



NEWS

A Newspaper for Faculty, Staff and Students

Front Page

Selling human rights

Julie Mertus said that Americans are tolerating an erosion of civil liberties.



See Front Page at www.wm.edu

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Sonn at the law school Religious scholar traces rights in Islamic law

Though often misrepresented and misunderstood in the West, Islamic law has always contained elements of human rights. The very concept of essential rights for all members of the community can be traced back to the origins of Islamic law, Tamara Sonn, the College's Kenan Professor of Humanities in the department of religious studies, said in a recent lecture at the Marshall-Wythe School of Law.



Tim Jones

Tamara Sonn

"The reality remains that those Muslims who are joining with people of all traditions in the search for justice and universal human rights have a fertile source for supporting arguments in their own classical legal traditions," Sonn said.

Diversity of opinion complicates interpretations of Islamic law within the Muslim community, Sonn said, and its application to all facets of life adds to the challenge. Often overlooked is the division between what Muslims consider the revealed divine will and specific legal codes devised by humans in the effort to implement the divine will. *Shari'ah*, or law that reflects the divine will, is eternal and changeless and serves to guide Muslims in their daily lives to gain eternal reward by creating a just society.

"You can't get to heaven by ignoring earth, and you can't live successfully by
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First three make their cases, two more to go

Presidential candidates describe their goals

The William and Mary News believes that the best way to cover the visits of the five presidential candidates is to let them represent themselves in their own words. The following comments are transcriptions from the candidates' faculty forums. Comments from

the remaining two candidates, Gene Nichol and Lester Lefton, will appear in the next issue of the News. Digests and audio recordings of each candidate will be available on the website for the Presidential Search (www.wm.edu/presidentialsearch/candidates).

Roger Hull



Tim Jones

President
Union College

Decision to be a president

I'm here because of you. I'm here because unbeknownst to me

when the governor [Linwood Holton] put me on the Board [of Visitors] in 1970 and I went to my first meeting and looked around the room, I realized that no one wanted to be there. None of the visitors and none of the administration wanted to be there because it was three weeks after Kent State. I suddenly realized that day that I wanted to be where we all were, and I decided that day I wanted to be a college president. It's not often that one can find a turning point in one's life and know it at that moment, but I knew that moment here in Williamsburg that what I've done for the last 24 years is what I wanted to do. So, in a sense, coming back to Williamsburg is coming back full circle, because it was here that I got the idea for what I have pursued as a career for the past two dozen years.

Union College distilled

So what is Union [College]? You
Continued on page 2.

Virginia McLaughlin



Tim Jones

Dean, Education
William and Mary

Leadership role of president

The president has a unique leadership role in articulating the vision and the direction, keeping it in front of everyone, reiterating it on every possible occasion, making sure that we're assessing and monitoring our progress, and changing course as necessary.

Internal or external appointment

When Tim Sullivan announced that he would be stepping out of this position, many people assumed that we'd be making an external appointment this time. It's often typical in organizations, including educational organizations, that you alternate between internal and external appointments, and I respect the judgment of the search committee or of anyone in the audience if you're heavily leaning in that direction.

But I would also offer the consideration that we are in such a unique place in the history of the College of William and Mary. We are part way into a radical restructuring of our relationship
Continued on page 2.

Taylor Reveley



Tim Jones

Dean, Law
William and Mary

Structure and scale

What is it about the College that I love? First I believe deeply in William and Mary's scale and structure. After literally centuries of honing, the College has come to be a small research university with a magnificent arts and sciences program for undergraduates as its crown jewel, surrounded and enhanced by a few extraordinary graduate programs in the arts and sciences and by a few extraordinary professional schools.

Commitment to teaching

It matters to me that William and Mary has safeguarded its commitment to teaching, even as we move seriously into the highest reaches of research and scholarship, where we must be, if we are to be a research university of national and international caliber, one capable of attracting the most capable faculty and one able to garner truly significant grants. Too many universities lose their teaching soul as they climb the scholarly pole. This has not hap-
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A little-known case of civil rights

Graduate students bring light to the Green case

Two William and Mary graduate students recently stumbled onto something so large and significant in their "own backyard" that its shadow covered the landscape of the nation. Their surprise came, however, when no one acknowledged that it was there.



The New Kent County High School.

The students, Jody Allen and Brian Daugherty, discovered the 1968 Supreme Court decision *Charles C. Green et al. v. County School Board of New Kent County, Virginia* when they began producing National Park Service teaching guides several years ago. It quickly became apparent that the case, played out within 30 miles of the College, was huge in terms of U.S. civil rights. It forced school integration. With its background of colliding Southern cultures, with its smattering of unsung heroes and with at least one profoundly upbeat, if subtle, ending, the students began thinking "Hollywood." They were compelled to get the word out.

Today, several major grants and 25 videotaped interviews later, Allen and Daugherty are diligently filming and splicing what promises to be a world-class historical documentary.

The *Green* case is important because of the way it "piggybacks on *Brown*," Daugherty said.

In *Brown v. Board of Education* (1954), the Supreme Court determined that separate schools were inherently unequal. Ten years later, however, only 2 percent of black students were enrolled with white students in Southern schools. That circumstance was not lost on the Court. Certainly it was not lost on Calvin Green, whose own children in New Kent County, Va., were attending a school inferior to that attended by white students. As the local National Association for the Advancement of Colored People president, he sued to remedy the inequity. Ultimately the Supreme
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Inside W&M News

Slevin is 'outstanding'

Sociology professor wins Outstanding Faculty Award from the Commonwealth of Virginia.



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The order of things

Physicist Hans von Baeyer tells us what we need to know about our world.



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Shaver's Ravers keep hope

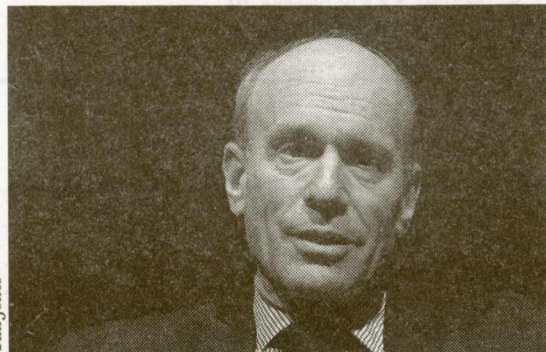
It has been a tough season for the basketball squad and, vicariously, for the Ravers.



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Presidential aspirants describe their backgrounds and their goals

Roger Hull



Tim Jones

Continued from front.

can time me if you like, but it should be no more than 14 seconds, unless I start tripping over my words: Union is educating tomorrow's leaders today by building innovatively on tradition, by turning theory into practice and by making students at home in the world of other peoples and cultures, technology, research and service in a unique living learning environment. Those are our pillars.

Dreams of the future

Jefferson has a quote that I think is very important. I think it's very important to this institution. He said, "I prefer the dreams of the future to the memories of the past." Well, William and Mary clearly has a spectacular past and it's part of what the *raison d'être* of this institution is, but it has to be, as Jefferson would say, "focusing on the dreams of the future."

Delegate or hands-on

I would not be interested in just being an external president because then what you are in effect is a vice president for development. From my perspective, a college president, university president today has to spend, as I have spent, a good deal of time off of campus. But from my perspective, too, the fun of the job is also being on campus. I was given a list of 20 to 30 questions that I'm supposed to address tomorrow with staff, and one of the question was, Are you a hands-on administrator or do you delegate? The answer is yes: I am a person who knows every aspect of the two institutions he was president of but who delegates, and I want to be familiar with everything. But I don't want to do anybody else's job.

A position of persuasion

A college president pre-1968 operated from what I would call a position of power. The institutions were ones where if the president said something, everyone—from trustees to faculty to students—saluted. Post-1968, [the college presidency] was transformed from a position of power to a position of persuasion. If you did not have the ability to bring people along, you simply were not very effective. So, from my perspective, what one would have to do in a position like this is have some ideas as to what you think makes sense, building on the traditions of the institution and working with the faculty and staff and, obviously to a certain extent, students to develop the vision.

Tenure decisions

What I've always sought to do is to make sure that the tenure decisions we make are the right ones. We make our tenure decisions based on student input and very extensive peer review from outside the institution as well as inside [input from] faculty. We have a strong faculty, and we have a faculty that I have supported at every turn in terms of providing the resources for them. We at Union—just as you at William and Mary—have students who across-the-board, when asked, always cite faculty as being tremendously strong. No one says anything negative about faculty. Everyone speaks about excellence in teaching, and that's the way it should be. The role of a president is to make sure that you have excellent teachers ... and to provide the support for first-rate teacher-scholars.

Virginia McLaughlin



Tim Jones

Continued from front.

with the Commonwealth of Virginia; we are two-thirds of our way through a major capital campaign; we are without a vice president for development; we do not have an executive director of the alumni association. There's a real risk of loss of momentum, loss of continuity, if we have to bring in someone who has to build those relationships from scratch.

An inclusive community

All universities, including William and Mary, are struggling with what it means to be a vibrant, diverse, inclusive community. We have struggled with it. We are not nearly as diverse as we would like to be. Yet, we have a unique opportunity because we are a small community and we're bound together by such a strong sense of identity and common value that we could take the lead in defining what this means in a way that other universities may not be positioned to do or may not have the will to take on.

Let's look at the graduation rates of white students from the College of William and Mary vs. African-American students from the College of William and Mary. As I look at the data, we have about a 20-percent disparity. We can do better than that.

Economics and fund-raising

We [the state and nation] are not operating with the same value orientation that we might have had 10 years ago. I think the whole orientation toward education is now grounded less in a social-justice orientation and more in an economic mode. Across the country, states are backing away from their support of higher education. Yes, it's partly due to growth in K-12 and Medicaid and transportation, and everything else, but it's also a real sea change in how our country views investment in higher education. The bottom line is that if we want to improve support for graduate programs, that's a play where we're going to have to find ways to generate those dollars on our own.

As a public institution, we are relative latecomers to the issue of development, and I think it only has been recently that we've gotten better at educating ourselves as well as the general public about the shift from a state-supported institution to one that is much more heavily reliant on private resources. We have to establish a culture of giving.

Sustained initiatives

What I see happening in most initiatives, including some of ours here at William and Mary, is that we embrace a particular initiative in very good faith, but whether it's because we starve it without resources or because our attention gets drawn to other priorities, we never really define what it would mean across different units within the College. We never really bring everyone on board. We never stick with it long enough to see it come to fruition. And we don't really gather the evidence to know if we've accomplished what we want and where we need to go from here. And I do think that is something that a president can accomplish by being relentless in articulating the aim, in holding vice presidents and deans and others responsible for progress toward this initiative, celebrating the accomplishment and allocating resources where they're going to make the most difference.

Taylor Reveley



Tim Jones

Continued from front.

pened at William and Mary, and it need not happen.

Prime goals

What would be my prime goals, if I were president, in order to realize our vast potential? Let me mention three. First, utterly essential to continued progress is an adequate, stable funding base for William and Mary. In today's intensely competitive world in higher education, it's impossible, flatly impossible, to thrive over time if your finances are far more skimpy and far more chaotic than the competition's. ... Second, it's vital to create and maintain a context in which first-rate teachers and scholars, superb students, and extremely able administrators and staff from diverse backgrounds want to come to William and Mary in the first place, and once they've gotten here, want to stay because they feel they can do their best work here, while enjoying the process. ... Third and finally, we must maintain our commitment to teaching and leadership in the public interest, even as William and Mary grows in scholarly and research-university renown at the undergraduate level.

Diversity

The president or the dean has to make clear that, in his or her view, diversity is a powerful educational tool and that for some underrepresented groups affirmative action is crucial now and will be for some time to achieve diversity. Those are two different dimensions of the whole. I believe in both of those things. We have walked the walk as well as talked the talk at the law school. In fact, I think we have succeeded more at recruiting African-American students at the law school on a percentage basis than any other element within William and Mary.

Fund-raising

I have absolutely no problem looking people in the eye and asking them for lots of money. I've done it very often—enjoyed it. We've tripled annual giving at the law school since I became dean and raised a good bit of large money, too.

Tuition and financial aid

If the state wants essentially very inexpensive, elite higher education for Virginians, it ought to improve its funding of that education. In other words, the problem exists in the first instance because the state isn't doing what it needs to do. The second thing I would say is, if the issue is access to a William and Mary education or any higher education in Virginia, it's not really so much a question of the tuition level within reason—it's a question of need-based financial aid. It's crucially important at William and Mary that anybody who gets admitted be financially able to come.

Role of the president

The role of the president is not simply to raise money; it is not simply to go to Richmond and Washington. It's also to think ahead and to try to spot those places where there really is significant latent potential and get people organized and moving forward. It's a lot easier to say than to do, but it can be done. I think it's part of what makes the job fun, where you really feel like you can do some good.

A little-known case involving civil rights

Allen and Daugherty examine *Green v. New Kent County*

Continued from front.

Court used the case to expedite the promise of *Brown*, Daugherty believes.

Indeed, writing on behalf of the Court, Justice William J. Brennan asserted, "The burden on a school board today is to come forward with a plan that promises realistically to work, and promises realistically to work now."

"The Court basically ordered that school boards had to actively integrate their populations," Daugherty said. "It meant they couldn't just end segregation; they couldn't just assign students to the schools nearest their homes." All this took place during what he called a "downright scary" period in the nation's history: President Dwight D. Eisenhower was urging the nation to move cautiously toward the equalization of civil rights; a few years later, the U.S. Congress passed the Civil Rights Act of 1964, which prohibited racial discrimination in any program receiving federal funds.

In 1965, Daugherty said, when the *Green* case originally was filed, most white parents in the local school district were hostile toward integration. Some were antagonistic about sending their children to school with blacks. Others were concerned about the increased time it would take to transport their children to a school farther from home. Others were concerned about the effects of forcing their children to switch schools after having spent years among one set of classmates.

Likewise, many black parents felt that Calvin T. Green and his co-plaintiffs were "too pushy," that their efforts would result in a backlash.

Daugherty believes that Green, a man who "pursued the issue on principle without seeking notoriety," was critical to the success of the case.

"Green is one of the unsung heroes of the civil rights movement," he said. "He was a decorated Korean War veteran who came home from the war and felt betrayed by an America that was not living up to the principles for which he had fought." Green's action resulted in personal repercussions: his wife lost her job in the local school; his family endured financial hardships. "In my mind, Green is one of those courageous few who took a stand and should be recognized," Daugherty said.

Henry Marsh, a Virginia senator from the 16th District, who served as liaison between the New Kent NAACP and the NAACP's Virginia State Conference attorneys arguing the *Green* case, agreed that Green's personality was important. "Green ... was a strong leader," Marsh told the researchers. "That's important—to have a case with a strong leader, so the people won't back out on you and they won't be intimidated."

Assessing the importance of the case, Marsh said, "Before we had the decision, desegregation was stymied because you only had desegregation where you had black applicants willing to run the gauntlet in white schools. After *Green v. New Kent*, as long as freedom of choice was not working, it was unlawful."

Allen, as did Daugherty, became a fan of Calvin Green. "Dr. Green is very willing to tell you what's on his mind," she said. "I can imagine that he, as a young man, was a good choice to have speaking to the school board, because he's the kind of person who says what he thinks, does so in a professional manner and doesn't



Courtesy of Brian Daugherty

Jody Allen (from left) and Brian Daugherty discuss their research project with David Essex, a scriptwriter.

care what you think of him. That's the kind of person it took to [persist in] what they were standing up for."

She also came to admire the courage displayed by the County's black students during that time—in a sense, her peers. Even today, she remains dimly aware in her own life of efforts to resist integration.

"As an elementary school student [in Hampton, Va.], I remember hearing about freedom of choice," she said. "I remembered a rumor going around that we were going to be split up and were going to different schools. A bunch of us were very sad, thinking that we were going to have to leave our friends. Then the term 'freedom of choice' came up, and what that meant to me was, 'Oh, I can be with my friends.'"

Now she realizes that the semantics of freedom of choice, which allowed black students to choose black schools and white students to choose white schools, were designed to avoid school integration.

One of the students whom Allen came to admire was Cynthia Lewis Gaines. She was among the first group of 11 students to enter the formerly all-white New Kent school after the *Green* decision.

"She was just 13," Allen said. "Thirteen is horrible, anyway. She told me about being introduced as part of her new school's basketball team. She was standing on the court with five other players, all white, and some white gentleman shouted out, 'Five white girls and one African.' Every person in the gymnasium started to laugh. When she told me that, it brought tears to my eyes. Imagine being 13 and having everybody laughing at you."

Allen said Gaines and other black students routinely used humor as "their way of coping with hostility." She relates an incident in which the black students decided "to have a little fun and empty 11 tables." The 11 black students, aware that the white students avoided sitting with them in the school's cafeteria, one day got their lunch trays and each sat at a different table. "All of the white students got up and stood around the wall, where they ate from their trays," Allen said.

Although it took about a year, Allen said, things did get better for the black students. "Friendships were formed between the races, even though they couldn't go to each other's homes," she said. "Their families and the older people

were uncomfortable, but as the kids came to know each other, they did become comfortable with one another."

As they pursued their research, Allen and Daugherty found that the black participants were eager to talk about the events that transpired in connection with the *Green* decision. Whites, however, were less comfortable. Allen and Daugherty have made it a priority to get more testimonies from whites on record. "Some of the whites remembered being upset, but [did not give] specifics," Allen said. "This case happened a long time ago and their attitudes may have been different, or they just don't want to be as colorful as they might have been 30 years ago."

Fortunately, although attitudes held by whites may have been, in retrospect, overtly racist, violence never became part of the white response. "Virginia was never as violent as many other Southern states in terms of lynchings or violent acts," Daugherty explained. Threats were made but they were not physical. White reaction included at least one incident of a cross burning: a cross was set ablaze on the lawn at the local community center where blacks were celebrating the Supreme Court decision in *Green*. The more common response by white residents, however, was to pull their children out of the public school system and enroll them in private schools, he said.

With a few more testimonies, the students believe the substance of their documentary will be complete. Already they have enlisted Hollywood-based scriptwriter David Essex, a former William and Mary student, to produce a final product. Within a year, they hope they will have a documentary that they can sell to the Public Broadcasting System or to the History Channel.

Melvin Ely, professor of history at the College who is serving as adviser to Allen and Daugherty, knows the odds are against them, but he remains encouraging. "Whether you sell something in the media is largely a 'crapshoot,'" he said. "There probably are 50 projects that get pitched for every one that is produced in the end. However, Jody and Brian have the qualifications. If they've got some good talkers who were involved in the event, they can make a compelling case. The case they are looking at is probably

The 'love of Brown'

Calvin Green, founding president of the New Kent County Chapter of the NAACP, made the following remarks to Jody Allen about the need for the Green case in 1965.

Now, [in] '54 we were informed of *Brown* and it was an exciting year all over the United States, and it gave us a brand-new talking thing and brand-new big effort ... Eisenhower was the president, and when people got all upset and put pressure on the politics, Eisenhower made his famous remarks about taking it slow. "Deliberate speed" was the language, but it meant take it slow and not upset the country. So with his language of moving slowly it actually put brakes on all four wheels of *Brown*. ... If Eisenhower had not interjected the idea of taking it slow, the courts—the lower courts—would have ruled some action. But he was a popular president, and they accepted his idea of going slow, so then *Brown* became a talking word but it wasn't getting anything done. ...

Nothing [was happening]. ... We were just living in the love of *Brown*. Everybody could walk around and say *Brown*, say [segregation is] illegal, but that was as far as it got. Nothing was happening throughout Virginia or the United States, for all practical purposes, in terms of integration.

the most important little-known desegregation suit there ever was, and it needs to be better known. It has the appeal of being a revelation to those who hear it."

The students refuse to be daunted by the odds against them. "I think this story is a very good example of, as the saying goes, ordinary people doing ordinary work and having an extraordinary effect," Allen said. "These folks were from a small rural county and they made a difference. That's one of the reasons I think it's so important for us to get the word out. This is a great lesson—small-town people can make a difference on a nationwide level."

by David Willard

Sociology professor wins state Outstanding Faculty Award

Slevin's passion continues to grow



Kate Slevin

From the very beginning of her first sociology class as an undergraduate student, Kate Slevin found something that totally captivated her. She calls her first encounter with the discipline "love at first sight."

Now 28 years into a distinguished career in academe, that passion continues to grow for Slevin, who has spent nearly 20 years at the College of William and Mary, including six years as chair of the sociology department. In recognition of her dedication to teaching, scholarship and service, Slevin, the College's Chancellor Professor of Sociology, was named winner of Virginia's highest honor for faculty at public colleges and universities.

Slevin was selected as one of a dozen recipients statewide of the 2005 Virginia Outstanding Faculty Award funded by Dominion Resources, a Richmond-based energy company. Since the award program began 18 years ago, 25 faculty members at William and Mary have received the annual honor. The award is administered by the State Council of Higher Education for Virginia (SCHEV).

"The dedication of our faculty and their commitment to educational excellence is what truly makes William and Mary a remarkable place for each of our students," said William and Mary Provost P. Geoffrey Feiss. "Kate Slevin is an exemplar of this commitment to students first. She has the respect of both her colleagues and students for her unstinting work on behalf of a diverse and vibrant campus community. Her standards are high, her willingness to participate in faculty governance is legendary and her stature as a faculty mentor is unchallenged. I can think of neither a better representative of the College of William and Mary nor a more deserving winner of this prestigious award."

The Virginia General Assembly and the governor created the Outstanding Faculty Award in 1986. Since 1987, when the first presentation was made, 217 faculty members in Virginia's colleges and universities have been honored. This year, 12 faculty members from across the state were selected from a competitive pool of 110 candidates, who are all nominated by their peers at Virginia's colleges. Statewide, there are nearly 11,000 full-time faculty members. Winners must demonstrate a record of "superior accomplishments in teaching, research and public service."

Slevin was honored on Feb. 15 during a ceremony in the Old Senate Chamber at the State Capitol in Richmond and at a luncheon with Gov. Mark Warner. The recipients received a specially designed plaque and a \$5,000 award.

Slevin took her first sociology class during her second year at University College in Dublin, Ireland. She says the class immediately changed the way she approached life and school. She thought about the world in a more critical, informed way. She found a discipline that made her want to read beyond regular assignments.

It's a passion that Slevin brings to each of her classes at William and Mary. "Not only have I not lost that passion for my discipline, it has continued to

grow," Slevin said. "I wish no less for my students. My challenge each time I enter the classroom is to share with my students the excitement that sociology provides me both as a teacher and as a scholar and researcher. I covet the opportunity to both model intellectual engagement for students and to encourage them to actively engage in critical thinking—at least about one discipline."

Ever since her earliest days as a faculty member at the University of Richmond, Slevin has been known as an outstanding teacher inside the classroom and a sought-after academic adviser and mentor outside the classroom. At William and Mary, her courses regularly command lengthy waiting lists of students aware of her reputation as a challenging teacher who requires active student participation and as a professor who encourages lively classroom discussion.

"I strive to help students become critical observers and consumers of their cultures and those of others," Slevin said. "I address this goal by providing a variety of readings and critiques that allow us to discuss and debate the ways that we come to understand and know our culture or society and those of others."

Slevin started her career in higher education in 1975 as an assistant professor at the University of Richmond. In 1981, Slevin left Richmond to become the academic coordinator of SCHEV. In 1986, Slevin came to William and Mary as the associate provost for academic affairs. She joined the sociology department in 1990 as an associate professor and director of its graduate program. From 1997 to 2003, Slevin served as chair.

"Her tenure as chair was defined by a creative and well-articulated vision for the future of her department, by a commitment to students and their needs, by an unwavering dedication to excellence in teaching and research among her faculty colleagues and by a too-rare willingness among chairs to confront difficult issues," Feiss said. "She inherited a department with many senior faculty about to retire and left behind one full of young, energetic faculty molded into a community of scholar-teachers who place student interests first."

Since joining the sociology department, Slevin has taught at all levels of the curriculum, including graduate seminars in social theory and graduate public-policy seminars on race and gender. She regularly teaches undergraduate courses focusing on the principles of sociology and the sociology of aging or work. In addition to her teaching, Slevin is widely known for her mentorship of students and faculty members. To date, she also has chaired committees for two master's theses and 11 honors theses and has served as a member of 25 honors committees.

"I benefited from her teaching skills, but just as much from the lessons she taught me about life," said one former student. "She made me realize that vocalizing ideas and having open discussions was the best way to learn. She is a model for every educator."

The author of several journal articles, book chapters and two books, Slevin's scholarship is widely considered to be on the cutting edge. She has become a pioneer in the area of research on gender and aging, and *Gender, Social Inequalities, and Aging*, a book she co-authored with Toni Calasanti, has received praise from national experts for exploring how the experience of men and women in later life varies widely based on gender, race, class and sexual orientation.

The winner of numerous honors during her teaching career, Slevin recently received the 2004-05 Phi Beta Kappa Faculty Award for Excellence in Teaching, which is given annually to a member of the William and Mary faculty who shows a sustained excellence in classroom teaching, research collaboration and mentorship. She also received the Outstanding Woman in Government Award from the Virginia Council on the Status of Women and Virginia Women Attorneys Association in 1984 and the Distinguished Educator Award from the University of Richmond in 1981. Slevin earned her undergraduate degree in sociology from University College and a master's and a doctorate from the University of Georgia. She has two grown children and lives in Williamsburg with her husband, Robert Yeomans, who is a health administrator with Riverside Health System.

by Brian Whitson

Hans von Baeyer explains the order of things

Hans Christian von Baeyer, Chancellor Professor of Physics, is more than primed for serious conversation. Ever since the Einstein centennial in 1979, when he published that little piece about general relativity in the "William and Mary Gazette"—it won the Science Writing Award from the American Institute of Physics—he has honed wit and wonder to become one of America's most

'I love it when old students from many years ago send me an e-mail or something. ... It means I've contributed to their lives.'

—Hans von Baeyer

engaging popularizers of physics. During the ensuing three decades, he has made it his work to talk, to write and to explain the nature of things. Today, roughly 70 articles, a couple of television series and five books later, it has proved to be a fitting vocation.

"I have been a teacher all my life; you teach at various levels," he explains. "You teach at the public-school level, you teach at the university level, you teach at graduate school and you teach the public at large. It's all a matter of explaining science—physics in particular—to the world."

He remains grateful for the support of the College and his department when he shifted from being a theorist. After all, it was in that role that he was a "mind" behind the creation of the billion dollar J-Lab in Newport News, Va. (the Thomas Jefferson National Accelerator Facility), which put the College on the international research map. "Many people don't think that popularization is a legitimate scholarly activity for a university professor," he explained. He has friends who were "let go" by their university employers when they attempted a similar shift.

Having stayed, he has continued to be a force at the College. Those few who somehow have managed to avoid learning science from him either through his writings or in his classrooms may have encountered his intellectual curiosity at the Raft Debate, a dormant College tradition that he revived several years ago.

"The best students get it," he said about the debates, annual spoofs that pit representatives of the academic disciplines against each other in frenzied harangues as they argue for their virtual lives. "The best students understand that a geology professor who is up there waving around a chainsaw is convinced deep down that geology is important, that understanding the earth that we're standing on is important for humanity and important for life." He calls the debates a mature way of looking at the world—"a symptom of the maturity of William and Mary."

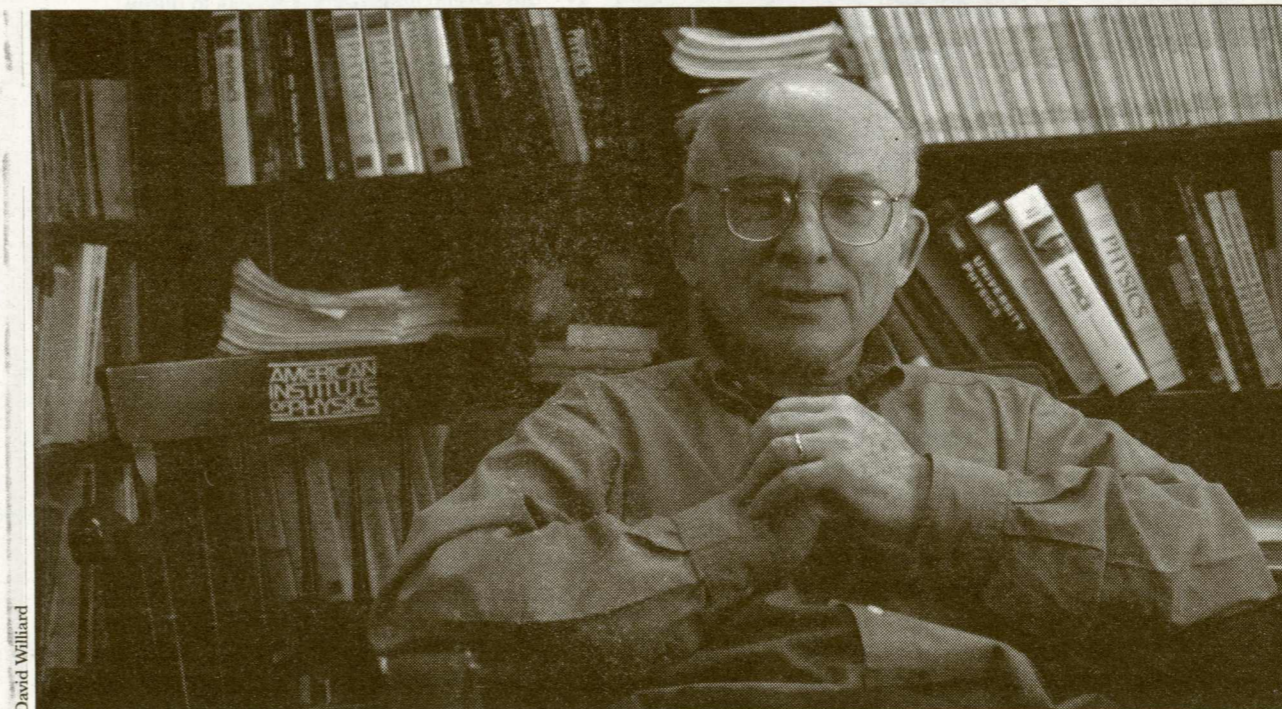
He has seen the institution grow to support that maturity. Thirty-six years ago, it was a small liberal-arts college; now it is a strong liberal-arts college within a university, he says. Through it all, he has witnessed a faculty that is "getting better," and he has applauded the internationalization of the place.

The students, however, remain the "great treasure" of William and Mary, he says. "We have wonderful students and that's what it's all about. I have enjoyed interacting with them. I love it when old students from many years ago send me an e-mail or something. That makes it all worthwhile. It means I've contributed to their lives."

Recently, the William and Mary News had 45 minutes with von Baeyer. We asked him to contribute to our lives as he taught us about our world. —Ed.



Von Baeyer lounges in a Raft Debate prop. He serves as moderator of the event, a role in which he invariably proves to be the quickest wit of all.



Physics professor Hans von Baeyer always seems primed for a conversation about the order of things.

Q: What would you, as a physicist, tell freshmen English majors to help them understand their world?

von Baeyer: You don't need to know specific facts. Perhaps you should consider that you live in a universe and the more you know about the universe, the better off you are. You become more comfortable and at ease. Some things in the universe are threatening, but as you learn about them, you become more comfortable. It's like walking into a hotel room. At first, everything is strange, but you orient yourself. You figure out where this is and where that is; you make your surroundings compatible with your lifestyle and your imagination. The same thing happens with human relationships. You need to be comfortable, and perhaps more than comfortable; you need to be curious about your surroundings. Life is more interesting if you are curious about a person, or about the place where you live or about your world. If you know a little about the stars, then they become more fascinating to you. If you know a little about trees and birds, they can enrich your life.

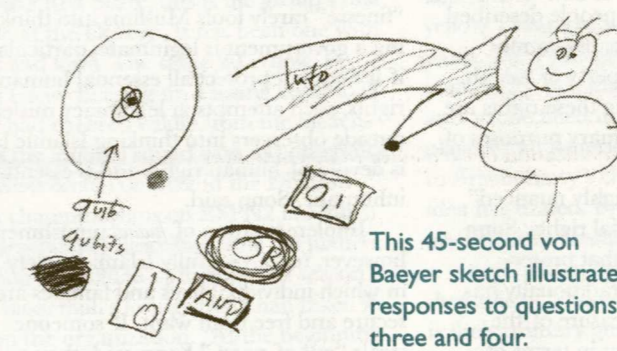
Q: What would you tell a physics major?

von Baeyer: One article I wrote was about the lotus flower (*The Sciences*, January 2000). If I can relate physics to a lotus flower, that certainly enriches a physics major who has been dealing with little electronic machines all of his life.

Q: In your most recent book, *Information: The New Language of Science* (2004), you suggest at one point that most of us should not be concerned about trying to fathom how the world is ordered. Why?

von Baeyer: The reason is that on one level is the world of atoms and things like that, and on another, is [the world of] us. How do we know about this world? For example, we touch a chair. We don't see the chair directly. What we do is get sense experiences. The sense experiences are what is in our brains. For our brains to go back to the atomic world and ask about what is really, really at the bottom of things is foolish, because we're going to get it wrong every time. What we should do is be aware of the in-between piece, the information we receive in our brains about the thing. That is what the book *Information* is about. We need to be aware that the world is not only determined by what is at the bottom but also by the way it comes to us and by the way our brains arrange it. Now, you could talk about a chair, describe all that you see about it, its frame, its fabric, say what the chair is about; then I could come along and say the chair is 99.9 percent vacuum and there are these tiny, little electrons going round and round. Then comes the legitimate question: Is the chair really vacuum and electrons, or is it really the other thing that you perceive?

That's why I say it is a foolish dichotomy. We should become more sophisticated. We should be aware that we will never get to the actual bottom. What we can do is to know quite a bit about the real world as modified by our own



This 45-second von Baeyer sketch illustrates responses to questions three and four.

brain. You know you are sitting on a chair and it is holding you up. I know that if I took it apart into little pieces, I would find that it is vacuum and little electrons that are sort of hitting you and holding you up. Now, which view of the chair is correct? They both are correct. They both are part of this more sophisticated thing.

When I say you shouldn't ask, I mean that you shouldn't tie yourself down to one fundamental picture of what the world is really, really like. I think you're always going to get it wrong. The Greeks got it wrong, the alchemists got it wrong and the 20th-century physicists got it wrong. A few hundred years from now, people may be sitting around laughing about all these strings and quarks that we think right now are down there at the bottom of things. I am not going to hold my hand in the fire and say that strings and quarks are what the world is really, really like. The world is just as much determined by what goes on in my brain.

Q: In *Information*, you call the qubit the ultimate source of wonder. Why?

von Baeyer: The qubit? One thing that makes life simple when you look at information—at least mathematical information—is that it can be encoded in zeros and ones. [It can be reduced to bits.] Not everything can. Love is probably difficult to quantify in zeros and ones, but if everything you write, everything in the *Encyclopaedia Britannica* and the Bible and all of Swam Library is nothing but one long stream of zeros and ones, then perhaps you would think you can describe everything that way. But in 1925 and 1926, we started finding out that you cannot describe atoms in terms of zeros and ones because zeros and ones are fundamentally a question of either/or—the outcome is either zero or one. The either/or is fundamental; the thing is either this or it is that. There is nothing in between. But, by golly, with atoms, it is "and"—it is both zero and one. An atom is not here or there; it is here and there. Our minds cannot fathom that. You cannot think of your magazine in terms of little things that are floating between zeros and ones; you cannot write an English sentence in terms of things that are floating between zeros

Von Baeyer wins Orndorff award

William and Mary's Chancellor Professor of Physics Hans Christian von Baeyer has been named the recipient of Virginia's 2005 Beverly Orndorff Award for Exceptional Service to Public Understanding of Science by Gov. Mark R. Warner and Science Museum of Virginia Director Dr. Walter R.T. Witschey.

Von Baeyer has become a prolific writer and popularizer of physics. His works span the media; they include the Emmy-nominated script for "The Quantum Universe," nearly 75 articles in popular magazines and five books, many of which, including the latest, *Information: The New Language of Science*, have been published in numerous languages. Von Baeyer has been at William and Mary since 1968. He has won numerous awards from the College, including the Jefferson Award and the Jefferson Teaching Award, and he is a fellow of the American Physical Society.

and ones.

Zeinger's principle, which becomes the last chapter of *Information*, says what is at the bottom is these qubits, these little balls of zero and one. Zeinger doesn't say that there is a world of atoms and there is our world and that we can't communicate between them. That would be too depressing. What he says is that the world is really, truly made out of qubits and that our brains, our understanding, are such that out of every qubit we can pluck only one bit. That's very interesting. It allows that the world is more complicated, and it acknowledges that we can talk only in bits. Each qubit can have an infinite amount of information, if you like, and all we can get out of it is one lousy bit. A great waste.

Q: To help explain a qubit, you use the example of a cat in a box, suggesting that the cat is both dead and alive until we extract our bit and it becomes either dead or alive. Are we culpable for the outcome by looking?

von Baeyer: Ah, the ethics of it. The way you get out of that one is that a cat is so complex that it really is dead or alive, not dead and alive. The only examples of how you can get into trouble with the "and-ness" in individual qubits is to describe an electron, a photon or something similar. The more you get up the ladder of complexity, the less you get of this "and-ness." One of the big questions of quantum mechanics has been, if an atom can be both here and there, why can't I be here and there? Why do we never see the moon both here and there? By now, we know the answer to those questions. It has to do with complexity, with your interaction with the rest of the world, with your breathing and the way light is streaming. If I could put you in a perfect vacuum—of course, you would die—I could put you in a state where you are both here and there. But, of course, that's unrealistic. No object as complex as you is ever completely separated from its environment.

Q: How does an understanding of qubits shape how you, as a physicist, see the world?

von Baeyer: After I published *Information*, I stopped for awhile, and I said, I'm not going to write another book. Then I got seduced and I started writing. I have a few chapters but I put them aside. It's just too hard. What was that book about? It asks the question, in what way does a physicist see the world differently than do other people? An artist sees colors. A musician will be attuned to sounds. A psychologist sees facial expressions and such. The last chapter of my book will have to answer how I see the world differently now that I understand information. I don't know the answer. I don't know that I will write it.

This knowledge must creep in. The things that you know influence the way you appreciate the world. The fact that I think of the world as being made of qubits influences my appreciation, but it is a very difficult question. I'm not ready for that. Maybe after I retire, I'll sit down . . .

College is kind to its poets

English professor Henry Hart contributed the following article. —Ed.

Not all colleges are kind to their poets. Many give them temporary teaching positions, or if they are on tenure tracks, fire them when they come up for tenure. The college I attended as an undergraduate denied tenure to two well-known poets, and a few years after I graduated, fired the equally well-known

poet who replaced them. The old bias expressed by Plato—that poets depend on divine frenzy rather than reason and therefore should be kept out of ideal communities—seemed to be entrenched among my undergraduate professors.

William and Mary, fortunately, is different. It not only gives tenure to poets, it invites its poetry students back to the College to teach, to give readings, or to do both. Two alumni—Brian Waniewski and Henri Cole (the English department's current writer-in-residence)—have already given well-attended readings this semester. Rebecca Lilly and Laura Sims will soon follow.

Lilly graduated in 1991 with a bachelor's degree in philosophy. Her accomplishments as a poet, however, earned her a spot in the highly selective creative-writing program at Cornell University. With her master's in fine arts degree in hand, she returned to philosophy studies, which she pursued at Princeton, where she earned her doctorate in 2002.

During the past few years, Lilly has continued her balancing act between philosophy and poetry. She has taught philosophy at James Madison University as well as at Washington and Lee University. She recently published *The Insights of Higher Awareness*, a book that combines her philosophical and religious interests. Her first poetry book, *You Want to Sell Me a Small Antique*, which included some of the poems she wrote at William and Mary, won the prestigious Peregrine Smith Poetry Prize.

Laura Sims, who graduated from William and Mary with highest honors in 1995, has compiled a similarly distinguished record. From 1995 to 1998, she taught English in Japan and in 2000 she received her master's of fine arts degree from the University of Washington. Her first book of poems was a finalist for the prestigious Alberta Prize and Alice James Books Prize in 2003. She also won a poetry award from *Fence* magazine that allowed her to study in St. Petersburg, Russia, during the summer of 2004. She currently teaches English and creative writing in Madison, Wis.

Sims and Lilly will read their poems at 8 p.m. on Friday, Feb. 25, in the McGlothlin-Street Auditorium. The reading is sponsored by a generous bequest from Patrick Hayes. It is free and open to the public. A reception and book-signing session will follow.

Rebecca Lilly and Laura Sims will give a public reading on Feb. 25, at 8 p.m. in McGlothlin-Street Auditorium.

Islamic law requires protection of human rights, Sonn says

Continued from front.

ignoring heaven," Sonn explained. "What's ultimately good for you is what's good for other people."

Legal codes derived by people, however, are distinguished from the divine will. *Fiqh* is the effort of human beings to understand and implement divine will through legal codes—jurisprudence—not the divine will itself. Unlike *shari'ah*, which is eternal and changeless, legal codes can be adapted. Built into the roots that guide Islamic law is a method, called *ijtihad*, or intellectual jihad, to rethink and change these legal codes as circumstances demand.

"The world is changing rapidly and legislation needs to keep up with it," Sonn said. "The goal of legislation is to guide human life, so legislation has to keep up with human life."

Despite their varying opinions on issues, Islamic legal scholars agree that the ability to legislate properly—in order to undertake *ijtihad*—hinges on people's clear understanding of the overall goals of Islamic law for success in this world and the next. In this world, Islamic law requires protection of human rights.

Islamic legal discourse divides rights into two types: those accorded to God, such as prayer, worshipping, fasting, pilgrimage, and the rights of human beings or individuals, Sonn said. The five necessities, or essential rights for people described by Islamic law, are religion, life, family, mind or intellect, and property or wealth. Establishing and protecting these rights are considered among the primary purposes of Islamic law.

Islamic texts detail "highly nuanced" discussions of these essential rights, Sonn said, but the fact remains that protection of these basic rights traditionally has been—and is still—the measure of the legitimacy of a government in terms of Islamic thought.

"It is not enough to apply only certain aspects of the codes. For a government to be judged truly Islamic—despite what it calls itself—it must fulfill the purposes of Islamic law, and that includes protecting these necessities, these basic rights," Sonn said. "I think that is one of the most misunderstood aspects of Islam today."

Societies worldwide, particularly



Tamara Sonn

those in the post-colonial world that have endured debilitating struggles for independence, are attempting to establish effective political structures, many of which required military effort. Often, military leaders remain in power even after foreign occupiers leave. "As it turns out, military dictators rarely want to abdicate in favor of popular governments," Sonn said. "So the challenge for these non-popular leaders becomes how to establish some form of legitimacy."

Often efforts to meet that challenge lead to misunderstanding. Some military leaders attempt to "finesse legitimacy" by suddenly implementing some highly symbolic aspect of Islamic law, such as the *hudud* punishments—six traditional punishments, including amputation for theft and stoning for adultery. Though this "finesse" rarely fools Muslims into thinking a government is legitimate, particularly if it does not protect all essential human rights, such attempts at legitimacy mislead outside observers into thinking Islamic law is devoid of human rights and is essentially inhumane, Sonn said.

Implementation of *hudud* punishments, however, requires a fully Islamic society in which individual lives and families are secure and free from want. If someone steals "out of need," Sonn said, then according to firmly established precedent, strict application of *hudud* punishment must be suspended. Furthermore, *hudud* punishments must meet very strict rules of evidence, such as four eyewitnesses in the case of adultery. "[That is] obviously very difficult to obtain," Sonn said.

As Muslim countries have gained and continue to gain independence, the entire dynamic within the Muslim community

also has begun to shift, Sonn said. Instead of focusing on the past and agonizing over who is to blame for the difficulties they face, scholars are beginning to look forward. "What scholars are saying is, 'Get over it. Yes, our problems do stem from colonial domination, but now it is up to us. Now we understand where the problems are, and now we have to get serious about fixing them,'" Sonn said.

Within the framework of essential human rights and Islamic law as a whole, contemporary thinkers extend essential rights to cover the right to a participatory government, an argument traced clearly to the Koran. Many scholars, including European scholar Tariq Ramadan, argue for freedom of conscience and freedom of expression. Basing his argument on his reading of the Koran's well-known verse, "There is no compulsion in the matters of religion," Ramadan says that people must have the right to choose their leaders, express their opinions and live—male and female, Muslim and non-Muslim—under equal protection of the law, Sonn explained.

Others, including Law Professor Khalid Abou El Fadl of the University of California, Los Angeles, extend rights further to include concepts comparable to those found in modern democracies, Sonn said. A society grounded in mercy and justice—two preeminent principles of Islam—should protect equal rights of free speech, association and suffrage, according to Abou El Fadl.

To whom human rights apply, according to the Islamic tradition, is still under debate. Some have claimed that rights should be afforded to all people by virtue of their being human, whereas others have asserted that rights apply only to believers—Jews, Muslims, Christians and members of other religions protected under Islamic law. But now, in the modern global village, the question of how Muslims should interact with non-Muslims has become more essential, and the tone has begun to change.

"The traditional focus on religious exclusivity is giving way to the overarching value of social justice for all human beings," Sonn said.

by Tim Jones

Who is next for the Duke Award? Editor considers his list

Who will win the next Duke Award? It may be the toughest call we face. And time is short. Kristen Fagan, administrative officer in the administration office, needs our nominations by March 15.

The list is daunting. Potential Dukies are everybody, are everywhere and are doing everything. They are in the cafeteria lines feeding people (with smiles); they are on the lawns doing battle with things that sprout in the night. Several are techs in the labs, keeping the analyzers tuned and the science students from wandering astray. Some keep the heat turned up, the turnstiles spinning and the forms flowing freely, while others literally keep the buildings from falling down.

In my building, one of those white houses still standing on Jamestown Road, two or three Duke candidates come to mind. There is Tim, who decoded the Internet so we could put the *William and Mary News* on-line. There is Brian, who in one short year must have worn out two or three pairs of shoes shuffling between the law school and university relations as he has handled assignments for each. There is Kenny.

Kenny? He is a contender—Kenny, who stops by each evening to clean up the place and to throw in words of encouragement after the vacuum cleaner winds down. He is, I sense, an uplifter in the mode of Ilona Wilkens, the housekeeping manager who won the award in 2003. She said that there were "good days"



Cava won the Duke Award in 2004.

and "bad days" at William and Mary, but that on any bad day here she could look around and spot something that would make her feel better. "I just say a prayer and get through it," she said.

Last year's winner, enrollment and student services specialist Barbara Cava, when asked how she dealt with "being holed up in Blow Hall" until 11 p.m. during peak application season, just blushed and fired back, "I love this time of year—the excitement. We just make sure

those letters go out, then we hold our breath."

Which reminds me of Sean, who works over in information technology. When it comes to resurrecting a Mac, he can hold his breath with the best of them.

One way or another, I had better choose quickly. Time is running out. The Office of the Provost is waiting. The award, established by Charles and Virginia Duke to honor an exceptional nonstudent, nonfaculty employee, is scheduled to be announced during commencement. It includes a substantial cash prize. Kristen Fagan (Office of Administration, College Apartments, 1st floor) needs our nominations by March 15.

Go ahead, and send yours in early. Or send them in late, but in that case you had better make sure that Kristen is one of the names on your list.

—David Williard

At the Hall: Hanging on to hope with Shaver's Ravers

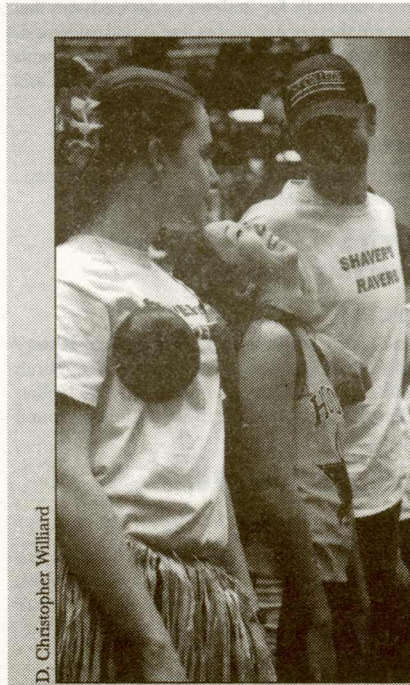
The following observations about Shaver's Ravers were made by J. Hunter Braithwaite ('08) during a recent weeknight basketball game at William and Mary Hall. —Ed.

Climbing the steps of William and Mary Hall a few weeks ago, I saw a group of people complaining outside the front doors. I reasoned that the basketball game against Drexel must have been sold out and that the loud conversations were emanating from scalpers who were hawking tickets to eager fans. As I reached the doors myself, it became clear that the people were complaining only because the custodians, due to the lack of a crowd, never bothered to unlock most of the entrance doors.

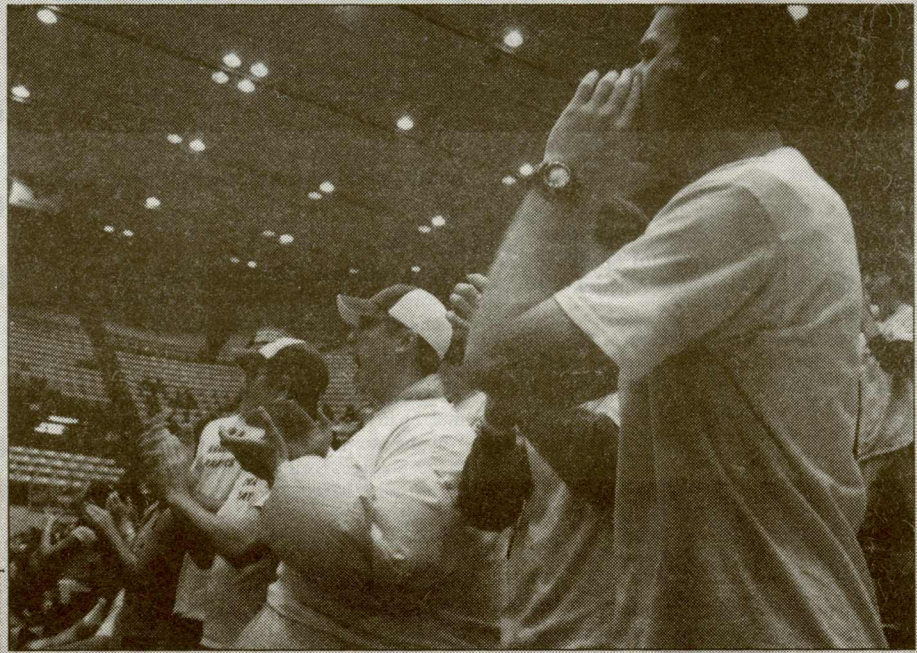
"Why aren't these unlocked while those over there are unlocked?" they were asking. It was as rowdy as the crowd ever got.

Like the hall's color-coded seats, the crowd itself was divided into groups. Toward the back, blue-shirted Pi Phi's held a recruitment event. The band wore matching T-shirts. The uniforms of the dance team glistened like rhinestones on a black background. Finally, a patch of canary-yellow shirts indicated the Shaver's Ravers, who boisterously cheered and waved homemade posters. (I use the term "boisterously" loosely, as there were only about 20 Ravers, but their enthusiasm seemed a contrast to the apathy of other spectators in the stands.) When the final score of 48 to 60 became fixed on the scoreboard, it is not a stretch to imagine that the yellow-shirted Ravers were the only ones who felt as much disappointment as the Tribe players in their home-white jerseys.

It must be very hard to lead a weekly pep rally for a losing team, but that is exactly what the Shaver's Ravers have been doing for the duration of the 2004-05 season. When asked about her weekend, Renata



D. Christopher Williard



D. Christopher Williard

Shaver's Ravers dress up and get boisterous, applauding great efforts more than big wins and looking toward next year.

Brzobohaty described the loss to George Mason University: "It was in double overtime, and we just let it go," she said.

A junior from south Florida, Brzobohaty helped to organize the Shaver's Ravers, taking their name in recognition of recently hired head basketball coach Tony Shaver. Modeled after the University of Dayton's Red Scare, this is the group's first season at the College. It has been one with highs and lows. The same 20 yellow T-shirts I saw cheering on a losing basketball team had cheered wildly from the bleachers as the football squad won its conference and went on to compete in the Division I-AA championships on ESPN2 last fall.

Brzobohaty described how the juxtaposition of football's phenomenal season with basketball's losing streak had taken its toll on the organization. "At the beginning

of the year, we recruited 150 people at the activities fair. That number began to shrink to the 50 who continually supported Tribe football during the fall. It has fallen again, despite the fact that winning teams need support less than losing teams.

Ideally, the Shaver's Ravers are striving to create a "wall of yellow" in the stands—yellow T-shirts mixed with yellow face paint. They also have proposed that the team begin entering the court via a smoke-and-strobe filled tunnel. You know, turn the players into American Gladiators. Much to Brzobohaty's chagrin, the disco-tunnel idea has fizzled. Pyrotechnics, it seems, just are not in the cards for Tribe basketball.

Brzobohaty described the fractured dynamic of Shaver's Ravers. While spirit is their primary goal, this means different

things for different members. Some are content with cheering and making bubble-lettered posters; others consider themselves hecklers—albeit frustrated, Division I hecklers who take on the other teams while testing, perhaps even crossing, the limits of sportsmanship.

Shaver's Ravers already are looking forward to a rebound next season, both for the basketball team and for their own organization. Alumni are getting involved: "They've been asking for T-shirts," Brzobohaty said.

And one bad season is not the end of any sports team. Underdogs always can pull off some zany play to win—always. Optimists like to point out that plenty of movies prove this point over and over again.

—J. Hunter Braithwaite ('08)

'Frankenmania': Morrill gets his laughs from Frankenstein monsters

Think about "Frankenstein's Monster" and the indelible image of Boris Karloff—complete with his Neanderthal brow, electrodes and gravel-spreader's boots—immediately comes to mind.

But there are dozens of other Frankenstein monsters. Just ask David F. Morrill. A writer and DVD reviewer for such magazines as *Scarlet Street*, *Van Helsing's Journal* and *The Holmes and Watson Report* (and, in real life, assistant director of development communications at William and Mary), Morrill has amassed a large collection of Frankenstein-related movies and memorabilia over the years.

David Morrill will speak about the Frankenstein films produced by England's Hammer Studios on March 15 from 5:30 p.m. to 7 p.m. at Swem Library's Botetourt Theatre.

"It's not that I'm a Frankenstein aficionado or expert by any stretch of the imagination," Morrill said. "It's that when you own thousands of old movies, you find that a great many of them are 'Franken-themed.'"

Morrill's collection contains everything from the good (James Whale's 1930s classics, *Frankenstein* and *The Bride of Frankenstein*, featuring Karloff), to the bad (William Beaudine's *Jesse James Meets Frankenstein's Daughter* and Frank Henenlotter's *Frankenhooker*), and the downright ugly (Jesus Franco's *The Erotic Rites of Frankenstein* and Robert Oliver's *Frankenstein's Castle of Freaks*).

"There's even a film from Japan's Toho Studios—*Furankenshutain Tai Chitei Kaijū Baragon*, or *Frankenstein versus Baragon*—about a 50-foot tall Frankenstein monster who spends most of his time engaged in a titanic struggle with a Godzilla wannabe," Morrill said. "Of course, there was a sequel."

Morrill believes that it is the myriad films themselves that keep Mary Shelley's 1818 literary creation alive for new generations of audiences. "When it comes to adaptations, I call the book *'Frankensnooze.'* It's unfilmable as written, so screenwriters since the first Frankenstein film in 1910 have had to come up with new ways of making it interesting."

For every classic, however, there are twenty misfires. "Most of the Frankenstein-related films in my collection are horrible, terrible, inane wastes of celluloid—stuff with titles like *I Was a Teenage Frankenstein* and *Frankenstein Meets the Space Monster*," Morrill said. "I guess that's why I collect them—they make me laugh."

Indeed, it was laughter that first brought Shelley's creation to Morrill's attention as



Left: Jane Adams, star of "House of Dracula (The Wolf Man's Curse)" (1945) poses with "Frankenstein." Right: Adams poses with David Morrill.



a child. The 1964 television season, for instance, contained not one but two Frankenstein-inspired characters. Fred Gwynne's gentle patriarch, Herman Munster of CBS's *The Munsters*, and Ted Cassidy's long-suffering hulk of a butler, Lurch, on ABC's *The Addams Family*, took the classic monster out of his violence- and pain-ridden past and placed him firmly in America's living rooms as a source of amusement.

"I didn't see the Boris Karloff films and their sequels until I was about 10 or 11, by which time old Flat-top was a pretty benign presence," Morrill said. "Kids love him—he's awkward, doesn't relate to his old man and is chronically misunderstood."

There's no misunderstanding Morrill's interest in the legend, however. And he will be sharing his knowledge at Swem Library on March 15 at 5:30 p.m. as part of the exhibition "Frankenstein: Penetrating the Secrets of Nature." His talk, "How to 'Hammer' Out a Frankenstein Film," will examine the critically acclaimed series of Frankenstein films produced by England's Hammer Studios between 1957 and 1973.

"The Hammer films provide an interesting adult take on the legend," Morrill said. "Peter Cushing's coldly amoral Baron Frankenstein is not only totally dedicated to his grisly work transplanting brains, isolating souls and creating life, but he's the real monster of the series as well."

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 March 17 issue is March 10 at 5 p.m.

Today

AIA Lecture Series: "Enabling Technologies from Underwater Archaeology," Dana Yoerger, Woods Hole Institute. 4:30 p.m., Andrews 101. Sponsored by the Archaeological Institute of America, Williamsburg Society. 221-2160.

The American Culture Lecture Series: "Music and Song in Toni Morrison's *Beloved*," Roxanne Reed, University of Illinois at Urbana-Champaign. Co-sponsored by American studies, Department of Music and the black studies program. 5 p.m., James Blair 229. 221-1282.

Gallery Talk: Bradley McLemore and Michael Gaynes, whose work is on display in *9th Faculty Show*, the current Muscarelle Museum exhibition, will talk about their work. 5:30 p.m., Muscarelle Museum. 221-2700.

VIMS After-Hours Lecture: "The Ancient Life of Chesapeake Bay" Gerald Johnson, professor of geology, emeritus. 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, March 3, 10, 17

CWA/Town & Gown Luncheon and Lecture Series: "The College of William & Mary," President Timothy Sullivan (Feb. 24). "The Art of Assembling an Ancient Greek Exhibition," John Oakley, Forrest D. Murden Jr. Professor of Classical Studies (March 3). "Update on the Middle East," Anthony Zinni, General, U.S. Marine Corps (ret.) (March 10). "Barbershop—A Musical Seminar," Dukes of Gloucester Street, Williamsburg Barbershop Chorus (March 17). Noon-1:30 p.m., Chesapeake Ballroom, University Center. 221-1079 or 221-1505.

Feb. 24-25

Recording of Faculty/Staff ID Cards: Feb. 24: people with last names beginning in S to Z. Feb. 25: open to everyone. The hours for recording are 9 a.m.-4:30 p.m. both days. 221-2103.

Feb. 24-27

Cohen Forum: "Filming Women's History." Feb. 24: "Down With Love," Susan Douglas, cultural historian (7 p.m.). Feb. 25: "Boys Don't Cry," (4 p.m.) and "Far From Heaven" (7 p.m.), Christine Vachon, independent producer. Feb. 26: "White Slavery" or the "Ethnography" of Sex Workers: Women in Stag Films at the Kinsey Archive," a talk by Linda Williams, film historian and theorist (2 p.m.). Feb. 26: "Tupperware!" Laurie Kahn-Leavitt, documentary filmmaker (7 p.m.). Feb. 27: Short films by women film pioneers of the early cinema, Jane Gaines, film historian (2 p.m.) Feb. 27: "Le Pain" (Bread) and "La Danse Eternelle" (The Eternal Dance), Hiam Abbass, filmmaker (7 p.m.) All events are in the Kimball Theatre with the exception of the talk on Feb. 26, which will be in Washington 201. Sponsored by the Charles Center. All events are free and open to the public. 221-2578.

William & Mary Theatre: "Alchemy of Desire/Dead Man's Blues." 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, Box office hours: 1-6 p.m., Mon.-Fri.; 1-4 p.m., Sat., and one hour before performances. 221-2660.

Feb. 24, 28; March 1

Faculty, Professional and Administrative Staff Forums: *Gene Nichol*, Feb. 24; *Lester Lefton*, Feb. 28. 4:45-6:15 p.m., Commonwealth Auditorium, University Center. Student Forums: *Gene Nichol*, Feb. 24; *Lester Lefton*, Feb. 28. 8-9:30 p.m., Chesapeake Rooms B and C, University Center. Staff Forums: *Gene Nichol*, Feb. 25; *Lester Lefton*, March 1. 2-3:15 p.m., Commonwealth Auditorium, University Center.

Feb. 25

Symposium: "St. George Tucker and His Influence on American Law." A distinguished group of legal historians will examine the work of St. George Tucker, second law professor at the College, and the significance of his work on the development of various American legal principles. 9 a.m.-4 p.m., Law School 127. For registration and information, contact Melody Nichols at 221-3810.

Economics Seminar: Adam Winship, Franklin and Marshall College. Topic to be announced. Noon, Morton 102. 221-4311.

Physics Colloquium: Sean Fleming. Topic to be announced. 4 p.m., Small 109. 221-3501.

Poetry Reading: Rebecca Lilly '91 and Laura Sims '95. A reception and book signing will follow the reading. Sponsored by the Department of English and the Patrick Hayes Writers' Series. 8 p.m., Mc-

Glothlin-Street auditorium. For information, e-mail hwhart@wm.edu.

Feb. 25-26

UCAB Blockbuster Movie: "Bridget Jones: The Edge of Reason." 7 and 9:30 p.m., Commonwealth Auditorium, University Center. Admission \$2. 221-2132.

Feb. 26

Black History Month Event: Tidewater Gospel Festival. 7 p.m., Chesapeake Rooms, University Center. With the exception of the luncheon on Feb. 19, all events are free. For information on any of these events, call 221-2300.

Feb. 26-27, March 19-20

W&M Rowing Club Work Weekend: Members of the rowing club are available for hire on these fund-raiser weekends to do various large and small house- and yardwork. For more information or to schedule work, contact Beth Magill at 221-4302 or eamagi@wm.edu.

Feb. 27

Ewell Concert Series: Thomas Otten, pianist. 3 p.m., Ewell Recital Hall. Free and open to the public. 221-1082.

Concert: "Singing the Hours: Meditations on Darkness and Light," conducted by James Armstrong, associate professor of music and director of choirs. Sponsored by Catholic Campus Ministries. 8 p.m., St. Bede Chapel, Richmond Rd. and Harrison Ave. Free and open to the public. 221-1085.

Feb. 28

Swem Library Special Collections Reopening: Special Collections will open in their new location with the following hours: Feb. 28-March 11: Mon.-Fri., noon-5 p.m.; Beginning March 14: Mon.-Fri., 9 a.m.-5 p.m., Sat., 10 a.m.-1 p.m. (when classes are in session). 221-3090.

UCAB Presents: "An Evening with Mr. Belding." 8 p.m., Phi Beta Kappa Memorial Hall. 221-2132.

Feb. 28-March 2

Premiere Theatre: An evening of new plays. 8 p.m., Laboratory Theatre, Phi Beta Kappa Memorial Hall. 221-2660.

March 1

Lecture: "The New Mercenaries? Law and Policy of the Civilianization of Military Operations," Jeffrey Walker, Institute for International Law and Politics, Georgetown University. 4 p.m., Law School 119. 221-1840.

Public Lecture: "Flat Broke with Children: Citizenship and Work/Family Values Under Welfare Reform," Sharon Hays, University of Virginia. Sponsored by the Department of Sociology. 4 p.m., Washington 201. 221-2600.

Artist Talk: Pastel artist Clarity Haynes. 3:30 p.m., Andrews Gallery. Reception follows. Free and open to the public. 221-2576.

Concert: Gallery Players. 8 p.m., Bruton Parish Church. 221-1096.

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 (April 6) and at 12:30 p.m. (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.

classified advertisements

FOR SALE

3-BR, 2-1/2-bath house in Queenswood. New roof. New paint and carpet pending. Large master suite and family room, formal living and dining rooms. 1,858 sq. ft. on .25 acre. \$220,000. Call 221-2555 or 221-8292.

2004 Mini Cooper. 8,000 miles. Indy blue metallic. 5-speed transmission, 16" white alloy wheels, run flat tires. 24-hour roadside assistance. Perfect condition. \$19,000. Call 886-0191.

'88 Oldsmobile, 4-door. 100,000 miles. Good condition. Asking \$2,200. Call 229-6438.

Dresser (3 drawers) and mirror, \$200. Leather-top desk, \$100. Small TV, \$20. Call 221-2675.

FOR RENT

Room in very clean, attractive, cozy home. Prefer responsible grad student or exceptionally mature undergrad. Available March/April 2005. \$525/mo. Contact danieldo@tni.net.

Waterfront apartment for one person. Living room with fireplace, kitchen, bedroom and bath with separate entrance

March 2

Lively Arts Series: Jazzdance with Danny Buraczkeski. 8 p.m., Phi Beta Kappa Memorial Hall. General admission \$20. Call 221-3276 to check on ticket availability.

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.

March 3

Winter Concert: William & Mary Orchestra. 8 p.m., Phi Beta Kappa Memorial Hall. 221-1089.

March 5-13

Spring Break

March 7

Omohundro Institute of Early American History and Culture Colloquia: "Sensibility's War," Sarah Knott, Indiana University and OIEAHC Mellon Fellow. 7:30 p.m., Institute in Swem Library, ground floor. 221-1114.

March 12, April 16,

May 14, June 11

Muscarelle Museum Children's Art Classes: For preschoolers, ages 3-5, with adult companions, 11 a.m.-noon. Muscarelle Museum. For more information, visit www.wm.edu/muscarelle/events/children.html or call 221-2703.

March 14

Computer Science Colloquium: "High-Performance Computing for Reconstructing Evolutionary Trees from Gene-Order Data," David Bader, University of New Mexico. 4:30 p.m., McGlothlin-Street Hall 20. 221-3455.

March 16

Speaker: Donna Brazille. Sponsored by the Office of Multicultural Affairs. 7:30 p.m., Commonwealth Auditorium, University Center. 221-2300.

looking ahead

March 18

Women's Studies and Black Studies Brownbag Lunch Series: "Filming Sexual Difference: From Cross-Dressing to Undressing in Queer Film," Christy Burns, associate professor of English. Noon, Morton 314. Everyone is invited to attend and bring lunch. Light refreshments will be served. 221-2457.

March 19

Sixth Annual Potato Drop: 8 a.m., Morton Hall parking lot. Volunteers load 20 tons of potatoes onto trucks from local and regional food banks for distribution in central and eastern Virginia and Washington, D.C. Sponsored by the Wesley Foundation, other campus ministries and the Office of Student Volunteer Services in cooperation with Society of St. Andrew. Volunteers are welcome and should wear long sleeves and bring gloves. Refreshments will be available. To volunteer or for additional information, contact Allie Rosner at agrosn@wm.edu.

Bone Marrow Drive 5K Race and Fundraiser: Sponsored by the Law School branch of the bone marrow drive. 8 a.m.-noon. For details, contact Maren Schmidt at 784-2860.

Concert: William & Mary Jazz Band. 7:30 p.m., Lodge 1, University Center. 221-1086.

March 24-26

An Evening of Dance: Choreography by members of Orchestris dance company. 8 p.m., Phi Beta Kappa Memorial Hall. 221-2785.

deadlines

March 15

Applications for the Williamsburg Semester-in-Residence Program and the Williamsburg Collegiate Program, two residential programs for college students, sponsored by The National Institute of American History and Democracy, a partnership between the College and the Colonial Williamsburg Foundation. For information and application forms, visit the institute's Web site at <http://www.wm.edu/niahd>.

March 18

Student Volunteer Services: Applications for summer service grants to undergraduate students. Also, applications for service awards to non-graduating and graduating students. Applications and information available from Drew Stelljes at adstel@wm.edu or 221-3263.

exhibitions

Through March 20

9th Faculty Show

Faculty Choice

Also on display are *Portrait of Mrs. Haseltine* by Robert Henri (American, 1865-1929) and *Bathers in the Surf* (Coney Island, N.Y.) Edward Potthast (American, 1857-1927), two important works of art by artists whose work is not represented in the Muscarelle Museum's permanent collection. These works are on loan to the museum from the Owens Foundation and can be viewed in the Cheek Gallery on the second floor of the museum.

These exhibitions will be on display in the Muscarelle Museum on Wednesdays, Saturdays and Sundays from 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.

Feb. 28-March 31

Emerging Artists-Faculty Selects

An exhibition of work by young American artists selected by the studio faculty at the college.

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

sports

Feb. 24

Women's Basketball vs. VCU, 7 p.m., W&M Hall. For information, call 221-3369.

community

Today

Sixth Annual Music Lecture Series—"Music in Your Life:" "What is the Crisis in Classical Music?" Dave Nicholson, performing arts and media editor, *The Daily Press*. 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 & Mary. 259-4040.

Feb. 26

Bowl for Kids' Sake: Big Brothers Big Sisters annual fund-raising event. AMF Williamsburg Lanes, Olde Town Road, Williamsburg. To reserve a time or sponsor a team, contact Pat Luke at 221-4311 or peluke@wm.edu.

Feb. 28

"Macbeth": A startling and innovative two-man production of Shakespeare's play, performed by the Red Bull Players and sponsored by the Department of English at the College. 7:30 p.m., Kimball Theatre. General admission is \$12, students \$5. Tickets can be purchased at the Kimball Theatre box office or by calling 1-800-HISTORY.

WM NEWS

The next issue of the *William & Mary News* will be published on Thursday, March 17. The deadline for submission of items is 5 p.m. on Thursday, March 10, 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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