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Librarian of Congress Billington tapped as Charter Day speaker

The 13th Librarian of Congress, James H. Billington, will speak at the College of William and Mary's 2005 Charter Day Ceremony, which is scheduled for 10 a.m. on Feb. 5. Billington will also speak at the Swem Library re-dedication ceremony at 3 p.m. Billington and John T. "Til" Hazel, attorney, philanthropist, and founder and former chairman of the Virginia Business Higher Education Council, will receive honorary degrees at the ceremony. The event marks the 312th anniversary of the awarding of the Royal Charter from King William III and Queen Mary II of Great Britain to establish the College.

Charter Day
Feb. 5 at 10 a.m. in Phi Beta Kappa Memorial Hall.
For tickets or information, call (757) 221-1001.

"The lives and careers of James Billington and Til Hazel remind us that the highest form of public service is a great mind actively engaged," said President Timothy J. Sullivan. "In his service as the Librarian of Congress, Dr. Billington guides our nation's access to a vast wealth of knowledge—knowledge he has personally complemented with much fine work as a scholar of Russian history. For several decades, and in an unmistakably persuasive voice, Til Hazel has advanced a vision of Virginia's future founded on the importance of higher education. It

Continued on page 9.

Lawmakers consider higher-education relief

Norment-Callahan bill appears to promise the most flexibility

In the legislative halls of Richmond and the pages of Virginia's newspapers, the restructuring of the Commonwealth's higher education system has become a hot topic. More importantly, the proposal has gained the key endorsements of Gov. Mark Warner, Speaker of the House William J. Howell and Sen. Tommy Norment.

Significant questions about the proposal, however, still remain. The primary one concerns how far the Commonwealth is willing to go in granting relief to its hard-pressed colleges and universities.

During the next few weeks the General Assembly will answer that question as it considers several pieces of legislation that provide varying degrees of assistance to the Commonwealth's public colleges and universities.

C.J Gleason/VISCOM

Sen. Norment (l) met with William and Mary representatives (from left) Geoff Feiss, Talbot Taylor, Tina Ho ('07) and Jerillyn Kent ('08).

The bill that appears to offer the most extensive administrative and financial flexibility for higher education was introduced by Norment in the Senate and by Delegate Vince Callahan in the House of Delegates. Designated Senate Bill 1327 and House Bill 2866, the Restructured Higher Education Financial and Administrative Operations Act proposes to streamline state administrative procedures, provide a reliable revenue stream and make boards of visitors accountable for guiding their institutions.

Citing the many studies of higher education conducted by the Commonwealth during the past decade, Norment said, "It is now time for action. Given today's rapidly changing environment, we must grant our colleges and universities the flexibility needed to meet Virginia's higher education needs in an expeditious and business-like manner."

President Timothy J. Sullivan said that perhaps the most significant feature of the Norment-Callahan bill is its provision for more authority and accountability for college and university boards. "This measure is critical to our efforts to secure the future of higher education for our students, and we are grateful that farsighted legislators have recognized that," said Sullivan.

Although it preserves the important provisions of the charter initiative, the bill introduced by Norment and Callahan is significantly different from the initial proposal in several respects.

■ All colleges and universities benefit: Opportunities to streamline administrative procedures in the areas of procurement, personnel and capital outlay would extend to all state colleges and universities, a measure initiated by the Virginia Council of Presidents and strongly supported by William and Mary, the University of Virginia and Virginia Tech.

■ Agency status, state employment remain: Public colleges and universities would remain state agencies, and their employees would remain state employees.

■ Six-year plan strengthens planning: Each institution would

Continued on page 3.

Elections in Iraq: Are the people psychologically ready?

Harvey Langholtz, United Nations peacekeeping expert and associate professor of psychology at the College of William and Mary, responds to questions regarding Iraq's preparedness for national elections that are scheduled for Jan. 30.

Is Iraq ready for an election?

Langholtz: What we're talking about here is the idea of holding an election sometime after a war or violent conflict. In some cases, the two sides have reconciled, they're ready and the trust that you need for an election is there. In some cases it's not there. It looks as if in Iraq, it's not there. The hard feeling between the Sunni and Shiites is still strong, and, of course, they don't like the United States. The Sunni are trying to stop the election. You really have to wonder whether [the people of Iraq] are ready for an election or not—maybe they're not. Obviously there are some groups who are going to try to slow it down. Some will try to undermine it, but I think this election is going to go forward. We'll see how it works out.

U.S. Department of State

Mokhtars from Abu Ghrayek listen to a presentation on democracy.

Assuming the election goes forward, can it be successful?

Langholtz: Sure, there are ways that it could be successful, but it's a difficult situation.

When we vote here in the United States, there is an assumption about trust. If the Democrats or the Republicans lose at the polls, they're not going to take up arms—that's just out of the question. But that's … not out of the question in Iraq. You have to have that level of trust and confidence before an election can be effective, and I think that's really the question we're all asking—is Iraq at that point or not?

Continued on page 4.

Special notice

Presidential semifinalists will visit College campus

Semifinalists for the presidency of the College of William and Mary will be visiting the campus during the weeks of February 14 and 21, according to Susan A. Magill, rector of the College and chair of the presidential search committee.

Each candidate will meet the campus community in two open forums, one for faculty and staff and the other for students. In addition, the candidates will meet with a number of individuals and groups on campus.

A schedule of the open forums and information about the candidates will be circulated as the time for the visits draws nearer.

Sentara property closer to housing College's School of Education

School officials envision the consolidation of programs and facilities

The College's School of Education is a step closer to relocating to grounds now occupied by Sentara Williamsburg Community Hospital, after the Hospital Re-use Committee recommended the sale of the Monticello Avenue property to William and Mary.

After a yearlong study of available options, the committee last week unanimously voted to recommend the College of William and Mary as the preferred buyer. The committee's recommendation was endorsed on Monday by the Sentara Healthcare Board, which also agreed to begin negotiations on the price of the property and to support state initiatives for the College to acquire it.

Sentara plans to vacate the property in 2006, after it moves operations into a newly constructed hospital in York County. Hospital managers and William and Mary administrators both have initiated appraisals of the property.

The sale, once consummated, will allow the consolidation of the classes, offices and programs of the School of Education. Virginia L. McLaughlin, dean of the school, is optimistic about the benefits that the acquisition of the hospital will provide.

"Our aim is that we could bring together all activities that currently are located in a variety of settings—some belonging to the College, some that we're paying to lease," said McLaughlin. She pointed out, for instance, that until very recently the Center for Gifted Education used space in three different buildings. "We want to bring all of those centers together under one roof with our academic programs."

Photo by Brian Whitson
The Sentara Hospital building would help the School of Education consolidate.

'We can equip ourselves in Jones Hall, but when faculty have to teach in a distant building, they're literally rolling carts of stuff down the brick sidewalks.'
—Virginia McLaughlin

William and Mary will be seeking state funding for the purchase of the Sentara property.

Although the education school will anchor the facility, Jim Golden, director of economic development for the College, noted that the Center for Excellence in Aging and Geriatric Health also will move to Monticello Avenue, as will offices related to graduate programming. The building will provide space for additional meeting rooms as well.

Both Golden and McLaughlin cited the need to consolidate the school's programs and facilities. Golden mentioned that the school is the College's most fruitful unit on the main campus in terms of dollar amounts of sponsored research.

"It's been growing rapidly on campus and they've been really constrained by space," Golden said. "As they begin these new programs, there's no place to put the people associated with them. So this would allow them to adequately support their programs."

Consolidation would mean an end to inefficiencies—many offices supported by extra computers, fax machines, staffing, for example—and also the end of faculty hassles such as trundling carts from building to building, McLaughlin noted.

"We teach more than half of our classes outside Jones Hall," she said, "so faculty teach in Morton and in Small and other buildings. Because we are application based, we use a lot of materials and technologies. We can equip ourselves in Jones Hall, but when faculty have to teach in a distant building, they're literally rolling carts of stuff down the brick sidewalks."

The location makes sense for the School of Education as well. McLaughlin pointed out the benefits of the ample parking and proximity to Route 199 for her school's student body, which is made up predominately of part-time, graduate-level students.

Golden noted that the heavily grad-student demographics of the school make it the obvious candidate among College schools and departments for relocation. Dean McLaughlin agreed, saying the relocation is "a little bit more doable for us than it would be for most of the other departments and schools."

"Our undergraduates who prepare to be teachers in elementary or secondary education would be coming from other campus activities, but our programs can be blocked so that they're not going to be going back and forth every 50 minutes," she explained.

"They would be spending blocks of time in the school of education and blocks of time in public schools for their clinical experiences, as well as some time in Arts and Sciences."

by Joe McClain

School of Education to improve academic performance at three middle schools

Professors and students from the William and Mary School of Education are teaming up with challenged middle schools in Lancaster, King and Queen, and Northumberland counties in an effort to improve their academic performance.

The program is an extension of a recently completed five-year Partnership for Improved Leaders and Learning in Rural Schools (PILLRS I) that focused on improving students' performance and leadership in elementary schools of five school districts in rural areas in the state. The new phase, known as PILLRS II: Closing the Gap in Middle Schools, will continue that success into the middle schools of the three school districts. PILLRS II is in response to Gov. Mark Warner's challenge to public universities to support at-risk school divisions and schools in rural areas of the Commonwealth.

"We are very pleased to be able to advance this successful collaboration to the next phase," said School of Education Dean Virginia McLaughlin. "The middle school years are critical to student success. This is where student achievement plateaus—where you see the gains made through the elementary grades level off or decline. Student progress during this critical time impacts their readiness for advanced content at the high-school level."

The PILLRS II partnership will be a three-year program geared toward raising the achievement levels of all students in grades six to eight in Lancaster, King and Queen, and Northumberland county schools. Using a comprehensive, school-wide professional development approach, educators involved in PILLRS II will focus on increasing the success of early adolescent students, specifically targeting those in low socioeconomic, minority, special education and English-as-a-second-language statuses, as mandated by the federal government's No Child Left Behind Act. The partnership plans to incorporate the following components to meet its objectives:

- leadership institutes, a train-the-trainer academy for lead teachers and teachers-in-residence who will provide tools, strategies and programs based on research to help school leaders increase student achievement and encourage community support;
- school-based professional development that will link teacher education to students' learning through ongoing assessment of students' performance and collaborative teacher study groups;
- community engagement and involvement that will contribute to establishing classroom libraries for content areas and to improving adolescent students' and their family members' literacy.

"These three districts are all small school divisions in a very rural area of the state," McLaughlin said. "Since there isn't a university in their own backyard, this partnership is extremely important because it links them with professional-development opportunities otherwise not readily available in the Northern Neck."

The PILLRS I project ran from 1999 to 2004 and supported more than 787 lead teachers and administrators in 79 leadership development programs in 15 partner schools. PILLRS I helped administrators and lead teachers develop leadership skills and build collaborative teams to improve instruction.

PILLRS I, which was funded by a grant from the Jessie Ball duPont Fund and a combination of matching monies from state grants and support from local school divisions, exceeded all expectations. As measured by the Virginia Standards of Learning (SOL) assessments, student achievement in PILLRS schools showed a remarkable improvement over the five years of the program. For example, at PILLRS schools 21 percent more students passed the English/reading tests and 29 percent more students passed the math tests in 2004 than they did in 1999. In addition, participating school districts saw substantial gains in terms of accreditation; the Lancaster County public school system saw its number of accredited schools increase from 33 percent in the 2001-02 school year to 100 percent in the 2003-04 school year.

"When we started five years ago, these schools were struggling to meet the expectations of the new SOL assessments and school accreditation requirements, McLaughlin said. "This program had a transforming effect on our partnering school districts and 15 partner schools. The growth in achievement at these schools verifies the effectiveness of this collaborative approach."

PILLRS, McLaughlin added, is one of numerous partnerships between the School of Education and school districts across the Commonwealth. Among these is William and Mary's School-University Research Network, or SURN, which conducts field-based research and staff-development activities for partnering school divisions across the state. SURN, which began in 1994 with partnerships with eight school divisions, now has partnerships with 28 school districts across the Commonwealth. Another outreach activity is the Partnership for Preparing and Mentoring New Teachers, which is operated by the School of Education's Clinical Faculty Program. Under that partnership, which began in 1998, the School of Education trains experienced teachers in local school districts to serve as mentors to aspiring teachers. Today more than 150 master teachers from 37 schools in seven districts serve as mentors to students at the School of Education.

"The School of Education fulfills its mission through its threefold commitment to teaching, research and service," McLaughlin said. "Developing and administering programs to support leadership and learning opportunities in our K-12 schools is central to our mission. We are dedicated to partnering with school districts across the state, and PILLRS II is just one more example."

by Brian Whitson

Students take concerns to state legislators

As a gift to state legislators during a visit Tuesday to the Virginia General Assembly, about 75 William and Mary students brought along a deck of playing cards.

"Now is the time to play the top card for higher education in Virginia," was the message printed on a sticker affixed to each deck. "Please support the Charter."

During the College's 11th annual Road to Richmond field trip, the students, who were joined by faculty and staff members, lobbied dozens of state legislators to improve funding for higher education, particularly state money toward financial aid and faculty salaries.

William and Mary junior Steven Popps said students also made direct pleas for the highly publicized charter initiative—an effort that would give Virginia's colleges and universities more flexibility and financial freedom. The students offered firsthand accounts of how state budget decisions impact them.

"It's one thing to bring professional lobbyists … but when you're talking about faculty salaries, financial aid and class sizes, the best spokespersons are students," said Popps, who organized the Richmond trip along with Ned Rice ('05), the Student Assembly president, and Thomas Gates ('05), the Student Assembly secretary for public affairs. "They were really receptive and I think they appreciated the fact that we made it all the way up to Richmond to share our experiences and our points of view."

The students' talking points mirrored much of the legislative priorities recently submitted to members of the General Assembly from presidents of the state's public universities. At William and Mary, faculty salaries, financial aid and adequancy of funding for the base budget top a list of requested amendments cited by President Timothy J. Sullivan.

"We are extremely grateful for the leadership displayed last year by members of the General Assembly in reversing a multiyear trend of budget cuts to higher education," Sullivan said. "We believe this was the critical first step in renewing our commitment to the Commonwealth's public institutions and ensuring that future generations of Virginia's citizens continue to have access to world-class colleges and universities."

The following are among the requests submitted to legislators related to the budget amendment:

■ Move faculty salaries closer to the 60th percentile of peer institutions—a goal articulated by the State Council of Higher Education for Virginia—that would result in an average salary increase of 5.3 percent for faculty across the system instead of the 3 percent pay raise included in the introduced budget. The additional pay increase would cost the state an extra $6.5 million for all of the state's universities, including an additional $311,000 at William and Mary.

■ Allocate additional funds toward student financial aid to move the state toward its own objective of meeting at least 50 percent of unmet need for in-state undergraduates and provide additional support for graduate financial aid. At William and Mary, the additional amounts requested in budget amendments total $795,000 in undergraduate financial aid and $336,000 in graduate financial aid.

■ Provide additional monies related to base budget adequacy so that Virginia's public colleges and universities can close the gap in general funds needed to maintain excellence and be accessible to the state's citizens. State universities are collectively calling for $78.6 million in additional funding—$1.3 million at William and Mary.

■ Support the National LambdaRail project (the next generation of high-speed Internet access), the William and Mary Research Institute, and expanded library services associated with the renovation and expansion of Swem Library.

The Virginia Institute of Marine Science amendment requests address the same statewide issues in terms of salaries, graduate financial aid and operating support, as well as initiatives targeted toward Chesapeake Bay research, such as Clean Marina, a five-year-old federal program that provides educational outreach and technical assistance to marinas to improve water quality.

The student-organized trip to Richmond hit on many of the same points. "We greeted them with three general items—higher funding in general, increased financial aid and higher salaries for our professors," Popps said. "We said, 'We're going to give you a student's perspective.'"

The students, who left Williamsburg at 6 a.m., met with about 45 legislators, five members of Gov. Mark Warner's cabinet and Lt. Gov. Tim Kaine for an annual breakfast sponsored by William and Mary at the Library of Virginia. The students then met with Sen. Tommy Norment before they broke into groups of three or four students and spent the rest of the morning walking throughout the General Assembly building and meeting with elected officials.

by Brian Whitson

Faculty Assembly endorses the 'charter' initiative

By unanimous vote, the William and Mary Faculty Assembly endorsed the higher education reform initiative on Wednesday, Jan. 26.

"We believe that the proposed legislation will enable the College to operate more efficiently and effectively," said Faculty Assembly President Christopher Abelt.

The resolution endorsed various "anticipated outcomes" of the initiative, including the enhancement of educational quality, implementation of long-term planning, maintenance of accessibility and affordability, cost-saving through the streamlining of administrative procedures and reinforcement of the college's missions.

"This vote is certainly a reflection of our faculty's support for this initiative. They have a firsthand understanding of what is required to serve our students in an effective manner, and they wanted to express their opinion about the critical need to pass the legislation now," said William and Mary Provost Geoffrey Feiss.

The Faculty Assembly is a representative body of the College that regularly advises the president and the provost on matters affecting the welfare of the university. The group is composed of 20 members representing arts and sciences, business, education, law and marine science. The representatives are elected by the faculty.

Lawmakers consider higher-education relief

Continued from front.

prepare a six-year financial plan focused on filling the existing gaps in operating funds. This approach would promote more stable revenues, enable more extensive strategic planning and make tuition more predictable.

A combination of state funding and tuition would be used to fill the $15-million shortage in William and Mary's operating budget. The more that the state provides to fill the gap, the smaller future tuition increases could be. To ensure that students of modest means would be able to complete their education, the College would be able to meet—for the first time—100 percent of the demonstrated financial aid need of in-state undergraduates.

In introducing SB 1327, Norment said that, in exchange for the additional flexibility the legislation would provide, the state would develop accountability measures. The specific measures remain to be negotiated, but Norment cited accessibility, affordability, academic performance, assistance to public schools and economic development as important areas of accountability.

Norment also explained that the bill that he and Callahan introduced is a "work in progress," which will inevitably change as it proceeds through the course of the legislative process. Additional legislation regarding the restructuring of higher education has been introduced by Sen. John Chichester and Delegate Phillip Hamilton.

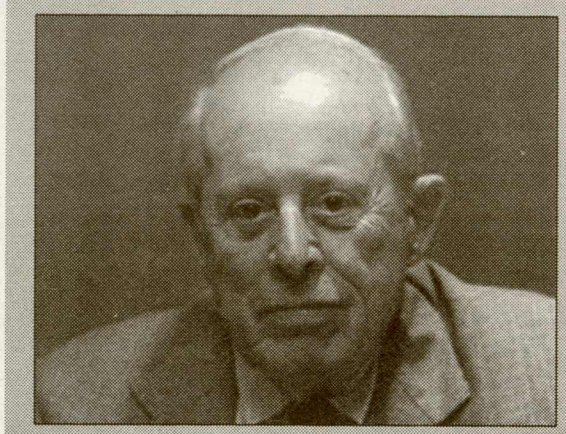
"In the next few weeks, we will be walking the halls in Richmond, visiting alumni meetings and talking to other citizens about the benefits this legislation promises. What's more, our students and faculty will also be visiting with legislators as a part of our annual Road to Richmond program," said Stewart Gamage, vice president for public affairs. "It is important for us to seize this opportunity."

A copy of the Norment-Callahan bill is posted on the William and Mary Web site www.wm.edu/charter, and a forum is scheduled for Friday at noon in the University Center's Commonwealth Ballroom to explain the revised proposal in detail. Earlier this week, the Faculty Assembly endorsed the initiative.

by William T. Walker

College mourns one of its leaders

Hunter Andrews was a friend to both the College and the Commonwealth



Hunter B. Andrews

Hunter Booker Andrews, a former Virginia state senator and a lifelong friend and supporter of the College of William and Mary, died at home in Hampton, Va., Jan. 13. He was 83.

A 1942 graduate of the College, Andrews continued his relationship with William and Mary throughout his long and productive life. At the time of his death, he was a member of the College's Board of Visitors and of the Virginia Institute of Marine Science Foundation Board. He also was serving on the search committee seeking a replacement for President Timothy J. Sullivan.

"No one is more responsible for the Commonwealth we share and the College we love," Sullivan said. "Few places in Virginia have been greater beneficiaries of his affection and support than William and Mary. Quick-witted and tough-minded, Hunter Andrews embodied the best of what this place has become."

As befits one of William and Mary's most accomplished and distinguished alumni, Andrews earned a collection of honors from his alma mater. During the College's 1993 tercentenary celebration, Andrews received an honorary doctor of laws degree, sharing the podium with Prince Charles of England. The William and Mary Alumni Association awarded him its Alumni Medallion in 1988. Andrews is one of a select group of people in academia to be distinguished by both holding a fellowship and having a fellowship named for him. He was named the Carter O. Lowance Fellow in 1997 by the Marshall-Wythe School of Law. Two years later the Hunter B. Andrews Distinguished Fellowship in American Politics was established and has been held by such luminaries in public life as Samuel Berger, Thomas S. Foley and John Lewis.

During his tenure on the Board of Visitors, Andrews served as chair of the Committee on Financial Affairs and as a member of the Executive Committee and the Richard Bland College Committee. He previously served as a trustee of the William and Mary Endowment Association.

"As a member of the Board of Visitors, he was a force for excellence, and accepted nothing less," said College Rector Susan Magill. "His legacy will be evident each year in the lives of our students who graduate from our college."

Andrews held a seat in the Virginia Senate from 1964 to 1995, representing the lower Peninsula, including his hometown of Hampton. During his tenure, he served as a potent advocate for higher education in Virginia. He became one of the most influential public servants in Commonwealth politics, serving as Senate majority leader from 1980 to 1996 and as chair of the Senate Finance Committee from 1986 to 1996.

"The Senate has never had a stronger leader, education a more reliable ally, or those of us at William and Mary a better friend," said Stewart Gamage ('72), vice president for public affairs.

Elections in Iraq: Are the people psychologically ready?

Continued from front.

Will the election curb the insurgency that is taking place?

Langholtz: I find it hard to believe that the insurgents are going to respect the results of the election.

They're not going to say, "Well, there's a mandate, so I guess we should stop our violence." It just doesn't seem to be in the cards. It's going to be difficult. On the one hand, you hope to persuade people through logic—the idea that the public has articulated its view through the vote. I think we're sort of on that balance point in Iraq. The question is, will the loser in this election respect it and accept the results, or will the loser continue to use force? Only time will tell.

Is it possible to have a free and fair election in Iraq?

Langholtz: What does "free and fair" mean? Does "free and fair" mean no bribes? In the United States, when we use that phrase we mean that only eligible people will vote and there will be no irregularities at the polls. In Iraq, that's going to be pretty tough. But what are the alternatives? Should we just have no election? Should we just continue to use force and not even try to draw the country into its own self-determination? This is the problem with elections. You can't have a cease-fire on Monday and an election on Tuesday. People won't be psychologically ready for it. But the sooner you have that election, the sooner you sort of cross that threshold and take that step toward democracy. …

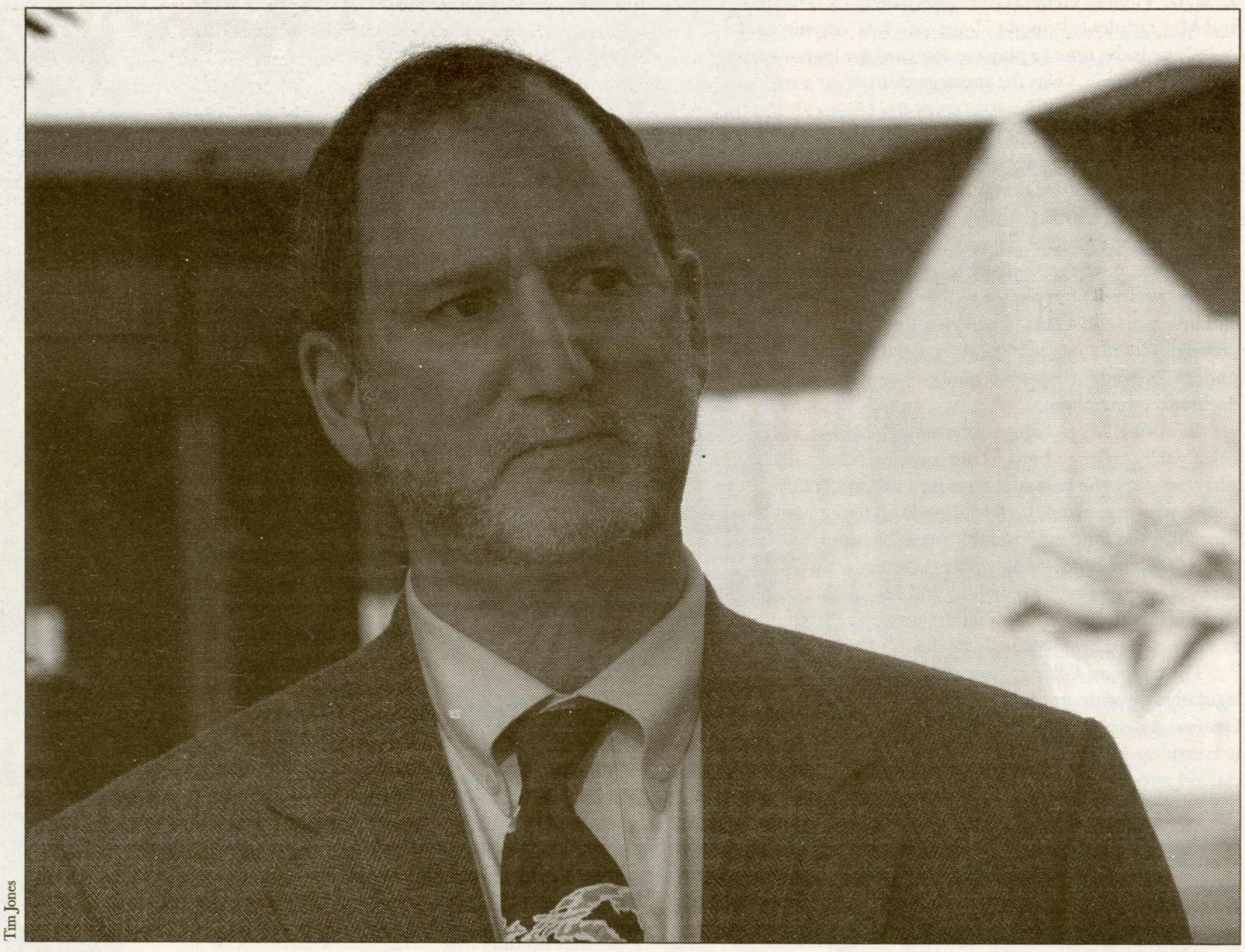
Here in the United States, we take voting for granted. You might vote, you might not—it sort of depends. Very few people get that sort of emotional sense of involvement [attached to] our right to vote. You saw it in Mozambique and, hopefully, if you do see that in Iraq, it will mean the public is ready psychologically for a vote. But if people boycott the polls, if they use violence and intimidation to prevent others from participating at the polls, you have to wonder whether the population is really ready psychologically for that commitment and that acceptance of the outcome.

To what extent does the continuing violence influence the psychological impact of the election?

Langholtz: … First of all, an election should give people a sense of their own self-determination, their own collective self-determination—you know, I voted, you voted, we voted. In the United States, whether you voted for Bush or Kerry, [you assume] the people have spoken. You have that sense that nobody outside forced the result on us. It was done in a fair and square way. … But in the situation in Iraq, I don't know if they're ready psychologically. They may still be wanting to fight, and I think we may see that the insurgents will continue to fight. I think that the Sunni know that they're in about a 20-percent minority. While maybe they were able to hold power during Hussein's regime even though they were a minority, they know that it's going to be unlikely in the future. They don't like it, and they'd rather use violence to undermine the election than participate and lose.

What happens after the election?

Langholtz: On one extreme, it might be so chaotic, so impossible that it would be just wrong to even claim that there had been an election. The results would be called into question. On the other extreme, I think it's plausible that there could be an election that is flawed or has minor problems, but in the end [it would be recognized] that the people had spoken, the people had voted. Then the United States could say, "OK, you have had your own self-determination. This is whom you've elected, and this is one step toward self-governance and self-sufficiency and one step closer to U.S. troops pulling out." The reality could be anywhere in between these eventualities.



Tim Jones

Associate Professor of Psychology Langholtz is author of "The Psychology of Peacekeeping" and "The Psychology of Diplomacy."

What influence does the continued U.S. presence have after the election?

Langholtz: It's a question of providing security. If the Iraqi police and Iraqi forces could provide their own security and could fight the insurgents themselves, then we wouldn't be needed. But that doesn't seem to be the case, and that's why U.S. forces remain there. If U.S. forces pulled out too soon, the place could degenerate into civil war.

How important is a successful election to the overall peace process?

Langholtz: I think it's very important, especially if Iraq, in the long term, is going to be a self-governing democracy. If you don't have successful elections, if it becomes just a question of the use of force again—of another Saddam Hussein-like figure coming along and using force and intimidation to dominate the country—then the elections would be a moot point.

I think the real question on people's minds is this: What happens if they take these steps toward democracy, and the people the Iraqis elect are strongly anti-American? What if they say, "What Iraq needs is a strong army to take back the territories from Iran and from Kuwait that the United States robbed from us." What are we going to do then? I don't know. That's far out in the future, but we'll see what happens. I won't call it likely, but it's possible.

These are the psychological aspects of an election that people don't realize. An election is a very, very important transition point on the road from war to peace, from chaos to self-governance, self-sufficiency and democracy. That's why I say the timing has to be right for an election. You can't have an election too early because the population won't be ready for it. People have to understand the commitment and the buy-in that goes with an election. Basically what it boils down to is that the losers in an election have to know that they are not going to return to violence and seek through force what they could not gain at the ballot box. We'll see where Iraq comes out on that one.

How important is voter education relative to the election to that acceptance?

Langholtz: I think that there's a cultural and a psychological acceptance that has to take place. Picture the United States. Would the Democrats ever think about just refusing to accept the idea that Bush had won and starting a civil war between red states and blue states? No, we're not going to do it. You might or might not like the outcome, but the point is that even to introduce the idea of using force by taking up arms here in the United States to ignore the outcome of the election is just not in our psychology. Well, it is in the psychology in Iraq. And that's the point: A country has to be ready for it. As you look around at other peacekeeping missions or post-conflict situations, whether they be in Yugoslavia, Iraq, Mozambique, Cambodia or Haiti, these same issues come up again and again. Will the population accept the idea that they're going go through this together, they're going to vote, and they're going to abide by the outcome? Or are the fighting factions or previously fighting factions still so far apart psychologically that they just won't sit down together and vote? Those are the questions.

How do you encourage the needed psychological shift to a resolution between factions?

Langholtz: There's a tendency to define these things in our own American terms, because democracy is our tradition. It's just an article of faith here among Americans, but you have some countries or populations that have been fighting for generations. How can you talk things through in a country like Yugoslavia or Rwanda, where the ethnic hatred is so pervasive and deep? I've been to Yugoslavia as part of my work; you start talking to people there, and they bring up the Battle of the Blackbird that took place 600 years ago. They talk about revenge for what was done to their grandfathers. Well, they're just not ready for a vote. As Americans, we may wonder why we can't just talk to these people, why we can't just convince them that it's in their best interests. No, they'd rather fight. They have hatred in their hearts. They have bitter memories, they've been raised to hate the other side and you can't just psychologically erase that.

Is it a matter of giving it more time?

Langholtz: Yeah, like generations (laughs). But you know, there are things that one can do to build trust and confidence, but it's not easy. We've seen efforts to create business relationships and trade relationships between ethnic factions, for example, in Yugoslavia. Those whom you trade with, you meet in the marketplace. One will benefit by buying; one will benefit by selling. Trust will develop. So there are things that can be done. Culturally based institutions—business, schools, an integrated police force—can contribute to the fabric of civic life and can help people learn to live together and get along. …

—Interview by Tim Jones

Prophet with an oud: AlHaj seeks conversation at William and Mary

Editor's note: In this story, AlHaj claims there have been 100,000 Iraqi casualties of war during the past two years, a figure that is being reported by credible news agencies. Other news organizations estimate that number is closer to 20,000.

Rahim AlHaj has no intention of coming to William and Mary and merely dazzling audiences with his mastery of the oud. He intends to further a dialogue that both includes and transcends the political chaos in which he has found his life entangled.

AlHaj will be performing at the College Jan. 28 in the Ewell Recital Hall at 8 p.m. The concert is free and open to the public.

AlHaj, a political refugee from Iraq, where he twice was imprisoned as a subversive under the Baath regime headed by Saddam Hussein, is recognized as a virtuoso on the 5,000-year-old Middle Eastern stringed instrument. Around the world, his concerts have earned him accolades both for the subtleties of his compositions and the power of his performances. But when he leaves the stage, it is the "conversation" for which he hopes to be remembered.

"The great, ultimate theme to my work is that with peace we will find safety, we will find comfort and we will find a lot of creativity," he says. "That's always the message behind the notes I talk about. I am not entertaining people. I tell my audience, 'I need your heart, your ear, your thoughts and your communication. You have to be open to the story I'm telling that you have not heard or open to the culture that is so far away from you. I will bring this to you through the notes that I play.'"

Engaging the war

Many thoughts AlHaj expresses can be perceived as politically charged. The titles of his two albums, "The Second Baghdad" and "Iraqi Music in a Time of War," hint at the timeliness of his material. On another plane, however, his music and self-proclaimed mission to help bridge East and West rise above the immediate conflict between the United States and Iraq.

On both levels, his music and message resonate. After his concerts, it is common for people to come up and ask what they can do to help.

"I tell them, just do things wherever you feel comfortable," he says. "For example, if there is this accident that is part of this world, and you are able to help, just go do it. Don't waste your energy by waiting. If you believe that the war is not the answer, go into the street and protest. Do whatever you believe in. Live for what you believe."

Photo courtesy of Rahim AlHaj

Rahim AlHaj

Last year, AlHaj immersed himself in the war in Iraq in a manner that reflected both his love for the United States and his compassion for the people of his homeland. Having collected funds from a series of benefit performances, he returned to Iraq, where, along with visiting family members whom he had not seen since his departure 13 years earlier, he distributed relief to Iraqi children who were in danger of dying from illnesses stemming from economic sanctions and war.

"In essence, I handed them this message that American people are great and that they care about the people of Iraq," he says. At first, the Iraqi people were skeptical. They tended to think that Americans hated them. "Some would ask, 'Why do the American people need to give money to our kids when they are fighting us, when they are killing our kids?'" he says. But many finally understood that just as Saddam Hussein cannot represent the Iraqi people, there are good people in America who cannot be represented by the government's actions.

AlHaj has taken a public position against the war. "War is never the answer," he says. "There are 100,000 Iraqi people who have been killed in the past two years, and there are some 1,200 American soldiers [who also have been killed]. If you think about 100,000 casualties, you have to ask who is dying there and why. The answer to the first question is kids, women and normal people." Nevertheless, he admits the Iraqi people are happy that Saddam Hussein has been removed from power. His immediate concern is that an internationally led coalition can go into the country and assist a recovery by helping provide medicine, build skills and re-establish safety.

"When you go deep into people, they need just basic things such as food and safety," he says. "Now, kids in Iraq cannot go out, because their parents don't know if they will be killed or who will kill them: Will it be American soldiers, Islamic fundamentalists or maybe just thieves? The structure in the country has collapsed, and the people live in chaos. When safety is gone, there is nothing else as important in life. It's an excruciating thing to live in fear."

Beyond the present conflict

AlHaj foresees a resolution to the current state of affairs in Iraq. As have many others in the long line of musician-prophets, he expounds upon the need for understanding based on commonalities rather than differences.

"Basically what I'm doing is not just talking about peace but establishing the idea of peace, compassion and love together," he says.

As illustration, he refers to a forthcoming CD in which he performs on the oud backed by a full orchestra—the first time such a combination has been attempted. During rehearsals, AlHaj says, "It is a beautiful thing to see this oud and symphony talking together. It is a bridge. Musicians can talk because we share a common language. Sometimes it is difficult for those in the orchestra because an oud is a different thing; it produces a different scale. But in the end, we communicate, and we feel this beautiful harmony. It is like the world with different colors, different languages, different cultures but still one planet."

He believes that ultimately such a relationship will inform a world in which populations do not rally around things that divide them. At present, he sees his role as that of "missionary-musician," he explains. "As a musician, my mission is to bridge the East and West, to bring them together without fighting and without arguing." For the future, he prays, the construction of such a bridge will not be necessary.

To explain, he returns to a musical metaphor. "There is nothing that is called Western music or Eastern music," he says. "We made it all up; it is illusion. There is just music. Why do we call it Western music, or say this is jazz and that is classical music? It doesn't make sense. We only made up these categories to convince ourselves that we are knowledgeable about the world."

by David Williard

A conservative on campus: Smith gives final speech on the war in Iraq

Van Smith ('03) dashed off the text of what he called his "last speech on the Iraqi war" late one night as he sat among the stacks of books at the Marshall-Wythe School of Law library. The next morning, he delivered it during a luncheon meeting of a group of area Republicans, who immediately embraced the speaker and the message.

Extended excerpts of Smith's "Two Wars in Iraq" are posted on the Student Impacts Web page available at www.wm.edu.

"When are you running for office?" one listener wanted to know. "You have my vote."

Smith's answer was, "I think I need to concentrate on my law-school grades first."

The speech, titled "The Two Wars in Iraq," posited that the first war, Operation Iraqi Freedom, is going well. "Every deadline set has been successfully met," Smith told the group. The second war, consisting of "the handiwork of terrorists and insurgent campaigns," although underestimated, is not being lost. "The violence by terrorists is concentrated," he said. "Fourteen out of Iraq's 18 provinces have fewer than four attacks a month."

An underlying theme of Smith's speech—one that resonated with the Republican audience—was that the good news always is trumped by the bad news in the mainstream media.

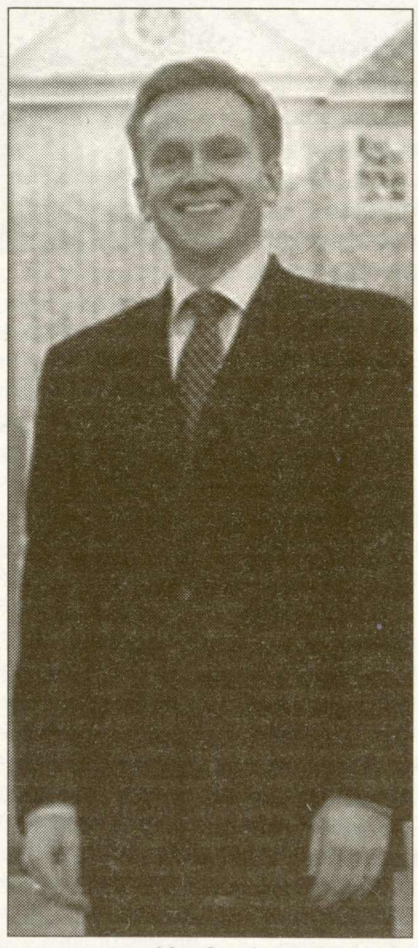
"Why do we hear more about the terrorists' war, with its increasing violence, than Operation Iraqi Freedom, with its many success?" Smith said. "The philosophy of the press here at home is to report the unusual. We all know the usual. We live it every day. When the press flies over to Iraq to report the news, it retains this mentality."

Throughout the speech, Smith presented updated numbers and assessments gathered from firsthand reports from contacts that he made in Iraq and has maintained in government and military circles. (Smith had served for six months as an aide to the senior adviser to the Ministry of Interior in Iraq last year.)

One example of the numbers he provided involved the number of terrorists in the nation, which Smith estimated at 40,000 full-time—"160,000 part-time terrorists aid their full-time counterparts," he added. For comparison, he suggested that more than 90,000 Iraqi policemen now are trained in Iraq.

The speech, roughly the tenth Smith has given to predominantly conservative groups since his return from Iraq, ended with his thoughts on the upcoming elections.

Explaining why the speech will be his last, he said, "My time is starting to shadow. With the elections coming, my time explaining Iraq is done." The aftermath of elections, he said, will be somebody else's story to tell.



David Williard

Van Smith

Reflecting on those elections, scheduled for Jan. 30, he said, "There's optimism for the idea and the ability to structurally move forward in Iraq. The elections will happen. Someone will win. Will there be violence? Absolutely. You can be optimistic for the process, while people still make it hurt. That's just the harsh reality of Iraq."

Smith has no illusions about the popularity of such a message on campus, but he feels that what he has to say contributes to lively exchanges of opinion.

"I think the nature of academics is going to be to push the envelope, and that is the right way to go. A conservative's natural inclination always is to keep the status quo, which is not always the right way. There's a nice dynamic in the push and pull," said the law student.

For his part, Smith is compelled to concentrate on being a law student. Comparing his undergraduate experience with that of preparing for a law degree, he said that during his undergraduate days he was involved on campus—including serving as class president—and held down two jobs to pay the bills. Still he maintained a "B+" to "A-" average.

"Law school is much tougher," he added. "It's all I can do to survive grade-wise, and I don't have any commitments. It's hard as hell."

by David Williard

In the spirit of Jefferson: College will honor three of its own during the 2005 Charter Day ceremonies

McCord's service ties together town and gown

Of all the threads that bind the College and the Williamsburg community, none will prove stronger than those spun by James McCord, chair of William and Mary's Lyon Gardiner Tyler Department of History. Some threads are visible. As a two-term member of the Williamsburg City Council, as the founder of First Night celebrations, as an originator of the Town-and-Gown luncheons and as one of the most-respected chairs in his department's history, McCord's service contributions have been very public for more than 40 years. Yet, far more threads are hidden. They are wound through countless kindnesses quietly extended toward colleagues and friends.

McCord, by nature, is an affable, quiet man. He deflects praise; he builds relationships. Indeed, the only complaint in the more than 60 letters of nomination that flooded the provost's office in support of naming McCord the recipient of the College's 2005 Jefferson Award, the institution's highest honor for faculty service, concerned his modesty. Essentially they said his contributions are unheralded. Apprised that he will receive the award, McCord claimed to be "honored," "surprised" and "humbled." True to form, however, he mostly seemed embarrassed.

"Service you do not do alone," he explained. "You work with a lot of other people. To be given credit for achievemnt is narrow. My colleagues, the alumni, the staff and the people of Williamsburg all have played a role in what we were able to achieve."

As a member of the College's faculty and as a resident of the community, McCord insists that what makes one institution better also serves the other. A concern for education, a desire to be a good neighbor and an ambition to make Williamsburg a better place all have motivated him toward service. At the same time, he has had agendas that are specific. As a city councilman from 1976 until 1984, his goals were to "slow the commericalization of Richmond Road" and to work against a plan to pull Williamsburg out of the joint school system with James City County and, potentially, contract with Walsingham Academy—something he called "a terrible idea." His idea for the Town-and-Gown luncheons was triggered in 1980 when a fellow Rotarian suggested that there was not much connection between the College and the community except through athletic events. Although the first few meetings consisted of about 10 people sharing trays of cold cuts in the basement of the Alumni House, the weekly series today regularly brings together 200 to 250 people for scholarly exchanges in the College's University Center. The idea for First Night, a New Year's Eve celebration he hoped would provide an alcohol-free alternative for students and area families alike, came as McCord was serving as chair of the Williamsburg Area Arts Commission. When his proposal to the local government was sent back with the suggestion that such an event would best be sponsored by the private community, McCord said he "took that not as a rebuff but as an encouragement." He subsequently published a letter in the "Virginia Gazette" that attracted 30 people to a First Night start-up meeting. Last year the First Night event featured nearly 60 performing groups and drew about 9,000 people.

If McCord's public contributions have enriched the lives of thousands, his private acts have endeared him to hundreds more. Around campus, in addition to the skillful leadership he has shown in department meetings, as a member of the faculty assembly and as a participant, according to one admirer, on "just about every major arts and sciences committee," he is known for his ability to bring people together as friends. Colleagues readily recount visits he makes when they are ill, his helping to provide furniture and his hospitable stocking of refrigerators for new faculty members. They also praise his hosting of informal Friday-evening gatherings so colleagues can socialize in a non-work-related setting.

Just how he juggles his many conflicting responsibilities and still finds energy to go that extra mile for friends has perplexed many. Among his nominators for the award, Miles Chappell, Chancellor Professor of Art and Art History, suggested, "For McCord, history is far more than a sequence of events. History is a lesson-filled narrative of events shaped by morals and ethics, virtues and vices, human weakness and human greatness—the narrative that provides lessons for the present."

David Willard

James McCord

McCord expresses it differently: "I grew up in a small town in Florida, and everybody knew everybody else and tried to be helpful. It seemed to be a natural thing to do."

When McCord retires at the end of the semester, many of his colleagues assume his leadership will be sorely missed; however, those who know him well realize that he, if asked, will be available to meet many needs. Certainly he will be easy to find, if not through his continued involvement with some community project then at least on the campus tennis courts, where he enjoys regular exercise, or on the brick walks of the old campus, where he takes his daily strolls. Retirement, he hopes, will enable him to concentrate on a research project that he hopes will result in a published book about the caricatures of John Doyle, an early 19th-century artist.

Although he has produced scholarly papers during his tenure at William and Mary, he has not written a book. "Certainly I tilted a bit toward service and teaching, probably at the expense of scholarship," he explained. With only a touch of irony, he added, given the evolution of requirements for faculty at the College, "I probably could not even get tenure today."

He, in fact, applauds the changes, which give equal weight to teaching and scholarship and less weight to service.

At the same time, he noted, "Newly hired faculty in arts and sciences always are cautioned not to get too heavily committed to service during their first three years. Unfortunately, that might become a habit that is hard to break."

McCord's advice to young faculty members is this: "Try to do all three. Try to do not only excellent teaching, which is a full-time job, but also do scholarship, because we need faculty involved in current scholarship to be role models for our students. And do some degree of service, which is very rewarding inasmuch as it helps make our community a better place."

No matter how the threads are counted, certainly those woven by McCord have made this place much better. If there has been an academic trade-off, McCord believes it has been more than counterbalanced. "I feel like I have made a lot of friends," he said.

by David Williard

Linneman's passion for teaching

On the first day of each course that he teaches, Tom Linneman, associate professor of sociology at the College, assigns himself the first classroom-related project. He takes photos—his students' photos. He then spends the first weekend studying the photos on flashcards.

"My goal is to know all of their names by Monday," said Linneman, who teaches 100 or more students each semester. "It sends a message on the first day that they're not going to be able to hide in the back of the class and go unnoticed."

Linneman's students are not the only ones being recognized these days. At this year's Charter Day celebration, Linneman will be awarded the 2005 Thomas Jefferson Teaching Award, the highest award given to young faculty members at William and Mary. In his seventh year at the College, Linneman has developed a reputation among his students as a demanding professor—and one who genuinely cares about them.

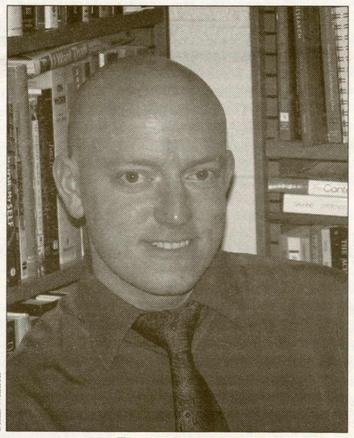
"Students know that Tom is friendly, funny and interesting, yet they don't doubt that he expects hard work and participation in class," said one of Linneman's former students, Erica Nybro ('00). "Tom himself never loses focus on his ultimate goal of teaching his students and is unafraid of trying new ways of communicating sometimes challenging ideas and skills."

Whether he is using a video clip from a news segment to spark a discussion about race relations or is picking up his guitar to sing a protest song during the middle of class, Linneman teaches the science of sociology in an interactive way that allows his students to connect with the material. That could come through splicing humorously animated characters into his PowerPoint slides or assigning projects directed toward his students' own interests.

"He works through denser, more difficult material by pairing it with something much more accessible," Katie Dykgraaf ('05) wrote in one recommendation letter. "My favorite thing that Professor Linneman does with complex material in class is writing a haiku to illustrate a point and asking the class to do the same thing."

In his short time at William and Mary, Linneman also has gained the respect of his colleagues in the 12-person sociology department. He enthusiastically serves as a teaching mentor to new professors and also seeks leadership roles within the department.

"I can think of no one who personifies the best of what we are institutionally and what we have become



Brian Whitson

Thomas Linneman

departmentally in terms of thoughtfulness about teaching than Tom," Chancellor Professor of Sociology Kathleen Slevin wrote in recommending Linneman for the honor. "His attention to all aspects of teaching excellence is legendary in our department—among both faculty and students."

Linneman is perhaps best known for his approach to teaching social statistics, a course that many young sociology majors consider a necessary evil in pursuit of their degrees. From the first day, Linneman lets his students know that "talking in maths" is frowned upon. Using a variety of media, Linneman takes material that some initially consider boring or obscure and breaks down the fear of math in his students by showing them its real-world value.

"Teaching statistics to sociology majors is not an easy task—many of the students are math-phobic," noted a former student in recommending Linneman for the Jefferson award. "Tom was able to make statistics accessible, understandable and relevant."

Linneman looks for interactive ways to involve his students in each topic. A typical day in one of his classes begins with a 20-minute lecture, followed by a five-minute video clip on a related subject. The video clip is usually followed by a 10-minute discussion, and then another 10 minutes are devoted to lecturing or some other activity.

Linneman said some might criticize his approach as catering to the MTV generation's reportedly shorter attention span. According to Linneman, it is just a way of connecting with students at their level.

"We spend some time in class talking about sexuality and how sexual identity has changed over the past 50 years," Linneman cited as an example. "You can talk about that in a lecture, but if you show them video clips of something from the '50s, something from the '80s and something from the present day, that is going to hit home a lot more."

However, this creative approach does not translate into easy grades for his students. It is rare that someone receives an "A" in one of his courses, but unhappy students are even rarer. Student evaluations for his courses are full of praise—he has received perfect scores on student evaluations for the majority of courses he has taught at William and Mary.

"One of the first things I say in pretty much any class is that as much as I like Oprah, we're not going to teach the Oprah Winfrey approach, where we're just going to sit and talk about how we feel about this," he said. "Sociology is a social science. It's a soft science, but it still is a science, and we approach things scientifically. It's not just this field of study; it's something people do for a living; and there are a lot of choices to be made. You could make good choices; you could make bad choices."

This passionate approach as a social scientist resonates with Linneman's students. They are eager to volunteer for his research projects—he currently is working with students on a project involving "Will and Grace," the popular NBC sitcom starring two characters who are gay men.

"This project really came out of a conversation I had with a student," Linneman said. "We look at every episode and locate every instance in which one of the men on the show is referred to as a woman. This happens hundreds and hundreds of times on the shows. It's a study of gender and sexuality and how the men on the show are continually feminized."

He added, "It's just a really fun project."

Keeping the job fun is the easy part, Linneman said. Connecting to students in a way that brings the course material to life for them is the rewarding part, he noted.

"I get to talk every day about stuff I'm interested in—and look into it, research it and teach it," Linneman said. "It's just a great job."

by Brian Whitson

Dellinger a rising star in chemistry

When she entered the College of William and Mary in 2001, Megan Dellinger's chemistry accomplishments already had been rapidly accumulating. Based on her stellar high school career in Reading, Pa., she was awarded one of two Dow scholarships given to college freshmen who are prospective chemistry majors, and she had participated in chemistry research during the summer at Carnegie Mellon University.

After completing her freshman year at the College, Dellinger worked with Professor Robert Pike, who assigned her to a summer project related to the development of hybrid catalysts—a project that could prove useful to chemists instigating organic reactions.

"Given the amount of work remaining when Megan took over the project, I anticipated that the project would take her the entire summer to complete," Pike wrote in a recent recommendation of Dellinger. "How little did I know Megan. She ran two, three, even four reactions simultaneously, completing the work halfway through the summer."

Now a senior, Dellinger has collected virtually every award and honor given through William and Mary's chemistry department. This Charter Day, she will add one more distinction to the list—the 2005 Thomas Jefferson Prize in Natural Philosophy.

"I would rank her in the top 1 percent of the 850-plus chemistry majors I have had the privilege to be associated with over the past 20 years at William and Mary," Gary W. Rice, chair of the chemistry department, wrote in recommending Dellinger. "She has shown a true commitment and love for science. She is a model scientist and citizen in every regard. Megan will truly be an outstanding addition to our profession."

Dellinger has made an impact studying inorganic and organometallic chemistry. Her research focuses on using caged phosphite ligands to make metal-organic networks. That involves taking copper atoms and connecting them to molecules to form insoluble networks. Chemists are interested in these networks for their use as heterogeneous catalysts, which are cheaper and easier to remove from solutions than are homogeneous catalysts. Using different ligands alters the pore structure of a network, which could enable chemists to tailor their catalysts to achieve the specific reactions they are looking for during experiments.

"We are trying to turn the homogeneous catalysts essentially into heterogeneous catalysts," Dellinger said. "The idea is that we'll be able to retain the advantages of both." She explained, "Imagine trying to push a ball up a steep hill. Catalysts make the hill smaller and therefore easier to push the ball. Your activation barrier is an uphill climb so, if you can reduce that, it's easier to get the reaction going."

The research eventually could be used by the pharmaceutical industry in developing different drugs, although achievement of that goal is likely to be far down the road.

Dellinger credits her knowledge of and success in chemistry to the opportunities she has had to work on research projects as an undergraduate at William and Mary, especially the research she has conducted with her mentor, Professor Pike.

"It's a wonderful opportunity," said Dellinger, who estimated that she spends about 15 hours per week in the lab during the academic year. "I'm really grateful for all the undergraduate research opportunities—there is nothing like hands-on experience to learn techniques and to develop chemical intuition, which is vital to being a successful scientist."

Mark Mitchell

Megan Dellinger

After graduation, Dellinger plans to go to graduate school and pursue a doctorate in chemistry. She is not sure what school she will attend yet, but she knows her future plans. "I really would like to be a professor," said Dellinger, who has worked as a teaching assistant in the chemistry department since her sophomore year. "Ideally, I would like to work somewhere like William and Mary because I really like how it focuses on the undergraduates and how the professors are actively involved in research with the students."

It's amazing to think that Dellinger almost pursued a different career path. "Ever since I was a little kid, I wanted to be a doctor. I guess [it was] because my father is a doctor and I wanted to be like him," said Dellinger, who has a 3.93 grade-point average at William and Mary. "But in high school, I took chemistry during my junior year, and I just found out that I liked it a lot more than biology."

She added, "Chemistry is very logical. It has a lot of little puzzles, but I always feel like there is an element that is beyond our understanding—there's always more to find out."

Since arriving at William and Mary, Dellinger has been finding out a lot. She has already co-authored articles in well-known chemical journals and was the co-author of three presentations, including one presented at the American Chemical Society's national meeting.

"Chemistry is what I love, but I never expected this [amount of accolades]," Dellinger said. "I know I've learned a huge amount in the last four years, and I really couldn't have asked for better professors. I've learned an amazing amount from them."

As a sophomore, Dellinger was named a Beckman Scholar—one of just 24 students nationally who received the award in 2003 and one of only 12 students at the College to have been selected during the past decade.

"She is a true stand-out student in a college rich with excellent students," Pike said. "I anticipate watching her future career with satisfaction. Megan has the makings of a real scholar."

by Brian Whitson

Hart's restless adventure

Henry Hart is restless—restless in the tradition of many writers, restless in the sense of his great-grandfather, the Swedish "Duke of Mongolia," whose celebrated adventures as missionary, diplomat, horse trader, expedition leader and spy made him both subject of admiring international biographers and something of a cult hero within the Hart clan.

Hart, a professor of English at the College, is restless for the next thing. "Perhaps it is genetic," he says, contemplating his relationship with Frans August "Duke" Larson and admitting that his own exploits as an adventurer are, of course, more of a literary sort.

"I think both of us are explorers in one way or another," he says. "My great-grandfather explored exotic geographical regions, but I like to explore different genres. I started out as a poet, and then I wrote three books of literary criticism about three well-known poets. Then I wanted to explore the field of biography, which I did."

Next on his list is another genre: "I am kind of interested in writing fiction, too," he says.

His work of fiction, a book tentatively titled "In the Shadow of the Great Wall," already is in progress. Hart survived the research trip. It took him into Mongolia's Gobi Desert last summer and nearly left him lost as he "retraced the footsteps" of his great-grandfather in order to develop backgrounds and traits for his novel's protagonist. Back at the College, the next hurdle has been engaged: His agent has seen the draft. Prospective publishers have reacted, and revisions are under way.

Into the desert

Hart's trip to Asia began in Stockholm, where he met up with Axel Odelberg, a biographer who was working on a Swedish documentary about Hart's Duke Larson. From there, the two men traveled to China. Hiring a driver with a Toyota Land Cruiser and a guide with a compass, the pair then traveled inland, where the trappings of modern centuries seemed to retreat with each jolting kilometer.

"When you get out in the countryside, you see farmers who are plowing with oxen the way they plowed 1,000 years ago," Hart says. "We stopped in little towns with hotels that had no plumbing—no sinks, no toilets, no bathtubs, no showers."

In the Gobi Desert, even the roads disappeared, and the stress of a hostile environment was exacerbated by a driver who plowed recklessly through the wheel ruts that marked the routes and a navigator whose compass, a recent upgrade from a Kentucky Fried Chicken giveaway, seemed wayward, at best. Although Hart and Odelberg insisted that the driver slow down and that the navigator consider input from the global-positioning system, their commands produced modest results. Repeatedly their bodies were jarred; often their party was clueless as to where they were. And, almost every afternoon, their driver nearly fell asleep at the wheel.

Hart describes one such evening: "After we got lost in the desert, we crossed a little road and met some shepherds in a yurt," he recalls. "The shepherds said if you travel down the road about eight kilometers, there's a little truck stop. We did. At the truck stop, they had a gas canister to cook the food, but no electricity, just candles for light. The building was just a concrete cubicle set out in the desert. When we went to our room to lay out our sleeping bags, there was a clothesline with big hunks of meat drying there. There was a sheep pelt—it looked as if it had just been cut off a sheep. The beds were just wooden planks."

"I remember going outside that night, and there was no interfering light," Hart continues. "We were in the middle of the desert. We didn't see much wildlife, not many insects, just nothing. It was so silent, and I had never seen so many stars. I could see the Milky Way; I could see satellites going over; I could see shooting stars."

The trip into the desert, of course, was only part of the research. In China's cities, Hart had a chance to gauge the people and, in many respects, envision China's potential.

"One of the things I came away with was a better understanding of a different culture on the other side of the world—a culture that is taking off right now," he says. He talks easily about the challenges China will pose in the future as its economy mushrooms: the fact that it had a growth rate of nearly 10 percent a year while he was there; the fact that U.S. work is being outsourced there because the average industrial worker is making $1,000 per year compared with the $35,000 per year plus benefits paid in the United States, the fact that resentment toward the Japanese remains incredibly strong, resulting both from Japan's occupation of China during World War II and Japan's unprecedented postwar economic recovery. He can foresee China becoming a superpower, even as the United States relinquishes influence by spreading itself, in the tradition of previous empires, thin.

A new challenge

Needless to say, the ideas with which Hart left China will be woven into both the scenes and the characters in his forthcoming book, which he hopes will be published within the year. So, too, will his change in perspective. Already it has led him to reflect on his own past, in which he grew up on a little farm on a dirt road from which he could not see another house. He wonders whether Americans, with their limited awareness of other languages and cultures, are capable of understanding where the United States fits into the global picture. Writers, he believes, need to understand the broader dimensions.

"All writers know they need that angle," he says. "They need that different perspective. I'm sure that's why so many famous writers have gone abroad, not only because Paris was cheaper for Hemingway and all the expatriates, but they got a new and different perspective on their world."

Now, turning toward the task of refining a manuscript into a finished novel, he embraces his own new challenge. Perhaps it contains the same risks of failure and success that confronted his great-grandfather as he made the transition from missionary, to duke, to horse trader, to spy.

"I'm a little bit nomadic. Like my great-grandfather, I move from one field to another because I'm interested in the different fields. I don't want to get bored just working on one thing," Hart explains. "Besides, when you turn 50, as I did this summer, you want to explore as many different fields as possible. Maybe I am a little restless. Perhaps it's the 'Duke' in me. It's just the way I'm constituted. I like the stimuli."

by David Williard

David Williard

Hart pedals home from his office in Tucker Hall.

Lost in the Gobi Desert

by Henry Hart

The following excerpts from Hart's 10-page version of "Lost in the Gobi Desert" show the author's attempt to grasp why his great-grandfather, Frans August "Duke" Larson, was drawn to Mongolia. The full account is on the Faculty Focus Web page, available at www.wm.edu —Ed.

While we drove over the Gobi's dark gravel in silence, I wondered why my great-grandfather had grown so enamored of the desolate landscapes of Inner Mongolia and Mongolia. Did he leave my great-grandmother's comfortable, middle-class home in Albany after Boxers had nearly killed his family just because his in-laws were critical of him? It was hard to understand why, as a youthful Swede, he had agreed to work for the American Christian Alliance and a British missionary society in an attempt to convert Mongolian Buddhists whose culture he seemed to admire more than his own. And why had he handed out Bibles for so many years when he knew Mongols tore them up to insulate their winter boots or stitched them into their boot soles? (Apparently the Mongols preferred green- or red-covered Bibles because they thought those colors looked better on their boots.)

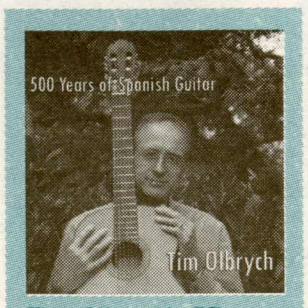
During his biographical research, Axel Oldberg [a biographer of Frans Larson] found clues that helped explain my great-grandfather's shift in national allegiance. It seems he was determined to leave his Swedish homeland as a young man because he felt homeless there. By the age of nine, after a childhood marred by grief and humiliation, he was an orphan. His father, the foreman in charge of the Hallby estate's numerous farmers, died when Frans was four. Without a father to provide for him and about eight of his siblings, they had to live in a single room in the local poorhouse. His mother worked to support them for five years. Worn out by the struggle of trying to take care of so many children, she suddenly died.

Death seemed to haunt the Larson family. As a boy, Frans nearly died from measles and scarlet fever. Three of his siblings died of respiratory illnesses when he was a teenager. Although in later life he was nicknamed Lucky Larson, during his childhood bad luck hounded him at every turn. Angered by neighbors who teased him about his ragged clothes, he once told his foster mother, "I will become a gentleman, I will become a gentleman, I will become a gentleman," repeating the prophesy like a mantra as he marched by her side.

For the future Duke Larson, Mongolia represented a chivalric ideal and the frustrated struggle for that ideal he had known all too painfully as a child. Horses were part of the reason he loved Mongolia, but as he got to know the Mongols and their history better, the people came to embody his own ambitions and trials. He admired the free-spiritedness of the nomads, their intimacy with the soil, their tough and practical nature, their skill with horses and other animals, their discipline and loyalty and their appetite for enjoyment. He also liked associating with the Mongolian nobility. He was an ambitious man who remembered what it was like to be treated as a peasant in the fields and barns around the Hallby manor house. In his journal he expressed his empathy for the Mongols: "A small people like the Mongolians, squeezed in between two of the world's biggest nations, have very little chance to survive as an independent people. Serious incidents are cropping up all the time to upset a stable way of living, especially as both the great powers have plenty of appetite to swallow the little people, bone and all. I arrived at 23 and stayed until I was 70—time enough to see the whole meal to the last spoon of dessert, when even the bones have been scraped clean. ...

Olbrych explores history of the guitar on his first CD

At age 54, Tim Olbrych decided it was about time that he record an album, so the founder of William and Mary's guitar program, performing artist and faculty member of the College's music department since 1978, selected 35 guitar pieces spanning five centuries and just did it. The recently released result, "500 Years of Spanish Guitar," now serves as Olbrych's business card.



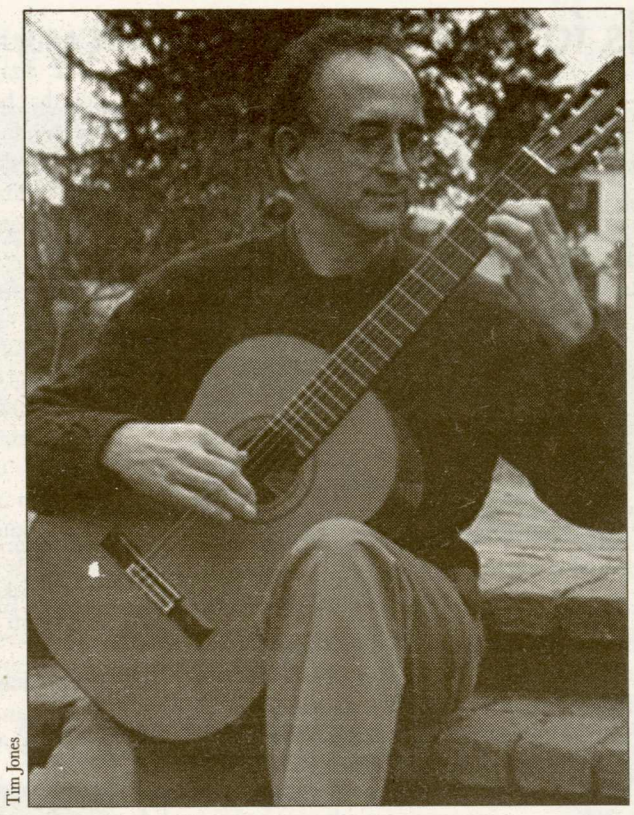
Tim Olbrych's CD, "500 Years of Spanish Guitar," is available at local record, music, and bookstores, and on the Web at www.timolbrych.com.

"I've been doing concerts all my life, but I had nothing to show for it," Olbrych said. "For a musician, putting out an album is just like getting something published. If you want to get more concerts, you've got to have a CD."

His newly recorded portfolio, though, is much more than a way to advertise his expertise—it reflects his individual playing style, his ideas and his personality.

"I've never seen most of the early pieces on this album recorded anywhere. The later selections are some of my favorites, the things I've always wanted to record," Olbrych said.

Whereas many of his colleagues are after the latest and best in instruments and technology, Olbrych finds himself moving in other directions, driven by a fascination with the much older and rarer Renaissance and Baroque guitars. Along with the more traditional and recent Spanish guitar—what most folks would be tempted to call a classical guitar—these 16th and 17th century instruments provide a musical tour of the guitar's history.



Tim Jones

Olbrych relaxes as he gives a demonstration.

"It's interesting that, generally speaking, as time went by, the guitar got bigger and so the sound got lower," Olbrych said. "The Renaissance guitar is small and has four courses (sets of strings), while the Baroque is larger and has five courses. Then there's the Spanish guitar, which is bigger and even adds another string."

Differences between the instruments in terms of sound are made apparent as Olbrych articulates each with expert precision and inspired interpretation on his album. Olbrych describes the music for each instrument as ranging from "a delicate timbre, frilly and ornate" to "a rich sound, clarity of form." Every guitar requires a unique technical approach in tunings, fingerings and plucking. Strumming, however, remains the sole constant in technique.

The recording will serve as a teaching tool, especially for students in Olbrych's classes. "My students can listen to exactly how I think the piece should be played," Olbrych said with a laugh. There is also the history lesson inherent in the album. Each piece is played and recorded to sound as close as possible to the way the music of the period was performed—a challenge requiring more than technique alone.

"I try to approach each piece as thoughtfully as possible, taking into account the history and philosophies of the time," Olbrych said.

With decades of studying, practicing and listening informing his every performance, there are few guitarists better equipped to lead listeners through the 500 years of Spanish guitar. And at the moments when songs seem to demand impossible feats from his fingers—when notes are played almost faster than the ear can keep pace—Olbrych relies on his experience to transcend thoughtfulness. "In those moments, you can't think too much," he said.

"That's where all the years of practice come in and you trust your fingers to do what they're supposed to do."

"I can play these songs 50 times, and each time, I find something new that I love about them," Olbrych said.

Even after playing each piece over and over and over again, Olbrych never tires of the music. It is what he truly loves—his passion—and it shows on "500 Years of Spanish Guitar."

by Tim Jones

Librarian of Congress Billington tapped as Charter Day speaker

Continued from front.

will be our privilege to honor both of these gentlemen at Charter Day."

Billington will receive an honorary doctorate of literature at the ceremony. Hazel will receive an honorary doctorate of public service.

Sworn in on Sept. 14, 1987, Billington is the 13th Librarian of Congress since the Library was established in 1800. He has been at the helm of the Library's digital revolution, steering the National Digital Library Program, which seeks to broaden the public's access to the Library of Congress.

Billington has championed American Memory, which makes freely available on-line more than 8.5 million American historical items from the Library's collections and other research institutions. American Memory and the Library's other Internet resources, including the congressional database THOMAS, an on-line "card-catalog," various exhibitions, information from the U. S. Copyright Office, and America's Library (a children's educational Web site), handled more than 2.6 billion transactions in 2004.

Billington was born in Bryn Mawr, Pa. and attended Philadelphia-area public schools. He was class valedictorian at both Lower Merion High School and Princeton University, where he graduated with highest honors in 1950. Three years later, he earned his doctorate from Oxford University, where he was a Rhodes Scholar at Balliol College.

After completing service in the U.S. Army and in the Office of National Estimates, Billington taught history at Harvard University and subsequently became a professor of history at Princeton before becoming the director of the Woodrow Wilson International Center for Scholars, the nation's official memorial in Washington to America's 28th president. There, Billington founded the Kennan Institute for Advanced Russian Studies, seven other new programs, and the "Wilson Quarterly."

James H. Billington

John T. Hazel

A renowned Russian scholar and widely published author, Billington has written several books about Russian history and culture, many of which have been translated into other languages. He is also the founder of the Open World Program, a nonpartisan initiative of the U.S. Congress that has brought 6,265 emerging young Russian political leaders to communities throughout America.

In recognition of his demonstrated commitment to global scholarship and education, Billington has received 32 honorary degrees as well as several other prestigious honors. Also a member of the Russian Academy of Sciences, Billington has been decorated as Chevalier and as Commander of the Order of Arts and Letters of France and as Commander of the National Order of the Southern Cross of Brazil, and he was awarded the Order of Merit of Italy and a Knight Commander's Cross of the Order of Merit by the Federal Republic of Germany. He also has been awarded the Gwanghwa Medal by the Republic of Korea and the Chingiz Aitmatov Gold Medal by the Kyrgyz Republic.

Founder of the Virginia Business-Higher Education Council (VBHEC) and current executive committee member, Hazel has been called by some the savior of Virginia's higher educational system. Throughout his career, Hazel has remained passionate about the importance of higher education to the Commonwealth's economy.

An Arlington native, Hazel graduated from Harvard College in 1951 and from Harvard Law School in 1954. After serving in the U.S. Army infantry and Judge Advocate General's Corps, he returned to Northern Virginia, where he was a founding partner of the law firm Hazel & Thomas, which later merged with Reed, Smith, Shaw & McClay LLP to form what is now Reed Smith. Hazel soon established himself as a successful attorney and developer in Northern Virginia by championing transportation, infrastructure and education.

Recognizing the benefits it could bring to Northern Virginia, Hazel soon turned his attention to higher education and used his far-reaching influence to help grow George Mason University from a newly independent institution into the world-class institution it is today. From 1966 to 1997, Hazel served as a trustee for the George Mason University Foundation, Inc., and from 1972 to 1983 on the university's Board of Visitors.

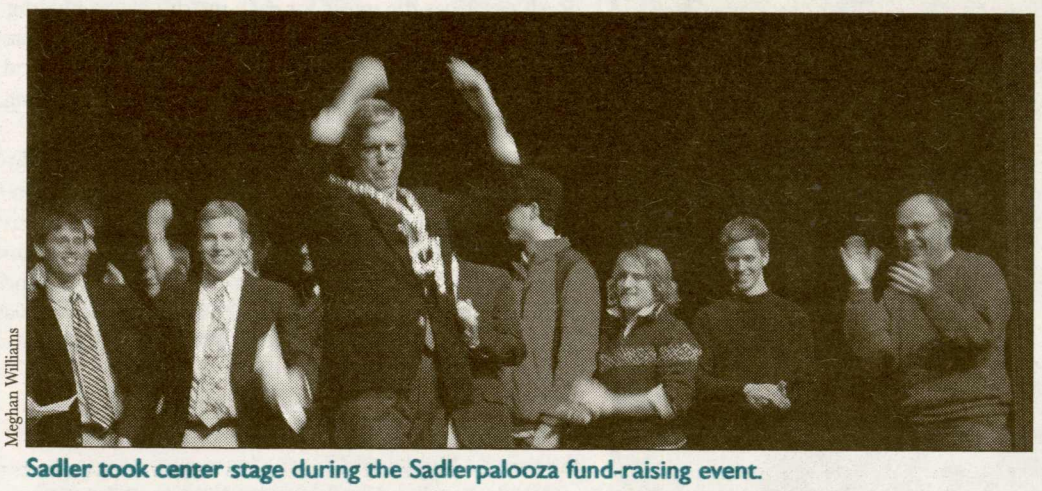
Continuing to strengthen relationships between business and education leaders and to unify support for higher education throughout the state, Hazel founded the VBHEC. The council has been instrumental in increasing funding for higher education as well as gaining support in the state legislature. Hazel also formed the Northern Virginia Roundtable, a partner of the Council, to help identify and support policies that strengthen Virginia's long-term economy and growth.

In addition to his tireless and often visionary work in the Commonwealth, Hazel has also served his alma mater as the executive committee chairman for the Harvard College Fund from 1989 to 1991, as the chairman of the Harvard College Committee on Managing Academic Resources from 1991 to 1993 and as a member of the Harvard Law School Dean's Council from 1999 to 2002. Currently, Hazel is a member of the Harvard University Campaign Executive Committee and a member of the Harvard Alumni Association.

His long history of public service and visionary action has earned Hazel many awards and honors. He received the George Mason University Alumni Association Gold Medal in 1983 and the George Mason University Gold Medal Award in 1987. Also in 1987, Hazel received the Northern Virginia Community Foundation Founders Award. He is also the recipient of the Faculty Senate of Virginia's inaugural Award for Distinguished Service to Higher Education, as well as honorary degrees from Christopher Newport University and the Virginia Community College Systems.

Knee-deep in talent

Sadlerpalooza raises funds for service trips



Meghan Williams

Sadler took center stage during the Sadlerpalooza fund-raising event.

A recent night of performances at the Kimball Theatre led students and a few cooperative College officials to "a whole new world," literally and figuratively. Sadlerpalooza, a variety show benefiting William and Mary international service trips, honored Vice President for Student Affairs Sam Sadler and the bum knee that frequently aids him in making predictions about the weather in e-mails to the student body.

Meghan Williams

Sadler's knee helped keep tally.

Sales of tickets, T-shirts and concessions, as well as donations from the event, will fund trips led by William and Mary students under the advisement of Drew Stelljes, Coordinator of the Office of Student Volunteer Services. Proceeds from the evening were tracked on the "knee-ra-meter," and estimates indicate that the goal of $6,000 was surpassed. This year, students will travel to Nicaragua, Honduras and Mexico.

Adam Stackhouse ('04), an assistant in the College's Roy R. Charles Center, was approached by the international service trip group and asked to host the event. As it grew, Stackhouse became the executive director for Sadlerpalooza. He helped book groups and plan the show. Early in the preparation, the decision to include a familiar and friendly face from the administration was made. Sadler was an appropriate choice.

"Sam is a huge fan of the trips and the cause," Stackhouse said. "He gave a 100 percent green light and agreed to everything."

The "everything" Sadler agreed to included taking an active role in Sadlerpalooza. Stackhouse's experience making short films during his undergraduate years led him to make a parody of the film "It's a Wonderful Life" as the introduction to the program. It starred Sadler as a version of himself considering leaving William and Mary, and Government Professor Clay Clemens as an angel who convinces him to stay.

Another presentation, narrated by President Timothy J. Sullivan, informed the audience about the international service trips and encouraged participation in a silent auction and donations.

Acousticore, a student band, welcomed the audience and played throughout the show. Stackhouse, Josh Lovell ('04) and Patrick Shaffner ('05) presented skits introducing each group, and Gabriel Kauper ('05) was the emcee. Performers provided song, dance and other forms of entertainment. Point Blank, Reveille, Improvisational Theatre, the Appalachian Music Ensemble, the Gentlemen of the College, the William and Mary Juggling Club, the Accidentals and Syndicate performed.

Sadler joined the Accidentals for one of their songs, and he and Clemens led all the performers in a rendition of "A Whole New World" from Disney's "Aladdin."

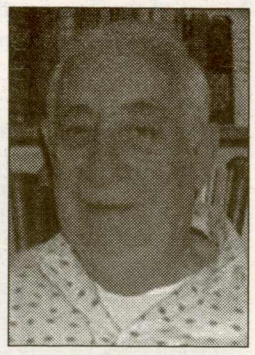
Sadler praised the audience for their attendance and help in raising the $6,000 that organizers had hoped to raise for the international service trips. "Thanks to all of you, our goal has been reached," Sadler said. "I hope you've had as much fun as I have."

Stackhouse also credited the Sadlerpalooza sponsors—Plan 9 Music, GNC, Williamsburg Graphics, the Roy R. Charles Center and the Office of Student Volunteer Services. "It was as good as we ever imagined it could be," he said. "It turned out fantastic."

by Meghan Williams

For the love of Latin

Lectureship honors Ward Jones



Ward Jones

When Ward Jones is recognized at the inaugural classical studies lectureship that bears his name, even the featured speaker, George Fredric Franko, will be in awe. Franko ('87) can still recall the feeling of intimidation as he sat in Jones' advanced Latin classes nearly 20 years ago.

"He is one of those professors whom you may not appreciate while you are in the class but in retrospect you say, 'My god, he was fantastic,'" Franko said of Jones.

Apparently many former students were similarly affected—enough that, when contacted, they eagerly provided the funds to initiate the lecture in honor of their former professor. For his part, Jones is humbled by their gesture and is delighted that Franko, who as an associate professor at Hollins University has established himself as an expert on Roman comedy, will deliver the first address.

"Franko is one of the brilliant products of a liberal arts education at William and Mary," Jones said proudly.

Jones started teaching in the department of ancient languages in 1961 and retired in 2001 (he taught one class per semester until last year). Along the way, he served as chair during a period of growth in the 1960s and 1970s, and he led the push to change its name to the department of classical studies to better reflect, he said, "the fact that we don't just teach the Greek and Latin languages, although, thank God, we still do that." During his tenure, Jones also served as president of the Classical Association of Virginia and as president of the Mediterranean Society of America, and he produced two critical editions of medieval commentators on Vergil's "Aeneid."

The first Ward Jones Lecture featuring George Fredric Franko ('87) is scheduled for Jan. 31 at 4:30 p.m. in Andrews Hall.

Although he retains many fond memories involving people and changes at the College, Jones maintains that his greatest privilege involved teaching. "In my mind, the remarkable thing about working at William and Mary was the students," Jones said. "Through the years, I had a number of students whom I would consider quite brilliant." He is proud of the fact that the number of students enrolling in advanced language courses actually has increased. "It's not unusual to have 25 in one advanced class, which in this day almost is unheard of in this country," he boasted.

Following the careers of concentrators and non-concentrators remains a pleasure. "We've had many students who have taken Latin and Greek and classical studies just to give themselves a good basic liberal-arts education, which they can use to go into other professions," he said. "Alan Meese, a professor in our law school, is one of our graduates. We've had lawyers, doctors, ministers and people who have gone on to work in various levels of government. As far as we know, we haven't had any graduates who have had difficulty getting a job."

John Oakley, chair of the classical studies department, is not surprised that former students, among others, were eager to honor Jones. Estimating that Jones touched the lives of more than 3,000 young adults during his stay at the College, Oakley said, "I think most of them probably continue to feel his influence until this day."

Franko certainly would agree. Summing up his recollections of Jones, he said, "He was demanding; he set a high standard. In class, Jones' demeanor was, as somebody put it, 'unassailable gravitas.' But once you met him outside the classroom, you discovered that he was a hoot, that he was one of the most humane guys you ever will meet and, besides, he made a pretty good eggnog."

by David Williard

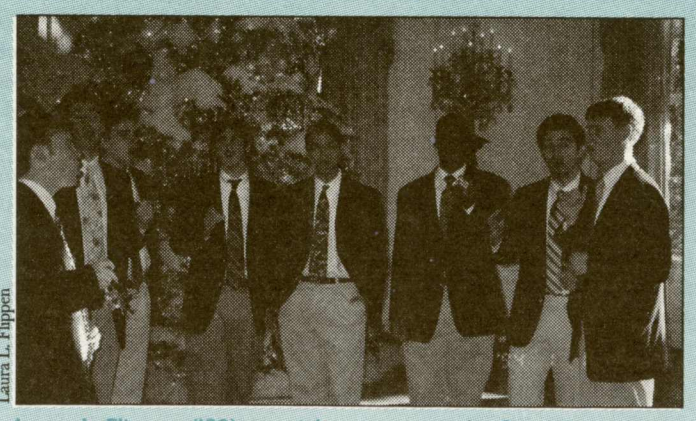
Gig at the White House: Gentlemen of the College help bring 'merriment' and 'melody'

The Gentlemen of the College, William and Mary's oldest all-male a cappella group, performed at the White House recently as part of the "Season of Merriment and Melody" holiday open house. After the event, several members shared the following comments about their experiences:

Devan Donaldson ('06): *I felt honored by the fact that my first time actually being in the White House was not because I was taking a general tour, but rather, because I was part of a group that was asked to perform. We sang in the East Room, where performers such as Liza Minelli have had the opportunity to grace the White House with their talents. Singing at the White House among all the beautiful Christmas decorations that created a sense of wonder was an experience that I will never forget.*

Colin Fuller ('07): *The best part of the trip was the huge main Christmas tree. It had several thousand hand-painted music ornaments on it and was about twice the size of our tree at home.*

Chris Perry ('07): *It was truly an honor to sing at the home of our nation's president this past December. It was really neat to see our nation's command center from the inside and to learn a little more about how the White House functions. I feel that this opportunity has added to the diversity of my life's experiences, and I look forward to singing with the Gentlemen as we continue to advance our reputation on campus, in our community and in the United States.*



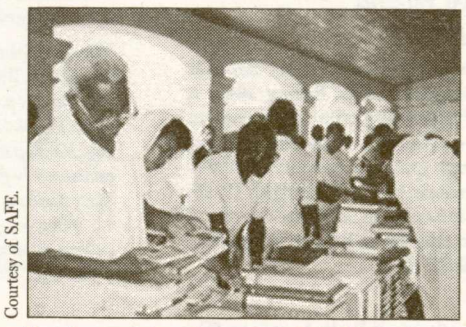
Laura L. Flippen

Laura L. Flippen ('92), special assistant to the President, helped arrange the White House performance.

Intravenous knowledge for Sudan

Abdalla leads a 20-year effort to get educational supplies to his war-ravaged homeland

Nearly 20 years of political strife and civil war ensure that images of death and displacement mark Western perceptions of Sudan. Indeed, the nation is known for loss—the Lost Boys, 1,000 lives lost daily from war-related famine and disease, 4 million citizens forced to flee from their homes and their farms. For those same 20 years, Ismail Abdalla has maintained a lifeline.



Courtesy of SAFE.

Books are distributed at Ahfad.

Abdalla, an associate professor of history at the College, helped form the Sudan-American Foundation for Education in 1985, an organization that has sent the equivalent of more than $4 million worth of educational equipment, books and supplies into his crippled homeland.

"We believe," Abdalla said, "that instead of just food and shelter, if we take care of the head, they can take care of themselves."

Preserving Western knowledge

Abdalla sees himself neither as warrior, crusader nor hero for his efforts during Sudan's dark days. He is a person who has stepped in to meet a need.

"Western knowledge nearly was lost in Sudan," he explained. Since a military-Islamist coalition took power in 1989, the majority of funds for education were diverted toward military ends. Funds that remained were directed toward the East.

"The whole idea was to shut off Western influence and openness to science and technology and economics by depending totally on Middle Eastern sources," Abdalla said. "We thought that was shortsighted. Books about the Koran, and the prophet traditions are valuable, but they are not what students need."

SAFE collects the books and materials from a variety of sources. After sending a large shipment of 10,000 donated books last year, the organization specifically thanked the Johns Hopkins Graduate Muslim Student Association, the George Washington University bookstore and the Rotary Club of Parole (Annapolis), Md. Abdalla personally has solicited donations from the Williamsburg Regional Library, and, last semester, a William and Mary group led by Meredith Sclater ('07), transported nearly 600 volumes collected on campus to the SAFE shipment facility in Maryland. In Sudan, the books and supplies are distributed through Ahfad University, which works with librarians and educators throughout the country to make sure the volumes are utilized where they are needed.

"I think this is the best thing I've ever done for my people," Abdalla said. "When you go there and see the faces of the people who are reading, who have found a book they never dreamed they would own, it is incredible. I get e-mails from time to time saying that without [this effort] they would never be able to study sociology, or psychology, or whatever—things that are absolutely critical to a university education."

Prepared for better times

Today, Abdalla sees signs that the situation in Sudan is improving. At the beginning of 2005, final protocols toward a peace between the government in the northern part of the country and its adversaries in the southern part were being prepared for signatures. Meanwhile, the country's economy, bolstered by the export of crude oil, is growing—a rate of 7 percent was recorded for 2004. Despite continued insurgency in the western part of the nation—the area where members of Abdalla's family still live (he visits them at least every other year)—there is cause for cautious optimism.

"If you go to the capital, Khartoum, it is booming," Abdalla said. "A lot of construction is going on. You are beginning to have traffic congestion. Five-star hotels are appearing." Although the government is Islamic-leaning, it is supporting a free market, he explained.

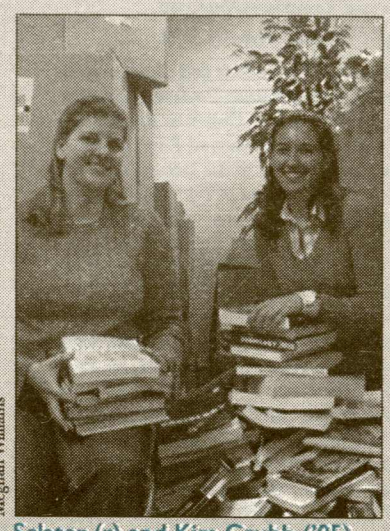
Abdalla hopes the efforts of SAFE during the past decades have positioned many of his countrymen to participate in the promise of a stable and growing Sudan. "If peace prevails, which I hope, then the generation we've helped educate will be poised for taking off—and it will connect seriously with the West," he said. "This effort, then, will have bridged the gap. Some of my fellow teachers in Sudan actually have called what we've done intravenous—you know, you go to the hospital and they rush something into your veins to keep you alive."

by David Williard

Sclater leads book drive for Sudan

Late last semester, sophomore Meredith Sclater became frustrated as she tried to resell several of her textbooks. Nobody, including those running the buy-back program at the College bookstore, wanted them.

Determined that the books would not go to waste, she searched the Internet in hopes of finding a place to donate them. She came up with the Sudan-American Foundation for Education (SAFE), which for 20 years has distributed Western textbooks in the war-torn nation. Much to her surprise, she discovered that one of William and Mary's own faculty members, Ismail Abdalla, associate professor of history, was the president of the organization.



Meghan Williams

Sclater (r) and Kim Grubb ('05) prepare books for the Sudan.

Impressed with the organization's mission, she not only collected her own books but initiated a book drive. She arranged for Abdalla to speak at a meeting of Alpha Phi Omega, a service-based fraternity on the College campus. Abdalla told the organization's members that there was a great need in his native country for Western books.

"The money in Sudan that typically goes toward education has been diverted to fund the military, so they cannot purchase books. Even getting supplies like chalk is difficult," Sclater related.

By the end of the semester, Sclater had collected more than 50 books; these were combined with an additional 500 volumes donated by the Student Assembly from its own buy-back program. During the holidays, she and several of her classmates drove the books to a location in Maryland. From there, SAFE will ship them to Sudan.

"I am glad it worked out so well," she said. "These books were valuable to me. I am pleased that they will serve in a place where there is such a real need."

out of context

Out of Context is a regular feature of the Faculty Focus Web page available at www.wm.edu.

Negative stat for college bowls

Robert B. Archibald and David Feldman, professors of economics at the College, recently suggested that the NCAA should require public mention of a football team's graduation rates during its participation in a college gridiron bowl.

"Our football team accomplished two notable feats this year," the pair wrote in an op-ed piece published by the *Los Angeles Times*. "First, we won 11 games, including two playoff games. Second, according to NCAA data, our football program is one of two in Division 1 with a 100 percent graduation rate. ... Unfortunately, those watching ESPN2 heard only about the team's exploits on the football field."

Archibald and Feldman called for graduation rates to be factored into the formula determining participants in the Bowl Championship Series. "This year there were three undefeated contenders for the two top spots," they wrote. "If graduation rates were added to the mix, Auburn and USC, both with 59 percent graduation rates, might be squaring off for the national title, leaving out Oklahoma, with its 43 percent graduation rate."

Dangers of Bush's military-themed bash

A military theme that was part of the Bush administration's inaugural ceremonies was planned to draw attention to the president's strongest asset—his leadership in the "war on terror," according to an article in the *Chicago Tribune*.

Government Professor John McGlennon, quoted in the article, said, "Holding a military ball in conjunction with the inauguration at the same time that there are troops in harm's way is inevitably going to raise some questions about spending money on an elaborate event when we've just gone through some discussion about adequately equipping the troops in Iraq."

From fish to vacuum cleaners: PBDE

Professor Robert Hale, of the VIMS department of environmental and aquatic animal health, had long noted elevated levels of polybrominated diphenyl ether (PBDE), a chemical used in fire retardants, in fish that he had been studying. Attempting to determine where the chemicals in the fish came from, on a hunch, he examined the dust in a vacuum-cleaner bag taken from the home of a colleague. As in the fish that Hale had seen, the bag was saturated with a toxic mix of fire-retardant chemicals, according to an article in *The Walrus* magazine.

The ubiquitous PBDE, a product of decaying polyurethane foam, represent a potential health crisis, the article noted.

Said Hale, "The highest levels we've ever seen in a nonplastic item was in [the] household dust. We've always pointed the finger at industry and the manufacturing processes [as posing the worst threat of exposure]. Here we are saying, 'It has to be people's homes.'"

calendar

PLEASE NOTE ... **Members of the College community may submit items to the calendar and classified ad sections of the *William & Mary News*. College events and classifieds must be submitted in writing through campus mail, by fax or by e-mail. Submissions must be signed with a contact name and telephone number for verification purposes. Items may be edited for clarity or length. Direct submissions to the *William & Mary News*, Holmes House, 308 Jamestown Rd. Fax to 221-3243. E-mail to wmnews@wm.edu. Call 221-2644 for more information. The deadline for the Feb. 9 issue is Feb. 2 at 5 p.m.**

Today

VIMS After-Hours Lecture: "A New Disease in Striped Bass: Should Anglers Beware?" Howard Kator, associate professor of marine science. VIMS. 7 p.m., VIMS, Gloucester Point. The event is free and open to the public, but due to limited space, reservations are required. Call (804) 684-7846 or e-mail programs@vims.edu.

Today, Jan. 28, 31; Feb. 1–3, 7

Presentations by the Andrew and Charles Bronfman Distinguished Visiting Professor in Judaic Studies, Jeremy Cohen: Cohen is the Spiegel Family Foundation Professor of European Jewish History and director of the Goldstein-Goren Diaspora Research Center at Tel Aviv University. "The First Parents and the First Commandment," (Jan. 27) 2 p.m., Wren 204. "The Myth of the Jew as Christ-killer: Melito of Sardi's On Pascha (Part Two), (Jan. 28) 10 a.m., Wren 301. "Christian Majority and Jewish Minority in Medieval Europe: Theoretical Foundations—Augustine's Idea of the Jew and its Medieval Legacy," (Jan. 31) 11 a.m., Wren 301. "The Rape of Sarit: Murder, Incest or Martyrdom?" (seminar for MedRen Studies students and faculty), (Feb. 1) 4 p.m. "Christian Majority and Jewish Minority in Medieval Europe: the Demonization of the Jew in the Later Middle Ages," (Feb. 2) 11 a.m., Wren 301. "Contemplating the Cross: Jews React to the Crucifixion, from the Gospels to Gibson," (Feb. 2) 7 p.m., Wren 301. "Jews and Judaism at the Time of Christianity's Birth," (Feb. 3) 3:30 p.m., Wren 301. "Christian Majority and Jewish Minority in Medieval Europe: Jewish Acculturation in High Medieval Society," (Feb. 7) 11 a.m., Wren 301. "Classical Judaism and the Modern Environment," (Feb. 7) 3 p.m., Wren 200. All presentations are free and most are open to the public. For information, call 221-2172 or e-mail mlraph@wm.edu.

Today, Feb. 10

CWA/Town & Gown Luncheon and Lecture Series: "The U.S. and Europe After Iraq," Clay Clemens, professor of government (today). "Historical Memories—How Memories Make Us," Fred Corney, assistant professor of history (Feb. 10). Noon–1:30 p.m., Chesapeake Ballroom, University Center. 221-1079 or 221-1505.

Gallery Talks: Artists whose works are on display in *9th Faculty Show,* the current Muscarelle Museum exhibition, will talk about their work: Jan. 27–Suzanne Demeo, Ed Pease and marlene Jack; Feb. 10– Brian Kreydatus. Both events are at 5:30 p.m., Muscarelle Museum. 221- 2700.

Jan. 28

Campus-wide Forum for all College Staff Employees: Vice Presidents Sam Jones and Anna Martin will conduct discussions of the Charter Initiative and answer questions related to the initiative. Noon, Commonwealth Auditorium, University Center. Staff are encouraged to attend and will be granted administrative leave for the time period.

Women's Studies and Black Studies Brownbag Lunch Series: "Virginia Woolf: The Voyage Back," Suzanne Raitt, Margaret L. Hamilton Professor of English and Women's Studies. Noon, Morton 314. 221-2457.

VIMS Seminar: "Building Integrated Ocean Observatories to Study Continental Shelves: From Blooms to Plumes," Oscar Schofield, Rutgers University. 3:30 p.m., Watermen's Hall, VIMS, Gloucester Point. (804) 684-7194.

Ewell Concert Series: Rahim AlHaj, Iraqi oud virtuoso. 8 p.m., Ewell Recital Hall. Free and open to the public. 221- 1082 or 221-1086.

Casino Night: Fundraiser for bone marrow drive. Sponsored by UCAB and Student Bone Marrow Drive Organization. Admission $5. 8 p.m., Chesapeake Room, University Center. 221-3254.

Jan. 28–29

UCAB Film Committee Presents: "Team America World Police." 7 and 9:30 p.m., Commonwealth Auditorium, University Center. 221-3254.

Jan. 31

First Ward Jones Annual Lecture: "The Crowded Stage in the Plays of Plautus," Fredric Franko, professor of classics, Hollins University, and former student of J. Ward Jones, Chancellor Professor, Emeritus. 4:30 p.m., Andrews 101. Free and open to the public. 221-2160.

Feb. 1, 16; March 1; April 6, 19

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 (Feb. 16, April 6) and at 12:30 p.m. (Feb. 1, March 1, April 19) in the President's House and lasts approximately one hour. The April 19 lunch is reserved for four-year roommates. For more information or to sign up to attend a luncheon, students should contact Carla Jordan at 221-1254 or cajord@wm.edu.

Feb. 3

American Culture Lecture Series: "Black Gospel Music and Black Memory in a Secular Age," Jerma Jackson, University of North Carolina, Chapel Hill. 5 p.m., Tyler 301. 221-1282.

Ninth Annual Benefit Show for Michael Coon Memorial Scholarship Endowment: Performances by Gentlemen of the College, the Accidentals, the Stairwells and Improvisational Theatre will provide an evening of music and comedy skits and a grand finale involving all performers. 7:30 p.m., Phi Beta Kappa Memorial Hall. Sponsored by the Student Advancement Association and the government department. Proceeds benefit student financial aid in memory of Michael Coon, a government student who would have graduated in 1996. Tickets are $5 and may be purchased in the University Center lobby the week before the event and at the box office the evening of the show. In addition, tickets may be reserved by calling 221-3027, faxing 221-1868 or e-mailing cmclem @wm.edu.

Feb. 4–5

Symposium: "Global Terrorism and its Impact on Sustainable Development." Sponsored by the William and Mary Environmental Law and Policy Review. First session begins at 1 p.m., Feb. 4, Law School. See www.wm.edu/law/events.shtml for a complete schedule. Free and open to the public. To pre-register, call 221-3279.

Feb. 5

Charter Day: An event marking the 312th anniversary of the founding of the College by royal charter from King William III and Queen Mary II of Great Britain. Librarian of Congress James H. Billington will speak. 10 a.m., Phi Beta Kappa Memorial Hall. By invitation. 221-2428.

"A Red Carpet Prom:" Benefit for tsunami aid. 9:30 p.m., Chesapeake Room, University Center. Free and open to the campus. Donations will be received at the door to benefit relief programs in South and Southeast Asia. E-mail questions to jauir@wm.edu.

Feb. 6

Muscarelle Museum Fifteenth Annual Winter Tea: Sponsored by Friends of the Muscarelle, the event features tours of the current exhibition (see Exhibition listing), music and elegantly served English tea, sherry, sandwiches and sweets. 5 p.m., Muscarelle Museum. Tickets are $12 adults, $4 students, and can be purchased at the museum. All proceeds benefit the museum. 221-2710.

Feb. 7

Lively Arts Series: "The Princely Players," featuring spirituals, hymns and gospel. 8 p.m., Phi Beta Kappa Memorial Hall. General admission $20. Call 221-3276 to check on ticket availability.

Feb. 7, 21

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

Feb. 8

HACE General Meeting: Kathleen "Kitty" Smith, technology support engineer in Information Technology, will make a presentation on bsic computer know-how. Noon–1 p.m., Tidewater Room A, University Center. The College Team 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.

Feb. 10

AIA Lecture Series: "Women of Wealth and Power in the Roman World: The Case of Iunia Rustica of Cartima," John Donahue, assistant professor of classical studies. 4:30 p.m., Andrews 101. Sponsored by the Archaeological Institute of America, Williamsburg Society. 221-2160.

Feb. 11

Chemistry Seminar: "Immobilized Chiral Rhodium Complexes on Silicas Show Enhanced Enantioselectivity in Hydrogenation of Enamide Esters," Richard Broene, Bowdoin College. 3 p.m., Rogers 100. 221-2540.

Feb. 12–March 26

Center for Gifted Education Saturday/Summer Enrichment Program (SEP), Spring 2005: A program for gifted learners, offering enrichment courses and opportunities for students entering preschool through grade 10. Summer SEP 2005 will offer two sessions: July 11–15 and July 18–29. For additional information, visit the Web site at http://cfge.wm.edu/PreCollegiate Programs/SEP.htm. or call 221-2362.

Feb. 15

Omohundro Institute of Early American History and Culture Colloquia: "Model Friendship: Towards a Grammar of U.S. Diplomacy," Martha Rojas, Sweet Briar College. 7:30 p.m., Institute in Swem Library, ground floor. 221- 1114.

Feb. 16, March 2, April 14

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.

looking ahead

Feb. 17

Annual Black History Trivia Contest: A fun and educational event sponsored by The Forum (formerly the Black Faculty and Staff Forum). Noon, University Center. Those planning to participate should call Lydia Whitaker at 221-2207 or e-mail her at lcwhit@wm.edu. Everyone is welcome.

Feb. 18

Law School Information Session: For prospective law school students, an opportunity to learn about applying and attending the Law School. Each session includes faculty and administrative presentations, a question-and-answer session with members of the student body, attendance at a class and a student-led tour. 9 a.m.–12:30 p.m., Law School. Contact the Admission Office to reserve a space. 221-3785.

Feb. 24–27

William & Mary Theatre: "Flying West." 8 p.m. (Feb. 24–26) and 2 p.m. (Feb. 27), Phi Beta Kappa Memorial Hall. Tickets $8. Reservations are available by calling the PBK box office at 221-2674, beginning Feb. 14. Box office hours: 1–6 p.m., Mon.–Fri.; 1–4 p.m., Sat., and one hour before performances. Call 221-2660.

deadline

Feb. 22

Proposals for Notebook Course Development due to Gene Roche, director of academic information services, by 5 p.m. Send to earoch@wm.edu. The Provost has made funds available for four grants for faculty to develop courses using the capabilities of notebook computers to enhance teaching and learning. Each grant includes a $3,000 stipend and a notebook computer of the same model that will be recommended to incoming students. Grant recipients will collaborate in a workshop on May 16–17, 2005, presenting their projects and offering consultation to other faculty members. Proposal guidelines and more information are available at http://www.wm.edu/it/myNotebookFacultyGrants. Decisions will be announced in early March.

exhibitions

Through March 20

9th Faculty Show, an exhibition featuring the talents of the studio faculty of the department of art and art history. Included are the pottery and stoneware of Marlene Jack and Brad McLemore, the still lifes and landscapes of Bill Barnes and Linda Carey, the figure studies and paintings of Lewis Cohen and Brian Kreydatus, the watercolors and digital images of Suzanne Demeo and Edwin Pease and the wall pieces of Michael Gaynes.

Through March 20

Faculty Choice, selections from the museum's permanent collection, chosen by art historians of the department of art and art history. On display are the 18th-century engravings of Cornelis Danckerts, the late 19th-century architectural drawings of Florence Chauncey Rice and early 20th-century bookplates by Julius John Lankes. The exhibition showcases some rarely seen gems from the museum's works on paper.

These exhibitions will be on display in the Muscarelle Museum on Wednesdays, Saturdays and Sundays from 12 noon to 4 p.m., and on Thursdays and Fridays from 10 a.m. to 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 for children under 12. Admission for all other visitors is $5. Admission to galleries displaying objects from the permanent collection is free. 221-2703.

sports

Jan. 30

Women's Basketball vs. Towson, 2 p.m., William & Mary Hall.

Feb. 2

Men's Basketball vs. Drexel, 7 p.m., William & Mary Hall.

Feb. 11

Women's Basketball vs. George Mason, 7 p.m., William & Mary Hall.

Feb. 12

Men's Basketball vs. George Mason, 2 p.m., William & Mary Hall.

Feb. 16

Men's Basketball vs. James Madison, 7 p.m., William & Mary Hall.

For information, call 221-3369.

community

Feb. 3, 10

Sixth Annual Music Lecture Series—"Music in Your Life:" "Tonal Seduction—Hidden Themes of Film Music," Katherine Preston, associate professor of music, William and Mary (Feb. 3). "The Other La Bohéme," Gary Green, artist-in-residence, department of theater, speech and dance, William and Mary (Feb. 10). Both events at 7:30 p.m., Williamsburg Regional Library Auditorium, 515 Scotland St. The series is free and open to everyone. Sponsored by the Virginia Symphony Society of Greater Williamsburg and the Williamsburg Regional Library in cooperation with the Department of Music, William and Mary. 259-4040.

Feb. 4

Leapfrog Concert: The Old School Freight Train band blends bluegrass, funk, Latin and jazz into a unique style. Sponsored by the College Bookstore, Bank of Williamsburg, Plan 9 Music, Coldwell Banker Professional Realtors, realtor Tamra E. Elim-Durden and Jansport, the concert is a benefit for the arts at Matthew Whaley School. Tickets are $8 in advance and $10 at the door for adults, $5 in advance and $7 at the door for students. Advance tickets are available at Plan 9 Music, 141 Monticello Ave., or by sending a check made out to MW PTA through campus mail to Cindy Hahamovitch, James Blair 211. For information, call 221-13770.

CLASSIFIED ADVERTISEMENTS

For Sale

1998 Honda CR-V, 4WD LX, black. CD player, ABS. Very clean and reliable. Well maintained, 3-month-old tires. Honest 25 mpg. Asking $5,300. Call 229-0714.

1993 Honda Prelude VTEC 5-speed, red. 135K miles, mostly highway. Excellent condition. Carefully maintained with synthetic oil from day one. Newly installed MP3 player and speakers. $5,000. Call 221-3472 (day) and 258-9053 (evening).

For Rent

Waterfront apartment for one person. Living room with fireplace, kitchen, bedroom and bath with separate entrance in private home. Located on James River 8 miles west of William and Mary. Use of pier and canoe. Partially furnished. $600/mo., includes all utilities and cable with HBO, except telephone. Currently wired for Verizon and Cox Telephone and Cox Internet. Available March 15. Call 229-5009. Between Jan. 28 and March 2, call (757) 897-5136 (cell) .

For graduation week, timeshare at Fairfield's Patriots Place resort in Williamsburg. 2 BRs with capacity to sleep 8, pool, tennis, etc. Call 1 (800) 890-1940 and refer to Ad#486450 or go to www.vacationsonly.com and type in the Ad number.

Wanted

Retired Florida couple with well-trained miniature poodle seeks furnished summer rental or housesitting situation in Williamsburg. Need 1st-floor bedroom. William and Mary faculty references available. Call (352) 686-8574 or e-mail ravellan@tampabay.rr.com.

Free

Lovely litter of law books to responsible owner. Amerijurisprudence pedigree. Call Amanda at 258-2166.

W&M NEWS

The next issue of the *William & Mary News* will be published on Thursday, Feb. 9. The deadline for submission of items is 5 p.m. on Thursday, Feb. 2, 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/).

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 no later than 5 p.m. on the Thursday before publication.

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