

VOLUME XXXVI, NUMBER 14 THURSDAY, APRIL 19, 2007

## First-generation students mark Class of 2011



liam and Mary has accepted a record number of first-generation college students among its equally diverse and academically excellent group of admitted students for

the Class of 2011.

The College of Wil-

"Admittedly, we are very excited again this year about our ability to build upon previous successes in admitting one of the most diverse classes in the College's history," said Earl T. Granger, the College's associate provost for enrollment. "As we celebrate the class, we also recognize that there are students for whom William and Continued on page 7.

### Location selected for placement of cross

The William and Mary Committee on Religion at a Public University announced at a public meeting on April 16 its recommendations regarding the location of the Wren Cross inside the Wren Chapel.

The cross will be housed in a glass display case near the east door at the front of the chapel. The case will be in the area along the north wall and near the rail that separates the chancel from the pews. The display case, which is still under development, will be accompanied by a plaque commemorating the College's Anglican roots and its historic connection to Bruton Parish Church.

"This location accomplishes our goal for the cross to be permanently displayed in a prominent and readily visible location within the Wren Chapel," said committee co-chair James Livingston, the Walter G. Mason Professor Emeritus of Religion at Continued on page 3

## College responds to Va. Tech tragedy



Sophomore Michael Campbell signs a prayer letter after one of his friends was shot at Virginia Tech.

embers of the College community joined millions of others across the state and the nation in offering prayers for and support to families and friends of the 33 people killed by gunfire on the campus of Virginia Tech on April 16. On the night of the shootings, nearly 1,250 people gathered in the Wren Courtyard, where they shared concerns and heard remarks from students and administrators, including the following comments by President Gene Nichol. -Ed.

"Truly it is in darkness that one finds the light." I am reluctant to add words—cheapened words—to touch the unspeakable tragedy that strikes our brothers and sisters in Blacksburg this day. All other questions pale when compared to the killing

of innocent women and men-young and old-daughters and sons, sisters and brothers, husbands and wives, lovers and friends, students and teachers, colleagues and competitors—born in hope, tempered by challenge, clothed in faith, anxious for a future yet unrevealed, now unrevealable-children of God, who more than any other thing, were loved and needed by others of God's children. Fallen in violence and terror. Gone too soon. Gone brutally. Violence that in your young lives you have seen too much. Almost as if the shocking thing, the thing never to be anticipated, never to be borne, is expected. The thing never to be contemplated is foreseen. In New York, in Washington, in Pennsylvania, and now in Blacksburg; in our Commonwealth, amongst our family, in our home.

Aeschylus wrote that "In our sleep, pain that cannot forget Continued on page 2.

## Chancellor braves winter storm during visit to VIMS

andra Day O'Connor, former Supreme Court associate justice and current William and Mary chancellor, braved bone-chilling winds and driving snow on April 7 to tour the College's Virginia Institute of Marine Science (VIMS) in Gloucester Point.

O'Connor, who grew up on an Arizona ranch and who has been inducted into the National Cowgirl Museum and Hall of Fame, showed her characteristic grit by stating that she wanted to go on a scheduled boat trip across the York River to VIMS "no matter what the weather, unless the captain says no." Unfortunately, 30-mph wind gusts, 3-foot seas and heavy snow squalls forced the captain, Charles Machen, to keep the Pelican at the



O'Connor (I) talks with Steinberg.

O'Connor's visit to VIMS began across the river in Yorktown, where the Pelican, a former military landing craft that VIMS has converted into a research vessel, waited for her inspection. The vessel is particularly suited for studying the shallow, high-energy waters of coastal areas. Afterward, O'Connor was transported by van to Gloucester Point, where she toured the institute's new seawater research laboratory, which will be one of the largest of its kind when completed later this spring. She also visited the laboratory of Stephen Kaattari, CSX Professor of Marine Science as well as professor of environmental and aquatic animal health, where she learned about his efforts to use the power of the immune system to develop biosensors capable of detecting waterborne pollutants. She then visited the laboratory of Deborah Steinberg, Class of 1963 Associate Professor of Marine Science, to learn about her studies of the tiny floating Continued on page 2.

Students in the education school learn about autism by visiting with families it affects.

Inside W&M News

'Experts' on autism

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#### Considering Jamestown A series of stories casting light on

Jamestown on the eve of America's Anniversary Weekend (May 11-13).

----pages 4-5

Professor gets Guggenheim Nicholas Chrisochoides is honored for his work.

## Nichol leads vigil for Tech

Continued from front.

falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom, from the awful grace of God."

No easy lesson joins this day. For our brothers at Virginia Tech, for our community at this College, for young

'All other questions pale when compared to the killing of innocent women and men....

-Gene Nichol

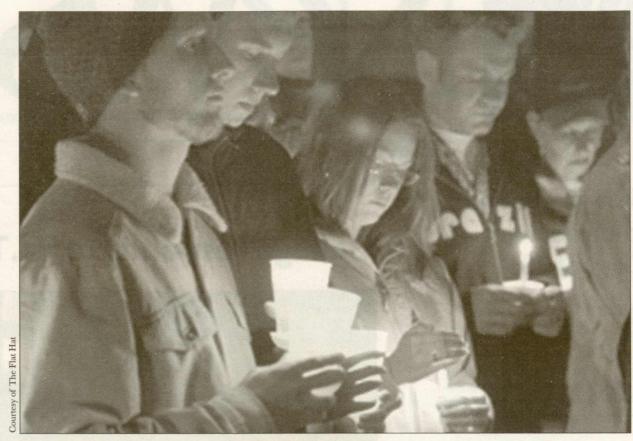
women and men, filled with hope, and failing to approach, much less to comprehend, the injustice and the horror of such acts. No lesson except, perhaps, our faith, as Dr. King wrote, that "unearned suffering is redemptive." As we believe—that love, not hate, is the strongest power on earth. That as the ancient Greeks claimed, we are charged "to tame the savageness of

man and make gentle the life of this world." And that "they who mourn are blessed, for they shall be comforted." For they shall be comforted. For we shall offer comfort.

No lesson except that life, and each precious moment of it, is to be treasured. That we should hold tight to one another, hold fast to our dreams. That the world we inherit needs much. But nothing so much as our love, and commitment, to make steady the way before us; to lighten and enrich the lives of our fellows. To live each day as if its grace and its beauty were a gift—a gift to mark our souls, to open our eyes, to lift and to soothe our hearts. A gift to be received and, when received, regiven. To push back against hatred and violence; and their more subtle companions—companions that tear at the fabric of our common lives, on this small planet. That deny the sanctity of human existence. That cast aside the treasure and the dignity of what we rightly claim as our own. Recognizing that we are bound to one another—as the poet says-all men and women, in sister- and brotherhood, that we are bound and we are bound.

I ask you, as I know you will, to reach out to your brothers and sisters in Blacksburg, and in Williamsburg, and at the destinations that will soon unfold before you. Living each day with hope—hope not as a mere description of the world around you, or as a prediction of the future, but hope as Vaclav Hawel described it—a predisposition of the spirit, a habit of the heart. A conscious choice to live in the belief that we can make a difference in the quality of our shared lives. The nobler of hypotheses. Honoring those unjustly taken. Casting our lot on the side of beauty and grace and forgiveness and courage and commitment and selflessness and hope, and, finally, love.

## Campus responds to Va. Tech tragedy



More than 1,250 people gathered near the Wren Building to express support for the peers at Va. Tech.

S imple signatures in maroon. Notes of concern in green. Promises of prayer in orange. Messages of goodbye in yellow. The colors of William and Mary and the colors of Virginia Tech are mixed together inextricably across the banner, symbolic of just how close students at the College feel to the Tech community.

As the country tries to come to terms with the tragedy that claimed 33 lives in Blacksburg, Va., Monday, students at William and Mary have come together to show their support for the Tech community by signing a banner to be sent to the school. The banner was started senior Mike Morrissey and sophomores Katie McCown and Christina Hoffman. The three were in the library Monday when they saw television news coverage of the shootings.

"We knew had to do something," said Hoffman.

The students, members of William and Mary's student group" Colorblind," decided to make a banner for community members to sign in a show of support for the Tech community.

The banner quickly filled with signatures during a community gathering hosted by the College Monday night to show solidarity with Virginia Tech. Some people wrote general notes of condolence and support while oth-

ers wrote personal messages to friends or relatives at Tech.

The banner, which features William and Mary and Virginia Tech symbols with the message "Our Thoughts and Prayers are with You," became available Tuesday in the University Center for students to sign. By the end of Tuesday, the original banner plus two additional pieces were nearly filled.

The Colorblind students said that students, faculty members, community members and others have signed the banner. Morrissey said he thinks it gives people a chance to do something in a situation where they are otherwise powerless.

"It was hard for us to sit still when we were so upset," he said. "We figured others would feel like us," he said.

"Our main goal is to give everyone an outlet," said McCown.

The group hopes to also create a banner with photos of the vigil from Monday night and have that available for signatures. A banner will be available at the University Center for signatures until the end of the week, when the banners will be collected, laminated and sent to Virginia

by Erin Zagursky

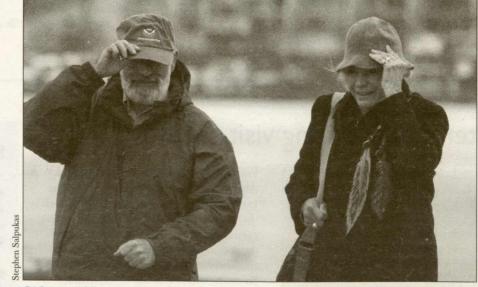
## Chancellor tours VIMS, visits with groups on the main campus

Continued from front.
plankton that form the base of the food chain in Chesapeake Bay.

The visit to VIMS marked the first time O'Connor had toured the facility. Said John Wells, dean and director of the institute and professor of marine science, "We were deeply honored by Justice O'Connor's request to visit our campus and to learn about our role in marine research, education and advisory service. We only wish the weather would have been more cooperative."

O'Connor had come to the Williamsburg area during the Easter weekend to introduce her granddaughter to William and Mary. On campus on April 9, she spoke to a meeting of the College's Women's Network and also engaged students in a conversation about "the rule of law" in an introduction to comparative politics class led by Rani Mullen, instructor of government.

O'Connor spoke to the women's group about the reverberations of President Ronald Reagan's decision to appoint her as the first female associate justice, about the reason she preferred being a judge to being a legislator—"As a



O'Connor (r) and Wells venture into the elements to tour the VIMS vessel Pelican.

legislator, people think they own you," she said—and about the challenges women face in balancing their personal and professional lives. She also spoke about the value of work while responding to a question from one of the 100 members of the audience concerning equal work for equal

pay. She noted that often a legal loophole preventing women from receiving equal compensation involves the fact that jobs are classified differently for men and women. She added, "I never worked for the money. Work worth doing, that's what you want. It isn't a question of money; it's

a question of personal satisfaction."

In the government class, O'Connor engaged students in a discussion that centered on "judicial independence," which, she explained, "is a facet of a broader concept called the rule of law." She outlined the relationship between branches of government in the United States, and, alluding to Iraq, she suggested that, although "we talk about it easily here, it is hard to achieve."

"The fact is, judges in a system have the power to make members of other branches angry," she said. "That's the risk."

O'Connor steered the conversation . toward the controversy that played out through 2005 surrounding the Terri Schiavo case. Legislators attempted to insert themselves in the judicial process by proposing legislation specific to a state court decision allowing the removal of a feeding tube.

O'Connor called the entire process "astonishing," including the fact that "members of Congress [were] calling for mass impeachment of judiciary figures involved," she said.

by Dave Malmquist and David Williard

## Education students learn about autism from the 'experts'

ichael tears down the street in a flash of yellow helmet and flying gravel and leaves Chris running behind just to keep the 16-year-old autistic boy in sight. Michael's brother, Zach, yells after him, telling him not to lose his new friend, but Michael's speed machine, a modified three-wheel bike, is too fast. He nearly disappears around a corner. When Michael eventually reappears near Zach, Chris is nowhere to be found.

"Where's Chris? You lost Chris," says Zach, 12.

"I lost Chris," confirms Michael.
"You shouldn't have lost Chris,"
scolds Zach, but Chris soon appears
again, and the chase continues until he
finally climbs on the back of Michael's
bike and the two set off down a rollercoaster-like hill.

Learning about autism from a book is one thing. Learning about it from the back of an autistic teen's bike at breakneck speeds is something different.

The workout is not the kind of homework assignment that Chris Osterhout, a William and Mary School of Education graduate student, is used to, but it is one that is giving him and students like him a unique glimpse into the world of autistic and special-needs children. Osterhout, who is studying school psychology, is part of a class on autism spectrum disorders and intellectual disabilities. Kelly Whalon, assistant professor of education at William and Mary and the class' instructor, had read about a similar program at the University of Illinois. She decided to try it this year as a new optional assignment.

Called the family mentor experience, the assignment asks graduate students to spend time with local families with autistic or other special-needs children to observe everyday life. The idea, Whalon said, is to allow students to learn firsthand from a family's experience. Students spend time with a family and learn what it is like for them on a daily basis to raise and take care of a special-needs or autistic child. "When they go into schools, they have that family perspective in mind and the perspective that families do know a lot about their children and that they are considered experts," she said.

This year, Whalon has seven of her graduate students participating in the optional program. All are studying school psychology or special education. They must spend time with two families, once in the home of each family and once during a public outing with each family and their autistic child. The students are required to keep a contact log and journal throughout the experience and to write a reflection paper at the end of the



Osterhout (r) tries to keep up with Michael (I) and Zach (c).

semester

What students must not do is act as an expert or adviser during the visits, Whalon said. They are expected to learn from the families they visit, so family members serve as experts and mentors to help the students understand the challenges the families face on a daily basis.

Although many of the students involved in the family mentor experience have had interaction with special-needs

'I can learn so much from a parent that can't be learned by reading a textbook.'

-Kim Heath

children, this opportunity is something much different, said Kim Heath, a special-education graduate student.

"It is an amazing opportunity to talk 'off the record' with parents about the trials of family life and school interactions," she said. "It is an opportunity for families to give input that ultimately will impact new special-education teachers who are entering the educational system at a time of rapid change."

She added, "We often perceive special education as being a top-down system—meaning decisions come from so far away from the student—when actually, the people who know the student best should be the starting point that individualized education builds from. I can learn so much from a parent that can't be learned by reading a textbook."

Autism is something more and more families now have to face. According the Centers for Disease Control and Prevention (CDC), one out of every 150 8-yearolds in the United States has an autistic spectrum disorder (ASD). The Autism Society of America reports that autism is growing at a rate of 10 percent to 17 percent per year, making it the fastest growing developmental disability.

There is no known cause for the disorder, but experts believe genetic and environmental factors may play a role.

According to the CDC, people with an ASD often have significant impairments in social interaction and communication and display unusual behaviors and interests. People with ASD can vary greatly in their thinking and learning abilities. Some may be very gifted, while others are greatly challenged.

Michael, who has autism and a developmental disability, originally attended public school. He is now part of a pilot program at Williamsburg Christian Academy that teaches special-needs students practical life skills and even puts them to work in the school.

Like some other autistic children, Michael has a precise memory and is an uncanny mimic. He can still expertly imitate the accent of a Scottish school psychologist who once tested him when he was three, said his mother, Cynthia. "He hears every nuance and inflection in a person's voice and can reproduce it flawlessly," she said.

Due in large part to encouragement from Zach, Michael has developed a sense of humor and is extremely social, standing at the end of their driveway just to greet neighbors.

"He's like the mayor of Williamsburg around here," said Cynthia, herself a psychologist and consultant.

But Michael's open, friendly disposition causes Cynthia concern for her

son's safety. Because Michael takes things literally, he does not have the understanding to apply general safety guidelines to all similar situations. Although Michael's memory is extraordinary, every potentially dangerous situation must be explicitly defined for him.

Michael also deals with anxiety because of his inability to interpret other people's feelings from facial expressions. Still, he loves to look at photo albums and yearbooks to study people's faces in an effort to decipher their emotions.

During Osterhout's visit to the family's home, Cynthia told stories about Michael's life; she explained her son's obsession with eyeglasses and his uncanny ability to match clothes, so much so that the family has joked that he could have his own TV show, "Autistic Eye for the Neurotypical Guy."

"We tend to see things as funny as opposed to troublingly odd," Cynthia said. "There are a lot of funny things about autism, like any personality. There are some charming traits I hope will never change. He's such a genuine soul. Every morning he has a smile and tells me he loves me."

Cynthia has involved William and Mary students in her family's life for more than 10 years, and she was actually the person who gave Whalon the idea for the family mentor project. Both as a professional and as a mother, Cynthia thinks the experience can greatly benefit both local families and students in the education school by creating an open dialogue.

"I hope this will help students achieve a higher level of comfort with students with special needs. Most students observe a lot in an academic setting but they don't ever interact, and it's important that they develop their 'voice' if they are going to work with these children," she said.

Osterhout said he is grateful for the experience the new class project has given him. "Our professors emphasize that although a person may have a disability, he or she is not a disabled person. The family mentor experience is powerful because it helps students experience this fact and therefore understand it on a deeper level," he said. "I have now seen firsthand that individuals with autism have a wide range of personality traits just like individuals without autism. It is essential for future school psychologists and special educators to learn that if we are to meet a student with a disorder, such as an autism spectrum disorder, in the schools, we cannot simply write him or her off as 'autistic.' We need to recognize the student for his or her personality and capabilities as well as his or her needs."

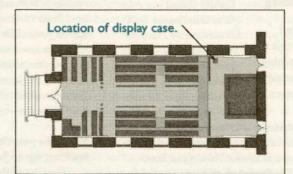
by Erin Zagursky

## Location set for Wren Chapel cross and its new glass display case

Continued from front. the College.

The location of the cross and display case was endorsed by President Gene R. Nichol and Michael K. Powell ('85), rector of the College. The committee co-chairs will continue working with Louise Kale, executive director of the historic campus, on the design of the case and the wording of the plaque. The case will be in place in the chapel as soon as it is practical, the committee co-chairs said.

"The location of the case and the plaque that will accompany it will remind us of the traditional importance of the cross to the College," said the committee's other co-chair, Alan J. Meese ('86), the



Ball Professor of Law. "The cross remains available for altar use during appropriate religious services."

Nichol announced in January that Livingston and Meese would co-chair the 14-person religion committee, which includes alumni, faculty, students, staff and friends of the College. The committee's charge was to explore the role of religion at a public university, including the use of the College's historic Wren Chapel.

The committee recommended last month that the cross should be placed in a glass case in a prominent location within the Wren Chapel. The Wren sacristy will also be available to house sacred objects of any religious tradition for use in worship and devotion by members of the College community.

by Brian Whitson

# William Kelso ('64) unearths long-buried truths at James Fort

In Tidewater Virginia these days, when people think Lof Jamestown, they are as likely to think of archaeologist William Kelso ('64) as they are of Captain John Smith. Smith was a leader among the English adventurers who established the first permanent British colony in the New World in 1607. Kelso, nearly four centuries later, not only rediscovered Jamestown Fort, which experts believed had been swallowed by the James River, he also reinserted the bold story of the early colonists' survival into the canon of American history.

That might not have happened if Kelso, a self-described "Yankee from Ohio," had gone west to pursue graduate studies. Only the last-minute advice from a professor at Baldwin-Wallace College, where he earned his undergraduate degree, kept him from enrolling in Washington State University. The professor told him that if he wanted to study Colonial American history, he had only one option: the College of William and Mary.

"Without William and Mary, I wouldn't be standing here," he said recently as he walked through the middle of the James Fort site. "Without William and Mary, I wouldn't have come to Williamsburg—no question

Kelso was a high-school graduate before he became aware of Jamestown by reading a National Geographic magazine article. In northern Ohio, he had been taught that the settling of the country began in Massachusetts. When he enrolled in the College's Institute of Early American History in 1963, one of the first things he did was drive out to the Jamestown site, where he asked a ranger to show him the location of the original fort. "You're too late," the ranger said, and he pointed toward a cypress tree that was growing in the shallow water offshore. "That's where the fort is." Kelso looked behind

him. "What about this hill?" he asked, pointing to a mound of earth molded as part of a Civil War fortification. The ranger had no answer.

Kelso put Jamestown in the back of his mind while he earned his master's degree. "I got lost in my studies," he said. "I almost gave up because it was so difficult, but those pro-

fessors taught me how to write." He recalls Thad Tate and William Abbott as faculty members who influenced him. He also remembers James Morton Smith. "He's the one who got to me on the writing," Kelso recalled. He remembered Smith's response to one of his papers. "He looked at me and asked, 'What is this drivel?" Kelso, who had thought that the paper was great, admitted that he "soon learned what drivel is."

Among other mentors whom Kelso met in Williamsburg was the British archaeologist Ivor Noël Hume, who was working with the Colonial Williamsburg Foundation. Kelso volunteered on some of Hume's excavations



Kelso welcomes tourists to the rediscovered site of Jamestown Fort.

and took a summer job at one of Hume's digs. The combination of studying and digging opened Kelso's mind to the possibilities of bringing documentary history to archaeology. After receiving his master's degree, he continued his exploration while earning his doctorate at Emory University, and he went on to make a professional name for himself as director of archaeology for

> Colonial Williamsburg's Carter Grove, at Monticello and at Poplar Forest. He also became commissioner of archaeology for the Virginia Historic Landmarks Commission. Jamestown, however, remained in his consciousness. Finally, in 1993, Kelso helped to convince the Association for the Preservation

of Virginia Antiquities (APVA), which owns the Jamestown Fort site, to hire him to find James Fort. APVA directors, already receiving input from Hume and others suggesting that artifacts in the area warranted a closer examination, agreed. It was not long before Kelso walked onto the shoreline with his shovel and wheelbarrow. The first shovels of dirt produced promising artifacts—a clay pipe and pottery shards that seemed appropriate to the period of the fort.

-William Kelso

During that same week, the cypress tree offshore was uprooted and washed against the beach. "Yeah, sometimes I like to think about the symbolism of that,"

N ew discoveries are made every day at James Fort. Under Kelso's direction, archaeologists have unearthed more than 1 million artifacts as they have conducted what popular author Patricia Cornwell has called "the autopsy of America." Kelso's genius, however, is the manner in which the artifacts have been examined, documented and, most importantly, given to the public. Those processes are detailed in his book, Jamestown: The Buried Truth, in which Kelso tests the physical discoveries, from common pipe bowls and buttons to helmets and a fully loaded firearm, against the existing documentation as well as the "mysteries." Along the way, Kelso informs readers about DNA investigations, 3-D computer simu-

lations and multilayered digital databases.

An example of Kelso's bringing the past to life is found in the reconstruction of the skeleton JR, which was found with a bullet wound in its leg. Kelso details the process used in determining whether the bullet was fired from a musket or a pistol and considers whether the death occured from "friendly fire" during drills overseen by John Smith. Kelso also leads the reader through the reconstruction of JR's face, including piecing together the 102 fragments of the skull and adding depth by using "scientifically generated thickness markers" and a "forsensic sculptor." Finally, Kelso refers to an account of the fort written by colonist George Percy. It begins, "There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia." Kelso then writes, "It would not have been surprising if civil unrest ran rampant at Jamestown, as

there was less and less possibility of getting rich quick and more and more possibility of dying young."

As he describes Jamestown in the book, arrow wounds suffered by the colonists show their constant vulnerability to attack. Skeletons of rat bones and horse bones near a cooking pit speak of "the starving time." Other images, particulary the remnants of industry, show motivation and flexible entrepreneurship. They are the ones that underscore the success of Jamestown and define its ultimate legacy, he said.

"What I hope to show is this: Jamestown is concrete. It was the real thing," Kelso said. "There was a lot of money put into this venture, and it was successful. It was a permanent English settlement. It didn't fail. There were people here trying to use the land and the resources to try to turn a profit. If that isn't American, I don't know what is. That is the thing that germinated here. It's the pebble in the pond, and the pebble goes in right [here at Jamestown]. Now the ripples are a tsunami.'

s America—and Great Britain—celebrate the 400th Anniversary of the founding of Jamestown, Kelso is a star. His work has been covered by dozens of popular newspapers. He has been profiled in magazines such as The Atlantic and National Geographic. Production is being completed on the ninth documentary. He jokes about it. "Perhaps I should count up all these things and put them on my résumé," he said.

Kelso does not need a résumé. He seems settled, along with his wife, Ellen, and their basset hounds, on Jamestown Island. When asked about future projects, he joked, "If I didn't live here, Jamestown would not be a permanent settlement anymore." When asked about the future, he talks about the work at hand. "We're going to find some good stuff today. We're starting to uncover more graves along the bank." The gravesite, he believes, "is really sacred in the sense that it's where the first 1607 folks who died were buried all clustered together." As for practical matters, 60 percent of the fort remains unexplored, a percentage that Kelso, who is 65, translates into another 15 years of archaeological employment. "My lifetime isn't forever, they say." In the context of an archaeologist, it may be a joke, as well.

By April, the number of tourists to the site was edging up. Likewise, demands on his time were growing. As he considered what promises to be a busy spring for him, Kelso anticipated attending the College's commencement ceremonies on May 24, where he will be presented with an honorary degree. "It will mean a lot for two reasons," he explained. "One is that a few famous people have gone to College here, like Thomas Jefferson, whom I had the chance to study forever," Kelso said. "The other thing is that I was so challenged by my work there as a student. I had my times when I thought I didn't belong there, that I wasn't going to make it. This recognition is a nice feeling, like I've finally graduated."

by David Williard

## Pocahontas: A Mattaponi love story

The book begins this way: "The story of Pocahontas is first and foremost a great love story." That love, between Pocahontas and her father, Chief Powhatan Wahunseneca, is the



reason the young Mattoponi maiden headed a contingent sent from her home in Werowocomoco to befriend the Jamestown settlers in the first place. She was, in essence, a symbol of peace. It also strenght-

ened her against trials she would encounter at the hands of the English.

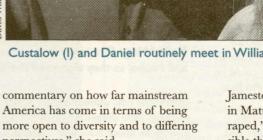
That is a foundational assertion contained in the recently released book The True Story of Pocahontas: The Other Side of History, written by Dr. Linwood "Little Bear" Custalow, a historian for the Mattaponi people, and Angela "Silver Star" Daniel, a doctoral student in the department of anthropology at the College. The book, which purports to bring to print for the first time teachings from the oral history of the Powhatan people, weaves that story of love as a background that figures into Pocahontas' ultimate kidnap, rape and even alleged murder by English colonists, who sought to exploit her position as the paramount chief's favorite daughter. Ultimately it contributed to Powhatan's decline and loss of authority over his people as he blamed himself for the death of his daughter in England.

The story of Pocahontas has been preserved among the Mattaponi people, but for 400 years it was considered too hot to share outside the local community, according to Custalow.

"The history was prized but kept secret," he explained. "We knew you could lose your life for it."

Custalow, 70, a retired Newport News physician who began learning the oral history of the Powhatan when he was 5 years old, hints of persecutions against his people during his lifetime. He recalled that a Mattaponi child was slashed across the face with a beverage bottle within the past year for claiming to be an "Indian." He remembers the "Ku Klux Klan keeping an eye on the reservation" during the 1950s. Throughout the years, he observed that the Mattaponi children, in their efforts to assimilate into the dominant culture, lost sight of and interest in their own traditions. That final observance, Custalow said, prompted other Mattaponi leaders to sanction the book. "We wanted the history to be saved because it tells us who we were, who we are and where we are going," he explained.

Daniel, who became an honorary member of the Mattaponi in 2002 after her work for the tribe was recognized by the late Chief Daniel Webster "Little Eagle" Custalow, became involved only after she was accepted into the College's doctoral program. She admits that the timing of the book's release just months before the major events of the Jamestown 2007 observance is fortuitous. The real factor behind the timing involves a shift toward tolerance in society. "The Virginia Indian people couldn't tell their version and be physically safe before, so the fact that we're publishing it now is a very good



s they tell their story, the au-A thors juxtapose writings from the English accounts of Jamestown with their own assertions. That tactic enables the reader to appreciate the contrasting mindsets of the two peoples and the failure of each group to fully understand the motives of the other. Throughout their early encounters, the Powhatan welcomed the English. Chief Powhatan Wahunseneca offered

perspectives," she said.

'The history was ... kept secret. We knew you could lose your life for it.' -Linwood Custalow

John Smith the position of alliance chief over the English; that gave him a status equal to leaders of the six tribes constituting the Powhatan nation at that time. Daniels summed up the disconnection between the mindstes when she said, "The English had their own agenda, which was not to live in peace with the Powhatan. They had come to

make money." Many of the harshest charges—including that of murder and rape-contained in the book are attributed to the. testimony of Pocahontas' older sister, Mattachanna, who was among the 16 Powhatan people who accompanied Pocahontas on her voyage to England. As they prepared to return to Jamestown, Mattachanna reported that a healthy Pocahontas became suddenly ill after a shipboard meal. She died within hours. Mattachanna believed that she was poisoned. Based on her testimony, the authors conjecture that Pocahontas, having learned in England about the extent of the plans to colonize her homeland, became emboldened and thus dangerous. They feared that if they allowed Pocahontas to return, she would lead the Powhatan to revolt against them.

As for the rape of Pocahontas, the Mattaponi oral history attributes that information also to Mattachanna, whom the English sent for in order to comfort Pocahontas when she became depressed while being held captive. "When Mattachanna ... arrived at

Custalow (I) and Daniel routinely meet in Williamsburg to conduct research. Jamestown, Pocahontas confided in Mattachanna that she had been raped," the authors write. "It is possible that it had been done to her by more than one person and repeatedly." Although Pocahontas soon would be married to planter John Rolfe, the oral history suggests that the colonist Sir Thomas Dale, and not Rolfe, may have been the father of Pocahontas' child,

> was born prior to the wedding. Thoughout her trials, Pocahontas remained faithful in her role as daughter of the paramount chief, the authors assert. Even her conversion to Christianity and her marriage to Rolfe were part of her service, according to Custalow. "She went to England trying to do her duty, hoping to pacify the English so they would stop killing tribe members," he said. "She did that for her people. She never betrayed her love

for her father."

Thomas Rolfe, who, the book claims,

rtainly publication of The True Story of Pocahontas has raised the eyebrows, if not the ire, of many readers. Many question whether it can be considered valid. Danielle Moretti-Langholtz, research assistant professor of anthropology at the College and the director of William and Mary's American Indian Resource Center, suggested that the oral history, inasmuch as it reflects the mindset of the Mattaponi, should be welcomed into the record. Writing in the book's afterword, she said, "This provocative account of the life of Pocahontas challenges us and our notions of the 'facts' of history." While admitting that some will denounce it, Moretti-Langholtz writes, "A more important question might be, How would this Mattaponi version of history have been received if it had been shared with the non-Native community at some other point in the past? Most important of all, is there room for alternate versions of history, or must we keep Pocahontas on the other side of

Custalow and Daniel claim that their book is not intended to create discomfort but to preserve a tradition. "It is never too late to make peace," Daniel said. "The purpose of this book is not to guilt-trip anybody; the idea is to move on and have a positive relationship." Added Custalow, "The people of today are not the people of yesteryear, so you don't hold onto grudges."

by David Williard

## Understanding Jamestown: Whittenburg casts light on the colony and on those who settled it

James Whittenburg, associate professor of history and chair of the Lyon Gardiner Tyler Department of History, is a constant visitor to Jamestown. We asked ...

#### Can you describe the first settlers?

I was once interviewed at some length by a reporter who ended up asking, "OK, just give me your bottom line as to what the earliest colonists were really like." To which I said, "Think worst sort of 'Animal House' fraternity," and that's all that the reporter quoted. The first colonists-104 men and boys-were young. Initially, they were entirely male.

... And there was continual turnover. Of the 104 men and boys who arrived in May 1607, only 38 or 40 were alive when the next supply arrived the following January. During the "starving time" in the winter of 1609-1610, the population went down from about 250 people to only about 60. ...

#### What were their motivations?

Trade was at the core of it. What was happening in England was the development of corporations in which entrepreneurs would invest in companies that traded goods all over the world. There actually were



'It's the pebble in the pond, and

the pebble goes in right [here at

Jamestown]. Now the ripples are

a tsunami.'

An extended version of this Q&A is available at www.wm.edu/ news/wmnews.

outpost in Maine in 1607 that failed within a year. Both companies were joint stock companies. Religion was also a major part of it. The Protestant vs. Catholic element was a key factor. The Spanish Catholics were seen by Protestant Englishmen as the overlords the New World, and the English had the idea that they were going to free the

New World from the yoke

two Virginia Companies,

one that funded Famestow

and one that established an

of Catholic oppression. Nationalism also was a part of it, along with the military element. One thing that is not a part of it is tobacco. Tobacco was known in England. The Spanish already were exporting it back to Europe, and there was a market for it there. However, in 1607 the English at Jamestown had no plans for it as a cash crop. By the 1620s, however, tobacco was driving the Virginia economy.

#### Has the work of William Kelso influenced your view of Jamestown

Before the excavations began, I had a personal mental image of James Fort—and by extension, of Jamestown—as temporary. It seemed mostly a curiosity. Then I was out there watching the archaeologists work, and I viewed one of the APVA [Association for the Preservation of Virginia Antiquities] signs, which read, "Some of the ship captains" contributed to raising the tower of the church. The word "some" became important for me. I looked out over the James River and mentally formed an image of Jamestown at mid-century, and instead of an isolated, almost irrelevant outpost, in my mind's eye I could see that there were so many ships out there that they couldn't all come into the wharf at the same time. To me it was a revelation.

#### What do you think of the publicity leading up to Jamestown 2007?

There are all these agencies that have a part in that celebration. As they market it, there is this ... effort to spin the story by suggesting that there is a straight line of democracy from 1607 to the present. It really was not like that. This is not to ignore the

even more important was the development of many local institutions of government. Democracy as a form of government was not popular with any echelon of English society in the early 17th century.

What we do see is a lot of experimentation with political, social and economic solutions to the problem of how best to exploit the Chesapeake. ... That one thing clearly is a tie back to the settlement is the capitalist entrepreneur. The Virginia Company did not have a really clear idea of what it would do with Virginia when the first ships arrived, but the colonists were definitely here to make money. Tobacco became the ultimate solution for colonists if not for the Company. A great deal of what happened as a consequence of that was terribly unfortunate for a great many people. At first, tobacco growers mainly exploited English indentured servants. As practiced in Virginia, indentured servitude was almost a form of temporary slavery. We know that enslaved Africans first appeared in 1619—that's our first record of it, but some people suspect it began a few years earlier. The point is that slavery, by the end of the 17th century, became the dominant labor force, so that story of brutal exploitation of white indentured servants and

creation of the first legislative assembly, but probably enslaved Africans is all related to that capital- and

There has always been a degree of difficulty in interpreting this to the American public, because we prefer to say that the first representative assembly in the New World was at Jamestown and therefore democracy begins here.

#### Jamestown's importance faded when the capital moved to Williamsburg in 1698. Was the College involved?

The Rev. James Blair, founder of the College and perhaps the most powerful man in the colony, was a prime mover in that effort to transfer the

The College was here already, of course, and Blair reasoned that it would further the interests of his school if the capital were here as well. James Blair had his students write essays to present to the legislature extolling the virtues of Middle Plantation. Some of them argued that it was more healthful because it was higher. It is higher by a few of feet, but Williamsburg is certainly no mountaintop.

Blair was just determined to have his way. He

# College signs dual-enrollment agreement with NVCC

The pride with which Robert G.
Templin Jr., president of Northern
Virginia Community College (NVCC)
talked about recent graduates of his twoyear institution of higher learning with
William and Mary's president, provost and
other officials more than made the case
for the dual-enrollment agreement the two
presidents had come together to sign.

Templin described a 25-year-old woman from Peru whose parents sold everything they had in order to enable her to travel to the United States to obtain an education. He spoke of a 62-year-old African-American male who, decades earlier, had dropped out of school to take care of his family but who, at that time, promised his mother that someday he would complete his education. A third person, he said, was a refugee from Sudan who, as a result of childhood malnutrition, had severely bowed legs. "You should have seen her stand as straight as could be when she was being honored by Phi Beta Kappa," he said.

"Our students have fled civil wars. They have been refugees," Templin said. "They do not have a sense of entitlement. They are thankful for opportunities."

Responding to Templin, Gene Nichol, president of William and Mary, expressed his hope that the dual-enrollment agreement would enable the College to



Rachel Nagy (I), a junior and a transfer student at the College, sat with Templin (c) and Nichol as they discussed the dual-enrollment agreement.

extend the educational opportunities such students were diligently pursuing. Nichol also spoke about how such students would benefit William and Mary. "We're looking at a changing world, and we're responding to a changing world," Nichol told those gathered around the table. "We want to make a mark on these students, and we want them to make a mark on us."

The agreement between the College and NVCC, the largest two-year institution of higher learning in the commonwealth, represents another peg in the College's increasing commitment to open its doors to all deserving individuals. It is one of five agreements the College has entered into during the past year with two-year colleges in Virginia. The others

are with Rappahannock Community College, Richard Bland College, Thomas Nelson Community College and Tidewater Community College. According to Ed Pratt, dean of undergraduate studies, chief transfer officer and associate professor of history at the university, essentially the agreement allows up to 15 students at the two-year institutions to take classes at William and Mary if they have achieved a minimum grade-point average. If, after taking four classes at William and Mary, the students maintain that minimum grade-point average in their courses at the College, the students are guaranteed admission to pursue their bachelor's degrees. For its part, NVCC has similar agreements with Georgetown University and the University of Virginia.

About 20 transfer students have been participating through the dual-enrollment programs during the current academic year, Pratt said. He expects the number to double next year as word spreads about the programs. So far, the academic performance of the transfer students equals that of those who enrolled at the College as freshmen. "They're all great students," Pratt said of the transfer students. "Some of their very best match up very closely with our very best, and they are making our classroom experience richer."

by David Williard

## READ volunteers bring cheer to assisted-living facilities

The William and Mary students walk into the nursing home like rays of sunshine, beaming smiles and passing warm greetings to the familiar faces they see in the hallway, even if the minds behind those faces cannot remember them. For 40 minutes, the students make the residents on the Alzheimer's wing of Woodhaven Manor at Williamsburg Landing in Williamsburg their world. The students ask questions. They play songs on the piano. They share laughter and ice cream. Most importantly, they spend time with the residents.

"I feel like on a very basic level, it makes you really happy when someone comes and spends time with you and gives you a chance to chat," said junior Mary-Kate Aylward. "None of my grandparents are in nursing homes, but if they were, I would certainly hope that someone would come and talk to them."

The visit is just one of 11 that happen throughout the week across Williamsburg as a part of William and Mary's READ: Adopta-Grandparent program. The volunteer program enables William and Mary students to visit residents in one of five local assisted-living facilities one day each week to read, socialize or just hang out. The program



Audrey Tarbox (I) holds on to her ice-cream cone as she is visited by Pinney (c) and Perkins.

started in 1999 with about 30 volunteers. Approximately 85 students are now

'Their zesty enthusiasm and cheerful smiles spark colorful conversersations among those they visit.'

—Judy Davis-Piggott

actively involved.

At first, senior Kate Perkins was nervous when she found out she was assigned to the group visiting Alzheimer's patients. One of her grandmothers had Alzheimer's disease, so it was hard for Perkins to know how to interact with her, but Perkins said involvement with the READ program has helped her understand how to communicate with people with the disease.

"Alzheimer's is really confusing all the time, just waking up and not knowing who's around you—it's really impossible to relate to," she said. "I think that bringing things to people that are memorable gives them a sense of home even in a room full of people they don't know but spend the day with all the time."

To bring something memorable to the residents, Perkins started playing popular songs on the piano. "I try like 20 different songs and wonder, Are they going to know this one? And then, when they do, it's so exciting," she said.

Sophomore Ashley Pinney has been involved with READ for three years and has served as a director for two. A Williamsburg native, she got involved because she thought it would be a good way to give back to the community. "I love going every week. It's like visiting grandparents," she said. "It's a great atmosphere, and we get to sit around and talk. We are in the Alzheimer's wing, so they do repeat a lot of stories but it doesn't matter. They love you just being there, and I love just being there because it brightens their day and it brightens my day."

Judy Davis-Piggott, activities and volunteer coordinator at Woodhaven, said the residents love having the students visit. "Their zesty enthusiasm and cheerful smiles spark colorful conversation among those they visit," she said. "Special attention is paid to each person they visit, and, upon entering a room where residents and students are together, the room is just abuzz with conversation. Those who have difficulty expressing themselves otherwise come alive with their young visitors."

by Erin Zagursky

# Logo committee seeks campus input

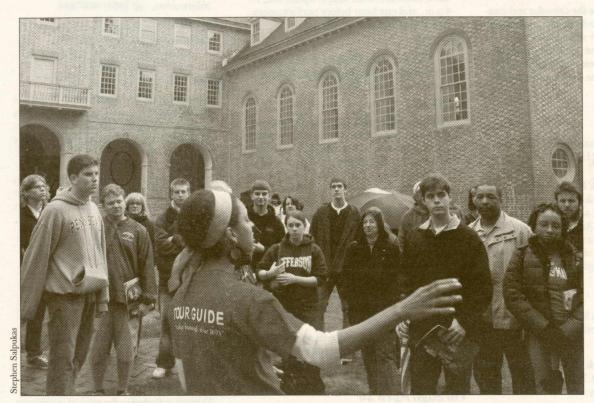
The committee charged with developing a new logo for the College and its athletics program is seeking input from members of the College community. The 14-person committee, chaired by Sam Sadler, vice president for student affairs, is made up of alumni, students, faculty and staff at the College. Members of the College community are encouraged to visit the committee's new Web site at www.wm.edu/ logo/ to read more about the process. The committee is hoping to gather as much input as possible from members of the community through April 29.

President Gene R. Nichol established the committee after a decision last fall by the National Collegiate Athletic Association (NCAA) regarding William and Mary's athletic logo.

As part of a review of more than 30 universities' use of nicknames, logos and imagery associated with Native Americans, the NCAA ruled last year that William and Mary's athletic logo, which included two green and gold feathers, had to be changed if the College wished to remain eligible to host NCAA postseason events or participate in NCAA championship events. William and Mary appealed that ruling to the NCAA Executive Committee, which denied the appeal.

The College's logo committee is tasked with developing both a logo for the school and exploring whether the College should adopt a mascot at this time. The group will present a recommendation by early fall of this year.

## Class of 2011 features first-generation students



The incoming class builds on the College's commitment to creating a diverse academic environment.

Continued from front.

Mary is not a perceived viable option. We remain committed to ensuring that all students and families are aware of William and Mary."

The College's office of undergraduate admission received a record 10,845 applications this year. Letters of acceptance recently were mailed to 3,577 students, including 938 students of color, comparable to 945 last year. Of those being offered admission this year, 270 are African Americans, 375 are Asian Americans, 258 are Hispanic Americans and 35 are Native Americans. The number of first-generation students admitted to the College jumped significantly from 331 last year to 375 in this year's group.

The admitted students also reflect the College's strong focus on academic excellence. The range for the 25th to the 75th percentile on on the SAT for students admitted for the fall of 2006 was 1310-1470, identical to the corresponding range on the combined math and critical reading scores for the students admitted this year. In addition, 87 percent of the recently admitted students who have a rank in class are ranked in the top 10 percent of their highschool classes, an increase from last year.

"The strength of the students we admitted this year, as indicated both by their academic credentials and by their range of talents and backgrounds, makes all of us in the admission office very excited about next year's incoming class. The competition was especially fierce, but this outcome is especially

gratifying," said Henry Broaddus, the College's dean of admission.

The College expects to enroll an entering class of approximately 1,350 students in the fall. Those who have already accepted admittance to the Class of 2011 have a wide variety of interests and backgrounds. Among those who have already committed to enroll is Darryl Stephens, a Richmond high-school senior living in a group home but working to fulfill his dream of becoming a pediatric neurosurgeon (see April 5 edition of the News). College President Gene R. Nichol appeared at Stephens' school earlier this year with admission officials to surprise the student with a hand-delivered letter of acceptance.

The Class of 2011 also will include a student who founded an organization that raised \$40,000 for breast cancer research, a student who races steamengine locomotives at a local historical society and a student who organized a game between the Philadelphia Eagles and his school's faculty members. Other students who have received letters of acceptance for the fall include a banjo player, a female captain of a men's golf team and a realestate appraiser.

"As a college community, we look forward to welcoming another dynamic and engaged class this fall," said Granger. "We are convinced that the best continues to get better and that we will benefit from the diversity of the new students joining us."

by. Erin Zagursky

## Van Alstyne questions domestic spying



Van Alstyne

William W. Van Alstyne, Alfred Wilson and Mry I.W. Lee Professor of Law at the College's Marshall-Wythe School of Law and one of the nation's foremost constitutional law scholars, has signed two collaborative briefs written with other legal scholars and former government officials. The first is for a case pending in the 6th Circuit Court of Appeals and concerns President Bush's authoriza-

tion of the domestic spying program. The second is for a case pending in the 4th Circuit Court of Appeals and addresses joint presidential and congressional efforts to suspend the writ of habeas corpus.

Van Alstyne has signed more than 20 to amicus curiae briefs in the past.

"These briefs are not written to favor a particular political party," he said. "Constitutional law is a specialized subject, and one does care whether it is being properly applied or not." He noted that the courts and Congress

have been responsive to these efforts at times.

Van Alstyne feels he has an obligation to help when issues of constitutional confusion arise, "for the same reason that those whose field is biology should be willing to come forward when there are questions of science at issue," he said. "Rather than merely sitting idly in our offices, surely it is useful if those among us who are devoted to their field and who try as best they can to understand it without bias will do their best in helping others to clear the air of public misunderstanding."

Van Alstyne explained that the legal scholars and former government officials he has collaborated with come together to write these briefs in a number of ways. In some instances, one scholar will contact others and invite them to contribute to a proposed amicus brief. In others, staff members for judges or members of Congress will contact scholars directly and ask them to appear at hearings to provide insight into particular issues. In addition, Van Alstyne sometimes initiates these briefs as "sometimes an issue arises within the courts or Congress that no one else is writing about."

## Chrisochoides earns Guggenheim Fellowship



Chrisochoides

Nikos Chrisochoides, Alumni Memorial Associate Professor of Computer Science, has been awarded the 2007 John Simon Guggenheim Memorial Foundation Fellowship on Medicine and Health.

Chrisochoides' award was one of just two given this year in the area of medicine

and health, and William and Mary was the only U.S. university to receive the award in this field. Chrisochoides is also the only recipient from a Virginia college or university. Guggenheim Fellows are appointed on the basis of distinguished achievement in the past and exceptional promise for future accomplishment. The 2007 Fellowship winners include another 188 artists, scholars and scientists selected from almost 2,800 applicants from the United States and Canada.

Chrisochoides is working on geometric and numerical algorithms and software for image-guided neurosurgery, which is a common therapeutic intervention in the treatment of brain tumors. Survival rate and quality of life for a patient greatly depend on the accuracy and precision of tumor resection, which can be significantly improved by utilizing pre-operative brain scans as an aid in decision making during the procedure. However, during the course of intervention the areas of interest may dislocate due to brain shift/deformation, and thus invalidate existing preoperative brain images. Chrisochoides' group in the Parallel Experimental Systems Lab (PES Lab) at William and Mary uses intra-operative magnetic resonance imaging and many clusters of computers to track brain deformation.

"William and Mary is proud of the interdisciplinary research that our faculty do," commented Carl Strikwerda, Dean of Arts and Sciences and professor of history at the College. "Professor Chrisochoides is one of our distinguished scientists doing cutting-edge research bringing together information science and medicine."

In November 2005 Chrisochoides' group, with their colleagues at Harvard Medical School, were the first team of doctors and scientists to complete in real-time the alignment of pre- and intra-operative brain images using landmark tracking across the entire brain and present the results to neurosurgeons at Brigham and Women's Hospital (BWH) during a tumor resection procedure.

"Progress made in this very difficult problem is a result of a large-scale collaboration—all part of a large interdisciplinary team put together during the last 14 years by Dr. Ferenc Jolesz and Dr. Ron Kikinis at Harvard Medical School," Chrisochoides said. He added that "the Guggenheim fellowship will help us to set the foundation for the next step which requires, one, the use of the Web and many supercomputers around the country to improve the accuracy of current results; two, widen the use of our work, through the Web, from other hospitals in the United States and around the world; and three, train the next generation of researchers that can carry out a noble objective—better and more affordable health care for all."

"This fellowship means quite a lot to my research," said Chrisochoides. "The fellowship is in medicine and health, not computer science, as one would expect, and it will open many more opportunities for our project." Chrisochoides will use the fellowship to establish a new center for real-time computing at William and Mary and design three new courses on medical-image analysis.

Chrisochoides is the fourth professor to receive the fellowship while on the faculty at the College. Past fellows are James Axtell, William R. Kenan Jr. Professor of History and Humanities, Barbara King, Class of 2007 Professor of Anthropology, and Talbot Taylor, Louise G. T. Professor of English.

by Suzanne Seurattan

# calendar

PLEASE NOTE ... Members of the College community may submit items to the calendar and classified ad sections of the William & Mary News. College events and classifieds must be submitted in writing through campus mail, by fax or by e-mail. Submissions must be signed with a contact name and telephone number for verification purposes. Items may be edited for clarity or length. Direct submissions to the William & Mary News, Holmes House, 308 Jamestown Rd. Fax to 221-3243. E-mail to wmnews@wm.edu. Call 221-2644 for more information. The deadline for the May 3 issue is April 26 at 5 p.m.

#### Today

CWA/Town & Gown Luncheon and Lecture Series: "The Williamsburg Documentary Project, A Proposal for a Local Historical Society," Arthur Knight III, associate professor of American studies and English (today). Noon-1:30 p.m., Chesapeake Room, University Center. Bus transportation is available between the William and Mary Hall parking lot shelter and the University Center, 11:30 a.m.-noon and after the lecture. 221-1079 or 221-1505.

Spring Pottery Sale: Handmade items from the students and faculty of the ceramics studio. Proceeds support visiting artist workshops in ceramics and help send students to the national ceramics conference each spring. Preview begins at 11:30 a.m., sale at noon, Campus Center lawn (rain plan: Campus Center lobby). Cash or check sales only. For more information, call Marlene Jack, 221-2523.

National Library Week: Join Clay Clemens, professor of government, as he reads from The Rise of Theodore Roosevelt by Edmund Morris. 4 p.m., Swem Library. 221-4636.

Archaeological Institute of America (AIA), Williamsburg Society Lecture: "The Search for the Battle of Actium," William Murray, University of South Florida. 4:30 p.m., Andrews 101. 221-2160.

Music in American Culture Lecture Series: "The Pa's Fiddle Project," Dale Cockrell, Vanderbilt University. An exploration of musical memorial-making and the role music plays in the Laura Ingalls Wilder's "Little House" books. 5 p.m., James Blair 229. 221-1082.

#### April 20

World Cafe: "Games From Around the World." Learn how to play cards, dice, shell and other games from various countries. Teach your own game if you like, while enjoying free coffee, tea and snacks. 3-5 p.m., Reves Center. 221-3590.

Psychology Colloquium: "Age-Related Changes in Brain Activation During Implicit Memory Tasks," Anja Soldan, College of William and Mary. 3:30 p.m., Millington 211. Refreshments and discussion follow at 4:30 p.m. in Millington 232. 221-3870.

#### April 20, 21

Screening: "Paradise Now" (April 20). "Another Side of Peace" (April 21). The film screenings and discussions following are part of the Exploring Conflict Resolution in the Middle East initiative. 4 p.m., Tucker 120. Sponsored by global studies, religious studies and the Community of Faith for Peace. 221-2175.

#### **April 20, 27**

Chemistry Seminars: Gavin Reid, Michigan State University (April 20). Geoff Smith, University of Georgia (April 27). Topics to be announced. 3 p.m., Rogers 100. 221-2540.

Biology Seminars: "What Does the Fossil Record Tell Us About the Early Evolution of Plants," Patricia Gensel, University of North Carolina (April 20). "Acquiring an Identity: Specification of Neurotransmitter Phenotype in the Developing Vertebrate Nervous System," Margaret Saha, Class of 2008 Professor of Biology (April 27). 4 p.m., Millington 117. 221-5433.

Physics Colloquia: "Early History of Jefferson Laboratory," Franz Gross, Jefferson Laboratory and professor emeritus of physics (April 20). "The Attosecond Era," Lou Dimauro, Ohio State (April 27). 4 p.m., Small 109. 221-3501.

#### April 21

Ewell Concert Series: The Wren Masters. 7:30 and 9 p.m., Wren Chapel. 221-1082.

Spring Concert: Women's Chorus. 8 p.m., Bruton Parish Church. 221-1085.

#### April 22

Spring Concert: Botetourt Chamber Singers. 3 p.m., Great Hall, Wren Building. 221-1085.

Virginia Shakespeare Festival: Featuring a birthday party for Shakespeare, a preview of the 2007 season and an auction to benefit the festival. 2 p.m., Andrews Auditorium, Phi Beta Kappa Memorial Hall. The event, hosted by the Board of the Lord Chamberlain Society, is free and open to the public. 221-2683.

#### April 23

Jazz Combo Concert: Students of Harris Simon. 8 p.m, Ewell Recital Hall. 221-1093.

#### April 24

Dedication of the Jack Borgenicht Altitude Physiology Research Facility. 11:30 a.m., Adair 108. By invitation.

Lunch with the President: President Nichol will host a lunch for 4-year roommates. Lunch will be at the President's House, 12:30-1:30 p.m. If you would like to sign up, contact Carla Jordan at cajord@wm.edu or 221-1254 to make a reservation.

Omohundro Institute of Early American History and Culture Colloquium: " The Rhetoric of Counsel in 17th-Century Virginia Politics," Alec Haskell, visiting assistant professor of history and NEH fellow, OIEAHC. 7 p.m., Kellock Library Conference Room, OIEAHC, Swem Library, ground floor. A light supper will be served after the colloquium. The cost is \$3.50 for graduate students and \$7.50 for all others. For additional information or supper reservations, call Melody Smith at 221-1197 or e-mail mlsmit@wm.edu.

#### April 25

CommonHealth Fitness at Home Informational Session: Learn creative ways to fit activity into your schedule and receive tools and tips to start your own home gym. Participants will receive a fitness bag and jump rope. 11:30 a.m., Tidewater Room B, University Center. Register by e-mailing Anita Hamlin, ayhami@wm.edu, or Debra Wilson, dswils@wm.edu. Additional sessions will be held in May and June.

Jazz Concert: Performances by the Jazz Ensemble under the direction of Evans Feldman and the Jazz Combo, directed by Harris Simon and featuring guest artist Donald Harrison. General admission \$8, students \$5.8 p.m. Kimball Theatre. 221-1086.

#### April 26

Meet with the President: President Nichol invites students to visit him during office hours. The following time is open for a 15minute session, 1:30-3 p.m. Students are asked to contact Carla Jordan at cajord@ wm.edu or 221-1254 to sign up.

VIMS After Hours Lecture Serie Blooms in Chesapeake Bay: The Good, the Bad and the Ugly," Larry Haas, associate professor of marine science. 7 p.m., Freight Shed, Yorktown Waterfront. Admission is

#### classified advertisements

#### FOR SALE

Gently used 2002 Kawasaki (red) 4-wheeler, Prairie 300. \$3,500 firm. Call (804) 693-5117.

Leather traditional-style sofa (teal green), looks new, original price \$2,300, sale price \$500. Two matching occasional chairs, \$65 each. Queen-size sleeper sofa, \$100. Call (757) 532-5624.

#### FOR RENT

The Mews: 3-BR, 2-1/2-bath townhouse with fireplace, dishwasher, washer, dryer, AC, screened porch. Near College, shopping and Route 199. Lease includes membership for pool, tennis and fitness center. \$1,300/ mo. plus utilities and deposit. One-year lease or longer. Available immediately. Call 876-7464.

Perfect for faculty: 0.3 miles from campus, 3 BRs, 2-1/2 baths, kitchen with all appliances, dining room, washer/dryer, deck, 2-car garage, fenced-in backyard. Available Aug. 1. Pets OK with additional fee. \$1,800/mo.

free but reservations are required due to limited space. Call (804) 684-7846 or visit www.vims.edu/events.

#### April 26-29

William and Mary Theatre: Tennessee Williams' "Orpheus Descending" 8 p.m. (April 26-28), 2 p.m. (April 29), Phi Beta Kappa Memorial Hall. Tickets \$8, \$5 students. Box office hours are Mon.-Fri., 1-6 p.m.; Sat., 1-4 p.m., and one hour before performances. Call 221-2674 for reservations.

#### April 27

An Evening With Chopin: Performances by students of Anna Kijanowska. 7:30 p.m., Ewell Recital Hall. 221-1082.

#### April 28

VIMS Art Show and Auction: The annual event will feature the works of nationally known illustrator, photographer and digital artist Guy Crittenden. 6:30 p.m., VIMS, Gloucester Point. Participants will have an opportunity to bid on selected works by Crittenden, as well as trips, jewelry, marine equipment and other items. Images of selected auction items are available on the VIMS web site at www.vims.edu/events/auction\_2007.html. Tickets are \$75 per person (includes heavy hors d'oeuvres) and can be purchased by calling (804) 684-7099 or e-mailing lcphip@vims.edu. Auction proceeds benefit research and education programs at VIMS.

Spring Concert: Middle Eastern Music Ensemble. 8 p.m., Williamsburg Regional Library Theatre. Donations suggested. 221-1071.

#### Through April 30

First Annual W&M Faculty-Staff Tennis Tournament. The tournament will consist of men's and women's singles, doubles and mixed doubles. Singles will be in four different ability levels; doubles and mixed doubles in three levels. For more information and application, call 221-7378 or e-mail tahawk@wm.edu.

Concert: Gamelan Ensemble. 5 p.m., Sunken Garden. 221-1071.

Committee on Religion in a Public University Speaker Series: "Religion and Government: Accommodation, Encouragement and Establishment," Steven Fitschen, Regent University School of Law. 7 p.m., Washington 201. 221-1151.

Concert: Wind Symphony. 8 p.m., Phi Beta Kappa Memorial Hall. General admission \$3, Students \$1. 221-1086.

#### May 2

Spring Concert: Symphony Orchestra. Featuring "Peter and the Wolf," with guest narrator Gene Nichol. 8 p.m., Phi Beta Kappa Memorial Hall. General admission \$5, students and seniors, \$1, 18 and under, free. 221-1089.

Composition Performance Arts: Students of Sophia Serghi perform original compositions. 8 p.m., Ewell Recital Hall. 221-1076.

#### May 3, 5

Spring Concerts: Choir, Women's Chorus and Botetourt Chamber Singers. 8 p.m., Phi Beta Kappa Memorial Hall. General admission \$8, students \$5. Tickets available at the box office beginning May 1. Call 221-2674.

#### May 3, 12

Appearances by Shane Cooley ('10): Cooley, singer, songwriter and freshman at the College will perform his acoustic rock songs. 5 p.m., William and Mary Bookstore (May 3), 8 p.m., Aromas (May 12).

#### May 5

Muscarelle Museum Children's Art Classes: For preschoolers, ages 3-5, with an adult

Additional information and pictures at http://gerlach4. googlepages.com/home or contact esluke@google.

Timeshare for rent, \$825. Enjoy a relaxing Labor Day week on Cape Cod, Aug. 31-Sept. 7. 1-BR, 2-bath townhouse at Sea Mist Resort in Mashpee, sleeps 4. All kitchen necessities and linens provided. On-site amenities include tennis, I/O pools, whirlpool, saunas. Beach and Nantucket Sound 5 miles away. Travel to Martha's Vineyard and Nantucket Island, shop in charming antique stores and craft shops, enjoy seafood at local restaurants. Contact Ken Petzinger at petzinger@cox. net or (757) 220-0641.

Summer rental or house-sitting: comfortable, completely modernized 19th-century farmhouse on 25 acres, about 20 miles west of the College. Available May-August. Rent and/or house-sitting terms (gardening, lawn maintenance, etc.) negotiable. Contact T. Heacox, 221-3924 or tlheac @wm.edu.

companion. Classes will be held 11 a.m.noon. For fees and other information, call 221-2703.

#### looking ahead

#### May 19

Fifth Annual Marine Science Day: A fun and educational day for children and adults. 10 a.m.-3 p.m., VIMS, Gloucester Point. For information, call (804) 684-7846.

#### May 20

Commencement

#### Deadline

#### April 20

Nominations for Men's and Women's Leadership Programs, two eight-session programs to be held weekly beginning in September. Questions about the women's program should be directed to Anne Arseneau, 221-3273; questions about the men's program should be directed to Mark Constantine, 221-3300. Nominations should be sent to Anne Arseneau at aharse@wm.edu.

#### exhibitions

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

#### **April 9-27**

"Student Show"

Annual juried exhibition of student art-

#### May 7-20

#### "Spring Senior Exhibition"

Exhibition featuring the work of graduating

The following exhibitions will be on display in the Muscarelle Museum on Tuesdays-Fridays, 10 a.m.-5 p.m.; Saturdays and Sundays, noon-4 p.m. Admission is free for museum members and William and Mary students, faculty and staff. Admission for all other visitors is \$5. 221-2703.

#### May 5 through July 29

"The Wyeths in America: An American Story (Year of American Art)"

"Joan Miró: Dutch Interiors and Imaginary Portraits 1928 and '29"

The following exhibition will be on display during regular hours in Swem Library's Special Collections Research Center and the adjoining Nancy H. Marshall Gallery. Admission is free. For information, visit http://swem.wm.edu/exhibits.

#### Through Mid-Aug.

"Carry Me Back to Old Virginny: Jamestown Revisited'

A three-part exhibit developed by Swem Library in honor of the 400th anniversary of the settlement of Jamestown.

#### sports

#### April 22

Lacrosse vs. James Madison, 1 p.m.

Baseball vs. UNC-Wilmington, 7 p.m. (April 27), 4 p.m. (April 28), 2 p.m. (April 29).

Baseball vs. George Washington, 7 p.m. For information, call 221-3368.



The next issue of the William & Mary News will be published on Thursday, May 3. The deadline for submission of items is 5 p.m. on Thursday, April 26, 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 accepted only from faculty, staff, students and

The News is issued throughout the year for faculty, staff and students of the College and distributed on campus. Expanded content is available on-line (see www.wm.edu/news/wmnews).

News items, advertisements or general inquiries should be delivered to Holmes House, 308 Jamestown Rd., (757) 221-2639, faxed to (757) 221-3243 or emailed to wmnews@wm.edu no later than 5 p.m. on the Thursday before publication.

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