. The used pianos, which have been professionally maintained and carry a new factory warranty, are being offered for sale at a fraction of their retail value. Selection includes uprights, grands, Disklavier player pianos and Clavinova digital pianos. Financing and professional delivery are available. Pianos may be viewed at the College or the piano outlet, by appointment. Appointments are available between 9 a.m. and 8 p.m. on May 8 and 9 for faculty, staff, students and alumni, and between 9 a.m. and 5 p.m. on May 10 for the general public. Call 564-9592.

May 10

Book Signing: Congressman John Lewis will sign copies of his book *Walking With the Wind: A Memoir of the Movement*. Lewis, who will be awarded an honorary doctorate of humane letters at Commencement, is a noted leader in the civil rights movement, and is serving his eighth term in office as a Democrat representing Georgia's fifth district. 4-5 p.m., William & Mary Bookstore.

May 13

HACE General Meeting: Wayne Boy, associate director for planning, design and construction, facilities management, will report on the planning, design and construction projects on campus. Noon-1 p.m., Tidewater Rooms A and B, University Center. The College employee of the month award will be presented. Hourly, classified, faculty and administrative staff members are invited to attend and bring their lunch. Yearly HACE membership is \$7. Non-members attending are asked to contribute \$3 toward ongoing special projects. 221-1791.

May 16

Annual Spring Bicycle Impound: All bikes on campus without the appropriate marking tag from the Campus Police will be impounded by the Campus Police and held until the fall sale unless claimed for the \$25 impound fee. 221-4596.

May 17

Open House at VIMS: Annual open house at the VIMS campus. Activities include canoe trips, seining, tours of the laboratories and teaching marsh, a seafood chowder cook-off, a spin-casting game for young anglers and hands-on activities for children and adults. 10 a.m.-3 p.m., Gloucester Point. Free and open to the public. (804) 684-7099 or visit the VIMS Web site at www.vims.edu.

exhibitions

Through May 11

Senior Show: an exhibition of art work by 13 graduating senior art concentrators.

The exhibition will be on display 10 a.m.-5 p.m. weekdays in Andrews Gallery, Andrews Hall. Admission is free. 221-2519 or 221-1452.

Through May 18

Reconstructing Forms: Contemporary Sculpture by Arnaldo Pomodoro. Pomodoro is one of Italy's leading sculptors. His large-scale abstract forms cast in

bronze are site specific. For the United Nations headquarters in New York, he designed a sphere that suggests the earth's shape.

This exhibition will be on display in the Muscarelle Museum on Wednesdays, Saturdays and Sundays from 12 noon-4 p.m., and on Thursdays and Fridays from 10 a.m.-4:45 p.m. The museum will be closed Mondays and Tuesdays. Admission to traveling exhibitions will be free for museum members and William and Mary students. All other visitors will be charged \$5. Admission to galleries that display objects from the permanent collection is free. 221-2703.

sports

May 8, 9, 10

Baseball vs. Delaware, 7 p.m. (May 8, 9); 4 p.m. (May 10)

May 12

Baseball vs. Richmond, 7 p.m.
All games played at Plumeri Park.
For information, call 221-3369.

looking ahead

Opening May 31

Exhibition: Georgia O'Keeffe and the Calla Lily in American Art, 1860-1940. The exhibition will run through August 10. Muscarelle Museum. 221-2710.

June 29-July 26

Pre-Collegiate Summer Program in Early American History: An opportunity for rising juniors and seniors in high school to take an academic course in colonial history and earn four hours of college credit. Participants will study on site at historic places and museums in our area, participate in seminar discussions, create electronic journals on their own web pages, attend evening performances of music and dance at Colonial Williamsburg and join in archaeology digs. Details and application forms are available at www.wm.edu/niahd. For more information, call Carolyn Whittenburg, program director, at 221-7653.

July 7-11 and July 14-25

Center for Gifted Education Summer Enrichment Program: A 15-year-old program for high-ability learners, age 4 through grade 10, in which students participate in fun and educational enrichment courses on the College campus. Both a one-week and a two-week session are offered. The deadline for registration is June 16. The registration fee for children of College faculty and staff is discounted. Registration materials are available on the Center for Gifted Education's Web site at www.cfge.wm.edu/PreCollegiate_Pages/SEPInformation.htm. For additional information, call the center at 221-2362.

community

May 8

Public Forum: "School Trends," sponsored by the WJC Education Coalition. Featured speaker will be Ken Stevenson, University of South Carolina School of Education. Four area school superintendents will participate: Carol Beers, WJCC; Steven Staples, York; Jane Massey-Wilson, West Point; and Jonathan Lewis, Poquoson. 6:30 p.m., Williamsburg Regional Library.

Through May 29

"Research Revolution" Video Discussion Series: A free, six-week, scholar-led series offered by the Williamsburg Regional Library, which began April

Summer rental, May 15-Aug. 15. Contemporary home in the Meadows, 10 minutes from campus by car, 20 minutes by bike, 45-minute walk. 3 BRs, 2-1/2 baths, nice yard, deck, local phone. Fully furnished, including pots, pans, etc. \$1,000/mo. + security deposit and utilities. Renter mows grass. Call 258-1490 or 221-1723 or e-mail dxcher@wm.edu.

SERVICES

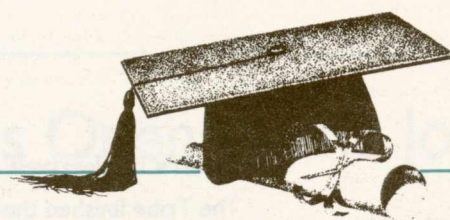
Housesitting: Graduate couple at William and Mary for unpaid internship from mid-Aug.-end of May 2004 would like to exchange attentive home care and maintenance for rent-free housing. Nonsmokers, no children or pets. Call 221-3598 or e-mail tjoha@wm.edu.

Housesitting by married couple in late 40s. Clean, responsible, nonsmoking. Will do all chores; care for plants, pets, mail, messages. Prefer long-term—3 to 6 months or more. Flexible starting date. References. Call 887-3581.

WANTED

Someone to share 3-BR, 3-bath townhouse in beautiful Kingsmill with physics professor. Semi-private entrance, share common area. \$500/mo. + utilities. Available July 1. E-mail nebel@alfred.edu.

Visiting faculty member looking for housing for 2003-04 academic year (Aug.-May). One adult, nonsmoker, with



Commencement Weekend Schedule

Friday, May 9

4:30 - 5:30 p.m. Phi Beta Kappa Reception, Dodge Room, Phi Beta Kappa Hall
6:00 p.m. Phi Beta Kappa Initiation and Banquet
Wren Chapel (Initiation), Tidewater Room, UC (Banquet)
7:30 p.m. Ani Kavafian and the Miami String Quartet (tickets required) -- Phi Beta Kappa Hall
7:00 p.m. - 12:00 a.m. Resident MBA Reception, The Hospitality House
9:00 p.m. - 1 a.m. Senior Class Dance (tickets required)
Lawn between Wren and Sunken Garden

Saturday, May 10

9:30 a.m. Baccalaureate Service -- W&M Hall
11:00 a.m. - 12:30 p.m. Women's Studies Graduation Reception
Tidewater A, University Center
11:00 a.m. - 1:00 p.m. Reception for Bio-Psychology Graduates and Families
Tidewater B, University Center
11:00-1:00 p.m. Reception for Literary and Cultural Studies Degree Candidates and Families, Tucker
11:00-1:00 p.m. International Studies/International Relations Ceremony
Phi Beta Kappa Auditorium
11:00 a.m. Law School Awards Ceremony, Law School 119
Noon - 4:00 p.m. Marshall-Wythe School of Law Barbecue
Law School Grounds
12:15 p.m. - 2:00 p.m. Picnic Lunch for Degree Candidates and Families (tickets required), Crim Dell Meadow
RAIN: Last names A-L (Commons), Last Names M-Z (UC Center Court)
2:00 - 4:00 p.m. President's Reception, Graduating Students & Families
Wren Yard (RAIN: Trinkle)
3:30 p.m. William and Mary Choir Concert
Chesapeake Room, UC
4:00 - 6:00 p.m. Ceremony for Master of Public Policy Degree Candidates and Families, Tidewater, UC
4:30 - 6:30 p.m. ROTC Commissioning Ceremony and Reception
Phi Beta Kappa Hall /Dodge Room
5:30 p.m. Order of the Coif Initiation, The Great Hall, Wren Building
9:30 p.m. Senior Class Candlelight Ceremony
Wren Yard (RAIN: Inside Wren, seniors only)
10:15 p.m. Senior Class Reception
Wren Courtyard (RAIN: canceled)

Sunday, May 11

9:00 - 10:30 a.m. Graduate School of Business Brunch
East Lawn, Blow Hall (RAIN: 3rd Floor Blow)
9:00-10:30 a.m. Graduate School of Education Brunch
Andrews Foyer and Courtyard
10:45 a.m. "Walk Across Campus"
Seniors gather in Wren Yard
11:15 a.m. Candidates for Degrees Assemble
W&M Hall
12:00 p.m. COMMENCEMENT EXERCISES at W&M Hall (tickets required)
3:00 p.m. Diploma Presentations and Receptions by School/Department
4:30 - 6:00 p.m. Marshall-Wythe School of Law Post Diploma Reception
Law School Front Lawn

24. The series examines scientific discoveries and technological transformation in the 20th Century. The Williamsburg library is one of 50 pilot libraries nationwide selected to participate in the program. Discussion will be led by John McKnight, professor emeritus of physics at William and Mary. 7 p.m., Patricia Schell Memorial Meeting Room, Williamsburg Regional Library. For additional information or to register to attend, visit www.wrl.org or call Patrick Golden at 259-4071.

small crate-trained dog. Furnished or unfurnished apartment, house or townhouse acceptable, but no shared arrangements. Prefer quiet neighborhood near campus, but willing to explore possibilities at moderate distance. Price range around \$700. Call Betty in history department, 221-3720, or ce-mail ejflan@wm.edu.

Visiting assistant professor seeks cozy apartment/cottage/home for 2003-04 academic year. Contact Lisa Swartout at lxswar@wm.edu.

Visiting faculty member and spouse looking for furnished housing for spring 2004 semester. Would like 2 BRs and prefer on-site laundry facilities. Two adults, no children, no pets. Prefer quiet neighborhood near campus. Price range around \$1,000. E-mail history department at history@wm.edu or call 221-3720.

W&M student, male or female, to supervise our 12-year-old son in Kingsmill this summer. Salary negotiable. Room and board, if needed. Hours flexible, but about 10 a.m. to 5 p.m., M-F. Some predetermined weeks off. Own transportation very helpful. Contact Curt Stoldt at curtisstoldt@cox.net or call 259-9576.

Responsible, reliable, loving and kind individual to look after a 6-1/2-year-old every Monday and Tuesday, 6:45 a.m. to 2:30 p.m., June 16 - Aug. 26. Call 220-0068.



The next issue of the *William & Mary News* will be published on Thursday, May 22. The deadline for submission of items is 5 p.m. on Thursday, May 15, although submissions before the deadline are encouraged. Call 221-2639 with any questions or concerns. For information about classified advertising, call 221-2644. Ads are only accepted from faculty, staff, students and alumni.

The *William & Mary News* is issued throughout the year for faculty, staff and students of the College and distributed on campus. It is also available on the World Wide Web at www.wm.edu/wmnews/wm_news.html.

News items and advertisements should be delivered to the *News* office in Holmes House, 308 Jamestown Rd., (757) 221-2639, faxed to (757) 221-3243 or e-mailed to wmnews@wm.edu no later than 5 p.m. the Thursday before publication.

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Tim Jones, associate editor

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Susan Weber, proofreader

C. J. Gleason/VISCOM, photography

Stewart Gamage, vice president for public affairs

Bill Walker, Ann Gaudreaux and

Suzanne Seurtan, university relations

Cindy Baker, university publications

classified advertisements

FOR SALE

2001 Dodge Intrepid SE 4-door sedan, silver. Automatic. Excellent condition. 44K. \$11,000. Call Mona at 345-2511.

1994 Plymouth Sundance, 4-door, burgundy. AT, AC, 103K miles. Good condition. \$2,000 negotiable. Call 887-0919 or 221-2283.

1993 Nissan 240 SX. AT, AC, sun roof, power windows and locks, AM/FM radio cassette. Oil changed every 3,000 miles, well-maintained, all records. 180,000 miles. Call (804) 642-6551.

FOR RENT

Efficiency apartment in private home across from campus on Jamestown Rd. Entire upstairs of home: kitchen, dining and living area, full bath and small bedroom. Space for parking. Single female preferred. No pets, no smoking. \$500/mo., includes utilities and cable hookup. Call 229-3311 before 7 p.m.

Attractive modern house in woods, near Ukrops, 3 miles from campus. 3 BRs, 2 baths, garage, large deck, fireplace, gas heating, washer/dryer, AC, fully furnished. One-year renewable lease beginning July. \$900/mo. + utilities. Call 565-2917 or e-mail dmons@wm.edu.