



NEWS

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First-generation students mark Class of 2011



Granger

The College of William 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.

"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

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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

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College responds to Va. Tech tragedy



Stephen Salpukas

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

Members 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
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Chancellor braves winter storm during visit to VIMS

Sandra 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 (l) talks with Steinberg.

dock.

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 shal-

low, 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

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Inside W&M News

'Experts' on autism

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

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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).

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Professor gets Guggenheim

Nicholas Christochoides is honored for his work.

—page 7

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 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.

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

—Gene Nichol

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 Havel 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



Courtesy of The Flat Hat

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

Simple 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 Tech.

by Erin Zagursky

Chancellor tours VIMS, visits with groups on the main campus

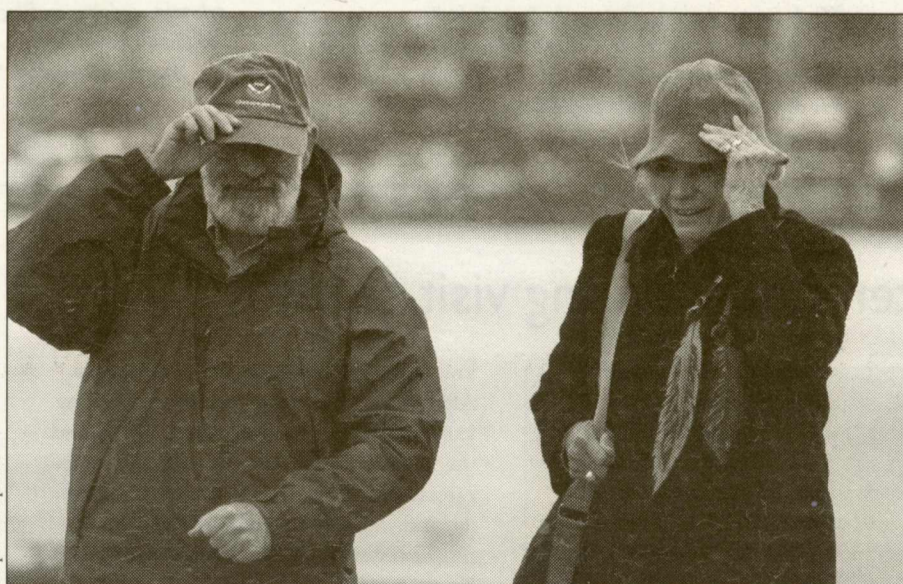
Continued from front.

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



Stephen Salpukas

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'

Michael 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 roller-coaster-like hill.

Learning about autism from a book is one thing. Learning about it from the back of an autistic teen's bike at break-neck 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



Erin Zagursky

Osterhout (r) tries to keep up with Michael (l) 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 to the Centers for Disease Control and Preven-

tion (CDC), one out of every 150 8-year-olds 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."

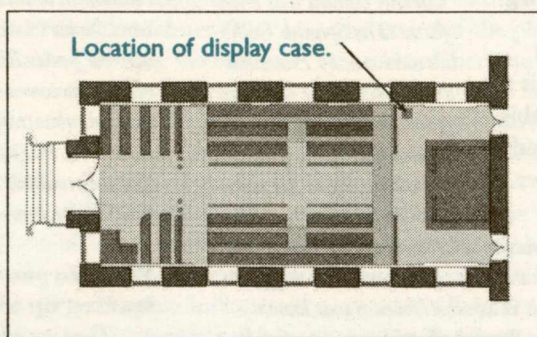
by Erin Zagursky

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

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 two-year 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 (l), 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: Adopt-a-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 (l) 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 conversations 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

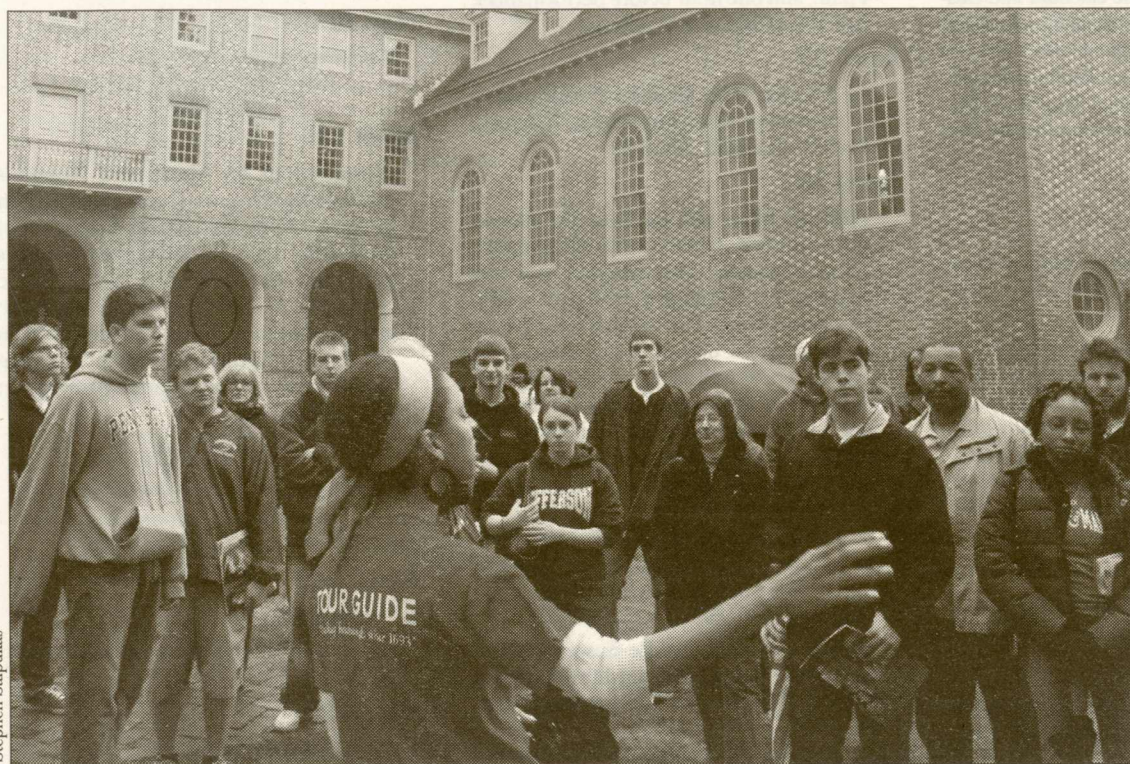
The committee charged with developing a new logo for the College and its athletics program is seeking input from members of the College community. The 14-person committee, chaired by Sam Sadler, vice president for student affairs, is made up of alumni, students, faculty and staff at the College. Members 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



Stephen Salputkas

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 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 high-school 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.

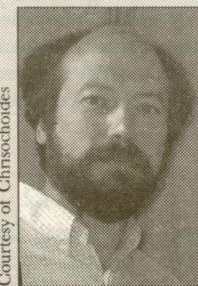
The College expects to enroll an entering class of approximately 1,350 students in the fall. Those who have already accepted admittance to the Class of 2011 have a wide variety of interests and backgrounds. Among those who have already committed to enroll is Darryl Stephens, a Richmond high-school senior 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 steam-engine 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 real-estate 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

Chrisochoides earns Guggenheim Fellowship



Courtesy of 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

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 Scurattan

Van Alstyne questions domestic spying

Courtesy of Van Alstyne



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 authorization

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."

