



# NEWS

A Newspaper for Faculty, Staff and Students

Front Page

## Dying croakers:

VIMS scientists believe they know why tens of thousands of croakers have been dying.



See Front Page at [www.wm.edu](http://www.wm.edu)

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THURSDAY, SEPTEMBER 23, 2004

## Impassioned opinions offered in presidential search process

### Faculty, staff and students attend forums, have their say

Members of William and Mary's presidential search committee received broad doses of impassioned opinion during a series of forums designed to solicit input from the College community last week. The frank discussion was just what they wanted.

**Be heard:**  
Nominate someone to become the next president or express your opinion to the search committee at [www.wm.edu/presidentialsearch](http://www.wm.edu/presidentialsearch).

Committee members heard the College's faculty plead for an open search process, the College's staff insist that "the character of this place" must be preserved and the College's students pine for someone accessible "like Timmy J."

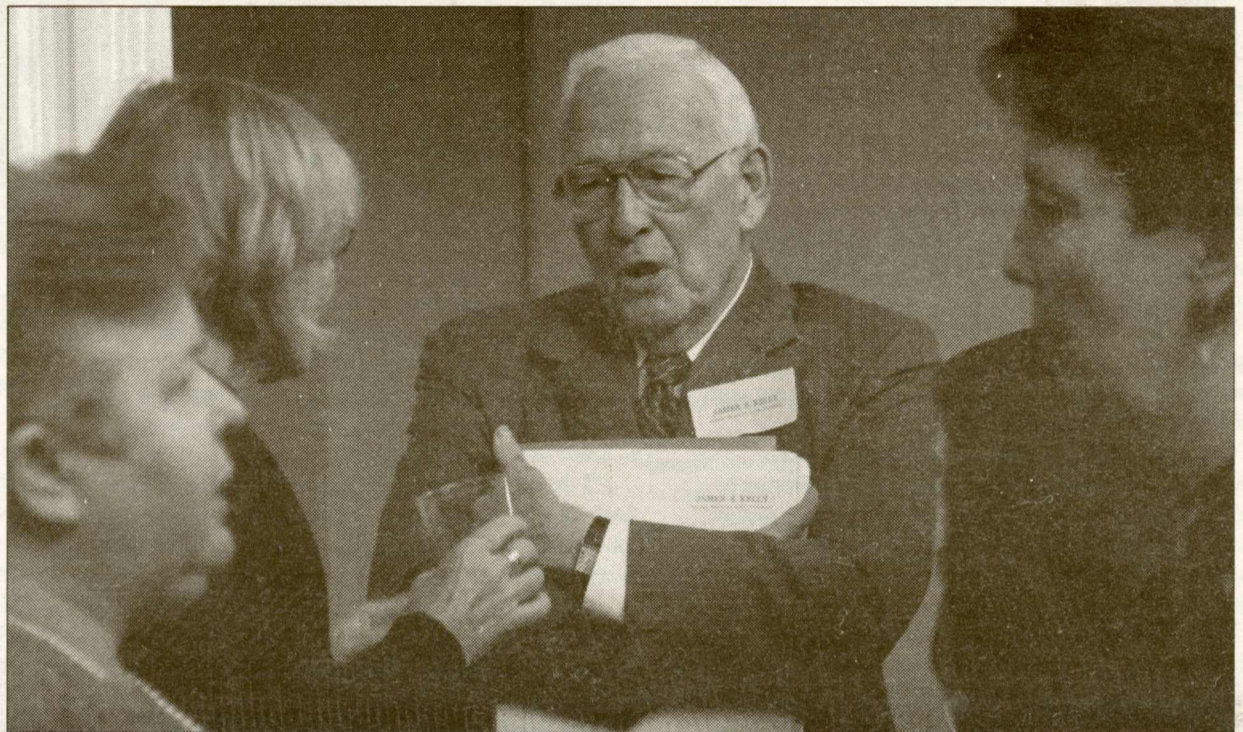
Later, members of the Board of Visitors gave their input, several suggesting that the new president needs to have keen

fund-raising skills while others said the new person needs to be able to articulate "the story of William and Mary."

College Rector Susan Aheron Magill ('72) welcomed each group. "We have two goals here," she explained at one point. "One is to hire an outstanding president, and the other is to hire an outstanding president who can succeed at William and Mary." She, along with John Isaacson and Barbara Stevens, representatives of Isaacson, Miller, the firm which has been hired to consult with the College's presidential search committee, encouraged "courageous" input. The three assured those who spoke that their concerns "would be heard."

### Faculty members insist on open process

Although a few of the approximately 100 faculty members attending their Sept. 14 forum expressed a willingness to consider a closed search process—if that



David Williard

Search committee member Jim Kelly (center) stayed after the staff session to answer questions. Also shown are (from left) Roz Stearns, Barbara Stevens and Susan Magill.

would mean the College could find "a person of great quality"—a majority who spoke insisted that an open search was critical.

Chris Campbell, professor of modern languages, opened the public comment suggesting that given the "tradition of faculty governance at William and Mary" it would be "too much of a contradiction for a president to be chosen in a process that is not as open as possible." William Cook, professor of physics, reminded the committee that the Faculty Advisory Council had submitted a letter requesting "an open search." Bob Archibald,

government professor, remarked that although "a closed search [is] not quite the anathema that many faculty think it is," the value of an open search "is the message it sends to the candidates about the importance of the entire community in making the decision."

Later, Jennifer Bickham Mendez, professor of sociology, questioned the effect a closed search would have on the student body. "How do I teach my students to be contributing members of democracy when the place I'm working for chooses its leader through what seems to be

Continued on page 2.

### Liberals vs. conservatives

## Who plays nicer?

Popular wisdom may depict liberals as "Santa Claus" and conservatives as "Scrooge" when it comes to contributing to public coffers, but the word from the College's experimental economics laboratory debunks both misperceptions, says William and Mary economics professor Jennifer Mellor.

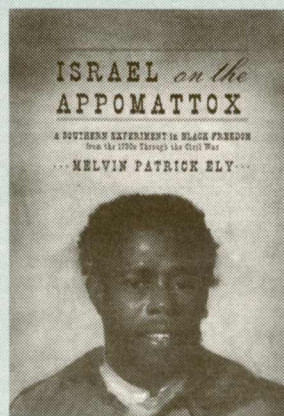
Mellor makes her claim based on data gleaned from experiments involving 144 William and Mary undergraduates who participated in two "experimental economics" games between the spring and summer of 2003. The results are discussed in a paper "Do Liberals Play Nice: The Effects of Party and Political Ideology and Public Goods and Trust Games," which she co-authored with fellow William and Mary economics professor Lisa Anderson and University of Missouri professor Jeff Milyo. The paper recently was the subject of articles in both the *Washington Post* and the *Washington Times*.

Results of the games suggest there is no evidence that self-identified liber-

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### On Israel Hill

## Ely's book shows free blacks and whites living together before the Civil War



For roughly three generations, as many as 150 free black people lived, worked and mingled with their white neighbors from their homes on a bluff overlooking the Appomattox River in pre-Civil War Prince Edward County.

"Whites and blacks did business with one another, sued each other, worked side by side for equal wages, moved west together, had sex together, had children together," claims Melvin Patrick Ely, author of the recently released "Israel on the Appomattox: A Southern Experiment in Black Freedom from the 1790s Through the Civil War." Two of the free blacks joined their white counterparts in co-founding the first Baptist church in Farmville located just a couple of miles away.

However, if relationships among the free blacks of Israel Hill and the white people of the area could be called "harmonious," it paradoxically may have been because they existed in a society in which the majority of black people were enslaved.

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### Inside W&M News

#### A 'charter' opportunity

Board of Visitors calls the Charter Universities Initiative a critical venture in the history of the College.

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#### A notch apart

Four 'College Scholars' are finding their way around campus.

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#### Governor honors two



Gamage and Sharp recognized for selfless service.

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#### Communities of classrooms

John Noell Moore, a professor in the School of Education, shares his thoughts on being a teacher and on being a student.

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## Faculty, staff and students give presidential input

*Continued from front.*

not a very democratic process," she asked.

Toward the end of the session, David Holmes, religion professor, focused directly on the point: "It scares the Sheol out of me that we would have a closed search and that we would be presented with a final candidate. I beg you not to have a closed search."

During the forum, several professors offered opinions about the qualities a new president needed while others shared visions of what William and Mary could become. Common to those presentations seemed an assumption, sometimes stated, that the new president would need to "understand" what is being accomplished at this institution.

"I think one critical factor is that we get a president who understands the uniqueness that William and Mary has and doesn't try to turn us into either a cookie-cutter research university or the typical liberal arts college," said Carl Strikwerda, dean of the Faculty of Arts and Sciences.

Two professors, Cook and Robert Scholnick, professor of English, suggested the new president should put greater emphasis on research. He should recognize that "the return we could get for our research and scholarship efforts here at the College is one of the best targets of opportunity for wider recognition," Cook said.

A president who could contribute to the emphasis on globalization was seen as important by several faculty speakers. Others suggested the president of William and Mary should be a cultural leader.

Campbell said, "I would like a president who is conversant with the outside world; one who is literate in foreign languages and who thinks of foreign cultures not as targets of opportunity but as part of the wider world in which our students must know how to live." Katherine Parker, chair of the music department, added, "I would like to see a president who really believes that the creative and performing arts are more than window dressing." Archibald said it was important that the new president be "a nationally known intellectual leader," the kind of person who could "make a difference in terms of the intellectual life of the United States."

English professor Terry Meyers urged the committee not to dismiss the leadership qualities of "academics" in their search. "Just as the Navy and Army are led by military men and women, religious parties are led by clerics, businesses are led by businessmen, so there is something to be said for academic institutions being led by academics," Meyers said. "They know the territory, the values, the pitfalls better than someone coming in from outside."

At key times, Isaacson interjected, attempting to answer questions as they arose. At one point, he explained that some highly desirable people may refuse to jeopardize their current positions by going public; others "don't want it widely known that they lost," he said.

At another point, he asserted that a person who could raise funds was critical to the College. "The price of health care in this country is going to drive states out of the higher education industry," he said. "Meanwhile, you have a very modest tradition of raising money, and a very modest endowment."

Each of his statements generated further dialogue.

David Kranbuehl, chemistry professor, said he wanted someone as president who would be more concerned about what he or she could give to the William and Mary community than whether or not he or she would be identified as a loser in a search process. "A person who wants to give is spending more time looking forward than looking over his shoulder," he said.

Hans Tiefel, religion professor, responded that working "without adequate resources" never had "depressed" him during his 30 years at the College. "What has been depressing," he said, "is when on occasion we've had a leader who has not really shared our values."



Howard Busbee, a member of the search committee, answers staff questions.

### Staff wants camaraderie maintained

Several of the nearly 50 attendees voiced differing opinions on the background they hoped the new president would have during the staff forum Sept. 15. Calls were made for someone who was more of a "politician," a "fundraiser" and a "diplomat."

"I drive by Christopher Newport University every day," said one employee. "Their president is a former politician and I see new buildings and I see lots of money. I want that here."

Other staff members felt the need to put more importance on the global nature of the world in which we live. Roz Stearns, office manager and graduate coordinator for the history department said that international experience in a new president "is really important as the College looks to move ahead."

Yet there seemed to be more of a consensus on what staff members didn't want to see—anyone or anything that would change the character of William and Mary. Small class size, the special relationships among the faculty, students and staff and a strong appreciation for what all members of the campus community contribute to the

College were factors staff said were important.

"The faculty here is so approachable and the camaraderie between students, faculty and staff is high," said Bonnie Willard, grants administration support manager. "I want to keep that."

Responding to one question, members of the search committee allayed concerns that the resignation of the vice president for development would, in any way, hinder the recruitment of a new president. Committee member Howard Busbee, assistant dean for the MBA and undergraduate programs at the business school, said, "We're not rushing out to find a new VP for development because that is such a key position for a president to work with. So we want to wait for the new president to make that selection."

### Students seek another "Timmy J."

Approximately 35 students attended their Sept. 14 session. During the first part of the forum, speakers emphasized the importance of the sense of community fostered under President Sullivan. Students asked the committee to find someone they can look to as a leader—a true "patriarch," a "father figure" and a "friend."

But it is not just the College community that their new president must influence—balancing town and gown relations is a challenge students predicted the next

president will face. At the forefront of this, they said, are housing issues. Several students agreed that they have been dissuaded from moving off-campus by actions of the Williamsburg community and City Council.

Students also wanted a new president who would be able to capitalize on William and Mary's strengths and fully embrace the school and its traditions. They want someone who would be prepared to don a Santa Claus suit and read Dr. Seuss books during the Christmas season, as did Sullivan. They praised President Sullivan for his accessibility, as well as his passion and devotion to William and Mary. But during their session, constructive criticism was offered—they wanted a stronger drive for diversity on campus, and more personal support for the multicultural organizations that celebrate the diversity already here. Student-athletes would also like to see the president in the stands rooting for them, even if they play traditionally less popular sports.

Senior Stephen Douglass said that looking into William and Mary's past might help guide its future. He cited Thomas Jefferson as an embodiment of many of the College's values, and said finding someone like that would be a good aim. He suggested finding a visionary.

Throughout the forum, the students told the committee what they'd like in their new president by explaining what they love about President Sullivan—although they all referred to him as "Timmy" or "Timmy J." One student, noting this trend, said: "If we didn't have that, we wouldn't be William and Mary."

### Board of Visitors say fund-raiser essential

As with the other constituencies, members of the College's Board of Visitors were given a chance to voice their hopes for a new president. Their input included calls for a person who could sell the College to prospective donors and a request for a person who could embrace the "history and tradition" of William and Mary.

Board member Tom Capps said, "The ability to shake the money tree is essential." That thought was followed up by Robert Blair ('68), who suggested the College needs to launch a \$1 billion, or even a \$2 billion, campaign to secure the endowment. "Fund-raising is the number one job," he said. "Number two is a far second."

"If you're looking for a distinguishing characteristic [in a new president]," advised board member Joe Plumeri ('66), "it's marketing ability. William and Mary needs to be marketed passionately to national and international audiences."

Other input included Suzann Matthews' ('71) call for "an intellectual" to fill the role of president, Barbara Ukrop's ('61) request for someone who could strengthen "town and gown" relationships and Sarah Gore's ('56) reminder that the new person would need to be very concerned about maintaining—and improving—"the quality of undergraduate education" at the College.

Board member Michael Powell, referring to the strengths of character of alumnus Thomas Jefferson and College founder James Blair, said William and Mary needs someone who understands "the ambiguous spiritual quality of the place." The College needs a leader who understands what is unique about the institution and who values its "history and tradition."

—by University Relations staff



Students gather around John Isaacson (second from right).



# Charter initiative called a challenge and an opportunity

BOV lauds proposal as a critical venture in the College's history

With the future of the state's higher education system at stake, the Chartered Universities Initiative represents one of the most critical—and most challenging—ventures in the history of the College, members of the Board of Visitors said in a Sept. 17 meeting.

The College recently joined the University of Virginia and Virginia Tech in unveiling the proposed legislation that will pave the way for the Chartered Universities Initiative.

"One of our greatest challenges also represents one of our greatest opportunities," said Board of Visitors Member Henry Wolf ('64), who is chairing the Board's committee on the initiative. "The effort we have embarked upon is of critical importance. It is critically important to those of us on the Board of Visitors, to the administration, and to the students, faculty and staff to find a vision to not only preserve but enhance what William and Mary has been and is today."

If approved by the Virginia General Assembly this year, the proposal would enable the three universities—and any other institution that chooses to join them—to utilize their revenue capacity and asset base to produce more non-taxpayer funds to enhance the educational experience of all students at public institutions across the state. Those enhancements would enable needed raises for faculty and staff, increased student financial aid, and the ability to manage and finance enrollment growth.

In exchange, the chartered universities would forgo up to 10 percent of future increases in state money to the

general fund—a measure that could create an annual pool of \$13.8 million when the plan is fully implemented. That money could be used to improve all of Virginia's public colleges and universities, or provide educational opportunities for approximately 2,500 new students. In addition, the three initial chartered universities also plan to enroll 2,450 new Virginia students to help ease the state's enrollment crunch.

"We live in a natural and global marketplace," President Timothy J. Sullivan said to the board. "We must compete effectively in that marketplace. This is about the ability to plan and chart our destiny here."

At the heart of the proposal is the universities' "Cost

of Education" formula, a measure of funding adequacy based on previously established goals from the state. The "Cost of Education" includes state goals of funding faculty at the 60th percentile of peer institutions; the amount of base adequacy each university needs to operate; and goals

to provide competitive staff salaries and sufficient student financial aid. Currently, William and Mary's annual funding falls \$15.2 million short of those goals.

The initiative would allow the College to erase that funding gap over a four- or five-year period through a combination of modest tuition increases and improved state support—a critical component to the proposal's success, said Vice President of Finance Sam Jones. Jones said that with increased state support, the College could close the funding gap through annual tuition increases of approximately \$450 over a five-year period. The proposal would give students and parents a predictable method for tuition costs, Jones said, since increases would be restricted to funding the "Cost of Education."

"How much revenue we have to generate through tuition and other resources is going to be directly related

to how much support we receive from the state," Jones said. "We would expect a commitment from the state over that period of time."

Under the proposal, William and Mary would agree to enroll approximately 275 new students by the year 2010, Jones said. Of those new students, he added, 150 would be additional graduate and professional students while 125 would be transfer students mostly from the Virginia Community College System.

Under the proposal, Jones said, the three universities estimate they would be able to provide faculty an additional \$346 million in research funding by 2010. Of that amount, he added, William and Mary expects to be able to generate approximately \$50 million.

"This would provide more opportunities for our students and it certainly allows our faculty to continue to develop," Jones said.

Board members focused on the immediate future of the proposal and the need to communicate the plan to elected officials, voters and the college community. William and Mary has already held campus meetings to brief faculty and staff, and is scheduling a meeting to provide details of the proposal to students and other groups.

"At a recent classified staff meeting, more than 400 people attended," said College Provost P. Geoffrey Feiss. "The level of interest is very high. People are asking questions and offering insight."

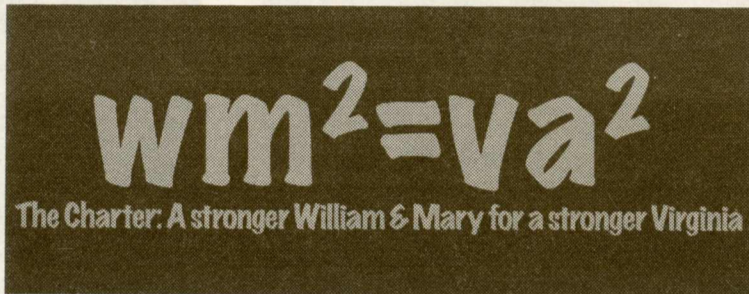
According to the proposal, the chartered universities would adopt personnel systems in line with the Virginia Personnel Act. While the universities could develop new benefit options, current employees will have the right to remain with the Virginia Retirement System and be covered by the state health insurance system.

"We do not in any way want to jeopardize any of our employees' benefits as they exist today," Feiss said.

Sullivan reiterated that the initiative is not a plan to make William and Mary private, and that chartered universities would remain public institutions committed to Virginia's higher education system and accountable to the governor and the Commonwealth.

"We are not attempting to move from a public institution to a private institution," Sullivan said. "We are moving toward being a different kind of public institution."

by Brian Whitson



The charter campaign has gotten off to a fast start. A bumper sticker (see above) and other promotional items are being prepared.

# Muscarelle building renamed to honor two key donors

Lamberson Hall is now the name of the William and Mary building housing the Muscarelle Museum of Art. The building was dedicated last week in honor of Ralph and Doris Piper Lamberson.

The late couple were long-time supporters of the museum. Most recently the Lamberson Estate bequeathed \$4 million dollars to the Doris and Ralph Lamberson Endowment Fund for the museum after the passing of Doris Lamberson in 2002 and Ralph Lamberson in 1997.

"The Lambersons' extraordinary bequest secures the future success of the Muscarelle, which they loved and served with an uncommon devotion," said William and Mary President Timothy J. Sullivan. "We are privileged to recognize their friendship by naming the building in their memory."

"Their (the Lambersons) goal was to spread the love of art," said Judge William Person, executor of the Lamberson Estate and family friend. "The Muscarelle became their number one focus... they promoted the museum to the College and to the community."

The Lambersons came to Williamsburg in 1978 and immediately became involved with the College and the Muscarelle Museum; both were founding donors of the museum. Avid art collectors, they donated both money and art to



David Brashear, chair of the museum's board of directors, delivers remarks.

the museum. In the years prior to 2002, the Lambersons donated more than \$1 million to the museum. Included in the

most recent bequest was a Hans Hofmann painting entitled "Color Poem No. 1," which was donated

to the museum's permanent collection.

Mr. Lamberson, a Michigan native, held a bachelor's degree from the University of Michigan and a master's of business administration from Harvard



During the dedication ceremony, Person, Sullivan, College Rector Susan Magill and Brashear pose in front of a plaque acknowledging the support of the Lambersons.

Business School. He served in the U.S. Army during WWII and went on to work with Olin Matheson Corp. and the International Institute of Synthetic Rubber Products.

Mrs. Lamberson attended Iowa State and Purdue universities, earning degrees in art and design. In the 1950s, she was a successful kitchen designer. Her love for art was fostered by her experiences living abroad and her many opportunities for travel.

Over the years, the Lambersons were also generous with their time in support of William and Mary. Ralph Lamberson served on the President's Council of William and Mary and Doris served

as the community resource coordinator for the Museum's "Georgia O'Keeffe in Williamsburg" exhibition, was a founding member of the Council of the Muscarelle Museum (COMMA), chaired the Museum's Gift Shop Committee and sat on the Museum's Board of Directors.

"The Lambersons were strong supporters of the Muscarelle, which they considered their neighborhood museum and a jewel in the community," said Ann Madonia, acting director and curator of the Muscarelle Museum of Art. "Their generous gift came at just the right time. Without their bequest, the future of the museum would not be quite so secure."

by Suzanne Seurattan

**'Their goal was to spread the love of art. The Muscarelle became their number-one focus.'**

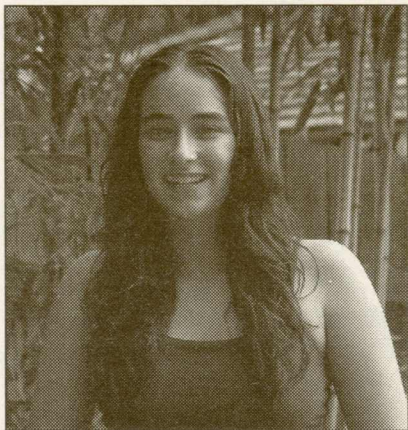
—Judge William Person



# A notch apart

College Scholars program brings four of nation's finest students to W&M

—articles and photos by Tim Jones



**Jerillyn Kent**

It could be freshmen optimism that lets Jerillyn Kent refer to William and Mary as a “country club.” But more likely, it is simply that for Kent, the College’s seemingly endless possibilities make it resemble something of an academic and social utopia.

“I just sit in my dorm room, and I’m kind of overwhelmed with how much potential there is for the next four years, and what I could be doing and what opportunities I could have. It’s a pretty good motivator,” Kent says.

Those countless options keep Kent from leaning too far in one direction so early in her time at William and Mary. As of now, she’s thinking about pursuing psychology; maybe biology.

“I don’t want to say that’s what I’m going to do before I actually take it,” Kent says, leaving her academic future vague enough to remain open to any opportunities that may arise. But whichever fields she chooses, she hopes to make research an important part of the experience.

As for other interests Kent plans to indulge, community service ranks high. Already she’s eyeing two programs: one working with elementary school children, the other working with the elderly.

“Those two programs work with two groups of people that are just very different from me right now, and somehow, it’s more natural for me to talk to people who are different from me,” Kent says.

The rest of her college experience is an open slate. Kent’s long standing love of—and talent for—music will undoubtedly steer her toward some related endeavor. She also plans to spend some time copy editing for *The Flat Hat*. Kent admits she overextended herself while at Monticello High School in Charlottesville, and is careful not to do the same, at least initially while at William and Mary. Right now, she just relishes the freedom.

“I can do whatever I want whenever I want, like go to the rec center. It doesn’t have to be from 4 to 6 p.m. as practice every day,” Kent says. “I’m having a great time.”



**Neel Rai**

Neel Rai’s quest for learning drives him to seek out knowledge everywhere. Even in video games.

“I just have this overwhelming desire to know different things about different subjects,” Rai says. “I associate knowledge with happiness—they’re sort of one in the same for me.”

It also helps that video games, one of Rai’s favorite subjects of intellectual query, is particularly fun. However, his approach to the topic can be quite serious, and the growing field of ludology, or video game theory, is quite intense.

“Ludology is taking the same critical attitudes that you use with literature and film and applying it to video games,” Rai explained. “While you can’t always use the same techniques you use with literature, like talking about dialogue or author, it’s an important element that video games are interactive. So ludology is saying that we need to study video games as their own field and start learning about how these things can create meaningful pieces of art.”

In its youth, ludology remains a wide open field of investigation. Economists are studying multiplayer virtual economies void of traditional rules of supply and demand.

“It can get very complex, but you can take it anywhere you want,” Rai said.

But video games and the study of them is only one topic, and Rai has a passion for learning as much about as many different things as he can. Though he isn’t certain of which fields it will be, Rai plans to double major in “something like physics or economics on the one hand, and maybe something in the humanities, like literary studies, on the other.”

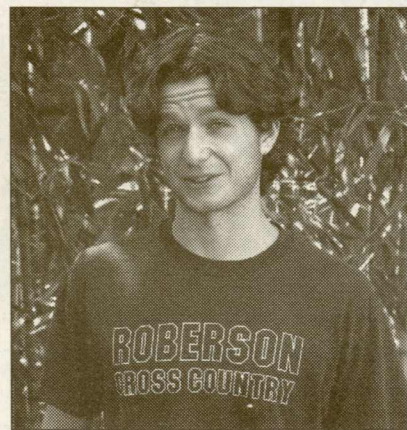
He also hopes to get involved with service clubs on campus and do something active, like judo, a sport he studied for three years while growing up in Richmond.

With his powerful thirst for knowledge and the immense opportunities ahead at William and Mary, Rai will no doubt be able to take his four years here anywhere he wants.

*They all have resumes overflowing with advanced placement courses, academic awards, athletic honors, leadership roles and activities. But what truly distinguishes William and Mary’s first group of College Scholars is a quality less tangible than achievement but much more profound.*

*“These scholars share that intellectual spark—an intellectual engagement and awareness of the world around them and strong commitment to making a difference in it,” said religion professor Tamara Sonn.*

*Sonn and colleague Talbot Taylor, Cooley Professor of English, oversee the College Scholars program, which this year welcomes the first four recipients of one of William and Mary’s most prestigious scholarships. Funded by a \$21-million anonymous gift—the largest single commitment in the college’s history—the College scholars program provides recipients with funding for tuition and a \$5,000 research stipend.*



**Ollie Ehlinger**

For someone who didn’t expect to contribute to one of the country’s best collegiate cross country teams, Ollie Ehlinger was amazed how seriously William and Mary’s coaches took his interest.

“The coaches said, ‘Sure, come on in’ and they cleared their schedules for me. The respect they showed me, just giving me a chance, that was pretty cool,” Ehlinger said.

Now the Asheville, N.C., native is a member of the team, running for hours every day, and loving every minute of it.

“I tell all my friends it’s like walking on to play basketball at Carolina. So I’ll be sitting the bench a lot, but there’s already a great sense of team community. I do runs, and I’ll turn around and I’m running with an all-American for a little bit. Then he stops, says ‘good job,’ and runs off and blows me out of the water,” Ehlinger said.

Cross country is a perfect compliment to Ehlinger’s plans to spend his academic energy in environmental studies and environmental law.

“The field encompasses a lot of my interests and a lot of broad ideas in society. You have to get into political, economic, social, and even philosophical modes to understand why people treat the world the way they do and how you can change that—what we can sustain and what we can’t—it’s fascinating,” he said.

In addition to an intense schedule of athletics and academics, Ehlinger also plans to make time for community service. An experienced camp counselor, he has already signed up to tutor elementary school children.

Despite staying busy and trying to master the nuances of William and Mary life—getting to the Caf after cross country practice before it closes is a particular challenge—Ehlinger is thrilled to be a part of the College community.

“I’ve only scratched the surface, but I definitely enjoy it here. Any apprehension I might have had coming in here was wiped clean pretty quick. I’m loving it here already,” he said.



**Tina Ho**

There is no hesitation when Tina Ho talks about what she hopes to pursue at William and Mary. After all, she’s been planning it since she was a little girl.

“I’ve always had a dream and a passion and a hope of becoming a doctor one day,” Ho says. “Because of my own experiences as a child, I’m strongly considering going into plastic surgery for facial/medical reconstruction.”

From birth until fourth grade, Ho received a series of surgeries to remove a potentially cancerous birthmark. Since then, she has nurtured an intense desire to offer the same help to others.

“I’ve realized just how beneficial medicine is to society, and I want to give back. I know that I’ve been fortunate and how my surgeons have helped me,” she says.

Now as a freshman at the College, Ho is already knee-deep in her journey and looking forward to opportunities well outside the traditional pre-med path. Her academic interests are broad, ranging from cultural anthropology to psychology and economics, though, in truth, they converge at a familiar end goal.

“I want to get a well-rounded education while I’m here because I know it will help me out in other aspects of being a doctor,” Ho says.

One of those other aspects, Ho adds, is working as a doctor in third-world developing countries, like Vietnam, her parents’ birthplace, in an effort to close the gap in availability of medical services.

But being well-rounded means more than juggling a variety of academic endeavors, and Ho is keenly aware of this.

Already she’s planning to play field hockey at some level (she earned state and regional honors while playing at Thomas Jefferson High School in Northern Virginia), thinking of trying out rugby—although she knows it “seems pretty hardcore”—getting involved in community service, working for the yearbook, considering rushing a sorority and, at some point, maybe studying abroad.



## On Israel Hill: Black community pursued pre-Civil War freedoms

White supremacy made harmonious bi-racial relationships possible says Ely

*Continued from front.*

### Researching community, uncovering characters

Ely, professor of history and black studies at the College of William and Mary, became interested in the story during the 1980s while looking through the history textbook he had studied in the seventh grade. It contained one sentence referencing Richard Randolph, reporting, in effect, that Randolph had freed his slaves and granted them land in a place called Israel Hill.

**Meet the author:** Melvin Ely will talk about "Israel on the Appomattox" and sign copies of the book at the William and Mary Bookstore in Merchant's Square beginning at 7 p.m. on Sept. 28.

"That's all it said," Ely recalls, but he realized the transfer of land was unusual. It eventually led him to begin a decade-long search process—"research done the old fashioned way," he says—that would see him meticulously sort through 60 boxes of grit-covered archives—the documents

"still folded and tied up into bundles exactly the way the county court clerk 150 years or more ago bound them"—and take trips to track down descendants of the settlers of Israel Hill.

The story that unfolded ultimately was based on court records. The free blacks, after all, remained second-class citizens. Only a handful ever were able to learn to read or to write. In the 60 boxes of archived materials, Ely uncovered "at most a dozen sentences actually written by blacks." There were no collections of letters; no diaries. There were only fragments—a note attached to a business transaction, a brief letter dictated by a black woman and sent to a brother near Israel Hill from Bedford, which inquired whether "you think anything of me, never has rote a letter to [ask] if I was dead or live."

But the court records contained abundant information. "Several of the people who were freed by Randolph became very active entrepreneurs," Ely explains. "They bought boats to carry cargo up and down the Appomattox River; they bought lots in the town of Farmville. Having bought lots, they put buildings on them and sold them, sometimes at a very large profit. They became businesspeople. So, of course, you're going to find records of the land transactions, you're going to find tax records, you're going to find deeds and lawsuits surrounding these financial records."

In each instance, parties to the cases filed long narratives explaining their side of the story, and some entered all kinds of documents into evidence. Together, these documents formed a "broad set of paper trails," Ely says.

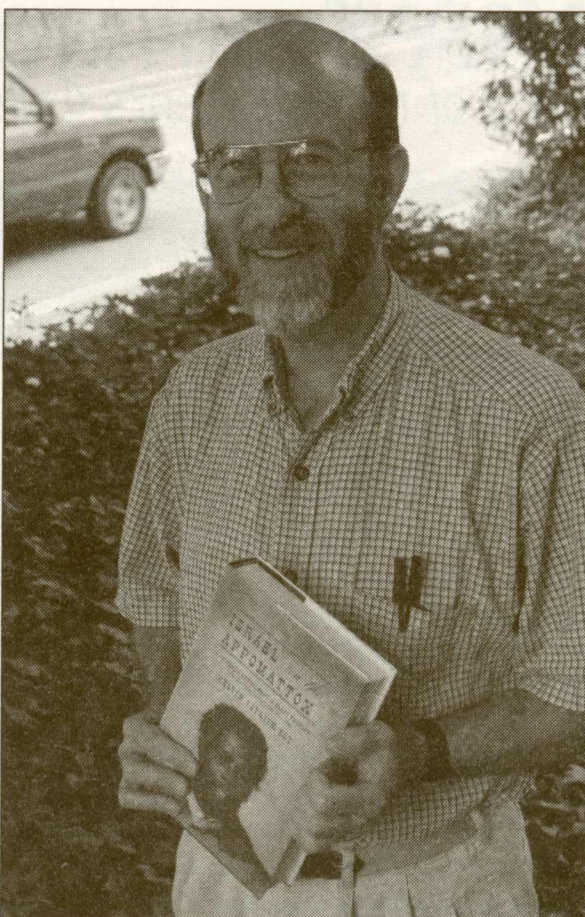
"Of course, it's largely written down by attorneys; it comes through that lens," Ely admits, "but there were times when I felt I could really hear the voice of the black plaintiff or the black defendant arguing passionately about some point of dispute."

Indeed, the words resonated with the researcher to such an extent that he found himself referring to several of the residents not as individuals or personages but as characters.

One such character was a free black Israelite named Phil White. "He bought a lot in Farmville and improved it," Ely says, "and he sold it at a tremendous profit. The white man whom he sold it to stiffed Phil White for the last bit of money, so Phil did what any free white citizen would have done. He went to court and sued the guy for the remaining money."

The instance reveals not only how White stood up for his rights, but it is an example of how free blacks "asserted themselves successfully in this society," Ely says. "They didn't carry themselves as if they accepted their second-class citizenship, and they certainly didn't behave as if they felt slave-like in any way."

Repeatedly Ely was moved by the "solidarity" of the community, and by the "astuteness" and the "intensity" of individuals that enabled "black Israelites not only to make their way in the world but to become prominent people in the bi-racial community." That being said, Ely in no way wants to become an apologist for the larger society in which such accomplishments took place. Although the free blacks had liberties, they could neither vote nor serve on juries, they had to register with the county court and pay special taxes, and they remained profoundly affected by the "malignant institution of slavery," he insists. He offers as just one example the plight



David Willard

Ely brought many characters to life in his new book.

of Israel Hill resident, Tony White, who was married to an enslaved woman. Eventually he was able to purchase his wife, however he could not afford to liberate their five children. The couple had to watch those children be split among three different masters, one of whom took three of them off to Missouri, never to be seen again.

### Maligning Israel Hill; a W&M connection

Although it appears that relationships between free blacks and whites in the area were civil, Israel Hill and its residents were maligned by pro-slavery advocates both near and far. The author of one article was Col. James Madison, a local planter and politician, who submitted his story suggesting that "over a period of 25 years this free black community had degenerated into a clump of lazy, mischievous, thieving, worthless people, and that the idea of black freedom was an illusion," Ely recounts. It was published in the 1830s in "The Farmer's Register," and, as the pending crisis between the North and the South heated up, revived in the 1850s by a Baltimore newspaper and other publications.

The story was a "concoction," he continues. "The problem that Israel Hill posed for white defenders of slavery was precisely this: pro-slavery people said that people of African descent were incapable of functioning without white supervision. If an Israel Hill could function and prosper, if free black people could strive and excel and accumulate property, and assert themselves and hold their own, then the theory behind slavery was poppy-cock."

The intellectual discussion of human bondage, of course, had been ongoing; it is one reason that Ely can call Israel Hill an experiment set into motion by Randolph's initial decision to free his slaves. That decision, Ely asserts, was influenced by time Randolph spent at the College of William and Mary.

"Richard Randolph studied here awhile," Ely says, "and the great influence on his life was George Wythe, who was a luminary here." Wythe, Ely points out, not only thought that slavery was wrong but that the races were equal in ability.

In a side-note, Ely explains that "Wythe even raised a mixed-race boy named Michael Brown, taught him Greek and Latin, and wrote a will leaving a large part of his estate to Brown." The decision apparently cost Wythe his life; Wythe's grandnephew, who was white, became so jealous of the boy of color that he poisoned both Brown and Wythe. As it turned out, the nephew was never convicted of the crime because the only potential witness was a woman of color who was barred from testifying against him in court.

Concerning the ultimate success of Israel Hill, Ely reiterates: "There were nine tracts of land given out in 1810. The households of the White family, which is a large extended family, became very prosperous. There were a couple of families who seem to have stayed at the same economic level at which they started—no better and no worse—and there were some in-between, who didn't become as prosperous as Sam and Phil White but who pretty clearly had improved their farms." He referred to a court submission by one man "who talked at length and with great pride about what he had achieved on Israel Hill and the buildings he built there, and how his use of the land and his house compared favorably with those of his neighbors."

Ely's wet blanket and Pearl's ending

### Ely's wet blanket and Pearl's ending

Ely admits that some who have read "Israel on the Appomattox" seek to find hope for the future. "I tell them," he says, "it suggests that antipathy between whites and blacks is not in the genes, and yet I don't know that the society would have been as harmonious as it was among free people had white supremacy not been so entrenched. So I have to throw a little bit of a wet blanket on the optimism."

Indeed, it is not lost on Ely that one of the great paradoxes of the story involves the success of Israel Hill in the very county that would in 1959 close its schools rather than submit them to racial segregation. Commenting on the change, Ely says, "I believe that one of the reasons that many white people felt free to deal fairly with free blacks before the Civil War was because they didn't see the free blacks of their neighborhood as a threat. There weren't that many of them; one of every ten free people was black. Most of the African American population was controlled through the institution of slavery, so why should you spend a lot of time and trouble repressing a rather small, non-threatening population? After general emancipation in 1865, all blacks were free. We're talking about a part of the South where a large majority of the population is black. So the rule by certain whites, which was so secure before the Civil War, had become anything but secure. It's a whole new ballgame at that point."

Growing from that white insecurity was the sudden notion that the races had to be segregated physically, he continues. Before the Civil War, when blacks and whites lived in close proximity—sleeping in the same room, tending each other's illnesses, rubbing ointments on each other's bodies—they engaged in "any kind of physical contact you can name," he says.

"It is only after emancipation that even the churches separate into black and white congregations," he adds.

"I grew up in a segregated South in the 1950s and early 1960s, and the idea then was that the system depended on the physical separation of people. During slavery, the system depended on white supremacy as expressed through human bondage; slavery being in place, physical separation was a non-issue."

Through the changes, however, one thing seems to have remained constant. During the early part of his research, Ely came upon Pearl Hartwill and Elizabeth Watkins, who grew up on Israel Hill early in the 20th century. When Prince Edward County closed its schools, Watkins worked tirelessly in an alternative "freedom school" to ensure that black children received an education. Ms. Hartwill, herself a retired teacher, told Ely, "A black can be just as smart as a white. All you've got to do is put your head to it and go for it."

Ely suggests that sentiment expresses what had motivated blacks in Israel Hill and elsewhere in the South toward success all along. They repeatedly demonstrated a desire to improve their situations: enslaved people sought freedom; free black people sought land and then to expand their holdings and the scope of their freedom.

"What Pearl Hartwill said I can almost imagine one of her ancestors 150 years earlier having said," Ely concludes. "Of course, I can't document that, but it seems to me that there's a certain ethic there that existed in 1810 that I heard expressed in 1989 while sitting with Ms. Hartwill in her family home on the crest of Israel Hill. That's the way I end my book. That was a dramatic moment for me."

by David Willard

**'If an Israel Hill could function and prosper, if free black people could strive and excel and accumulate property, and assert themselves and hold their own, then the theory behind slavery was poppy-cock.'**



## Executing a vision for art

Hardy discusses the assembling of the President's Collection



Valerie Hardy, curator of the President's collection, poses in front of "My Eyes are Open," a painting by Ian Hart.

Almost everywhere you look on campus, you'll find the walls and nooks and crannies of the public spaces adorned with art. It's all part of the President's Collection of Faculty and Student Art (viewable online at [it.wm.edu/president-art/](http://it.wm.edu/president-art/)). Curated by Valerie Hardy, assistant to the president and a painter, the Collection is carefully selected and expanded to showcase the talents of student and faculty artists. Next time you pass through the University Center or go to class in the Wren Building take some time to study the wonderful figure drawing on the wall or examine the life-like bust sitting atop a pedestal. What you see might have been created by someone you know. Meanwhile, the W&M News asked Hardy about the collection.

### Q. How did the President's Collection begin?

**Hardy:** When the Sullivans first moved into the President's House in 1992, there was nothing on the walls on the 2nd and 3rd floors. When Anne Sullivan mentioned the problem to me (I was working on a painting of her at the time), I told her about the permanent collection of student art at my graduate school, with work exhibited all over its campus. The Sullivans liked that idea and decided to create a permanent collection here at the College, starting with the President's House and then spreading across the campus. That year, President and Mrs. Sullivan bought selected works from graduating art students, with added support by alumni and friends. Also, faculty members from the art department lent many pieces that are still on display today. The Sullivan's gift became the nucleus of the President's Collection of Faculty and Student Art, formally established by the Endowment Association in 1993. Since then, several generous supporters have donated funds to the Collection's endowment that have secured its future.

### Q. How is the art for the Collection selected?

**Hardy:** Each spring, when graduating studio art majors hold their senior show, an acquisitions committee reviews their work and selects pieces that we think should be added to the collection. We're not just a repository; we're very careful about what we take. Everything in the collection is on permanent exhibition.

The selections are totally subjective. I'm a painter and have been an adjunct in the art department, so I have my own critical point of view about quality. We try to consult with studio faculty members for their opinions about the work. And we have to think about the spaces where we'll put the art on display. But we don't start with the space, we start with the work; we look at the work and if it's very good we try to acquire it.

How much we select varies from year to year. In one year we may decide that six students deserve to have their work represented in the collection and in another year there may be only one.

It is a benefit to the community to have wonderful works of art to look at. But being chosen is also extremely beneficial to the artist—especially the student artist. Having something you've created chosen for a permanent collection is an honor. And we pay the artists for the pieces we acquire, to honor the work they've done and to encourage their continuing to create.

When I talk to the students whose work is chosen about selling their work—and sometimes they have a hard time parting with favorite pieces—I try to describe to them how much more power their work will have when it actually is being viewed by many

people—how the point is to make objects that live beyond the artist's own experience. And I tell them that their work will have a very good home here at William and Mary.

### Q. How is the art paid for?

**Hardy:** The endowment established in 1993 covers the cost of purchasing student art each year. And we've been lucky to receive targeted gifts from occasional donors to use for faculty purchases, because faculty art is much more expensive. We've been able to buy about one faculty piece a year, sometimes more, depending on the price.

### Q. How many pieces have you acquired?

**Hardy:** At the moment we probably have 60 to 70 works on loan from faculty. We are approaching 200 works that we actually own, and they range from drawings to prints to paintings of all sizes—very small and very large—ceramics and sculpture.

### Q. Does the president have a passion for art?

**Hardy:** He certainly cared enough about art to start the program and I would bet that there isn't another college president's office on any campus that has an art collection administered by it. He's passionate about good works of art by William and Mary artists and has encouraged donors to endow it. And he is proud of the work from the collection that hangs in his own office and his own house. Anne Sullivan is very involved in the collection, and her support pushed the program forward. She was there at the beginning and may be even more "passionate" about good works of art than is the President.

### Q. Why did you put the collection online?

**Hardy:** President Sullivan hosts lunches for students at the President's House that I sometimes attend. At one lunch, out of the blue, a student next to the president asked if any paintings from the President's Art Collection were for sale. There was a painting at the UC that the student liked a lot and wanted to buy. The president explained that that wasn't possible; but I told the student I could make a copy of the painting I had in jpg format. I have slides of all the art in the collection scanned onto a CD. And then I thought, since the technology is there, why not make the images available online. I wasn't sure who would ever want to access it, who might need to access it, or even whether or not it would be interesting to anyone, but it occurred to me that there might be some value for such a site: to the artists who like to check back from time to time to see where their work is and look at it; or for Admissions. Prospective students are cruising around the Web all the time looking at college sites, and I thought that a high school art student might be interested in looking at art produced by our students. ... Of course, it wasn't really a simple thing at all and only happened thanks to the expertise of IT's Web consultants Jason Alley and Andrew Bauserman.

I recently heard by e-mail from a former student purchase award winner—now living far away from W&M—correcting a typo on the website. That really pleased me.

—interview by Cindy Baker

## Two from College granted Governor's Award for service

Gamage says biggest reward is working with W&M students

When Stewart Gamage ('72) was approached more than a decade ago about taking the job as vice president for public affairs, William and Mary President Timothy J. Sullivan gave her one simple reason for returning to her alma mater—the students.

Gamage, who had spent most of her career working with everyone from governors in Richmond to White House policy makers in Washington D.C., said she thought Sullivan was wrong. As vice president of public affairs, her main priorities would be advocating higher education to state legislators, members of Congress or the media.

She soon found out Sullivan was exactly right. "The real special thing about this College is the people who work here and the students who go here," Gamage said. "That's my biggest reward."

Gamage, who has become known as a fierce advocate for education since taking the job at William and Mary in 1994, was recently honored with the Chairman's Award, the highest recognition of the Governor's Community Service and Volunteerism Awards.

Whether it is working with students who go on to become future leaders of the country or lobbying the lawmakers in the General Assembly and in Washington D.C., Gamage has become a tireless advocate.

"A lot of it is being able to fight for what you believe in, and I think the leadership at William and Mary has really done their best to try and stand up for what they thought was best for both the College and the community," Gamage said. "I'm not sure if I've done anything individually to deserve an award. I think it really is a confirmation of the collective hard work of a lot of people who believe in William and Mary."

Administered by the Virginia Governor's Commission on National and Community Service, the awards program was established in 1993 and honors the selfless contributions made by volunteers and

Sharp's honor comes on top of receiving major College award

Marcia Sharp ('05) recently received a double dose of recognition for her volunteer work; first came the President's Award at Opening Convocation, then a week later it was a trip to Richmond to claim the Governor's Award for Student Volunteer of the Year. Sharp was excited to get the accolades—the only problem is, she's somewhat at a loss to explain why she did.

An educated guess might include reference to the Community Service Advocates, a group Sharp started last February to help William and Mary students find their volunteering niche. Or perhaps the fact that Sharp found her own niche four years ago, when she started spending time at the Respite House. Administered by the Williamsburg United Methodist Church, the Respite House hosts day programs for adults with mental and physical disabilities.

"I don't even think of it as volunteering," Sharp said. "I think of it as visiting them, or as going to hang out, or just when I need some time to relax, that's where I go. I guess in the broad spectrum it's called volunteering, but in my mind I'm just taking a break."

Whatever the best term for Sharp's help at the Respite House, there is no contesting the fact that there has been a lot of it, in a variety of forms. Besides volunteering during the school year and summer, she is a certified caregiver, and on occasions the Respite House is short-staffed Sharp can step in.

**'The real special thing about this College is the people who work here and the students who go here.'**

—Stewart Gamage

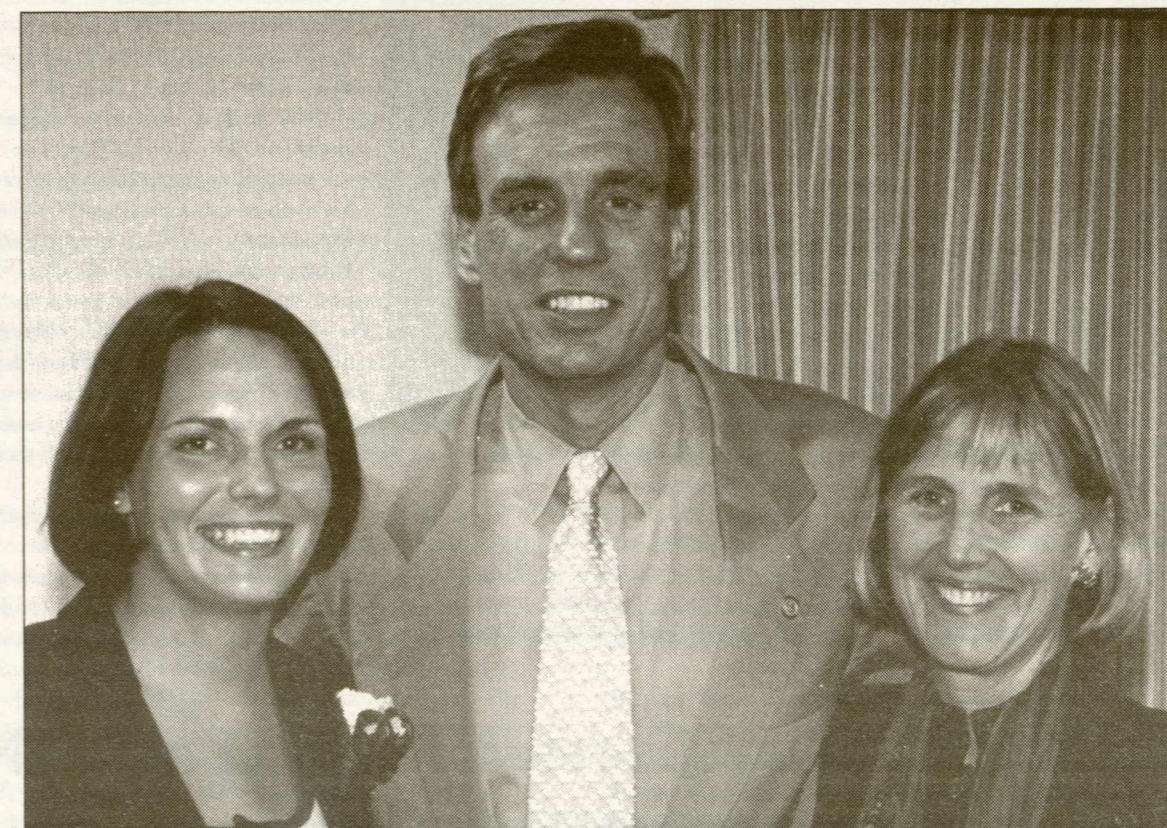
civically engaged citizens and community organizations. This year, 22 Governor's Awards for Service were presented to groups, individuals and families.

Gamage joined William and Mary senior Marcia Sharp (see story below) in Richmond Sept. 1 for a special ceremony with Gov. Mark Warner.

"This event celebrates the generosity of Virginians and their efforts to enhance the lives of their neighbors, and affords us the opportunity to publicly thank them," Warner said in announcing the recipients. "Virginians have another round of great examples to follow in providing service to their communities."

While she is modest in her own accomplishments, Gamage's career has been one of those great examples of public service.

A member of the Class of 1972, Gamage has



Gov. Mark Warner congratulates Marcia Sharp (l) and Stewart Gamage (r) in Richmond.

**'I like to think if you volunteer in college, you'll probably continue it through the rest of your life.'**

—Marcia Sharp

"It's so easy to volunteer there," she said. "They're like my family ... We all take care of each other, we all talk about everything—the clients, the clients' families, and all the workers, and the other volunteers—we're all just really close. It's just a really homey and caring environment. It's such a great place to volunteer."

The Respite House was started to help Sharp's sister and a classmate extend the social interaction they had had at school. A year later, when Sharp was in her freshman year at William and Mary, her sister died unexpectedly.

"That was when I really started volunteering at Respite," she said. "It was really helpful to me—it helped me grow again, and live for her and live for her memory and use what she taught me."

Besides her own volunteering, Sharp has made

a distinguished history of service at the state and federal levels—including membership on the Commission for Presidential Scholars, Policy Director to House Majority Leader Dick Gephardt, serving as Associate Deputy of Intergovernmental Affairs at the White House, and senior assistant to former governors Chuck Robb and Gerald Baliles. She was also a founding member of Women's Executives in State Government and the Democratic Leadership Council, and she served on the William and Mary Board of Visitors.

But when looking back at her accomplishments, Gamage is reminded of those initial words from Sullivan and points to the inspiration from the students.

One example, Gamage said, was her work on the 2002 higher education bond issue—a measure that passed overwhelmingly and will pump nearly \$900 million into much-needed capital projects at colleges and universities across the state. Although working to secure critical state money for higher education was the ultimate goal, the real satisfaction, she said, was watching students get involved. She points to recent graduates Brian Cannon, Jesse Ferguson and Van Smith, and to the work of Virginia21, which grew from a grass-roots student registra-

tion campaign at William and Mary to an important higher education lobbying force in Richmond.

"They started with a meeting of about four students and Jim Ukrop in the [College's] Bridges House," Gamage said. "Now, they've got 14,000 people registered."

All three students have gone on to make a difference—Cannon is beginning his first year of teaching high school in Chesterfield County; Ferguson now serves as the executive director of Virginia 21; and Smith, who initially served as the College's director of public outreach after graduation, recently returned from a five-month stint working for the Coalition Provisional Authority in Iraq.

"The real reward in all of this is seeing a whole new crop of people who have the capacity to be leaders and change the lives of Virginians for the better," Gamage said.

Gamage has worked with special students her entire time at William and Mary. The list includes current undergraduates such as Ned Rice, a senior who is serving as the student representative on the Board of Visitors, as well as alumni such as Amy Sebring ('95) and Greg Werkheiser ('96). Sebring, who was an intern in Gamage's office, now works with the Virginia Senate's Finance Committee on issues dealing with higher education. Werkheiser was student body president; today, he serves as chairman of the Virginia Commission for National and Community Service. At the awards ceremony, he introduced Gamage.

"All those who believe that our people are well served by Virginia's institutions of higher learning, from which our sons and daughters, mothers and fathers, neighbors and friends have graduated, owe Stewart a debt of gratitude," Werkheiser said.

After more than a decade advocating for higher education and William and Mary, Gamage praises the students for enabling her to continuously reinvent her job. "They don't have time to be discouraged," she said. "As we look to the upcoming year and take on the task of the proposed Chartered Universities Initiatives, neither do we."

by Brian Whitson

Award for Service to the Community. For Sharp personally, the excitement of being honored was more than enough. She recalled being strongly affected by watching her friend James A. Woodall ('02) accept the President's Award at Opening Convocation her freshman year. "I thought, 'Wow, this guy's so great, he does so much great stuff. And look at this awesome award he's getting, and everyone's probably looking up to him for his service,'" she said. "I was like, 'I could never do that, I could never be there.'"

Sharp called the Governor's Award "another shock." She did not even know she was a candidate, as her nomination was handled by Stelljes and Dara Krupski, director of the Respite House.

When Stelljes and Krupski found out Sharp would be getting the award, they each were vying to be the one to tell her about it. She found numerous messages from each of them on her cell phone, and she decided to stop by Stelljes' office to find out what was going on. She said it took a while for her to believe what he was saying.

The full reality of receiving the award came in the form of a banquet in Richmond. She met Gov. Mark Warner, as well as all the other award recipients and the members of the judges' panel and commission which choose the award winners. The chair of the commission and one of the judges were William and Mary alumni, which definitely created a sense of Tribe Pride, Sharp said. She described leaving the banquet with an energetic excitement.

"I've never been so honored. If I had gone to something like that and not even received an award, I think I still would have been filled with that same great feeling," Sharp said.

by Meghan Williams ('05)



## W&M economists say neither liberals nor conservatives play nicer

Continued from front.

als and conservatives act differently when asked to make donations to what, in effect, is a public trust, she says. The findings, she notes, differ measurably from results



Mellor (top) and Anderson look over some game data.

garnered through traditional surveys, which tend to uphold the perception that liberals are more giving.

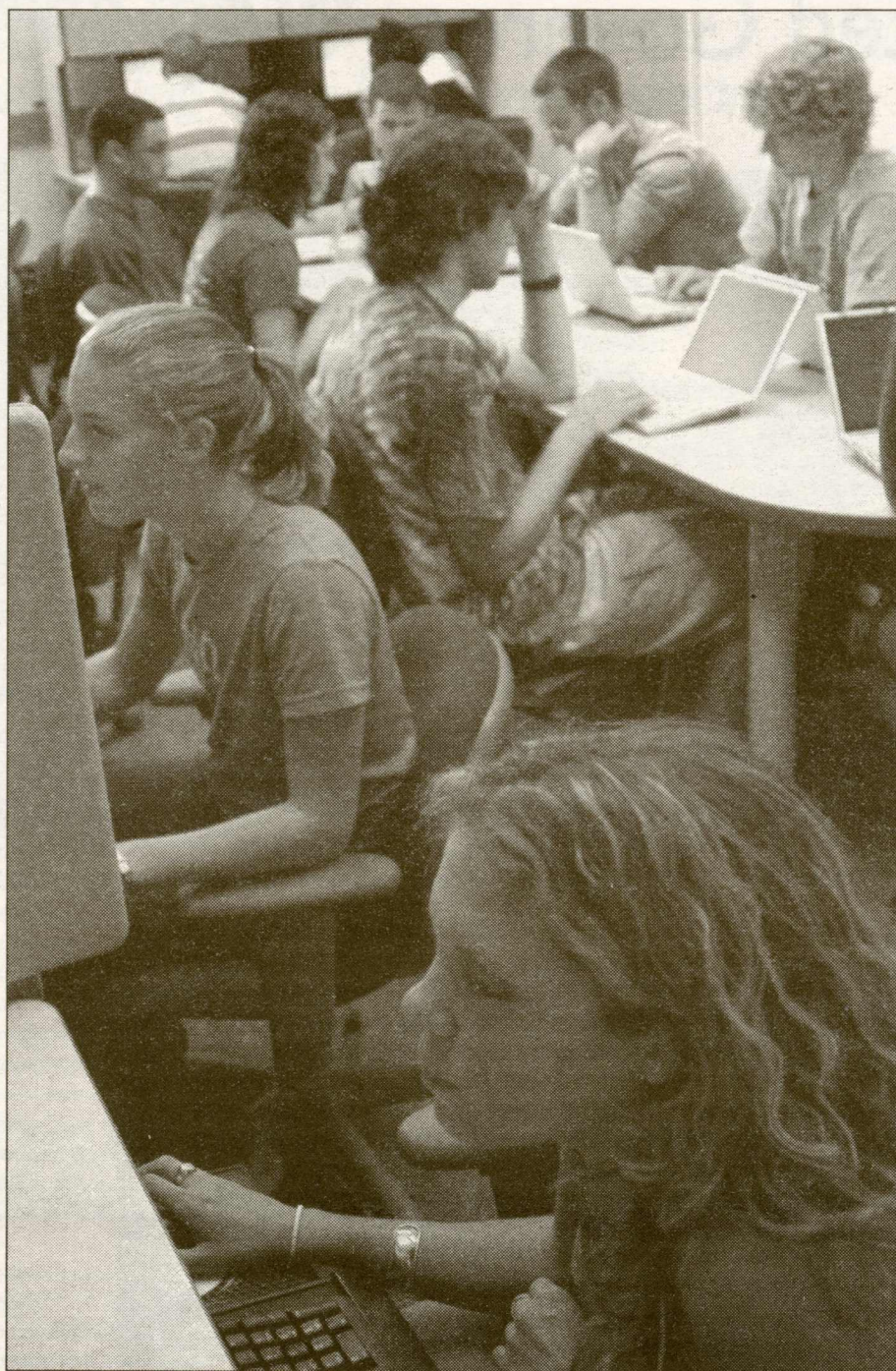
One of the games students played was called a public goods game. Subjects first were asked to fill out a survey in which they indicated whether they felt their beliefs more closely represented those held by the Democratic Party or the Republican

Party. They also were asked to identify themselves as liberals or conservatives. Next a selected group was put into a room and each individual was given a sum of money. Each subject had the option of keeping all of his or her money or contributing some of it to a group account. Money given to the group account would be multiplied by a constant factor and then redistributed among the group members.

"In this kind of setting, economic theory says that it's in the individual's best interest to hold onto all of his or her money because they don't know what the other players are going to do," Mellor explains. "They wouldn't want to put money into the group account if nobody else were going to do so" even though if everyone contributed the group as a whole would be better off.

"In the end, the contribution to the group account on average was about 28 percent of each individual's endowment over the course of the game," Mellor says. "There was no significant difference in group account contribution by party representation or by political party."

The other game in which William and



Students are engaged in experimental research in the economics laboratory.

Mary students participated was a trust game. Individuals were arranged in pairs, and in each pair one person was designated as a "first mover" and the other as a "second mover." The first mover was allotted

a sum of money and told he or she could keep it all or send a part of it to the second player. Any money sent on was tripled in sum and given to the second person, who could then keep all of it or send some back

to the first mover.

"Because the first mover does not know what the second player is going to do, that person is very much in a position of having to trust the second player," Mellor says. "In that case, the economic prediction is that it is in your own best interest if you are the first mover to send nothing to the second player."

In fact, whether first movers self-identified themselves as liberal or conservative, on average they sent about 50 percent of what they had been given to the second player.

Mellor and Anderson have been routinely conducting similar tests with students in the Experimental Economics Laboratory located on the third floor of Morton Hall. The lab is supported in part through a grant from the National Science Foundation.

Experimental economics is a field of economics that uses laboratory settings to test economic theories. Says Mellor, "There are a couple of ways you can test a prediction in the real world. You could ask people how they would behave if, for example, taxes went up. Would that affect their consumption of gasoline? They might tell you one thing, but the question is what would they really do. In experimental economics you can create a laboratory setting in which you can watch how people behave when subject to such a change."

Although the *Post* and the *Times* reported on "Do Liberals Play Nice" due to the political timing—during the campaign for the upcoming presidential election, President George Bush has stressed his "compassionate conservatism"—Mellor's and Anderson's interests are broader based.

"This paper grew out of an interest that didn't really have much to do with politics," Mellor says. "It grew out of an interest in trying to see if the way people answer surveys generally matches up with their actual behavior."

So far, evidence suggests a disconnection, but the research remains inconclusive. Toward finding concrete answers, the economic games continue in Morton Hall.

by David Williard

## Undergraduate symposium showcases unique research aspect of W&M

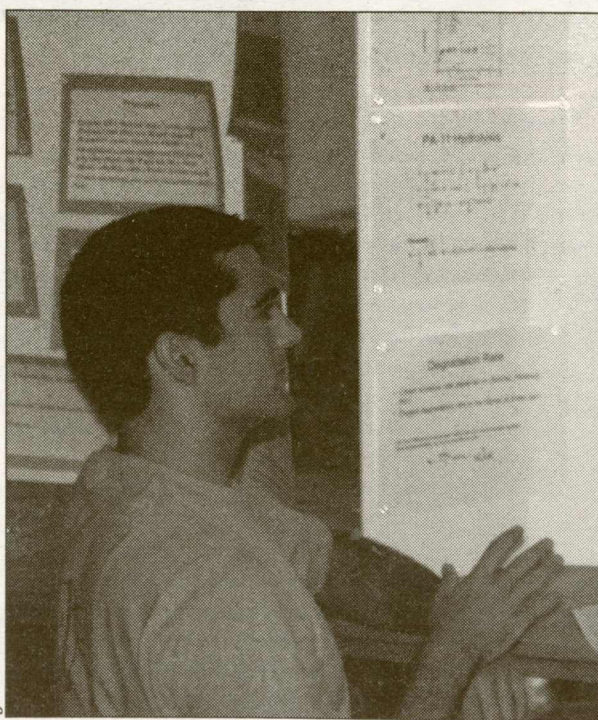
Something didn't look right.

Chemistry Professor Lisa M. Landino pointed to senior Ethan Greenblatt's poster and asked about what appeared to be a notation for hydrogen that took a slightly different form on the right side of an equation. A small knot of grinning students gathered to take in Ethan's defense of his work.

"I wanted to get Ethan to talk," Professor Landino said, "but he had a friend standing there who helped him out."

The Landino-Greenblatt exchange was one of scores of such impromptu interactions at the poster session of the 11th Annual William and Mary Undergraduate Research Symposium. The annual early fall event is the capstone of scientific research performed during the summer by rising seniors and other undergraduates in partnership with, or under the supervision, of faculty members. This year's symposium, held Sept. 3 at the University Center, drew participants from applied science, biology, chemistry, computer science, environmental science and mathematics. There also were entries representing undergraduate research done with faculty from other universities and for various federal agencies.

Greenblatt's entry was titled "Analysis of pH and CO<sub>2</sub> Effects on Polyamide-11 Degradation" and involved analyzing samples sent to campus from a variety of offshore oil-drilling rigs. His studies on the high-tech polymer have real-world implications, as Polyamide-11 is being adopted as a high-strength, corrosion-resistant alternative to steel pipes in the oil and natural gas industries.



Greenblatt discusses his research at the symposium.

In addition to Greenblatt and the nearly 70 other participants in the poster session, a number of students opted to give oral presentations on their research projects. The research symposium is a common forum at the gradu-

ate level, but is much less familiar among undergraduate programs. The projects represented at the fair also were typical of graduate-level research. Such differences reflect the singular state of undergraduate research at William and Mary. For instance, Chemistry Professor J. C. Poutsma points out that a large number of the undergraduate projects involved funded research.

"This is a fairly unique place in terms of the amount of undergraduate research that gets done here," said Poutsma, who shared organizational responsibilities for this year's symposium with Rob Hinkle, also of the chemistry department.

Most participants in the science fair are new seniors, reporting on work done over the summer. Some of the projects are designed to be started and finished over a single summer, Poutsma said, but many are long-term efforts, sometimes requiring the work of a series of undergraduate contributors over several years. Structure of the student-faculty research relationship varies among departments, he said, but the common denominator is the contribution of undergraduates to the type of research projects that at most universities would be the exclusive domain of graduate students.

"Every data point from every one of my papers that has led to every one of my grants has been taken by an undergrad," he said. "They are doing the work. They are making the daily decisions. They're taking the data, they're analyzing the data, and they're trying to interpret the data."

by Joe McClain



## Education professor keeps getting honors

# Moore constructs communities of classrooms

Laurels are nothing upon which to rest. John Noell Moore, associate professor of education, knows that to be the case even as he continues to earn teaching honors.

Last year, the Alumni Association recognized his ability by naming him a 2003 Teaching Fellow. This year, the Virginia Association of Colleges for Teacher Education gave him its 2004 Instructional Leadership Award.

Moore, who teaches curriculum and instruction to students preparing to become English teachers in high schools and middle schools, appreciates the acknowledgments of his peers. However, as he tells his students, "It's important to understand that we are always in the process of becoming teachers." There is no resting, indeed.

Moore, a 1969 graduate of William and Mary, taught high-school English until 1990, when he decided to work toward a doctorate ('95, Va. Tech). Along the way he earned a master's in music and served as an adjunct music professor at Roanoke College. He returned to his alma mater in 1999, 30 years after his graduation.

Concerning Moore's effectiveness, education dean Virginia McLaughlin said, "Highly demanding but responsive to his students, John's goal is to build a community of learners in his classroom."

Recently we spoke with Moore about teaching and communities and the kinds of things that can happen in a classroom. Following are some of his comments.

### Q: What does it mean to be a teacher?

**Moore:** I am a teacher of teachers. What that means to me is that I get to help shape the future of teaching every time I send new teachers out. Our teachers go all over the place. We are producing teachers for Virginia but our students come from all across the country, and they often go back to teach in their home states. So I hope my students will take into their own classrooms my beliefs about what makes a good teacher and what makes learning exciting. We are connected. What we do here is connected to classrooms all over the country. That's a very exciting idea. One of those clichés is that in teaching you touch the future, but you also touch the present and draw on the past.

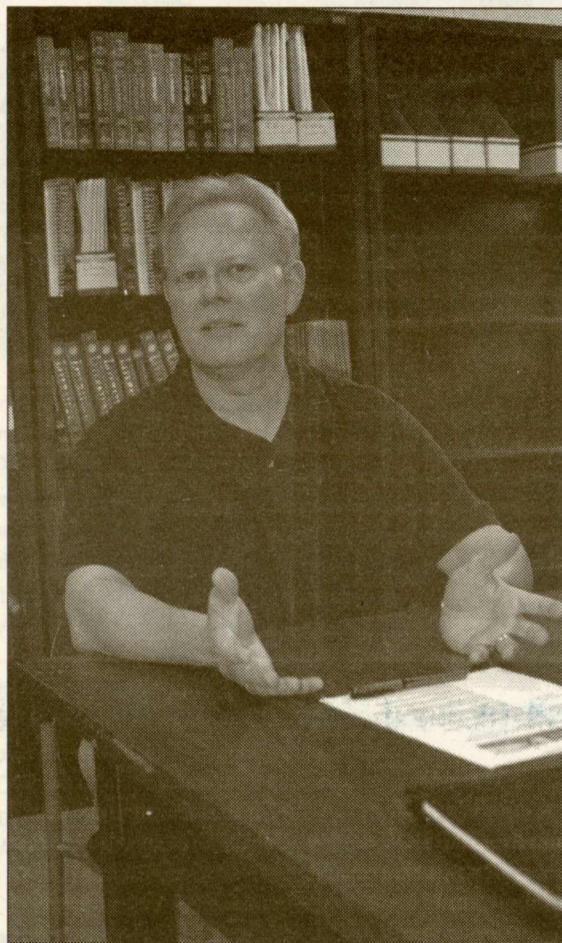
### Q: How do you approach a class?

**Moore:** My way of teaching follows a contemporary approach—a constructivist approach—which is somewhat different from traditional models of teaching. In the more traditional system, essentially the teacher is the person who dispenses knowledge, who has the knowledge for other people to get. The teacher in a more contemporary model helps students construct knowledge that may not be new knowledge for teachers, but it will be new knowledge for students. Rather than just telling them, "Here are five ideas that come into play in this particular literary text," the contemporary teacher works to help students come up with those ideas themselves through processes of critical thinking and analyses—higher-order thinking skills.

I take this constructivist approach here at William and Mary.

I teach my students in many ways by modeling what I want them to do in their own classrooms. Students in the traditional classroom are fairly passive—they are told what to do; they're told what to look for. In a more contemporary classroom, the goal is to get students actively engaged in processes that involve group work, individual work and whole-class work so they're constantly negotiating with each other about what they're learning. It's very heavily invested in prior knowledge. What have students brought to the class that conditions their learning, conditions their thinking, conditions their reading and writing?

You may be familiar with the teacher who assigns a paper and says the paper is due in a month, or the



David Williard

### Moore talks about constructivism in teaching.

professor who hands out the syllabus and says there's a short paper due at the start and a long paper near the end and a final exam. The student writes those papers, hands them in; the teacher responds, and the student gets a grade. In my approach, the writing of a paper is an integrated process in which I as teacher and my students are actively engaged from beginning to end—exploring how you get ideas; how you shape those ideas into a framework; how you use the language to make those ideas precise and to elaborate upon them; how you edit them so that they follow the standards of conventional language. It's a workshop approach. Groups are important. Individuals are important.

### Q: Are there common classroom failures?

**Moore:** I came through traditional classrooms, and I was a very good student, which means I loved to learn but I also learned what it took to make an A. It's quite possible to make a lot of As and not understand how you learn, and, I think, we do students a disservice when we make them think that everybody learns the same way, or that smarter people are smarter because they know something that you don't know. Very often, smarter people appear to be smarter, but they're harder workers, if you know what I mean.

The constructivist model believes that we should put everyone in touch with the way that they learn and how they think about knowledge. I want my students to be aware of what kind of thinking they are doing so that they are smarter thinkers and are better critical thinkers. If I have a student who is very creative and who excels in drama but feels that because in planning and thinking she writes crossways on a page, or upside down, or all over the page, and she doesn't organize her draft with Roman numerals, that she's wrong because her way is not the way everybody else does it, then I want to teach her that her approach is all right. In writing you can start any place you want to start, and in the initial writing processes you will discover your direction.

I'm uncomfortable when I see a teacher assigning a research paper and saying, "You need a thesis and five note cards by Friday." Nobody in the real world writes that way. Instead people get interested in the topic, they explore it, they write about it, they see what they're thinking when it comes out on the page, and then they decide what their brain really seems to be focusing on. It's a very complex process, and I often think that people who don't know very much about teaching and learning think that it's a very linear process—if you just get people to do steps one, two, three and four, they'll get to step five. But that's not how it works: It's a circular, recursive process, and it's always happening. Anne Bertoff, a writing teacher and theorist, says writing is a process of at-once-ness. We're working on many parts of the process, going back, revising, learning what we have to say as we work.

### Q: Isn't your way of teaching exhausting?

**Moore:** For the instructor, it is physically and mentally exhausting, but for me it's the only way to make a class exciting. You want every student in your class to feel his or her work is important to you, and that it's important to other people. It is very taxing because you must give yourself to students; if you don't, they won't get to where you want them to be; or worse, they'll try to be a little version of you, which really doesn't work. It doesn't work, and I know that, because in my life as a student, I admired teachers. I wanted to be like them. I became a high school teacher because I loved what teachers were doing, but in the course of my public school teaching from 1969 to 1990, the world changed dramatically; thinking about teaching and learning changed dramatically, and I wanted to keep up with that, to be a part of new ways of thinking.

### Q: Are you a crusader?

**Moore:** I remember as a student who loved to read every book that I could get my hands on sitting in my English class as a senior and sometimes doodling in the back of my notebook. I wasn't a crusader—not someone who said I'll never do that to my students—but I was a person who said a real life happens in books and that life can connect to my life and it can actually shape my life. I'd like to share that sense of what language, literature and ideas can mean to people.

### Q: What do your students take with them?

**Moore:** It's important to me that my students understand that we are always in the process of becoming teachers. I don't want them to think that there is one method that works and they'll use it for the rest of their lives. Actually what happens to my students is that they very often have been taught traditionally, but when they experience the constructivist approach, they think it's wonderful. Then, they go out into the schools and find that not a lot of teachers are constructivists, so they then become a teacher who is somewhat in the middle. They construct themselves—I use that word with them all the time. I tell them, "You must construct yourself as a teacher. You're in the process of becoming a teacher, and you need to decide what kind of teacher you can be right now, knowing full well that you will change."

I believe from the very first day the very first thing that you say in the class sets the tone for your class. If you want to build a community, you have to be a very inviting teacher who sets up a world in which people want to come and learn with you—not just learn from you but learn with you, and who believe that they can bring something to you that you don't know or haven't thought about. If you think of a classroom of 35 students from various backgrounds, imagine what they bring. Teachers should be excited by that. Think of what a classroom of 20 William and Mary seniors and graduate students bring. Tapping into that shared knowledge remains extremely exciting to me and continues to challenge me as I build new communities of teachers and learners each year.

—interview by David Williard

**'We are connected. What we do here is connected to classrooms all over the country. That's a very exciting idea. One of those clichés is that in teaching you touch the future, but you also touch the present and draw on the past.'**

—John Noell Moore



## college notes



Tim Jones

Artist Robert Lentz, left, presents President Timothy J. Sullivan six unique pieces of artwork, each crafted from trees downed on William and Mary's campus during Hurricane Isabel. Lentz used tree segments of ash and cedar from the Wren Yard, beech from in front of Tyler Hall, and coastal Redwood from near Blair Hall. The sculptures were donated to the College as a way to celebrate and preserve the natural beauty of the campus, before and after Isabel

### Sept. 11 remembered with ceremonies

Several events at the College commemorated the anniversary of the terrorist attacks of Sept. 11, 2001, and honored their victims. A morning memorial service in the Wren Courtyard included remarks from Student Assembly President Ned Rice and Vice President for Student Affairs Sam Sadler. The Queen's Guard presented a memorial wreath in honor of those who died during the ceremony.



Saturday evening, the senior class continued a tradition by sponsoring memorial luminaries along the Crim Dell walk.

Both Rice and Sadler urged thoughtful, helpful action inspired by the memory of the

tragedy. "As we gather to respect those who have fallen, we cannot stand idly by," Rice said. He emphasized that the response to the attacks had to come from more than military action: "Our struggle cannot be won with the blood of soldiers alone."

He said the effort will require education from future teachers and professors, negotiation from tomorrow's diplomats and politicians, as well as a steady example set by the parents of the future.

"We must dig through the rubble left in all of us today," Rice said, to find the potential for change.

Sadler began his remarks by commenting that his message was very similar to Rice's, despite their difference in age and experience.

Sadler focused on how the tragedy affected William and Mary, and he spoke of the memorials of the last three years. He recalled standing in the Wren Courtyard twice during similar times of national crisis: most recently as the College community first learned of the tragedy in 2001, but previously in November 1963, when Sadler was a student here and experienced the aftermath of President John F. Kennedy's assassination. "On both occasions, I have heard my voice join in a chorus that asked 'why,'" Sadler said.

He said that both times, it was as a "community" that William and Mary responded and grew closer together in shared grief. The mindset of "what happens to one affects us all" allowed those at the College to draw strength from one another.

Sadler said he held out hope for a world community, similar to the community here at the College, as a memorial to the victims of September 11. While this might be difficult, he said that every individual should look for his or her role in creating it.

"Victory need not come through cataclysmic social change," he said, but "through triumphs over manageable problems to improve the world little by little."

### Two police forces cooperate on hosting block party

The weekend before Labor Day the Williamsburg Police Department sponsored a block party for the residents of the neighborhoods bordering campus in cooperation with the William and Mary Police Department. The event was put on with the help of Williamsburg Departments of Fire and Rescue as well as Codes and Compliance and Zoning.

Local residents in the neighborhoods surrounding campus and off-campus students returning for new school year were invited to meet and mingle over hot dogs and hamburgers. The invitations were delivered by hand by members of the Williamsburg and William and Mary Police departments. The reception was positive. Officers visited more than 200 residences door to door delivering brochures about new codes and regulations pertaining to their community and inviting them to the block party.

The party was a continuation of the effort by both parties to keep the relationship between the city and the College a good one. "Communication between the College and the city has really been stepped up the last two years," said Lt. Jay Sexton, Wil-



iamsburg Police Department. "It's something we want to see continue."

The idea was to provide information on existing and new housing, noise and alcohol regulations and provide residents with

resources for finding the information they need about their community. It was also hoped that the casual setting would give local residents and off campus students the opportunity to get to know one another and to discuss neighborhood issues in a relaxed environment.

"This was a great way for us to get to know the local community better and let the local residents, as well as the students, know we are here, are ready willing and able to work with the Williamsburg Police and want to help," said Don Challis, Chief of Campus Police at William and Mary."

Local residents were especially pleased to see the two police departments working together. "Having the cooperation and participation of the William and Mary Police Department was a big plus," Sexton continued. "Their being there added a lot of credence for both the local residents and the students to what we were doing."

### Equitable Assessment Practices theme of ITC conference at College

The Fourth International Test Commission (ITC) Conference, with a theme of "Equitable Assessment Practices," will be held on the William and Mary campus Oct. 7-10, 2004. The conference is being hosted by William and Mary's Center for Gifted Education.

Registration is now open for the conference, which will highlight methods for developing and using tests and assessment data in a manner that helps ensure fairness for all individuals, regardless of age, gender, race or handicapping condition. Conference costs are \$295 for members of the ITC and \$330 for nonmembers. A reduced registration fee of \$150 is available for students and interns.

"Conference speakers include the leaders of several international organizations and the authors of major psychological and educational tests," said Bruce Bracken, professor of education at William and Mary who brought the conference to Williamsburg during his term as president of the International Test Commission. "This conference is open to everyone interested in issues of fairness in testing and the equitable assessment of diverse populations."

For further details, visit the conference Web site at [www.itc2004.com](http://www.itc2004.com), or the ITC Web site at [www.intestcom.org](http://www.intestcom.org). People can also call or e-mail the Center for Gifted Education at (757) 221-2166 or [cfge@wm.edu](mailto:cfge@wm.edu).



### Marshall-Wythe Medallion recipient to speak at law school Sept. 28

Derrick Bell, a noted law professor, author and Civil Rights activist—and the 2004-05 recipient of the Marshall-Wythe Medallion—will speak Tuesday, Sept. 28, 2004 at the School of Law.

Bell, who is a visiting professor of law at New York University School of Law, will deliver a talk based on his most recent book, "Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform."

The lecture, which is free and open to the public, will be held at 4 p.m. in Room 124 at the Law School on South Henry Street. Bell will receive the Marshall-Wythe Medallion—the highest honor given by faculty at the Law School that recognizes outstanding leaders from the bench, bar and academia—during a special dinner Sept. 28.

Bell previously taught at Harvard Law School where, in 1971, he became the first



tenured black professor. In 1992, he relinquished his professorship rather than return from an unpaid leave of absence he had taken to protest the lack of women of color on the faculty. In addition, he previously has served as dean of the Oregon University School of Law; executive director of the Western Center on Law and Poverty at the University of Southern California Law

School; Counsel for the NAACP Legal Defense Fund; and deputy director of the Office for Civil Rights in the Department of Health, Education and Welfare.

Bell has addressed issues of race and class in scholarly, autobiographical, and fictional works. He is the author of "Race, Racism, and American Law," now in its third edition, and a textbook for constitutional law courses titled "Constitutional Conflicts."



## college notes

### Out of context

(See more on the Faculty Focus Web page at [www.wm.edu](http://www.wm.edu).)

#### Don't call Indian experience genocide

The fate of America's indigenous people often has been called a moral blight. That argument has been renewed in light of the Sept. 21 opening of the Smithsonian's National Museum of the American Indian. As part of the discussion, the *New Orleans Times-Picayune* alluded to William and Mary Kenan Professor of Humanities James Axtell's book "Beyond 1492: Encounters in Colonial North America," which argued that to apply the term "genocide" to the Indian experience was bad history.

"You don't have very many cases over that 500 years where the whole population of single Indian groups were targeted for annihilation," Axtell said.

#### VanDover immersed in Romania

Biology professor Cindy VanDover usually immerses herself in deep sea study during her trips away from the College, but this summer she immersed herself in the culture of Romania as she volunteered to help build a home through Habitat for Humanity's Global Village program.

Van Dover told the *Daily Press*, "It certainly reinforced my desire to get to know people in a country rather than the monuments of a country. For someone as bashful as me, [it] was a way to get to know a culture. That was fabulous."

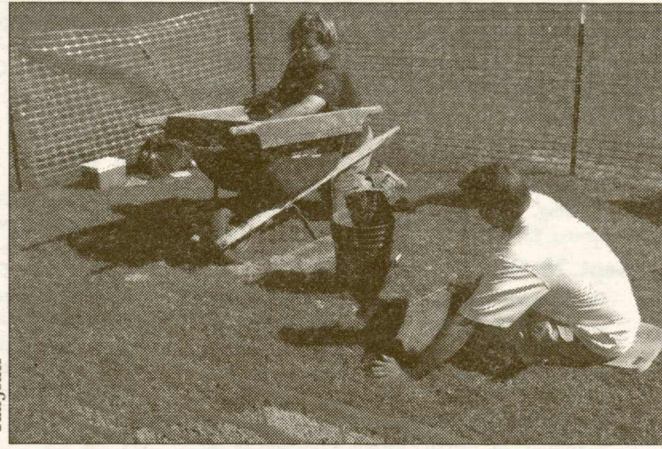
Van Dover cited the "culture of service" at William and Mary as contributing to her desire to volunteer.

#### Better to eat salmon than dust

As public health officials express alarm about trace amounts of flame retardants (PBDEs) in salmon, Rob Hale, professor of environmental and aquatic animal health at VIMS urged caution in an article distributed by the *Canada NewsWire*.

"Overall, total PBDE burdens in dust are typically 50 to 75 times that of levels found in salmon," Hale said. "PBDEs are present in our everyday lives, and while we do need to take steps to reduce these levels, especially in the food supply, the salmon numbers need to be kept in context."

#### Phase II archaeological study of the College's Barksdale Field under way



Tim Jones

Juli McLean (top) and Donne Sadler begin work on the phase II archaeological survey of Barksdale Field.

The College has hired Alain Outlaw of Archaeological & Cultural Solutions, Inc.—a state and federally approved firm based in Williamsburg, Va.—to conduct a phase II archaeological study on Barksdale Field, the site of a new dormitory.

Further study of the archaeological aspects of the site was recommended by the William and Mary Center for Archaeological Research, which conducted a phase I sur-

vey of the area earlier this year. The survey found 29 pottery, glass and pipe shards that indicated the area may contain a domestic site dating to the late 18th century.

"It is essential that we follow the Center for Archaeological Research's recommendation to conduct a phase II study to ensure that we have answered the questions regarding the potential historic importance of the site," said Anna Martin,

college vice president for administration. "The study will be completed this fall, and it will not interrupt the design process for the facility. We are still on schedule to break ground on this much-needed residence hall in February 2005."

The first study, which consisted of 75 shovel tests and two trenches, found artifacts ranging from the 18th to the 20th centuries.

The new residence hall to be built on the site will house 321 students, which will enable the College to bring back to campus approximately 250 students who currently resident in the Dillard Complex, approximately two miles from campus. The dormitory can also help curtail the overcrowding that traditionally takes place when students return to the College. This year 215 William and Mary students are living in over-crowded rooms.

#### Two important American works on loan to Muscarelle

Two important paintings are on loan to the Muscarelle Museum from the Owens Foundation. One canvas, *Bathers in the Surf* (see image), is a sparkling example of American Impressionism. It features women and children in the ocean surf enjoying a day at the beach. The second painting is the Portrait of Mrs. Hazeltine by Robert Henri,



on the World Wide Web at [www.wm.edu/muscarelle](http://www.wm.edu/muscarelle).

an important artist and an influential teacher and writer about American art in the early 20th century. Both paintings are now on exhibition in the Cheek Gallery on the second floor of the Muscarelle Museum of Art. The Museum can be reached

## tribe sports

#### Tribe knocks off number 10 UNH in A-10 opener

All-conference kicker Greg Kuehn booted field goals of 27, 35 and 21 yards, and the William and Mary defense held 10th-ranked New Hampshire's high-powered offense in check, as the Tribe upset the Wildcats, 9-7, in the Atlantic 10 opener for both teams at a rain-soaked Cowell Stadium Sept. 18.

Playing in driving rains leftover from Hurricane Ivan throughout all of the afternoon, the Tribe defense held UNH to 226 offensive yards, nearly 150 below its per-game average.

Despite not scoring an offensive touchdown for the time since a 52-6 loss to Furman in 1999, senior All-American candidate Lang Campbell (Winchester, VA) and the Tribe offense were efficient throughout the game. Campbell threw for 148 yards on 11-for-23 passing and ran for 42 yards on 14 attempts, coming up big when the Tribe needed it most.

Kuehn booted the game-winning field goal from 21 yards out with 3:06 remaining in the third quarter, and the Tribe defense took care of it from there. It was the third time in Kuehn's career he kicked three field goals, with the last coming in a win over Rhode Island last season.

The win gave William and Mary its first victory over a ranked opponent since beating 15th-ranked Northeastern on Oct. 26, 2002 in Williamsburg.

The Tribe hosts VMI on Saturday.



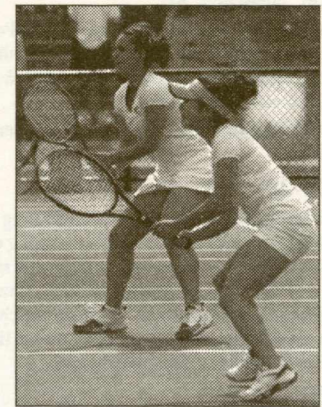
Tribe quarterback Lang Campbell moves the ball against UNH.

#### Women's doubles tennis team ranked number 2 in nation

William and Mary's doubles team of senior Amy Wei and junior Megan Muth earned the highest ranking in school history with their selection as the No. 2 team in the nation in the preseason Intercollegiate Tennis Association Women's Tennis Rankings.

Muth and Wei earned All-America status last season after reaching the quarterfinals of the 2004 NCAA Tournament. The two won the ITA East Regional Championship in the fall on their way to a 31-11 record, tied for the most wins by a doubles team in school history. The duo's No. 2 ranking surpasses the previous W&M individual high of fourth in the country, which was earned by the doubles team of Lauren Nikolaus and Johanna Sones in 1997.

W&M will open the 2004 fall season Sept. 24-26, when the Tribe hosts the William and Mary Invitational.



#### Cross country team bests Ohio State and UVa for its first win

Reigning CAA Champion William and Mary men's cross country picked up its first team victory of the season in its second meet of the year as the Tribe parlayed five runners in the top-15 into a four-point victory at Virginia's Lou Onesty Invitational. The Tribe finished first in the field of 12 programs with 46 points, besting second-place Ohio State (50) and third-place Virginia (62). Also in the

field were teams from Virginia Tech, Liberty, Virginia Commonwealth, Richmond, Concord, Norfolk State, East Tennessee State, Longwood and Hampton. Liberty's Josh McDougal won the individual title in 24:41.7 on a wet course that dramatically slowed the times.

Senior Jeff Hedley led the Tribe's effort by racing to fourth place with a time of 25:09.4.



# 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](mailto:wmnews@wm.edu). Call 221-2644 for more information. The deadline for the Oct. 21 issue is Oct. 14 at 5 p.m.

## Today

**The American Culture Lecture Series:** "Reading the Visual Rhetoric of Race, Class and Citizenship: The World War II Japanese American Internment Experience," Elena Tjima Creef, Wellesley College. 5 p.m., James Blair 229. 221-1282.

**UCAB Film Series:** "Leaving Las Vegas." 8 p.m., Commonwealth Auditorium, University Center. 221-2132.

## Sept. 23, 30; Oct. 7, 14

**CWA/Town & Gown Luncheon and Lecture Series:** "Electronic Emissary—Online Mentors for Students and Teachers Worldwide," Judi Harris, Educational Technology, School of Education (Sept. 23). "How Pharmacogenomics Can Help You," Louis Rossiter, former secretary of health and human resources in Virginia (Sept. 30). Trinkle Hall, Campus Center (Sept. 23 and 30 lunch location; Sept. 30 lecture in Little Theatre, Campus Center.) "The Vision for Space Exploration" personnel from NASA-Langley (Oct. 7). "George C. Marshall—Man With a Plan," Walter Morris, retired lawyer (Oct. 14). Brown bag lunch begins at 11:30 a.m., with the lecture from 12:30-1:30 p.m., Chesapeake Rooms A and B, University Center (Oct. 7, 14). 221-1079 or 221-1505.

## Sept. 24

**William and Mary Day at Busch Gardens:** 10 a.m.–10 p.m. Admission will be \$15 for the first 2,000 students with a valid College ID. Bus transportation will be provided between the W&M Hall parking lot and Busch Gardens from 2 p.m. until the park closes. Tickets are available at the candy counter in the Campus Center and the information desk in the University Center. 221-3300.

**Psychology Colloquium:** M.A. Student Talks: "Domain-Specific Self-Esteem, Aggression and Testosterone," Ryan Johnson; and "Social Cognition and the Syndromes of Schizophrenia," Joe Meyer. 3:30 p.m., Millington 211. 221-3870.

**Biology Seminar:** "Sociality and Cognition in New World Jays," Tom Langen, Clark University. 4 p.m., Millington 117. 221-7751.

## Sept. 24; Oct. 1, 15

**Physics Colloquia:** "Ultrafast Laser Probes of Magnetization Dynamics," Anne Reilly (Sept. 24). Topic to be announced, Maciek Sasinowski (Oct. 1). Topic to be announced, Greg Sawyer, University of Florida (Oct. 15). All events at 4 p.m., Small 109.

## Sept. 25

**Football:** vs. VMI. 1 p.m., Zable Stadium. 221-3369.

**Tidewater Adventure Sprint Challenge (TASC):** A 20-mile adventure race where participants will trek, paddle, mountain bike and navigate their way through the Tidewater area in a 4- to 6-hour race. The event is offered in collaboration with Rec Sports. For more information and registration procedure, visit [www.HRAventure.com](http://www.HRAventure.com) or contact Greg Henderson, 221-3310.

**Presidential Search Alumni Leadership Assembly:** 8:45 a.m., James Blair 205.

**Annual Bike Sale:** 9 a.m., outside the Campus Police office, behind the Campus Center. Rain or shine. Viewing begins at 8 a.m. Bikes are sold on a first come, first serve basis. 221-1152.

**HCO Heritage Banquet:** 6 p.m., University Center. 221-2300.

## Sept. 25–26

**W&M Rowing Club Work Weekends:** During this fundraiser weekend, members of the rowing club are available for hire to do various large and small house and yard work, including painting, cleaning, window-washing, leaf-raking, mowing, mulching, planting, weeding and splitting logs. Contact Travis Moore at 259-9794 or [tfmoor@wm.edu](mailto:tfmoor@wm.edu).

## Sept. 25, Oct. 2

**Tribe Pre-Game Huddles and Post-Game Tailgaters:** Pre-game huddles are held from 11 a.m. to 1 p.m., prior to each home game at Zable Stadium. The cost of the Sept. 25 huddle is \$18 for adults, \$8 for children under 12, and includes lunch and beverages. The Oct. 2 huddle is a pay-as-you-go cookout with food supplied by Second Street restaurant. Events are open to the public, but pre-registration is required. Post-game tailgaters at the Alumni Center are \$8 per person at the door or \$40 for a two-person season pass. The cost covers snacks and beverages. Post-game tailgaters are held after many of the away games. For more information or reservations, call 221-1174, e-mail [cadyke@wm.edu](mailto:cadyke@wm.edu) or visit [www.wmalumni.com](http://www.wmalumni.com). Season passes for the home post-game Tailgaters are available at 221-3350.

## Sept. 27

**Film Screening:** HBO's "Iron Jawed Angel." 7 p.m., Tucker 120. A discussion will follow the film. Free and open to the public. Contact Jennifer Putzi at [jlputz@wm.edu](mailto:jlputz@wm.edu).

## Sept. 28

**Lecture:** "Silent Covenants: Board of Education and the Unfulfilled Hopes for Racial Reform," Derrick Bell Jr. 4 p.m., Law School 124. 221-1840.

## Sept. 28, Oct. 12

**William and Mary Christian Faculty Fellowship Meeting:** 12:15 p.m., Colony Room, University Center. 221-3523.

## Sept. 28, Oct. 19

**Omohundro Institute of Early American History and Culture Colloquia:** "It is a Crime to Hold My Fellow Man in Bondage," Gender and Manumission in Maryland," Jessica Millward, University of Illinois at Urbana-Champaign (Sept. 28). "Sympathetic Sway in Transatlantic Family Letters from the Age of Revolution," Sarah Pearsall, University of St. Andrews (Oct. 19). Both events at 7:30 p.m., James Blair 206. 221-1114.

## Sept. 30

**Raft Debate:** Annual battle of academic disciplines. 7–8:30 p.m., Commonwealth Auditorium, University Center.

**VIMS After Hours Lecture Series:** "Isabel in the Chesapeake: A Look Back and a Glimpse Ahead," Michael Kearney, University of Maryland. 7 p.m., VIMS, Gloucester Point. Lecture is free and open to the public, but reservations are required due to limited space. Call (804)684-7846 or e-mail [programs@vims.edu](mailto:programs@vims.edu).

## Sept. 30, Oct. 18, Nov. 2, Dec. 1

**Student Open Houses with President Sullivan:** President Timothy Sullivan has reserved office hours especially for students to discuss issues that concern them or just to chat. Individual students or small groups may reserve 10-minute appointments from 4–5 p.m. To sign up, students should call Carla Jordan at 221-1254 or e-mail [cajord@wm.edu](mailto:cajord@wm.edu).

## Oct. 1

**Family Weekend Concert:** 8 p.m., William and Mary Hall. 221-1085.

## Oct. 1, 2

**UCAB Film:** "Dodgeball." 7 and 9:30 p.m., Commonwealth Auditorium, University Center. 221-2132.

## Oct. 2

**Study Abroad Fair:** Representatives from study-abroad institutions and organizations will man information tables and be available, along with returning study abroad program participants, to talk with interested students and parents. 2–5 p.m., Tidewater Rooms A and B, University Center. (804) 363-9517.

**Karaoke Night:** Sponsored by the Vietnamese Student Association and UCAB. 9 p.m., Lodge 1. 221-2132.

## Oct. 1–3

**Family Weekend:** Events scheduled include a golf tournament sponsored by Rec Sports (Oct. 1), a family weekend concert by the choir, women's chorus and orchestra (Oct. 1), a street fair (Oct. 2) and a Saturday afternoon football game. For a complete listing of events with times and locations, visit the student affairs Web site at [www.wm.edu/studentaffairs/family.php](http://www.wm.edu/studentaffairs/family.php).

## Oct. 2, 16

**Football:** vs. Northeastern (Oct. 2, Family Weekend); vs. Rhode Island (Oct. 16, Homecoming). 1 p.m., Zable Stadium. 221-3369.

## Oct. 5

**Sixth Annual Distinguished Faculty Lecture:** "The Limits of Compassion," Elizabeth Barnes, associate professor of English. 7 p.m., Tidewater Room A, University Center. Free and open to the public. 221-1631.

## Oct. 5, 19; Nov. 2, 16, 30

**Bible Study of Parables:** Biweekly session, including free lunch (donations welcome). Sponsored by United Methodist and Baptist campus ministries. Noon–1 p.m., Wesley Foundation, Jamestown Road. E-mail David Hindman at [dthindman@aol.com](mailto:dthindman@aol.com) if planning to attend.

## Oct. 7

**Second Annual Brinkley Lecture:** "After the Parthenon: Athena and Asclepius on the Athenian Acropolis," Olga Palagia, University of Athens. 4:30 p.m., Andrews 101. 221-2160.

## Oct. 7–9

**William & Mary Theatre:** "Bat Boy: The Musical." 8 p.m. (Oct. 7–9, 14–16) and 2 p.m. (Oct. 17), Phi Beta Kappa Memorial Hall. Tickets \$12. Reservations are available by calling the PBK box office at 221-2674 beginning Sept. 27. Box office hours: 1–6 p.m., Mon.–Fri.; 1–4 p.m., Sat, one hour before performances. Call 221-2660.

## Oct. 9–12

### Fall Break

## Oct. 12

**HACE General Meeting:** A presentation on holiday meal planning will be given by an Aramark representative. Noon–1 p.m., Tidewater Room A, 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. Nonmembers attending are asked to contribute \$3 toward ongoing special projects. 221-1791.

## Oct. 14

**Appointments with TIAA-CREF Representative:** 8:30 a.m.–3:30 p.m., Colony Room 220, University Center. To schedule an appointment, visit the Web site at [www.tiaa-cref.org/moc](http://www.tiaa-cref.org/moc) or call Elzaida Smith at (800) 842-2008, extension 8926.

**Creating Balance Workshop:** "Dealing Effectively with Procrastination and Perfectionism," Kelly Grace, director, Counseling Center. 7 p.m., Tidewater Room A, University Center. 221-3620.

## Oct. 14–17

**Homecoming:** "Octoberfest." For a list of events visit the Web site at [www.wmalumni.com](http://www.wmalumni.com).

## Oct. 15

**Modern Languages and Literatures—Film Studies Series:** Short documentaries and movies on the topic "Memory and Social Justice." "Chile, Obstinate Memory" (Patricio Guzman, 1997); screening and discussion with Sandra Raggio, Universidad Nacional de La Plata, Argentina. 3:30–5 p.m., Washington 201. Contact Maryse Fauvel at [mxfauv@wm.edu](mailto:mxfauv@wm.edu).

**Concerts:** Concert Band and Alumni Band. 8 p.m., Commonwealth Auditorium, University Center. 221-1086. Homecoming Concert. 8 p.m., Great Hall, Wren Building. 221-1071.

## Oct. 18

**Williamsburg Society AIA Lecture Series:** "Pompeii: A City in Space and Time," Andrew Wallace-Hadrill, British School at Rome and University of Reading. 4:30 p.m., Andrews 101. 221-2160.

## Oct. 19

**Student Red Cross Blood Drive:** 2–8 p.m., Chesapeake Rooms, University Center.

**Concert:** Jazz Ensemble. 7:30 p.m., Lodge 1. 221-1071.

## Oct. 19 and 26, Nov. 5 and 30, Dec. 8

**Student Lunches with President Sullivan:** President Timothy Sullivan will host a series of luncheons to give students an opportunity to meet with him informally in groups of 10. Lunch begins at noon (Nov. 5, Dec. 8) and at 12:30 p.m. (Oct. 19, Oct. 26, Nov. 30) in the President's House and lasts approximately one hour. For more information or to sign up to attend a luncheon, students should contact Carla Jordan at 221-1254 or [cajord@wm.edu](mailto:cajord@wm.edu).

## Oct. 23, Nov. 13, Dec. 11

**Muscarella Museum Children's Art Classes:** For preschoolers, ages 3–5 with adult companions, 11 a.m.–noon. Elementary, middle and high school ages, 10 a.m.–noon. All classes at Muscarella Museum. For more information, visit [www.wm.edu/muscarella/events/children.html](http://www.wm.edu/muscarella/events/children.html) or call 221-2703.

## looking ahead

## Oct. 22–23

**Supreme Court Preview 2004–05:** Sponsored by The Institute of Bill of Rights Law, this annual preview, now in its 17th year, marks the commencement of the new term of the Supreme Court by bringing together Supreme Court journalists, advocates and legal scholars to discuss and analyze the court's upcoming session. All events take place at the Law School. For additional information and registration procedures, contact Melody Nichols at 221-3810 or [IBRL@wm.edu](mailto:IBRL@wm.edu).

## Oct. 23

**Make a Difference Day:** Sponsored by Student Volunteer Services. For information, contact Drew Stelljes at 221-3263.

## Oct. 25

**Ewell Concert Series:** Harris Simon, piano; Todd Coolman, bass; and Tony Martucci, drums, present an evening of world-class jazz. 8 p.m., Ewell Recital Hall. Free and open to the public. 221-1082.

## exhibitions

## Through Sept. 19

**Conversations in Clay,** curated by Ellen Huie. The exhibition will be on display 10 a.m.–5 p.m. weekdays in Andrews Gallery, Andrews Hall. A reception will be held on Feb. 5, 4:30–6:30 p.m. Admission is free. 221-1450.

## Through Oct. 24

**Toulouse-Lautrec: Master of the Moulin Rouge,** featuring the extraordinary posters and prints created by Henri de Toulouse-Lautrec and his contemporaries. The exhibition was organized and circulated by The Baltimore Museum of Art. The Muscarella Museum is the final venue before the exhibition concludes.

This exhibition will be on display in the Muscarella 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, Tuesdays and major holidays. Admission to traveling exhibitions is free for museum members; William and Mary students, faculty and staff; and children under 12. Admission for all other visitors is \$5. Admission to galleries displaying objects from the permanent collection is free. 221-2703.

## sports

## Sept. 24

Men's soccer vs. Hartwick, 7 p.m.

## Sept. 25

Football vs. VMI, 1 p.m.

## Sept. 26

Men's soccer vs. American, 7 p.m.

## Oct. 1

Field hockey vs. Drexel, 7 p.m.

Women's soccer vs. George Mason, 7 p.m.

## Oct. 3

Field hockey vs. Hofstra, 1 p.m.

Women's soccer vs. James Madison, 2 p.m.

## Oct. 4–5

Men's Golf, Joe Agee Invitational, Royal New Kent Golf Club

## Oct. 7

Women's soccer vs. Old Dominion, 7 p.m.

## Oct. 8

Men's soccer vs. Hofstra, 7 p.m.

Volleyball vs. George Mason, 7 p.m.

## Oct. 9

Volleyball vs. Towson, 7 p.m.

## Oct. 10

Men's soccer vs. Drexel, 2 p.m.

## Oct. 15

Swimming and Diving vs. UMBC, 4 p.m.

Volleyball vs. VCU, 7 p.m.

Women's soccer vs. Longwood, noon.

## Oct. 16

Women's Cross Country, Tribe Open

Field hockey vs. Duke, 11 a.m.

Football vs. Rhode Island, 1 p.m.

Volleyball vs. James Madison, 7 p.m.

Women's soccer vs. Texas Christian, noon.

## Oct. 18

Men's Cross Country, Tribe Open

For information, call 221-3369.

## community

## Sept 24–25

**Yom Kippur Services:** Sept. 24: Kol Nidrei, 7 p.m.; Sept. 25: Shacharit, 9 a.m.; Sept. 25: Yizkor, 11 a.m.; Mincha and Neilah service, 6 p.m. All Yom Kippur services will be held at the Unitarian Fellowship Hall. Break Fast will follow the Neilah service. 220-1205.

## classified advertisements

### FOR SALE

Waterfront home in Seaford on 1.46 acres. 30 minutes to W&M, 20 minutes to VIMS. Floating pier, gazebo on Chisman Creek, boat ramp, boat lift. Above-ground pool. 3,400+ sq. ft. brick ranch home with new kitchen, 5+ BRs, detached garage. FSBO, by appointment. Call (757) 875-1722.

Estate Sale: 101 Rolfe Rd., Sat., Oct. 9, 7 a.m.–1 p.m.; heavy rain date Sun., Oct. 10. Quality HH items: sets of china, gold-trimmed glassware and crystal, cut glass. Gorham silverplate flatware, linens, quilts, vintage Christmas and Halloween, cornhusk dolls, miniatures, books, vintage LPs, 1,200 1960s–70s baseball cards, collectibles, more. Bring own boxes, packing.

Desk, Queen Anne style, \$275. Cabinet/armoire, \$275. Queen-size bed and frame, \$200. Call 221-1080 or 220-3312.

Electric lawnmower, Black and Decker, 18", 12 amp. Mulching with bag attachment and bag for clippings. Six height adjustments, lightweight. Good for small area. Good condition, blade recently sharpened (receipt available), manual. \$30, includes bag. Call Debra at 221-7740 (work) or 258-1949 (home) or e-mail [dllgill@wm.edu](mailto:dllgill@wm.edu).

### FOR RENT

Furnished house: 4-BRs, 2-1/2-baths. Quiet, pretty, coveted downtown location; 5-minute walk to campus, 10-minute walk to Colonial Williamsburg. Available Jan. with flexible end date through July 2005. Call Eric or Leigh at 565-5739 for more information.

Charming historic home in heart of Williamsburg. 4BRs, 4 baths, 3 fireplaces, sunroom, minimal yard care, private setting. \$2,300/mo.+utilities. Contact owner at (203) 438-8080.

### WANTED

Teachers and tutors from 2 to 6 p.m. for after-school reading and math program (K–12). \$12–20/hr. Juniors, seniors and graduate students encouraged to apply at [www.universityinstructors.com](http://www.universityinstructors.com). For more information, call Jennifer Mathews at (800) 836-9613.

### FREE

10-year-old working washing machine and dryer for whoever will pick them up. Send e-mail to [gwgilc@wm.edu](mailto:gwgilc@wm.edu) or call 221-7751 (work).



The next issue of the *William & Mary News* will be published on Thursday, Oct. 21. The deadline for submission of items is 5 p.m. on Thursday, Oct. 14, 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 *News* is issued throughout the year for faculty, staff and students of the College and distributed on campus. Expanded content is available online (see [www.wm.edu/news/frontpage/](http://www.wm.edu/news/frontpage/)). News items, advertisements or general inquiries should be delivered to Holmes House, 308 Jamestown Rd., (757) 221-2639, faxed to (757) 221-3243 or e-mailed to [wmnews@wm.edu](mailto:wmnews@wm.edu) no later than 5 p.m. the Thursday before publication.

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