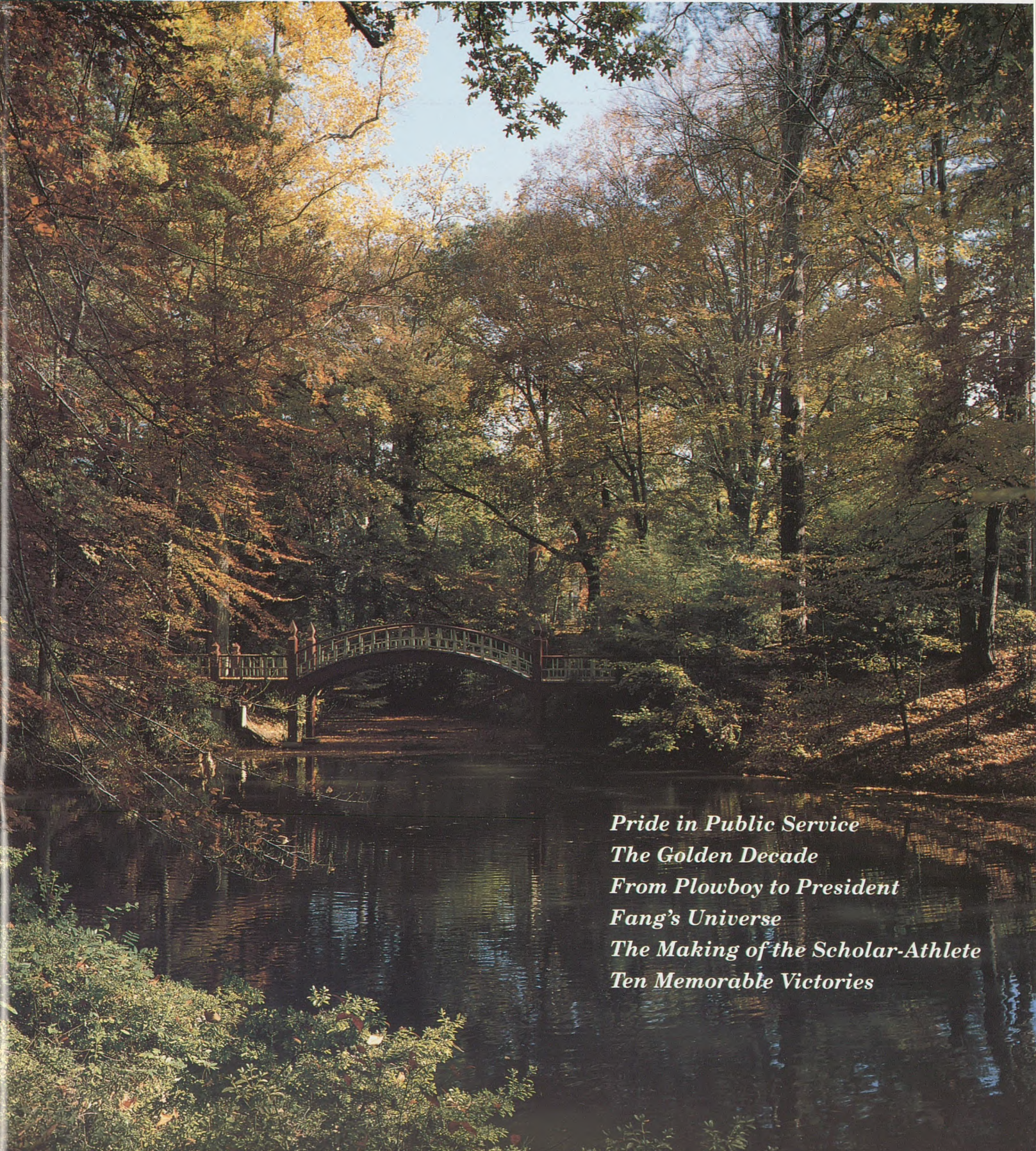


WILLIAM & MARY

Vol. 59, No. 1

Summer 1991

A photograph of a small wooden bridge over a river in a forest with autumn foliage. The bridge is arched and spans across the river. The trees are dense and have yellow and orange leaves, indicating autumn. The water is dark and reflects the surrounding trees and sky. The overall scene is peaceful and scenic.

*Pride in Public Service
The Golden Decade
From Plowboy to President
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The Making of the Scholar-Athlete
Ten Memorable Victories*



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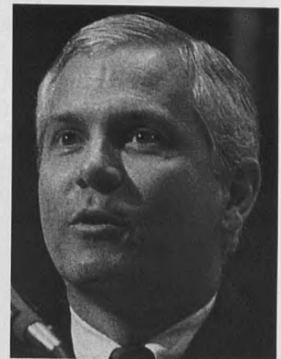
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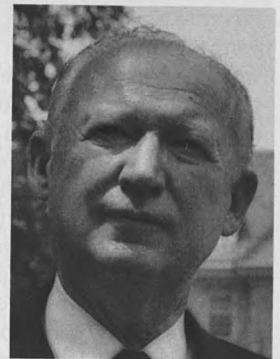
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State Council Honors William and Mary Professors

Two William and Mary faculty members, Gerald J. Johnson, professor of geology, and Virginia Kerns '70, associate professor of anthropology, are among the 11 Virginia faculty members to receive 1991 Outstanding Faculty Awards from the State Council of Higher Education.

The awards program recognizes excellent college and university faculty from the state-supported and independent institutions. Faculty members are nominated for the honor by their institutions, and a committee composed of council members, business and community leaders, faculty and past recipients makes the final selections. This year 81 nominees from 37 institutions were considered on the basis of exemplary contributions to teaching, research or public service. Each recipient receives a \$5,000 cash award provided by the General Assembly.

Kerns graduated with honors in anthropology from William and Mary and completed her M.A. in anthropology at Case Western Reserve in 1972. She was awarded the doctorate in anthropology from the University of Illinois in 1977.

In 1988 Kerns received the Phi Beta Kappa Faculty Award for the Advancement of Scholarship from Alpha of Virginia Chapter of Phi Beta Kappa at the College and was named an Alumni Teaching Fellow by the Society of the Alumni. The College awarded her its prestigious Thomas Jefferson Teaching Award in 1989.

Kerns has served as editor of *Studies in Third World Societies* since 1985. The second edition of her book, *In Her Prime: New Views of Middle-Aged Women*, is now being published. Her first book, *Women and the Ancestors: Black Carib Kinship and Ritual*, was critically acclaimed. A reviewer wrote, "It is an outstanding contribution to the literature on female-centered . . . kinship and residence and may well become a classic in its own right." Kerns is currently at work on a biography of Julian Steward, a major American anthropologist.

A member of the faculty since 1965, Johnson was awarded the Thomas Jefferson Teaching Award in 1974. Most recently he has been involved in study-



Kerns

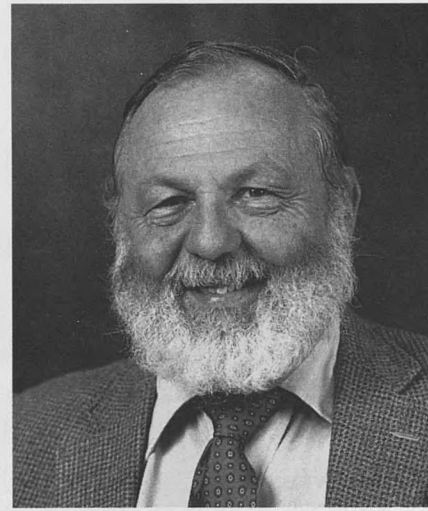
ing the geologic development of Jamestown Island.

Johnson has authored or co-authored 65 publications during his 25 years at the College. His contributions to coastal plain geology extend from New Jersey to the Carolinas, and he is widely recognized as the leading authority on the Virginia coastal plain.

Johnson earned his undergraduate and graduate degrees at Indiana University. Known for his enthusiastic and energetic lectures, he has described learning as "a hell of a lot of fun as well as work. Hopefully students go away with enthusiasm we as teachers have given them."

That enthusiasm takes many forms. Known for his sense of humor, his classroom demonstrations are often memorable, and he frequently takes students outside the classroom and laboratory to see geological finds in all parts of the U.S. Along with rock formations of Utah or Florida, Johnson's geology students can be found studying environmental problems in the Tidewater area or fossils over 400 million years old preserved in the black limestone floors of the Capitol in Richmond.

As a model teacher, Johnson believes in sharing his knowledge and enthusiasm. He also feels that he and his peers have a special responsibility as problem solvers. "The student has to have background, encouragement, and be pointed in the right direction," he emphasizes. "What we teach has to have application."



Johnson

Kerns addressed the subject of teaching and the university structure in her remarks to the awards dinner for the outstanding faculty. Speaking on behalf of her colleagues, she said that "Teachers have given us many gifts, including an introduction to the various disciplines that have become our life work and that have shaped our visions of the world. . ."

"Much of our behavior, and certainly that which distinguishes us as humans, is learned—which is to say taught," she added.

"I learned a basic lesson from the teacher of my first course: human differences naturally exist, and to be understood they have to be acknowledged and accepted for what they are—not measured against any arbitrary standard. . ."

". . . Humans are truly unique as a species in the extraordinary investment they must make in teaching their young. It requires time, attention, care, and a commitment of adequate resources to teach well. Today, in universities, we have the additional challenge of providing education for a far more diverse group of students than in the past: undergraduates and graduate students, women and men, and students from a wide variety of cultural and class backgrounds. The commitment of resources to education—human and financial resources—is more important than ever."

W&M Biologists Receive \$227,000 Grant from NSF

Two William and Mary biology professors, Joseph Scott and Sharon T. Broadwater, are collaborating on a project that has brought more than half a million dollars to the College over the past 10 years.

Scott and Broadwater, co-principal investigators in a study of red algae, recently received a three-year, \$227,328 grant from the National Science Foundation.

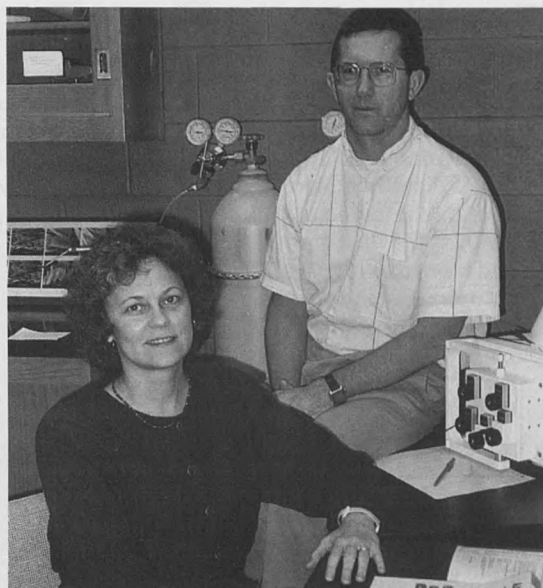
This is the fifth major grant NSF has awarded for this project, bringing total support for the past 10 years to over \$570,000. Also, Scott and two other biologists, Charlotte P. Mangum and Norman J. Fashing, received a grant of \$59,375 from NSF in 1985 for a new electron microscope which is used in the red algae project and many others in the department.

Although red algae abound throughout the world and vary in size from microscopic to several feet long, the uses of algae have not yet been fully explored, says Scott. It is a primary food source for a variety of animals, is used for fodder and is also eaten by some people in the world. "Agar," one product from the cell wall of red algae,

is produced in large quantities and has a number of commercial applications. Scientists use it as a base to grow bacteria and it is used in many milk products and toothpaste. Some red algae are also being looked at more closely recently for medical applications which may have anti-AIDS potential.

Both Scott and Broadwater have published widely about red algae. Scott has conducted invited seminars on the ultrastructure of red algae in a number of universities across the country. He is an adjunct professor in the biology department at George Mason University.

For a second time, Broadwater will be a science instructor in the Governor's School for the Gifted in Science and Technology being held on campus this summer. She is also coordinator of summer fellowships in biology and chemistry, a program for high school science teachers supported by a grant from the Howard Hughes Medical Institute. Earlier this year Broadwater was an instructor for "Update in Cell Biology,"



Joe Scott and Sharon Broadwater are co-principal investigators in a study of red algae.

a course for high school science teachers, supported by a grant from the Howard Hughes Medical Institute.

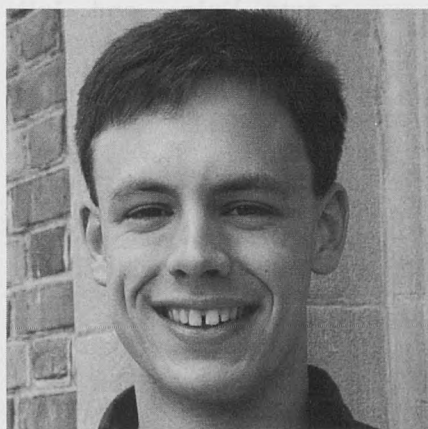
As part of her ongoing research activities, Broadwater will spend two months at the University of California, Santa Cruz, this summer working in the laboratory of Professor Lynda Goff, a prominent cell biologist in the forefront of molecular biological studies of red algae.

Student Excels in Persuasive Prose

Robert Lowry, who recently completed his sophomore year at William and Mary, has been awarded a \$5,000 first prize in the 1991 *Time Magazine* Education Program College Student Writing Competition, sponsored by Mobil Corporation.

This trophy is one more to add to a remarkable cache of awards that Lowry has won through the power of persuasive prose. To date he has won about \$10,000 in cash and prizes, including travel awards.

In 1989 alone, he received a three-week trip to a youth conference in Ireland as winner of a Lions Club essay contest as well a Veterans of Foreign



Robert Lowry

Wars essay contest which included a trip to Washington, D.C., a meeting with President Bush and four days in San Francisco, which consisted of a catered dinner in the prison dining hall at Alcatraz, a Chinatown tour, a visit to an aircraft carrier and a chance to meet

VIPs including Tom Selleck, William Sessions of the FBI and Arthur Lyman, the Congressional attorney in the Oliver North hearings.

Lowry was a finalist in the *Time Magazine* essays contest in 1989 that was sponsored by Smith-Corona, and won a word processor. In 1988 he was listed as one of the 25 top entrants.

In 1986 Lowry was Washington state winner in the national history day contest, a program for middle school and high school students, and flew to Washington, D.C., to meet President Reagan. In 1987 he won an award for an essay on the environment and another in 1988 from the the Masonic Lodge in his hometown of Olympia, Wash., for an essay on the Constitution.

Lowry was also winner of the 1990 Tiberius Gracchus Jones non-fiction award on campus for an essay he wrote on the "Pig War."

Research Grants to College Increase 17 Percent

Funding for research and instruction at William and Mary from external organizations increased 17 percent in 1990-91 to \$12.3 million, according to David E. Kranbuehl, associate provost for research at the College. The total included more than \$5.7 million in grants to the arts and sciences, business, education and law and \$5.2 million to ma-

rine science.

Kranbuehl said the grants provide a major source of funding for graduate student stipends, undergraduate and faculty summer support, research equipment and supplies and travel. In many cases, externally funded grants have become the primary source of departmental and school funding for these needs.

Over the past 10 years, grants to the arts and sciences, education, business and law have increased by 500 percent, said Kranbuehl, who noted that "the record of scholarly contributions and grant awards during the past year is an extremely strong statement of the quality and energy of the faculty" at the College.

Chemistry Professor Wins NSF Award

Patricia Kane, assistant professor of chemistry, has been awarded a Presidential Young Investigator's Award from the National Science Foundation.

This is the first NSF grant of its type ever received at the College. This award guarantees the recipient \$25,000 for five years and matching funds on a dollar-for-dollar basis for non-federal funding of up to \$37,500 per year, resulting in total annual support of up to \$100,000.

NSF established the award program in 1984 to attract and retain outstanding young faculty in science and engineering by providing their research and teaching careers with a strong start and allowing them greater freedom to pursue their research interests. The awards are also aimed at improving the research capabilities of academic institutions by fostering contact and cooperation between academia and industry. Approximately 200 awards have been made.

Kane is a bio-chemist whose research has centered on protein sorting within cells. She received her undergraduate degree from St. Lawrence University and a Ph.D. from Cornell University. While at Cornell she won the campuswide Graduate Women in Science "Award of Excellence," which was based on written and oral presentations of her research. The New York State College of Veterinary Medicine at Cornell awarded her a postdoctoral fellowship in pharmacology in 1987. She is the author of 12 research publications. Kane has also received two other postdoctoral grants, one from the National Institutes of Health and the other from

the American Heart Association for work at the Institute of Molecular Biology at the University of Oregon in Eugene.

In addition to furthering Kane's research plans, the grant will also enable her to expand opportunities for students working with her by enlarging the funds available for student stipends and providing money for laboratory equipment.

A new member of the faculty this year, Kane said she came to William and Mary because she felt the College was unusually successful in balancing teaching and research.



Patricia Kane

'91 Graduates Win Fulbright Awards

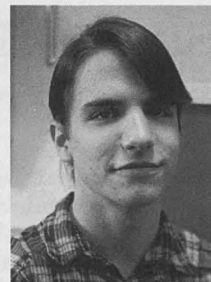
David Kulp and Julie Richardson, both members of the class of 1991, have been awarded prestigious Fulbright Scholarships for next year.

Kulp will leave for New Zealand in March 1992 to begin work at the University of Canterbury in Christchurch. A computer science concentrator with a minor in philosophy, Kulp will conduct a study of the process of computer simulation, concentrating on ecological modelling.

Kulp, who works in database retrieval and management for the Office of Advancement, was production manager for the campus radio station, WCWM; an executive with Student Pugwash; and is a jazz musician.

Richardson, who majored in economics with a minor in mathematics, will attend National University in Singapore to study the historical develop-

ment of that city and the "Batam Initiative"—a collaborative effort by Malaysia, Indonesia and Singapore to expand economic opportunities in the region. She had been hired as a financial analyst at Solomon Brothers Investment Bankers in New York City before she received the award, but the company has agreed to hold the position for a year until she returns.



Kulp



Richardson



PHOTOS BY C. JAMES GLEASON

Kelly Hollister, a May graduate of the College, discusses job possibilities in a Career Services interview with Mark Amick of Delux Check Printers of Richmond.

Spring Lament: Finding the Right Job

By Lisa Heuvel '74

According to UCLA's Higher Education Research Institute, when almost 200,000 college freshmen were surveyed recently, they chose: becoming wealthy (74%); raising a family (70%); becoming an expert in one's field (65%); helping the less fortunate (62%); developing a philosophy of life (43%); promoting racial understanding (38%); cleaning up the environment (34%); and creating artistic work (12%).

These data do not include students' reactions four years later, with graduation and the future imminent. Then, for most students, such ambitions condense to three little words: get a job. Or, go to school.

As staff members in William and

Mary's Office of Career Services would be the first to say, spring of senior year is too late to be thinking about job hunting. Seeking the right career, the right employer, is a process they encourage students to start in their freshman year.

The stakes are higher now due to the current economic picture in the U.S. Although seven out of 10 economists surveyed in April by Blue Chip Economic Indicators now say the recession will be over by the time you read this article, sharp declines in employment have already affected on-campus recruiting nationwide.

According to Robert P. Hunt, associate director of the Office of Career Services, William and Mary is holding its

own. "There's been some decline in the number of on-campus interviews by employers, but not as much as indicated by the recession. There's clearly a lot of student anxiety, a lot of looking for summer jobs." Noting that such tension is present even in the best of times, Hunt adds, "We've also seen an increase in the number of students requesting recommendations to graduate school. Whether that's part of the recession, I don't know. But students are going to graduate school because they can't get starting jobs."

Director Stanley E. Brown concurs. "Normally, in a fall semester, there are about 300 requests for graduate school recommendations from graduating seniors and about 125-150 from alumni. Last fall, a few more than 800 students and almost 400 alumni requested them."

In February, which was the first full month the Office of Career Services Library was open in its new location in Blow Memorial Hall, more than 800 students checked in, compared to an average of 300. In March, even with one week of spring break, over 700 students checked in to use the library's multi-faceted resources.

"This is a much worse job market than in 1981," says Brown. "That recession had more to do with production. Engineers got anxious. This recession has to do with banks and retail."

According to Career Services statistics, there were 41 cancellations by prospective employers this past academic year, up from an average of 22-23. Most were banks and retail organizations. In 1989-90, 199 potential employers came. This year, the figures dropped to about 180. These statistics don't include either the Marshall-Wythe School of Law or the School of Education.

From his office in Armonk, N. Y., IBM Comptroller Michael H. Van Vrankel has an employer's perspective. "This year, the economy is not conducive to a lot of hiring by large corporations. In our own business, we don't expect it to snap back quickly, but we expect an upturn by the end of the year."

However, IBM has continued both to recruit and hire, due to an innovative program. William and Mary's undergraduate and master's finance programs in business administration are

AROUND THE WREN

among those of 30 "key schools" chosen nationwide for annual on-campus employment interviews and hiring.

"We've been recruiting in finance regularly for four years at William and Mary, both undergraduate and graduate students, and we've been very happy," says Van Vrankel. "We've hired a consistent number — 15-plus students so far. It's a successful partnership."

"One of the reasons for our key school program is to make sure we don't turn off hiring. Even in a poor year like this, five interns are coming aboard this summer."

This year, IBM was among several corporations to donate new equipment to Career Services. In the Career Services Library, students have an IBM personal computer to run data on IBM and other corporations. IBM donated a duplicate to the MBA program for graduate student use.

Having such resources conveniently at their fingertips is one reason for Career Services' continued appeal to job-hungry seniors and undergraduates unsure of what career path to take. In its new home in Blow Memorial Hall, Career Services has more space than ever before. Where students used to line a corridor in Morton Hall waiting for their interviews, there's now a spacious waiting room. Other pluses are the private interview and conference rooms and the Career Services Library. There, students can find graduate/professional school test information, general job search information, employer directories, media and computer-assisted career references and other aids.

The office's physical attributes are matched by carefully developed career planning and job search services. The OCS has come a long way since 1968-69, when the Brafferton Kitchen was home to the College's Placement Bureau. Then, at William and Mary and nationwide, on-campus recruiting was basically whoever showed up. "When employers came to campus, we tried to arrange interviews," recalls Brown, who was then assistant director of Financial Aid and Placement.

Sweeping changes have taken place in the last two decades. The Placement Bureau evolved into the Office of Career Planning and Placement, with an expanded staff and broader services for

freshmen, sophomores and juniors as well as seniors.

From the time students first set foot on campus, there are career guides to help them. Individual counseling is available for students choosing a major. SIGI PLUS, a comprehensive computerized career guidance system, helps to determine career preferences, as does the Shared Experience Internship Program. The Career Speakers Series, Career Services staff seminars and special events like Graduate/Professional School Day guide students in career decision-making as well as applying for graduate and professional school and job search strategies.

An important link is the ACAS, or Alumni Career Advisory Service. Over 1,000 alumni and friends are on file as volunteers to assist students in exploring career fields and making professional contacts. Alumni also participate annually in Career Exploration Day, which this March involved 20 three-member panels offering career information to approximately 650 students.

Individualized job search assistance is available to alumni through the Alumni Placement Services. Credential files for recommendations to be mailed to employers and graduate/professional schools are maintained for five years.

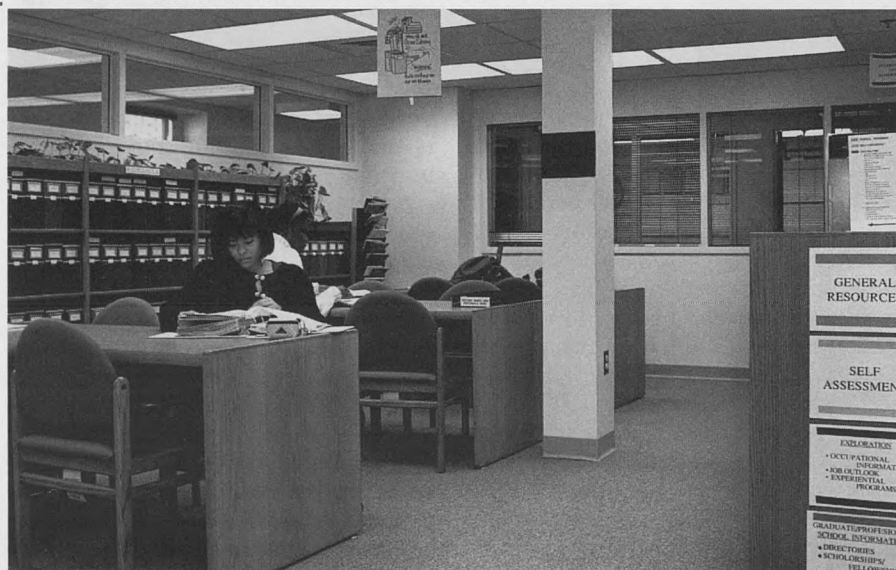
Representative of alumni support is Keith Potts '78, now Employee Relations Officer for Signet Bank in Richmond. For several years, Potts was

directly involved as a recruiter for Signet. Although his role has changed professionally, Potts says he'll continue to work with Stan Brown and Career Services.

The attraction of William and Mary to employers such as Macy's, AT&T and the Johns Hopkins University School of Medicine is obvious to Potts. "I think the quality of the liberal arts education is one big draw. The caliber and quality of students is considered by employers to be very high. I think the academic reputation of the school is important, as is the quality of the faculty and the quality of the school overall. All of William and Mary is recognized for that."

Keeping their fingers on the pulse of the job market is the key to the Career Services staff operation. "We're moving fast into a service-oriented age and moving away from a technically-oriented age," observes Stan Brown. "Service includes banks and newspapers, not product-oriented companies like Ford or General Motors. Rather than liberal arts majors being endangered, they'll be sought after. They're good thinkers, analytical and good communicators with strong human relations skills."

Bob Hunt adds, "Clearly interviewers' judgment to some here is based on the quality of product. They come over and over. When they come back in a year, we hear all the time that the students they've hired before are doing great."



Career Services benefits from modern new quarters, including a well-equipped library, in renovated Blow Memorial Hall.

East Asian Studies: Taking the Mystery Out of the Orient

By Ray Betzner

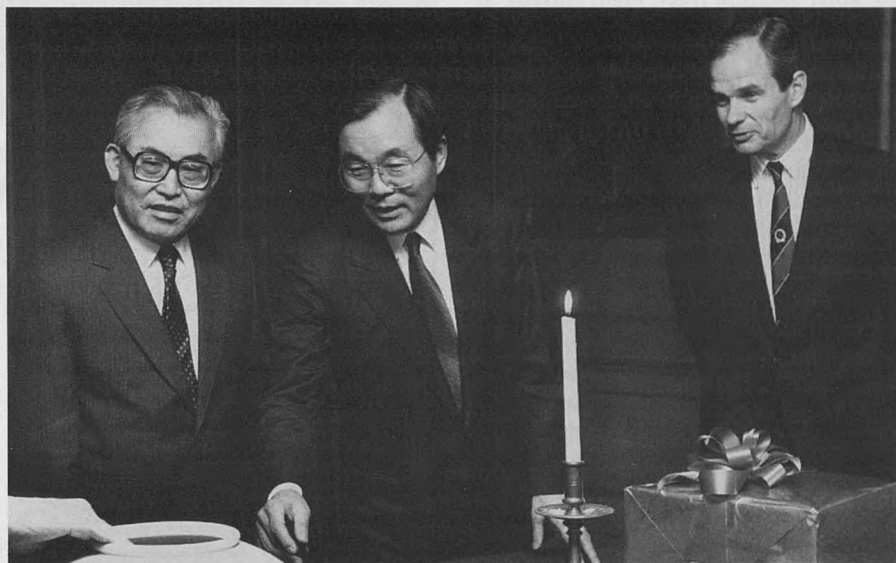
Katherine E. Aloise '91 encountered a variety of reactions while visiting Beijing, China, last summer. Some Chinese residents, especially older people who have seen the political winds change with little warning, were afraid to associate with an American. Others, particularly students her age, were almost desperate to be with her and learn about the West. But one unexpected experience stands out: the reaction from William and Mary students back home. "They were amazed that I had learned Chinese, and decided to visit the country, despite the trouble in Tiananmen Square. But the truth is that anyone can learn Chinese, and students who visit Beijing are more safe there than in the average American big city."

Aloise learned a lesson this year that Jack Van Horn has been teaching at William and Mary for more than two decades: The image of East Asians as inscrutable, exotic and so foreign as to be unknowable to Westerners is false. "I'm afraid that for a while, many Americans were taught there was a hidden spirituality there that we would never understand. That's simply not true," said Van Horn, a religion professor who specializes in Buddhism. "The study of Asia is not exotic. The study of Ming China can be done and is being done in the same way we study the history of Tudor England."

Van Horn should know. As a senior member of the faculty, he has seen the growth and development of the East Asian Studies Program into the best program of its kind in the state, and one of the most dynamic for the students and faculty at the College. And while the strength of the program and its faculty has no doubt added to its popularity, students and faculty agree there is another factor at work. With the almost overwhelming size, population, collective history and potential

global influence found on the Pacific Rim, modern American universities would be foolish not to prepare students for the enormous potential in the region.

Examining the culture and language of China, Japan and the other East Asian nations is not new to William and Mary. There were several East Asia-related courses here in the 1960s,



Korean Ambassador (center), with President Verkuil and Chongham Kim, professor of government, is one of many distinguished government officials to visit William and Mary recently. He came to campus to deliver a lecture on U.S.-Korean relations.

taught by Yi-kua Chou, Carl Roseberg and Lewis Foster. When Chongham Kim joined the faculty in 1964, he brought a wealth of practical experience. Kim held a number of posts with the Republic of Korea, and was a former member of the Korean delegation to the United Nations. During the 1970s, he developed courses on government and politics of China and Japan, along with an advanced course on international relations with East Asia. Craig Canning's addition to the history department came in 1973, and he has since taught introductory and advanced East Asian history courses, along with adding Chinese and Japa-

nese literature courses to the curriculum.

A major advance for East Asian Studies came with the introduction of language instruction in Chinese and Japanese during the 1970s and 1980s. Professors Vincent Yang and Stephen Field taught Chinese in the 1980s, in a position now held by Xiaobin Jian. Professors Lawrence Marceau and Mariko Nakade-Marceau quickly developed the Japanese language and literature programs after their appointment in 1989.

The importance of highly qualified language instructors is integral to East Asian Studies. "Language is the heartbeat of the program," said Canning, who is now director for planning and administration at the Wendy and Em-

ery Reves Center for International Studies. Canning has noticed that as students begin learning to speak Chinese and Japanese, the demand rises for more information about the culture and history of East Asia. By the 1981 school year, students could concentrate or minor in East Asian Studies, one of several concentrations offered through the International Studies Program. Today, an East Asian Studies concentration requires advanced languages, history, anthropology, government, comparative literature and religion courses, along with electives that may include study abroad.

The faculty has grown too, notably

with the addition of Tomoko Hamada in 1988 as professor in Japanese anthropology. Hamada specializes in helping American business leaders understand what to expect when trading with Pacific Rim nations, and vice versa. The market for this trade has boomed in recent years, but Hamada believes a greater understanding could aid both Eastern and Western interests. She has also seen an extraordinary development in both the College's teaching and student interests in just the last three years, and it isn't just a demand for more classroom training. Students want to expand their experience, so they meet informally each week with natives from China and Japan to try out their conversational skills and learn more about the culture. Japanese calligraphy lessons have been taught at the Earl Greek Swem Library, and a Lunar New Year celebration was held in February. "Interest has been growing like crazy. I'm running out of steam trying to keep up with the students," said Hamada.

Their efforts are paying off. This year, 65 College students graduated with concentrations in International Relations and International Studies. Ten of them are in East Asian Studies. Included in the group are Aloise and Matthew P. Holbrook, who have both been awarded scholarships for further Chinese study. Holbrook is one of only five in the nation to receive the Chinese Government Scholarship, administered through the U.S. Department of Education and offered by the State Education Commission of the People's Republic of China. Holbrook will spend a year at a university in China. Aloise was one of only 10 in the country to receive the Chinese Language Scholarship, offered by the Cultural Division of the Coordination Council for North American Affairs. She will head this fall to Taiwan Normal University in Taipei, Taiwan. Valerie A. Jinnette, a senior with a double concentration in East Asian Studies and biology, was named an alternate for the language scholarship. All three students have completed four years of Chinese language study.

In addition, four students were finalists in the first- and second-year Japanese speech contest at Duke University this spring. Benjamin Hulan, a freshman, placed third in level one and Monica Christensen, a senior, placed

second in level two. Kathryn Niles, a freshman, and Holli Weymouth, a senior, were also finalists.

Student travel to East Asia has also become more common. For three of the last four years, beginning in 1987, between eight and 13 students attended the Beijing Language Institute. This summer, 27 College students are in Japan, studying the language and people through a variety of programs and privately-funded expeditions, including internships sponsored by the Seiko-Epson Corp., Komatsu Corp., Arai Seisakusho (ARS), and the Japanese Exchange in Teaching program.

This February, Fang Lizhi, the Chinese astrophysicist who took refuge in the U.S. Embassy in Beijing immediately after the crackdown at Tiananmen Square, received an honorary degree at Charter Day. In April, Hong-choo Hyun, the Korean ambassador to the United States, gave the keynote address at a symposium on U.S.-Korean relations

at the College. This summer, 40 students from Keio University in Tokyo, Japan, will be in residence at the College for an intensive living and learning experience. The visit is a first step in what Hamada and other organizers hope will be a series of yearly educational exchanges between the schools. Keio is the oldest private university in Japan.

For all the activity and achievements, those involved in the East Asian Studies program hope support can be found to expand their efforts. Additional language instructors are sorely needed, as is a regular exchange program for students who want to visit Japan.

Students and faculty agree the program needs continued support. "If our goal is to have students who understand what it is like to be human, you can't ignore this culture. It has been witness to a vast majority of human experience," said Van Horn.

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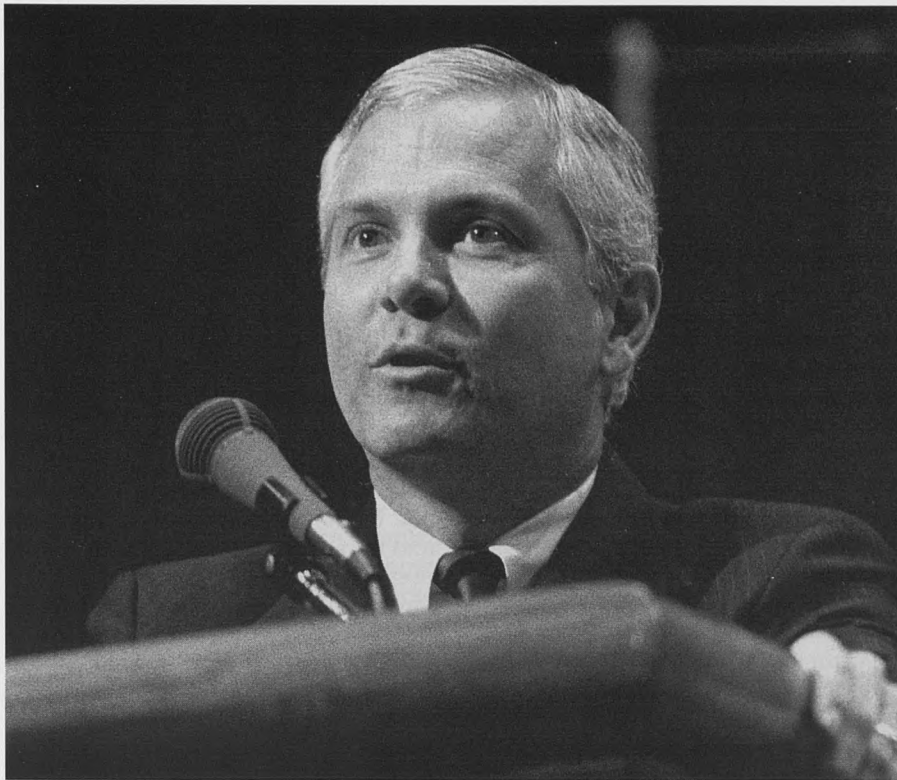
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C. JAMES GLEASON

A leading figure in the national intelligence community, Bob Gates '65 has remained close to his alma mater despite his busy schedule. Here, he speaks at a Parents Weekend seminar in 1988.

Robert M. Gates '65: **Pride in Public Service**

By Charles M. Holloway

Inside the west wing of the White House, just a few steps beyond the press lobby, the president's deputy for national security affairs, Robert M. Gates '65, sits at a polished wood desk in his small, tastefully decorated office. As he talks about his job, his dedication to public service and his education, it's hard to imagine anyone better prepared or qualified to carry out the responsibilities of a member of President Bush's inner circle of advisers, a group Gates jocularly refers to as "the gang of eight."

BORN IN 1943 DURING World War II, educated at William and Mary, Indiana University and Georgetown, battle-tested in Soviet relations and in the Gulf crisis, Gates has throughout his 25-year career in government been thoroughly immersed in the complex and demanding business of intelligence and national security.

On a brilliant day this spring, Gates sets aside a full hour of his heavily-scheduled day to discuss his work and his views on government service. His office, which consists of about 150 square feet of some of the most precious and coveted space in the western world, is just down the corridor from White House chief of staff John Sununu and only a few more paces away from the Oval Office.

Outside, the White House — that wonderful, all-purpose building — is in splendid form, washed in April sun, its bright flags snapping against their staffs in a brisk west wind. A place for all seasons, the building serves the country well as home, office, tourist attraction and national monument, and in the spring of 1991, it is especially beautiful, its manicured lawns a dazzling emerald green, the fragrance of flowering fruit trees perfuming the air along Pennsylvania Avenue.

Bob Gates is about medium height with a solid physique and a disarming grin. He has a frank and open manner, yet his clear eyes and steady gaze suggest an inner sense of caution tempered by the demands of his work. He looks much younger than his 47 years and could easily be a computerized projection of the college senior who drove a school bus to help pay his way through William and Mary. In fact, he resembles greatly a Norman Rockwell painting of the boy next door who has suddenly grown up.

The years in Washington have not eroded the down-home flavor of his Kansas inflections, nor have they dimmed his enthusiasm for the job. Early in the interview, he leans back in his chair, glances around the office and observes soberly, "You know, there's a real sense of history about this place. It's a combination of reverence and awe, perhaps. Sometimes you feel it when you look around and think about all the extraordinary figures that have worked here, walked these corridors, sat in the Oval Office — Theodore Roosevelt, Franklin Roosevelt, Woodrow Wilson, Truman, Eisenhower. You don't get preoccupied with it, there's

too much else going on. But every now and then you catch yourself and say 'What a remarkable thing it is to be working here.' It's a privilege and a responsibility that represents the finest aspects of public service."

Gates joined the Central Intelligence Agency in 1966, soon after he completed his master's degree in history from Indiana University. Initially an intelligence analyst, he moved steadily up in the agency and by 1974 he had been assigned to the prestigious National Security Council staff. After five years with the NSC, he returned to the CIA, where he was selected as Deputy Director for Intelligence in 1982. Just a year later, he was named also as chairman of the National Intelligence Council, responsible for preparation of all national intelligence estimates. In 1986, he became deputy director of the CIA and held that position until January 1989, serving as acting director for a period of five months.

During the winter of 1986-87, President Reagan nominated Gates as director of the CIA, but during Senate Intelligence Committee hearings he suddenly found himself trapped in the Iran-Contra controversy. "It simply was not a good time to be a candidate up on the Hill from the Reagan Administration," he says. "Until then I had had a

very good relationship with the Senate Committee, but at that time there were still many unanswered questions." One of the committee members noted at the time that Gates was caught in "a crossfire from a committee irate over not being told about the Iran dealings for some 10 months."

Gates said, "I decided it was prudent to recede," and he asked the president to withdraw his nomination. "Ironically, it turned out the Committee gave the next candidate (and eventual director) Judge William Webster almost as hard a time as they gave me." Gates remained as deputy director at CIA and within two years had been selected as a senior member of the White House staff. Appointed by President Bush to his present job as Gen. Brent Scowcroft's deputy on Jan. 20, 1989, Gates today is at the pinnacle of government service, closely involved in every critical decision made about the nation's security in a delicately balanced and unstable world. A recipient of the Arthur S. Flemming Award as one of the 10 most outstanding young men and women in federal service, Gates twice received the CIA's highest award, the Distinguished Intelligence Medal.

On this spring afternoon, he sits in a comfortable arm chair behind a desk

nearly clear of papers with a couple of manila folders neatly stacked in one corner and an empty in-box in the other. There are three separate telephones on a small table to his right, including an impressive console which bears a White House seal. On another nearby table are photos of vacations and family, with his wife, Becky, and their two children.

He is just back from one of the many trips he makes with the president aboard Air Force One, a new, specially-built 747 specifically equipped to handle any eventuality. This time, the destination was Islamorada, halfway down the Florida Keys, where Bush spent a couple of days bonefishing. Gates was one of the small accompanying staff and his assignment was to provide the president with his daily briefing on foreign intelligence.

"It's pretty much the same routine as here," he says. "But when you're traveling, the information and briefing papers come through secure cable. At Islamorada, the president was staying at a nearby condo, so I just drove over there wearing casual clothes, and we sat in the living room and drank coffee while I briefed him.

"It was overcast and cool most of the time there, but one day I did go out fishing with him and we, along with Mrs. Bush and Treasury Secretary



DAVID VALDEZ, WHITE HOUSE

At Kennebunkport, Maine, Gates (in checkered shirt) discusses policy issues with President Bush and his top advisers: Gen. Colin Powell, Chief of Staff John Sununu, Secretary of Defense Dick Cheney, Deputy Secretary of State Lawrence Eagleburger and National Security Adviser Brent Scowcroft.

Brady and his wife, had lunch on board a small Coast Guard boat.

"Usually, here at the White House, the president gets regular briefing papers on everything that has happened in the world in the past 24 hours, along with an analysis of their importance. CIA usually sends a briefer every morning, and after that, General Scowcroft and I run through a check list of things that we want to discuss with the president, seek his guidance, affirm positions, things like that. There's a lot of give and take."

A normal day for Bob Gates begins at 5 a.m. when he arises, slips into a sweat suit and runs three miles through the suburban Virginia countryside near his home. After a shower and a quick breakfast, he is driven into Washington, where he arrives at work before 7 a.m. He reads briefing materials and the morning intelligence reports on the drive in preparation for his first meeting at 7:15.

There are occasional breaks for staff luncheons or sessions with foreign visitors, but Gates says that nine days out of 10 he eats at his desk while working. His day usually lasts until 8 or 9 at night.

"When General Scowcroft and the president asked me to take this job," Gates says, "one of the things Scowcroft wanted me to do was become his alter ego. We really don't have a division of responsibilities, except in this respect: he has a very close personal relationship with the president, and they spend a lot of time talking about where things are headed. That's something he does that I don't do. What I do that he doesn't is to manage the interagency process. I chair the Deputies Committee—the group that does crisis management and develops policy option papers. Actually, this group does a good deal of day to day coordination of foreign intelligence, diplomatic and defense policy. The group has met almost daily since the first of the year, at least 75 or 80 times. It was the group that did much of the preparatory work for the 'gang of eight' meetings during the Gulf war. And it was also the group that coordinated our government's actions in the Philippines crisis a year ago and the Panama crisis."

There is little doubt that his powerful work ethic was already in place when he arrived in Williamsburg from Wichita in 1961 as a freshman. During his four years on campus, he demonstrated all the necessary ingredients



DAVID VALDEZ, WHITE HOUSE

Regarded as one of the nation's top experts on the Soviet Union, Gates greets Mikhail Gorbachev who once singled him out as head of a special unit whose purpose was to discredit the Soviet leader.

— stamina, an inquiring mind, organizational skills and a devotion to volunteerism. In addition to his academic program (he majored in history) Gates worked part-time at Colonial Williamsburg, served as an assistant scoutmaster at the Methodist Church and joined St. Stephens Lutheran Church. He drove Bus #26 to and from Matthew Whaley Elementary School and was featured in a *Virginia Gazette* story Jan. 22, 1965, which characterized him as "a senior honors student who brought a special zest and enthusiasm" to his daily trips. He became a favorite with the students, regularly engaging his riders in repartee, created special songs and yells with them and sometimes taped quotations in German and Russian on the bus wall and tried out his foreign language skills.

Looking back, he says, "I had a good experience in my classes at William and Mary. I started out studying American history but then took a course from Harold Fowler in English history and my interests kept moving further east in Europe. I especially remember one young professor named Dietrich Orlow who had an early positive influence on me, as did Bruce McCully, who taught French history.

"I came to William and Mary on the advice of a friend in Scouting who had preceded me to the College and wrote glowing letters about the town and the school. My parents had always been supportive about education, but never

pushy. My father was a small businessman who sold wholesale auto parts. Actually, I was pretty well motivated in my own right, as was my older brother, Jim, who is now an associate superintendent of schools in Kansas. We both won Eagle Scout awards.

"I was born in Wichita, went through all the grades there, in public school. I finished up at Wichita High School East and got A's and B's. The B's tended to be in the hard sciences and math.

"By my senior year, I had it pretty well fixed in my head that I wanted to go east for my education, so I began to weigh the options and applied to several places. When I balanced the cost of the school, the possibilities of scholarship aid, the opportunities for work, and the attractiveness of the town, I decided on William and Mary. I have never regretted the decision."

After graduation, Gates moved on to Bloomington with a job as a resident assistant and entered graduate studies at Indiana University. "That was also a very attractive campus," he says, "probably 10 times the size of William and Mary. The program there was excellent. In the course of Eastern European studies, I took the Serbo-Croatian language and the literature of the South Slavs. There weren't many of us. In fact, I was the only one in the class whose name didn't end with 'ski' or 'ich.' Languages were not my strong suit. For my doctorate, I had to pass the examinations in Russian and German,

but my skills had atrophied a bit through disuse. I guess my German is a little better than my Russian.

"I met my wife (Rebecca Wilkie) at Indiana. It's kind of a peripatetic story. She had finished her undergraduate work in her home area, at Washington State University, and came to Bloomington for a graduate degree in education. I had a service obligation to fulfill and was sent to Texas for officer training. That's where we got engaged. We were married in Seattle, but since she was still under contract and teaching at Colorado Womens College and I was assigned to a Minuteman missile base in Missouri, we could hardly meet in one place for more than a couple days running. At least, not until we had been married for about six months.

"Fortunately for me, I spent half of my time in the Air Force at the missile base. When things settled down for us, by the fall of 1969, I was working full time at the agency and I also began my doctoral program in Russian history at Georgetown University. Georgetown, and other universities in the D.C. area, are well-attuned to the needs of graduate students and accommodate to their unusual schedules — their need to coordinate both work and study. I used to put in a full day at the agency and then go to my classes at night, or on Saturday."

And so Gates accepts as routine the rigorous demands of a full-time job, family obligation, and intensive graduate study. The ingrained ethos developed in Wichita and refined in Williamsburg has carried him with deceptive ease to successive levels of academic and professional achievement. He continued to advance in the intelligence hierarchy and by the time he received his Ph.D. in 1974, he had moved to a key assignment at the National Security Council.

By the time he was 40 years old, Gates was regarded as one of the nation's top experts on the Soviet Union, and during the early 1980s, he continued to occupy senior positions within the intelligence community. He takes pride in having served as a National Security Council adviser under four presidents. *The New York Times* characterized him in 1989 as a Kremlinologist with a "reputation for being a shrewd, effective bureaucratic operator, particularly skilled as a manager."

Two years ago, when Gates traveled to meetings in the Soviet Union with Secretary of State James A. Baker,

Mikhail Gorbachev noted Gates sitting next to Baker and singled him out as head of a special unit assigned to discredit Gorbachev. But he went on to say (without much levity) that if Moscow and Washington could develop a better relationship, Gates would be out of a job.

When President Bush named Gates to be his deputy national security adviser late in 1988, he said he had made the choice because "Gates knows the system, the critical importance of the interagency process for presidential decision-making, and the details of the management process."

At the time, Senator William Cohen of Maine, vice chairman of the Senate Intelligence Committee, observed that Gates "brings a tremendous reservoir of talent" to the NSC staff.

Gates appreciates the talents and commitment of the people he works with.

"I find all the people who work here are extremely dedicated to the job," he says. "They possess a basic respect for the common sense of the people 'out there' in the country, beyond the Beltway. I've known a lot of people in government and in the military who have left or retired and gone into very lucrative jobs, challenging jobs that also give you time to enjoy life. And yet, every single one of them that I have known would come back into government if they could. They miss the sense of mission. For all the frustrations, the irritations, the things that are annoy-

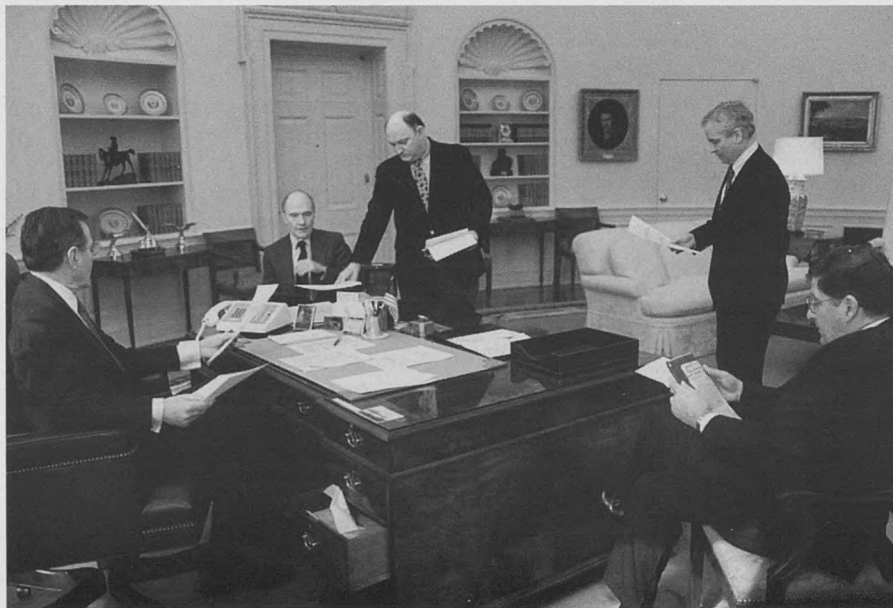
ing, there is a real sense that you are part of something larger than yourself and that this country, with all of its problems, still is clearly the example for the world in terms of prosperity and democracy and freedom."

Bob Gates winds up his observations on a philosophic tone.

"There's a lot of talk about how today's college students simply want to prepare for making money, how self-centered they are. This is just baloney. When I was at CIA, for example, we got over 150,000 expressions of interest a year from young people wanting to work for the agency. Their credentials were extraordinary. The government has never been in a position to be as selective as it is now.

"These young men and women could write their own ticket in business or industry. I know that a large number of them are still interested in doing something more with their lives. It may not be in the federal government, or in state or local government, but perhaps in teaching. I talk with lots of high school kids who come here to visit. Various leadership groups bring them regularly. These students are all bright, they ask good questions and they are very attractive. They have an exceptional sense of confidence about them. You can see I am pretty optimistic about the prospects for our country."

(Gates has recently been nominated by President Bush as director of the Central Intelligence Agency.)



DAVID VALDEZ, WHITE HOUSE

Gates (standing, right) confers with Bush and other members of the president's inner circle of advisers including Scowcroft, Press Secretary Marvin Fitzwater and Sununu.



THOMAS L. WILLIAMS

Davis Y. Paschall in 1971, the year he retired as president of William and Mary.

THE PASCHALL ERA, 1960 — 71

In 1960, Davis Y. Paschall '32 arrived at William and Mary as president after serving as state superintendent of public instruction during a three-year period that witnessed unparalleled progress in public education despite the traumatic experience of desegregation and "Massive Resistance."

Over the next 10 years under Paschall's guidance, the College experienced a great leap forward in programs and construction, a dynamic period of progress that became known as "the Golden Decade."

In the following article historian Susan Godson '53, one of

five scholars writing a history of William and Mary for publication during the Tercentenary in 1993, explores the explosive expansion of both the campus and of academic programs during the 1960s. In a subsequent article, the unique personality of Dr. Paschall and the influences that formed his special approach to people and politics during his rise from "plowboy to president" are detailed in a condensed version of a foreword by S. Dean Olson for the new book Davis Y. Paschall: A Study in Leadership by Wilford Kale '66 and Harry L. Smith.

—W. Barry Adams, Executive Publisher

THE GOLDEN DECADE

By Susan H. Godson '53

Seldom in William and Mary's history has there been simultaneous explosive expansion of both the campus and of academic programs, but the 1960s was one such dynamic era. Under the guidance of Davis Y. Paschall, president from 1960 to 1971, an entire new campus arose, and at the same time, the College became a small university.

The new campus of the 1960s developed between the existing College grounds and Lake Matoaka to the west. Astute utilization of the rolling topography, wooded areas, and open spaces provided an ideal setting for the 11 new structures that arose near Phi Beta Kappa Memorial Hall, completed in 1957 as the first building on the new campus. The 12th building, the bookstore, was across Jamestown Road next to the Campus Center. Contemporary but conservative in style, the new buildings were of Flemish bond brick and were designed to blend with the neo-Georgian architecture of the old campus.

The focal point of the new campus was the academic court, anchored by Phi Beta Kappa Memorial Hall at one end and the Earl Gregg Swem Library at the other. Fanning out in a semi-circle from the court were the first new classroom buildings since the mid-1930s: the William Small physics building, the Robert Andrews hall of fine arts at the back of Phi Beta Kappa Memorial Hall, the John Millington hall of life science, and the Hugh Jones mathematics and general classroom building.

Additional dormitories — Yates Hall for men, a 12-unit fraternity complex, and duPont Hall for women — provided badly needed housing for the growing student body. The building program also included Adair gymnasium for women, William and Mary Hall for men's physical education and intercollegiate athletics, and William and Mary Commons dining hall.

Buildings were not the only evidence of the massive capital expansion program. New roads and tennis courts appeared, and renovations upgraded a number of older structures. A beautiful

series of landscape projects — the Jefferson Prospect — stretched from the Sunken Garden to Lake Matoaka. This entire new campus stands as a lasting tribute to the vision and persistence of President Paschall.

The new construction could hardly keep pace with the burgeoning student body, whose numbers grew from 2,410 in 1960 to 4,349 just 10 years later. To meet the ever increasing demands of the state of Virginia, about 70% of the students were Virginia residents. During the 1960s William and Mary followed an increasingly selective admissions policy and admitted only 15% of applicants. Almost 70% of these students ranked in the top 10% of their high school classes and had average SAT scores of 1,231. To encourage such good students to apply, the College started an early decision plan.

To meet the demands of the students and to keep pace with national trends, the College effected its first major curriculum overhaul since 1935. The faculty spent several years devising a more flexible course of study, and in September 1971 the new curriculum offered choices in area requirements and demonstrations of proficiencies in place of the old rigid distribution requirements. New departments of geology, theatre and speech, religion, and anthropology further diversified the

curriculum. The honors program, previously restricted to upperclassmen in their majors, broadened to include qualified freshmen and sophomores in a general honors program.

The major curricular change, however, was in graduate studies. In a startling departure from tradition, William and Mary began offering Ph.D.s — first in physics and marine science, then in history. The doctor of education degree became available, and the juris doctor replaced the old bachelor of civil law degree. Master's degrees in eight new fields — mathematics, biology, chemistry, business administration, government, sociology, special education and applied science — increased the number of disciplines with master's programs to 16. Enthusiastic response to these offerings brought graduate enrollment to 419, the law school to 308.

Adults, too, were able to pursue higher education. The Extension Division, popular since its inception in 1919, served more than 6,000 students at 34 locations — usually schools and military bases. The Evening College, established in 1952 to meet the needs of people who worked during the day, gave residence credit to more than 900 students studying on the William and Mary campus at nighttime and on Saturdays.

In another effort to meet Tidewater



THOMAS L. WILLIAMS

Dr. Paschall is sworn in as the 23rd president of William and Mary in the Wren Yard on Oct. 13, 1961.

Virginia's demand for higher education, William and Mary oversaw its four branch campuses under the Colleges of William and Mary, established by the General Assembly in 1960. After the dissolution of the Colleges system two years later when Norfolk College (later Old Dominion University) and the Richmond Professional Institute (later Virginia Commonwealth University) became autonomous, William and Mary retained control of its junior-college branches in Newport News and Petersburg.

Under director H. Westcott Cunningham, '43, Christopher Newport College (CNC) in Newport News opened in September 1961 with 209 students. Providing a basic two-year liberal arts curriculum which enabled its students to transfer to four-year colleges or to receive an associate of arts degree, CNC immediately attracted local support and students. So successful was the school that, by 1971, it had expanded to a four-year, degree-granting institution with 1,826 full and part-time students.

William and Mary's other branch, Richard Bland College (RBC) in Petersburg, developed along slightly different lines. With James M. Carson as director, RBC began operating in September 1961 with 265 students. Although the school offered a two-year liberal arts program, it focused extensively on technical and vocational subjects, and its enrollment grew to 841 by the decade's end. Like CNC, Richard Bland tried to escalate to a four-year college, but the proximity of Virginia State College, which offered undergraduate and graduate degrees, prevented such expansion. RBC remains today a two-year institution.

Still a third branch campus, the Virginia Associated Research Center (VARC), evolved during the 1960s. In an era dominated by space exploration and research, William and Mary, along with the University of Virginia and the Virginia Polytechnic Institute, agreed to manage and operate a Space Radiation Effects Laboratory (SREL) to be built by the National Aeronautics and Space Administration on the Peninsula. Opening in 1965, VARC offered a variety of graduate courses and oversaw the research activity at SREL. SREL housed three particle accelerators, including a 600-million electron volt synchrotron, which attracted scientists from around the nation.

Through two reorganizations in the late 1960s, VARC became a campus of

William and Mary, which then administered the entire program. Warren Heeman was the director of VARC; physics professor Robert T. Siegel, the director of SREL. The College now managed one of the largest space radiation effects laboratories in the United States, and its standing in the scientific community soared.

Another research venture, the Virginia Fisheries Laboratory at Gloucester Point, had been associated with the College since its inception in 1940. Although the Fisheries became the autonomous Virginia Institute of Marine Science (VIMS) in 1962, the College continued its connection through the Department, then School, of Marine Science. Under director William J. Hargis Jr., VIMS' research investigations focused on shell and finfish, pollution, erosion and the effects of engineering projects. They benefited the entire oceanographic community as well as federal and state agencies, commercial and sport fishermen, and Tidewater towns and individuals. Through the media, publications, presentations to civic organizations and schools, and exhibits at Gloucester Point, VIMS increased public awareness of Virginia's abundant marine resources.

William and Mary's third major research operation, the Institute of Early American History and Culture (IEAHC), which the College and Colonial Williamsburg had sponsored jointly since 1943, grew in stature and national renown. Under director Lester J. Cappon, IEAHC expanded its research and book publication programs, and its *William and Mary Quarterly* became one of the outstanding scholarly journals in the country. In 1966 IEAHC



THOMAS L. WILLIAMS

More than \$35 million in new buildings were constructed during Paschall's administration, including Earl Gregg Swem Library, above, the anchor to the New Campus.

embarked on an ambitious project of collecting, editing and publishing the papers of Supreme Court Chief Justice and William and Mary alumnus John Marshall; and the College joined such prestigious universities as Harvard, Princeton and Virginia in publishing the papers of famous Americans.

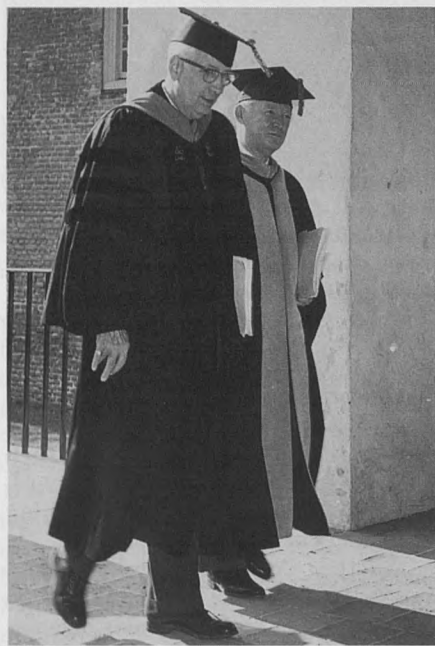
Another College research venture, the Marshall-Wythe Institute of Public Affairs, began in 1966 under director and former head of the government department W. Warner Moss. Designed as an interdisciplinary approach to social science research, this institute sponsored symposiums, organized conferences and encouraged research on modern problems. As its emphasis shifted more toward research, its name changed to the Marshall-Wythe Institute for Research in the Social Sciences.

Rising demands for professional training brought more changes to the College. The Marshall-Wythe School of Law had been established in 1953, and during the 1960s the law school, under dean Joseph Curtis, grew from 54 to

308 students. Its *William and Mary Law Review* broadened its scope and attracted more readers in the legal profession. The school sponsored various lecture series and conferences, including the Tidewater tax conference, and initiated a program for American law students to study at Exeter University in England during the summer.

As the law school became increasingly significant, the College also established the School of Marine Science in 1961. This school maintained its academic connection with VIMS, whose staff made up the faculty of the new school. William J. Hargis Jr. served as director of VIMS and dean of the School of Marine Science. William and Mary students could earn both master's and doctoral degrees at the school, which enrolled about 50 students.

William and Mary had long emphasized teacher training and in 1961 set up a School of Education for the Colleges of William and Mary system. Af-



THOMAS L. WILLIAMS

W. Melville Jones served as dean of the College during the Paschall Administration.

ter the Colleges broke up, this school floundered for several years until it was reestablished in 1966 as a School of Education solely for William and Mary. Soon Richard B. Brooks became dean and skillfully supervised an upgrading of the school's faculty, students and curriculum. The College's largest school offered both undergraduate and graduate programs and had more than 800 students by the end of the decade.

Increasing requests from Tidewater

businesses and industry were the impetus for a fourth professional school, the School of Business Administration. Beginning in 1968 with Charles L. Quittmeyer '40 as dean, the school soon had 190 undergraduate concentrators and more than 50 MBA students. The school's Bureau of Business Research issued the *Virginia Business Index Report* and the *Williamsburg Business Index*, and the school sponsored conferences and seminars for Tidewater businessmen.

Still a fifth school, the School of Continuing Studies, began in 1968 under Dean Donald J. Herrmann. An administrative entity rather than a professional school, Continuing Studies oversaw the Extension Division, the Evening College, the Summer Session, and William and Mary's new graduate campus at VARC. Concerned primarily with adult education, the school numbered about 11,000 students by 1970.

In another move to serve the needs of the College and other nearby educational institutions and state agencies, the Computer Center opened in 1966. Raymond W. Southworth directed the 24-hour-a-day use of the center for research, instruction, programming and administrative work.

As all facets of William and Mary expanded during the 1960s, so too did the faculty, which grew from 159 in 1960 to 408 ten years later. About 68% of them held Ph.D.s or the equivalent. To attract and retain competent teachers, salaries rose dramatically from an average of \$6,060 to \$14,430 by 1971. Chancellor professorships, Heritage Fellowships, Faculty-Alumni Fellowships and the Thomas Jefferson Teaching Award added monetary and prestige rewards.

With the proliferation of schools, each with its own faculty, the general faculty became the Faculty of Arts and Sciences in 1968. History professor Harold L. Fowler, dean of the faculty since 1964 when he replaced W. Melville Jones who had become dean of the College, continued to lead the arts and sciences group.

During the 1960s the College placed more and more emphasis on research activities, especially in the sciences. College funds for research projects jumped from \$10,000 to \$35,000 a year; and, from the mid-1960s onward, the federal government and private foundations awarded millions of dollars in contracts to faculty researchers.

As William and Mary took on or strengthened all the attributes of a small university—graduate programs, professional schools, branch campuses, collaborative research enterprises, public service programs, a larger student body and an entire new campus—Paschall and the Board of Visitors requested the state to rank the College as a university for faculty salary purposes. In January 1968 William and Mary officially became a "modern university," although it kept its ancient name of the College of William and Mary. But even with the transformation of the College into a university, William and Mary's main emphasis remained on its paramount mission of providing a sound undergraduate liberal arts education.

As this metamorphosis took place, the College became caught up in the turmoil sweeping many campuses across the nation as students demonstrated against the Vietnam War and for an end to a variety of college regulations. At William and Mary the anti-war protests took the form of sporadic marches, vigils and demonstrations. The deaths of four Kent State University students in the spring of 1970 touched off a strike and demonstrations in the Sunken Garden, but, in contrast to many other colleges, anti-war activities remained non-violent.

Of more concern were parietal regulations controlling student behavior, and the administration relaxed its outmoded rules banning drinking and cars on campus. It ended the women's dress code, allowed 21-year-old women to live off campus, and eased the women's curfew. It authorized unlimited class cuts and students' serving on College standing committees. It also helped devise the Statement of Rights and Responsibilities for students.

But these concessions ignored students' demands for regular visitation by the opposite sex in the dormitories, so the students took matters into their own hands. In November 1967 they staged an unauthorized open house in the dorms, but College rules remained the same. Two years later, a Dorm-In in the men's dorms and fraternity houses led to open confrontation between the administration and the students, and 10 students were summarily suspended, a sentence later reduced to probation. The next spring vigils, demonstrations, sit-ins, bomb threats and a law suit finally convinced the administration to relax the rules. In the fall of 1970 there would be open houses from

noon to curfew on weekends.

Activism of another sort — the civil rights movement — brought still more changes to the College. Although a few black graduate students had been admitted since 1951, no undergraduates attended William and Mary until 1963 when one black entered. After the Civil Rights Act of 1964 ended segregation in public colleges and universities, the College began to recruit more blacks, and the faculty soon established the Martin Luther King Jr. scholarship fund. In the fall of 1967 four black

undergraduates enrolled, and a few years later blacks numbered about 40.

The College tried, unsuccessfully, to hire qualified black faculty, appointed an equal opportunity officer, adopted an equal opportunity employment policy, and named a black woman as assistant dean of admissions and the College's first black administrator. William and Mary slowly began to shed its lily-white identity.

Activism was but a part of the momentous changes that had swept the campus during the Paschall era. Never

before had so much happened so quickly, and this Golden Decade changed William and Mary forever.

Information for this article came from research on the 1960s for the forthcoming history of the College, to be published as part of the tercentenary celebration in 1993. Dr. Godson is one of the five historians collaborating on the book.

FROM PLOWBOY TO PRESIDENT

By S. Dean Olson

I first met Dr. Paschall on a hot, humid July afternoon in 1967. My wife and I had just arrived in Williamsburg—she from the cool climate of Copenhagen, Denmark, and I from the Great Northwest state of Washington. We were walking down a sidewalk near Ewell Hall, where the President's Office was then located, when a black, four-door state-issued Plymouth sedan pulled alongside us. Dressed in a dark, vested suit with a Phi Beta Kappa key and chain strung across the tie, the driver, who reminded me of the Southern senator Charles Laughton had played in the movie "Advise and Consent," took a corn-cob pipe from his mouth, tipped his straw hat, introduced himself as the president of William and Mary, and welcomed us in a friendly, southside Virginia accent that made us forget about the heat.

I had come to William and Mary as news director, but after only a year in that job, Dr. Paschall invited me to join him in the President's Office as his administrative assistant. Although our official association lasted only two years, one of the most tumultuous periods in the modern history of the College, we have remained close friends for more than two decades. During that time I have come to admire, respect and love this warm, wise, witty and authentic Southern gentleman, a man with the heart of Homer and the soul of Plato, a man who comes to mind when I think of the old *Reader's Digest* feature "The Most Unforgettable Character I Have Ever Met."



DAILY PRESS

As William and Mary's No. 1 sports fan during his administration, Dr. Paschall arrives at Cary Field for a football game.

If Mark Twain had fictionalized the early beginnings of Dr. Paschall's life, they could not have been more vintage America. Born in a log cabin, he was a country boy who actually plowed with mules while memorizing a book of poetry secured between the plow handles. A dreamer with a pragmatic soul, Dr. Paschall never lost his rustic sense of humor and touch of earth. He displayed through the eloquent power of podium and pen a passionate, but enlightened, devotion to quality education at all levels. In the instance of his beloved alma mater William and Mary, he held a fervent belief that notable achievement and reverence for heritage must go hand-in-hand. No less a Virginian than Colgate W. Darden Jr., former governor and president of the University of Virginia, once called him "a modern day Jefferson."

Although Dr. Paschall was born on Oct. 2, 1911, on the outskirts of Townsville, N. C., a village in Vance County about four miles from the Virginia border, his roots go deep into Virginia soil. At an early age, he moved with his family to a farm in Lunenburg County, Virginia, where he grew up in "a society almost as agrarian as that of Jefferson's."

It was in this atmosphere that Dr. Paschall spent his formative years. His home was the embodiment of family. His mother played a monumental influence in his life, with her fervent religious faith, her self-sacrifice in caring for him during a long bout with polio, and her admonition to study hard and get an education. Although times were hard and tobacco sold for as little as one cent a pound, they were imbued with a deep sense of community, of neighbors joining together for barn raisings, corn shuckings, hog killings, crop savings and quilting parties.

Dr. Paschall's parents taught him that each individual is important for what he or she is, and not because of title, wealth, position, race or creed, which is the very essence of the principle that our form of government exalts the individual and not the state. Dr. Paschall's warm, populist personality was formed from those early lessons, and many years later in Richmond and at William and Mary, it earned him the respect and friendship of people, secretaries and elevator operators as well as governors, who helped him gain the appropriations and political support necessary to accomplish his goals in education.

His history teacher, Ashton Ozlin, a graduate of William and Mary with an appreciation for the great traditions of the College, encouraged his student to follow in his footsteps. At William and Mary, he studied with men who would later serve under him as president—Dr. W. Melville Jones, from whom he earned an A in Shakespeare and who became dean of the College and vice president for academic affairs under Dr. Paschall; J. Wilfred Lambert '27, who taught psychology and who would serve as dean of students

and vice president for student affairs, and Harold L. Fowler, professor of history, who later became dean of the faculty during Dr. Paschall's administration. And he began long associations with two other men who would later serve as a kitchen cabinet during his presidency—Dr. Richard L. Morton, chairman of the history department, and Dr. Earl Gregg Swem, the legendary librarian of the College. Dr. Paschall would never forget how much these men meant to him, and later said how proud he was when the Board of Visitors approved his recommendation to name the new library for Dr. Swem and the history building for Dr. Morton.

To help pay for his education, Dr. Paschall became a student waiter, a fortuitous employment that led to a promotion to serving faculty tables and later the president of the College, J. A. C. Chandler, in a privately enclosed area at the east end of Trinkle Hall.

"There is just no way I can do justice in describing that remarkable man and the influence he exerted on my life," Dr. Paschall remembered many years later. "There were so many outstanding persons who dined with him, and I was privileged to meet them and hear the delightful repartee, discussion of political events, the needs and potential appropriations and gifts for the College. Dr. Chandler was a master in articulating the needs and interpreting the traditions of William and Mary. It was clearly manifest to everyone that he had a deep love for the College, and he imparted it artfully, sincerely and with distinctive success.

Dr. Paschall would later describe



THOMAS L. WILLIAMS

Paschall's unofficial advisers during his presidency were two of his old mentors, Richard Lee Morton (left) and Earl Gregg Swem.

William and Mary's mission as producing the well-rounded, broadly-educated individual, a philosophy that had its genesis in his years at the College. From Jones, Morton, Swem, Fowler, Lambert and his other professors, he gained a classical education, a major in history and, through his own hard work, membership in Phi Beta Kappa. From Chandler, he had learned lessons of politics and human relations. And from his clerkship at the Williamsburg Inn, he learned the feel and traditions of the community and the people who embodied them. In the challenges that would face him later in life, these experiences provided invaluable insights into the affairs of government, an appreciation of people from all stations in life, the joy of challenging work, humor, the practicalities in getting along under difficult times, and the value of cultivating "the common touch."

Graduating from William and Mary in 1932 at the age of 20, Dr. Paschall returned to his home county of Lunenburg to accept a teaching position that paid \$80 per month for eight months in the railroad town of Victoria, a shift point about midway between Roanoke and Norfolk. Still not old enough to vote, he taught U.S. government, English and world history to students not much younger than himself, served as a club sponsor and coached one of the literary societies. In the summers he returned to his parents' farm to help harvest crops. He began making plans to return to William and Mary to study law, but after his second year of teaching, the principal of Victoria High School resigned and Dr. Paschall was offered the posi-

tion at the age of 22, the youngest member of a combined elementary and high school faculty of 35.

During the summers of 1935, 1936 and 1937 he returned to William and Mary to study for his master's degree in history with a minor in education. On Dec. 22, 1938, he and Agnes L. Winn, a 1931 graduate who had excelled in both academics and athletics at William and Mary and a resident of Dr. Paschall's home county of Lunenburg, began a life-long partnership when they were married in the Wren Chapel at the College. Their first child, Elizabeth Paschall, was born in April 1942 while Dr. Paschall was principal of Victoria high school. In 1946, their son, Philip, was born. Their daughter graduated from William and Mary in 1964 and their son in 1968.

After serving as an officer in the Navy during World War II, Dr. Paschall joined the State Department of Public Instruction. His final three years with the department as state superintendent were years of accomplishment and crisis, marked by record appropriations to the school system and his commitment, in the face of the explosive integration controversy, to "keep the lamp of learning burning." When the call came for him to return to his beloved William and Mary as president in 1960, it was an offer he couldn't refuse, an opportunity to return to his alma mater.

Dr. Paschall served as president of William and Mary from 1960 to 1971, a period that has been called the "Golden Decade" for the College. His administration resulted in massive material progress for the College—a great leap forward in the modern growth of William and Mary. He put up more than \$35 million worth of buildings, added four schools, a score of new graduate programs and several new departments, streamlined the administration, eliminated a sizable athletic debt and turned William and Mary from a small undergraduate institution into a modern university. And he brought a sense of quality to the College. For every new building, he planted a hundred shrubs and flowers; and for every new graduate program, he took pains to emphasize, both in word and deed, that William and Mary's primary concern was for the undergraduate.

Dr. Paschall's gentle hand touched nearly every aspect of the College. A stickler for detail, he was, by his own admission, a poor delegator. The rumor

persisted on campus that he answered even third-class mail with a personal, three-page letter in prose reminiscent of the 18th century gentlemen Virginians such as Jefferson whom he revered so much. More of a tribute than a criticism, his style became known as "Paschallian Prose." Callers to the President's Office were frequently told that the president was out on the back campus with the architects. As often as not, he was riding around in a rickety college pickup with his close friend, the campus landscaper, A. D. Rorer, explaining where he wanted a shrub or a tree planted. If he ever left the president's office before five o'clock—which was rare indeed—he never failed to admonish the office staff to be sure to turn out the lights and lock the door.

He personally reviewed every student case involving a suspension that had been decided by the Discipline Committee or Honor Council, a presidential concern that grew out of personal experience. As a freshman, he had been nearly expelled from school by President Chandler for consuming "home brew" in old Taliaferro Hall with a friend from Bedford, Va., which led, as Dr. Paschall would later describe it, to some "raucous behavior" well after curfew. Only through the intervention of a kindly and compassionate dean of men, W.T. Hodges, was he able to remain in school, which taught him that rehabilitation is sometimes better than execution, a lesson that remained with him through his presidency.

Dr. Paschall's distinctive trade-

marks were his corncob pipe, his Phi Beta Kappa and Omicron Delta Kappa keys, a baggy, rumpled suit stuffed with paper clips in either pocket and government-issued expandable folders filled with papers under each arm. He took enormous amounts of time to meet with students, faculty, coaches, alumni or friends who were just passing through and wanted to say hello. Seated in a large burgundy president's chair, he would visit at length, discussing in great detail a pressing issue, all the time puffing on his corncob pipe that he could never seem to keep lit. Rather than set office hours, he had an open door policy for students, whom he frequently invited to the President's House for a personally-guided tour. His warm personality and forgiving nature could often overcome disagreements that grew out of policy. During the week, the student newspaper might attack his administration's stand on *in loco parentis*. But on the weekend, the editor, likely as not, would be in the President's House visiting with President and Mrs. Paschall.

Dr. Paschall had a special affinity for athletics. He personally hired two of the nation's top coaches—Marv Levy, now coach of the Buffalo Bills, and Lou Holtz, now at Notre Dame. When Holtz returned to William and Mary in 1990 for a special celebration for Tribe football, he told the hundreds of alumni and fans that, of all the presidents he had served under, none was a finer president or individual than Dr. Paschall. Although he never played ath-



THOMAS L. WILLIAMS

Paschall's legendary political acumen and personal relationships with such heavyweights as Governor Mills E. Godwin '36 (right) paid off in unprecedented appropriations for the College.

letics at the College, he was named to William and Mary's Athletic Hall of Fame in recognition of his devotion and contributions to the College's athletic program.

In Dr. Paschall's mind, athletics and recreational sports complemented a rigorous academic program in producing the "broadly-educated individual." In his inaugural address, he said William and Mary's mission and purpose was to produce the educated man, one he defined as an individual so "steeped in the knowledge and values of a liberal education as to enable him to build the skills of future specialization without losing the perspective of the good life." No multiuniversity, with its computer approach to education, could achieve that ideal. William and Mary must, he emphasized, reaffirm and vitalize the principle that "this College is a teaching institution" in the best tradition of students like Jefferson learning under great minds such as William Small and George Wythe.

In his 11 years at the College, Dr. Paschall never lost sight of that mission. In a 10-year report, he said the progress of his administration must portend a future of high standards, of quality rather than quantity, and, "while preserving the modern university status attained, accord priority consideration to the undergraduate and avoid the temptation for colossus in enrollment or multi-university in goal and never change its Royal Charter name."

Through his personal concern for staff and faculty at the College, Dr. Paschall built a loyal following on campus. He knew the first name of not only the dean of the faculty but the supervisor of the mail room. And they reciprocated when he asked for their help. In the late 1960s during a period of student unrest on campus, Dr. Paschall needed extra security one night for the Wren Building prior to commencement. He put in a call to the athletic department and before the sun set Lou Holtz and his entire football staff arrived to guard the building until dawn. Another time when some student protesters approached the president on campus in overheated rhetoric, several muscular football players slowly formed a line around Dr. Paschall until the confrontation cooled.

Dr. and Mrs. Paschall's personal touches were legendary on campus. When they would ask for a member of the plant department for help at the

President's House, 10 would volunteer—because they knew Mrs. Paschall's refreshments would be waiting in the kitchen when they finished their duties. Every Christmas, members of Sigma Nu fraternity and their hand-picked sorority would come to the President's House for a reading of the Christmas story from Luke by Dr.



THOMAS L. WILLIAMS

Agnes Winn Paschall '31 brought a special sense of hospitality to the President's House.

Paschall and cookies, ham biscuits and cider prepared by Mrs. Paschall. And when students had personal financial problems and the president heard about them, they would often be asked to come to the President's Office where they would receive a "tidbit"—a financial contribution—from Dr. Paschall's private fund to help them over their hard times.

It was indicative of Dr. Paschall's view of William and Mary that he probably considered as his proudest achievement not the massive \$6 million William and Mary Hall, but the beautification of the Jefferson Prospect, Crim Dell and the lovely entrance to the New Campus. One of his final acts as President was to "maneuver" (one of his favorite words) enough funds to landscape an academic mall on the new campus linking the library, the fine arts building, a physics building and a life sciences building, all structures that went up during his administration.

When Dr. Paschall retired in September 1971, he and Mrs. Paschall moved to their newly-acquired home, "Riverwood," in Charles City County—

a sylvan retreat at the confluence of the Chickahominy and James Rivers about 10 miles west of Williamsburg. He took on one final assignment—serving as a consultant to the State Council of Higher Education in developing the first state-organized relationship with private colleges and universities in Virginia. His endeavors contributed significantly to the adoption of an amendment to the Virginia Constitution in 1974 authorizing the General Assembly to provide state grants, as well as loans, to deserving Virginia students attending eligible private institutions of higher education in Virginia.

Today, the Paschalls live on a quiet, tree-shaded lane in Williamsburg, a stone's throw from the College that they served for so many years. Awards testifying to a lifetime of accomplishment and service decorate the walls: The Distinguished Service Award from superintendents of schools, the University of Virginia Distinguished Alumnus Award for leadership in education, the George Washington Medal from the Freedom Foundation, the Alumni Medallion from the Society of the Alumni at William and Mary, the Thomas Jefferson Award from the College, the Roll of the Drum service award by the local chamber of commerce, the class of 1932 Award for Service voted by his classmates at their 50th Reunion in 1982, and the award he cherishes the most—the Algernon Sydney Sullivan Award presented to him at his 1932 graduation by President Chandler for service to humankind—the same award received by Mrs. Paschall at their final commencement in 1971.

One of Dr. Paschall's fondest memories of William and Mary is that every commencement in 11 years was held outdoors, in the tradition-laden Wren Courtyard, where, he used to say, he could sense Jefferson in the evening shadows. And there was another constant at commencement during the Paschall years. Each spring, the president would admonish the graduates on their obligation to serve others. "Remember," he told them, "the hallmark of your degree is a Holy Grail quest for a worthy immortality through service to mankind." As he approaches his 80th year, bent physically from spinal arthritis but intellectually and spiritually as erect as ever, Davis Young Paschall can look back to a lifetime as the embodiment of those words.

Fang's Universe

By Hans vonBaeyer

On the second of February 1991, at the commemoration of the 298th anniversary of the granting of a Royal Charter to the College of William and Mary in Virginia, the guest of honor was the distinguished Chinese astrophysicist and human rights advocate Fang Lizhi. Professor Fang received an honorary doctorate in humane letters and delivered the Charter Day address. In his spirited defense of human rights he described the bonds that transcend time and space to link the students of the College during the American Revolution with their brothers and sisters of Beijing's Tiananmen Square two centuries later and half a world away. The message derived its power from personal experience, for Fang himself had resolutely defied the repressive measures of his government until he was forced to flee to the American embassy, where he and his wife found refuge from April 1989 to June 1990.

In the afternoon preceding Charter Day Fang addressed the weekly Physics Colloquium before a crowd that overflowed the regular lecture hall and had to be moved to a larger one. If some people had come with false expectations, because the newspaper had erroneously announced Fang's topic as "The Topology of the University" instead of "The Topology of the Universe," they were pleasantly surprised by the lucidity of the exposition. Professor Fang demonstrated that in addition to his professional expertise and civic courage he also has an uncommon facility for popularizing difficult scientific ideas, even in an utterly foreign language.

Topology is the mathematical science of connectedness. It deals with the question of how the different parts of objects fit together. For the purposes of topology, bodies must be imagined to

consist of putty, and surfaces of rubber sheets. They can be molded into arbitrary shapes, but never torn. Topologically a coffee mug with a handle is equivalent to a doughnut, because if they were soft, one could be deformed into the other without tearing. On the other hand a spoon, a baseball and even a fork, represent the class of topological solids without a hole. A pretzel is in a third category, because it has two holes.

In this century much thought has been devoted to the question of the geometry of the universe, whether it is infinite in extent or not, and whether it will continue its present expansion, but very little has been said about its topology. Fang Lizhi (the second name is pronounced *leisure* to rhyme with *seizure*) pointed out that even if we knew what the geometry is, which we do not, the question of topology would still remain open. If, for the sake of clarity, we leave aside a large number of alternative possibilities and assume that the universe is a finite three-dimensional structure embedded in some unimaginable four-dimensional space, we are led to ask: "Is the universe a ball or a doughnut?"

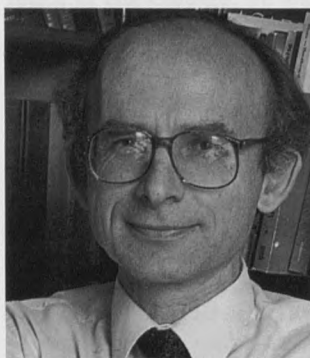
Nobody knows the answer to this question, and it may be decades, or even centuries, before we do. Nevertheless Fang, in the true spirit of science, refused to dismiss the problem as being too difficult, and transformed it instead into two related questions which he thought had a better chance of being tractable. The first one concerns theoretical cosmology: "Who cares whether the universe is a ball or a doughnut — what difference does it make to our understanding of the cosmos?" The second question is more pressing because it poses a challenge to observational astronomers: "How can we find out experimentally whether the universe is a ball or a doughnut?"

In the enforced tranquility of his embassy room, behind windows that were boarded up for security, Fang pondered these questions. The answers he arrived at, and the way he came to them, serve as a reminder of the power of the indomitable human spirit to transcend the limitations of time and space by soaring beyond their boundaries to infinity.

Since the American astronomer Edwin Hubble's discovery in 1929 that the universe is expanding, cosmology has unraveled its history back through about 15 billion years to a point when it was just a fraction of a second old. Today the Big Bang theory is the standard paradigm. Like the theory of evolution, without which modern biology would not exist, the Big Bang theory is universally accepted, even though there remain, as in evolution, countless unanswered questions and missing links.

In his lecture Professor Fang likened the work of the cosmologist to that of the archaeologist and reviewed the pieces of experimental evidence that furnish clues for different epochs, like different layers of soil on a dig. The most distant objects visible by telescope take the story back to an era when the age of the universe was measured in millions of years. The cosmic background radiation, a kind of universal afterglow that pervades all space, dates from a time just a few minutes after the beginning. The abundances of elements in the matter around us, and the preponderance of matter over antimatter in our patch of the cosmos, tell us about the first few fractions of a second. But none of the arguments that lead from these pieces of evidence to chronology are affected by topology. During all this time the universe was either a ball or a doughnut and nothing in the standard theory differentiates between them.

To reach a time when topology mat-



UNCOMMON LITERARY GRACE

Dr. vonBaeyer is a professor of physics at William and Mary and a prize-winning writer on science whose latest honors include the National Magazine Award for a series of three essays he wrote for The Sciences, the journal of the New York Academy of Sciences. A recipient of the Thomas Jefferson Teaching Award at the College, he has written a documentary for PBS and several books, including Rainbows, Snowflakes, and Quarks, published by McGraw-Hill in 1984. Currently at work on a new book about atoms for Random House, he has been cited for his "uncommon literary grace which draws the reader beyond the literal meaning of computation, experiment and formula to discover the mysterious beauty of science, to find poetry in reason."

tered, one has to go all the way back to a dim past called the Planck era. This was the epoch when the universe was a mere 10^{-45} or $1/1\,000\,000\,000\,000\,000\,000\,000\,000\,000$ seconds old, a time so unimaginably short that no clock can measure it. No analogy with grains of sand on earth, or seconds in the history of the universe, can even begin to convey the brevity of this interval. It is as close to Genesis as scientific thinking has been able to get.

The Planck era is described by a theory, called quantum gravity, of which we can perceive only the vaguest outlines. While large and heavy objects, such as stars and galaxies, are described by Einstein's theory of gravity, and small things, such as atoms and nuclei, by quantum theory, and while both these theories are very well understood and have passed countless experimental tests, no one has yet succeeded in joining them into a unified formalism. Unfortunately, this marriage is precisely what is required for describing the universe during the Planck era. The epoch derives its name from Planck's constant, a fundamental quantum mechanical parameter which, combined with the universal constant of gravity, yields that tiny number of 10^{-45} seconds that characterizes the age.

Some physicists believe that during the Planck era the topology of the universe was variable, while others doubt it. All agree, however, that later, at the ripe old age of a billionth of a second, say, the universe is stuck with whatever topology it had when it came out of the Planck era. In order to understand this idea, one may think of the early universe as a droplet of unimaginably dense matter. It is conceivable that the droplet vibrates and twists in such agitation that it grows a little pimple, which then expands, and, still attached to its parent by an umbilical cord,

strikes out a separate baby universe. If this baby universe should chance to collide with its parent and re-attach itself at some distant spot on the surface — bingo, the universe would have changed from a ball into a doughnut. Conversely, a doughnut could swell until its hole heals over and disappears. This kind of transformation is what is meant by the phrase 'variable topology', and can only happen during the Planck era.

Thus Fang's first question, concerning the significance of the topology of the universe, is answered. Topology offers one of the very few clues we have about the earliest times of the universe, the bottom layer of the archaeological excavation. It tells us about the beginning, and beginnings often have special significance. Birth and marriage are celebrated by the family, Charter Day is observed by institutions, and Independence Day by the entire nation. The meaning of the beginning of human life consumes the energies and passions of scientists and non-scientists alike. For the same reason the beginning of the cosmos has been the subject of religious and philosophical speculation in all cultures and at all times, since long before the beginning of science. An understanding of the topology of the universe may bring us closer to a scientific conception of the moment of creation.

Fang's second question — how can we tell whether we live in a ball or a doughnut — is more technical. To begin with, the words ball and doughnut are only suggestive and not to be taken literally. The universe is a three-dimensional structure embedded in a four-dimensional space. To visualize this, we drop down by one dimension and consider two-dimensional structures, which are surfaces, in our ordinary space of three dimensions. Imagine that you are a flat bug who can

measure lengths and areas, but who has no understanding of the concept of depth or volume. If you live on the surface of a ball or a doughnut, you make the astonishing discovery that although your world has no boundaries of any kind, it nevertheless has a finite area that you can easily measure. This observation is a metaphor for our underlying assumption that we live in a three-dimensional universe with no boundaries but a finite volume.

If you are a flat bug, you can tell whether you are living on a torus or a ball by doing the following experiment. Remembering that a straight line is defined as the shortest distance between two points, if you continue walking along a straight line on a ball, you will eventually return to your starting point, and thus you can measure the circumference. This is just what the first circumnavigators of the world did. Notice that no matter what direction you chose, the circumference always turns out to be the same. By contrast, if you live on the surface of a doughnut, you can get back home by two different routes, corresponding to two different circumferences. We, who understand the concept of depth, associate these with the thickness and the length of the doughnut respectively, but a two dimensional creature would have trouble grasping the meaning of this term. In the same way, we have trouble with the notion that the universe is either a three-dimensional ball, or a three-dimensional torus, in four-dimensional space.

Mathematically, a three-dimensional torus is easy to construct. If you start with a flat sheet of paper, and curl it up to glue the top and bottom edges together, you get a hollow tube. If you now bend the tube round so that the two circular edges, which formerly were the left and right edges of the paper, can also be glued together, you get an

1693-1993 Campaign UPDATE

Publisher's note: As the College of William and Mary begins the final two years of the Campaign for the Fourth Century it seems highly appropriate that all alumni receive regular reports on its progress. The largest private fundraising effort in the College's history, the Campaign for the Fourth Century will have a dramatic influence in the future of William and Mary. With this issue of the *Magazine* and selected subsequent editions of both it and the *Alumni Gazette*, we will attempt to report the story of the campaign through 1993. For alumni and friends the progress of the campaign and its culmination during the College's 300th year should be an exciting and inspiring account.

W. Barry Adams, Executive Publisher

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July 1991

Fleet Foundation Supports Merit Scholarships

William and Mary has been notified of a \$1 million commitment from the will of Julia B. Fleet of La Jolla, Calif., that will be used to fund scholarships for students of high academic achievement.

Miss Fleet has made the commitment, through a foundation founded by and named for her parents, to endow the Reginald S. and Julia W. Fleet Scholarships, which will be administered through the College's Monroe Scholars Program.

The Monroe Scholars Program, established in 1990 as an outgrowth of the Presidential Scholars program, provides scholarships for 50 incoming freshmen of exceptional academic

achievement. The students, who are chosen by a faculty committee, typically have outstanding academic records and have graduated in the very highest percentiles of their high school classes. One or more students from this group will be eligible for the Fleet Scholarship each year.

Miss Fleet has been supporting the scholarship endowment since 1989 with annual gifts of \$50,000, and has committed to continuing that level of support throughout her lifetime. Miss Fleet's cousin, S. Douglas Fleet '29 of Richmond, serves on the board of the Fleet Foundation.

In making the commitment, Miss Fleet, president of the foundation,

said: "I believe this gift would fulfill my mother's and father's wishes, based upon my close personal knowledge of their philosophy for the foundation. A liberal arts college such as William and Mary would have indeed appealed to them." Miss Fleet added that the decision to support William and Mary was based in part on the fact that her father, Reginald Fleet, had a great affection for Virginia and many family members were graduates of the college.

Among his many other business ventures, the late Reginald Fleet, founder of the foundation, was involved in the structuring of the WD-40 Company, manufacturers of the aerosol lubricant.

Hays Watkins Augments Support of Business School

Hays T. Watkins, chairman emeritus of CSX Corporation and Rector of the College, has donated two insurance policies with a total value of \$1 million to William and Mary. When realized, these policies will be credited to the Hays T. Watkins Professorship in the School of Business Administration. The designation of Watkins' commitment was announced at the dedication of the Graduate School of Business in Blow Memorial Hall on May 3.

A native of Kentucky, Watkins received his bachelor's degree from Western Kentucky University and his M.B.A. from Northwestern University. He received an honorary degree from William and Mary in 1982 and was the

1984 recipient of the Business Medallion from the School of Business Administration. He served as vice rector of the College's Board of Visitors from 1986 through 1987, when he was elected to succeed Anne Dobie Peebles as Rector.

Watkins has been a key player in the Campaign for the Fourth Century, serving as co-chairman of the



Hays Watkins (l) and Dean Page announce the designation of Watkins' commitment to the Business School.

Pre-Campaign Steering Committee. He currently serves as vice chairman of the Campaign's National Steering Committee.

New York, New York!



Lew Glucksman '45, host of the New York Celebration, and Marshall Acuff '62, Chairman of the Greater New York Regional Campaign.

The Greater New York campaign concluded on April 30 with a gala celebration at the Equitable Center. Nearly 400 alumni and friends of the College attended the bash. President Paul Verkuil '61 and campaign chairman Mark McCormack '51 announced

that the New York effort had raised over \$5 million, bringing the Campaign total to more than \$100 million.

Special thanks were extended to regional chairmen Marshall Acuff '62, Steve Lovell '61, Jim Kaplan '52, Bob Andrialis '65, and Pete Nance '66 for all of their efforts on behalf of the College.

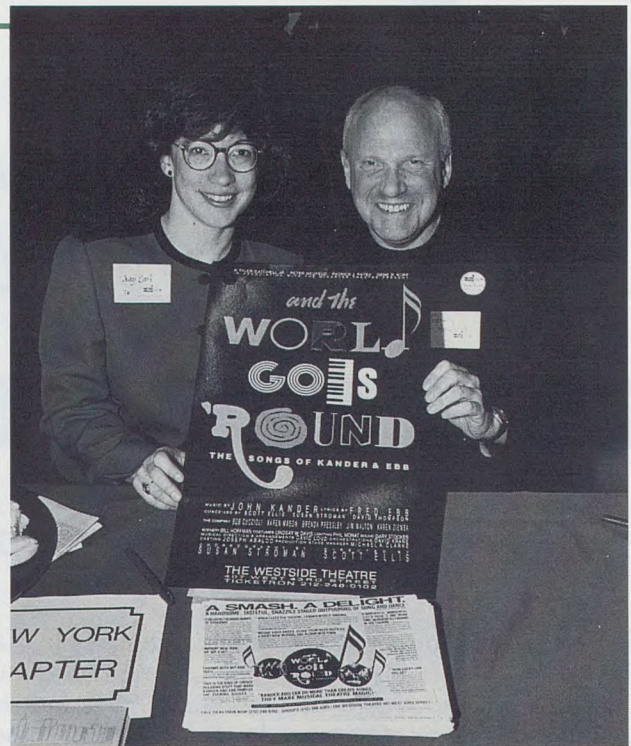
The tone of the evening

was set by the extemporaneous remarks of Lewis Glucksman '45, who hosted the event along with his wife, Loretta. Glucksman gave a heartfelt talk about what William and Mary had meant to him, and then commented that supporting the College also had a great deal of meaning: "First you give till it hurts...then you give till it feels good."



President Verkuil '61 presents Lew Glucksman '45 with a William and Mary chair, recognizing his recent retirement from the Board of Visitors.

CAMPAIGN UPDATE



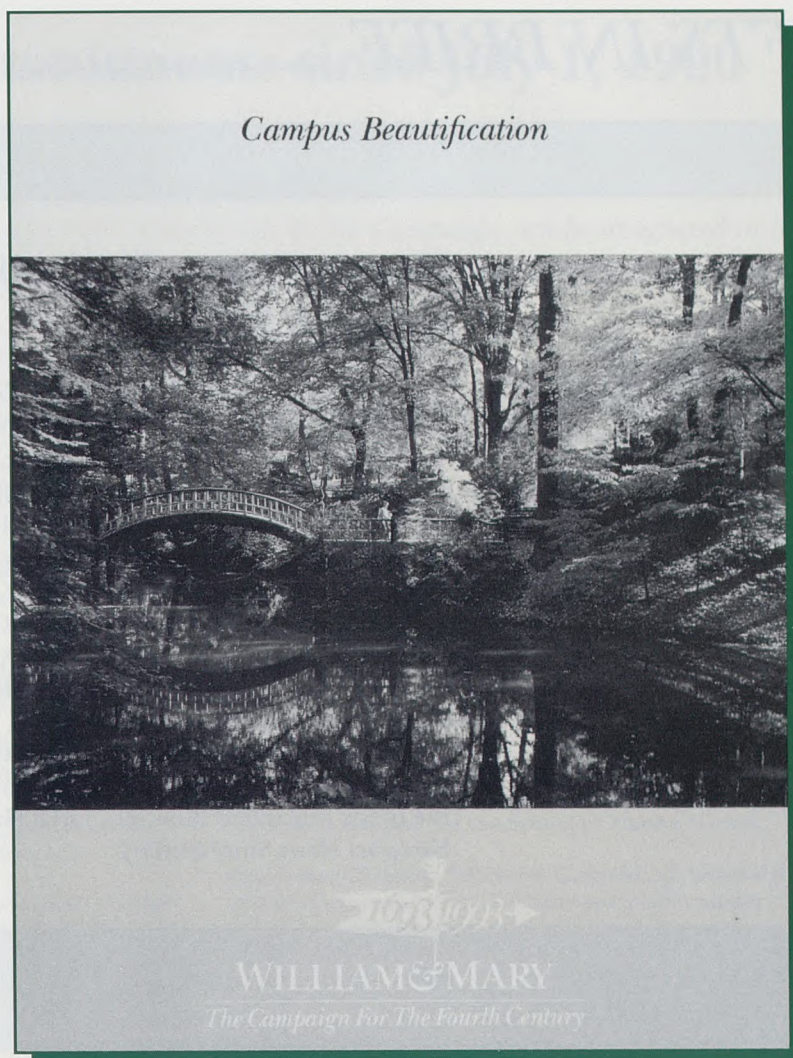
Kay Rouse Lark '76, Program Chairman for the New York Chapter, and Peter Neufeld '58 discuss the chapter's theatre party plans to see Peter's most recent production, "And the World Goes Round."



Phil Van Kirk '64, Athletic Director John Randolph '64, Jim '57 and Jane Thomas Kaplan '56 visit during the Celebration.

*P*ictured is the latest addition to W&M's award-winning series of campaign publications. "Campus Beautification" joins publications focusing on the Commonwealth Center for the Study of American Culture, the Faculty of Arts and Sciences, Intercollegiate Athletics, School of Marine Science, School of Business Administration, Marshall-Wythe School of Law, Society of the Alumni, Earl Gregg Swem Library, and Muscarelle Museum of Art. These booklets give an in-depth look at the programs and their role at the College, and detail the campaign needs of each.

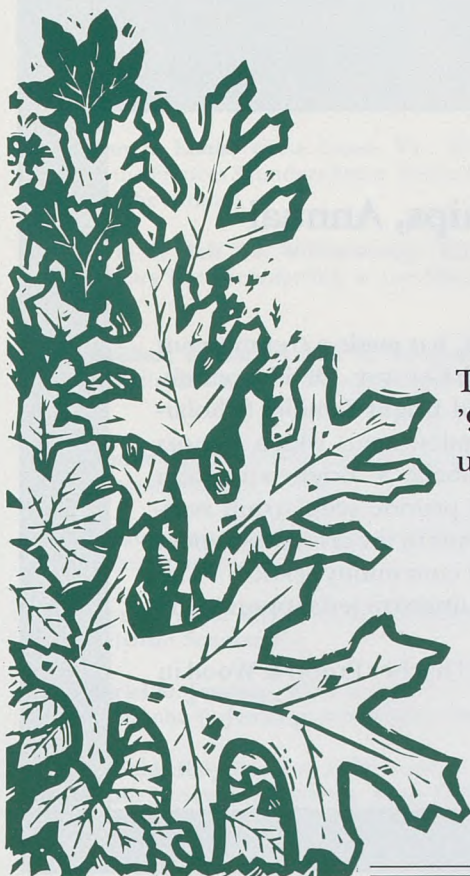
For your complimentary copy of any of these booklets, write the Director of Development, College of William and Mary, P.O. Box 1693, Williamsburg, VA 23187, or call 804-221-1004.



Celebrations: Fall '91

Tentative dates have been set for the campaign celebrations in Fall '91. Keep checking the *Update* for further information as plans unfold to bring the Campaign for the Fourth Century to your area!

| | |
|----------------|----------|
| Baltimore | Sept. 19 |
| Houston | TBD |
| Dallas | TBD |
| Roanoke | Oct. 2 |
| Lynchburg | Oct. 3 |
| Washington, DC | TBD |



GIFTS IN BRIEF



Newport News Shipbuilding Supports Business School

Newport News Shipbuilding, a Tenneco Company, has made a commitment of \$300,000 as part of its comprehensive commitment to the Campaign for the Fourth Century. The majority of the funds will establish an endowment, the income from which will be used to meet the most pressing needs of the School of Business Administration. A portion of the commitment will endow a lectureship in manufacturing and production at the school.

This commitment brings Newport News Shipbuilding's total campaign contribution of over \$667,000. The company is one of the leading corporate sponsors of the College in general and the Business School in particular.

In recognition of the company's continuing support, the Graduate School of Business Administration's Executive MBA classroom in the newly renovated Blow Memorial Hall has been named in honor of Newport News Shipbuilding.



Bright Supports Scholarships, Annual Fund

W. Edward Bright '78 of Irvington, NY, has made a commitment of \$100,000 to the Campaign for the Fourth Century. Of this commitment \$80,000 will establish the Girton and Bright Families Scholarship Endowment. Income from the endowment, which honors Bright's grandparents, Vance O. and Isabelle S. Bright and John Emerson and Elizabeth Clee Girton, will provide scholarship assistance to one or more undergraduate students in the arts and sciences based on academic merit, leadership and community service. The remainder of the commitment will provide unrestricted support to the William and Mary Annual Fund.

Bright is a partner with the law firm of Thacher Profitt & Wood in New York City.

Gifts and Commitments since July 1, 1990

\$25,000 - \$99,999

Due to space limitations, not all gifts and commitments to the Campaign can be recognized in this publication. The following lists a few of the many gifts and commitments received during the 1990-91 fiscal year.

from **David C. Aiken '65**, Roswell, Ga.: \$25,000 towards the Class of 1965 25th reunion gift.

from **William and Barbara Allison '53**, Naples, Fla.: \$25,000 for library endowment.

from **Edward L. and Betty Cutshall Allman '46**, Manchester, NH: \$25,000 to establish the Edwin L. and Betty Cutshall Allman Library Endowment.

from **Dr. and Mrs. J. Worth Banner**, Williamsburg: \$25,000 to establish the J. Worth Banner Scholarship Endowment.

from **C. Wayne Cheek '61**, Red Lion, Pa.: \$25,000 to establish the Hubert H. Cheek Athletic Scholarship Endowment.

from **Philip A. Colclough '57**, Alexandria, Va.: \$25,000 to establish the Philip A. Colclough Athletic Scholarship Endowment.

from **Compagnie Financiere Richemont AG**, Switzerland: \$30,000 to support the Brooks George Professorship in the School of Business Administration.

from **Harold M. Cornell '58**, Valhalla, NY: \$25,000 to establish the William H. McCray Memorial Scholarship.

from **John E. Ennis**, White Stone, Va.: \$25,000 gift annuity to establish the Frances Saunders Ennis '25 Endowment to benefit the Society of the Alumni.

from **Earle T. Hale '70**, Williamsburg: \$25,000 to establish the Frances Mary Hale Scholarship at the Marshall-Wythe School of Law.

from **J. William '60 and Ann Fox '62 Harrison**, Fairfax, Va.: \$25,000 to establish the Bill and Ann Harrison Athletic Scholarship Endowment.

from **Camille Grimes Henderson '52**, New Canaan, Ct.: \$25,000 for undesignated purposes.

from **Gregory and Dorothy Hyrb '73**, Darien, Ct.: \$25,000 for undesignated purposes.

from **Jerome Hyman '44**, New York: \$50,000 unitrust to establish the Jerome Hyman Scholarship.

from **Muriel M. Jennings**, Kilmarnock, Va.: a trust to establish the Muriel and John C. Jennings Scholarship Fund.

from **K. Triple King '56**, West Hollywood, Ca.: \$25,000 to establish the William Stirling and Kathryn Peace King Library Acquisitions Endowment.

from **Steven and Gale Kohlhagen '69**, Old Greenwich, Ct.: \$25,000 to establish the Kohlhagen Scholarship.

from **Dorothy Elaine Lewis '45**, Summit, NJ: \$25,000 to establish the Dorothy Elaine Lewis Endowment (unrestricted).

from **Kenneth '61 and Doris '62 Lounsbury**, Escondido, Cal.: \$25,000 for library and unrestricted support.

from **Stephen J. Lovell '61**, East Hills, NY: \$62,500 to support the Judaic Studies program and the William and Mary Annual Fund.

from **William P. Lyons '66**, Palo Alto, Ca.: \$25,000 to establish the William P. Lyons Scholarship Endowment.

from the **Massey Foundation**, Richmond, Va.: \$25,000 unrestricted, expendable support for the School of Marine Science.

from **Robert Neuville '54**, North Caldwell, NJ: \$27,000 for scholarship endowment and unrestricted expendable support.

from **J. Michael Pokorny '61**, Philadelphia: \$25,000 to establish the J. Michael Pokorny Athletic Scholarship Endowment.

from **Daniel D. Portanova '66**, Trumbull, Ct.: \$25,000 to establish the Daniel D. Portanova Scholarship at the Marshall-Wythe School of Law.

from **Mr. and Mrs. C. B. Robertson III**, Crozier, Va.: \$50,000 to support the Business School Sponsors.

from **George and Jeanne Roper**, Norfolk, Va.: \$25,000 unrestricted, expendable support for the School of Marine Science.

from **Gigi Gunn Schiff '66**, San Diego: \$25,000 to establish the Gigi Gunn Schiff Scholarship Endowment.

from **Spencer L. '66 and Ruth L. Timm**, Sherborn, Mass.: \$25,000 to establish the Sidney S. Timm-Ruth L. Timm-Spencer L. Timm Library Endowment.

from **Dr. and Mrs. Paul E. Turner, Jr.**, Newport News, Va.: \$27,300 to support the women's track team.

from **Brooke '79 and Winston Weinmann**, Atlanta: \$45,000 to establish the Waring Tribble Scholarship Endowment.

from **Harold E. and Mary Chris '69 Williams, Jr.**, Atlanta: \$25,000 to establish the Edmund G. and Ida Lyons Schitz Scholarship Endowment.

Opportunities for Giving

Gifts to the Campaign for the Fourth Century can be designated for specific areas. Below is an overview of the areas for which the College is seeking support. Commemorative gift opportunities are available in each of these areas, and range from \$25,000 for scholarship endowment to \$1 million or more for dean's chairs and facilities.

Permanent Endowment \$100 Million

Student Support \$35 Million. The College is determined to increase the availability of student aid funds so that deserving students can receive a William and Mary education regardless of their financial resources. Endowments are sought for need-based and merit scholarships, athletic grants-in-aid, international and research scholarships, and graduate fellowships and assistantships.

Faculty Support \$35 Million. The cornerstone of a great university is a great faculty. William and Mary is seeking funds to attract and retain outstanding faculty members in a variety of disciplines and schools. Income from these endowments may qualify for matching funds through the Commonwealth of Virginia's Eminent Scholars Program.

Program Enrichment \$25 Million. The Campaign for the Fourth Century is intended to distribute new resources broadly to students and faculty across the university. Endowment funds are sought to support the library and museum; faculty research and curriculum development; lectures, concert series and colloquia; and scholarly publications.

Unrestricted Endowment \$5 Million. The College is seeking unrestricted endowment to provide support for new ideas so that they can be developed to stages at which other sources of public or private funding are available. This endowment is central to qualitative growth and to the College's ability to pursue new ventures.

Facilities and Equipment \$25 Million

To preserve its architectural legacy, the College must maintain its historic buildings. At the same time, meeting the needs of an expanding academic program requires new construction. Increased private support for facilities is essential of William and Mary is to retain its special character and pursue its intellectual, cultural, and co-curricular goals.

Current Operations \$25 Million

Each dollar designated for current operations has an impact on William and Mary's budget equivalent to \$20 in endowment. Each year, the university depends on millions of dollars in private gifts to meet operational needs that exceed state appropriations and student tuition and fees. The goal of \$25 million underscores the significance of this support.

Every Gift Counts

Support the Campaign through the William and Mary Annual Fund

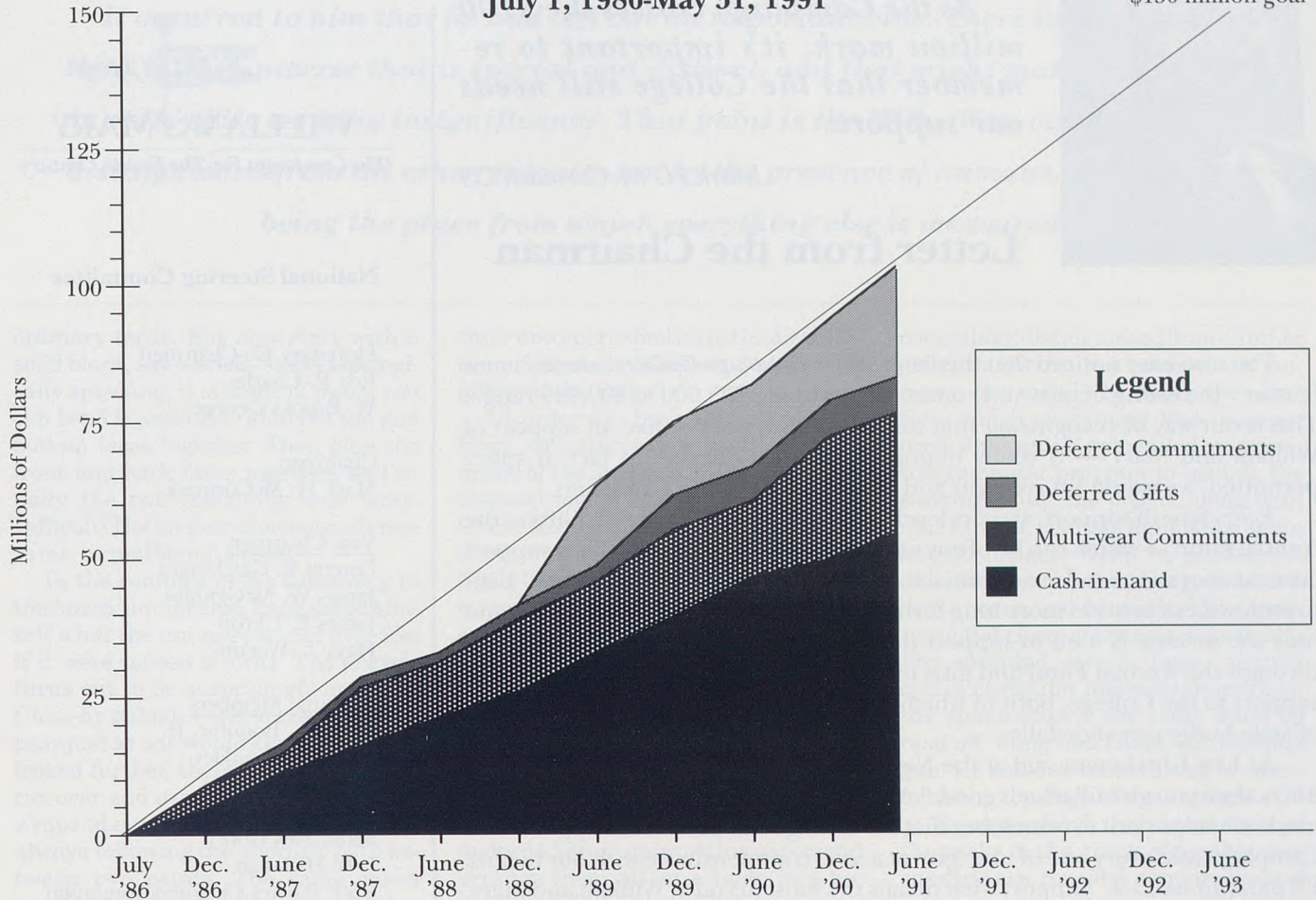
William and Mary needs the help of all its friends and alumni to make the Campaign as successful as possible. It should be remembered that the Annual Fund is an integral component of the Campaign. Annual Fund gifts ensure the ongoing vitality of the College and comprise one-quarter, or \$25 million, of the overall Campaign goal.

According to Campaign chairman Mark McCormack '51, contributions to the William and Mary Annual Fund receive credit as Campaign gifts. "But we are asking donors to consider both Annual Fund and capital gifts to the Campaign," said McCormack. "The immediate strength of the College as well as the broader, long-range success of the Campaign depends upon our commitment to both of these undertakings."

Gifts and Commitments

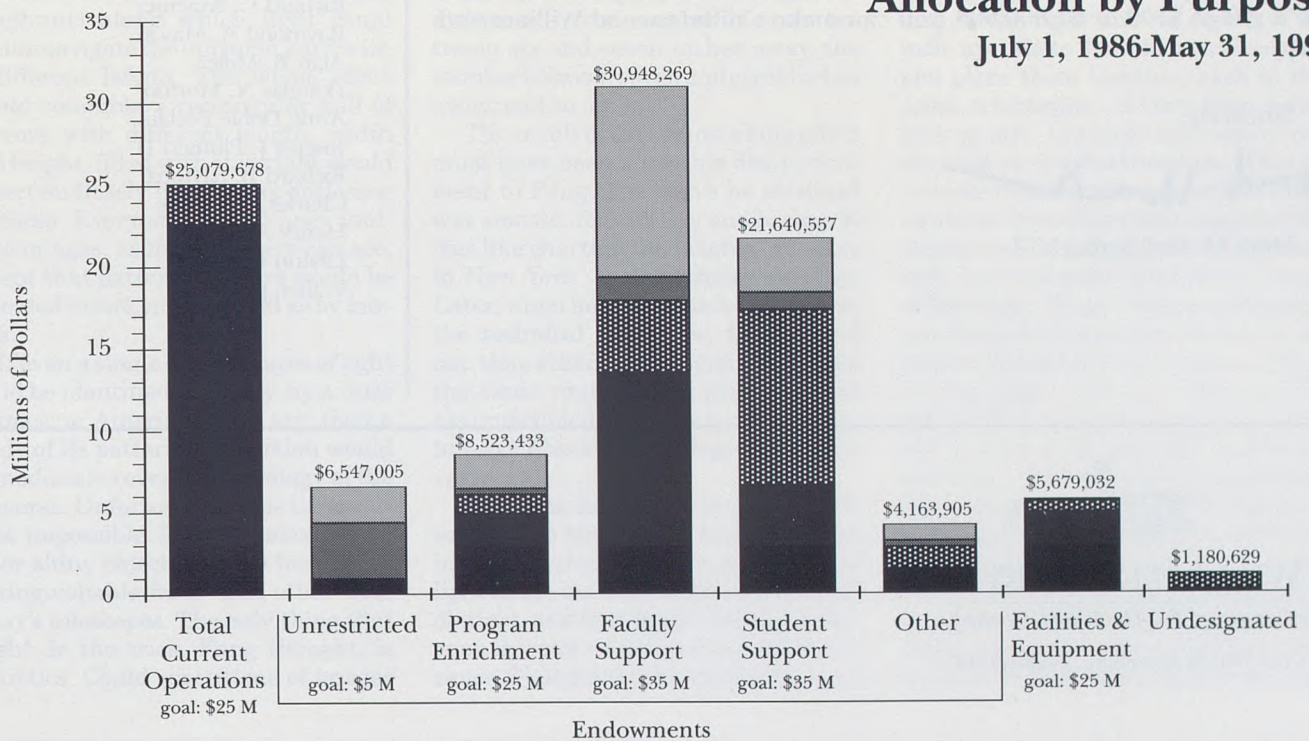
July 1, 1986-May 31, 1991

\$150 million goal



Allocation by Purpose

July 1, 1986-May 31, 1991





As the Campaign crosses the \$100 million mark, it's important to remember that the College still needs our support.

Mark H. McCormack '51

Letter from the Chairman

You may have noticed that this issue of the *Campaign Update* contains a new feature: the listing of gifts and commitments in the \$25,000 to \$99,999 range. This is our way of recognizing that this level of support — like all support of William and Mary — is vitally important to the College. In fact, if space permitted, we would list *every* gift and commitment to the Campaign.

Every type of support, at every level, is needed and appreciated. Gifts to the Annual Fund — which can be of any amount — are expendable. They support current operations and are essential to the daily operation of the College. Gifts to endowment provide more long-term support. These funds are invested and only the income is used to support the College. Gifts to current operations through the Annual Fund and gifts to endowment provide different types of support to the College, both of which are needed, particularly in these times of state budgetary shortfalls.

As Lew Glucksman said at the New York celebration: "First you give till it hurts, then you give till it feels good." As the Campaign crosses the \$100 million mark, it's important to remember that the College still needs our support. The Campaign asks every one of us to give at a level commensurate with our means. I'll paraphrase Lew: Support what means the most to you at William and Mary. Keep in mind that the College needs annual support as well as gifts to endowment and gifts restricted for particular purposes. Give till it hurts, because you'll feel good about what you're doing for the College. Whether it's with a gift of \$100 or \$1,000,000, you can make a difference at William and Mary.

Sincerely,

Mark H. McCormack '51



WILLIAM & MARY

The Campaign For The Fourth Century

National Steering Committee

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W. Brooks George

Chairman

Mark H. McCormack

Vice Chairmen

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WILLIAM & MARY

The Campaign For The Fourth Century

P. O. Box 1693, Williamsburg, Virginia 23187

But then he had an inspiration.

It occurred to him that he had left out an important clue. There is one source of light in the universe that is special and distinct, and that might make a difference in spite of its seeming insignificance. That point is the Milky Way, our own galaxy, distinguished from all other galaxies not by the presence of humans, but merely by being the place from which everything else is measured.

ordinary torus. But now start with a solid block, say a brick. Since, topologically speaking, it is made of putty, you can bend it around to glue the top and bottom faces together. Then glue the front and back faces together, and finally the two remaining side faces. Difficult? Not for four-dimensional creatures, or mathematicians!

In the confines of his sanctuary in the American embassy, Fang asked himself what the universe would look like if it were indeed a torus. The answer turns out to be surprisingly ordinary. Close-by galaxies and stars would appear just as one would expect, but if we looked further, their images would recur over and over again, as their light wraps about the universe repeatedly, always following the shortest path between two points. The same object would appear many times, until it became too dim to perceive. There would be three different paths (corresponding to two on the surface of an ordinary doughnut) along which light could circumnavigate the universe, each with a different length. The whole effect would resemble a rectangular hall of mirrors with different length, width and height, filled with stars that would reflect endlessly from its six enclosing surfaces. Every star would have multiple images, as far as the eye can see, except that patterns of stars would be repeated intact, not inverted as by mirrors.

If even a single bright source of light could be identified uniquely, by a little Chinese or American flag, say, then a study of its pattern of reflection would immediately reveal the topology of the universe. Unfortunately this turns out to be impossible. Distant galaxies and other shiny objects are too faint to be distinguishable from each other with today's telescopes. The only thing that might do the trick, Fang thought, is statistics. Could repetitions of images

show up as periodicities in the distribution of myriads of celestial objects at different distances?

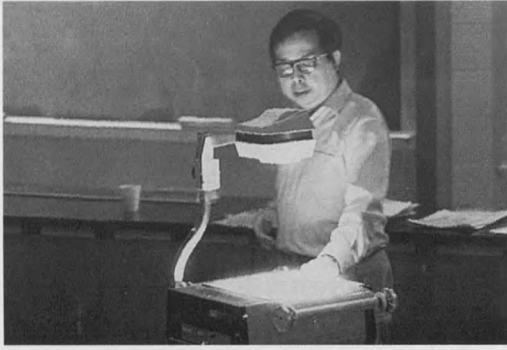
In order to check this conjecture, Fang investigated a mathematical model of the universe. All he had at his disposal in the American embassy in China was a little desk computer of the earliest vintage, so he had to content himself with a modest universe. It contained, in fact, a mere 10 stars, but each one had about 60 images, so his imaginary night sky featured more than 600 points of light. The way he set out to compute their distances from Earth can best be illustrated by a two-dimensional analog of his three-dimensional model. Imagine a square piece of paper with 10 dots at random locations. Now make 64 Xerox copies of this paper, and arrange them all on a table in a big square, eight to a side. Pick one corner of a square near the middle as your location, measure the distance to each of the 640 dots, and plot a bar chart of distances — the number of stars between six and seven inches away, the number between seven and eight inches away, and so on.

The result of this painstaking effort must have been a terrible disappointment to Fang. The curve he obtained was smooth, featureless and boring. It was like charting the heights of people in New York — a worthless exercise. Later, when he once more had access to the technical literature, Fang found out that other cosmologists had gone the same route before him, and had also concluded that this is not the way to learn about the topology of the universe.

But then he had an inspiration. It occurred to him that he had left out an important clue. There is one source of light in the universe that is special and distinct, and that might make a difference in spite of its seeming insignificance. That point is the Milky Way, our

own galaxy, distinguished from all other galaxies not by the presence of humans, but merely by being the place from which everything else is measured. Fang quickly amended his primitive computer program to include the starting point, the origin, along with nine random points of light. Each again had 60 images. When he plotted the distances again, the change was evident at once, and dramatic. The nondescript flat curve of the original calculation sprouted several large, distinct spikes at regular intervals from which the dimensions of the torus could be read off. Fang had found the smoking gun. He had discovered a way to determine the topology of the universe.

To understand the explanation of the peaks in the graph of number versus distance, consider a square piece of paper, one inch to a side. Mark the lower left hand corner in red to signify the Milky Way as origin, and place one other galaxy on it, say a quarter of an inch to the right and an eighth of an inch up. Make four identical copies, and place them together, each in the same orientation, so they form a two inch square. Consider the central red dot to be your actual location. What do you see? In the cardinal directions there will be no fewer than four images of the origin, each at a distance of exactly one inch, because *every corner* is an image of the origin. If you confine your attention to a radius of no more than an inch, there will also be the lone star, and two of its images, each at a different distance. (Their distances actually come out to 0.28, 0.76, and 0.91 inches respectively.) The star and its repetitions form the random smooth background in this minuscule simulation, while the four images of the origin, all at the same distance of one inch, cause a spike in the bar graph that towers over the other entries by a factor of four. The location of that spike reveals the size



Professor Fang demonstrated that in addition to his professional expertise and civic courage he also has an uncommon facility for popularizing difficult scientific ideas, even in an utterly foreign language.

and topology of the toy universe.

In order to apply Fang's idea to the real universe, the actual distribution of distant objects has to be examined. This is a much more difficult task than measuring lines on little pieces of paper, and fraught with experimental errors, difficulties of interpretation, instrumental limitations, and all the other uncertainties that render reality so much messier than theory. Suffice it to say that the evidence is controversial, and that years of further research are required to implement Fang's suggestion.

Regardless of whether the universe turns out to be a ball or a doughnut, or something else, the consistency of Fang

Lizhi's view of the world is remarkable to behold. When he was confined to his embassy room, his thoughts leaped out, beyond its walls, to the far reaches of the cosmos. This in itself is not unheard of. Prisoners surely dream of breaking down the fortifications that reign them in, and soaring out to freedom. But Fang was not a prisoner. On the contrary, since the walls and shutters were really there to protect him, he didn't eliminate them in his mind, the way prisoners do, but kept them, and, in order to enlarge his vista, mentally copied his cell over and over again in all directions as far as the eye can see. His three-dimensional torus universe is a wonderful compromise between the

seemingly contradictory limitations of a finite cell, and the freedom to explore out to unlimited distances.

Fang filled his universe with countless random images, but soon came to the realization that one is singled out — the origin, the observer, the self — and matters far more than its intrinsic significance would seem to merit. Fang's cosmological picture turns out to be a perfect metaphor for the guiding principle of his struggle for human rights: the proposition that the individual human being stands at the center of the political process, and that a social order which ignores this truth loses its meaning.

Official William & Mary Alumni Heritage Captain's Chair & Rocker

Solid hardrock maple chairs and rockers with our seal engraved in every detail - and you have the option to personalize them with your name and class year! These chairs and rockers symbolize excellence and achievement, and will become family heirlooms. We have commissioned Standard Chair of Gardner, Massachusetts, to manufacture these for us. This factory's history dates back to 1837 in a city that is known as the "Chair City of the World."



**The College of William & Mary is
establishing a new chair and it's up to you
to name it!**

Our seal is carefully and intricately reproduced in every detail on the crown of the chair, using a unique laser engraving technique (patent pending). Because the seal is *engraved* it will never wear off. An added optional feature is the engraved personalization and year of graduation. Never is this option offered on other chairs.

The chairs and rockers ship fully assembled (with the exception of the runners, which are quickly and easily attached) via U.P.S. (Guaranteed against manufacturer's defects. In addition, 30 day money back guaranteed.) To order by American Express, MasterCard or Visa, please call the manufacturer directly at (800) 352-5885 or (508) 632-1301. Call weekdays between 9 a.m. and 4 p.m. (E.S.T.) or write to: The College of William & Mary, c/o Standard Chair of Gardner, 1 S. Main Street, Gardner, MA 01440 and include check or money order made payable to "Standard Chair of Gardner". Credit card orders can also be sent by mail. Please include full account number and expiration dates. Allow 6 to 8 weeks for delivery. Add \$25.00 for optional rush service - 2 to 3 weeks delivery.

Issue Price \$259.00; Optional Personalization: Add \$25.00; Shipping and Handling: Add \$15.00.



The S.S. Quanza sits in port in Hampton Roads with Nazi refugees on board in 1940. They eventually won their freedom because of the legal efforts of a family closely associated with William and Mary.

THE SAVING OF THE S.S. QUANZA

By Stephen J. Morewitz '75

Over 50 years ago, my father, Burt Morewitz '42 was an 18-year-old student at William and Mary. On week days and Saturdays he would commute to Williamsburg from his home in Newport News. On Sept. 11, 1940, my father's daily academic concerns were shattered when the controversial Nazi refugee ship, *S.S. Quanza*, put into Norfolk, and brought international attention to Hampton Roads.

His father, Jacob L. ("J.L.") Morewitz, of Morewitz & Morewitz, was asked to represent four *Quanza* refugees who were fleeing Nazi persecution and the war. He represented the four refugees despite the fact that helping the refugees' win their freedom was a very unpopular cause among many residents of Hampton Roads.

An experienced maritime lawyer in Newport News, J.L. had an unusual legal practice for that time because his partner was his wife, Sallie Rome Morewitz. In 1940 there were few women attorneys in the United States. Husband and wife partnerships were also very rare. Sallie Rome Morewitz had been a special law student in the William and Mary School of Law in 1930 and had been the first woman student from the school to be admitted to the bar.

During the legal battle which ensued, Burt went aboard the *Quanza* with his father. A few days later, the son arrived home from William and Mary to hear the persistent ringing of the phone. J.L. was calling to tell him to hurry down to Sewell's Point and catch a glimpse of the 86 Nazi refugees who

were landing from the *Quanza*. After the telephone conversation, the young William and Mary student dashed off to Sewell's Point and saw the jubilant refugees from Hitler's Europe win their freedom. J.L. was a hero to his son, Burt.

J.L.'s youngest son, David E. Morewitz '53, also remembers vividly his father's heroic rescue of the Nazi refugees. David was eight years old at the time and remembers manning the phone during the news media event. The youngest son took calls from Attorney Leon Seawell of Hughes, Little & Seawell, who represented the ship in U.S. District Court. Dr. Alan Morewitz '42, another son, drove J.L.'s clients to Washington after they landed.

The Morewitz family had no idea that the controversial *Quanza* episode

would be a prelude to the Holocaust. Paradoxically, the incident resulted in a significant tightening of the already restrictive refugee immigration policy by the State Department. As a result of the *Quanza* affair, it became much harder for European refugees, both Christian and Jewish, to gain admission into the United States.

About 48 years later, David began researching the history of the *Quanza* affair. He requested U.S. Immigration and Naturalization Services to provide the vessel's manifests for New York and Norfolk and the immigration and naturalization records of each and every refugee from the ship. He also asked the National Archives and the State Department to provide any available government documents related to the vessel.

In 1990, David provided me with these research documents and transcripts of court testimony and strongly encouraged me to write the first article on the *Quanza*. He felt that I should be the author since I was the family's only behavioral scientist. Despite my busy academic medicine and consulting schedule, I accepted my uncle's invitation and began combing the stacks of the University of Chicago Regenstein Library for books and articles on Nazi refugee ships. Eventually, I obtained additional government documents from the Franklin D. Roosevelt Library, the National Archives, Library of Congress and U.S. Immigration and Naturalization Services. Slowly, I was able to piece together the remarkable history of the *Quanza* refugees.

The Portuguese passenger steamer, S.S. *Quanza*, left Lisbon on Aug. 9, 1940, with about 317 European war refugees, many of whom were prominent artists, civic leaders and intellectuals. About 196 passengers with U.S. visas disembarked in New York on Aug. 19. The remaining refugees had transit visas to Veracruz. Yet, when the ship arrived at Veracruz in late August, President Lazaro Cardenas of Mexico refused to accept most of the refugees despite the intervention of Josephus Daniels, the U.S. ambassador to Mexico, and Rabbi Stephen Wise, president of the American Jewish Congress.

President Cardenas may have been unable or unwilling to save the refugees because anti-Semitism had emerged in his country. Moreover, Cardenas was nearing the end of his presidential term and he may have lacked the power to intervene on behalf of the refugees.

At this time, Rabbi Wise pleaded with Secretary of State Cordell Hull and Assistant Secretary of State Breckinridge Long to help rescue the refugees. They agreed to monitor the ship's whereabouts and do whatever they could to help in this matter. However, the State Department was apparently inept in monitoring the movement of the vessel after she left Veracruz. The State Department cabled its legation in Nicaragua that the ship was en route to Nicaragua.

After being refused entry in Veracruz, the Portuguese passenger steamer actually headed for Hampton Roads to take on coal before going back to Lisbon the next day. Friends and relatives of the refugees wired attorneys in Hampton Roads and Mr. Roosevelt when they learned that the vessel would be docking there overnight for coal. A New York business associate of four passengers, the Rand family, asked Morewitz to provide legal representation for them.

When the ship put into Hampton Roads, Capt. Alberto Harberts immediately ordered the detention of all passengers and crew against their will. Even before the captain had issued this order, Hillman Wolff, a German Jewish passenger, was so fearful for his life that he jumped overboard. Several hours later, local attorneys filed habeas corpus petitions on behalf of four passengers.

Morewitz took a different tack by

attaching a \$100,000 libel suit to the vessel. In this libel suit, Morewitz contended that the *Quanza* breached her contract with the Rand family because they were not allowed to land in Veracruz. In later testimony before U.S. District Judge Luther B. Way, Morewitz also asserted that the foreign ship owner violated the Roxen Doctrine which provides shore leave for foreign seamen while a vessel is in a U.S. port to take on coal. Morewitz had been one of the attorneys in the 1925 landmark *Roxen* case.

According to Burt, his father's strategy was to tie up the ship in court long enough for refugee leaders in Washington to bring pressure on President Franklin Roosevelt. The U.S. District Court determined \$5,000 as the amount of the bond needed to release the vessel from federal custody. The ship's agent and attorney had to wire Lisbon to obtain the bond money. This took sev-

Refugee Ship Target of any Suits

Ends of Passengers, Denied Landing Permit, Act Quickly Filing Held Up

Habeas Corpus Writ of \$100,000 Libel Slapped on Quanza

... of legal paper that had the ship's...
... of legal paper that had the ship's...
... of legal paper that had the ship's...

Family Separated by Stern Laws of U. S.



This striking photo from the Norfolk Virginian-Pilot depicts the sad plight of refugees aboard the Portuguese steamer Quanza, which had arrived in Hampton Roads from Lisbon via Veracruz. At the top are Mrs. Isabella Schanbach and her son, Maximo, aged 11, and little daughter, Annette, aged 3, gazing wistfully through a port hole of their husband and father, David Schanbach, of New York, who is leaning against the side of the vessel, unable to get close enough to his loved ones to embrace them. (Photo by Heron, staff photographer)

Pitiful Scene Enacted Here By Refugees

Mothers and Children See Fathers, Relatives Across Barrier

Decision Awaited

Roosevelt Asked to Permit Entry; One Man Tries to Swim Ashore

... of legal paper that had the ship's...
... of legal paper that had the ship's...
... of legal paper that had the ship's...

Cloudy, Cool Weather Today

Rainfall of Past 36 Hours Leaves 1.87 Inches in Norfolk's Streets

German Air Bomber Fails to Hit Ship Skipped by Capt. Hess

Lucky Master of Panamanian Steamer Bonita Escapes Disaster for Third Time; Woman Engineer Tells of His Bravery and of Doing Her Bit for England

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PAYNE

A striking photo from the Norfolk Virginian-Pilot depicts the sad plight of refugees aboard the Portuguese steamer *Quanza* which had arrived in Hampton Roads from Lisbon via Veracruz. A woman and her two children gaze wistfully through a port hole at their husband and father, who is leaning against the side of the vessel unable to get close enough to his loved ones to embrace them.

eral days, thus delaying the departure of the *Quanza*.

In a written opinion closing the case two years later, Judge Way noted that Morewitz's lawsuit delayed the ship in Hampton Roads long enough for the refugees to win their freedom. According to Judge Way, if the libel suit had not been filed, "that vessel would very probably have left this jurisdiction" with the refugees on board.

Roosevelt initially maintained a "hands-off" policy toward the *Quanza*. He was facing a precedent-setting third presidential term and did not want to upset the isolationists and anti-alien elements in the country. The president was especially concerned that there might be Nazi and Communist spies on board the vessel. The American public during this period did not want the immigration quota raised or circumvented. The public feared that the admission of refugees would bring the U.S. into the despised European war and would take away scarce jobs from Americans.

After J.L. had tied up the vessel in court, the president could not sidestep the refugee ship controversy. In fact, he was faced with considerable pressure from refugee advocates, including the First Lady. Eleanor Roosevelt, a refugee leader and the honorary chair of the U.S. Committee for the Care of European Children, and other refugee leaders convinced the president to give eligible refugees temporary landing permits.

On Sept. 12, one day after the steamer was attached at Sewell's Point, Roosevelt authorized James Grover McDonald, chairman of the President's Advisory Committee on Political Refugees; Breckinridge Long, former League of Nations High Commissioner for Refugees; and Marshall Field, III, chairman of the U.S. Committee for the Care of European Children, to devise plans to evaluate the immigration status of each refugee on board the ship.

There were joyous celebrations at Sewell's Point coal pier on Sept. 11 when the Roosevelt Administration decided to give temporary landing permits to all of the refugees who desired to land in Norfolk. This day capped a major news media event which had gripped the Hampton Roads community for several days. Because of war-like conditions (i.e., German U-Boats) in the Atlantic Ocean and abroad, none

of the passengers was forced to go back to Nazi Europe.

Not surprisingly, some individuals were very upset by the admission of the European war refugees. In fact, Long vehemently opposed the admission of the *Quanza* refugees. Like Roosevelt, he was fearful that there were Nazi and Communist spies on board the ship. Despite his opposition, Long agreed to have several mothers and young children land in Norfolk. Long became en-



Jacob, with his wife Sallie Rome, led efforts to free the refugees from the *Quanza*. Mrs. Morewitz, who had studied law at the College, was the first woman from William and Mary to be admitted to the bar.

raged when he learned from Patrick Murphy Malin, a representative of the President's Advisory Committee, that all of the refugees who wanted to land in Norfolk were given temporary landing permits. Long vowed to get even with the refugee advocates who disobeyed his direct orders with impunity.

In his published war diary entry of Sept. 12, Long wrote: "I remonstrated violently; said that I thought it was a violation of the Law; that it was not in accord with my understanding with them; that it was not a proper interpretation of my agreement; that I would not be a party to it; that I would not give my consent; that I would have no responsibility for it; and that if they did that I would have to take the matter up in some other way."

That same day Long, with Hull's authorization, obtained immediate approval from President Roosevelt to terminate the president's emergency visa program and close the lists of rabbis, intellectuals and labor leaders in imminent danger. Long took most of the authority to issue emergency visas out of the hands of the President's Committee and gave it back to the European consuls. He simultaneously ordered the consuls abroad to carefully screen all

applicants, and reject them if there was any doubt whatsoever about their backgrounds.

Long justified his new emergency visa procedures by stating that the American consuls abroad were reporting that undesirable individuals were being issued emergency visas. He did not cite the *Quanza* controversy as a specific reason for his Sept. 18th proposal. The assistant secretary of state may not have wanted to use the affair as part of his official rationale because this would certainly have antagonized Eleanor Roosevelt.

Long's sudden changes in immigration policy brought to a head a bitter schism between the President's Advisory Committee and the anti-alien State Department which had been simmering for the last several months. In fact, the entire President's Committee almost resigned in protest against the new State Department policy changes which they felt were made "unilaterally and without notice" to them.

In the aftermath of the *Quanza* incident, McDonald and George Warren, executive secretary of the president's committee, and other refugee leaders wrote letters and held meetings with the president and other officials to protest the new immigration policies which essentially terminated Roosevelt's emergency visa program. The anti-refugee policies of the U.S. and other nations in the late 1930s and early 1940s seemed to encourage Hitler to intensify his persecution of Jews and allowed him to devise the Final Solution to the Jewish Problem.

After the *Quanza* affair, Morewitz & Morewitz continued to practice maritime law in Newport News. Burt followed in his parents' footsteps to become a maritime lawyer and has practiced law in Newport News for more than 45 years. David also followed the family tradition by graduating from William and Mary, and becoming a lawyer. He practices law and is a certified public accountant in New York City. After graduating from William and Mary, Dr. Alan Morewitz became a nuclear physicist. He is a consultant in Los Angeles.

NOTE: The quotation from *The War Diary of Breckinridge Long—Selections from the Years 1939-1941*, (Lincoln: University of Nebraska Press, 1966) p. 131, was used with permission from the University of Nebraska Press.



JOHN FERRARONE

Mary Edwards Wertsch '73

*The portrait emerging
from her book's pages is of
a legion of undersized
soldiers and sailors, tiny
nomads trailing their
fathers from base to base
and post to post.*

Military Families: Inside the Fortress

By Mike D'Orso '75

In 1980, Mary Edwards Wertsch '73 went to see a film with some friends. The movie was called "The Great Santini," the tale of a family ruled by a demiacally driven Marine Corps pilot.

Wertsch isn't the only former military child who marveled at the sameness of Santini's story and her own. But she's the only one who went home and wrote a book about it.

That book, *Military Brats: Legacies of Childhood Inside the Fortress*, has now been published, with a powerful introduction by none other than novelist Pat Conroy, author of *The Great Santini*. He calls Wertsch's work "both a love letter and a troubled meditation on the way children are raised in military families."

But Conroy did more than simply write the introduction to Wertsch's book. He became part of her life, letting her know her book meant as much to him as his did to her.

"I sent him the first draft of the manuscript last summer," said Wertsch during a recent visit to Virginia from her home in Massachusetts. "He called me every time he finished a chapter, saying, 'My God, Mary, I can't believe

it. We need this so much, and we've never had it.'

"And he's right. We do need it."

Wertsch estimates there are at least five million and perhaps as many as 15 million grown military brats scattered across the country and around the world. She spent five years interviewing dozens of those former dependents, as well as talking with military parents, teachers, psychiatrists, social workers and scholars across the country to build the basis for her book.

The result is a study of what Wertsch calls the "separate and distinctly different subculture" of military families. Detailing the lifelong effects of an upbringing in the armed forces, her book's 452 pages are laced with the often anguished stories of 80 former military children scattered across the country.

"It wasn't hard finding them," she says of her subjects. "There are millions of us."

And each of them, writes Wertsch, shares a heritage that "exercises such a powerful shaping influence on its children that for the rest of our lives we bear its stamp."

The portrait emerging from her book's pages is of a legion of undersized soldiers and sailors, tiny nomads trailing their fathers from base to base and post to post. They know the duties of

discipline, loyalty, obedience. They understand the virtue of resilience. They are ultimate adaptors, able to fit in anywhere while belonging nowhere.

Some become casualties, gnawed by a sense of rootlessness, haunted by an overwhelming sense of obligation and wounded by the physical absence or fearsome presence of their often autocratic fathers.

Others emerge triumphant, fortified by skills learned in upbringings they consider perhaps more demanding but also more enriching than those of their civilian counterparts.

In any case, says Wertsch, military brats everywhere should benefit from what she calls her book's "healing" power. But the 39-year-old mother of two acknowledges that at the time she began it in 1985, no one needed more healing than herself.

She was Mary Edwards then, and she was alone.

She had left behind a career as a newspaper reporter. She had dropped more than two years of research on a study of Black Muslims. And she had just finished a year of intense Jungian analysis, besieged by the memories of her military upbringing.

"I'd gone dead in the water," she says. "All the forces in my life, as I now look back on it, had pointed me toward getting at these issues, the issues of my childhood."

Wertsch spent that childhood, along with her brother, in the emotional grip of their father, a rigid, abusive and alcoholic Army colonel. On her 10th birthday he gave her a shotgun. The day she left for home to come to William and Mary in the fall of 1969, her father took her aside and referred to his own collection of rifles.

"If I ever hear of you getting pregnant or taking LSD," he told his daughter, "I'll blow you away."

Wertsch's book is sprinkled with militaristic metaphors, terms like "fortress" and "warrior," and it was as her own kind of warrior that she spent her early adulthood.

"I was bouncing off the walls," she says, "I can see now that there were some things I had to act out."

She began as a turn-of-the-'70s activist at W&M, involving herself in whatever radical politics were available on campus.

"The anti-war movement was a very convenient thing for me," she says. "I was able to channel a lot of anger and frustration into that."

After graduation, with a degree in philosophy, she became an investigative journalist for newspapers in Richmond and Newport News, where she rooted out wrongs in places like prisons and nursing homes, earning a Pulitzer Prize nomination but feeling more possessed than proud.

"I know now that I'd much rather be a healer than a dragon slayer," she says. But it took her more than a decade to find that out.

Only after she left newspaper reporting and moved from Virginia to Chicago to begin her book about Black Muslims, only after she was so haunted by her relationship with her father that she finally set that study aside and threw herself into analysis, and only after she resolved the rifts with her father before he died in 1985 was Wertsch able to turn toward the task of linking her own upbringing to those of others like her.

In the beginning, she didn't know how many—if any—of those others she might find.

"I had no idea. I never knew there were people with experiences like mine. I always assumed I was alone. It's an incredible relief to find out that's not true, to feel the connection to others, to know that you're not locked into some isolated bubble of human misery.

"It was a relief to find out I was a textbook military brat."

Writing that textbook, however, was not easy. Documented research on the lasting effects of a military childhood, says Wertsch, is almost non-existent.

"There have been studies and scholarly articles written now and then on very focused aspects of the topic," she says. "They've studied father-absence and its affects on children. They've looked at POW children. But there was nothing looking at how children are shaped by this experience and how they reflect that in adulthood. Absolutely nothing."

So Wertsch began in San Diego, where she was living at the time. She went to that city's Camp Pendleton Marine base and found herself back in a setting she hadn't visited since she'd left home.

"It seemed so strange and yet so familiar. I found myself thinking, 'I love this,' and 'I don't want any part of this,' all at the same time.

"That's something that's true for all of us, I think, no matter how bad our backgrounds might have been. We still feel a real bond to the military and the

military way of life, and there are things we miss about it. Like the rituals. Retreat at 1700. I miss that."

As her work went on, Wertsch visited military bases around the country, talking to officials and interviewing the staffs of family services centers about their programs, their resources and their results. Although she acknowledges that the military has come a long way in addressing the issues that troubled its families in the past—halting such traditions as command-endorsed happy hours and providing a myriad of counseling and support services—Wertsch says much more needs to be done.

"I said in the book and I mean this, that I celebrate those people within the military system who are working on the front lines of family issues. They are courageous and dedicated people, they're doing very tough work with very little help.

"There need to be more of these people, and they need more support. They need to be backed up by the commanding officers and the military itself, and I mean backed up by more than lip service.

"The military tends to try to paint smile faces, to put a positive spin on everything. And they tend to be too self-congratulatory in advance of having made any real progress."

Wertsch's book is anything but a smile face. Its stories are sobering, even shocking. But its final message, she emphasizes, is not dark.

"The focus of my book is definitely on healing—on healing of the self and healing of the relationships in the family. I hope people understand that.

"If I have one proviso about reading this book, it's to read it all the way through. Don't stop with the middle chapters. That's the rough stuff. Keep going. Take the process through. It makes a big, big difference."

It's already made a big difference, she says, for herself and the people who became a part of it. She and her husband, a psychology professor at Clark University, have a family of their own. But the military brats Wertsch met while writing her book have become for her and for one another a family they never knew they had.

"What I experienced over and over in my interviews was a wonderful coming together, a leaping together.

"One of my fantasies, one of my hopes for this book, is that military brats everywhere will find a way to get together and tell their stories, good and bad, positive and negative.

"We've needed this for so long, and we've never had it, an opportunity to acknowledge and understand ourselves and to reach out to each other.

"I see this book really as a gift to ourselves. And by no means do I see it as the last word. It breaks some ground, but there's a lot more to say.

"And I really hope someone will say it."



BETH BERGMAN

"The focus of my book," says Wertsch, "is definitely on healing—on healing of the self and healing of the relationships in the family. I hope people understand that."

THE MAKING OF A SCHOLAR ATHLETE

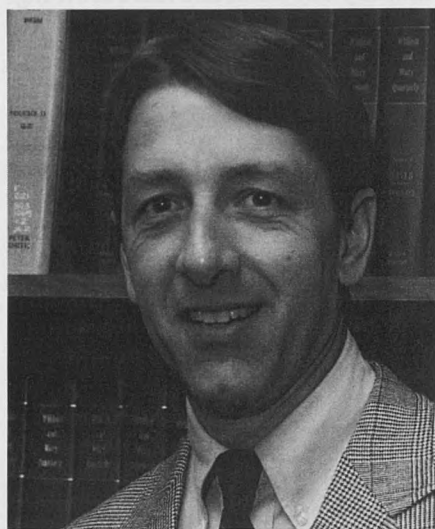
By James L. Axtell

In high school, student-athletes are a dime a dozen, as they ought to be. The two activities are not so intense and demanding that they cannot be paired and still have time left over for part-time labor and full-time love. In college, particularly colleges with serious curricula and high standards for everyone, "Smart Jocks" (see the article in the Winter issue of *William and Mary Magazine*) are not nearly as common. The sheer time, focus and energy required to excel in both studies and sports keep the pool relatively small.

But *scholar-athletes* are rarer still. Since most upperclass majors in college are just beginning to master a discipline, the best place to find the true scholar-athlete is in graduate school, where the apprentice must jump the dissertation hurdle to join the scholarly guild.

Yet in American universities, post-graduate athletes are not eligible for college sports. Unless they can compete as members of amateur clubs or teams, they will have small opportunity to realize their athletic potential. By the same token, the athlete who turns professional has unlimited scope for physical development but virtually no time, or incentive, to pursue a scholarly career.

For these and similar reasons, it is difficult for most people to name many scholar-athletes. Perhaps most names are conjured up from our own collegiate heydays or from media coverage of some later stage of the person's ca-



A graduate of Yale and Cambridge, the author today is the Kenan Professor of Humanities at William and Mary. Above, he competes in the longjump at Cambridge where he broke a 41-year-old record held by Olympic champion Harold Abrahams of "Chariots of Fire" fame.

reer. I can call to mind Supreme Court Justice Byron "Whizzer" White, a football star at the University of Colorado; Ham Richardson, a Tulane tennis star who led the American Davis Cup team in the late '50s; Pete Dawkins, West Point All-American in football; Senator Bill Bradley, Princeton's All-American in basketball; Representative Tom McMillen, All-ACC basketball player from Maryland; and novelist John Edgar Wideman, all-Ivy roundballer from Penn.

All of these men are memorable as scholar-athletes because they won Rhodes Scholarships for study — and play — at Oxford, where they maintained and even burnished their dual identities for at least two years. While preparing to teach at West Point, Dawkins was glorified by the American press and scrutinized by the British as he competed with Yankee enthusiasm in rugby, hockey, cricket, and crew. Wideman, one of the two first black Rhodes, read English literature toward

a teaching career at Wyoming and the University of Massachusetts-Amherst and made two of my winters miserable. I was assigned to guard him in several lopsided Oxford-Cambridge basketball games. And when in December 1964 I read that the 6'5" Bradley had been selected as a Rhodes and was postponing his professional debut, I was mightily moved to complete my doctoral research and head home so I would not have to guard *him* the following season.

In recent years, as my own athletic past creaks toward oblivion, I've often wondered where these hybrid highflyers come from. Are they born or made? What are some of the costs and benefits of a dual identity? Do the two poles of that persona only repel one another or do they also attract and reinforce each other? Do scholar-athletes ever lose their bona fides or do they continue to draw sustenance from their young reputations and self-images?

To answer these questions, I've done no research and conducted no polls. I've only read a couple of sports biographies, talked with a few friends who used to fit the category, and dredged my failing memory. Having chosen to cannibalize my own lean experience as a scholar-jock, I've had to proceed in the vain belief that my experience is, in its essentials, not wildly different from that of many others. In their relative mediocrity, my credentials as an ex-scholar-athlete may speak more credibly for the species as a whole than would those of the rare talents who command the attention of the Rhodes Committee and the Fourth Estate.

As a scholar I was definitely a late bloomer. To judge by my freshman grades at Yale, I was destined for the groves of academe only as a picker or packer: my first-quarter average was a juicy 69 (a fact of great comfort to my college-bound sons). Only by dint of stark terror and overtime "grinding" did I eventually get the hang of it. After my junior year, a happy stint at the Oxford International Summer School and the discovery in the Bodleian of the author-annotated political treatise that would become the subject of my senior honors thesis seemed to confirm my nascent belief that I had been tapped by Clio for a scholarly life (though I had only the faintest notion of what that entailed).

So off I went to Trinity College, Cambridge, to garner a Ph.D. While writing

my dissertation on John Locke, I prematurely launched my hoped-for scholarly career by publishing three short articles, two of which were Caesareaned from the dissertation; the other was the love child of a more innocent commencement-summer fling. By the time I left England with a first draft, my athletic career was also ready to enter a new phase. The hyphenated scholar-athlete was about to come unhinged.

The paperwork on the jock side of my vita is somewhat longer but no more breathtaking. There are no Olympic medals or world records on my walls. In a small upstate New York high school I was the captain of a winning basketball team. I even attended Bob Cousy's summer camp to sharpen my skills (and played the lousiest ball of my life for a solid week). In track I was only an average sprinter but the first person in our region to broadjump (as it was then called) 20 feet.

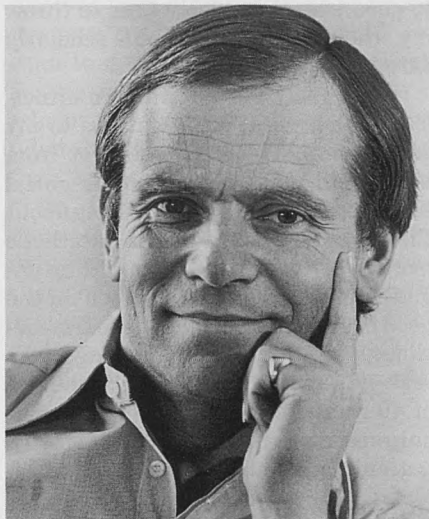
At Yale I switched my allegiance wholly to track, set the indoor longjump record at 24' 1 3/4" (which my history advisee Calvin Hill, the future Dallas Cowboy star, cruelly smashed a few years later — off the wrong foot!) and the outdoor triple jump record at 47' 9 1/2" (which lasted an even shorter time). In the process I won a few Heptagonal (Ivy League plus Army and Navy) titles but always went nowhere in the IC4As, the big northeastern regionals.

As a graduate student at Cambridge, I won two Blues in track ("athletics") and two half-Blues in basketball (a still-suspect American import). For the latter team, a global gallimaufry of rank amateurs, I was often the high scorer by default, except when we played Oxford; then I saw more of John Wideman's hand than the rim. I set the Cambridge record in the longjump and won the British Universities title. At the annual "Varsity" (Oxford-Cambridge) grudge match at White City Stadium in London, I won the long and triple jumps two years in a row.

The closest I ever came to celebrity — my 15 minutes in the Warholian sun — came in the first year, 1964, when I inadvertently broke the 41-year-old longjump record held by Harold Abrahams, the former Olympic sprint champion who covered the meet for *The Times of London*. Unhappily, I did not attend the awards banquet and therefore missed receiving the medals from Abrahams himself because my wife was not permitted inside the exclusive men's

club where the dinner was held. But I don't carry a grudge. On the contrary, whenever I hear the theme music from "Chariots of Fire," the Emmy-winning film about Abraham's track triumphs, I snap to attention and experience a frisson of remembered delight. My kids find it all embarrassing.

Looking back on our time in Cambridge and all the scholarly-athletic preparation that led to it, I can now see a number of ways in which scholarship and sports mutually fed and reinforced each other, rather than pulling me in contrary directions. Many of those ways,



At Cambridge, Axtell roomed with another scholar-athlete, sprinter Jeffrey Archer, who hadn't yet written any novels or served in Parliament.

I'm convinced by my desultory research, have contributed to the making of other scholar-athletes, however high they've flown.

One side of the equation is what the student and the scholar lent to the athlete. First, from "research" and reading my high school jock persona received inspiration and then preparation. Like many teenage athletes but certainly not all, I stocked my imagination and stoked my ambition with fictional and biographical stories of great athletes, primarily basketball players. Then, as I reached certain levels of play on raw ability and dogged if unsystematic practice, I sought the advice of big-time coaches, stars and other experts in "how-to" articles in sports magazines and books. I threw myself into research on the foul shot and fakes and later the broadjump as wholeheartedly as I did for a social studies or English paper.

Having one eye always cocked toward a scholarly future also led me in

part to choose sports that came with coaches whose intellectual and moral qualities made them excellent teachers. In high school the varsity basketball coach had been my freshman math teacher, rather than a stereotypical gym teacher. After a stint in the man-moulding Army, he put his military mien and his own canny sports skills to good use by teaching a dozen individualists to play a hardnosed, disciplined style of winning basketball. At Yale, where I was "recruited" (in Ivy League fashion, without money) to play basketball, I quickly realized that neither the freshman coach nor most of my first-string teammates were unduly serious about the cultivation of intellect, on or off the court. I also saw that almost daily three-hour scrimmages, while good for the soul, were incompatible with my need to make up for a spotty preparation for college studies. So before the end of the first semester I resigned from the freshman squad to rescue my unstellar grades in calculus and economics.

When I survived mid-year exams, I went out for track. My reasons were at least in part "scholarly": the track men I knew were a studious bunch, given to reading rather than roistering on bus trips, the total practice time for jumpers was only an hour-and-a-half if expedited, and the two coaches were both unusually learned — the field coach a Ph.D. in psychology, the head and running coach a *magna cum laude* from Holy Cross in classics and Thomistic philosophy. And I was perceptive enough to realize that in track I had plenty of room for improvement, whereas in basketball most of my potential had already been realized.

The scholar's third contribution to the athlete was the efficient management of time. I quickly learned the value of fewer and shorter practices. With lots of challenging course work always ahead and a scholarship job, I could not afford the luxury of three-hour practices, leisurely showers and training table off the beaten path. I have no doubt that the daily discipline of time-budgeting off the track reinforced the evolution of efficient routines on it. As Frank Shorter, another Yale trackman and a pre-med student, testified, "I think my adherence to the study ethic helped my running because I learned how much I had to put in to get what I wanted and at what point diminishing returns set in."

Excellent coaching by my Yale mentors and the establishment of efficient

training routines enabled me to participate in intercollegiate sports at Cambridge at a level equal to the best I had attained as an undergraduate, all while I was married, practicing less under adverse conditions with no coach, and writing a doctoral dissertation. Both Frank Ryan, my field coach, and Bob Giegengack, the running coach, were masters of their sport and master teachers. Gieg became the Olympic track coach in Tokyo in 1964 and was an expert member of the Technical Committee of the International Amateur Athletic Federation, the worldwide governing body for track and field. Frank wrote books and articles and made training films on his events. (As a freshman I starred as the "before" to an Olympic champion's "after" sequence in the triple jump movie.) They not only knew but generously taught their charges the physical, tactical and physiological principles of the sport. Like all master teachers, they held nothing back and taught to become dispensable.

What I learned from them became indispensable in Cambridge. The track was a good bike ride from the center of town and had no facilities for showering or changing. So you dressed for practice in "digs," pedaled out, practiced (often alone), and pedaled back to shower, or rather bathe. Since our one coach was primarily a running coach, the field men had to know how to train when they "came up" to university or they floundered a great deal.

The basketball facilities (to which I returned) were even more primitive. The so-called university gymnasium looked like a turn-of-the-century health club for bluestockings. The basketball court was so short that jump shots were easy from midcourt, and lay-ups had to be terminated just inside the foul line to avoid smacking into the wall which arrived only inches after the backboard, an antique rectangular affair which no self-respecting high school in the States would have countenanced. Only the scheduled opportunity to play on regulation courts at American air bases, complete with fan-shaped plexiglass backboards, kept the spoiled Americans on the team from taking up croquet or punting on the Cam.

The last legacy of scholarship to my erstwhile sports career, and perhaps the most valuable, was a saving dose of perspective: the conviction that while sports, especially team sports, were

important parts of life and learning, they were not the alpha or the omega of becoming an adult. So upon finishing the first draft of my dissertation and coming home from Cambridge, I appeared in a regional AAU meet in my home town and promptly put away my track spikes forever. With a postdoctoral fellowship and job-hunting ahead, I was, rather surprisingly, not even tempted to look back at the halcyon days of amateur athletics. I had no need to, because at 23 I knew that I had received as much benefit from sports as I was capable of absorbing and putting to good use. It was now time to throw my whole self into making a scholarly career.

Conversely, participation in athletics made several contributions to my scholarship. The first was that from basketball, one of the quintessential team sports, I learned something about the functional importance and aesthetic beauty of teamwork, the pulling together and subordination of self for the good of the whole. I also learned, sometimes painfully, that long-range success—the winning of a game at the end of 40 minutes of play or a championship season—is the product of steady, patient, incremental, coordinated effort, not of technicolor bursts of individual heroics. From blending into a sports team, I instinctively knew the meaning, and was partial to the ethos, of the "community of scholars" when I made its acquaintance at Yale.

Intercollegiate track taught a slightly different lesson but one equally valuable for participation in the scholarly community. While track is a team sport, except for the relays the events are separate and individualized. One's contribution to the team is usually made in lone competition against a handful of opponents and teammates and the tape measure or stopwatch. The analogy to scholarship is rather exact. While scholars work for the cumulative, long-range good of their international community by advancing knowledge and understanding, they do so largely alone, teaching students and publishing books and articles under a single name. Only their acknowledgment pages reveal the magnitude of the help they have received from "teammates" and their purest purpose for "playing the game."

Another scholarly application I brought from athletics was that I at least realized the need, from facing a variety of superior opponents, to mask or sublimate my intense competitive-

ness. The object was three-fold: to gain some psychological advantage over the opponent on the principle that a secret (or at least quiet) nemesis is harder to handle than a known one, to focus my mental and physical energy upon the task rather than the person at hand, and, not least, to provide a quiet escape in the event of failure. Since scholarly opposition tends to be rather public, the first reason to mute one's competitiveness carries little cogency in the community of scholars. But the other two have a good deal of utility. If scholarship is to remain disinterested and focused on the communal search for truth, it must stay above personalities and personal animus. And in a world inhabited by legions of people blessed with sharper minds, more energy, more fertile imaginations and swifter pens (or word processors) than ours, an acquired gift for rationalization, particularly of failure, is, as Ben Franklin knew, one of the thinking man's biggest assets.

In one important way competition in scholarship differs from athletic competition. The search for personal excellence in humanistic scholarship (as opposed to scientific research, perhaps) does not take the overtly competitive form of athletics. This is not to say that scholarship doesn't have its publicly competitive side, but the search for knowledge tends to be much more muted than the physical contests of sport. The major difference is that excellence in athletics is usually measured during the performance by objective standards—times run, distances jumped, strike-outs, birdies, aces—although a few sports, such as diving and gymnastics, are highly evaluative (and therefore subjective and political). Excellence in scholarship, on the other hand, is measured almost entirely by the subjective judgments of peers over much longer periods.

A career in sports also gave me a somewhat accelerated education in human nature through observing the behavior of people under pressure, handling success and failure on a regular basis, and having to motivate themselves day after day to train hard, suffer a certain amount of pain in the process, and neglect a whole raft of alternative ways to spend their time. I saw many well-muscled embodiments of that old cliché about quitters never winning and winners never quitting. Perseverance has as much value in scholarship as in sports.

I got to study the human condition (in its largely collegiate manifestations) also by traveling with the team to a variety of cities, countries and campuses. The best experiences came from being selected to compete with Harvard's best against our British counterparts, the combined Oxford-Cambridge select team. By virtue of scheduling (the meets were held every other year) and a bit of luck, I competed as a sophomore in the United States, as a senior in Great Britain, and again for Oxbridge as a second-year graduate student back in the States.

In the first meet in 1961 I encountered a pungent piece of academic oneupmanship in the person of Adrian Metcalfe, a member of Magdalen College, Oxford, who at 19 had run the year's fastest 400 meters in the world. When Arizona State College, then one of America's premier track factories, tried to recruit him, he delivered a withering riposte. "I have written that I am at a university," he told the press, "which was founded when their ancestors were in the trees. I have no idea what they might suggest I should study. It's probably handwriting."

Two years later, as an adopted limey, I roomed with sprinter Jeffrey Archer, who hadn't yet written any novels or served in Parliament, but had served as the British president of Oxfam, the international relief organization, while still an undergraduate.

What I enjoyed most about the English teams was their intellectual seriousness, their maturity and their earnest amateur spirit. Several members were active graduate students, as I was. Most were visibly older than their American counterparts and thought nothing of recovering from practice with a pipe and a pint of stout. Their one coach was relatively unobtrusive and certainly not interested in making nightly bed-checks. The club spirit reigned and provided a refreshing contrast with the semiprofessional feel of many American college teams.

Athletics abetted my scholarship in another way: they made me, in spite of my early academic record, a plausible candidate for a Rhodes and other scholarships for study abroad. Unfortunately, I was too dull-witted or tongue-tied in the final interviews to win a Rhodes. But reaching the finals in a tough region apparently did me no harm when the Yale faculty awarded two fellowships for graduate study a couple of anxious months later. These took us

to Cambridge for two years.

Winning a Rhodes would have put a handsome cap on my dual career, but some disappointments work out for the best. As Pete Dawkins had discovered a couple of years before, only third-year Rhodes were allowed to marry. And, although I planned to write a dissertation on Locke, whose papers were in the Bodleian in Oxford, I wanted to work in Cambridge with Peter Laslett, the foreman of the "Locke factory," and to live in Cambridge's more bucolic precincts.

Perhaps the most important legacy I received from athletics was a basic reservoir of confidence which would continue to sustain me as I tried to gain my footing in the slippery new arena of scholarship. That sustaining core of confidence came, I like to think, as much from knowing how to lose with some grace, from learning that losing and disappointment are not (in the long run) fatal and can even be salutary if they lead to regrouping and redoubling of effort, as from having triumphed now and again. Nonathletes are simply not inured to losing as publicly or as often

as athletes are.

The key role that confidence has played in my scholarly life has been to give me the kamikaze courage to commit myself to print, to stick my neck out before the judgment of peers and superiors, on a regular basis. Obviously, confidence can come from many sources — loving parents, good looks, success in school, love, or any number of endeavors, perhaps even a gentle gene on the double helix. But much of whatever confidence I have — and, I would bet, that of a substantial number of scholar-athletes as well — came from having competed strenuously and with some success in sports.

James Axtell is William R. Kenan Jr. Professor of Humanities at William and Mary and an authority on Indian-European relations in North America. He is the author or editor of 12 books and has published more than 40 articles. Although he still holds the Cambridge longjump record after 27 years, athletically, he is now "reduced," he says, "to playing volleyball with my graduate students or tennis with anyone who doesn't lob."

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Myriad of Co-curricular Activities Broaden Education

By Melissa Gill '82

One of the great things about the college experience is that there is more to it than classroom learning. Learning goes on in various places: in dormitories, on playing fields—and in social settings. Many of the activities that occur in these “alternate classrooms” are known in academic circles as co-curricular activities.

When goals were set for the Campaign for the Fourth Century, co-curricular activities got a piece of the pie. Through the Campaign, \$2 million is sought to enhance the breadth of the university's student life and provide for financial continuity of co-curricular programs.

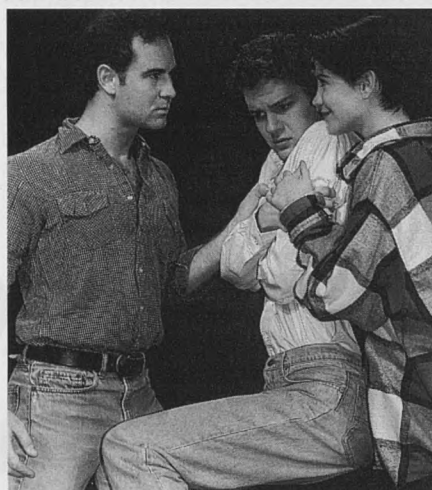
At William and Mary, students can choose from a myriad of co-curricular offerings including student publications; performing arts; debate and forensics teams; film, concert and speaker series; service and special-interest clubs; student government; as well as summer internships and research opportunities. These activities allow students to pursue areas of interest and develop new skills, but they represent more than just fun things to do. These activities reinforce what goes on in the classroom, while giving students a chance to socialize and grow in ways that are not strictly academic.

According to W. Samuel Sadler '64, vice president of student affairs, co-curricular activities play an important role by augmenting classroom learning. “The out-of-class environment can focus activities on desired educational outcomes,” says Sadler, “thus making the university experience far more powerful and more influential than if we take the approach that learning only takes place in a lecture hall or seminar room.”

The importance of co-curricular activities becomes even more evident when students move out into the workplace. “While learning in higher education tends to focus on individual activity and process, the day students graduate and take employment, they are no longer judged on the basis of how they work in isolation but rather on their capacity to interact with others, their ability to motivate, and how

effective they are on a team,” says Sadler. “Knowing that, we can use the out-of-class experience to help them learn and practice the strategies for leadership that will be valuable to them as they move into a broader environment. By combining classroom teaching with co-curricular activities and organizations, we provide something far more valuable than either experience alone.”

There's something for everyone at William and Mary. In fact, part of the College's reputation as a “Public Ivy” is a result of the combination of the best qualities of a small private college and those of a comprehensive state univer-



The William and Mary Theatre, which has been the source of many nationally-prominent professionals, is an example of co-curricular activities.

sity in the approach to academic programs and co-curricular activities.

The College has some 125 student groups, including political, computer, chess, science fiction, flying and international clubs. Students have clubs representing their academic majors and their interests and concerns about the environment and the community. Most of these programs are student-run which, as Sadler points out, provides an opportunity for students to gain leadership experience and experience in managing their own affairs.

A few of the co-curricular activities at William and Mary have earned national attention. The College's debate team is ranked in the top five nationally. The William and Mary Theatre, whose participants have included Linda Lavin '59, Scott Glenn '61, Glenn Close

'74, Peter Neufeld '59 and Karen Hall '78, continues to offer opportunities for student actors and technicians as well as writers, directors and producers. The Theatre stages four full-length productions each year; the Premier Theatre and other “second season” ventures present one-acts, monologues, television scripts and full-length plays written and completely produced by students.

Students whose arts interests do not focus on the theatre can participate in one of two modern dance troupes, Orchesis or Dancetera. Or there's the William and Mary Choir and its select Boutetourt Chamber Singers, who tour each spring in the Northeast or Europe as well as performing on campus and in the Williamsburg area. The Band, the College Orchestra and several smaller ensembles perform for campus events and on tour.

Students also direct their own nationally-recognized community service organizations. “One of the things we want to achieve is the development of men and women with the capacity to guide our future and understand what it means to serve,” says Sadler. “We can increase the likelihood of that occurring if we not only talk about the value of service but offer and arrange opportunities for volunteerism so that serving becomes a pattern of behavior in the lives of our students.”

Community service organizations at the College coordinate and conduct civic programs and events ranging from blood drives for the Red Cross to working with disadvantaged children.

The \$2 million sought through the Campaign for the Fourth Century will provide much-needed support for co-curricular activities at the College. The debate team, for instance, is nationally ranked despite the fact that the team cannot afford to travel to many key national competitions. Like all other co-curricular activities, the debate team receives the majority of its funding from the Office of Student Affairs, and the funds simply are not adequate to meet all the needs of all the programs. And, since the College feels that it is important to maintain the current level of co-curricular activities, private funding is a necessity.



Frank Lendrim directs William and Mary Choir during taping of new album. Sponsored by the Society of the Alumni, cassettes and CDs will soon be on sale through the Alumni Gift Shop or the College Bookstore.

Beach Week Takes Back Seat to Taping of Choir Album

By Barbara Ball

The week before graduation is traditionally "Beach Week" when the nearby sands of Virginia Beach and Hatteras beckon students weary from the halls of Ivy and the rooms of examinations.

It was not surprising then that members of the William and Mary Choir weren't ecstatic when approached in January about cutting a record—the first by a William and Mary choir in more than two decades—after exams and a little bit into "Beach Week." It would be a good fundraiser, it was suggested, and the choir certainly needs money. The budget ax hangs like the sword of Damocles over spring tour funds, and the next European tour coming up in 1993 has to be financed primarily by the singers. Not everyone, however, was convinced.

The singers weren't overly impressed that the production team on the project was recognized as outstanding in the field, or that it was right down the street at Colonial Williamsburg. It would certainly be a plus, some conceded, but a few had second thoughts about introducing a major project into a time slot already filled with end-of-semester and graduation plans.

The Society of the Alumni agreed to underwrite the venture, and the choir

agreed that profits would have to understandably wait until after the Society had recouped its investment.

At 6:30 p.m. Thursday, May 9, choir members assembled in the Williamsburg Baptist Church on Richmond Road for their first recording session. The choir host was the Rev. W. Mark McIntyre, minister for music and Christian growth. All traces of earlier doubts had disappeared.

Risers were placed in front of the altar, and ropes of twisted wires were strung down the aisles. A battery of microphones of varying sizes and heights were arranged in front of the risers. Director Frank T. Lendrim placed his music stand dead center of one pew and conducted from the one immediately behind it. The production department of Colonial Williamsburg moved in a mobile, state-of-the-art audio truck from which Richard L. McCluney Jr. '67, director of CW productions, and his crew worked.

While musical cues came from Director Lendrim, technical cues came from McCluney. The liaison between them was Gene Galusha '63, a freelance TV producer and former choir member.

Rehearsals for each number were punctuated with questions from the tiers of singers, suggestions from some, critiques from others. The singers were the most exacting critics of their own work.

After each performance, the singers waited for word from the sound studio to McCluney who donned earphones and monitored the process from the hall. When he gave them the thumbs up sign, the group would settle in for a break. "They say it sounds wonderful, thank you very much and Gene is crying," relayed McCluney after the choir sang the Alma Mater.

Lendrim marveled that only once was a piece marred and had to be redone because of traffic noise outside.

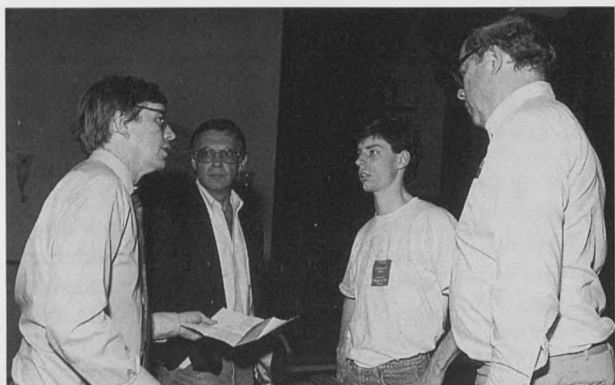
The risers the choir used sometimes emitted a pesky squeak at an inopportune moment and a song had to be restarted. Much to his chagrin Lendrim unintentionally whacked his hand on his music stand during one number and brought the taping to a halt. McCluney said he was tempted at one point in the taping to ask Lendrim to remove his shoes because he was afraid the energetic conductor would come down hard on his heels on the wooden floor.

The digital recording mode used for the record provides a high quality of reproduction, especially for music, but the sensitivity of the equipment demanded that even a slight miscue from one singer be corrected.

Thursday's session broke up about 11 p.m. and the choir was back Friday at 6 p.m. for another five-hour session. Saturday the group met at 2 p.m., worked until 6 p.m., broke for supper and was back for a 7:30 p.m. to midnight session. After that session, vacuum cleaners came out and all evidence of the choir was packed away so Sunday services could proceed without the "studio" trappings. The full choir was back for a final session Sunday afternoon. The Botetourt Chamber Singers returned that evening after a dinner break for sound checks, and Monday evening recorded 11 songs from 5:45 p.m. until almost midnight.

Sunday afternoon choir members invited Galusha to sing a verse of the Alma Mater. Choir members hummed a back-up and joined him in the chorus. Enthused about the quality of work the choir was producing, Galusha took the opportunity to tell the students, "This is a piece of work which brings credit to all of you. I give you all permission to pat yourselves on the back. We expected a lot but this has gone beyond anything we anticipated. This is not just a college choir singing, it is a very fine piece of music."

(Cassettes and compact discs will be available in the fall. Individuals interested in pre-ordering may contact the Alumni Gift Shop or send a check to the William and Mary Choir Recording Project, Society of the Alumni, P.O. Box 2100, Williamsburg, VA 23187-2100. Cassettes are \$10 and compact discs \$15. Please include \$3.50 for shipping and insurance. Virginia residents add 4.5% sales tax.)



Richard McCluney '67 (left) and Gene Galusha '63 discuss taping of new Choir album with Choir President Andrew Barnes '91 and Director Frank Lendrim.

Alumni Assist Director in Choir Album Taping

By Barbara Ball

Much of the success of the new record rests with the talents of the director, Frank Lendrim, and two alumni, Gene Galusha '63 and Richard L. McCluney Jr. '67, who were production directors.

Frank Lendrim is demanding about music. He wants the best from his singers and is no less demanding of himself as director. He will painstakingly go over and over difficult bars of music and readily admits when it is his miscue that has muffed an entrance or confused a soloist.

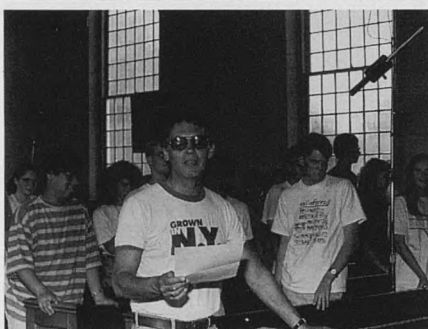
Lendrim is also a modest person. He wants the applause and praise focused on his singers. In 1982 he received the coveted Thomas Jefferson Award. Lendrim was cited for his ability "to see each individual as one who deserves your attention, your respect and your best effort."

The William and Mary Choir is composed of 85 undergraduates from a variety of disciplines, very few of whom are music majors. Singers are selected in open auditions, and there are always several students for each available slot.

Every three years the choir takes a European tour, and members pay their own way, although they receive some assistance through the Alumni Society and the Olde Guard. The accolades the singers receive along the way were summed up by one Englishman who said "They are the very best ambassadors the College could send."

The architect of the tour is Lendrim

who had conducted two European tours with the Kenyon College Choir before he came to William and Mary in 1974. He spends many months putting together itineraries which give the students unique experiences abroad. Along with a demanding academic schedule, Lendrim is associate organist at Bruton Parish Church, where he also conducts the Canterbury Choir. He receives so many requests to play at the weddings of choir alumni that he could launch another career if he wished.



PHOTOS BY KAREN MCCLUNEY

Top, Barry Adams (left) executive vice president of the Society of the Alumni, sponsor of the Choir album, and Director of Society Services Charlie Kendrick '82 talk with choir members at taping session. Above, Choir alumnus Galusha sings verse of the Alma Mater.

Gene Galusha worked closely with Frank Lendrim, critiquing each performance by the choir, advising on the need for retakes and suggesting the best placement of music on the records.

After 22 years in New York, Galusha recently returned to Virginia to set up a studio in his home where he provides script and recording services for clients

from New York and other areas of the East Coast.

In New York he was a staff announcer for WNET-13, flagship PBS station. He hosted annual televised auctions of art and antiques. He initiated and organized the first New York Alumni Chapter auction. He has been announcer for such programs and series as the McNeil/Lehrer Newshour, Bill Moyers' Journal, Evening at Pops and the Dick Cavett Show.

Galusha has been narrator or on-camera spokesman for institutional and corporate clients such as UNICEF, American Field Service, American Red Cross, Bethlehem Steel, Pepsico, Merrill Lynch and Morgan Guaranty. He has written, co-produced and/or narrated several video productions for the College including the award-winning "The Challenge of Tradition."

Galusha has acted with the New York Shakespeare Festival at Lincoln Center, the National Shakespeare Company and the Boston Herald Traveler Repertory Company.

Richard McCluney, director of the Colonial Williamsburg Foundation's department of audio visual production, returned to Williamsburg in 1983 from Louisville, where he was vice president and director of photography for Louisville Productions and produced award-winning television commercials, corporate communications campaigns, and nationally syndicated programming specializing in science, medicine and technology. His commercial clients have ranged from Bill Blass to Colonel Sanders.

He has received numerous national awards for both his documentary and commercial productions including two Cine Golden Eagles and a Clio Award.

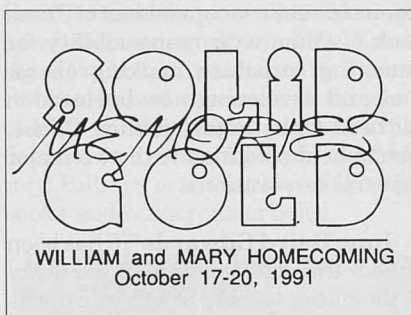
Currently, McCluney is assisting with the development of educational videos on the early African-American experience, audio and video exhibits for Colonial Williamsburg's Winthrop Rockefeller Archaeology Museum, and the restoration of George Seaton's introductory film to Williamsburg, "The Story of a Patriot." In an independent project, McCluney is assisting the John Marshall Foundation in producing a video on the private life of Marshall.

McCluney majored in government at William and Mary and attended Boston University's Graduate School of Public Communication.

New Association of 1775 Formed to Honor Those Who Served in Uniformed Forces

On May 23rd, an enthusiastic group of William and Mary alumni formed The Association of 1775 to recognize those from the College who have served or are serving the nation in the uniformed services and to strengthen the bonds they share.

During the association's charter meeting, the bylaws were approved and the board of directors and offic-



Make plans now to attend William and Mary's Homecoming celebration October 17-20. This year's theme "Solid Gold Memories" will provide the perfect setting for your special William and Mary occasions and creating new memories. Key events include:

Society of the Alumni Annual Meeting — Friday, October 18, 6:30 p.m., Williamsburg Hilton.

Society of the Alumni Awards Dinner and Dance — Friday, October 18, 8 p.m., Williamsburg Hilton.

62nd Annual Homecoming Parade — Saturday, October 19, 9:30 a.m.

W&M vs. The Citadel — October 19, 1 p.m., Zable Stadium.

Post Game Tentgater — October 19, Alumni House Lawn.

Reunion Celebrations — Classes of 1937, 1938, 1939, 1940, 1941, 1946, 1951, 1956, 1961, 1966, 1971, 1976, 1981, 1986, MBA 1981, Law 1966, 1971, 1976, 1981, 1986.

Look for a detailed schedule with registration form in the September *Alumni Gazette*.

Discount air fares through USAir. Call 1-800-334-8644 and request discounts through Gold File No. 693766.

ers were elected. The officers for the Association of 1775 are: President, Bob Goodhart '65 (Army); Vice President, John Bane '67 (Army); Secretary, Edward Call '58 (Air Force); and Treasurer, Bruce Long '69 (Army).

The following members were also appointed to the board: W. Barry Adams, executive vice president of the Society of the Alumni (Navy), David Agnew '35 (Navy), Matt Ames '80 (Army), William A. Armbruster '57 (Navy), William Batts II '77 (Army), Jane Brown '82 (Army), Jim Dorsey '60 (Army), Robert Elliott '69 (Army), Mike Gardner '86 (Coast Guard), Don Harris '57 (Navy), Warren Kempf, professor of military science, Bob Kenney '70 (Army), Mike Lina '77 (Army), Roseanne Mamer '79 (Army), Jackson Martin '53 (Army).

Additionally, a number of charter members accepted responsibility for the formation and leadership of committees involved in membership drive, alumni awards, alumni activities, publicity, historical research and records, and a distinguished speaker program. The Association of 1775 is also planning the Homecoming mess hall breakfast in front of the Prince George House (ROTC offices) on Saturday morning October 19, 1991.

The formation of the Association of 1775 is a unique endeavor within alumni organizations across America. Membership is open to all alumni of the College of William and Mary who are serving, have served honorably or are married to anyone who has served in any one of the uniformed services. Full-time William and Mary students enrolled in a military commissioning program or members of one of the uniformed services or who have served honorably in any one of the uniformed services are also eligible. Spouses of deceased persons who qualified as members are accorded life membership, exclusive of fees, upon request.

Charter membership is open to all eligible participants during the first year or until May 31, 1992. Annual dues are \$25.00. Any questions about the Association of 1775, or information on how you can become a charter member, should be directed to Bob Goodhart, 804-642-5417 or to Kris Thornton at the Society of the Alumni of William and Mary, 804-221-1204.

Check Mail for Alumni Directory Questionnaire

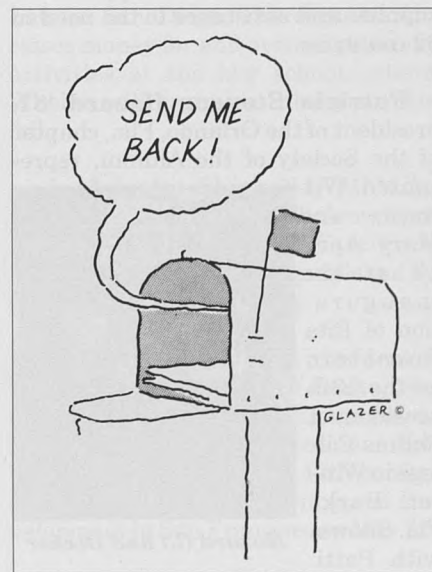
Attention all alumni: Be on the lookout for an important questionnaire coming your way soon via first class mail. This upcoming mailing gives you the opportunity to be accurately listed in the all-new 1992 College of William and Mary Alumni Directory!

This new directory, scheduled for release in early 1992, will be the definitive reference to 48,500 alumni. The volume will include such valuable information as current name, maiden name where applicable, address and phone number, class year(s) and degree(s) from William and Mary, plus valuable career networking information.

As a convenience, a directory reservation form for your personal copy will be included with the questionnaire mailing. The publisher will only print as many directories as are ordered, and this will be your only chance to reserve one exclusively for your use.

If your current address is incorrect or will soon be changed please contact the Office of Alumni Records immediately so your Directory Questionnaire will reach you on time.

Those who don't return the questionnaire might be incorrectly listed, or even omitted. So don't miss out — watch for the questionnaire form and return it promptly.



Alumna Finds AIDS Volunteer Program in Philadelphia

Kathryn Jones Keenze '61 is executive director of the Metropolitan AIDS Neighborhood Nutritional Alliance (MANNA), a charitable organization of 125 volunteers and four professional staff in Philadelphia that provides daily hot meals for home-bound people with AIDS. Keenze was one of the founders of the organization, which began out of the First Presbyterian Church in Philadelphia and originally provided only weekend deliveries. In the last year, MANNA has developed into an independent organization which has been honored for its work in the Philadelphia area.

William Lyons '66, chief executive of Ashton-Tate Corp, has been elected to the additional post of chairman of the company. Based in Torrance, Calif., Ashton-Tate manufactures computer software.

Jack Hoey '48 has been elected chairman and CEO of the Brother's Brother Foundation, a Pittsburgh-based charitable organization that distributes medical supplies and equipment, seed and agricultural equipment, food and literacy materials to needy people worldwide. In 1990, BBF sent more than \$52 million in supplies and assistance to the need in 32 countries.

Patricia Stevens Hazard '81, president of the Orlando, Fla., chapter of the Society of the Alumni, represented William and Mary April 13 at the inauguration of Rita Bornstein as the 13th president of Rollins College in Winter Park, Fla. Shown with Patti



Hazard (l.) and Decker

is **Nancy Mowry Decker '77**, professor of German at Rollins.

Judge Roy William Arthur '38, '40 JD. has been named the outstanding Citizen of the Year by the Wytheville-Wythe-Bland (Va.) Chamber of Commerce. A former mayor of Wytheville, Judge Arthur was instrumental in helping secure a community college for the area, and he has been active in many civic organizations and church projects. The award is given to a citizen who makes individual contributions to the community. Arthur is a former member of the Board of Visitors of William and Mary and a recipient of the Alumni Medallion, the highest award given by the Society of the Alumni.

Terrence S. Abbott '89 M.S. has been awarded a NASA Exceptional Scientific Achievement Medal for developing an engine monitoring and control system, which significantly reduces pilot workload and improves aircraft operational safety. A computer science graduate of the College, Abbott began his career at NASA in August 1975 and presently is an aerospace technologist in the Flight Management Division where he works on the development of human-centered, integration concepts for advanced commercial flight deck designs. Abbot was honored in 1989 with Research and Development magazine's R&D 100 Award.



Abbott

William E. Zamer '78 M.A., assistant professor of biology at Lake Forest College in Illinois, has received a Presidential Young Investigator's Award from the National Science Foundation. The award, which supports the investigator's research for five years, will allow him to continue his studies of the physiological ecology of sea anemones. Zamer received his Ph.D. from the University of Maine and postdoctoral training at Iowa State University.

Barrett H. Carson '75 MAEd., formerly director of development at William and Mary, has assumed the new position of associate vice president for development at Virginia Polytechnic

Institute and State University in Blacksburg, Va. Carson, who began his new duties June 16, had worked at William and Mary for the past nine years and most recently had primary responsibility for the \$150 million Campaign for the Fourth Century, which will culminate in 1993.



Carson

Virginia B. Kuertz '76 has been appointed senior vice president of Chase Bank of Ohio, with responsibility for managing corporate banking operations and developing new business in southern Ohio. Before joining Chase, Kuertz held positions with two major financial corporations.

June Baird Edwards '76 has been named the outstanding elementary mathematics teacher in Virginia by the Virginia Council of Teachers of Mathematics. Edwards teaches grades three, four and five in the gifted program at J.G. Hening Elementary School in Chesterfield County. She was previously selected Teacher of the Year at Beulah Elementary School in Chesterfield County.

Douglass M. McGraine '68 has been named vice president-finance and chief financial officer of Dombé Inc., a privately-held international consumer products company located in White Plains, N.Y. McGraine, who holds his M.B.A. in taxation from New York University, had been audit manager for Price Waterhouse prior to joining the company in 1974. Among Combe's products are Grecian Formula, Just for Men, Lanacane and Vagisil.

Mary Fricker (Mary Margaret Dameren Mann) '62 is one of three authors of an updated edition of the book, *Inside Job: The Looting of America's Savings & Loans*, published by HarperPerennial, a division of HarperCollins. The hardcover edition of the book was on the *New York Times* bestseller list and won several prestigious awards, including the National Investigative Reporters and Editors Book of the Year Award. *Business Week*

FOCUS ON ALUMNI

described it as "Richly textured and suspenseful, studded with enough murder, arson, bribery and sex that you won't want to wait for the movie." An investigative journalist who worked on the *Flat Hat* at William and Mary, Fricker is a business reporter for the *Santa Rosa Press Democrat*. Her co-authors are Stephen Pizzo, a freelance journalist, and Paul Muolo, an associate editor of *National Thrift and Mortgage News* in Washington D.C.

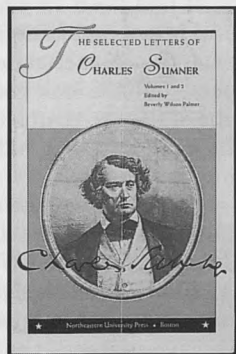
Warren M. Billings '62, professor of history at the University of New Orleans and Historian of the Supreme Court of Louisiana, is the author of a new book, *Jamestown and the Founding of the Nation*, published by Thomas Publications. A specialist in the study of 17th-century Virginia as well as the fields of early American and legal history, Billings is the author of six other books and numerous articles.



Billings signs book at Jamestown.

President Bush attended the dedication of the Kahlil Gibran National Memorial Sculpture in Washington D.C. on Friday, May 24. The six by 20 foot bronze and granite sculpture was created by **Gordon S. Kray '73**.

Beverly Wilson Palmer '58, lecturer in writing at Pomona College in Claremont, Calif., is the editor of *The Selected Letters of Charles Sumner*, Volumes 1 and 2, published by Northeastern University



Press of Boston. Sumner, the Senate's leading abolitionist, was a powerful orator and writer who penned approximately 7,000 letters on topics that touch upon nearly every phase of political and intellectual life in 19th-century America. Among the reviewers of her two volumes, Senator Robert C. Byrd (D-W.Va.) has written that "These superbly edited letters reveal many facets of the man, and make them more accessible than ever to students of American political life."

Kay Read '70 M.A. has been elected as president of the Norfolk City Union of The King's Daughters, a 1600-member organization that provides financial and volunteer support to Children's Hospital in Norfolk, Va. The organization was formed in 1896 to help improve the health and welfare of underprivileged children in the region, and in 1914 founded The King's Daughters Clinic, the forerunner of Children's Hospital of The King's Daughters.

Cheryl Scott Rome '70 has been appointed an administrative judge in the Department of the Interior's Board of Contract Appeals. A graduate of Duke University law school, she worked for 10 years in the Department of Justice, mostly as a senior trial counsel, before her appointment as judge. Before that, she was in practice for seven years with two midtown Manhattan law firms.

W. Robert Jenkins '50 has received the Rutgers University Award, also known as the Rutgers Medal, one of the highest awards bestowed by the university. A professor of biology who has had a lifelong interest in helping students overcome barriers to achievement, Jenkins is a founding faculty member and former dean of Livingston College, an undergraduate liberal arts college founded in 1969 as a place of diversity and innovative curriculum. The Rutgers Medal honors leadership and outstanding service to business, industry, athletics, the public or the creative arts.

Justin J. Adinolfi '80 M.B.A. has been named manager in charge of the New Haven, Conn., office of Andersen Consulting, a unit of Arthur Andersen & Co. Justin joined the firm in 1980 and was promoted to manager in 1985.

Julie Cunningham '88 has been named the women's head soccer coach at Carnegie-Mellon University in Pittsburgh, Pa. A native of Alexandria, Va., Cunningham was a four-time all-Mid-east/South Region soccer team selection at William and Mary and was a three-time member of the U.S. Olympic Festival Soccer team.

Virginia L. Wagner '74, director of Programs/Exhibits at the Museum of Flight in Seattle, has been named the recipient of the American Association of Museum's 1991 Nancy Hanks Memorial Award for Professional Excellence. AAM established the award in 1984 to perpetuate the high standards set by the late chairwoman of the National Endowment for the Arts. Wagner, who earned her M.A. and Ph.D. degrees in art history at the University of Delaware, joined the flight museum three years ago.

John A. Black III '87 has joined Wheat, First Securities as a financial consultant in the firm's Williamsburg office. He previously worked as an assistant manager at Dominion Bank.



Black

Dennis Whelan '87 has been elected president of the Student Bar Association at California Western School of Law in San Diego. The organization raises money for and oversees student activities at the law school, where Whelan will begin his third year this fall.

J. Malcolm Shick '64, '71 M.A., professor of zoology at the University of Maine, is the author of *A Functional Biology of Sea Anemones*, published by Chapman & Hall, London.

Barbara Pate Glacel, president of Pace Consulting Group of Burke, Va., discussed the impact of change on senior leaders and organizational culture in an address to the 47th conference of the American training and Development in San Francisco on May 22.

David surprised Goliath, the tortoise outlasted the hare, and the upstart American colonies turned the world upside down against the British at Yorktown. But did any of these cause as much of a stir, or raise such a ruckus in Williamsburg, as the 10 biggest wins in William and Mary athletic history?



John Kratzer provided the inspiration for one of the greatest Tribe wins ever: the 1977 win over the No. 2-ranked North Carolina Tar Heels in William and Mary Hall. A senior forward who was undergoing treatment for cancer, Kratzer appeared for the player introductions and set the emotional tone for the 78-75 victory.

Ten Memorable Victories

By Bob Jeffrey '74

While the College has competed in intercollegiate athletics since the 1890s, except for a brief period in the 1940s it has not been recognized as an athletic powerhouse. The philosophy of emphasizing academic excellence, however, has not precluded the College's athletic teams and individual competitors from achieving great success over the years.

There's always a special thrill in upsetting a favored opponent, getting a big win that establishes a program, or beating a long-time rival. W&M athletic tradition is rich with such events.

Choosing the 10 greatest wins over such a lengthy time frame is an impossible task. For any contest included here, there are 10 or 20 that must go unmentioned. This list is strictly subjective, intended only to rekindle memo-

ries and spark discussion about other greater triumphs, some past, some yet to come.

With apologies for all those memorable victories omitted, here goes:

1) W&M 78, UNC 75—Men's Basketball, 1977

Dec. 7, 1977, will go down as a day of infamy as far as North Carolina basketball fans are concerned. The mighty Tar Heels, ranked second in the country, cruised into William and Mary Hall expecting a walkover. Instead they met a fired-up W&M squad that pulled off one of the greatest upsets in all Tribe athletic history.

The Tar Heels had been NCAA finalists the previous season and were expected to finish at top of the heap again. Dean Smith's team featured All-American guard Phil Ford, along with Mike O'Koren, Dudley Bradley, Al Wood and Jeff Crompton, all of whom were

destined to play in the NBA.

The Tribe was led by 6'5" forward John Lowenhaupt and a cast of over-achievers who picked this moment to play the game of their lives. Senior forward John Kratzer, who had been undergoing treatment for cancer, appeared for the player introductions and set the emotional tone for the game.

W&M seized the lead in the first half and never let the game get out of control, holding a 32-31 edge at intermission.

At the beginning of the second stanza the Tribe hit four consecutive baskets, ultimately breaking out to a 62-47 advantage with 8:04 left. Suddenly the unthinkable had become the possible.

With sharpshooting Ford leading the way, the Tar Heels began one of their patented comebacks. Four times UNC closed the gap to three. With 22 seconds left, O'Koren was on the line for a one-and-one with a chance to cut the deficit to one. He missed, and Tribe freshman Billy Harrington connected on a one-and-one at the other end.

The impossible dream was a reality. William and Mary had vanquished the Tar Heels, 78-75.

Lowenhaupt, playing a nearly flawless game, scored 21, including 11 of 11 from the line. 6'4" forward Skip Parnell tallied 18 with seven of eight shooting from the floor. Jack Arbogast, a one-time walk-on, handled the UNC defensive pressure at guard and contributed 14 points.

"We maintained the tempo of the game throughout," said coach Bruce Parkhill. "Every time they started to come back, we kept our poise."

Lowenhaupt put it another way. "We had to win for Kraze," he said. The basketball team's spirit award is named for Kratzer.

2) William and Mary 27, Navy 16—Football, 1967

It had been 25 years since William and Mary had beaten a football team from the Naval Academy and the prospects did not look good in 1967. Navy, one of the top teams in the East, was a 21-point favorite, and it was homecoming in Annapolis.

By the end of the third quarter the Midshipmen held a 16-0 lead and had driven down to the W&M 16-yard line. All but the most diehard Tribe faithful were resigned to another loss.

But instead the Tribe's Gordon

Buchanan recovered a Middie fumble on the next play, and one of the most miraculous rallies in W&M history ensued.

Behind the strong arm of senior quarterback Dan Darragh, W&M scored four touchdowns in 14 minutes while the defense held Navy at bay. Darragh tallied the first on a one-yard rush, then threw to receiver Jim Cavanaugh for an 11-yard score.

Trailing 16-14, Darragh called the number of Steve Slotnick, a 5'8", 165 lb. senior end who had just been elevated to the starting team. Slotnick ran the same sideline route that had been intercepted and run back for a touchdown earlier in the game. But when the Navy defender cut for the ball again, Slotnick turned upfield and hauled in the perfectly thrown 51-yard scoring strike from Darragh.

On the next kickoff, Jeff Lund recovered a Navy fumble, setting up Terry Morton's two-yard run to provide the final margin of victory.

In the locker room after the game, W&M coach Marv Levys said, "I've never been prouder of a team in my life. I'll never forget you."

When someone hollered, "We just beat the best team in the East," a Tribe player countered, "Second best!"

3) W&M 94, West Virginia 86—Men's Basketball, 1960

It had been over three years since any team in the Southern Conference had come out ahead of West Virginia. The Mountaineers, led by the incomparable Jerry West, were riding on the crest of a 56-game SC winning streak.

Coming into the Jan. 31 contest in Norfolk, West Virginia was 17-1 and ranked fourth nationally. William and Mary, under coach Bill Chambers, stood at 7-8, and sixth in the conference. The Tribe had lost three straight, including a 94-74 decision to the Mountaineers just two weeks earlier.

The game featured a typical performance by West. He scored 42 points, including 16 in a row at one juncture.

But this was not to be his night. The Tribe received an equally peerless effort from 6'6" forward Jeff Cohen. Cohen hit from everywhere, on hook shots, long jumpers and tap-ins. When it was over he had 34 points and 20 rebounds and W&M had the win.

Bev Vaughan scored 25, including a number of crucial free throws. He

played the entire second half with a broken nose.

After gaining the lead the Tribe withstood the Mountaineers' vaunted zone press with patience and discipline. The hefty Cohen moved outside to help guards Tom Farrington and Kenny Roberts bring the ball up the floor.

Overall the Tribe hit 28 of 51 shots from the floor and 38 of 51 from the line. The victory over West Virginia not only shocked the conference, it also signalled a renaissance for the 1959-60 squad. They won eight of their last 11 to finish 15-10 and third in the Southern Conference.

4) W&M 41, Virginia 37—Football, 1986

At first the folks in Charlottesville were calling it Kenny Lambiotte's homecoming. But when it was over the Cavaliers were sorry they ever let him get away.

Lambiotte, a highly recruited high school athlete in football and basketball, had signed to play basketball at Virginia. He became disillusioned by the lack of playing time and talked to coach George Welsh about going out for football. With Dan Majkowski and other quarterback prospects in the wings, Welsh was not encouraging and Lambiotte transferred to William and Mary.

At the College he led the basketball team in scoring and earned the starting nod at quarterback. On his return to Scott Stadium he showed UVA what might have been.

The 6'4", 190-pounder seemed to play the perfect game, hitting on 25 of 37 passes for 307 yards and three touchdowns. He rushed for the Tribe's other two td's.

From the beginning the game was a fan's delight, with tons of scoring and offensive movement. Eventually the two teams piled up 834 yards in total offense.

The contest was tied 17-all at the half, but Virginia grabbed a touchdown advantage

with 2:11 left in the third quarter. The Tribe built up a 34-24 edge on two Lambiotte rushes and a 40-yard field goal by Steve Christie. Majkowski struck back with a 57 scoring heave to Keith Mattioli.

Just as the Cavalier faithful began to get their hopes up, Lambiotte and company squashed them with a 60-yard, 14-play drive that culminated in a two-yard toss to Dave Szylik.

As the Tribe players and fans rejoiced, coach Jimmye Laycock said, "It's a great win for the school and a great win for the program."

At the time it was called the biggest win for W&M since the 1976 season when Jim Root's team went 7-4, beating Virginia, 14-0, and Virginia Tech, 27-15.

5) W&M 0, UNC 0—Women's Soccer, 1987

Women's soccer is a relatively new sport at the College, participating in Division I competition since 1981. Yet in that time the program has achieved the distinction of seven consecutive NCAA tournament berths.

The women booters have competed at the very highest level in their sport, placing in the top 10 regularly and winning regional championships for three straight years.

The game that clinched the Tribe's position among the nation's elite came in the Washington Area Girls (WAGS) tournament in Sept. 1987. W&M were playing in the finals against North Carolina, undefeated for three years and perennial national champions.



THOMAS L. WILLIAMS

A happy, cheering student body welcomed home the Tribe football team after its 27-16 upset of top eastern power, Navy, in Annapolis.

The Tribe lined up with three first-team All-Americans, Jill Ellis, Julie Cunningham and national player-of-the-year Megan McCarthy.

The game was fiercely played on both sides, with McCarthy, Amy McDowell and Sandra Gaskill inspired on defense, while Ellis, Cunningham and Robin Lotze stretched the Tar Heels on offense.

Scoreless at the end of regulation, freshman Gaskill scored on a penalty kick in the shootout to give the Tribe the victory.

Though the Tar Heels do not list the contest as a loss, William and Mary women's coach John Daly begs to differ. "I've got the WAGS trophy in my office," he said. "They can come look at it any time they wish."

6) W&M vs. University of Maryland—Track, 1975

From Harry Groves arrival at the College in the 1950's, William and Mary was a power to be reckoned with in track and field. As Groves continued to build the program throughout the '60s, the Tribe emerged as one of the premier track schools in the East, particularly for middle and long distance runners.

After Groves departed for Penn State in 1968, John Randolph (now athletic director) picked up the baton and carried on the tradition until 1976. As Randolph recalls, the highlights have been many, including the world record distance relay team in 1969, anchored by the great Juris Luzins, Howell Michael's victory over Olympian Marty Liquori in the 1970 NCAA Indoor Mile, and Reggie Clark's run for glory in the 1974 NCAA Indoor 880.

But the contest that stands out was a dual meet between William and Mary and the University of Maryland at Cary Field in 1975. "We were the champions of the Southern Conference; they were the ACC champs. We were the two best teams in the East," Randolph said.

"Over 4,000 attended the meet. People today couldn't picture 4-5,000 people gathering for a dual track meet. Every event was pivotal. John Jones and Charles Dobson both had great days, winning three or four events," said Randolph.

"It was one of those magic days when everything fell into place, when everybody did their job," he said.

And needless to say, William and Mary ran off with the win.

7) W&M 7, North Carolina State—Football, 1957

When Milt Drewer took over the head coaching job at the College in 1957, football was at its lowest ebb. The two previous seasons had brought only one victory in total. Drewer pledged to turn things around, though not every one though it possible.

Six weeks into the season, the Tribe was 1-5 with only a win over Virginia Tech to its credit. Against Southern Conference leader Citadel, however, a turnaround seemed to occur. Led by end Larry Peccatiello, W&M rallied in the fourth quarter for a 14-12 win.

Looming a week away was powerful N.C. State, undefeated and eighth-ranked nationally. The game was homecoming for the Wolfpack and the last home game for its senior class.

To complicate matters further, W&M's best player, Charlie Sidwell, an all-Southern Conference running back and team rushing and punting leader, suddenly dropped off the team, citing "lack of incentive" to continue. Starting quarterback Tom Secules was out with an injury, and star lineman Elliott Schaubach was hobbled and not expected to play. With the team seemingly in disarray, Drewer elevated his second-string backfield to the starting role.

The game started according to form, with the Wolfpack breaking a 69-yard run by fullback Don Hafer on the second play from scrimmage. After rumbling down to the one-yard line, he was tackled by W&M's Jack Yohe, whereupon Hafer fumbled into the arms of teammate Jack Christy in the end zone. The conversion attempt went wide for State.

Early in the second period the Tribe again halted Hafer inches from the goal line on fourth down. Though State piled up nearly 300 yards on the ground, they could not push the ball into the end zone. As the game wore on, the underdog Tribe began to gain confidence.

On its first possession of the fourth quarter the W&M offense engineered a 68-yard drive, sparked by the running of Yohe, Dave Edmunds and Len Rubal. Peccatiello contributed a juggling catch of an aerial from Bobby Hardage to keep the drive alive. Hardage hit Edmunds on the State 15, then Yohe ran the ball down to the two. Edmunds drove in for the score and Hardage

converted the all-important PAT.

Clinging to its 7-6 edge, the Tribe thwarted three Wolfpack scoring attempts in the closing minutes. Hardage intercepted a pass on the W&M 19, Peccatiello recovered a fumble on the 31, and Yohe knocked punt returner Dick Hunter out of bounds at game's end.

Yohe dislocated his elbow in making his final tackle, but preserved the W&M victory called by *Richmond Times-Dispatch* sportswriter Shelly Rolfe, "the most surprising development of the season in Southeastern football."

8) W&M—Men's Tennis, 1945-49

Between 1945 and 1949 William and Mary fielded perhaps its most dominating team in any sport. Assembled by sociology professor and tennis coach Sharvy Umbeck, the Tribe's netters won NCAA championships in '47 and '48.

With a line-up that reads like a who's who of collegiate tennis, Gardner Larned, Fred Kovaleski, Bernard "Tut" Bartzen, and Jim and Bren Macken, W&M reeled off 83 consecutive dual match victories, an NCAA record that stood for 20 years.

Larned won the NCAA singles title in 1947. In 1948 he teamed with Kovaleski to take the doubles title. Larned and "Tut" Bartzen even defeated the world's number one doubles team of Jack Kramer and Ted Schroeder in 1947.

W&M was so good that the Macken brothers, Bren and Jim, played number one and two singles for the Canadian Davis Cup team and were the Canadian doubles champions, yet Bren played number three on Umbeck's team, and the brothers were the number two doubles team.

Umbeck ran a tennis club program during the summers at Hinsdale Country Club outside Chicago. Through his observations of youngsters in tournaments and clinics at the junior level, he was able to guide many of the most talented players to the College.

Umbeck left W&M in 1949 and the streak came to an end the following year, though tennis has continued at a consistent level ever since.

9) W&M 14, Oklahoma 7—Football, 1942

Modern fans of Tribe football can hardly imagine a time when William and Mary might be favored in a game

SPORTS

against the University of Oklahoma. Yet that was the case in Dec. 1942.

In a period when the news was dominated by reports of the battle of Stalingrad, the Braves (as W&M was known then) were ranked 27th in the nation and second in total defense. The Sooners, considered as always one of the top teams in the Midwest, were said to have one of the biggest and best football lines in America, along with a superb offensive back and linebacker in Bill Campbell.

Only two weeks earlier Coach Carl Voyles' Tribe had been undefeated, having already topped national powerhouses Navy and Dartmouth. They faced the North Carolina Pre-Flight Cloudbusters, a military all-star team composed of College All-Americans and professional stars.

The resulting game, a titanic struggle that ultimately resulted in a fourth quarter 14-0 victory for the Cloudbusters, is often remembered as one of the greatest games for what might well have been William and Mary's best ever gridiron squad.

The 1942 squad, the end product of Voyles' fabulous freshmen recruiting class of 1939, was anchored by a powerful line, led by tackle Marvin Bass and All-American guard Garrard "Buster" Ramsey. Most of the players realized that this was the last season before full mobilization for World War II. Indeed football was suspended the following season.

Still smarting from the loss to Pre-Flight, which probably denied the team an Orange Bowl berth, W&M traveled to Norman for the season finale for both teams. Al Vanderweghe, starting right end and one of the Tribe's best players, did not make the trip due to injury.

Oklahoma started the game strong, pushing the W&M defense up and down the field, but could not score. In the second quarter the Braves mounted a 56-yard drive, led by the running of bruising fullback Harvey Johnson.

End Glen Knox made a spectacular grab of a 22-yard aerial from Bob Longacre on the Oklahoma 18-yard line, gaining a first down by inches. A few plays later, halfback John Korczowski scored from eight yards out to put the Tribe ahead.

In the third quarter Longacre hit Knox again at the Sooner 15 and Knox carried it in for a second touchdown.

After a 69-yard scoring push in the fourth quarter, Oklahoma threatened three times in the waning moments, but the W&M defense refused to wilt. At game's end, the Sooners had advanced to the Tribe 10, but two passes into the end zone yielded nothing.

William and Mary recorded a 14-7 win over Oklahoma, the crowning glory in a 9-1-1 season, and the last Tribe football game until 1944.

10) W&M, Women's Basketball—February 1991

This year's lady cagers triumphed over a sterner foe than any they faced on the hardwood. On Feb. 12, it was announced that due to athletic department budget woes, the women's basketball program, along with wrestling and men's and women's swimming, would be discontinued at the end of the school year.

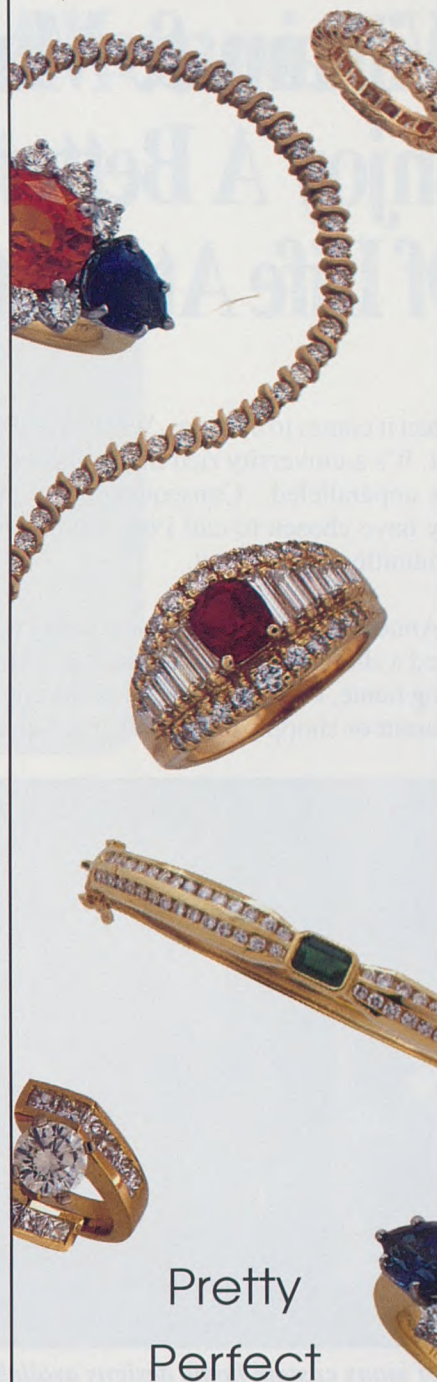
The women's hoopsters, however, refused to give up without a fight. Senior co-captain Angie Evans contacted the Women's Sports Federation, an advocacy group, to seek information on legal redress for the team.

Arthur Bryant, an attorney who specializes in Title IX issues, was retained. Similar legal challenges had been raised recently when Oklahoma and Temple Universities had attempted to drop women's basketball.

As the controversy grew, the lady cagers took to the court against American University in Washington. Playing with tremendous emotion, the Tribe dominated the contest, pulling away for a 91-75 win. Evans led all scorers with 20 points, followed by Tiffany Stone with 16 and Brenda Watson with 14.

Just 10 days after the original announcement of termination, the College decided to reinstate all four sports. Many parents, alumni and friends had responded by making financial commitments to help the threatened sports. An anonymous donor had pledged to match every dollar of endowment that is raised in the future by each sport up to \$750,000.

While the future of women's basketball appears secure for the present, swimming and wrestling need to raise annual operating budgets, plus funds to endow their sports. If these efforts are successful, it will be truly be one of the greatest athletic victories in William and Mary history.



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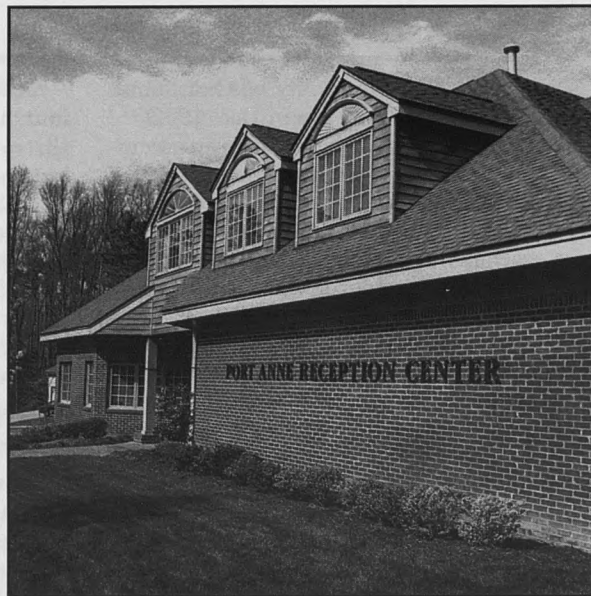


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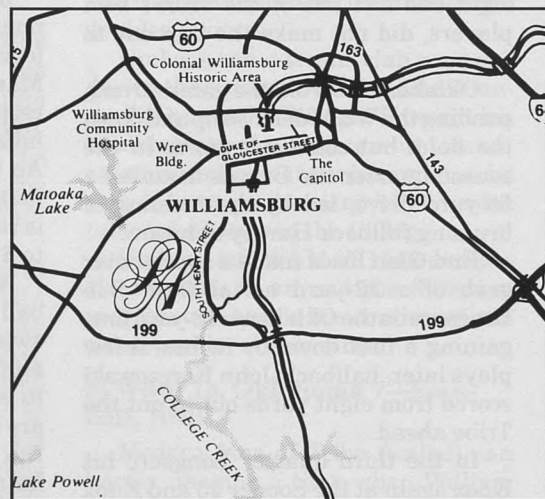
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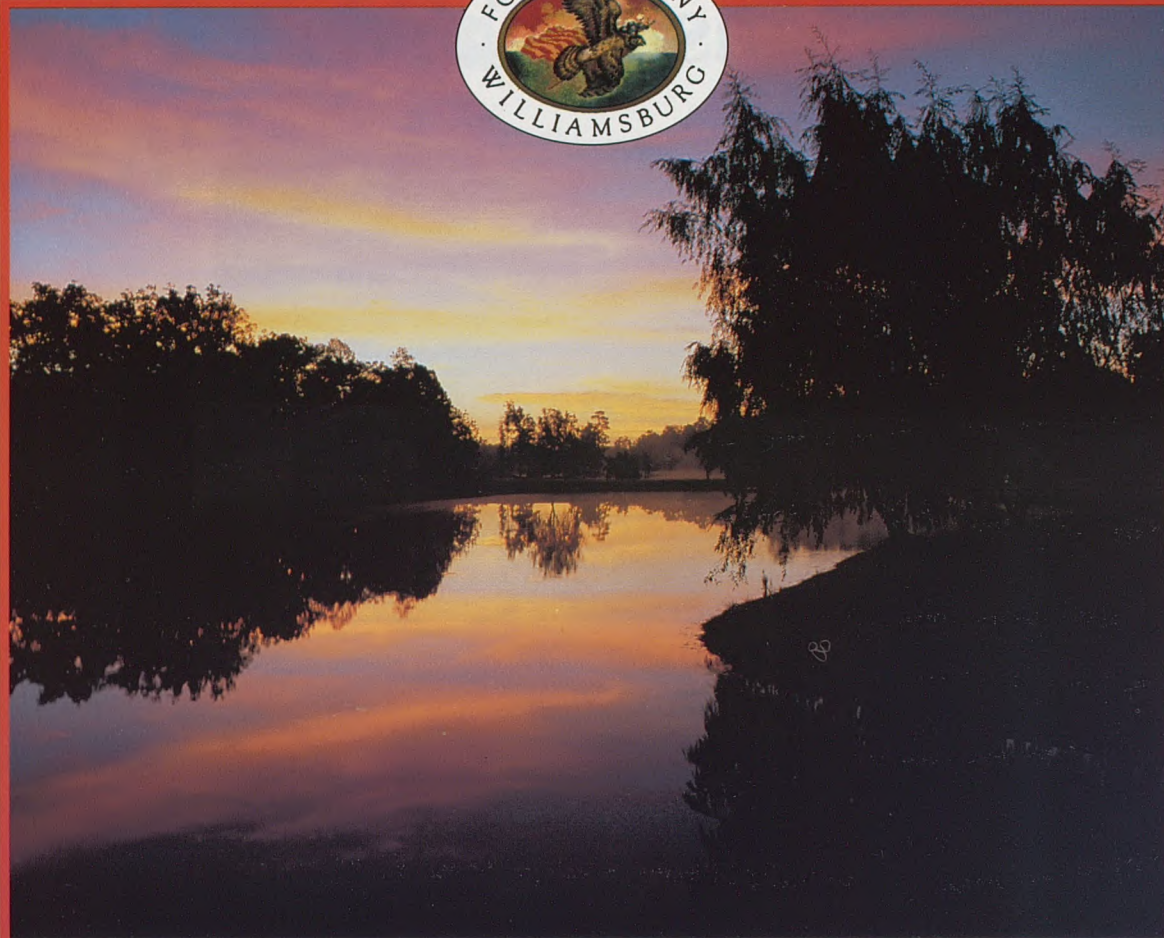
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