

September 2011

WILLIAMSBURG'S

Next Door Neighbors[®]

VOL. 5, ISSUE 9

Discovering the people who call Williamsburg home

PRICELESS

Teachers & Mentors

WJCC 2011
Teachers of
the Year



BUSINESS

Loretta B. Garrett
County Fair Time!

SPORTS

Joe Russell
Fencing for Fun

ARTS

Lee Matney
The Linda Matney Gallery

HEALTH

Dr. Douglas Cullom
Sight Correction

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From the time *Next Door Neighbors* first began arriving in your mailbox in the spring of 2007, we have included an annual issue on education. We have devoted many pages to bringing you stories about ways our neighbors are mentoring and teaching others. This has always been a topic I have wanted to include in the list of annual issues because I believe education is important to everyone - and especially to young people.



Meredith Collins, Publisher

I enjoy teaching when the subject matter is something I know. It's fun to help another person learn to do something new or to develop a new perspective on a particular matter. It is particularly rewarding when the recipient of my time and efforts is a young person. I can't help but think back when I was the same age and try to gauge where I was with my own thought processes at that time. Of course, my real advantage in giving a young person insight and knowledge is the number of years I have lived. I'm sure I'm not the only adult who learned a thing or two from the "school of hard knocks", and that school probably certifies many of us to be pretty good teachers in our own way.

The thing that sets some of the folks in this issue apart from someone like me is that their passion for teaching and mentoring is so strong that it provides them with the stamina for consistent, day-to-day efforts towards making a difference in the lives of others. The neighbors we introduce you to in this issue are immersed in their passion for what they do. They seem to have the patience and skills to impact the lives of not only eager students who want to learn, but also those who may not yet understand the value of drinking from that well. That is why our educators and mentors are so important to our community. NDN

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TEACHERS OF THE YEAR

By Lillian Stevens

*A teacher affects eternity;
he can never tell where his
influence stops.*

~Henry Brooks Adams

Each year the Williamsburg-James City Education Foundation selects the top three teachers of the year – one each from Williamsburg-James City County’s (WJCC) elementary, middle and high schools – whom they recognize for their teaching and for their rapport with students and colleagues, as well as their creativity and service to the community.

This year’s winners are Robin Britt Ford, Edward Van Dyke and Molly Sandling.

“These individuals have consistently demonstrated effort and passion far above the norm – the kind that our students and their colleagues will remember for years to come because of



Lisa W. Cumming Photography

their student empathy, guidance and instructional expertise,” says Dr. Steven M. Constantino, WJCC Superintendent of Schools.

The three teachers were flattered – and hum-

bled – to be selected Teacher of the Year for 2011. They were honored earlier this year in a ceremony and reception hosted at the College of William and Mary’s School of Education by the Williamsburg-James City County Education Foundation.

Here are their stories.

Robin Britt Ford, Teacher of the Year for Elementary Schools

Robin was honored for her service at Stonehouse Elementary School. With 17 years of teaching experience, she has spent the last eight

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years at Stonehouse Elementary where she was a third grade teacher and reading specialist. In July, Robin was named Assistant Principal for D.J. Montague Elementary. She also served this past summer as Principal for the elementary schools clustered at J. Blaine Blayton Elementary. Robin holds two Master's Degrees from the College of William and Mary: the first in Educational Administration, and the second in Reading, Language and Literacy. She also earned her Bachelor's Degree in Elementary Education from the College.

Robin wants our youth to know that leading a literate life is not just about being successful in school.

"Becoming active participants in literate lives will unlock so many possibilities for them – not just as scholars or in terms of their eventual career or job paths – but for them as individuals," she explains.

As the Reading Specialist at Stonehouse Elementary, Robin has monitored and cultivated the reading achievement of nearly 700 students. Her experience is vast and her creativity in terms of tailoring texts to suit the developmental needs of students is well-known, but she insists that relationships are the bedrock of all that she does.

"If you don't take the time to build those relationships with the students and their families, you can plan the most wonderful lessons but they will fall flat. Relationships are key to effectiveness, to engaging the students and earning their trust, and getting the families to buy into the process," she says.

Robin's teaching is characterized by high expectations and supported by an unconditional respect for her students and the learning process. She hopes that children will leave elementary school with really solid reading and writing skills so that they can take advantage of the many choices that are available to them at the secondary level.

She credits much of her own success to strong women role models and mentors – from a particular Latin teacher in middle school to members of the faculty both at Stonehouse and at William and Mary.

"Dr. Denise Johnson at William and Mary and Liz Beckhouse at Stonehouse are both just incredible. Denise has such a passion for literacy and the role that it plays in all of our lives and how it enriches us so much beyond the school setting," Robin says. "And Liz has been a phenomenal mentor to me as an educator. She is the ultimate model of how we should always look for the best in everyone each and every day."

Robin's assignment as Assistant Principal at D.J. Montague will take her within a stone's throw of where she grew up in James City County – a place she has no desire to ever leave.

"Williamsburg is where I met my husband, Dennis, and Williamsburg is where our heart is. This is just home," she says.

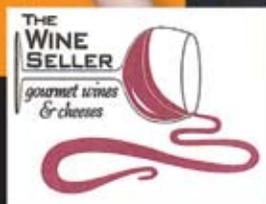
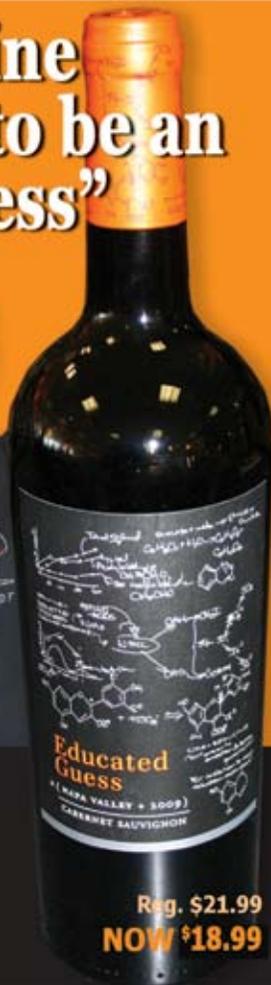
The couple has three sons ranging in age from 11 to 16. They enjoy the usual activities - from reading to time outdoors and at the beach. Robin also breeds and shows dogs, and this year coordinated the fundraising to support EuroTour 2011 for the Virginia Legacy Soccer Club, which traveled to Germany during spring break.

"As of next year, all three of our sons will be playing travel soccer so that will pretty much dominate what we do outside of work," she says with a laugh.

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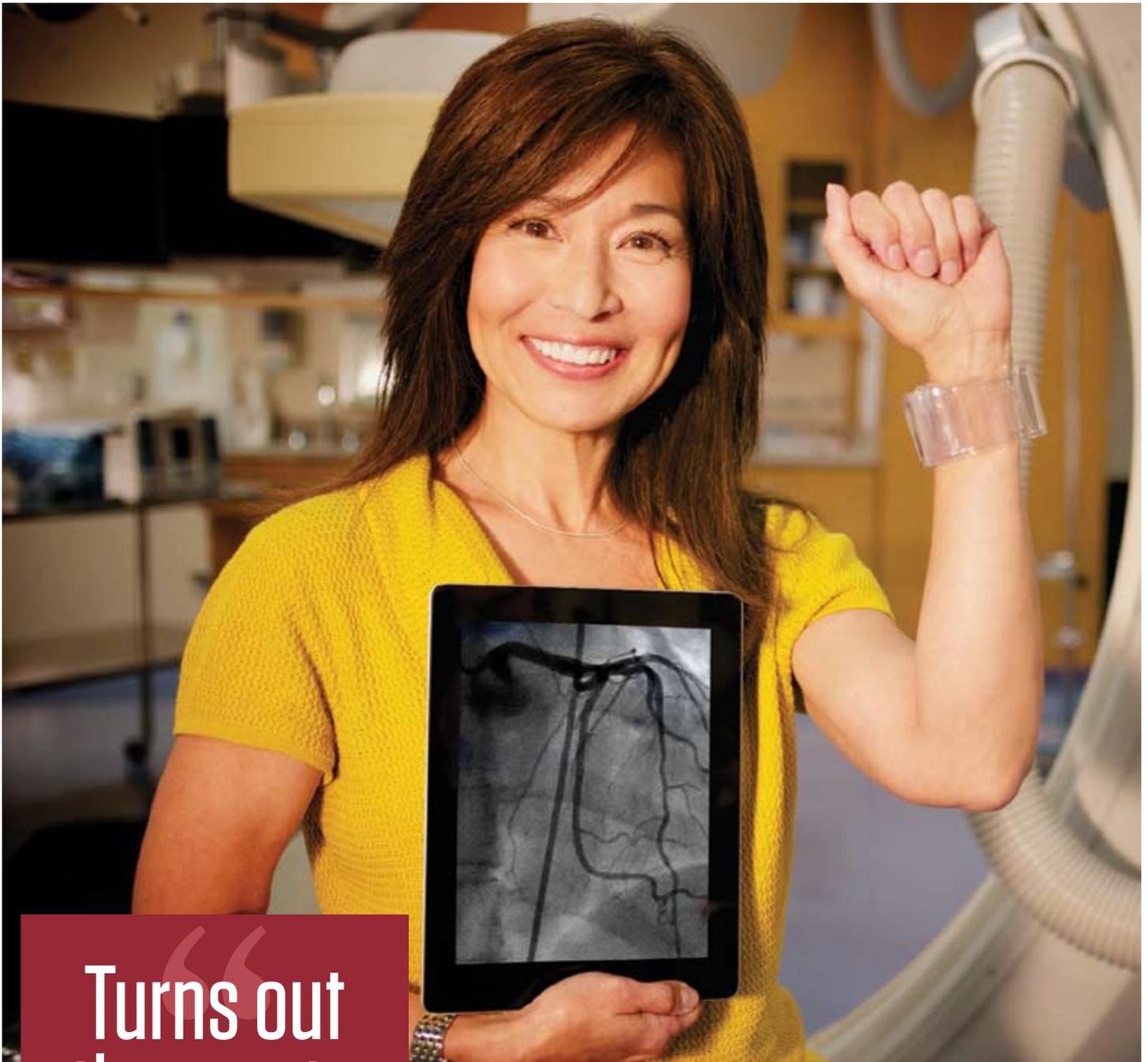
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**Edward Van Dyke,
Teacher of the Year for Middle Schools**

Ed is a history instructor at Berkeley Middle School. He also served as WJCC's middle school and high school principal for summer session 2011. He holds a Bachelor's Degree in History from Wheeling Jesuit University in Wheeling, West Virginia, and two master's degrees. He earned a Master's Degree in Education from Old Dominion University, and another from William and Mary in Policy, Planning and Leadership. Ed is working toward a doctorate degree in the same field at William and Mary.

"Words are powerful. What you do and say with children is powerful. I want to say to each one: you can do it!" Ed exclaims.

In summer school, Ed and his faculty have 30 days to reach that student who is staring out the window and doesn't want to be there.

He credits his success in the classroom with trust and relationship building – and making learning fun. A favorite technique is applying a fun phrase to make it more interesting so that students will remem-

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ber key historical facts. As an example, “Mrs. Van Dyke Needs Some Gems” helps students remember the southern colonies of Maryland, Virginia, North Carolina, South Carolina and Georgia. And the “River Wiggle Dance” (which he performed during our interview) helps them remember not only the names of rivers, but where they are on the map and the direction in which they flow.

Ed’s father was a Latin and Humanities teacher and his mother was a librarian, so it is inevitable that Ed would choose a career in education.

Ed grew up outside of Chicago. He attended a school where students were socially promoted (at that time) and his birthdate made him younger than his kindergarten peers. It’s hard to climb up the ladder when the bottom rungs are wobbly so he lost interest – and he says that he never had a teacher whom he felt took a real interest in him - until college.

“My parents knew a priest who helped me get into a small Jesuit college which accepted me conditionally,” he says. “I managed to do okay but then I took a History class and that’s

where things really started to take a turn for the better. Finally, I had a teacher who believed in me and who helped me put the pieces together. He was the best. Suddenly, history turned into ‘story hour’ for me and I love stories!”

Ed earned his Bachelor’s Degree in History and went to work briefly in the business world. He married his college sweetheart and the couple moved to Northern Virginia. Fast-forward through the births of four children, six years as a stay-at-home dad, a Master’s Degree in Education from Old Dominion University, two years teaching in Hampton City Schools, juggling a teaching job with bartending (because no one teaches for the money) before landing – finally – in a history classroom at Berkeley Middle School.

“U.S. history is, in my opinion, one of the greatest stories ever told, and living here in Williamsburg is absolutely the best for someone like me – someone passionate about history,” he says.

As much as Ed loves teaching though, his ultimate aspiration is to pursue an administrative path so that he can have a broader impact. Last

year, he completed a second Master’s Degree in Policy, Planning and Leadership from William and Mary and is working toward a terminal degree at the College in that same field.

“I am here to reach kids and lift them up and let them know that they can make it too – even the ones who don’t think they are smart.”



Molly Sandling, Teacher of the Year for High Schools

Molly has spent the past ten years as a social studies instructor at Jamestown High School where she teaches Advanced Placement (A.P.) human geography and A.P. U.S. history. She holds a Bachelor’s Degree in History from William and Mary where she graduated magna cum laude, a Phi Beta Kappa Master’s Degree in History from Yale University, and a Master’s Degree in Education from William and Mary.

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Among the most highly motivated Jamestown High School students, Molly is widely regarded as the “must have” teacher if one wants to be in a creative, engaging classroom – a place where students truly want to delve into the subject, according to one of her nominators.

Hers is a classroom where students become critically thinking adults. But a funny thing happened on the way to the classroom.

“I graduated from William and Mary with a BA in History and went straight into a Ph.D. history program at Yale,” Molly says. “I thought I wanted to be a university professor.”

She soon realized that being locked away in research libraries for hours at a time and writing a dissertation was not for her, so she left Yale with a Master’s Degree in History instead – with no immediate plans to teach.

“I took a job as a park ranger at Lowell National Historical Park in Massachusetts,” she says. “That was fun but seasonal, so I moved to Chicago where I became active as a volunteer in youth ministry. But then my parents convinced me that I needed a job with an actual paycheck.”

Molly wound up back in the classroom – this time as the teacher. She’s never looked back. “I enjoy the human contact with the kids too much to go back to doing research,” she explains.

Energized by her students, Molly shares their excitement as she listens to their stories and watches them get excited about what they are learning.

“These kids are about to enter this world to be voters,” she says. “They are headed to college and/or careers and businesses and they need to understand this globalized world in which we live.” NDN



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A Lifetime in Education

By Natalie Miller-Moore

Dr. Oscar Prater didn't expect to go into teaching. As a young man, he was actually waiting for the GI bill so he could attend Howard University School of Law in Washington, DC. He received a call about a job as a temporary math teacher in Williamsburg, and thought it would be a good interim opportunity. He'd been living in DC with a few other classmates, and some of them did go on to become lawyers. Dr. Prater never made it back to DC. Despite that unexpected turn, he says he has no regrets. His extensive career in teaching and administration spanning over 40 years certainly supports that.

One of the reasons he was asked to fill in as a temporary teacher was that he had a math degree, and math teachers were in short supply. He received his teaching certificate while he was teaching at Bruton Heights High School. His teaching career in the Williamsburg-James City County school district taught him plenty about teaching.

According to Dr. Prater, to be successful as a teacher you need three things:

"First, to be competent and know your subject matter, not just the formulas, but also the future materials and the end goal. Second, to care: really caring about your students, and doing it because you want them to learn. And finally, to believe that students can learn, and what they learn is worthwhile."

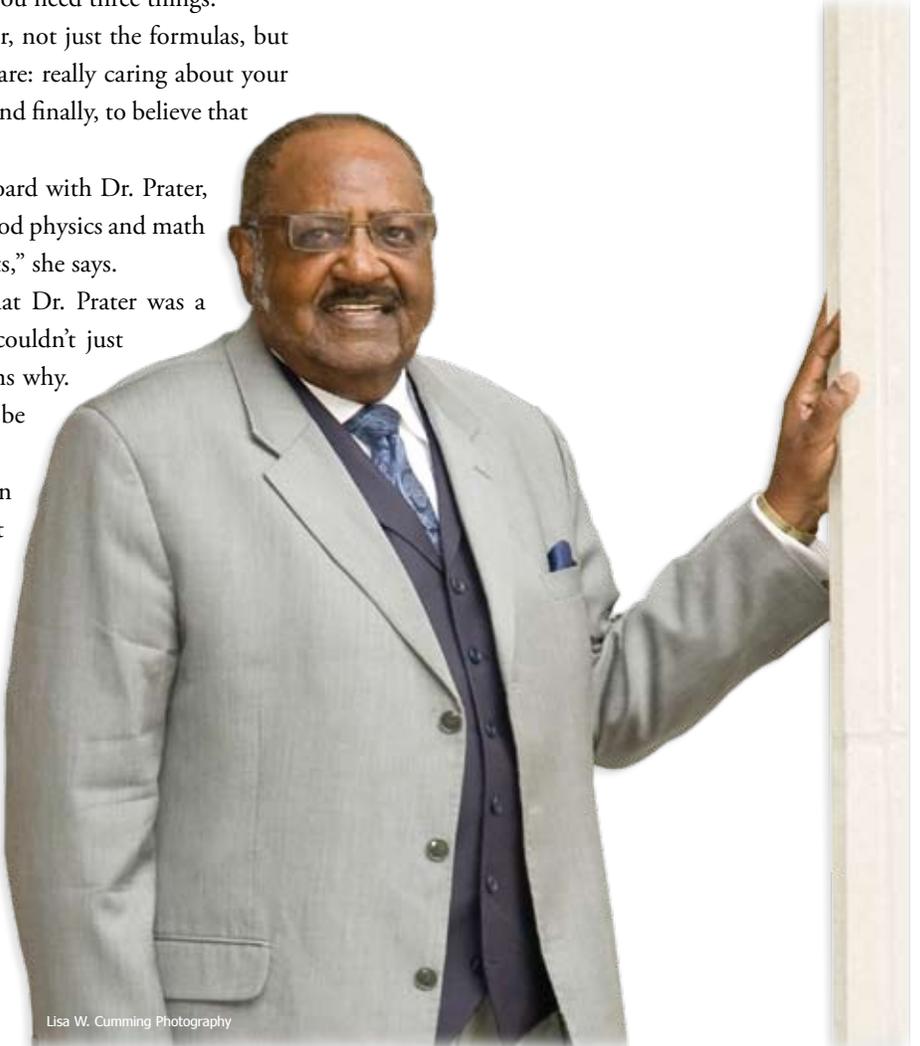
Elise Emanuel, who currently serves on the school board with Dr. Prater, also taught with him in the late 1960s. "He was a very good physics and math teacher. He didn't put up with any guff from the students," she says.

One of his former students, Susan Parker, agrees that Dr. Prater was a tough teacher. "He asked a lot of questions and you couldn't just answer 'yes' or 'no'. You had to be willing to give reasons why. And since he might call on you at any time, you had to be alert," she says.

Dr. Prater was a teacher during school desegregation in the late 1960s. He says, "Hallways were disruptive, but not my classroom. I told my students, 'There is no paper so thin that there aren't two sides to it. Look at both sides of a situation and try to understand them both.'"

This turned out to be a lifelong philosophy of Dr. Prater's – that every story has two sides and in order to get things done you must understand where the other person is coming from. He said that the integration process in Williamsburg, the tug of war of adjusting to "who gets what," was sorted out over the course of two years.

Although Dr. Prater was voted president of the merged teachers' association after school desegregation, he never served. That was the year he was offered a job as



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...waved about helplessly as he looked. "What's happened to me," he thought. It was a proper human room although a little too small, lay peacefully between its four...
 ...tion of textile samples lay spread out on the table - Samsa was a travelling salesman...
 ...hung a picture that he had recently cut out of an illustrated magazine and housed...
 ...o. It showed a lady fitted out with a fur hat and fur boa who sat upright, raising a he...
 ...ed the whole of her lower arm towards the viewer. Gregor then turned to look out t...
 ...weather. Drops of rain could be heard hitting the pane, which made him feel quite so...
 ...p a little bit longer and forget all his nonsense", he thought, but that was somethin...
 ...because he was used to sleeping on his right, and in his present state could not get i...
 ...ver hard he threw himself onto his right, he always rolled back to where he was. He...
 ...undred times, shut his eyes so that he wouldn't have to look at the howling legs...
 ...he began to feel a mild, dull pain there that he had never felt before. "Oh, God",...
 ...ous career it is that I've chosen! Travelling day in and day out, going business like...
 ...effort than doing your own business at home, and on top of that there's the cur...
 ...es about making train connections, bad and irregular food, contact with different pe...
 ...at you can never get to know anyone or become friendly with them. It can all go to...
 ...itch up on his belly; pushed himself slowly up on his back towards the headboard...
 ...is head better; found where the itch was, and saw that it was covered with lots of...
 ...he didn't know what to make of; and when he tried to feel the plate with one of hi...
 ...ly back because as soon as he touched it he was overcome by a cold shudder. He s...
 ...e occasion. "Getting up early all the time - he thought, "it makes you stupid. You see...
 ...Other travelling salesmen live a life of luxury. For instance, whenever I go back in...
 ...g the morning to copy out the contract, these gentlemen are always still sitting in...
 ...chairs. I ought to just try that with my boss; I'd get kicked out on the spot. But who k...
 ...d be the best thing for me. If I didn't have my parents to think about I'd have given...
 ...ago, I'd have gone up to the boss and told him just what I think, tell him everything...
 ...just what I feel. He'd fall right off his desk! And it's a funny sort of business to be...
 ...desk, talking down at your subordinates from up there, especially when you have to...
 ...use the boss is hard of hearing. Well, there's still some hope; once I've got the money...
 ...y parents' debt to him - another five or six years I suppose - that's definitely what I...
 ...like the big change. First of all though, I've got to get up, my train leaves at five." An...
 ...alarm clock, ticking on the chest of drawers. "God in heaven!" he thought. It was...
 ...only were quietly moving forwards, it was even later than half past, more like quarter...
 ...arm clock not rung? He could see from the bed that it had been set for four o'clock...
 ...; it certainly must have rung. Yes, but was it possible to quietly sleep through that?...
 ...? True, he had not slept peacefully, but probably all the more deeply because of that...
 ...ow? The next train went at seven; if he were to catch that he would have to rush like...
 ...on of samples was still not packed, and he did not at all feel particularly fresh and li...
 ...d catch the train he would not avoid his boss's anger as the office assistant would h...
 ...so five o'clock train go, he would have put in his report about Gregor's not being there...
 ...the boss was, splendid, and with an understanding. What else...

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As he moved into an administrator role, he felt like the position offered the opportunity to apply common sense. The same concept of the two sides of a sheet of paper still applied. When there was conflict, he brought people together to try to understand what the other party was trying to accomplish.

"I believe the role of administration should be a service job. I'm here to help you achieve your goals and objectives in teaching and to provide resources as needed," he says.

Dr. Prater's job as a college administrator was a bridge from Gloucester to a role as Vice President of Administrative Services at Hampton University for 10 years. Afterwards, he became President at Fort Valley State College in Georgia and later at his alma mater, Talladega College in Alabama.

Along the way, Dr. Prater found time to earn two Master's Degrees, one in Physics from William and Mary, and one in Math from Hampton University, as well as a Doctorate from William and Mary. He attributes some of his academic success to a love of reading, which he passed on to his two sons, Oscar and Marcus.

"I believe that if you can read, you can conquer any academic subject," he says.

Dr. Prater maintains his views on education trends. He feels the biggest change in teaching is that pressure has moved from an internal desire to excel to an external pressure to perform on test scores.

"It used to be students' learning made teachers happy, and now the biggest success is for students to pass the SOL test. That means that teachers have to change how they teach and I personally think this is a weakness to the system," Dr. Prater says.

Today, Dr. Prater is semi-retired. Since 2002, he's worked part-time at Hampton University as special assistant to President William Harvey. In addition, he enjoys spending time with his wife, Brenda, and playing golf. He was also appointed to the Williamsburg-James City County school board in January 2011.

"Dr. Prater has a long history in our community and a wealth of educational experience as a teacher, administrator and college president," Mayor Clyde Haulman says. "He also continues a long tradition of African-American's serving on the school board. He also knows the role of both boards and administration and how the two relate."

Dr. Prater understands that the role of the school board is not the same as that of an administrator. "I think our role is to help the schools be what the community wants. We can make recommendations to the superintendent, but that's who implements them," he explains.

He's glad to serve on the board, but has no agenda other than making our school system a better place to be educated. "I believe that a better educated citizenry makes this a better place for all," he says.

From time-to-time Dr. Prater will see a student around town who will let him know that the time he invested in that person, in education, in making the learning process a bit better, was appreciated. The reward goes to both the giver and the recipient. It's a piece of good fortune for Williamsburg families that Dr. Prater didn't return to law school with his young friends many years ago - that, instead, he stayed in Williamsburg to share with us his life's passion in a long and impressive career in education. NDN

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KYLE PFEIFER

FLIGHT LESSONS

By Linda Landreth Phelps

Kyle Pfeifer's family moved from Newport News to the Jamestown subdivision of Settler's Mill when he was in second grade. Kyle became an "Eagle" - a student at Williamsburg Christian Academy (WCA). Eagle is a good choice for the school mascot since mated pairs of American Bald Eagles often cruise the blue skies over Williamsburg in search of food for their growing eaglet broods. If we were privileged to peek into their nests as they raised their babies and taught the juveniles to fly, we might draw conclusions that would apply to human life as well as eagles. High on that list might be this: With a good example, even the smallest, most clumsy chicks learn to soar at the proper time. Kyle Pfeifer, now a young man of 17, is committed to providing the best possible example for the young people who are looking to him for guidance.

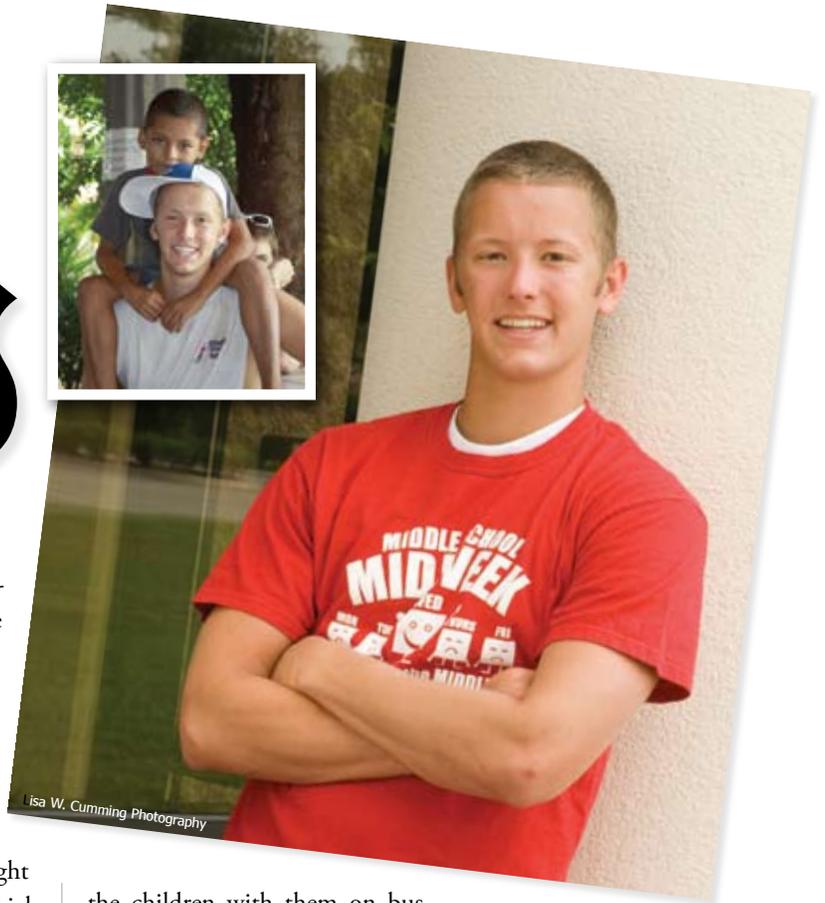
This is Kyle's senior year at WCA, and his school's theme for 2011-'12 is taken from a Bible verse, Hebrews 10:24: *And let us consider how we may spur one another on toward love and good deeds.*

Kyle is taking that verse to heart, but his efforts to make a difference in the lives of youngsters aren't limited to Williamsburg; thanks to his church's emphasis on foreign missions, those endeavors have been international in scope.

This past summer, Kyle was, for the second time, part of a large contingent of teens and adults from Williamsburg Community Chapel (WCC) who regularly visit Managua, Nicaragua.

"Whenever we go, our main focus is building relationships with the orphans of Casa Bernabe," Kyle says.

The visitors stay in accommodations within the orphanage and take



the children with them on bus outings to a swimming pool, the zoo, or other places where they wouldn't ordinarily be able to go.

"We also have a birthday party for everyone - it's every kid's birthday that day, the only celebration they'll have. We have a cake and we bring presents with us to give to them, too," Kyle says. "They're so excited!"

The older orphans may seem a bit reserved at first. According to Kyle they're used to other groups coming and going, and they're just a bit hesitant to invest in relationships that will end so soon. But the bigger children are soon charmed by the fun-loving American teens, and by the end of the visit are chattering away and interacting easily despite the language barrier. With the small children, it's simpler.

"The little kids just want to be loved on. They immediately attach themselves to you physically, grabbing a leg or your hand, and don't want to let go." Kyle says. "I carried one little guy around on my shoulders for hours. It's hard to leave when our time is over."

The mission trips in which Kyle has participated have helped him to

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develop abilities in leadership and relationship building. As a result, Kyle is able to apply those skills when he comes back home.

As a young middle school student attending the Wednesday night midweek program for teens at WCC, Kyle saw his small group leaders as “the big guys”, the cool high school boys that he emulated. Kyle learned how to nurture, exhort and encourage through example and mentoring of those young men and the WCC ministry staff. Last year it was his turn to step up, and Kyle now leads his own group of 6th grade boys.

“Several of the guys from my small group go to my school, too, so it’s cool that I can have a closer relationship with them. We see each other in the halls at WCA and give each other high fives,” he says.

This proximity means that Kyle can keep an eye on them and check to see how they’re doing.

“It’s especially good to know you’re helping them on their walk with Jesus,” Kyle says with satisfaction.

If Kyle ever saw one of “his” boys misbehaving or looking troubled at school or in his group, he knows exactly what he’d do.

“I’d ask my friends and co-leaders, Braden

and Kenny, to come with me and we’d pull him aside to talk privately,” Kyle says. “If a kid acts up, it’s usually because of something that’s going on in his life, so we’d try to find out what it is. It might even be something that I struggled with when I was younger, and if it is, I’d share with him how I handled it and what I learned. It’s a big advantage to have a more experienced person give you the benefit of their wisdom, and we’re not too much older than they are, so we can relate.”

Kyle is the President of the WCA student council and is active in athletics, as well. He plays basketball and has been on the school’s soccer team since the 8th grade, acting as co-captain since his sophomore year.

“Leading your peers can be a real challenge,” he says. “I was the Student Council Association (SCA) vice-president last year, and one of the main things I learned was how to work cooperatively with everyone. The council members all have good ideas and goals, so as I see it, my job this year is to make sure everybody is pulling together to accomplish them,” Kyle says. “I’m also really excited that my younger brother, Luke, is a freshman SCA representative. I’d like to pass along what I’ve learned to Luke, with the idea that maybe he will follow

in my footsteps as president one day.”

Everything Kyle has learned in sports, in school and at church, as well as at home from his parents, Bob and Karen, comes into play in the halls of his school. It’s a big responsibility and a bit intimidating to know that the younger boys are looking to him to set a good example.

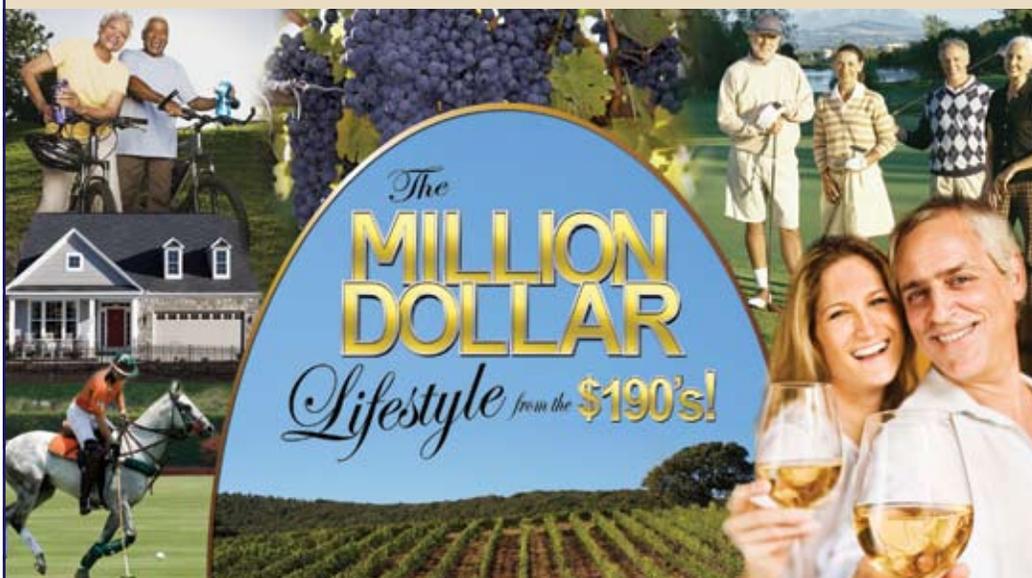
“The teachers tell us that the little kids are watching everything we do and say,” he says. “We may not be aware of it, but they don’t miss a thing. If I mess up, I let them down, and I don’t ever want to do that.”

Looking beyond his senior year, Kyle’s plans for the future include pursuing a degree in engineering, possibly at Virginia Tech.

“It’s a top school in math and science,” he says, “but my parents both went to James Madison University, so JMU is still in the running, too,” he says with a big smile.

Wherever he goes, when Kyle leaves for college it will be with the deep satisfaction of knowing that he’s made an impact on young lives here at home. As time passes, the boys he’s mentoring now will grow and stretch their own wings. Thanks to Kyle’s excellent example, they’ll be better equipped for the day when it’s their turn to fly from the nest and soar. NDN

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The Conduit, Not the Crutch

By Sandy Rotermund

An illustrated paper jacket clothes the hard-back book as it stands, like a sentinel, atop a wall of stacked, identical volumes. Glossy magazine covers layer slanted shelves, their bold words and exclamation points seducing the casual reader. Coffee brews in the adjacent café – a place where reading and conversation blend like cream and sugar. This – the bookstore – is the playground of the literate.

For those whom the written word creates anxiety and a constant barrier, books threaten rather than beckon. Barbara Finley, a volunteer with Literacy for Life (formerly the Rita Welsh Adult Skills Program) knows this well.

“Reading train schedules, bank statements, ingredients, labels on food – you and I just accept that we can do that,” she says. I glance over at the giant drink menu mounted behind the café counter – words and numbers abound.

“To a person relearning the language, reinterpreting information that they thought was one thing but, when they are learning to read, discovers it is something different – it must be

mind-boggling what opens up,” Barbara says, shaking her head.

Barbara’s awe for those learning to read comes from over fifteen years of volunteer work in literacy, plus her own post-graduate education and teaching remedial reading.

“I think I always loved reading, and no one ever really read to me in my family. It was a different time in society and my Dad was concerned about working, keeping us in a place to live, giving us food and clothing.” Barbara gently grins. “Whenever they {her parents} would get a babysitter, I’d always have stacks of stories lined up that I liked to have read to

me.”

Barbara’s own education began before age five and continued through her first year of college, at which point her parents declared her a “finished woman.” Now it was time to work. But Barbara wasn’t finished at all.

“I saved everything I made, got a scholarship – but by my junior year, I had two jobs, a scholarship and a full college load. And then I wore out, basically,” she says.

Marriage and three children followed, but with her husband’s encouragement, Barbara returned to college, graduating at age 37.



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Through teaching remedial reading, she discovered the true essence of those learning to read.

"It was wonderful, because I found that what children really needed was one person to sit down with them, to hear them, to concentrate on them. And they loved it."

Barbara also ran a K-12 library learning center in the Chicago suburbs, and started a children's summer reading program at the local library. Again, the children couldn't get enough of the focused, exclusive attention.

Returning to school at 58, Barbara received her Master's Degree at 60. That was 17 years ago, and she's been volunteering in literacy ever since. When she moved to Williamsburg, she joined the Rita Welsh Skills Program at William and Mary where she continues to work one-on-one with adults.

"I liken myself to a personal trainer. A personal trainer helps the body get back into shape, and she {the trainer} does not do the work for the client. But you're there as the support – encouraging – and you are the conduit, not the crutch," Barbara says as she smooths her forearm muscle. "That's what I do as a tutor; except I work with the mind and not the body. We are complex individuals and a combination of the mind and the body. We can't

ignore one or the other."

Barbara emphasizes that your philosophy on life has an impact on every facet of your life, including learning. "I always told my children when they were growing up, that your one key word in life should be responsibility – to your God, to your family, and to your country. We're here to help each other, for each other. Because this world isn't about you, it's not about me; it's about all of us. We share the same space, and if we don't work together, we're never going to function as a society."

Larry, an adult student of Barbara's for almost eight years, continues to inspire her. "I always say that he {Larry} came in looking down, and now he looks out. And literacy has just opened up life for him. He sees so much."

Yet, Barbara acknowledges that tutoring adults is different than with children. You cannot program what you are going to do with them every time.

"He {Larry} carries a load – he works, has responsibilities to society, bills to pay; so reading is just one component of his life on one day," she says. Barbara's hands open like a butterfly's wings. "Like I said, we go through life and somebody either encourages or discourages us. Hopefully I am encouraging him."

With the tools and space provided at the

Literacy for Life center, an adult can learn to read, write or do math. There are cubicles for the student and tutor, so that focus and privacy are possible. Barbara meets with her student once a week for two hours and then takes summers off.

"Larry is not a finished product; none of us are. We all need to learn every day. And if we don't know something, we need to seek out someone who can help us learn it. It's all about helping each other," Barbara insists.

And with learning to read – like exercising for the first time – the fear of failure or looking bad plagues all of us. "We all have that fear," Barbara says. "But my responsibility is to keep {the student} going. There's nothing wrong with saying, can you help me with this? Like exercise, literacy is a way of life."

Barbara's oldest son comes to mind. "His colleagues like to say, 'It is what it is.'"

We chuckle at the phrase's overuse. Then, Barbara recites a version she'd heard recently. "It is what it is, but it will become what you make it." Ever the teacher, Barbara quips, "There's no such thing as a negative learning experience." In other words, the book is always open. NDN

Visit www.literacyforlife.org to learn more.

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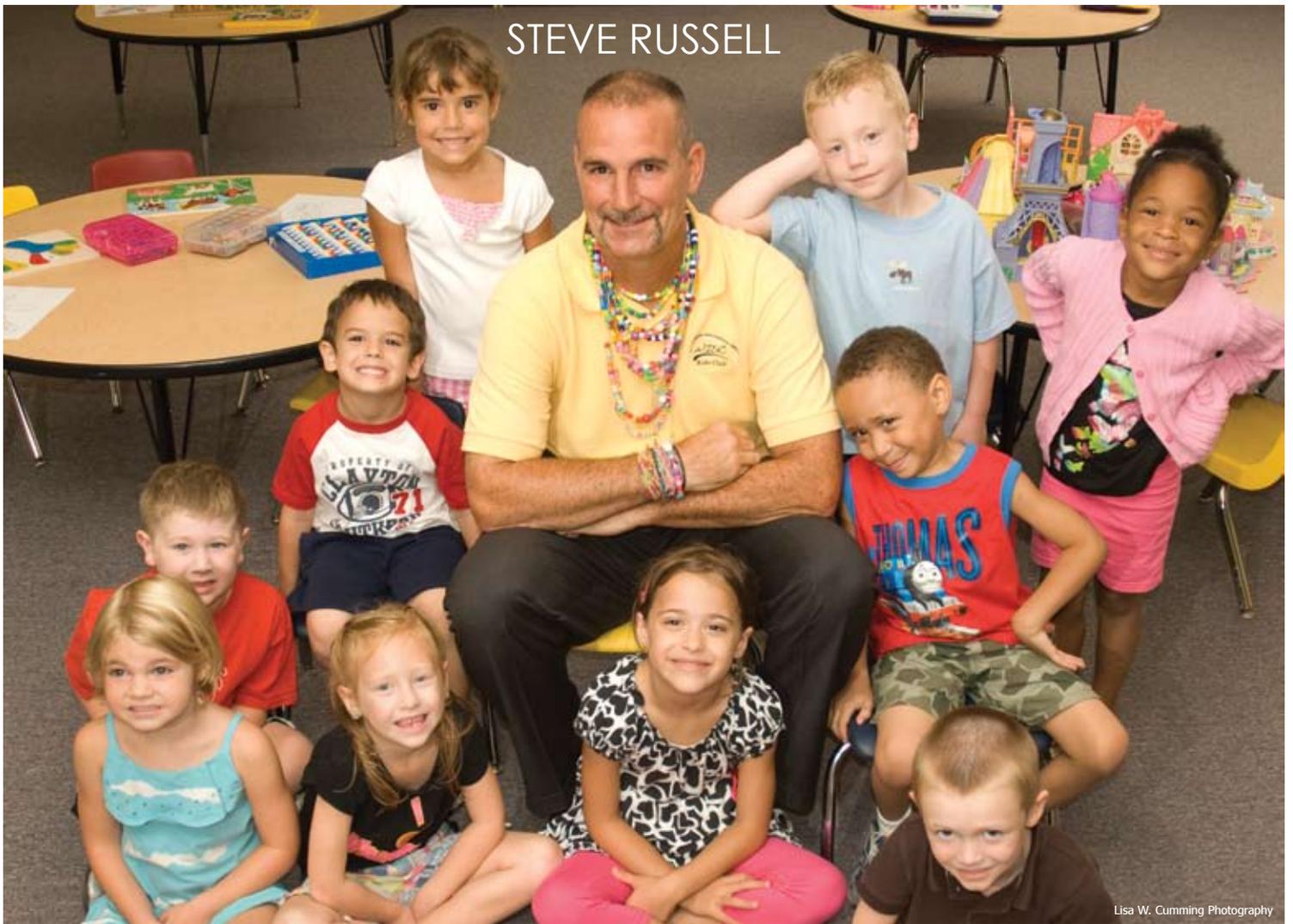
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LOV'IN THE KIDS CLUB!

By Emily Bowles

The Williamsburg Indoor Sports Complex (WISC), known for its many unique athletic and educational services offered to both children and adults in the community, is to Director Steve Russell like a second home. Upon first impression, the complex is full of life and energy as joyous laughter pours from

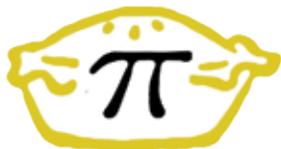
the doors. Inside, the vivid yellow and deep blue walls reflect a fun and friendly, yet professional atmosphere, while an air of respect and the attentiveness between the staff and patrons warms the space.

The facility has flourished since its formation eleven years ago. Although he will humbly

deny his responsibility in the successfulness of the blossoming programs at WISC, Steve deserves recognition.

A native Long Island New Yorker, Steve made his way to Lynchburg, Virginia at the age of twenty-one where he met his wife, Julie. They moved to Virginia Beach and after thir-

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teen busy years in hotel management, both sought out Williamsburg as the perfect place to raise a family and found this to be true.

"I love it down here," he declares. Here, while volunteering at his son's school, Clara Byrd Baker Elementary, he met good friend and PE teacher, Jim Goggin, who inspired him to engage in a career in education. This path brought Steve to Jamestown High School, where he became "Coach Steve" and made his commitment as a mentor. He fell in love with coaching and ended up leading the girls' basketball, softball, and golf teams to victory for seven years.

With a strong appreciation for working with children and sports, Steve was the right candidate to take over leadership of what he calls "the best program in Williamsburg". He became director of the school-aged Kids Club program at WISC in 2007. Since then, membership of the center has tripled and a waiting list now exists. "It just kind of snowballed from there," he describes.

"It's certainly not because of me. I'm a part of it, but the teachers just do such a wonderful job. The kids are happy which makes the parents happy. We have an enormous amount of space here and resources at hand. We're very, very fortunate."

Two years ago, Steve assumed the position as director of the Kids Club preschool as well. He installed a putting green in the center's fully equipped gym, and was responsible for including "Daddy" in the established "Mommy/Daddy Day" event.

"I'm very passionate about the program. I take it real personally and I take great ownership in it," he says.

Steve stresses stability and consistency as two of the most important attributes in the progression of a child's education. The Kids Club curriculum and daily structure is center-wide, and each child gets exposure to fitness, soccer, inflatables, gymnastics, music, cooking, literature, and rhythm and dance. He employs long-term, careered as well as very dedicated instructors. First and foremost, Steve recognizes his staff. They do more than lend a hand; they extend themselves with warm embraces towards openness and active communication.

"There's lots of hugging going on here, we hug a lot. I hug my wife when I go home and I hug my son when I see him. But here, on a given day I'll get without exaggeration sixty hugs," Steve says.

On one short walk through the complex, Steve is called to soothe a teary-eyed toddler, settle a rowdy scuffle between two boys, which they soon sealed with a firm handshake, and delegate to the many enthusiastic, attentive staff members. When faced with conflict, he encourages empathy and enforces the golden rule.

"We try to have the kids solve things with each other as well as possible." He takes discipline one step further to analyze the cause behind behavior, and to live what it means to be a teacher: leading by example, praising the individuality of each child, and honoring goodness without passing judgment.

On his desk is a humble letter of apology for misbehaving, presented to him voluntarily by a first grader to which Steve responded with a hug and due credit for his efforts. No matter the mistake of the child, after discipline each one receives reassurance that they are still cared for by everyone at the center. With gentleness he reminds each child that we are all accountable as human beings. As he puts it, "Even when they're 'being bad' or in trouble, there's an opportunity there to have something positive come out of it. And I think that is what all of our jobs are is to make a positive, safe, loving experience for them and hopefully it will help them out in years to come. Even if they don't remember it, as long as you've been a part of their maturing, and learning, and positive deci-

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Estate Planning for Educators

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Time for a short Pop Quiz:

- 1) Do you want to be in control of your own well being and assets while you are alive?
- 2) Do you want to make sure your loved ones are cared for if you become disabled?
- 3) Do you want to save yourself and your loved ones from potentially costly and invasive court interference?
- 4) Do you know when and how you want your beneficiaries to receive your assets after your death?

If you answered "yes" to any one of these questions, considering your Estate Plan is more important than you may think. The concept of Estate Planning has sometimes been misunderstood through the years as something only the wealthy needed to worry about. Truly, people with larger estates often require more planning than those with smaller estates, but no matter how much money you have, you have at least one asset worth protecting: yourself.

Much of Estate Planning is taking steps to protect yourself before your death. You can do this through documents such as Advance Medical Directives,

which can name an agent to make medical decisions for you in case of your incapacity, and contain your instructions for end of life care. You can also use General Durable Powers of Attorney, which help you to avoid the costly and public guardianship process by naming someone in advance to make legal decisions for you if you are unable.

At Ferris and Associates, P.C., we value those educators in our area who have dedicated their lives to looking out for the best interests of others, molding and shaping children and youth to be tomorrow's leaders. In addition, we are here to help them plan for their own future by educating them on Estate Planning strategies and pitfalls of which many people are simply unaware.

We take very seriously our roles as counselors and teachers, in addition to our role as attorneys, and we believe that creating a comprehensive Estate Plan that is tailored to meet the specific needs of an individual can help provide the confidence and security many people are looking for. It is our goal to draft a plan that allows you to give your assets to **whom** you want, **how** you want, and **when** you want, with minimal transfer costs as possible.

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sion making that's all that matters. I don't expect anybody to call me, or bump into me years down the road."

But they do. Steve is no stranger to the feeling of reuniting with past students who have since grown into proud yet appreciative adults acknowledging his efforts. The way it feels to impact another's life is intrinsically valuable, making education such a rewarding experience for both student and mentor.

"I was nine years old once, too," Steve reminisces. "And I was fourteen years old once. As a parent and doing what I do, any chance I can get to use past experiences to relate to the children, you know, I do so, and I continue to do so." He is making the best of his struggles in school by hoping to pass on the wisdom of experience in an effort to play a role in their process of growing up.

Steve gives out his personal cell phone number to every parent. "I recommend that parents communicate with a child's teacher as much as possible," he says. "Seek your child's teacher out. Offer to volunteer. We're very parent friendly." Perhaps Steve's understanding is motivated by his own responsibility as a parent. "We work all day long, and we're beat. But everybody needs to sit down and have dinner together. I only have one child but to this day we always eat at the kitchen table as a family. You need to know what's going on in your child's life." He trails off nostalgically, fondly remembering his son packing his bags and heading off to college. "I was involved in my son's life but I always still to this day think I could have done more. But you can't go back and do it again, that's the thing. Do what you can with them. And as much as you can."

He conveys his experiences growing up in a large family, with six brothers and sisters and eighteen nieces and nephews: "Thanksgiving-when you go to Grandma's house and there's the big people table and the little [people] table, I was always at the little [people] table. I've always related to kids, maybe I've just enjoyed hanging out with them more than adults."

One look at Steve and it is clear to see how relatable he is towards children. "I have a very active imagination," he reveals. He is adorned with flamboyant lanyards and beaded jewelry, gifts from the kids. "If they make it I have to wear it, that's the rule." Bright, rainbow colored, child-sized handprints that spell out the "WISC" acronym cover one wall of his office in a mural made with love, a surprise for Steve while he was out. Clever portraits lining his doorway depict the many interpretations of Steve's persona through the eyes of a child.

"Kids draw art and they look- you know, when they see you. They look at your neck, they look at your wrist, they look at the door to see if their picture's up there. It's something they're proud of, and I'm proud of it too so I display it. People look at me funny when I stop at the grocery store on the way home, but whatever. I mean, who gets to do what I do? I get to hang out with kids all day. It's fabulous." In an environment where children are taken seriously and respected, they have room to express their true nature.

Along with respect, Steve places great value on the art of being silly. "I tell the kids all the time-like if they had plaid pants on, I ask them where their striped shirt is. And the parents look at me, they're like, stripes and plaid don't go together. And I'm like, exactly. So I promote stripes and plaid. We actually have a stripes and plaid day. And you know - I'll dress up in stripes and plaid with them."

What is the best thing about children?

"The smiles, the innocence. They make me feel just wonderful." NDN

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DICK ASH & RON MONARK

So You Want to Start a Business?

By Erin Zagursky

Many people dream of starting a business, but making that dream a reality can be a difficult and uncertain process. However, two faculty members at William and Mary's Mason School of Business are making that journey a little easier by teaching students and businesses how to achieve entrepreneurial success.

Dick Ash and Ron Monark are the co-directors of the Alan B. Miller Entrepreneurship Center at the Mason School. The center's mission is to support the "people and the ideas that spark new businesses." It's a topic both men

en•tre•pre•neur:
a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.

know quite well. Both spent years working successfully in the business world.

"This is really a give-back for the both of us," Dick says. "We've both been in business. We've both done well, and now it's about making it easier and trying to help the community, the students, [and] the school."

Dick, who has a law degree from Fordham University, worked in corporate finance and venture capital with companies like JP Morgan.

"I don't run companies. I create them and we invest in

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them,” Dick says. “I would say that I’ve started and invested in 75 different companies.”

Dick began teaching about five years ago at the Mason School of Business at William and Mary and the Darden School of Business at the University of Virginia. (He no longer teaches at the University of Virginia.)

Ron, who earned an undergraduate degree in economics from William and Mary in 1961, received his MBA from the University of Chicago and went on to work as the chief executive or chief operating officer of numerous companies.

“I became a reluctant entrepreneur at age 47 when we broke a company up, and I bought a piece of it,” he says.

After he “retired”, he started a series of companies and then began to teach at the University of California, San Diego.

The two men met in San Diego in 2009. Their common interests, experience and symbiotic personalities made them a natural fit and they set their sites on working together. Today they lead the entrepreneurship center at William and Mary.

“We have very different backgrounds, and we’ve become really good friends over the period of time, and we play on that in the class-

room,” Ron says.

Besides teaching classes, the two faculty members co-teach Career Acceleration Modules (CAMs). CAMs set the Mason School apart from other business schools.

“If you are an MBA student, in the first semester of your second year, you only take two courses and you take them sequentially,” Ron says. “We get you four hours a day, four days a week for seven weeks and then we take you on a trip. We are the most popular CAM, from the students’ point of view. We are the only CAM that goes twice. Dick and I teach this CAM, take the weekend off and then start all over again.”

“It’s so intense that you need to work off of each other,” Dick adds. “And in ours, each of us brings our separate strengths to the class. He has strengths that I can’t do, and I’ve got some that - allegedly - he can’t do.”

Both Ron and Dick are fun-loving individuals and they bring their good natured humor into their classroom.

“We couldn’t make it on Broadway,” Ron says.

“Well, maybe,” Dick countered.

The duo’s service to students does not stop in the classroom, however. The two also work

with student entrepreneurship clubs. They have created programs such as the investment group, New Dominion Angels. They take a handful of students each month to an Angel meeting so they can see how investment decisions are made. They also attend the Richmond Venture Group Networking Events, and the Tuesday afternoon lecture series and they guide second-year MBA students who participate in live field consulting. This gives the students a chance to help real companies that are just starting up or those that are trying to redefine themselves.

Ron and Dick enjoy their students and continue to mentor many of them long after they’ve graduated. The mission of the entrepreneurship center extends beyond the campus community.

“When we organized the entrepreneurship center, we said our mission is to prepare people to plan, finance, start up, operate, grow, redefine if necessary, and eventually realize the values of their companies,” Ron says. “Now, if that’s our mission, it turns out that what we’ve got here in terms of full-time students is a very small part of it. If you look up and down the Peninsula, there are thousands – tens of thousands, maybe hundreds of thousands – of people who are “wannabe entrepreneurs” or struggling in their



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early stages.”

Seeing that need, Dick and Ron added services for companies – including conferences, roundtables, and certificate programs – to the center’s offerings. The center has also hosted well-attended quarterly economic forums, which allows people in the community to hear expert opinions about the country’s economy from business and finance professionals at the College.

Whether they are teaching students in a classroom or companies in the community, Dick and Ron say they want to inspire people to think.

“What I look at our jobs to be is to make the students and the business community think for themselves, not to spoon feed them,” Dick says.

They also want the students and companies to learn from others’ mistakes, as well as their own. They encourage them to be honest about their own triumphs and failures and they recruit guest speakers who have seen both sides, as well.

“One of my favorite expressions is ‘show me somebody who’s never lost and I’ll show you somebody who’s never done anything,’” says Ron.

Though Dick and Ron each have had much success in the business world, they say that for them right now, it’s all about giving back.

“It’s not a question of personal gain,” says Dick, who lives in Princeton, N.J. and commutes to Williamsburg just to teach classes. “It’s that the two of us have something to offer that you can’t normally buy anywhere. At my stage of life, I enjoy that challenge and I enjoy giving back as much as we possibly can from our experiences.”

Ron, whose daughter attends William and Mary as an undergraduate, echoed that sentiment. He says that in a book he’s written for his daughter, he tells her that his life has been divided into three parts. The first was about finding what he wanted to do; the second was about working hard and being successful at what he did. This part of his life, he says, is about giving back and helping others in any way he can.

And now, both he and Dick are rewarded for their work - not with bonuses or stocks - but with the knowledge that their students are really learning.

“Both of us get turned on when the light bulb goes on,” Ron says. “You can just visibly see the a-ha moment, and there’s no greater feeling in the world.” **NDN**

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JANICE KAILOS

CREATIVITY

in the classroom



Lisa W. Cumming Photography

By Alison Johnson

To teach elementary school kids how to read traditional clocks as digital time, teachers can have them sit at their desks, listen to lessons about big and little hands and fill out worksheets – as in, the little hand on “3” and the big hand on “6” means they write “3:30”.

But there’s another way, one that Janice Kai-

los likes much better: get the kids on their feet.

Turn on some great dance music. Give each

student a card with a picture of either a traditional or a digital clock. Let them boogie around the room and when the music stops they have to find the student with the same time displayed in a different format. Then have everyone switch cards and dance again. The routine can work for any matching exercise, including vocabulary



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words, definitions, math problems to answers.

As a Wellness Integration Specialist for Williamsburg-James City County Schools, Janice's primary job is to train teachers how to add more such movement to the school day. She and her co-worker, Tammy Underwood, also help educate kids about nutrition and fitness through classroom visits and presentations under the School Health Initiative Program, or SHIP, which is funded by the Williamsburg Health Foundation.

"We want to get these kids to think, 'You only get this one body, so you've got to take care of it,'" says Janice, 50. "Their body is like a machine that needs these good foods, just like a car needs gas. They can make themselves stronger and faster and healthier, and it's better to start teaching them how to do that in kindergarten rather than trying to change bad habits down the road."

For all the headlines about lazy, junk-food-

addicted kids, Janice says students respond very well to the SHIP program, which has lessons correlating to the Virginia Standards of Learning. They have embraced active learning, joined after-school running clubs, sampled new fruits

"We want to get these kids to think, 'You only get this one body, so you've got to take care of it.'"

~ Janice Kailos

and vegetables and soaked up details on how to keep their bones, organs and brains strong. When Janice walks into an elementary school, the students "make me feel like a rock star," she says. "They really love me coming in."

Sometimes, just knowing kids are exposed to good information is her job satisfaction. In her best moments, Janice gets proof that stu-

dents are changing their lives – like the day last spring when she watched about 60 girls finish a 5K run down Duke of Gloucester Street. "I was crying because I was in awe at how these girls committed themselves," she says. "Some of them had never run any distance before in their lives. It was an awesome morning."

Ironically, Janice wasn't big on organized sports as a child and only started jogging late in high school as a way to control her weight. But the Bronxville, NY, native did grow up with a health-conscious mother who walked often for exercise and made sure her family ate plenty

of fresh, unprocessed foods. Janice saw the results: her mom lived to be 87 and was fit and active until a very brief illness at the end of her life. "She was literally sick for just a month," Janice says.

Despite not joining many teams, Janice had an active childhood. She and her neighborhood friends played outside almost every day,



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building go-karts, playing tag and generally running themselves ragged. Janice also sailed each summer at a nearby yacht club. Today, she enjoys pointing “non-athletes” to exercises they think are fun.

“If you help kids find an activity they love, it doesn’t matter if they’re very coordinated in terms of more popular team sports,” she says.

Janice, who moved to James City County in 1975, always had an interest in promoting health and wellness. She earned a Bachelor’s Degree in Physical Education and Recreation from Christopher Newport University, followed by a Master’s Degree in Elementary Education from William and Mary. Her first job was scheduling community classes for the parks and recreation department. After having her two children – daughter Whitney, now 23, and son Hunter, 21 – she began offering in-home child care and later obtained a position as a preschool teacher. That led to work as a first and second grade teacher in the public school system.

Janice took the Wellness Integration Specialist position in 2008. The program, in elemen-

tary schools and now expanding to middle schools, aims to improve children’s lifelong health at a time when about 17 percent nationwide are considered obese – a rate that has almost tripled since 1980, according to Centers for Disease Control and Prevention. Research also shows good nutrition and regular activity helps kids pay attention in class, stay on task and possibly earn better grades.

“My favorite part about my job is to share my enthusiasm with students, staff and community members the importance of living a healthy and active lifestyle,” she says. “I love to motivate students and staff to try new activities, whether it’s a teacher that created their own new movement lesson for their classroom, a student that competed in their first 5K [run] or a teacher that completed their first half marathon. It makes my day to hear success stories. It’s very rewarding.”

Janice practices what she preaches. She has completed half-marathons and short triathlons and generally exercises 30 minutes to an hour a day, alternating three-to-five-mile runs with other activities that put less stress on her joints.

She also serves as director of the annual Sentara Sleightbell 5K run, a popular holiday-themed event that drew nearly 700 participants last year.

Her family has taken her message to heart, also: Janice’s daughter has run a marathon, her son played baseball through high school and her husband of 27 years, Chuck, took up biking and overhauled his diet after a doctor diagnosed him with pre-diabetes about three years ago. Chuck since has lost 35 pounds and has normal blood sugar levels.

None of that means Janice is a total health food fanatic. “It’s okay to eat unhealthy things every now and then – like I had some chips today,” she says. “Just don’t make that how you eat every day. I make sure the kids know that.” She also stresses the importance of family dinners, encouraging parents to introduce a variety of foods – without ever forcing or bribing kids to eat – and prepare meals together.

“Whenever you can, explain to kids why it’s important to live healthfully,” she says. “You may think they won’t listen, but I can tell you: they will.” NDN



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MARSHA WHITE

Opening Doors

to A World of Learning

By Brandy Centolanza

Everyone can recall a favorite teacher, someone who has had an impact on his or her life in some way. For Marsha White, the lead preschool instructor at Walsingham Academy, that teacher was Mrs. Wesson, her third-grade instructor at Parkview Elementary School in Newport News.

“She was very immersed in her teaching, and she had such a passion for reading aloud to us,” recalls Marsha. “She read aloud to us every day, and, in turn, the kids were very excited to learn to read. I remember her reading *Charlotte’s Web* to us and inspiring us to read. I really wanted



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to be just like her.”

It was Mrs. Wesson who initially inspired Marsha to pursue a career in education, though her father, Charles Wolfe, a Master Chief storekeeper in the Navy, was an influence as well.

“I think about so many things that my dad modeled for me, and modeled for others around him,” she says of her father, a life-long learner who went on to study to become a master gardener after his retirement.

“He was patient and kind and thoughtful,” Marsha says fondly. “Often, it was clear that he knew the answer, but he never filled in the blank or pretended to know it all. He always encouraged us to investigate, to read, [and] to research those areas or issues or ideas which presented a challenge. I think most importantly I remember how he treated everyone with great respect and understanding, no matter their age or culture or educational background.”

Hoping to be a similar inspiration to others, Marsha went to Madison College in Harrisonburg (now James Madison University), and was taken under the wing of Mildred Dickerson, the person responsible for developing and

coordinating both the college’s undergraduate and masters programs in Early Childhood Education.

“She was very engaging and hands-on, and was also very passionate in not only teaching but also about learning more herself,” says Marsha. “She was very instrumental at the school.”

Marsha earned her Bachelor’s and Master’s Degrees in Early Childhood Education, and then returned to Newport News to begin her dream as a teacher. She taught kindergarten students for many years at numerous elementary schools in the school division. At Newsome Park Elementary School, Marsha discovered The Project Approach model of instruction, an idea that was co-developed by Sylvia Chard, now a professor emeritus at the University of Alberta in Canada. According to Chard’s website, the method “builds on natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and more. This kind of authentic learning extends beyond the classroom to each student’s home, community, nation, and the world.”

It’s a method that Marsha still incorporates in her classroom today. This form of instruction allows children to investigate real world topics, to inquire, do research, and collaborate with other students.

“Engaging children in the in-depth investigations with authentic workshop models in place daily not only facilitates the learners’ engagement with reading and writing and math and science and social studies, but also enables the teacher to differentiate instruction for the learners,” Marsha says. “In this learning environment, we are able to provide the appropriate instruction for each learner at their unique level, enabling them to move to the next level. In a classroom of 19 children, I had 19 different learners operating at 19 different levels and the kind of scaffolding and support one learner might need to continue to grow and develop is quite different than what the other learners might need. That is most exciting to me to witness each child making individual and amazing growth and progress daily.”

Before arriving at Walsingham Academy two years ago, Marsha took a leap from early child-



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hood education to higher education, working as a lecturer at Old Dominion University for four years.

Though she enjoyed instilling advice and wisdom in future educators, she began to miss working with the younger learners.

"There's just something about the kids in that age group," she says. "They have such a sense of wonder and inquiry, and are very curious. They have such an excitement and enthusiasm and curiosity about the world, and that gets me excited. They inspire me to want to learn more about the world as well."

In 2009, Walsingham Academy's president, Sister Mary Jeanne Oesterle, approached Marsha about implementing a full-day preschool program for four-year-olds, and she happily accepted.

One of her favorite "real world" experiences she enjoys sharing with her students through The Project Approach is a monarch butterfly project, which Marsha developed in part due to her father's love of nature. Marsha and her students observe the growth of the butterflies right in the classroom from the beginning stag-

es of the butterflies' lives as eggs on milkweed. The children read and write about what they notice throughout the whole metamorphosis process.

"It's a lot of fun," says Marsha, who has also had guinea pigs in the classroom to help children learn about life.

Reading and writing are a huge focus in her classroom, and she even gets in on the act, penning tales to the children about her dog, Lucy. She's written various books for her students throughout the years about her beloved pet's adventures.

"Writing about what you know gives kids a real sense of meaning," Marsha says. "I talk a lot about my dog, Lucy, and about my husband [Jim] and my son [Zachary] during circle time. It really helps us get to know each other."

Carolyn Miller's daughter, Mackenzie, is a graduate of the pre-school program at Walsingham Academy.

"Something that really stands out is the fact that from day one Marsha told the entire class that they were readers and writers," remembers Carolyn. "It didn't matter how much they

knew or how much they could write, she told them that each and every day until the children believed it. Each day, they had a writer's workshop, and nearly every week Mackenzie brought home a handmade book with illustrations and an original story that she wrote. As the year progressed, they got pretty good. I love her enthusiasm for teaching, her willingness to get down on the floor and play with the children, to be silly with them, and I was very impressed with how much the kids learned, especially since her approach is child-directed."

As the new school year rounds the corner, Marsha is thrilled to once again step back into the classroom.

"I'm really looking forward to forming a whole new community of learners, and to exposing them to the whole world of learning," Marsha says. "To see such passion and persistence in students wanting to learn and know more is very rewarding. I'm also very excited about being a part of Walsingham Academy, and working with other teachers who also share in the joys of teaching and learning. It's very gratifying." NDN

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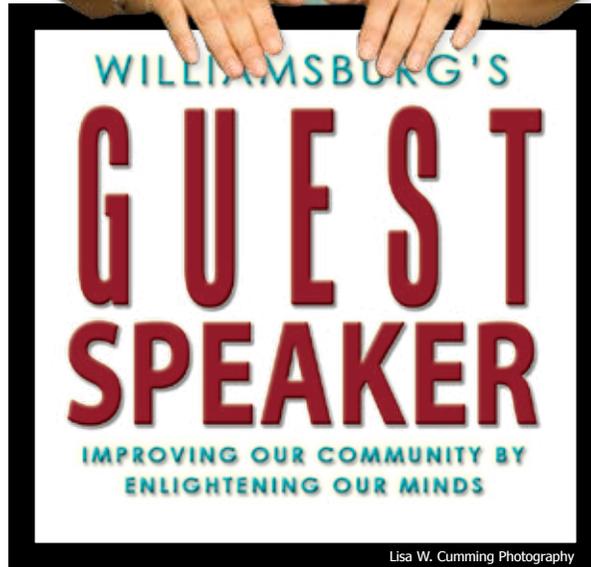
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CLOVER JONES



ON BIG BROTHERS BIG SISTERS of the Greater Virginia Peninsula



Clover Jones is the Director of Programs for Big Brothers Big Sisters of the Greater Virginia Peninsula. While a student at Hampton University, she participated in many service-oriented activities ranging from Adopt-a-Spot to 4-H to High School Band Camp. From those experiences she realized the importance of working with children and improving our community. Clover says she believes that one

major mission in life is to serve. "We can all be servants to others and that commitment is a true gift we can give people." By working with Big Brothers Big Sisters, Clover shares that mission with others and helps connect children in need with positive role models.

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The Mission of Big Brothers Big Sisters of the Greater Virginia Peninsula is to help young people in our service area achieve their highest potential during their formative years by providing positive, caring mentor relationships.

How did Big Brothers Big Sisters become a reality in the Williamsburg area?

The Greater Williamsburg charter of Big Brothers Big Sisters began in 1979 by a group of local citizens that recognized the need for positive relationships for youth in the Williamsburg, James City County and upper York County areas. Since that time, Big Brothers Big Sisters has served thousands of children and has expanded our services into the cities of Newport News and Hampton.

What programs are provided?

At Big Brothers Big Sisters we target the children who need us most, including those living in single parent homes, growing up in at risk environments, coping with parental incarceration,

academic or social issues and a myriad of other stressors. We currently offer Community-Based Mentoring, School-Based Mentoring, Mentoring Children of Prisoners, and Military Mentoring. Each program is designed to help improve academic performance, social and emotional growth and self-esteem in children.

Community-Based Mentoring is our most recognized program. This program matches an adult volunteer with a child between the ages of six to twelve. The child and mentor meet approximately two to four hours each week for a minimum of one year. The "Big" and "Little" will enjoy time together out in the community participating in fun, educational activities or just every day happenings.

The School-Based Mentoring program is designed to foster a child's academic development as well as improve social skills. This program matches an adult volunteer, high school student or college student with a child in grades

K through 8. The child and mentor will meet for one hour a week throughout the school year on school grounds and spend time together eating lunch, working on homework, playing games or just talking.

Mentoring Children of Prisoners is an extension of the Community-Based Program. It matches children six to twelve years old whose primary caregiver, immediate family member, absent parent or guardian is incarcerated in a federal or state prison or housed in a local jail by a Federal or State Correctional System. Children can be referred by a school, any social service organization or the incarcerated parent or caregiver.

The goal of the Military Mentoring Program is to match children of an active military parent - who is deployed, scheduled for deployment or recently returned from deployment - with a caring and competent adult that can provide positive interaction, development and support while helping them negotiate the challenges of being a military



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child and separated from a parent or guardian.

How do you measure success?

Each time Big Brothers Big Sisters matches a child with a mentor, we start something incredible: a one-to-one relationship built on trust and friendship that can flourish into a future of unlimited potential. Our one-to-one matches are the driving force behind making an impact on children. A Big Brothers Big Sisters' match is carefully administered and held to high standards. Agency staff strives for matches that are safe, well suited to each child's needs and built to last. We are not simply match-makers, but we provide ongoing support and supervision to the Big, the Little, and the Little's family. Along with being able to measure the quality of a match through case management, all children, volunteers and parents complete annual surveys to measure and quantify strength of relationships and specific youth outcomes.

How does the local Big Brothers Big Sisters benefit from being part of a larger organization?

Big Brothers Big Sisters of America is the premier mentoring organization in the country. It sets and measures program standards, assists in fundraising and volunteer recruitment, and provides grant funding and funding opportunities to its affiliates. Big Brothers Big Sisters of the Greater Virginia Peninsula is one of 370 affiliate agencies across the 50 states and the District of Columbia and operates as an independent 501c3 non-profit organization, with our own budget, staff and Board of Directors.

How can the community help?

We're always looking for people enthusiastic about positively impacting a child and improving their community at the same time. Volunteering as a Big Brother or Big Sister is one of the most enjoyable and fulfilling things anyone could ever do.

What are the plans for the near future for the organization?

While the number of children who need mentors will continue to grow, we plan to continue to recruit community partners, corporate partners and community volunteers until every child in need is matched. As the Big Brothers Big Sisters of America vision states, "all children achieve success in life."

How has your own volunteering affected your personal life and outlook?

Big Brothers Big Sisters found the perfect match for me. I knew that being a Big Sister was going to be rewarding, but it's more than what I hoped for and one of my favorite highlights of my week. My Little Sister and I are building a lifelong friendship that will last throughout her school years and beyond. One of the most important lessons I have learned is how to appreciate and celebrate even the smallest of victories. NDN

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Generations

by Alison Johnson



Lisa W. Cumming Photography

Gus Fotiadis

Age 52

The unfamiliar has never scared Konstantin "Gus" Fotiadis. Not when he was 12 and moved with his mother from their native Greece to Newport News, where he had to pick up a new language and find new friends. Not when his own children were about that same age and he temporarily relocated to Greece so they could learn about their roots. And not when he returned to America a few years later, this time to Williamsburg, and launched a new family business.

At age 52, Gus believes in always moving forward. His plan: continue building his independent car maintenance and repair company, Eu-

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ropean Cars of Williamsburg, and hand it over to his kids in about five years. Then, in his ideal future, he would open an authentic Greek restaurant using food raised on his own farm, giving the area's substantial and tight-knit Greek population a new place to gather.

"I'm just dreaming right now, but that's what you always want to do: dream," Gus says. "Don't stop having plans. Don't go to bed early. Keep working hard. Let new adventures absorb you in. Keep moving. To me, it's always easier to move ahead than to go back

**"Don't stop having plans.
Don't go to bed early. Keep
working hard. Let new
adventures absorb you in.
Keep moving. . ."**

~ Gus Fotiadis

somewhere you've already been."

Family has long been a driving force in Gus' life. His mother, Helen, lives with him and his wife, Marina, a graduate of the College of William and Mary, in their James City County home. So do his children, Christos (Chris), 23, and Helen, 21. After earning degrees from Thomas Nelson Community College and Virginia Commonwealth University, respectively, Chris and Helen work with Gus and Marina at European Cars, which has a total of eight employees.

"We're building this business for them," Gus says. "Jobs are so hard to come by now that I feel if children have an opportunity to get involved with a parent's business, they should grab it. So many kids have had to move back home now. I'm lucky in that instead of just feeding mine, I can put them to work – we can work together for our family's future. It's an edge for them."

Gus chose to chase his dreams in Williamsburg because of its relatively quiet atmosphere, good school system and well-educated population. He is deeply connected to his adopted hometown, supporting many service and youth organizations and staying active in the Greek Orthodox Church.

Still, Gus was stunned by the changes he saw in Williamsburg when his family returned in 1999 from their three-year stay in Greece. The growth of Route 199 and beginnings of the New Town development, in his eyes, "introduced a new way of life to what had been a small little old-timey town. Everything was bigger and more expensive. Don't get me wrong, I don't mind new people. I love people. I just don't want this place to turn into just another big suburbia."

The Denbigh section of Newport News – and specifically Route 143, or Jefferson Avenue – is the reference point for his concern. When Gus first arrived there as a new immigrant in 1972, the road



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was two lanes wide and so uncongested that he and his friends regularly hitchhiked downtown to meet at a roller rink on Main Street.

"We felt totally safe," he remembers. "Usually the same people picked us up each time. Now I don't even like getting off the interstate onto that road."

As a boy fresh from Athens, Greece Gus quickly picked up English – he first spoke only Greek and French – mainly by studying the Bible at his private school in Hampton. He missed his old friends but felt comfortable in Newport News within a year.

"I make friends fast," he says. "Pretty soon I knew the entire school."

After studying at Denbigh High School and earning an automotive technology degree from the Advanced Technology Institute in Virginia Beach, he trained with local mechanics and opened his first repair shop in 1983, along Route 60.

Yet when his kids reached middle-school age, he and his wife decided they needed to spend time with Greek relatives and better absorb their native country's culture, language and religion. Chris and Helen now speak and write Greek and recently vacationed with cousins they met as children.

"People have to know where they came from to figure out who they are," Gus says. "I also believe it's in childhood when you develop your most important relationships. Some people say college, but I say childhood."

While in Greece, Gus opened a repair shop and honed his skills working on foreign-made cars. At European Cars of Williamsburg, his staff now services nine brands of vehicles, including Audi, BMW, Jaguar, Mercedes-Benz and Porsche. They also locate used cars for customers. Gus believes his business has succeeded with good customer service and by focusing on one market.

"General is over in today's economy," he says. "You've got to specialize now."

Gus still works 45 to 50 hours a week, although he has scaled back from his younger days. Eventually, he pictures Helen taking over as overall manager with Chris as service manager. He admits working with his kids has been a learning experience.

"It's very different from raising children. Everyone has an opinion, and I guess I'm not quite used to having opinions from my children. Still, I wouldn't change it," he says.

What he would change is how he plans to spend his time in the future. At his imagined restaurant, he would serve fresh meat from lambs raised on a family farm, feta cheese made from his goats' milk and home-grown tomatoes, cucumbers and onions, all staples of the Greek diet. Visitors might even learn something; for example, a real "Greek salad" doesn't have any lettuce, only those three vegetables plus oregano, salt and pepper, feta cheese, olive oil and perhaps some green peppers and olives.

The restaurant would be yet another venture into unfamiliar territory, but that has never slowed Gus down before. Reinventing himself in his 50s, 60s or even beyond wouldn't be scary for him – it would be exciting.

"The unknown is just appealing," he says. "Isn't it human nature to want an adventure?" 

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LORETTA B. GARRETT

Planning the County Fair

By Greg Lilly, Editor



Lisa W. Cumming Photography

The James City County Fair began in the 1930s or '40s, estimates current chairperson Loretta B. Garrett. "It started as the Producers Co-op," she explains. "All the farmers in the area would bring in seedlings, and the kids would come to help plant things. Then the kids had

a contest to see who could grow the best and the biggest. That's how it got started." Today the annual James City County Fair is a self-sustaining entity run by volunteers and changes to meet the needs of its customers.

Loretta says she was born and raised near

Bypass Road. "I'm one of four siblings, a twin." She lived in York County, but was really just across the street from the city line of Williamsburg. "I went to York County schools. We had to travel from the Bypass Road down to York High School – an hour down and an hour

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back,” she describes. “I lived so close to Williamsburg schools, in walking distance Matthew Whaley and James Blair was just down Richmond Road, which was the high school at the time.”

When Loretta was an adult working in Williamsburg, she became involved in helping to plan the fair. “At the time I was first involved, it was called the James City/Williamsburg Exposition and housed in the northwestern part of the county. It bloomed from there. The county agricultural extension agent, back in those days there were several but Mel Bryant was the oldest one there, he got it going. Mel’s still alive and living up in New Kent County now,” Loretta adds. “I see him every once in a while.”

The volunteers running the exposition changed the name to the James City County Fair in the 1990s. “They had torn down the old Producers Co-op, and the group gathered together to put the exposition at the Norge Elementary School. It was housed there for a long time,” Loretta says. “The James City County Parks and Recreation department is helping us do it now. I’m slowly weeding myself out of it. Another year or two, I’m retiring from the fair. I’ve been in it for roughly 30 – 35 years now.”

She nods her head as if the years are flying by in her mind. “Yeah, that long.”

During the years of the James City/Williamsburg Exposition, the event was much different than the fair of today. “We had different categories and set-ups,” Loretta says. “One that we called Farm and Home, that’s where the farmers would bring their vegetables, back when James City was heavy into farming. The farmers would compete. We also had local concessions.”

As the county changed over the years, so did the offerings of the fair. Thirty-five years ago when Loretta started volunteering, the event focused on Farm and Home which focused on produce, some livestock, farm equipment, baked goods and crafts. “Today,” she states, “there are still some Farm and Home exhibits and events, but more baking, crafts and entertainment.” Musical groups and dance troupes perform along with a wide variety of art displays, amusement rides – including a mechanical bull – and hay rides, lawn mower racing, bingo, pony rides and a petting zoo.

The fair is organized and operated completely by volunteers.

“It gets no funding from any locality,” Lo-

retta says. “It’s all done by volunteers, business sponsors and vendor fees. All the money raised goes to helping put on the fair for the next year.” As a self-sustaining organization, the fair committee must make sure they are meeting the needs of their customers.

Loretta defines the customers in two categories: vendors and fair goers. The fair is held at Chickahominy Riverfront Park.

“We don’t get a lot of the tourist trade down there,” Loretta says. “So we concentrate on locals and people from neighboring counties as the fair goers.” The vendors are the individuals and businesses who offer their products and services to the fair including the concessions, the amusement rides, the petting zoo, and the organizations selling products.

During the fair, the committee keeps a close eye on how events progress and how their customers are enjoying the fair. “Chickahominy Riverfront Park is a campground and most of the committee camps there during the fair,” she says. “We walk around and talk individually with the fair goers and with the vendors to see how they feel about the location, days, crowd, amount of business, etc. We also get feedback from the entertainers and the ride vendors.”



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This feedback is valuable in planning the next year's fair and deciding what aspects of the event were successful and which ones need tweaking.

Some elements of the fair that have been tweaked over the past few years are the location, the month in which the fair is held and the number of days of the event. "When we were at the Norge school, the fair was always the last Saturday in June – like that for 15 or 20 years," Loretta says. "We gradually outgrew the school and made the decision to move to the Upper County Park in Toano. In a matter of years, we outgrew that because more people wanted to participate." The location at Chickahominy Riverfront Park seems to be ideal for the fair.

For the duration of the fair, Loretta concedes that the committee has struggled to find the right number of days. "We've gone from a one day fair to a two day fair, three day fair, now we're back to two days," she says. "We found it difficult to do the three day event: a Thursday, Friday and Saturday." This year, the fair runs Saturday, September 24 and Sunday, September 25.

"For the first time, we're open on a Sunday,"

Loretta adds. Fair goers and vendors had asked for Sunday, but it was a difficult day for the volunteers because that meant they would have to break down and clean up on a Monday.

"We all work full time in our regular jobs and we'll have to take off that Monday to clean up," she says. "But the vendors were ecstatic with news that the fair would be open on Sunday. We'll see how Sunday works." As with any business, the fair felt it needed to change to meet the requests of its customers.

The month of the fair has also changed to meet customer requests. "The committee has moved the dates from June to July to August, now we're in September," Loretta states. "June is usually not too hot, except for last year. We'll see how September works. I'd like to settle on a month."

The James City County Parks and Recreation department is participating more in the fair and has combined its Harvest Fest with the fair. "Since the fair is being combined with Harvest Fest," she adds, "I think September makes sense."

Loretta has been volunteering with the fair for many years and enjoys the reunion feel of the annual event. Many people come every

year and meet up with friends and neighbors that they may not have seen since the year before – fair goers and vendors.

"The anticipation that it will be a good couple of days," she says of her continued excitement of being a part of the fair committee, "and that people will enjoy all the effort that goes into putting on the fair. There are about 15 of us on the fair committee. It's a small group doing a lot."

Loretta sums up her hard work to adjust the fair, to keep it paying for itself, year after year, all in terms of her customer. "When it's all said and done, when we've had a good two days, the vendors are happy, the fair goers are happy and had a good time... well, that makes me happy." NDN

Want to attend the James City County Fair?

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JOE RUSSELL

Touché

By Greg Lilly, Editor

Joe Russell, an instructor and a member of the Williamsburg Fencing Club, calls the sport of fencing “great fun family fitness.” He says it’s a sport where anyone can participate, young or old, fat or thin, male or female. You just need a willingness to learn and a sharp mind.

“Fencing is called physical chess,” he states.

Joe first tried fencing at the Naval Academy. “I was actually a wrestler there,” he says. “They introduce cadets to all these different sports at the Academy: tennis, squash, and fencing. I

liked it and continued the sport as part of the Academy’s fencing club.”

After the Academy, Joe went into the Navy then returned to the Washington D.C. area. Joe’s son took up fencing as a child and did well at the Virginia Academy of Fencing in northern Virginia, which brought Joe back to the sport.

“When I retired and moved to Williamsburg, I saw there was no fencing clubs here,” Joes says. His son was still involved in fencing, and they both knew of Mac Shaker, a world-renowned champion fencer. Mac had moved here the same year Joe came to Williamsburg.

“Mac opened Shaker Fencing,” Joe says. “He coached my son for a time. I started picking it up again as I watched my son. I got back into it, a little slower than in the old days.” Mac divides his time between New York and Virginia, so he needed a coach to help in Williamsburg. Joe raised his hand. “He certified me in his style



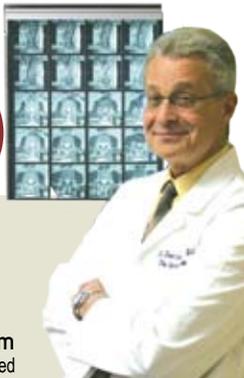
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to teach camps here.”

As part of the Williamsburg Fencing Club, Joe also teaches at the James City County Parks and Recreation’s summer camps. “This is our third year,” he adds. “I have to credit the Pirates of the Caribbean movies of the past few years that have created interest [in fencing] among young people. All you have to do is mention a sword and the kids get interested – boys and girls.”

The basics of fencing are more involved than the slapping of swords seen in movies and television shows. “You don’t want to do big sweeping motions like in the movies because you leave yourself defenseless,” Joe warns. “Good technique is nothing like the theatrical fencing of *The Princess Bride* or *Pirates of the Caribbean*.”

Joe explains that there are three different weapons used in fencing that evolved over time. “First was the foil,” Joe describes. “It’s the skinny one that the musketeers developed. It was used to thrust into an opponent. That was a new way to fight, after the protection of the knights’ armor became obsolete from the power

of a musket ball. The musketeers revitalized the ancient art of sword fighting for close battle.”

The style was different than the sword fights of the medieval knights. Knights had used large heavy swords and would just hack at each other trying to get through the armor. Since the new muskets could penetrate armor, the hand-to-hand combat required a lighter sword, something more maneuverable.

“Fencing with the musketeers was more an attempt to stab the opponent in the chest area, aiming for the heart,” Joes says. “When they practiced, a musketeer would not get points unless they touched their opponent from the neck down to the waist, from one shoulder to the other, basically where a t-shirt would be without the sleeves, if musketeers wore t-shirts.” Today that’s still the target area for points during a bout using a foil.

The first thing Joe teaches his students is the right-of-way and parry. The right-of-way is when someone points their foil tip at you. That makes your opponent the offense. “Only someone pointing at you can score,” Joe explains. “Once I’m confronted with a right-of-way, I

counter with a parry.” Pushing the sword away with your sword is a parry. “When someone threatens you with a point, you parry it away, they lose the right-of-way. Parry is the defense.” The logic is that you defend yourself first then attack. “It’s training in warfare,” Joe adds.

The history of the warfare sport led to new weaponry. Many of the nobles in France were killed learning to fence because no one was getting wounded, since they were trained to stab the torso, they were dying.

“The king of France decreed that a new dueling weapon was needed: the épée,” Joe says. “The target for the foil was established to kill, but for the épée, the target was anywhere on the body, any scratch, first blood. The épée has a big shield around the handle to protect the hand, since it is a target now. The target is the torso up to the head and the arms.”

Learning the foil technique carries all the basics of fencing, that’s what students learn first. “The épée has less rules,” Joes states. “It’s open season on the body. They would draw blood on your shoulder, save their honor, and everyone goes home alive.”

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The third weapon was the sabre that was used mostly for the cavalry. "The épée and the foil are thrusting weapons. The sabre can be, but is mostly a whacking weapon," Joe explains. "The target is from the hips to the top of the head, simulating a cavalry rider on a horse."

A person scores when they touch the opponent with the tip of the sword. Keeping track of scoring has two methods: dry and electric. "Dry fencing has a rubber tip on the end of the weapon," Joe says. "It's the honor system on touching your opponent. Mostly recreational fencers use dry fencing, because the electric system starts costing money. A basic outfit, a jacket, glove, weapon and helmet can be about \$130. We provide them for the classes."

The electric foils have a button on the tip that makes contact with the opponent's vest and registers a touch by illuminating a light on the score board. "You will see this in bouts in competitive fencing, such as state and regional tournaments or the Olympics," Joe adds. Usually in classes, Joe has the pair concede the point when they are touched. The well-known phrase touché can be heard from

the enthusiastic students. "Most people just say 'touch,' but that's the fancy way of saying it," Joe says with a laugh. "Here we say 'touch.' In Richmond, they say touché."

Fencing is more than hand and arm movement, Joe estimates that 60 percent of the movement is footwork. "The technique is mostly in moving your feet in and out. Good balance is essential," he says. "One of the best guys I've taught was a tap dancer."

Much more than physical, fencing utilizes mental strategy. "You need [to] be smart and pay attention, planning moves ahead – like good chess players," Joe explains. "Plan three or four chain moves, then adjust if the opponent does something unexpected." A fencer thinks strategically and tactically. He or she requires physical and mental agility.

"It's not a brute force sport," Joe explains. "That's why anyone can do it, at any age, at every size and shape. Every body type has its own advantages."

Though not a brute force type sport, it is a workout. "One of my motivations to get back in was to lose weight," Joe admits. "It's a great workout. Personally, I think this is a workout

that you don't realize how much you're doing until you finish." The bouts require a lot of legwork and stamina from the attacks and defends. "You're out there going at 100 percent and don't realize how much energy you use until you stop."

Skills learned in fencing carry over into other sports that use footwork, balance and mental strategy. "Boxing and the martial arts," Joe says, "are complementary sports."

Joe and the Williamsburg Fencing Club want to spread the word about the sport. They have a major initiative to assist the Williamsburg area high schools to form a club for competition throughout the state and region. Joe invites anyone, any age to discover more about fencing by attending one of the weekly Williamsburg Fencing Club's meetings.

"I want to get moms and dads signed up, the kids, the grandparents. It's something the whole family can do together," Joe adds. "It's great fun family fitness." NDN

For more information please visit:
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LEE MATNEY

Lisa W. Cumming Photography

THE LINDA MATNEY GALLERY

By Greg Lilly, Editor

Lee Matney opened the Linda Matney Gallery last year in honor of his mother who died from breast cancer in 2001. “That was a devastating time,” Lee says. “She died in October, just a few weeks after we all went through the tragedies of September 11.” Her death set Lee on a new course in his artwork and life.

Lee was born in Richmond, Virginia, but

spent his childhood on the Peninsula when his family moved to Newport News. He loved doing art back then – “typical kid stuff” – he calls it, but he would sit down with his grandmother and draw. She lived in Danville, Virginia where both Lee’s mother and father were raised. His grandmother was a decorative artist. She would work on her projects and Lee

would work on his.

“I really liked Dick Tracy cartoons,” he says. “I would draw cartoons of my family.”

Another interest that grabbed him at his grandparents’ home was his grandfather’s camera. “He had a really interesting camera where you held it at waist level and looked down through the viewfinder,” Lee describes. A few

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years later, Lee and his junior high school friends took up photography. They saved up and bought 35-millimeter Nikon and Canon cameras. "We set up our own dark rooms and had adventures walking around taking pictures."

He says one of those adventures was back in Danville. "When I started getting into photography, my great-grandparents were still alive" Lee says. "So, I documented them. They had a long history in Danville; my great-grandfather owned the Purina Feed Store there. They were Pentecostal, actually. That was interesting and intriguing because they were different than my other relatives."

Lee's photographs went from snapshots to more meaningful expressions when he and his friends delved deeper into the art of capturing a moment in time and place.

"My friend, Glenn Shepard, is very intellectual, and we were always reading about people like Henri Cartier-Bresson," Lee explains. "I was interested in that aspect of photography. I took a class in Williamsburg when I was thir-

teen or fourteen."

Lee enjoyed the art photography class, but his family thought he needed a more practical path. "When you're growing up, your parents don't think photography is a viable career, they want you to be a lawyer or a doctor. So I went

"I really like curating and collaborating with other artists, instead of showing just one single image."

~ Lee Matney

to college and found the University of Georgia in Athens. That's when I started doing more art-oriented photography, where I found other like-minded artists."

In Athens, Lee found a community of artists, many artists who he still works with, like his friend and current collaborator Paul Thomas.

"Paul opened his own gallery and had a space where people could do performance art, visual art, and talk about art and philosophy," Lee says. "That place was very inspiring to me. I met a lot of people there."

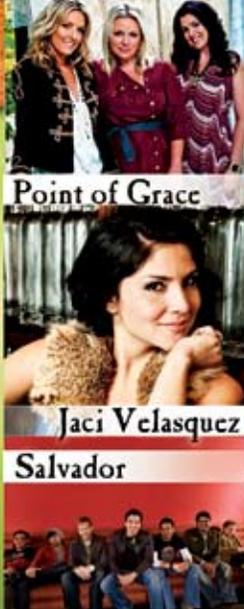
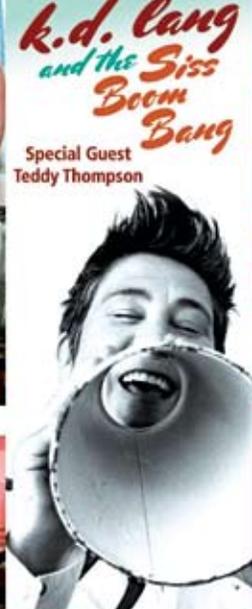
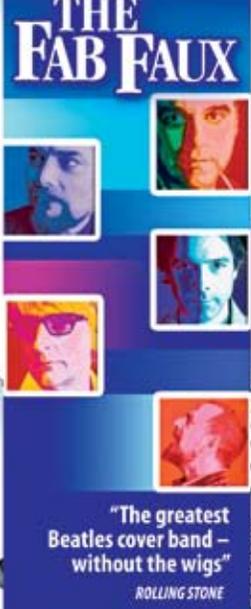
After the University of Georgia, Lee attended art and photography school in Atlanta. "Those were very prolific times," he adds, "interesting times because I had friends in Athens and in Atlanta, all working as artists – very open, very productive, a great place to germinate ideas and projects."

He had found a community where creativity was the norm. Lee continued how he had started, street photography, but in Atlanta he gained additional success as a fashion photographer.

During this time, Lee began showing his photography in art galleries and participating in exhibits. He enjoyed being part of a bigger picture, being part of a show with a theme that brought new insight into his work and the work of the other artists participating in the exhibit. "It's always been a struggle for me between being an individual artist and col-

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laborating with others,” he admits. “I really like curating and collaborating with other artists, instead of showing just one single image.” A collection of work illustrating an idea, a concept, a view appealed to him.

“Conceptual art is not always understood,” he adds. “I like the idea of the conceptual paired with a strong artist’s statement.”

Linda Matney had always been heavily involved in local charity work, and she was a strong supporter of the arts. She encouraged Lee throughout his endeavors. “I always looked to her for guidance,” Lee says. “She was always there for me, extremely supportive. I was in a flow in my work before she passed away; it was prolific time in my art career. I was told by others to go more toward the decorative art side – a bit of a struggle with the direction I had been going. I was open to that,” he says, “I could see how the reflective and the decorative could merge and be more accessible to a larger audience.”

After his mother died, Lee became more reflective in his work. Not only had his world crumbled, but the mood of the entire country had changed from the terrorist attacks of 9/11. “It was a devastating time all around me,” Lee

says. His outlook, his ideas about art, seemed to change. “I felt the decorative aspect I was doing wasn’t interesting any more. I didn’t want to listen to the people trying to persuade me to take other routes, directions other than what I felt in my heart I should do.”

Lee went back to Athens, Georgia and started working on new images. He had a show at Paul Thomas’s gallery space. His art seemed to be reinvigorated by his return to a conceptual art form with less of the commercial art tone he had developed in Atlanta. He began collaborating with other artists.

“I wanted an intellectual basis, a conceptual basis in what I was doing,” Lee explains, “and to really delve into process and theory.” He has collaborated with other artists from around the region and around the world. He says the collaboration brings out new ideas in him. Lee has worked on joint projects in film and music videos as well as paintings and sculpture.

Lee opened the Linda Matney Gallery in June 2010. “I love this area,” he says on his decision to open the gallery in Williamsburg. “I have roots here. I feel at home here. In another city, I feel a bit like an outsider.” He says that people from the College of William and

Mary come to the gallery, people from around the Peninsula, tourists, locals and other artists all stop by for shows and openings. He says the gallery is “dedicated to hosting exhibitions of innovative emerging artists, as well as displaying work of more established national and international artists.”

The works include everything from paintings, sculpture and photography to installation art, video and performance art. Lee’s goal for the gallery is to be a creative space for the area, to provide logistical support for collaboration, to assist other artists to fulfill their creative vision.

Lee and his co-curator, Paul Thomas, have a new exhibit opening at the gallery on September 24. The show includes performance pieces, paintings, photographs, videos and installation pieces exploring the mythology and structure of the cyclical nature of life and a look into the nature of alternate realities.

Lee Matney has created a space to honor the memory of his mother and to bring together a community of artistic people to inspire each other. A gathering of people to support and offer guidance in art, just as his mother had done for him. NDN

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DR. DOUGLAS CULLOM

Advancements in Sight Correction

By Greg Lilly, Editor

Dr. Douglas Cullom and his staff recently returned from a mission trip to Ecuador to perform cataract surgeries. A fully treatable condition, cataracts cause blindness in Third World countries, and the simple reason is that the people have no access to surgical treatments. Dr. Cullom found this alarming and signed up with Vision Outreach International to offer his

services. From his work with laser correction surgery to improve the sight of Navy SEALs to his Ecuadorian mission work, Dr. Douglas Cullom uses science and biology to help people see clearly.

“I was always fascinated by science and biology from a very young age,” Dr. Cullom describes. “I knew early that I would go into

research or medicine.” He attended medical school at Vanderbilt in Nashville, Tennessee on a Navy scholarship program, and then served as a General Medical Officer for the Marine Corp stationed in Japan. “At that time, I realized I liked working with my hands and I liked surgery,” he says. “I’m fascinated with the eyes and what can be done with them – I decided to

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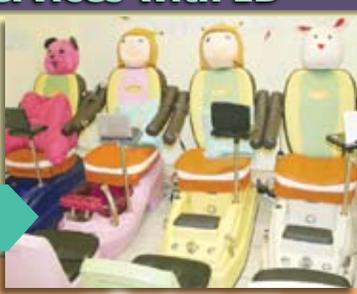
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pursue ophthalmology.”

During medical school, Dr. Cullom explored the different specialties that the field of medicine offered. “I liked everything I did. I thought I would go into internal medicine, cardiology, or something like that,” he says. “I had a chance to have a break and think about it while I worked in primary care. I realized then that my true interest was in ophthalmology.” His residency training was at nationally renowned Wills Eye Hospital in Philadelphia, Pennsylvania where he researched and published studies on laser surgery. “I was an ophthalmologist for the Navy after that [and] then I moved here. I’ve been in Williamsburg for about 13 years.”

During his time in the Navy, Dr. Cullom pursued his interest in emerging technologies by concentrating on refractive and laser correction surgeries. He performed surgeries on the elite Navy SEALs. “That was when laser correction was really coming up,” he says. With that experience and success, he came to Williamsburg to begin his laser correction surgery practice.

The draw to laser surgery for Dr. Cullom was the results. “I liked what I was seeing,” he explains. “We had tried a lot of techniques like

RK (radial keratotomy), which was the old way, the scalpel cutting way. Then the first PRK (photorefractive keratectomy) where the laser correction was on the surface of the eye. I realized right away that the results were very, very good – not only good, but stable. This was the real deal. I’m not one to jump into something. Once I realized how great the results were, I knew I wanted to do this.” In general, ophthalmology surgeries produce results quickly. “Our patients typically see well, the next day, whether it’s cataract surgery or LASIK,” Dr. Cullom adds.

“When I was in the Navy, I was a bit of a Jack-of-all-trades in ophthalmology,” he continues. “That’s required in the military. I realized I wanted to specialize over time. Cataract surgery and LASIK are my two primary specialties. I recommend to beginning ophthalmologists to get a couple of things and be really good at them, instead of trying to master the entire field.”

Today, LASIK (Laser-Assisted In-Situ Keratomileusis) is a preferred procedure. “The results have just gotten better and better,” Dr. Cullom says of the technological advances in the technique. “I had LASIK ten years ago and

I love it. The improvements in the past five or six years are amazing. The results and predictability are very good.”

The two parts to LASIK procedure are making a flap just below the surface of the cornea and then reshaping the eye for better vision.

“The flap used to be done with a thin blade, now it is done with a laser,” Dr. Cullom explains. “It’s very accurate and the flaps are extremely thin with the laser procedure. Then you lift the flap up and reshape the eye so that the eye focuses perfectly on the retina and images are no longer out of focus.” This reshaping is custom mapped to the patient’s iris scan. “It used to be that you would input the eye glasses prescription into the laser. Now, with the custom treatment, the machine measures the entire eye. Even little imperfections of the eye can be addressed with the treatment.”

This advanced technology allows the doctor to focus on the specifics of the particular patient. The main concerns of a patient are results and safety. “We’ve seen a big improvement of results with custom treatments,” Dr. Cullom states. “The safety with the all laser technique, no question, it’s better.”

He says his job as a surgeon is expectations.



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He never wants to talk a patient into an unnecessary procedure. "I'm known to talk people out of it for certain cases," he admits. "For the right person, and most people are good candidates now, it's a great procedure."

To know if you are a good candidate for a refractive surgery, Dr. Cullom suggests talking to your ophthalmologist. "There's now more than just LASIK out there," he says. Your doctor can review your eye health and recommend the best avenue, specifically for you, to achieve better sight.

Dr. Cullom has an all-encompassing refractive surgery practice. "I do both cataract surgery and refractive surgery," he explains. "Refractive surgery is a surgery that decreases the need of a patient for corrective glasses or contact lens. When I have a patient who comes in, is 22 years old, and has been getting one infection after another with contact lenses, that person is usually a great LASIK candidate. When I have a 35 or 45 year old, who is nearsighted, maybe a lot of astigmatism, they are usually good candidates for LASIK. On the other hand, a patient who is 50 years old and has started to get a little yellowing of their lens, maybe they have farsightedness, they might do better with an implant."

Implants can address many issues and may be better suited for some patients. "Implants are great now," he says. "A patient may have what is called refractive lensectomy, a procedure similar to cataract surgery in which the lens is replaced with an implant. The other implant that is available now is for very high amounts of nearsightedness and is called an implantable collamer lens. For this procedure, you slip an implant similar to a contact lens in front of the natural lens." The past few years in research and technology have opened up a lot of options.

"The typical person for LASIK is nearsighted, may have astigmatism, anywhere from 21 to 55 years old," Dr. Cullom adds. "When the patients are over 50, I often look at other options."

As fast as he's seen technological improvements move in the past few years, Dr. Cullom sees laser correction advances coming at a more gradual pace. "We're at the point now that they come slower because, I think, we're there. Where I see improvements coming is in implant technology. What we are already seeing is high-tech implants included with cataract surgery to correct astigmatism along with removing the cataracts." This is exciting news for

the Baby Boom generation.

Another lens implant advancement is for presbyopia, which is the proper term for the need of reading glasses. "That is very exciting," Dr. Cullom says. "The current near-distance implants that are available are a version of a multi-focal implant, which is pretty good but with some side effects such as rings around lights at night, and the other one is an accommodating lens that has a hinge to focus called a Crystalens. I think in the next ten years, the researchers will figure out a way for a lens to focus all the way in, like how kids can see really close up. Eventually, we'll get there. The big thing is an improvement in these distance-near implants. That's exciting because, I'm 50 and I know how the near problem is a real nuisance. What we have today is good, but there are certain side effects you have to put up with in order to have that. This could be huge."

Whether an elderly Ecuadorian man blinded by common cataracts or a young U.S. Navy SEAL impeded by contact lens, the patients of Dr. Douglas Cullom have found a new freedom from his life-long interest in science and biology, uniting in the latest technologies of safe and accurate eye surgery. NDN

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Home

PAUL BRINKLEY

Power

after the storm

By Greg Lilly, Editor



Lisa W. Cumming Photography

With hurricane season whirling around Williamsburg, local electrician Paul Brinkley offers tips to ensure area homes are storm-ready and safe in the event of power outages or other weather-related incidents. Paul Brinkley has owned his own business for nine years and has been in Williamsburg for 23 years. “My dad

lived in Poquoson. I met my wife at a church fellowship, and we ended up moving here to start our life together, twenty-three years ago,” Paul says. “So, I’ve been in Williamsburg, longer than I’ve been in any other place in my life. We love it here.”

Paul spent six years in the Navy, trained in

nuclear power, stationed on a submarine. “I had a lot of good theory and background on energy and power,” he says. “On the submarine, I had hands-on experience. I was a Machinist’s Mate, running turbines, taking care of pumps, valves, and things like that.” He saw how the Navy’s electricians had procedures and a deep under-

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standing of electricity, combining both concept and process. "I liked the fact that they worked with their hands and that they were intellectually challenged by the work," Paul describes. "I thought that would be something for me once I left the Navy. I was in New London, Connecticut then we transferred to Bremerton, Washington, but most of the time I was in Connecticut. I've been on four different continents, seen a lot of countries, sailed the waters from the North Pole to the Caribbean and to South America."

Once he moved to Williamsburg, Paul started working with an electrician. In Virginia, all tradesmen such as plumbers, HVAC technicians and electricians are required to be state licensed. "There are requirements in field training, the hands-on part," Paul explains, "and requirements in education." Paul enrolled in the state's apprentice program through the company where he worked. "It was night school," he adds, "two nights a week. My employer sponsored that. I've done the same for my employees. Anyone who works for me, I want trained well."

With his four years of training and education, Paul passed the Journeyman's test. After another year of supervisory experience, he earned his Master's license. "It's a requirement in Virginia to have a Master's license before owning your own business," Paul says. Going to school at night and working on the job during the day, provided Paul a broad range of knowledge and the opportunity to apply it on the job. "That was the best challenge I got from one of my instructors: How are you going to apply this at work? That got me actively thinking."

Applying his knowledge and experience to the homeowner task of preparing a home for hurricane season, Paul advises two fairly inexpensive things that should be checked and, if not in place, should be addressed: grounding system and surge protection.

"One of the most basic things is to ensure your grounding system is intact," Paul says. The grounding system is usually a metal rod (grounding electrode), submerged in the earth at the base of your outside electrical meter. A wire (grounding electrode conductor) extends from the meter and is bolted to the stake. "That grounding electrode and grounding electrode conductor need to be intact. The cable and phone companies have ground wires that they attach to that wire; those need to be tight. That's the minimum that needs to be checked." This channels shortages to the ground before they can enter your home's electrical system.

The second tip is to use surge protectors. "You can get a whole house surge protector for your electrical panel," Paul suggests. "There are phone and cable surge protectors too that will absorb electrical shock from lightning. Surge protectors will save your home's electronics and phones from a lightning strike." Many homeowners have surge protectors on high-end electronics like computers and televisions. "The more redundant you can be the better," Paul adds. A whole house surge protector works at the home's electrical panel and dissipates a surge before it can affect any of the inside appliances or electronics.

A more involved preparation for storms and for addressing potential power outages is the installation of a generator. An electric generator will act as a backup power system for your home. These are available as portables or as permanent standby systems, each has advantages and drawbacks.

For the portable generator, Paul explains that these would need to be pulled out of a garage or storage shed, fueled with gasoline and started

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From Williamsburg: Rt. 5 West. Cross Chickahominy River. Go 3 miles. Turn right onto Rt. 623 (Willcox Neck Rd.) Go 5 miles and turn right on 623 (again). Look for the River's Rest Marina sign.

up by the homeowner. "That's fine for people who can physically handle that," he says. "Watch to not overload a portable generator. Most of those will run a refrigerator or a furnace for heat. The thing about a portable is when you use a certain appliance or a piece of electrical equipment, you turn another one off – you don't want to overload the generator. Plus that saves on the fuel consumption." The advantage is the lower initial cost of a portable generator.

A permanent standby system is more expensive, but the power and convenience may be well worth the cost. "A fully automatic generator

"One of the most basic things is to ensure your grounding system is intact."

~ Paul Brinkley

runs on propane or natural gas," Paul explains. "That's true back-up power that kicks on when the source from Dominion is interrupted." The homeowner doesn't have to initiate the switch of the home's source of power to the generator.

With either option, Virginia law requires a licensed electrician install the link and switch to your home. "An installed subpanel or an interlock kit on the main panel prevents the main breaker and the generator breaker being on at the same time," Paul says. The danger of both on at the same time is back-feed – sending your home generated electricity back up the wire to Dominion Power's transformer.

"Every home is connected to a transformer," Paul explains of the power company's equipment at the utility pole or boxed at the street. "When the lines come from Dominion Power, those lines are about 4,000 volts. It goes through the transformer and is stepped down, lowering the voltage to a usable level 240 volts. That is what comes into the house. If you hook a generator to your house (and create electricity) and inadvertently turn on your main breaker, you end up reversing the flow at the transformer – sending electricity to the transformer at 240 volts. Transformers work both ways, so it will send that voltage back through the power lines." This is not a good situation.

Paul offers these suggestions in the event of a storm and the loss of power. "If your home's lights are flickering, turn everything off." This could be a sign of voltage fluctuation caused by the storm, and it is better to have lights and electronics off than drawing fluctuating power. "For a complete power outage, then you probably don't need to turn everything off," Paul adds, "because then you won't know when the power comes back on."

If only part of the home's power goes out, the first thing Paul suggests is to check the electrical panel to see if a breaker has tripped. This is

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the point when you are glad you have the breakers or fuses labeled properly.

“One thing about a circuit breaker that most people don’t realize,” he adds, “is that when it trips off, because maybe something has shorted or you plugged in something that is broken, the breaker moves to the middle position. In order to reset it, you have to turn it all the way off, before it will reset.”

If no breaker is tripped, he advises to check the ground fault breaker receptacles. Sometimes referred to as GFCIs (Ground Fault Circuit Interrupters) or GFIs (Ground Fault Interrupters), these are the electrical receptacles that protect you around water.

“They protect the outlets on the outside of the home as well as in the kitchen and bathrooms,” Paul says. “You want to make sure those are working properly, because if one trips it can turn off other outlets connected to it.” The GFI receptacles have test and reset buttons on them. Reset the receptacle to restore power to it.

If the entire home’s power goes out, Paul says to use your nose. “If you don’t smell anything burning, you should call Dominion Power. If you smell something burning, call 911.”

Paul’s experience started with Navy submarines and now incorporates homes and businesses around the peninsula, making sure power is safe and available when needed. With a properly installed grounding system and surge protectors your appliances and high-end electronics will stay unharmed from the fits of Mother Nature. The addition of a generator will prepare your home for any power outages. Before and after the storm, Paul’s basic tips can keep your home protected from what nature can throw at it. 



Q & A

An Interview with Nan Piland

PRESIDENT OF WILLIAMSBURG AREA ASSOCIATION OF REALTORS®

Email Nan at info@waarealtor.com

What is some of the current legislation impacting the housing market?

PILAND:

There are various issues that have been kicked down the road for the housing industry that should be decided upon in the upcoming months. They are of national interest that will affect the economy as a whole and our local market will see some impact depending upon the paths taken.

The positive side to clearing some of these issues will come as relief to the housing market. We will no longer have strangling issues looming and be wondering what the future holds. Uncertainty causes paralysis in the market as we witnessed while we watched the Debt Crisis unfold.

While stricter lending guidelines and tighter fraud controls would have prevented the housing bubble, the lending institutions have already tightened lending standards and seem to be moving in a forward motion. There is a need for regulation and control, but many proposals pending in legislation have massive guidelines.

Some of the topics headed for legislation include: modifying the mortgage interest tax deduction; lowering the loan limits for

conforming conventional loans in some parts of the country; continuation of the National Flood Insurance Program; increasing the FHA down payment requirement; applying risk retention rules to originating banks requiring them to hold 5% of the risk; Government Sponsored Enterprise (GSE) Reform which includes reduction in their involvement in the mortgage market; raising down payment requirements; imposing higher fees to GSE’s and implementing the Qualified Residential Mortgage Test (QRM) (a type of mortgage that exempts VA, FHA and 5% retention loans from its stringent guidelines).

How can we as the American public voice our opinions? First, we need to educate ourselves on the impact any of the legislation will have on the housing industry and the economy. For instance, requiring a borrower to have a down payment certainly sounds like a proper loan requirement. However, does a 20% down payment make sense? GSE’s need to have parameters in which to operate - however, do we need to eliminate Fannie Mae and Freddie Mac entirely? The mortgage interest tax deduction has been in place for generations. Why would you take away a tax break for Americans investing in their communities, paying property taxes and building lives for their families?

The next step is to make sure the legislators that you elected to office hear from you. There are several resources available to contact your local, state and national legislators. At the state level, you can become a complimentary member of the Virginia Homeowners Alliance (www.vahomeownersalliance.com). It will give you access to state issues and your legislators. From there you can also access the Virginia State Board of Elections to see which elections are coming up and who the candidates are. There are also links to the candidate’s personal web pages where you can learn more about their voting positions.

The second option is the National Association of Realtors® Home Owner Action Center (www.homeowneractioncenter.com). There you can access a “call to action” and look up your national legislators. Currently the “call to action” is regarding the QRM. It hosts a wealth of information about that program and the names of the Members of Coalition for Sensible Housing Policy.

Both web sites offer you the opportunity to educate yourself, voice your opinion and in the future, learn who you might want to vote for in the upcoming elections at the local, state and national levels. Your local Realtor and our Association is active in the rebuilding of our economy through home ownership. Please join us!

Williamsburg Area Association of Realtors®

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Hey Neighbor!

Please visit www.WilliamsburgNeighbors.com and click on **Hey Neighbor!** for a complete list of current community announcements. To submit your non-profit event to Hey Neighbor! send a paragraph with your information to: heyneighbor@cox.net

Hey Neighbor! WILLIAMSBURG YOUTH CHORALE

Treble singers: grades 3-12. For information concerning membership, e-mail Ann Porter: aportermusic@verizon.net.

Hey Neighbor! WILLIAMSBURG WOMEN'S CHO- RUS WELCOMES NEW MEMBERS

Contact Ann Porter for more information, aportermusic@verizon.net; 757 564-7875. The 2011-2012 season will open with a winter concert on December 13. Rehearsals begin on September 8 in the choir room at Bruton Parish House.

Hey Neighbor! VIRGINIA CHORAL SOCIETY 2011- 2012 SEASON 3 CONCERT SERIES

Tickets available now. Fall concert series, "Back to Broadway". Our shows are October 7 at 8:00pm; October 8 at 3:00pm and 8:00pm; October 9 at 3:00pm. This venue is in the Patrick Henry Mall area at Oyster Point Blvd and Canon Blvd.

Hey Neighbor! WANTED: TREBLE SINGERS

Williamsburg Youth Chorale: Treble singers: grades 3-12. For information concerning membership, e-mail Ann Porter: aportermusic@verizon.net.

Hey Neighbor! PLANTS FOR MONARCH BUT- TERFLY HABITAT

August 20, 2011
10:00 - 11:30 at the Ellipse Garden in Freedom Park. The Williamsburg Botanical Garden presents an educational program for children about the plants that monarchs need for the habitat. A scavenger hunt in

the garden will allow children to find suitable plants. The program is free and open to the public. Contact Barb Dunbar, twotac@cox.net, 880-8875.

Hey Neighbor! WILLIAMSBURG PLAYERS AUDI- TIONS FOR THE PRODUCERS

August 29-30, 2011
6:30pm - 9:30pm at the Williamsburg Public Library Theater, 515 Scotland Street. 5 men /1woman character roles and 20 person ensemble (10 men /10 women). Show dates: Nov 3 - 19 (12 performances). Thursdays, Friday & Saturday at 8:00 pm - Saturday matinee at 2:00 pm.

Hey Neighbor! AUDITIONS FOR WILLIAMSBURG YOUTH WIND ENSEMBLE

Auditions are free (available by appointment only) and are held before and after rehearsals on Tuesdays at Berkeley Middle School from September to May. Visit our website at www.wywe.org or call 757-506-1303 to learn more.

Hey Neighbor! BRUTON PARISH CHURCH ANNUAL BOOK SALE

September 1-4, 2011
Thursday, noon - 7 pm, Friday, 9 am - 5 pm, Saturday, 8 am - 5 pm, Sunday 9 am - 3 pm. Dates and times above are for book sale only. "The Biggest & Best Sale in Town." Hardcover books \$2.00. Paperback books \$1.00. CD, DVD & puzzles \$2.00. Baked goods & beverages for sale by the Bruton Parish Cookbook Committee.

Hey Neighbor! BRUTON PARISH CHURCH

PRE-OWNED JEWELRY & AC- CESSORY SALE

September 2-5, 2011
Featuring gently used jewelry, scarves, ties, etc. all at amazing prices! This sale will be in the Bruton Parish Gift Shop at the same address during gift shop hours. Bruton Parish Church, Lewis Hall. Call 757-229-2891 for information.

Hey Neighbor! OPEN HOUSE FOR MOTHER'S DAY OUT PLAYGROUPS

September 6-9, 2011
10 am - 11 am at Williamsburg United Methodist Church. Space available for school year 2011 - 2012. Curriculum is social, creative, learning through play since 1983. Adult to child ratio is one-to-three. Check out our website at www.williamsburgumc.org and call Lee Munden, Director at 757-229-1771 x 208 to register.

Hey Neighbor! CARAVAGGIO'S AMBIGUITIES

September 15, 2011
Third Thursday Lectures, Rewinding the History of Western Art. 6 pm at the Muscarelle Museum of Art, College of William and Mary. Caravaggio combined realism with artifice in ways that have resulted in a puzzling diversity of interpretations. In this lecture, Caravaggio's delight in calculated ambiguities is viewed in its cultural context.

Hey Neighbor! CHCF HARVEST BALL

September 17, 2011
Harvest Ball with live & silent auctions hosted by the Colonial Heritage Community Foundation. 6:00 pm - 11:00 pm. Colonial Heritage Ballroom, 6500 Arthur Hills Dr.,

Williamsburg. Enjoy elegant evening of dining, dancing and benefit auctions. Black tie optional. Tickets are \$65 per person inclusive. For reservations and tickets call Rosie Crocco (757) 258-4629 or Joan Bender (757) 345-6974.

Hey Neighbor! ESTUARIES DAY - YORK RIV- ER STATE PARK

September 17, 2011
10 AM to 2 PM. Park staff outdoor organizations and state agencies will be on hand to explain the unique brackish water ecosystem along the York River. Staff and volunteers will also lead free hiking and paddling tours. Parking is \$3 per vehicle on weekends, \$2 weekdays. Ranger guided programs in September include a kid's fishing tournament, Plantation Hayride, fossil hikes, night paddles, and day trips on Taskinas Creek and the York River. For cost and reservations, please call the park office at (757)566-3036.

Hey Neighbor! TAGGING AND RELEASING MONARCH BUTTERFLIES

September 17, 2011
10:00-11:30 at the Ellipse Garden in Freedom Park: The Williamsburg Botanical Garden presents an educational program for adults and children about tagging and releasing monarch butterflies. A monarch expert will tag, weigh and measure monarch butterflies, and hand them to the audience for release. The program is free and open to the public. Contact Barb Dunbar, twotac@cox.net, 880-8875.

NON-PROFIT ORGANIZATIONS!
Email your listing to
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32nd Annual Shrimp Feast

The Williamsburg Kiwanis Shrimp Feast has become Williamsburg's signature late summer family event. For over 30 years, it has become a place to see and be seen, a great gathering of community, entertainment and fun.

When: September 10th, 2011 from 4 pm to 7 pm • Where: 4H Camp 4H Club Road, Williamsburg, VA 23185
Ticket Price: Adults \$30.00 - Children (6-12) \$15.00

Williamsburg's IN THE NEIGHBORHOOD photo challenge

CONSTRUCTION SITE
OF THE NEW
WILLIAMSBURG POTTERY

Find the 12 differences
between the original
photograph (top) and
the altered photograph
(bottom).

Enjoy!

Look for the answers
in the next issue of
Next Door Neighbors.



August 2011
In the Neighborhood
Photo Challenge





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FORD'S COLONY

This home overlooks the 7th hole of the Blue Heron and offers over \$200,000 in improvements including a newer 1,000 sqft. addition. Great room with wall of windows, gas FP, built-ins. Kitchen w/ granite & newer S/S appliances. First & second floor master BRs, billiards room w/wet bar, 2nd floor office, outdoor kitchen! 3,592 sqft. Only \$569,000!



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505 THOMAS BRANSBY

4 BR, 3.5 BA, 4,006 sqft., brick home by Joel Sheppard on 14th green of Plantation Golf Course. Pond views, open floor plan, eat-in kitchen with S/S appliances & granite, family room w/FP. Formal LR & DR & first floor master. HW floors throughout. Upstairs includes loft area, 2 BRs w/Jack & Jill BA. Additional suite provides the flexibility of a second floor master. Huge bonus room over garage - completely finished w/full BA. \$679,000.



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3091 CIDER HOUSE ROAD

Meticulously maintained both inside and out. This 3 BR, 2.5 BA transitional 2,950 sqft. home has all the right spaces!! Open, flowing floor plan, large bonus room and gorgeous hardwood floors. One year home warranty!! \$325,000.



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QUEENS LAKE

Gracious traditional 3,275 sqft home. Bright open floor plan includes two back to back LRs, one with FP, DR, family room with second FP and large eat-in gourmet kitchen plus bonus. Located on quiet cul-de-sac near community facilities, with lake, creek, pond, two pools, marina, clubhouse and tennis. \$485,000. MLS# 30027570



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144 ROGER SMITH

Kingsmill

Very rare patio home on the 3rd green of the Plantation course in Kingsmill. One level living, large eat in kitchen, very open floor plan for entertaining, cathedral ceilings & skylights. Relaxing back deck overlooking the green. Located at the end of a cul de sac. Move in ready. Price Reduced - \$525,000.



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