



NEWS

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RETIREMENT and the Meaning of Life

Seeking a gift for a recent faculty retiree? Here's a hint: Rocking chairs and fishing poles won't cut it. Each assumes a slowing down. At William and Mary, emeriti professors seem only to speed up as they transition into yet another life-fulfilling stage.

Wayne Kernodle is a prime example. Although he is in North Carolina enjoying his summer break from the "moist heat" of Williamsburg—"We're in the high mountains," he said, "up about 5,000 feet, and sleeping under blankets; only about 200 yards from the Appalachian Trail"—it is only temporary. He is not in "retirement." He is on "vacation."

About retirement, Kernodle, who left the College as a sociology professor in 1988, explained: "I had a friend in psychology who retired long before I did who told me, 'Wayne, I've been retired for two months, and I'm already three years behind.'" After 14 years, Kernodle's slippage has been not quite that bad. Regardless, he will extend his vacation through the summer—a month with his daughter west of Asheville, N.C., where the nights are cool, and then July with his son at Appalachian State University, which hosts a month of music and arts. "By the time we get to Williamsburg in August, it will be work," he said. "We've already gotten the fall Christopher Wren Association catalogue out; when we get back, we'll help put the spring one to bed."

As he talked about the years since he and his wife, Ruth, a sociologist at Christopher Newport University, ended their careers at their respective colleges to take "some trips together," the Christopher Wren Association kept coming up. The travel seemed almost obligatory. "We went to Alaska, to Western Europe and even on the William and Mary 300th anniversary trip to England," Wayne said, "then, when we had messed around for about a year, we said, 'that's enough of

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Diggin' Werowocomoco



Tim Jones

At the end of a day's dig, Cyndi Vollbrecht ('05) (l) and Matt Whalen ('06) use the "total station" to measure the amount of dirt sifted and removed from various excavation units.

Taking into account the heavy haze of one of June's more humid days, Michael Rodgers's abundant energy almost feels out of place. Jeans caked with dirt, face flushed red from laboring nearly eight hours in the sweltering heat, his gait carries more pep than you might expect. That is

until you inhale the idyllic landscape that provides the backdrop for Rodgers's work, and feel the subtle breeze off the York River that seems somehow to motivate the boisterous William and Mary sophomore.

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Calla lilies bloom



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Parking rates fall for some
Stagnant salaries of faculty and staff figure into tiered fees that will reduce parking cost for nearly 1,000 College employees.

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W&M Team Seizes Upon Ghost Ranch Potential

A chance 2001 encounter between Sylvia Shirley, associate professor of kinesiology at the College, and Jean Richardson, director of development for New Mexico's Ghost Ranch, at an Elderhostel conference in Baltimore, Md., has led to an incredible story about possibilities and the unimaginable results that can follow.

At the conference Shirley was giving an address about trends in adventure recreation and how participants developed confidence and self-esteem through these activities. "I hate to see anything wasted," she explained. "Especially someone's potential." Following her talk, she met Richardson, who described an area of the Southwestern desert where potential for an outdoor adventure course seemed limitless. The desire existed; only expertise was needed.

Shirley possessed the necessary knowledge. A pioneer of outdoor adventure programming at William and Mary,



Kinesiology Dept. photo

Sylvia Shirley surveys the Ghost Ranch from the "high course."

she arrived on campus in the 1970s with the task of expanding the existing outdoor activities. Since that time she has

spearheaded the development of the "ropes" or challenge course, a facility used by both the College and the local community. "There is a special part of the students' learning that can be found no other place on campus," she says. "Participants acquire skills and knowledge that enable them to feel safe and competent in this 'risk-taking' environment"—including the ropes courses.

"The high-ropes elements are great equalizers," Shirley said. Each element is attempted independently. Participants are encouraged to face their personal fears, share strengths, admit weaknesses and apply skills. "You find that participants 'rise' to the occasion," she added.

Over its lifetime the William and Mary program has blossomed. What started as a small program featuring backpacking and canoeing turned into a multi-semester, beginner and advanced level curriculum. The initial program spawned countless other classes,

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Diggin' Werowocomoco: Students Begin Working Site

Continued from front.

Not many classrooms can compete with the scenery Rodgers and 15 other William and Mary students enjoy every day at this archeological field school. The river, the lush greenery, the sprawling corn fields—it's easy to see why Chief Powhatan would have chosen this site for his village. And not many field schools can compare to the opportunities offered by a place that already has garnered international interest as the site of Werowocomoco, Chief Powhatan's primary residence. The excavation is young but already fruitful.

"Every day we find tons of artifacts," Rodgers says. "It's more like in every bucketful of dirt we find something. Not a day goes by that I don't find something that makes me say, 'Wow! Look at this.'"

Although this is his first archeological excavation, Rodgers is aware of this dig's uniqueness. The unusual concentration of Native American and Colonial artifacts from the contact period between the two cultures is what interested scientists in this site in the first place.

"I know we have something pretty special here, but if I didn't find something one day, I'd actually be disappointed," Rodgers says.

Most of the students participating in the field school, headed by Martin Gullivan, a William and Mary anthropology professor, are partaking in their first excavation. During the initial two weeks, their "discoveries" were usually accompanied by a reaction similar to the one Rodgers described as a daily occurrence.

"One of us would find a nail, or a piece of glass—something from more recent inhabitants of this site—and we would dance around saying, look at what I found, look at this!" says junior Cyndi Vollbrecht. "Now we're getting used to finding some really neat stuff, but it's still pretty exciting."

That's not to say there aren't surprises. Uncovering arrowheads, called "projectile points" if you're in the field, is particularly exhilarating since there are far fewer of them than the more common Native American ceramic finds. Often it's unearthing soil formations, such as a mysterious trench feature uncovered recently, or post stains, that provide the most excitement. Everything is important, even a rusty 19th century nail, because each find reveals another piece of history.

Excavation isn't easy work, evident in the dirt-stained clothes, foreheads glistening with sweat and water bottles attached to every student's hands. Meticulous scraping with a trowel, necessary to prevent intrusive digging, is extremely slow.

"I can't get over just how much dirt is actually in these holes!" Vollbrecht says. "You look at these square units, and they don't look that big, but you wouldn't believe how much dirt comes out of them."

And that dirt has to be sifted. Every piece of it, thoroughly sifted and documented—a process that for one average sized unit, about five feet by five feet, takes anywhere from one half to a full day.

If the work is as tedious and tiring as it sounds, not a single student is showing it. Smiles adorn every face, and good-humored banter flows freely thanks in part to Rodgers's habit of nicknaming the equipment used in digging.

"This here is the Princess of Power Stick," he says as he positions one half of the surveying equipment setup. Rodgers and Vollbrecht, who controls the other half, are taking elevation readings to see how far down they've dug today. "I called it that because it has this shiny prism on the top of it," Rodgers explains. "That thing over there, the small sifter, we call Little Buddy. Seriously, how can you get mad at something named 'Little Buddy?' The bigger one over there is Captain America."

While joking, Rodgers works constantly. Every other student works too, packing up one of the four sites they've been digging and draping an enormous black tarp over the dig area. With everyone pitching in, either holding down edges and corners or grabbing objects heavy enough to hold down the tarp (Little Buddy included), clean-up moves rapidly. A gentle river breeze



Tim Jones
Jennifer Props ('06) examines an arrowhead/projectile point that she uncovered at Werowocomoco.

sends waves through the tarp, reminding the workers why they must move quickly—there's only a little more than an hour of prime swimming time before today's informal class lecture.

Hurriedly, students head back to camp. The ladies head to the small air-conditioned house while guys disappear into their tents, most emerging in swimwear only minutes later. Some students choose to hang out at camp and toss a Frisbee, while others make a beeline for the river.

"This is a pretty unique field school," says David Brown ('96), a Ph.D. candidate working as a teaching assistant. He quickly reminds the departing students that the lecture is only an hour away.

"Dr. Gullivan and the land owners, Bob and Lynn Ripley, have really gone out of their way to make sure the students have everything they need. On top of that, there's plenty here to entertain us when we're not working."

Lynn Ripley who spends her days digging alongside the students and continually extending her hospitality, is happy to have such a great group of students and to contribute to their enjoyment of this project.

"It's wonderful to see them working so well with one another and having so much fun together. There's not one student who doesn't spend time with the others," she says. Ripley, who is auditing one of Gullivan's archeology courses in the fall, added that she's learning as much as the students, and probably having just as much fun with the field school.

It's debatable, considering that at their disposal students have a river, jet skis, a beautiful dock perfect for fishing, showers, even Yoga, and the picturesque landscape conducive to volleyball, wiffleball and Frisbee tossing, all of which resembles more of a summer camp set-up than a field school site. Students take full advantage of the resources, particularly the fishing. Collectively, they've reeled in enough croaker for an end-of-field-school fish fry.

Although the field school does have its resort qualities, students still find themselves "roughing it" in some cases. The heat alone can be a bit of a burden, not to mention the evening bugs and the construction site style restroom. But it's not enough to prompt a single complaint.

"Oh, I'm simply loving it out here," says Rogers on his way to the river. "Even the bugs aren't that bad, but that may be because we all wear enough bug spray to kill any insects that come within three feet of us!"

For as hard as they play, they work twice as hard and learn twice as much, even though the most casually dressed student on William and Mary's campus would appear to be attending a black-tie affair compared to the field school's students. Sauntering sporadically into the lab for their informal lecture, many students are still wet from their afternoon river swim. Most are still dressed in their bathing suits and wrapped in towels. But that doesn't inhibit the classroom setting at all, and the discussion itself would rival the intellectual sophistication of any other class.

"For our next quiz, I want you all to be able to identify some artifacts from our actual excavation sites and be able to make sense of them in terms of chronology and function," Gullivan tells the class.

Using items uncovered at the Werowocomoco site to provide examples far more illustrative than even the highest quality photograph, Gullivan explains the diagnostic characteristics of Native American ceramics. He acknowledges that, yes, it can be difficult to identify the fabric impressions on the artifacts because many are crumbled and small, but with a carefully trained eye, students should be able to differentiate between Townsend fabric impressed and Roanoke simple stamp ceramics, both of which are shell tempered.

"The simple stamping will have very shallow parallel grooves as the surface treatment, without the twisting that you see in the cord marked," Gullivan says, as he wipes an artifact with the tail of his shirt. "Cord marked, of course, with the indentations of individual cords wrapped around paddles that are being pressed into the leather hard clay, and if you look really carefully, and you have a clean shirt, you'll see an S twist or a Z twist, which you won't see in the simple stamped ceramic."

In the classroom, there is the same amount of energy and attentiveness that flows in the field. Whatever it is, be it the anticipation of another pre-dusk swim, the tug of dinner at the end of the line, the sheer joy of learning something new, or the chance to gain understanding of another culture, something keeps every student's eyes wide and smiles big.

Perhaps it's the same thing that's been there for centuries.

by Tim Jones



Tim Jones
Michael Rodgers ('06) identifies the next unit for measurement as he wields the "Princess of Power Stick."

Retirement and the Continuing Quest

Four emeriti discuss ongoing transitions

Continued from front.

that.” They focused on, among other things, the Christopher Wren Association for Lifelong Learning, a concept they helped birth into reality as a means to provide continuing education opportunities for community senior citizens. “At first, we thought we might get 75 people involved, and we ended up getting about 125,” Kernodle said. Organizing classes and performing administrative tasks, as well as teaching, kept him “busier than ever.” Today the organization “provides 55 courses each semester for 1,200 members,” he boasted.

As he reflected upon his contributions to the College—a relationship that “began in 1945 when the sociology department had three professors and there was no anthropology”—he again makes an easy connection to his work with the Wren association.

“What I’m doing in many ways is an extension of the development of my career,” he said. “I don’t think the development will ever end. Some people retire and they don’t either have the capacity or the interest or the know-how to continue to find things that are challenging and interesting, so they kind of wither on the vine, or they just sit around with nothing to do.

“I think I’ve always had a desire to do something a little bit different. I’ve always been looking for ways that I could modify, or improve, or create or change or add to what I’ve been doing. I think I’m still trying to do that.”

Two William and Mary emeriti, John Levy and Armand Galfo, are in different phases of retirement. Each, however, is intent on giving back to the world.

Levy, who retired from the College’s law school last year, has accepted a Fulbright Scholarship appointment to Kenya. He will be teaching at Moi University there beginning in August.

Concerning retirement, Levy, who has been serving as an adjunct at the law school, has been kayaking on Wilson Creek and has been carving “feely fish” out of Virginia cedar, admitted that he thought “retirement” would be different.

“The way I’ve explained it is that for years my mantra had been I didn’t know what I wanted to do when I grew up, and my wife said, ‘Why the hell don’t you just grow up?’ So, I’m trying that and seeing how it works.”

The woodcarvings represent only diversion. “My latest thing is the talking sticks,” he said. “I’ve made them for therapists and teachers.

“I’m a hand-carver,” he continued. “Most of it for me is therapy. I would get home from dealing with students and law professors all day and take it out on the wood. It goes back 20 years, but I’m creating lots of talking sticks now because I have more time.”

He may want to take a few of the sticks to Kenya, where he will re-immense as a clinical law teacher for 10 months—his specialty at the law school. The destination—Africa—is not random. He and his wife, Kaye, met, married and gave birth to their daughter in Africa 40 years ago while each was working through the Peace Corps.

“In many ways, I have gotten so much



Joseph Gilley graphic

Recent retirements

The following faculty retirements were recognized by the Board of Visitors in late April:

Donald J. Baxter (Government)

Jerry H. Bledsoe (Theatre, Speech, and Dance)

Gillian Townsend Cell (History)

Roy L. Champion (Physics)

Mark E. Chittenden, Jr. (Marine Science)

Ronald N. Giese (Education)

Richard L. Kiefer (Chemistry)

Gilbert H. McArthur (History)

Louis P. Messier (Education)

Richard H. Prosl (Computer Science)

Theodore R. Reinhart (Anthropology)

George V. Strong (History)

John Dirk Walecka (Physics)

Helen Campbell Walker (History)

Alan J. Ward (History)

from Africa, and Africa to me was just an amazing, marvelous experience,” he explained, recalling how he, inspired by President John Kennedy’s charisma, joined the Peace Corps to teach English as a second language. “The people there are so marvelous,” he said, “and the problems are just so immense. I have something I can offer, so there is a sense of responsibility to do what one can. My life is ongoing.”

Galfo, although 20-odd years past retirement, has in common with Levy the desire to do something “worthwhile.” Like Levy, Galfo continued after retirement as an adjunct at William and Mary. After leaving the College, he, too, traveled on a Fulbright Scholarship overseas: in his case, he and his wife, Mary Faust, continued research on perceptions of NATO and the Warsaw pact in Berlin both before and after the Wall was taken down.

“What do you mean, did I go fishing?” he asked. “I had my research, and I knew some of it was important.”

At nearly 80 years of age, Galfo admitted that he is “getting tired now.”

“What I look forward to more than anything is what Mary and I are doing with the [College’s] development office,” he said. “We just set up a prize in science teaching, the Armand J. and Mary Faust Galfo grant, and another fund for students to study educational

research in statistics”—Galfo’s specialty. He described the funds as a way both to create and to continue a legacy.

“It had been set up to go into effect after we died,” he said, “but it’s gotten to the point where we’ve enjoyed so much meeting these young people that we set it up now.”

A fourth emeritus professor, John A. Williams (religion/Islamic studies), has been so busy since leaving the College he cannot even place the year of his departure—“It was two or three years ago, I just don’t remember,” he said.

Pondering whether he, in fact, has “retired,” he said, “Retirement means withdrawing. I am withdrawn, of course, in a certain sense of the word. I don’t see the same people every day whom I used to see. I’m withdrawn from students; I miss that very much. I’m withdrawn from faculty meetings; I don’t miss that at all.

“I guess what I miss most of all is interaction with colleagues and students, but there’s a great deal of interaction going on just the same.”

Williams, who lives in the Williamsburg community with his wife, Caroline, recently completed a book with colleague James Bill (professor of government) on Roman Catholicism and Shi’i Islam, he lectures for the Chris-

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—Wayne Kernodle

‘I have something I can offer, so there is a sense of responsibility.... My life is ongoing.’

—John Levy

‘What do you mean, did I go fishing? I had my research, and I knew some of it was important.’

—Armand Galfo

‘For me to say I’m out of that, I wash my hands of that, would be absurd. It would be to contradict my entire life up to this point.’

—John A. Williams

topher Wren Association, and he works some quite long days in his off-residence office on research pieces and lectures he has been invited to deliver.

“I have been busier than ever,” he said, and, if he is at least “picking” his “poisons,” he is finding many from which to choose. As a builder of understanding between the Arab World and Americans, he is in demand.

“We live in a time when the United States is in a very problematic relationship with the Muslim world,” he explained. “People who know the Muslim world intimately are at a premium. Therefore, at this juncture for me to say I’m out of that, I wash my hands of that, would be absurd. It would be to contradict my entire life up to this point.”

Recalling his preparation to serve as a professor of Arabic and Islamic studies, he mentioned his early experience at the American University in Beirut, Lebanon, in 1951, where he began to learn Arabic. In the 1950s he witnessed first hand the Arab bitterness about the support the United States gave to Israel. In 1967, he and his wife “got married in the middle of a war in Cairo while the Israelis were dropping bombs.”

During 15 years of living in the Arab Middle East, he explored his interest in Islam “as a religion, a social system and a historical phenomenon.” Then he settled at William and Mary, where he was uniquely able to open the eyes of numerous students to the intricacies he had experienced and observed.

“The teachers who have taught me, the life that I have lived, the people who have added experiences that have formed me made me what I am; then making bridges between our society and the Islamic world is part of what I am,” he concluded.

“You can put this in a theological way—I have a responsibility to my creator, or I have a responsibility to those forces which have made me what I am. It’s more than a responsibility; it’s a question of being true to myself and true to the life that I have lived.”

by David Williard

W&M Adventure Team Helps Ghost Ranch Seize Its Potential

Continued from front.

including adventure games I and II, kayaking I and II, rock climbing I and II, mountain biking, windsurfing and winter camping in the Adirondacks. Exciting as the results were, Shirley, as a result of the chance meeting, would have the opportunity to re-create its best features on a grander scale.

Shirley soon went to New Mexico, where she visited the Ghost Ranch and was pulled in by Dr. Richardson's enthusiasm. She became intrigued with its 21,000 acres spread across New Mexico's picturesque desert. Established in 1955, the ranch is operated by the Presbyterian Church and serves the community as a study and conference center. Richardson knew the facility wasn't meeting its full service potential for the community. "We had acres and acres of untamed desert that weren't being utilized," Richardson noted.

"The ranch had such wonderful resources—including the painted desert terrain and over 30 miles of unused access to the Abiquiu reservoir. In terms of outdoor recreation potential, their natural environment was completely undeveloped," said Shirley.

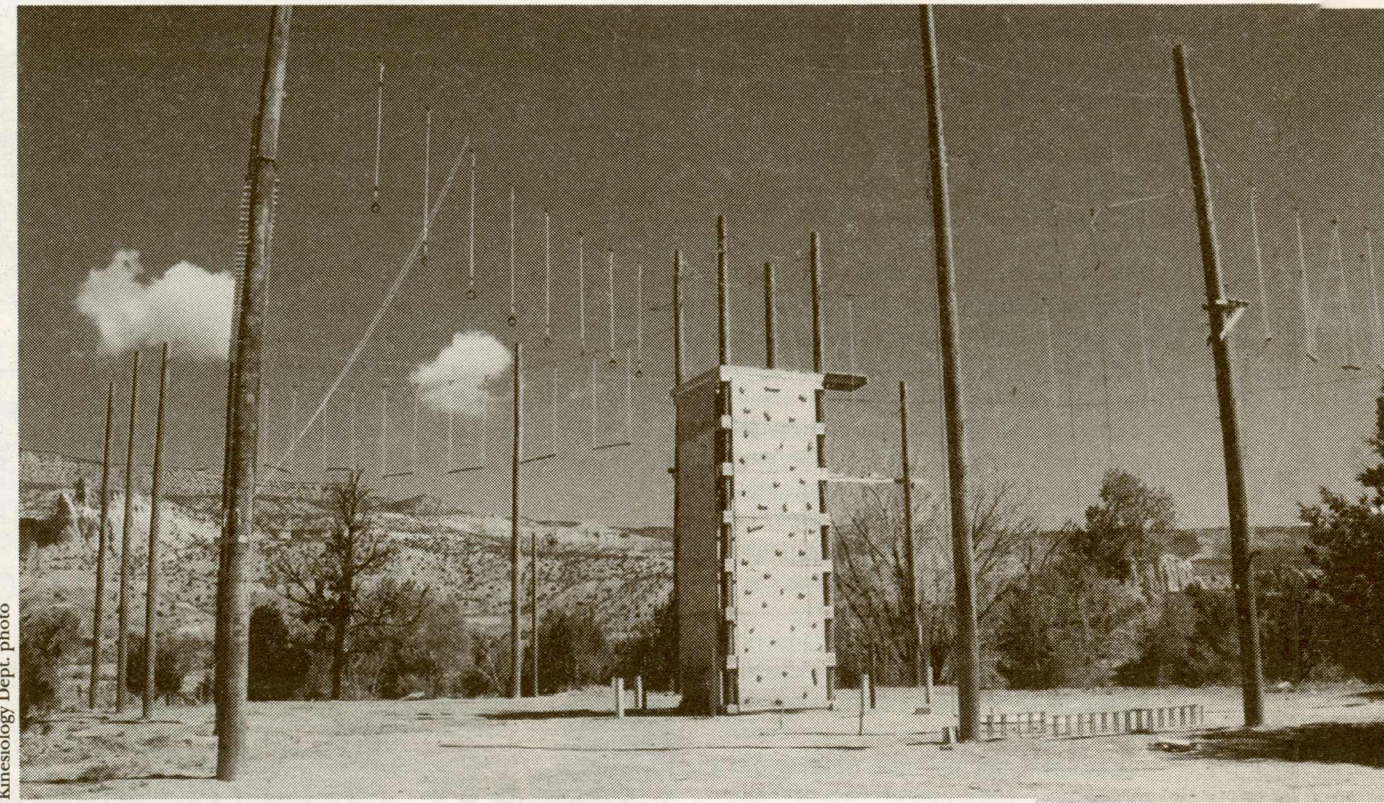
The great beauty of the region is not matched by equal economic opportunity. It is an area of immense poverty. In fact, New Mexico is among the poorest states in the country. Residents of Rio Arriba county struggle with unemployment and homelessness. These factors contribute to high rates of drug and alcohol abuse, teen pregnancy and great numbers of high school dropouts. Ropes courses have a remarkable track record for aiding those facing addictions and lack of self esteem.

Shirley instantly saw the Ranch's potential. Getting her involved did not take much convincing. "What a magical place this is," she added. "I knew right away it was the perfect venue for a high and low challenge course. These programs have the ability to change people's attitudes in as little time as a day, and I wanted to share the positive results we've seen on the William and Mary campus."

Subsequently, Shirley led a band of volunteers to New Mexico to create the ropes courses, one low and one high elements venue. The team included William and Mary students Dan Smith ('99), Amy Cadge ('01), Shaun Boren ('00) and his wife, Jen Fields ('01), Jill Shumaker ('01) and her dad, Pete Berquist ('01), and Matt Rossi, as well as Williamsburg resident Bob Connelly.

"I know a fair bit about ropes courses," said Shirley. "But the Ghost Ranch project was a challenge." In the desert there are no tall trees. All the high course elements require elevation. This course would need to be constructed with telephone poles, a medium Shirley wasn't familiar with. "I've never undertaken anything so complex or rewarding," she added.

Driving the ropes course project was a "build it and they will come" philosophy. Build it they did. Over a four-day pe-



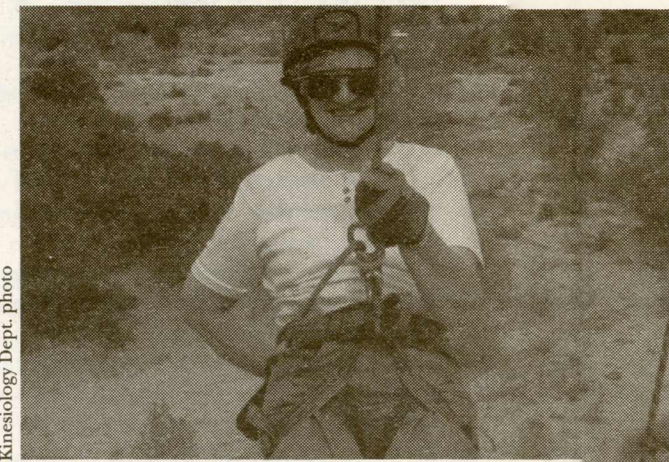
Kinesiology Dept. photo

Volunteers from William and Mary used their expertise to help plan and construct the ropes course at the Ghost Ranch.

riod in the spring of 2001, this group of volunteers constructed and installed the 14 elements for the low course and built the 18 high course elements. The utility poles for the high course were not yet in place, so a smaller group (Smith and Rossi, as well as Charlie Park ('01), Wit Elleman and Linda Baulmer) returned weeks later with Shirley to install the high elements.

The William and Mary crew was determined to have the project succeed. In fact, that summer three of the student volunteers, Smith, Rossi and Cadge, returned with newcomers Kathy Ann Brickman ('01) and Kathy Dejong ('01) to run the ropes program. They wanted the program to have a long lasting impact on the surrounding community. Rossi and Cadge organized community outreach to bring the new facilities to the attention of local schools, community programs and non-profit organizations. Rossi would become so involved that he ultimately joined the Ghost Ranch staff full-time as a program assistant.

Their impact has been immense. "The students of the College of William and Mary and Shirley will never see the lives that they have touched through their actions," said Richardson in a letter to William and Mary president Timothy J. Sullivan. "More than simply skillful, Shirley is a wise instructor. She teaches not only by example, she teaches from her heart."



Kinesiology Dept. photo

Tawathaw Revia said her fear of heights was overcome by Sylvia Shirley's insistence on safety.

There has been national attention as well. Ghost Ranch and its ropes courses were singled out in the October 2001 issue of *The National Geographic Traveler* as one of its "Places of a Lifetime."

While the William and Mary team played a major role in the implementation and completion of this project, Shirley is

quick to point out that it was community effort that built this program. Numerous companies, like the Jay Henry Holland Company, provided donations and/or discounts for the project.

The ropes course program serviced more than 3,000 local school children in just its first year of operation, as well as numerous community groups and organizations.

Tewathaw Revia is the office manager for the kinesiology department. In recent years, through her association/friendship with Shirley, this self-described grandmother has become adventurous. She's been skiing, white-water rafting and rappelling. A few years ago she made a crossing of Matoaka Lake on the College's zipline.

"It's the most awesome feeling to be zinging along the top of the lake," Revia remarked. Her children and grandchildren were impressed. Revia noted that when she offered her grandchildren, then 10 and 14, the same opportunity, they said, "If Grandma can do it, we can do it!"

Revia had the opportunity to visit the Ghost Ranch and its new courses with an Elderhostel group the summer after the courses were built. "Ghost Ranch is different from anything I have experienced," she said. Of course, the high ropes elements involve degrees of heights, and Revia admitted, "I don't do heights well." But, she said, because of Shirley's approach, it's not an issue. "She is so safety conscious, so knowledgeable you feel like, if she says you can do it, you can."

"You never go before you're ready," Revia continued. "You know with Shirley it's not a gamble, it's a sure thing."

Revia feels the Ghost Ranch experience, as well as the other adventures, have built a confidence in her she didn't know she had. These types of experiences provide an opportunity to "share in the pleasure and joy of accomplishing things you never knew you could," she said.

But the story of Ghost Ranch doesn't end in the air. As if the ropes program were not enough, Shirley pressed on. In addition to its beautiful desert terrain, the Ghost Ranch facility hosts 30 miles of waterfront on the Abiquiu Reservoir.

The resource was completely unutilized. Shirley took it upon herself to round up new kayaks and canoes for the program. With the generosity and support of Blue Ridge Mountain Sports and Appomattox Outfitters, Shirley got the necessary equipment. The "summer crew" agreed to transport the boats in their caravan to New Mexico, and a local vocational school, Higher Horizons, took on the project of fabricating a trailer to carry the load. Voila! The Ghost Ranch water program was born.

Everyone has a calling, just not everyone finds it. It was obvious to all involved in this project that Sylvia Shirley found hers, another example of possibilities meeting fulfillment.

by Suzanne Seuratlan

The Balancing Benefits of Kinesiology Remain With Alumna 12 Years Later

Kinesiology classes at William and Mary 12 years ago continue to provide "balance" in the life of Kathy Ramirez-Aguilar ('94). Upon hearing about the effects of recent budget cuts on the College and specifically on "kinesiology," she wrote to celebrate the impact of the program on her life and to share her sense of loss.—Ed.

"Winter Camping in the Adirondacks," I said to myself as I was looking over the 1990-91 William and Mary course catalog. "Now that sounds like a spring break I will never forget."

And I was right. Twelve years later, when I think back on that experience, I am left with some of my most treasured memories from college. I see myself snowshoeing up Blue Mountain, putting on cross-country skis for the very first time, skiing by candlelight on Raquette Lake, spending a week at one of the most historic camps in the Adirondacks, sledding at high speeds down a forest road and learning winter safety skills that I will utilize for the rest of my life. In fact, that first outdoor education experience had such an impact on my life that I spent every spring break winter camping in the Adirondacks while I was at William and Mary, and I took just about every outdoor activity class offered through the

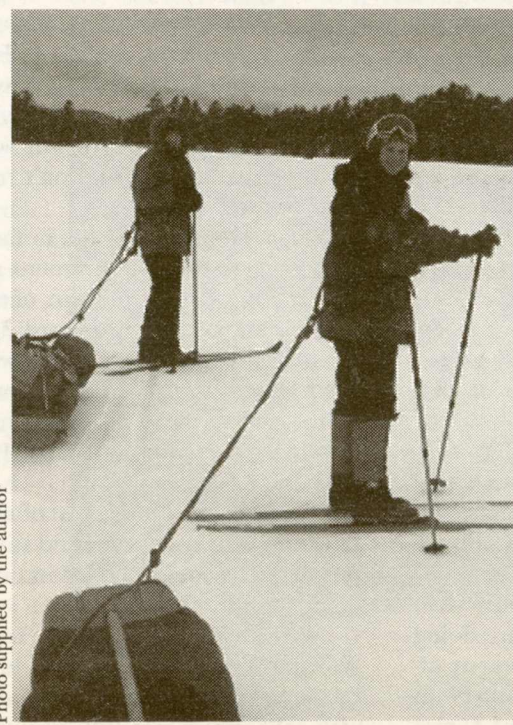


Photo supplied by the author

Sylvia Shirley (l) and Kathy Ramirez-Aguilar set out for an overnight trip in the Adirondacks.

College's kinesiology department. "Adventure games," "rock climbing," "kayaking," "windsurfing in Florida" and winter camping provided me with something that I had been searching for but was unable to find in any of my academic classes; they gave me life balance.

My name is Kathy Ramirez-Aguilar, maiden name Everberg. I am probably most remembered by faculty at William and Mary as the long-haired blond with the black baseball hat on backward who could be found either at Rogers Hall studying chemistry or at Adair Hall experiencing kinesiology. I graduated from William and Mary summa cum laude with a bachelor's in chemistry in 1994. I presently am a National Institute of Health postdoctoral fellow in biochemistry at the University of Colorado. I am grateful for the excellent academic education that I received at William and Mary; without it, my career as a research scientist would not be possible. However, I also am thankful for those opportunities the College provided outside of academics, like the kinesiology classes. Those opportunities enabled me to discover a passion outside of academia that has permitted me to stay fit and lead a balanced life. Last March, I returned to the Adirondacks

with my husband to relive that "winter camping" experience one more time with William and Mary students. The trip was as much of a walk down memory lane as I had anticipated. The camp was just as beautiful, the activities were just as thrilling, and I could see myself in the students that were experiencing it all for the first time. I wondered whether this week in the Adirondacks would have the same impact on some of the students' lives as it had on mine. Would they, too, realize that this class held the key to safely accessing nature's winter wilderness and all the adventure and beauty it possessed? I heard the students learn the same skills about winter travel that I had learned all those years ago, the same knowledge that I have shared with my husband and friends and that we continue to use for skiing, snowshoeing, and hut trips in the winter backcountry of Colorado. It was the type of "know-how" education that I received in all my activity classes at William and Mary. It was the type of education that has enabled me to enjoy the great outdoors of Colorado year-round after leaving William and Mary. Rock climbing, backpacking, mountain biking, and backcountry skiing are all ways in which my husband and I make the most of living among Colorado's magnificent mountains.

Unfortunately, while I was in the Adirondacks, I learned that the kinesiology activities program at William and Mary may no longer exist in the very near future because of looming budget cuts. Already the adjunct instructors are gone and the kinesiology credits have been removed from the William and Mary degree requirements. My heart sank when I heard this news. After numerous years of "Winter Camping in the Adirondacks" classes, I may have just participated in the last one. It will truly be a huge loss to present students, future students and alumni, like myself, who return to relive and reminisce about cherished William and Mary days gone by. Where else could I have walked the wobbly walk on the high ropes course, flown over Lake Matoaka on a zipline, rappelled face-first off the stadium, kayaked the James River, slept out in igloos in the Adirondacks and rock climbed the Adair gym walls, all while attending an incredibly historic and highly respected college?

These are attributes that are unique to William and Mary. They are opportunities that attracted me to William and Mary and made my college experience special and unforgettable. They are the reasons why I hold William and Mary so fondly in my heart today.

Calla Lilies in Bloom at Muscarelle

"Georgia O'Keeffe and the Calla Lily in American Art, 1860-1940," an exhibit at the Muscarelle Museum, has brought one of the campus's favorite blooms back to life through Aug. 10.

The calla lily was a favorite subject of artists for over 80 years. Late 19th-century painters arranged it with other flowers in still-life compositions; early 20th-century modernists drew its bold curvilinear form that became open to many interpretations. Georgia O'Keeffe painted the calla lily many times, focusing on single blossoms and using strong colors sometimes juxtaposed against stark backgrounds of red and black. Although many other 20th-century artists depicted the calla lily, the flower was associated with O'Keeffe, who became known as the "lady of the lily."

Through 50 paintings and photographs from Man Ray to Marsden Hartley, the current exhibition at the Muscarelle traces how artists' views of the calla lily changed in response to the cultural mores of the day. Ann C. Madonia, interim director, has been at the Muscarelle since 1987. Her specialty in American art gives her a special insight into the exhibition. We asked:



Ann C. Madonia, shares knowledge of calla lily paintings.

Q. Has the Williamsburg community's special relationship with Georgia O'Keeffe made it easier for the Muscarelle to obtain her work?

A. It's unusual for a college to have a relationship with an artist of O'Keeffe's stature, but we attract good exhibits because of our reputation. We're one of only a handful of college museums that is accredited.

Success builds on itself. When we decided to do "O'Keeffe in Williamsburg," we contacted one of the foremost O'Keeffe scholars and researchers, Barbara Buhler Lynes, curator of the O'Keeffe Museum in Santa Fe. She already knew about us. Our reputation got us the current show. The show has only three venues, the Santa Fe museum, here and the Brooks Museum in Memphis. The shows we have had and the works we lend to others demonstrate our professionalism. Museums know the quality we represent.

Q. How has society's view of the calla lily evolved?

A. When the calla lily was first imported from South Africa in the 19th century, it captured the fancy of gardeners. Then it began to interest painters; I suspect because of its unusual formation—its rich waxy texture, its rather simple outline. Compare it, for instance, to the rose. Roses are busy, lots of petals, lots of things going on. Roses and other flowers die pretty quickly, too, but a calla lily will last for a period of time. A calla makes a good subject for an artist. It's very simple, it's very stately and it lasts.

When John La Farge first painted the calla lily in 1862, it was placed in a bouquet with other flowers. Society saw the flower as something different and exotic. Over a period of years, it became associated with weddings, purity, virginity and then death. When Queen Victoria died, her body was strewn with callas.

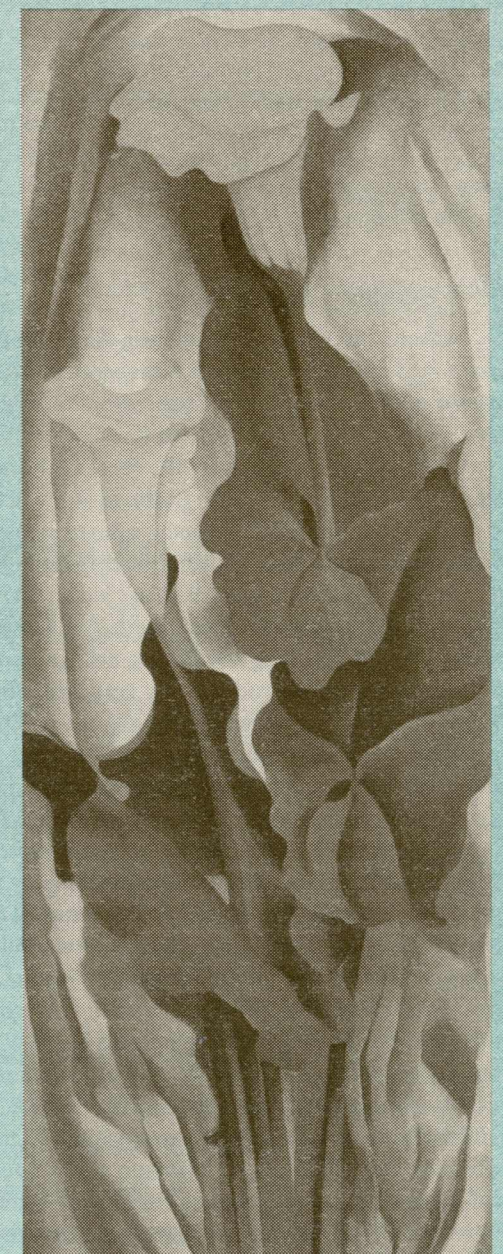
With the advent of Sigmund Freud and the attention paid to his theories about sex and personality, many objects took on sexual overtones, and the calla lily can certainly be interpreted sexually. It seems to have both male and female genitalia. The flower was associated with femininity, masculinity and homosexuality. It didn't miss a thing! But a flower is just a flower. How you look at it depends on your entire orientation, particularly for painters.

Q. Why was Georgia O'Keeffe offended by the sexual connotation placed on her calla lily paintings?

A. She always denied her paintings were sexual in nature. But on a subconscious level? Perhaps. O'Keeffe was an original. I once saw her interviewed, and she was talking about her flower paintings. She had painted a flower and nobody paid attention to it. "Well, I'm going to paint it big and then they'll have to pay attention to it," she said. Which is exactly what she did. She painted a flower really large, and everyone paid attention to it, but they saw the sexual references she claimed never to see.

Q. Why did she continue to paint the flower?

A. O'Keeffe tended to take a subject and paint until she had finally exhausted, for her, all possible interpretations. She did that with everything



Georgia O'Keeffe's "Yellow Calla" (1927)

she painted. She painted until she got it right.

A lot of art at that time was open to sexual interpretation, but her work more than others. I think that was because she was a woman and very popular. When you're so well known, you kind of become a target.

Q. What has been the response to this show, and has it made you optimistic about the museum's future?

A. The response has been excellent. From the number of paid admissions, there must be a lot of people who are traveling from out of the area to see the show. In our experience, once people have been to the museum, they keep track of what's going on here.

I was here as curator when we got the bad news last spring about the possibility of closing. The board of directors did a wonderful job mobilizing themselves, and the community responded. And here we are now on the upswing, getting ready to celebrate our 20th anniversary this fall.

(Cindy Baker prepared this interview.)

IT Installing New E-Mail Server

If you were to survey the College community about services provided by the information technology (IT) department, e-mail probably would top the list. After all, on a typical day, the College's e-mail server delivers 121,000 incoming and outgoing messages. Replacing the current server with one more sophisticated is a high priority project for IT this summer. The new server is expected to be in place during the second week of July. Benefits will include:

Increased e-mail quotas. The default for faculty and staff mailboxes will increase from 20MB to 50MB, and the default quota for student mailboxes will increase from 10MB TO 25MB.

Increased message attachment size. Currently College e-mail users are limited to 5MB for e-mail attachments. With the new server, the size will increase to 20MB.

Virus scans on the server. The new server will use the Sophos anti-virus scanner and will receive hourly updates to its virus definitions. It will have the ability to scan e-mail messages and remove infected attachments before they are delivered to desktops.

Reduced Spam. The new system will inspect each message using the Realtime Blackhole list and attributes symptomatic of junk e-mail, and it will sort these messages into categories.

IT will continue to provide updates about the new server through the faculty and staff digests. Questions can be addressed to the support center at 1-HELP or to support@wm.edu.

notes

First Brinkley award given

William and Mary graduate Evan Anthony Cordulack was awarded the first Virginia Northcott Brinkley Award from the William and Mary Chapter of Phi Beta Kappa in May.

Cordulack, from Decatur, Ill., received honors in American studies as an undergraduate and will be returning to the College this fall to attend graduate school.

The award has been established by Joseph W. Brinkley in memory of his wife, who died last June. Mrs. Brinkley devoted her life to sharing her interest in scholarship with others through teaching and editing college textbooks. She undertook her undergraduate and graduate work at William and Mary, where she was elected to Phi Beta Kappa. At the end of her first year of graduate study, she was appointed as a graduate assistant in the English department and later was invited to become a full-time faculty member. She also became assistant editor of the *William and Mary Quarterly*, published jointly by the College and Colonial Williamsburg. When the national office of Phi Beta Kappa moved to Williamsburg in the 1950s, she became assistant editor of the *American Scholar*, the Phi Beta Kappa magazine. Some years later, when her husband's career required a relocation to New York City, Mrs. Brinkley joined first W.W. Norton and later Thomas Y. Crowell as a textbook editor.

The Brinkley award will be made annually to a graduating senior during the spring initiation of Phi Beta Kappa. It is in recognition of outstanding student scholarship and, in the words of the donor, "with the hope that the recipient will be encouraged to carry the torch of learning throughout his or her life to ever higher achievements, passing the light on to others, whatever the path taken may be." Recipients will receive a certificate and a check for \$1,000.

VIMS sponsoring environmental canoe trips

The Virginia Institute of Marine Science (VIMS) is offering two educational canoe trips (Saturday, July 12 and Monday, July 14 from 9 a.m. until 5 p.m.) to the Goodwin Island Reserve. Participants will investigate shallow-water habitats using seine nets, cores and clam rakes. There will be time to explore the beaches and the marsh. Trips are open to adults and children 10 years of age and older. Children under 17 must be accompanied by an adult. Canoeists must be able to paddle three miles in semi-protected water and be ready to get wet and muddy. VIMS will provide the guide, canoes and life jackets (participants must bring their own lunch and non-alcoholic drinks). Participants will meet at and return to VIMS, Gloucester Point. The trips are free, but space is limited. For more information or to reserve space, call (804) 684-7846 or e-mail programs@vims.edu.

Lafayette Statue in D.C. is in Ng's Spot

There is a statue of the Marquis De Lafayette in Washington D.C. that has endured quite a bit of taunting from William and Mary graduate Stephen Ng. Two summers ago while interning at the Family Research Council, Ng made sure to caution the bust of his intentions to one day replace it.

"Quite often during that summer I'd walk past the line of statues representing all the U.S. presidents from Virginia, and Lafayette fills the unclaimed nook at the end of the line," Ng said. "Every time I passed that statue, I'd say 'Marquis, you're in my spot.'"

Though his concrete conversations were intended simply for daily amusement, Ng treats his goal of becoming the nation's chief executive officer very seriously. Since he was a second-grader in Arlington, Ng has dreamed of taking his newfound interest in politics to the highest possible level.

"I can remember seeing the Bush/Dukakis debate on television when I was in second grade. Although I didn't understand exactly what was being said, I was filled with excitement and knew something important was happening. I decided right then that's what I wanted to do," Ng said.

That excitement has never once waned. At William and Mary, Ng continued to foster his passion for politics as a public policy major. Following his freshman year, Ng interned at the U.S. House of Representatives Small Business Committee in Washington D.C. There, Ng had an opportunity to visit areas of Virginia that seemed a world away from his Northern Virginia home. Though many were economically depressed, the far reaches of the Old Dominion proved rich in inspiration for Ng, who developed a keen interest in encouraging the development of small business in these and similar regions.

"I had very little idea going into that internship about the conditions that some people face in parts of our state," Ng said. "I saw first hand the struggles of small businesses dealing with taxation and licensing, among other things. Since then I have been committed to helping in any way I can in this integral part of our economy."

Taking full advantage of opportunities at William and Mary, Ng, a Monroe Scholar, used

his scholarship money to intern with a member of British Parliament. The next summer, Ng went back to Washington to serve as the Witherspoon Fellow at the Family Research Council. After his junior year, Ng worked in Richmond as an intern for Del. R. Steven Landes (R. Augusta) in the House of Delegates.

Campus activities (too numerous to list) and his internship-per-summer routine helped Ng refine his political beliefs and aspirations which center on the very simple idea of helping people.

"I have a genuine distaste for an excess of government, which we see a lot of today. The wasting money, senseless bills and frivolous lawsuits; I believe we can streamline government and make it work more efficiently," Ng said.

He also wants to close the divide between the politicians and lawmakers and the public.

"I think people feel disconnected from their government, and one of my big goals is to minimize that by reaching out and actually helping people, not just talking about it," he said.

With his eyes set on the most powerful position in United States politics, Ng may very well have the chance to sign those changes himself. But there remains plenty of work before entering his first political race as a candidate. This summer, in fact, Ng is in Washington again, working at the Urban Institute. After that, it's off to law school at the University of Virginia, where Ng will attend compliments of a very generous Jack Kent Cooke Scholarship. The award, which pays up to \$50,000 for up to six years, will allow Ng to concentrate on what is most important.

"Instead of spending my last year at law school working to get a high paying job at some giant law firm, I can spend my time helping others through public service," Ng said.

Law school marks the next important step in his (almost) lifelong journey to become president. But Ng plans to spend some time serving Virginia before moving to the national arena. He hopes to first clerk in the Virginia Supreme Court after getting his law degree, then on to U.S. Congress or the Virginia General Assembly.

And while nothing is at this point certain for Ng, one day, his future may well be set in stone.

by Tim Jones



Stephen Ng

Van Tassel-Baska Elected President of Gifted Association



Van Tassel-Baska

Dr. Joyce Van Tassel-Baska, the Jody and Layton Smith Professor of Education and the executive director of the Center for Gifted Education at the College, has been elected president of the National Association for Gifted Children (NAGC). The office is a six-year commitment, starting with two years as president-elect, two as president and two years as past president.

The National Association for Gifted Children, with a membership of more than 8,000, is the principal national organization for educators and other professionals, parents and community leaders who are interested in the unique needs of gifted individuals.

VanTassel-Baska is internationally renowned for her expertise in the field of gifted education, including developing award-winning, effective, research-based curricula for gifted learners that can also be used effectively with other student populations.

VanTassel-Baska was recently recognized by her alma mater, the University of Toledo, with an outstanding alumna award. She has received awards from Ohio, Virginia, Colorado, South Carolina and Illinois for her contributions to the field of gifted education. Her other awards include the NAGC's Early Leader Award in 1986, the State Council of Higher Education in Virginia Outstanding Faculty Award in 1993, the Phi Beta Kappa faculty award in 1995, the NAGC Distinguished Scholar Award in 1997 and the Mensa International Research Award in 2001. VanTassel-Baska has pub-

lished more than 180 books, monographs, book chapters and articles in refereed journals, and serves as the editor of *Gifted and Talented International*. Her recent books include *Content-based Curriculum for Gifted Learners* (2003) with Catherine Little, *Curriculum Planning and Design for Gifted Learners* (2003) and *Excellence in Educating the Gifted* (1998).

The Center for Gifted Education, founded by VanTassel-Baska in 1988, recently celebrated its 15th anniversary. She has received a five-year, \$3-million grant from the U.S. Department of Education that is designed to demonstrate the effectiveness of developed language arts curriculum with economically disadvantaged students.

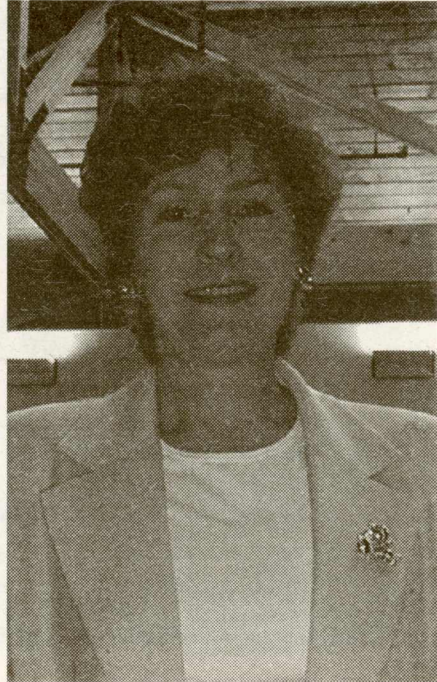
For more information, contact the Center for Gifted Education at 757-2362 or cfge@wm.edu. The Web site is www.cfge.wm.edu.

Bartlett named Employee of the Month Office Manager is Role Model 'in Balance'

Lorraine Bartlett, office manager at the Counseling Center, was named College Employee of the Month for June by the Hourly and Classified Employees Association.

In nominating her for the award, her supervisor, Dr. Kelly Crace, wrote: "I would like to recognize Lorraine Bartlett's extraordinary contributions to the Counseling Center and the William and Mary community. Over this past year, our community has had to deal with many stressful events that deeply affected our students and staff. This has resulted in a 32-percent increase in demand for clinical services. Within the first month of this academic year, we had as many emergencies as we had during the entire 2001-2002 academic year. Lorraine managed a very busy front office with distressed students calling constantly and showing up at our office in crisis. She handled each student with sensitivity and made special efforts to accommodate getting students scheduled as soon as possible."

The center's student satisfaction surveys consistently rated Bartlett's work at the highest level, and students commented that she is a major factor in making the Counseling Center a comfortable and safe place to go. Due to the increased demand for counseling services, Bartlett continued to adapt the intake-and-evaluation process to more effi-



Lorraine Bartlett

ciently get students into the system. She also assumed additional administrative tasks to free up professional staff for the clinical work.

"Because much of our work is spent seeing students behind closed doors," Crace said, "Lorraine has a unique perspective of viewing the flow and operation of our center at a systems level. I continuously rely on this perspective to

monitor the pace of activities, the level of organizational stress and team dynamics. She accepts requests for assistance that are broad in their complexity and scope and does so with a positive attitude and ownership. She also devotes a great deal of time orienting our doctoral interns to the formal and normative operations of the center."

Bartlett acts as an ambassador for the Counseling Center, frequently interacting with other departments while remaining the consummate team player. While she is committed to the Division of Student Affairs, she offers her assistance to other departments trying to manage students in distress.

"Lorraine performs extraordinarily and with great devotion to our center and the campus community," Crace said. "There were times over this past year when I paused to marvel at her extreme dedication to our student body during a vulnerable time on our campus. Even with her extra efforts, she never compromised her high quality of service to the professional staff, freeing us to do the high volume of clinical work and crisis intervention that was needed. I can't imagine our center functioning without her and believe her work to be as distinctly therapeutic as our direct therapy with students. She is a great role model with a life in balance."

by Ann Gaudreaux

INCOGEN Project Makes 'Hall of Fame'

The VIBE project, a software package for bioinformatics developed by INCOGEN of Williamsburg, was inducted into the *ComputerWorld* honors collection. For 15 years the

INCOGEN'S VIBE cited as example of information technology benefiting society.

ComputerWorld honors program has been cataloguing examples of how information technology is being used to benefit society and includes

over 4,000 case studies archived in 35 countries. The INCOGEN/VIBE case study was nominated by Scott McNealy, CEO of Sun Microsystems, and is now part of the global archives which reside in more than 125 of the leading museums, archives, libraries and other academic institutions around the world. INCOGEN's CEO, Dr. Maciek Sasinowski, who received his master's degree and doctoral degrees from the College of William and Mary, was honored for conceiving the idea of visual programming in life science informatics.

VIBE's visual programming environment allows biologists to select from the bewilderingly wide array of current bioinformatics tools and then combine and integrate these diverse analysis tools into a single workflow framework, speeding the discovery of new drugs. To view the VIBE case study, visit INCOGEN's Web site at www.inco-gen.com.

Green and Gold Computing

Hundreds of millions of personal computers in use provide untold benefits to the dissemination of knowledge both worldwide and at William and Mary, but each machine imposes an environmental cost. Paper and electricity consumption are among the most obvious, but other factors, such as the improper disposal of monitors containing lead and mercury, also pose threats. Following are tips from the College's information technology department that can help minimize the environmental toll.



Go to
www.wm.edu/IT
for more information.

Reduce

- Turn off computers when not in use. The typical computer run continuously consumes \$100 of electricity annually but operated 40 hours a week will consume only \$25 worth. With more than 7,000 computers at William and Mary, the potential for savings are enormous.
- Reduce paper use by using smaller fonts and margins when possible, as well as using single-line spacing.
- Read drafts on screen, printing only polished documents.

Reuse

- Reuse components such as monitors, keyboards and mice when purchasing a new computer.
- Print documents double-sided.

Recycle

- Consider leasing if a new machine is necessary. (Leasing programs will refurbish and resell previously leased machines.)
- Donate old equipment to schools, thrift stores or other organizations that specialize in refurbishing machines for donation.
- Send toner and ink cartridges for recycling.



Tim Jones

Smart computing: Students in professor Margaret Saha's biology class compare their DNA sequences with those of other organisms.

Tiered Parking Fees to Reduce Rates For Nearly 1,000 College Employees

Nearly one thousand William and Mary employees will pay less for their new parking decals than last year as the College implements a plan featuring graduated fees for employees in various salary brackets.

"The new plan is based on our concern about the need to balance the cost of operating our parking program against the stagnant salaries of faculty and staff," said Anna Martin, vice president for administration. "The parking advisory committee wanted to mitigate the impact on employees who are less able to assume additional expenses. Committee chair David Jaeger, who is an associate professor of economics, helped us devise an equitable way to distribute the expenses."

Martin explained that the new plan features four tiers. William and Mary employees making up to \$20,000 per annum will pay only \$70 for a parking decal, compared to \$120 last year. Tier 2 employees, who make \$20,001 to \$40,000, will pay \$100 this year, compared to \$120 previously. Those in the third tier, which ranges from \$40,001 to \$100,000, will pay \$135, while those who earn above \$100,000 will pay \$170, compared to \$120 last year.

Hourly and part-time employees will pay \$70, or approximately half the rate of Tier 3 employees. For VIMS employees who want only to park at the

Gloucester Point campus, the basic fee is \$90, a \$10 increase over last year.

The fee for resident students will be \$135, compared with \$120 last year. Students who receive Pell grants—signifying that they qualify for federal financial aid—will pay half the standard rate.

"We are not permitted to spend state funds on providing parking for our employees," explained Martin. "To maintain existing lots,

fund enhancements and build the new parking deck on College Drive, we must secure private funds through fees on those who use the lots."

The official went on to explain that even though the parking deck is still in the planning stage, the

price increase is being used to support design expenses. Other improvements included paving the lanes of the Common Glory lot, cleaning all lots, reconfiguring the spaces in some lots and repairing the surface of Ewell and Dawson circles.

Faculty and staff will continue to have the option of a single hangtag or an adhesive decal. Individuals who elect payroll deduction will also have the option of making these deductions on a pre-tax basis. Around July 1, 2003, the parking office will send its annual renewal letter, and faculty and staff should respond by the end of August to ensure that their decals will be available for use by Sept. 1, 2003.

'The new plan is based on our concern about the need to balance the cost of operating our parking program against the stagnant salaries of faculty and staff.'

—Anna Martin

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 Aug. 21 issue is Aug. 15 at 5 p.m.

June 26

VIMS' After Hours Seminar Series: "Underwater Grasslands: The Chesapeake Bay's Hidden Habitat," Kenneth Moore, research associate professor of marine science. 7 p.m., Wilson House, VIMS, Gloucester Point. Free and open to the public. Reservations required because of limited space. Call (804) 684-7846 or e-mail programs@vims.edu.

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.

July 8

HACE General Meeting: Annual trip to VIMS where there will be a presentation on blue crabs. Reservations are required and should be made by calling Mark Gettys, 221-2435. 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. Nonmembers attending are asked to contribute \$3 toward ongoing special projects. 221-1791.

July 11–Aug. 3

Virginia Shakespeare Festival: *Two Gentlemen of Verona* opens the Festival's 2003 season on

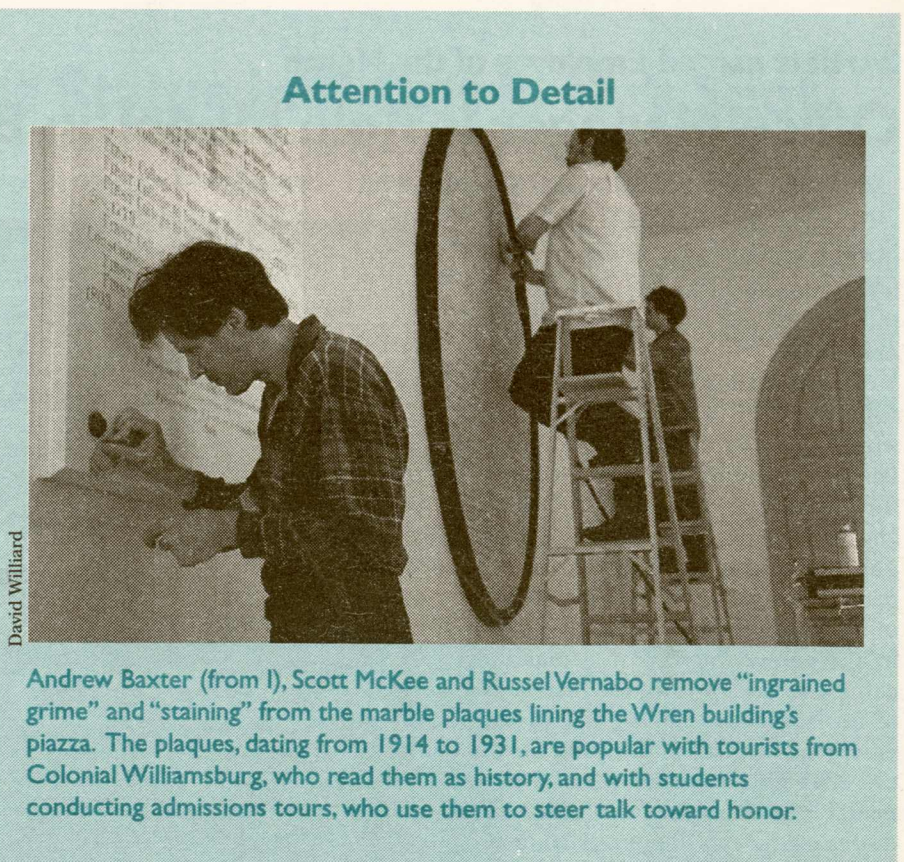
July 11 for 11 performances. The play will alternate with *King Henry VIII*, which opens on July 18 for nine performances. Departing from the recent pattern of presenting two classical plays, the Festival is adding a Wedgewood Renaissance production of Michael Frayn's recent London and Broadway hit, *Copenhagen*. *Copenhagen* will open on July 24 for eleven performances and run concurrently with *Two Gentlemen of Verona* and *King Henry VIII*, but will be presented in the 120-seat Studio Theatre. 8 p.m., Tuesdays through Saturdays, and 2 p.m., Sundays, Phi Beta Kappa Memorial Hall. The theatre will be dark on July 14, 15, 21, and 28. For a complete schedule, visit the Web site at www.wm.edu/vashakespeare. Tickets are \$15 for one play, \$25 for both plays. A group rate of \$12 is available when 20 or more tickets are purchased at the same time. The PBK box office will be open beginning June 10, from 10 a.m. to 6 p.m., weekdays and Saturdays and from 10 a.m. to 2 p.m., Sundays beginning July 13. To purchase tickets, call the box office at 221-2674 or visit the Web site.

July 23

Employee Appreciation Day: Lunch, awards ceremony and door prizes. 11:30 a.m.–1:30 p.m., William and Mary Hall. 221-2428.

Fridays

VIMS Public Tours: A walking tour lasting approximately 1-1/2 hours. Highlights include the aquarium, a research laboratory, the Teaching Marsh and the history of the institute. Suitable for adults and older children. 10 a.m., VIMS. Guests are asked to call



Andrew Baxter (from l), Scott McKee and Russel Vernabo remove "ingrained grime" and "staining" from the marble plaques lining the Wren building's piazza. The plaques, dating from 1914 to 1931, are popular with tourists from Colonial Williamsburg, who read them as history, and with students conducting admissions tours, who use them to steer talk toward honor.

in advance. (804) 684-7846.

Saturdays

Summer Saturdays at VIMS: A time of educational fun at the VIMS Visitor Center/Aquarium with an aquarist on hand to answer questions. A walk to the beach is scheduled at 10:30 a.m. to allow guests to observe and collect local aquatic critters. Story time at noon. Suitable for young children accompanied by adults. Free admission and parking. 10 a.m.–2 p.m., lobby of Watermen's Hall, VIMS, Gloucester Point. Program runs through Aug. 23. (804) 684-7846.

exhibitions

May 31 through Aug. 10

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

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.

Ash Lawn-Highland

July–August

Opera Festival: Events include performances of *South Pacific* (July 12, 13, 19, 20, 27, 29, 31; Aug. 2, 5, 7, 9, 12, 14, 16) and *Magic Flute* (July 26, 30; Aug. 1, 3, 6, 8, 10, 13, 15, 17). The Music at Twilight series will feature John McCutcheon (July 6), Jeffersonland Chorus (July 8), Up with Opera (July 15), Robin and Linda Williams (July 16), BS&M (July 17), Broadway on the Mountain (July 18) and #9 Dream (July 22). Summer Saturdays will feature music, drama and puppetry for children of all ages and will take place on Saturdays (Aug. 2, 9 and 16) at 11 a.m. Additional information and reservations are available by calling the Summer Festival box office at (434) 979-0122 or by accessing the Web site at www.ashlawnopera.org/tickets.htm.

Ash Lawn-Highland, the home of President James Monroe, is owned and operated by the College. Located near the intersection of Interstate 64 and Route 250, it is 2-1/2 miles past Monticello, on Route 795.

classified advertisements

FOR SALE

3-BR house in Colony Pines/Denbigh/Newport News. 2 full baths, 1-1/2-car garage. 1,856 sq. ft. Storage shed, playground in backyard. New carpet/vinyl/kitchen counters/sink. Quiet desirable neighborhood. Excellent schools. \$149,900.

Oak wardrobe with small built-in drop-leaf desk (circa 1920), excellent condition. Must sell. \$225. Also, free ceramic kiln. Call 229-6184 or 229-9346.

FOR SALE/RENT

Condo in Claiborne (off route 60 in Williamsburg). 2 BRs, optional 3rd BR. 2 baths, all appliances included. Balcony. \$1,300/mo. or \$170,000. Call (757) 345-2467.

FOR RENT

4-BR house (or part of it) in Windsor Forest. Fur-

nished, 4 miles from campus. Available through the end of the summer. E-mail ilya@math.wm.edu for details.

2-BR, 2-bath, 2-story condo built in 2002. Located in Bristol Commons, a quiet community across street from W&M bus stop. Includes washer/dryer. Available July 1. \$900/mo. Contact alzirk@wm.edu.

Unfurnished house in Queens Lake. 4 BRs; 2-1/2 baths; formal LR, DR and parlor; family room with eat-in kitchen; 2 fireplaces; balcony; patio; garage; utility room. Available Aug. 1–15. \$1,450. Call (804) 529-5476 or (214) 679-4906.

WANTED

Quiet, responsible housesitter wanted for 2 weeks, beginning July 26. Must love cats. Small contemporary house set back on many acres of woods, 3 miles from campus off Route 5. E-mail Paula at pclan@wm.edu.

Yes, William and Mary is a 'Real' Place

You won't believe what visitors want to know about this college.

When I first came here, knowing that the school was ranked as the best small, public university in the country, I wanted to know the size of the student body, what different majors were offered and what kinds of places and activities were nearby.

Apparently, I'm not the norm.

One day at the Wren building's information center, as a student manning the desk politely gave directions and handed out pamphlets, I decided to inquire as to what question she was asked most frequently about the school. She pondered; I anticipated a response along the line of "Where's the nearest restroom?" But the young student paused, even reflected, and I began to feel the possibility that our guests were perhaps more original.

"I guess I'd have to say 'Is this a real college?'" she responded.

What? I thought.

"Is this a real college?" she repeated.

It's hard to believe: Our world, this place that is so familiar to us, is not as easily recognizable to others. For us the Wren Building is the very heart of William and Mary. It was, as most know, the entire campus in its early years. Today old campus has spread to new campus, but the Wren, if not the center of it all, is surely central to its spirit, honor

and tradition. And yet visitors to the Wren, many of whom wander in from Duke of Gloucester St., see it and its surrounding campus not as part of a college but as an extension of the Colonial Williamsburg living museum. Visitors have even been known to ask whether the students are actually interpreters.

Perhaps the school's history does blur its identity. The building does sit at the head of Duke of Gloucester St. in all the glory of its magnificent 18th-century architecture, and it is even on Colonial Williamsburg's "walk-about" maps. I guess if visitors see our campus as an extension of one of the world's most highly regarded living museums, it's a compliment to the place in American history of which we are a part.

Still, in our hearts, the Wren is ours, and as that old bell tolls we hear—

Hark the students' voices swelling,
Strong and true and clear
Alma Mater's love they're telling
Ringing far and near.

And, yes, I am sure this is a REAL college.

—Suzanne Seurattan

NEWS

The next issue of the *William & Mary News* will be published on Thursday, Aug. 21. The deadline for submission of items is 5 p.m. on Thursday, Aug. 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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