Emory Report

EMORY

February 20, 2006 / volume 58, number 20

www.emory.edu/EMORY_REPORT

Kay Hinton

Jenny Yusin is working this semester to transform 1,200 hours of material stored on digital audio tapes (DATs) to electronic computer files, part of an effort to save interviews with legendary musicians that were housed in a New Orleans French Quarter building and threatened by Hurricane Katrina. Yusin, a graduate student on fellowship at Woodruff Library, must listen to each hour and ensure that the recording process from tape to digital file is working properly. "I cannot leave, and I cannot pause the tape," she says. "It's kind of intimidating."

WOODRUFFLIBRARY

Emory team working to save N.O. music memories

BY ALFRED CHARLES

Hurricane Katrina's trail of devastation in New Orleans and along the Gulf Coast last year is well known.

But a team from Emory's Digital Programs division, an electronic archival preservation project housed in Woodruff Library, managed to rescue a collection of tapes that contain interviews with some of the most influential musicians of our times, including Ray Charles, Jerry Garcia, B.B. King, Al Green, Aaron Neville, Bonnie Raitt and Celia Cruz.

The team is now working to convert the tapes from their current "old media" format into "new media" electronic files so that future generations of music lovers can hear the artists talk about their work in their own words.

"This is a labor of love that we have undertaken because we feel it is a very important project," said Katherine Skinner, the Digital Programs team leader who is overseeing the effort, expected to take at least two years. "These are our cultural memories."

Nick Spitzer, a music folklorist whose weekly two-hour show airs on about 225 public radio stations throughout the country and XM Satellite Radio, conducted the interviews. The show currently is not carried on public radio stations in Georgia, but Spitzer is scheduled to give a lecture March 9 in White Hall at 4 p.m. to talk about the

See **N.O. Music** *on page 7*

For more information on the N.O. music preservation project, log on to: www.emory.edu/EMORY_REPORT.

CAMPUSNEWS

Liebeskind new director of science strategies

BY HOLLY KORSCHUN

Emory has appointed Lanny Liebeskind, Samuel Candler Dobbs Professor of Chemistry and former senior associate dean for research in Emory College, to a newly created position as director of University science strategies. The position was developed, in part, to help implement the strategic plan's science and technology goals.

"As director of University science strategies, I intend to be a positive change agent for the sciences throughout Emory and work toward effective implementation of the strategic plan initiatives," Liebeskind said. "This is an exciting time at Emory, and one in which science and technology will play a central role in advancing our mission."

Liebeskind's goals in the new position will include helping Emory grow in alignment with its strategic priorities; achieving higher standards of excellence in research and teaching and higher national rankings of science departments; recruiting top-tier faculty and students; creating greater opportunities for interdisciplinary research; and increasing understanding, interaction and shared purpose among the health sciences and the arts and sciences at Emory.

In his new position, Liebeskind will report jointly to: Michael Johns, executive vice president for health affairs; Earl Lewis, provost and executive vice president for academic affairs; and Mike Mandl, executive vice president for finance and administration. Liebeskind also will collaborate with the offices of research administration and strategic planning, and he will continue to serve as the primary liaison with the Georgia Research Alliance on behalf of President Jim Wagner.

"Dr. Liebeskind will serve as a catalyst for integrating the tremendous scientific resources and intellectual capacity available throughout Emory and helping advance our research mission," Johns said. "By focusing our priorities and coordinating our goals, we can expect to accomplish a great deal more than if our efforts were fragmented."

Emory's strategic plan includes three major cross-cutting initiatives in science and technology in which Emory can provide national and international leadership: Neuroscience, Human Nature and Society; Predictive Health and Society; and Computational and Life Sciences.

In pursuing those initiatives, the University plans to develop a comprehensive clinical and translational neuroscience center that will integrate translational research, clinical care and education. Emory, in conjunction with Georgia Tech, has launched a comprehensive predictive health program combining the two institutions' expertise in nanobiology, imaging and genetics/metabolomics.

The computational and life sciences initiative is geared toward establishing a community that integrates traditional science disciplines in new ways while spearheading innovative methodologies that combine computational and synthetic approaches to science and technology. The initiative will promote three breakthrough concentrations: computational science and informatics; synthetic sciences; and systems biology.

Before beginning his senior associate deanship in Emory College in 2000, Liebeskind chaired the Department of Chemistry from 1996–2000. He came to Emory in 1985 and was named Samuel Candler Dobbs Professor three years later. Liebeskind received his bachelor's degree from SUNY–Buffalo in 1972 and his Ph.D. from the University

Jon Rou

Lanny Liebeskind has been named director of University science strategies, a new post that will serve as an administration-level advocate for the sciences, a chief element of the strategic plan.

STRATEGICPLANNING

Time for a health care revolution?

BY HOLLY KORSCHUN

Will the greatest benefits of predictive health come from breakthroughs in molecular biology, genomics and nanotechnology, leading to "personalized medicine?" Or will society benefit most from behavioral and cultural changes that improve the health of large populations? And is predictive health a metaphor for humanity refusing to accept its own mortality?

Such were the questions considered last week by a diverse group of faculty, staff and students gathered at Goizueta Business School for the first in a series of seminars devoted to six scholarly initiatives of Emory's strategic plan. Deliberation on the "Predictive Health and Society" initiative ranged from practical aspects of health care delivery and accessibility to philosophical questions about the meaning of life and the meaning of health.

Ask 10 people what "predictive health" means, and one is likely to receive 10 different answers, and the elusiveness of a commonly accepted definition was evident during the discussion. Though it yielded perhaps more questions than answers,

See **Predictive Health** *on page 5*

AROUNDCAMPUS

African American Studies sponsors play, Feb. 23

The Dark Tower, a monthly colloquium that supports new scholarship in African American studies and sponsored by the Department of African American Studies, is showing the play *Cherry Orchard into Strange Fruit: Magnolia*, on Feb. 23 in Room 207 in Candler Library. The hour-long production is set in Atlanta in 1961 and is presented by Regina Taylor, a writer, director, actor and writer-in-residence at the Alliance Theater.

Strategic plan series continues, March 1

President Jim Wagner and Executive Vice President Mike Mandl are holding hour-long sessions this spring to offer faculty and staff opportunities to hear and ask questions about the implementation of Emory's new strategic plan.

The next session is scheduled for Wednesday, March 1, from 11 a.m. until noon, in the Campus Services Training Room, 100 Watch Tower Place, first floor, Building B. The following meeting will be held Wednesday, March 29, from noon to 1 p.m. on the third floor of Cox Hall. The last session is set for Friday, April 7, (rescheduled from April 3) from 11 a.m. to noon in Room 311 of Bishops Hall. Light refreshments will be served at all meetings.

Correction

The name of Goizueta Business School was misspelled in a photo caption in *Emory Report*'s Feb. 13 issue. *ER* regrets the error.

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EMORY REPORT (USPS705-780) is published and distributed free to faculty and staff of Emory University, weekly during the academic year, semimonthly May-August; by the Office of University Communications, 1627 N. Decatur Road, Atlanta, GA 30322. Periodicals postage is paid at Atlanta, GA. Postmaster: Send off-campus address changes to Emory Report, c/o Development Services, 795 Gatewood, Atlanta, 30322.

FIRSTPERSON PATRICK ALLITT

The future of liberal arts education

Kay Hinton

Patrick Allitt *is professor of history and director of the Center for Teaching and Curriculum.*

As part of Founders Week, Emory held a debate (*see story, page 5*) two weeks ago on "The Future of the Liberal Arts." The subject has spurred some controversy because of a rumor that our business school is planning to admit its own undergraduate freshmen, who would follow a vocational program right from the beginning.

As a professor in Emory College, my first reaction on hearing this rumor was dismay, but I've since changed my mind.

If some 18-year-olds already know they want to concentrate on business, and if they can't summon any enthusiasm for the liberal arts, perhaps we should just let them get on with it.

There is, in America, a long, strong, sentimental tradition in support of the liberal arts—a belief that we should encourage our children to discover more of their civilization and its heritage, art, philosophy and religions. We like the idea that they should be conversant with math, chemistry and a little astronomy, too. It's a fine aspiration.

As active classroom professors, however, my faculty colleagues and I know the practical reality does not live up to the rosy ideal. "Liberal arts education" often means teaching undergraduates sitting in our classrooms not because they want to be there, but because they *have* to be. They regard general education requirement courses as a series of hoops through which they must jump before they can graduate.

Some, understandably, resent it. They are motivated not by love of the subjects we have to teach them, but by a burning desire for high grades that will help them along the road to business, law or medical school. Sorting out the difference between a Botticelli and a Titian might affect their ability to get into a good professional school, but it won't make them love art history. The introductory history classes I teach are odd in precisely this way: full of highly gifted young people, many of whom would much rather not be there.

I was raised in England, where I do not ever remember hearing the phrase "liberal arts education." As a student at Oxford in the mid-1970s, I did not have a "major" placed atop a bundle of irksome requirements. I simply studied the one subject I had chosen from the outset (history) and did so intensively for three years.

The downside of that approach was that some of my fellow students, still unsure of their direction, were forced to choose prematurely. The upside—and it was a huge one—was that students of my generation loved their work and learned their one subject in far greater depth than is possible under the current American system.

Did that early specialization make us intellectually narrow or philistine? I don't think so, because we were free to read indiscriminately in all the other disciplines—and so we did. I read widely throughout college, guided by whim and enthusiasm rather than curriculum, and therefore loved it, happily throwing aside books and even entire disciplines that bored me. Best of all, I did not have to endure exams and grades in any but my one chosen subject.

At that time, only a small minority of British kids went to college, whereas American colleges today matriculate literally millions of freshmen. The American idea that advanced education should be for *everyone* is bracing, but it's also utopian. The further idea that these millions should take an interest in *everything* is just nuts. No amount of pious hope will turn every child into a polymath. The ground-level reality for many is, accordingly, resentment, vexation and boredom.

We often read nowadays

See **First Person** *on page 7*

Letter to the Editor:

Thank you, Mrs. King

On Tuesday, Feb. 7, our community witnessed two events that marked the passing of an era—one of Mrs. Coretta Scott King's homegoing and celebration of life, and the Founders Week panel of speakers on "Experiencing Race at Emory: the Desegregation Era." At both events, speakers shared special memories of courageous leaders who shaped the civil rights movement, transforming race relations both across the country and here at Emory.

For those who were unable to attend these events, and on behalf of the President's Commission on Race and Ethnicity, I would like to share and underscore the messages that affirm and call for leadership among us: our cohort of students, alumni, staff, faculty and administrators.

Thank you, Mrs. King, for your unwavering commitment to equality, nonviolence, peace and justice, and for a lifetime of service to social justice. At this University, she made many contributions directly to Emory through her presence, speeches and remarks at many programs relating to community service, peace and ending racism. Moreover, Emory was privileged to have Mrs. King as a "distinguished faculty" member who co-taught a class with the Candler School of Theology's Dr. Noel Erskine on "The Theology of Martin Luther King Jr. in the 1990s."

Mrs. King is a role model for all to emulate. As mentioned in the celebration of life on [Feb. 7], she demonstrated an unshakable faith and initiative to help overcome Jim Crow laws and discrimination in employment and housing. Her agenda transcended civil rights as she worked to end poverty, establish women's rights, raise human rights, end apartheid in South Africa, and dismantle homophobia. That shining torch of peace and justice Mrs. King carried must be carried on, and she has passed that torch to all of us.

Our own Emory leaders of the 1960s and '70s are sources of inspiration and hope. The Founders evening program introduced Emory's courageous set of "firsts"—first African American students in the college, nursing and law schools; the first African American female faculty member, Dr. Delores Aldridge; and those first student government leaders and administrators who advocated the racial integration of Emory in the academic realm and the social democracy of campus life.

Let us be inspired, yet not complacent. Emory has made steady progress on diversity, yet opportunities remain to expand, collaborate and strengthen our diverse community. It's time to get up, move forward and be at the table where policy and social change can be made. Emory needs to hear all voices to continue to improve the quality of life for all who are here and will follow.

At this time, there are openings within the three president's commissions—PCORE, the President's Commission on the Status of Women, and the President's Commission on Lesbian/Gay/Bisexual/Transgendered Concerns—as well as openings for leadership within student organizations, Employee Council and the Transforming Community Project.

Please heed the call for leadership, and step up. Help keep the dream alive at Emory.

Donna Wong
Chair, President's Commission on Race and Ethnicity
Feb. 9, 2006

EMORYVOICES

Should general education requirements be eliminated?

No, my liberal arts undergraduate experience has enriched my medical school education. It's a choice you make by entering a liberal arts college.

Emily Zeitler
graduate student
Medicine

No. When you're an undergrad starting college, the likelihood that you'll know what you're going to do for the rest of your life is slim. The GERs give you a broad base for making decisions.

Mary Jo Neitz
visiting lecturer
University of Missouri

No. We need a core curriculum and strong liberal arts education, especially [during] the first two years of college.

Austin Fraver
freshman
Business

No. The idea of a liberal arts education is that you get a well-rounded education. Learning aspects of other disciplines help you relate to issues you may encounter when working your own field.

Greg Boyce
senior
Chemistry

All photos by Kay Hinton

I don't think they should be eliminated all together, but they should be adjusted.

Abigail Chin
freshman
Business

EMORYPROFILE TERESA HOPKIN & DEBORAH THORESON

A harmonious friendship

by Nancy Condon

Special

Deborah Thoreson (sitting) and Teresa Hopkin are good friends who share a passion for music and performing. The two have been on stage together since 1992 and share a bond cemented by Emory. "Deborah Thoreson is closer than a sister," said Hopkin, when asked about her friend. The two are scheduled to perform a recital together on Feb. 25 at the Schwartz Center.

Friends and collaborators Teresa Hopkin and Deborah Thoreson have been performing together since meeting in 1992, when Hopkin first joined the University's music faculty as a vocal instructor. Thoreson, a pianist and director of undergraduate and performance studies, had been at Emory since 1978.

"The rest is history," said Hopkin, now director of vocal studies. "Our friendship is based on great love and respect for each other—as people first and musicians second—so we seem to just think the same after so much time together."

The pair, who have recorded Messiaen's *Poems pour mi, Book I* on the ACA Digital label, will give a free joint recital in the Schwartz Center on Feb. 25 at 8 p.m.

Teresa Hopkin: Soprano

After leaving in 1996 to join the voice faculty at Columbus State University, Hopkin returned to the Emory last year.

"Emory brought me back to Emory," she said. "I loved before, and love once again, the liberal arts approach to the college years. I love the intelligence and curiosity of the students. I love the intellectual and creative stimulation by my colleagues, both in the music department and in other areas of study.

"I also must mention my great friendship with Deborah Thoreson, who is closer than a sister and with whom I work with much joy," Hopkin continued. "How could I ask for more?"

Known throughout the Southeast for her operatic performances, Hopkin cites another genre as an early influence. "I grew up listening more to big band singers, like Frank Sinatra, and really felt more at home in that genre," she said. "But I studied music education as an undergraduate, where I was exposed to art song and opera."

Hopkin's critically acclaimed Atlanta Opera performances have included Mimi in *La Bohème*, the title role in *The Merry Widow*, the *Countess in Le Nozze di Figaro* and Liu in *Turandot*.

But the motivation for Hopkin's upcoming recital with Thoreson is her students. "They came to me in September with amazing trust, and I want them to see me holding myself to the same high standards I have for them," she said.

As director of vocal studies, Hopkin is responsible for the non-choral singing aspects of undergraduate and graduate vocal music majors. "That's a big job," she said. "I'm fortunate to have two affiliate artists who shoulder a good bit of the work and are really terrific colleagues."

Primarily responsible for studio work with the students, Hopkin also directs the vocal curriculum, making logistical decisions and guest artist recommendations, and advising vocal music majors.

Hopkin has been singing since she was very young and also studied piano for 10 years. "Much of my musicianship came from that," she said. "I still dream of cabaret singing at some point."

She may not have sung cabaret, but Hopkin's career highlights include singing with the Atlanta Symphony Orchestra under the late Robert Shaw and former associate conductor (now Atlanta Opera director) William Fred Scott. "That was an enormous thrill," says Hopkin, "and then Fred cast me in four leading roles with Atlanta Opera, offering me a wonderful opportunity."

In addition, fellow music faculty member Steve Everett composed a group of songs for her, which she has performed several times, "all to very grateful audiences."

"[That] pushed me in the direction of really contemporary music; premiering contemporary vocal works with the Emory Chamber Music Society has been both challenging and satisfying," she said. "I'm really lucky to have had opportunities to work with great musicians in such a variety of styles, and to have been given so much support by people whom I really respect."

Deborah Thoreson: Pianist

As director of undergraduate studies and performance studies, Thoreson also has a full schedule. In addition to advising undergraduate music majors and minors, she works with other faculty to determine course offerings and submission of new courses, and serves as honors coordinator for the music department.

Unlike other non-artistic disciplines, the music department includes performance study, and Thoreson meets with performance faculty to address related issues, supervising the applied music program (which includes 120 undergraduate music majors and 40 artist affiliates) and coordinating undergraduate student-performance requirements.

"Accompanists tend to be among the most organized musicians in the field," Thoreson said of handling her busy schedule. "However, even though one schedules time for practice and rehearsal, performing music requires a mental focus that is difficult to achieve in our busy lives."

As for working with Hopkin, Thoreson said she does not know if their friendship makes it easier or harder to collaborate. "But it is definitely more fun," she said. "Rehearsals are a bit of work and a bit of play."

As an accompanist, Thoreson said it is important to enjoy responding to words. "The world of solo piano repertoire and other chamber music does not include text," she said. "When playing for a singer, the words determine all the musical choices one makes. The pianist's role is often one of sound imagery; the pianist is responsible for 'ringing as a bell,' 'jumping as a fish,' 'rocking the cradle' and 'surging as the ocean'—to name a few examples."

Thoreson found her way to the piano at an early age, starting lessons at age 6. "My parents and grandparents were amateur musicians," she said. "We regularly played music together as a family when I was growing up."

Indeed, Thoreson even married into music—her husband, Thomas Thoreson, is a bassist with the Atlanta Symphony.

An active performer in a variety of musical settings, including chamber music performances, choral presentations, instrumental and vocal recitals, Thoreson's duets with flutist Carl Hall have been broadcast on National Public Radio. She has performed in England and throughout the United States with the Emory Concert Choir and toured as pianist with The Atlanta Boy Choir to England, Wales and Russia.

Two performers, several languages

Hopkin and Thoreson's joint recital includes arias by Handel, Samuel Barber's "Hermit Songs," Hugo Wolf songs from the "Italienisches Liederbuch" and a group of songs by Duparc, Debussy, Poulenc and Liszt, with selections in English, Italian, French and German.

"The repertoire is almost all music I've performed before and just can't seem to let go," Hopkin said. "It's my favorite stuff, and the few new songs are ones I've been wanting to sing. It's such a joy to be able to go back to old material and find something new. That's the mark of a great composer, in my mind—there's always more to learn, more to discover, more to communicate."

The two will have the opportunity to perform the first group of this recital (the Handel arias) a second time on March 4 for the Ancient Song Conference, hosted by Department of Classics at the Carlos Museum. Other future performances include Hopkin's turn next fall with colleague William Ransom, Mary Emerson Professor of Piano and director of piano studies, and a premier of an Everett composition with the Emory Symphony Orchestra. On March 5 at 4 p.m., Thoreson will perform two of the "Goldberg Variations" at the Schwartz Center (a concert presented by the Emory Chamber Music Society of Atlanta that features the entire Emory piano, organ and harpsichord faculty, the Emory Concert Choir, and a string trio dividing up the "Variations").

For more information about Hopkin and Thoreson's joint recital, or any other upcoming performance, call 404-727-5050 or visit **www.arts.emory.edu**.

FOCUS: INTERNATIONAL AFFAIRS

Partnership yields rare look at Hungarian film

A group of Emory College students have the opportunity this semester to participate in a unique collaboration between a top American film historian and one of Hungary's leading poets.

Hungarian films, novels, poetry and history are on the menu for students enrolled in "20th Century Hungarian Film and Literature," co-taught by film studies Professor David Cook and Hungarian poet and former politician Gyula Kodolányi, now visiting Emory for the second time through an agreement with the Hungarian Academy of Sciences.

Both professors are passionate about the subject, and their collaboration is a result of personal and professional affinities.

Cook has been an admirer of Hungarian cinema since the 1980s, when he decided to add a chapter on Eastern Europe to his book *History of Narrative Film*, considered by many to be a definitive text on film history. Eastern European countries, Cook said, experienced a new wave in cinema in the 1960s and '70s, but in those days of the Soviet Iron Curtain, it was difficult for Western audiences to see most of the films. Cook was able to find some American distributors for the films of Hungarian director Miklós Jancsó and began showing them in his courses at Emory as early as 1978.

"The first Hungarian film I saw was Jancsó's *Red Psalm*, made in 1971, and it simply blew me away," Cook said. "I had never seen anything like it in my life, and I still consider it one of the 10 greatest films ever made.

"I began to research Hungarian cinema in depth and found one of the world's richest film cultures in a nation of 10 million people, a simply astonishing fact," he said. "The more I examined Hungarian culture, the more I discovered that this richness extended to all areas of life, both intellectual and material."

"I had a very high opinion of David's knowledge of Hungarian cinema," said Kodolányi, who met Cook two years ago during his first visit to Emory. "I was actually stunned that he had never been to Hungary, because there was such an understanding and appreciation of the culture apparent in his writing about Hungarian film."

After returning home in 2004, Kodolányi invited Cook to visit Hungary. Through his connections to the Hungarian Motion Picture Foundation (on whose board he sat), Kodolányi helped Cook organize interviews with some of Hungary's leading directors, including Jancsó, Béla Tarr and István Szabó.

"To be able to meet these filmmakers whose films I had admired so greatly for so long was a transcendent experience," Cook said.

Out of Cook's trip abroad grew the idea of a jointly taught course, which would mix his expertise on film history with Kodolányi's knowledge of Hungarian literature and deep personal connection to 20th century Hungarian history (he was active in the Hungarian opposition movement of the 1970s and '80s) and to Hungarian filmmakers, many of whom he knows personally.

Covering the general themes of the two World Wars, the 1956 Hungarian uprising and other broadly defined topics (such as "the Human Condition" and "Land, Nation and History"), the course includes weekly readings in Hungarian literature and history, and viewing of films.

Some of the films are being shipped from the Hungarian Film Archive—in an unprecedented exchange agreement with Emory—for what may be their first viewing in the United States (outside of small festivals when they were initially released). Such an exchange agreement is something the Hungarian archive has with no other U.S. university, and the films will subsequently become part of the University's collection.

"One of the reasons we are using literature in the course is that the communication among filmmakers, writers and poets was very intense in those seminal 30 years between 1965–95," Kodolányi said. "In Budapest there was a very lively and active art subculture, where all kinds of ideas were circulating."

Kodolányi said much of the power of his nation's films stemmed from their unique ability to subvert the oppression of the Communist era. "Art was the most vital area of communication," he said. "On the one hand, the communists appreciated, subsidized and censored art, because of its strong communications appeal and a (fortunate) cultural snobbery built into communist dogma.

"On the other hand, films sent coded messages to their audiences while also constantly testing the frontiers of what was allowed to be said," Kodolányi continued. "Through this rich and deep medium, therefore, we could daily reassert our individual and communal freedom.

"The imagination is hard to expropriate by power."

Lailee Mendelson is manager of public relations for the Office of International Affairs.

SUMMER SCHOOL

Courtesy scholarship provides options for summer study

BY ALFRED CHARLES

Denise Brubaker has worked at Emory since 1982, and in that time two of her children have enrolled here to earn degrees and a third is on the way this fall.

None of it would have been possible, she said, if the University had not provided courtesy scholarships to defray the tuition costs for her children, who used the award for regular and summer school classes.

"I am very grateful and my kids are, too," said Brubaker, academic department administrator in the political science department. "It has enabled them to get a substantially better education."

University officials want more faculty and staff members to be aware that the courtesy scholarship can be used not only during the regular academic year but for summer school as well. Students who are enrolled at other schools can use the benefit to attend summer classes at Emory, and employees who are considering using the benefit for themselves should consider how they could use the courtesy scholarship during the summer, such as working an alternate schedule or taking leave.

Because the summer season tends to be a slow time on campus, administrators say that could be an ideal time for employees—or their children—to enroll in Emory classes.

"We hope more faculty and staff will consider using the courtesy scholarship in the future," said Sally Wolff King, associate dean of Emory College. "They should also keep in mind that it is available in the summer."

Arguably the best benefit of working for the University, the courtesy scholarship allows Emory workers to defray part or all of the tuition costs to attend class, either for themselves or their immediate family.

Under the program's current rules, full time workers who have been employed by the University between two and five years are eligible for a tuition waiver for themselves or their immediate dependents of half of the costs. Workers who have served between five and 10 years are eligible for a 75 percent waiver, while employees with 10 or more years of service are eligible to have their entire tuition costs waived. Part-time workers are also eligible for the benefit, but the required time on the job is slightly different.

The process to use the courtesy scholarship is twofold. The employee, their child, spouse or domestic partner must first be admitted to the school and academic program of their choice. The worker then must complete an online form to request the scholarship.

Students who attend other colleges during the regular academic year but want to attend summer school classes at Emory do not have to be admitted to the University, but can enroll as transient students.

The courtesy scholarship program is administered by the Office of Student Financial Services.

With about three months to go until the summer academic season, this might be an ideal time for those thinking about using the courtesy scholarship for the summer program because there is a slightly expanded list of course offerings over previous years.

"There are more than 100 courses available in a wide variety of disciplines," Wolff King said. "And it's a six-week commitment versus a 15-week commitment."

Larraine Forrester, program administrative assistant to Wolff King, is also using the courtesy scholarship.

"I think it's a great opportunity for employees to continue their education," she said.

The courtesy scholarship program probably doesn't have a booster bigger than Brubaker.

She speaks fondly about the program, which is being used to educate son, Nick, a sophomore with a major in psychology and a second major in philosophy and religion, and daughter Natalie, a senior and a double major in environmental studies and biology.

"Not having to consider tuition costs has allowed my children to go much farther," said Brubaker, whose third child, son Daniel, is expected to enroll in Emory this fall on a courtesy scholarship. The tuition for Brubaker's dependents is completely waived because of her length of employment.

She said both of her children have used the courtesy scholarship to attend summer school and courses throughout the year. The perk has literally opened up a world of possibilities for Brubaker's children. Nick traveled to the United Kingdom one summer to study abroad and Natalie has spent time in Costa Rica for her studies.

"They know how fortunate they are to have access to this caliber of education," Brubaker said.

For online resources about the Emory courtesy scholarship program, visit: **http://emory.hr.emory.edu/benefits.** For information on summer school, visit **www.college.emory.edu/summer**.

Ann Borden

UAA champs once again! On to nationals for Eagle swimmers
Sarah Nicholson (right) gives a pumped-up look to fellow Emory swimmer Keely Delcore after the Eagle women captured their eighth straight University Athletic Association title—a feat duplicated by Emory's men—Feb. 11 in the P.E. Center. Both teams now will travel to Minneapolis for the NCAA Div. III national championships, March 9–11.

EMORYCOLLEGE

Battle of the GERs: How should Emory pursue liberal arts?

BY CHANMI KIM

University Photography

A panel of faculty and students discussed general education requirements and whether they should be adjusted for today's undergraduates at the Emory in Perspective Debate, Feb. 8.

What is a liberal arts education? Are Emory's general education requirements (GERs) really a reflection of what the University wants to be? Are incoming freshmen "children" who need guidance to choose their courses? And what does it mean to say, "I have a bachelor's degree?"

Such were the questions posed at Founders Week's Emory in Perspective Debate, titled "The Future of Liberal Arts Education: GERs at Emory," Feb. 8 in White Hall.

In the 90-minute panel discussion, the four participants—two faculty and two Emory College students—gave differing but thought-provoking perspectives on how Emory should define liberal arts education and how the undergraduate GERs should look.

The GER debate was brought to the University's attention in January 2005, when College Council submitted a petition of 2,400 student signatures to Emory College's Educational Policy Committee, asking to reform the GERs. It was therefore appropriate that senior and Student Government Association (SGA) President Amrit Dhir, who authored the report that accompanied the petition, opened the discussion. Dhir summarized the report and the types of changes students hoped to see, such as expanding the list of eligible courses (to include any course from a department's offerings) to fulfill a requirement for a specific field.

Judy Raggi-Moore, senior lecturer of French and Italian and director of Italian studies, emphasized the importance of a well-rounded education.

"Students must be educated in what is meant by 'liberal arts' and guided to take courses that help them develop multifaceted, or multilayered, interpretive and decision-formulating skills—this cannot be achieved through the exclusive study of one discipline only," she said. "I cannot help but wonder what frame of mind students… are in when they apply to a declared 'liberal arts college' and then object to the idea of training in the liberal arts."

History Professor Patrick Allitt, who was raised in England and educated at Oxford University, argued in favor of more specialization (*see First Person, page 2*). He said that, in Britain, college graduates are much more learned in their particular disciplines due to the highly specialized nature of British undergraduate curriculums.

"The nation will benefit more from specialists," Allitt said. "If a student hates math and has been forced to study it for 12 years, is there any gain for [him or her] to study it for a 13th year?"

Allitt, who is also director of the Center for Teaching and Curriculum, proposed that undergraduates be given the option of receiving either a broad, liberal arts education or a more specialized one.

Another approach, suggested by senior Devin Murphy, is to revise the undergraduate curriculum to produce more "able practitioners" of various fields. "Greater efforts should be made," Murphy said, "not only to incorporate practical experience into the curriculum, but also to revise the curriculum such that it views practitioners holistically and not through a disciplinary lens."

"A student pursuing biology in hopes of becoming a scientist must deal with a set of realities beyond the realm of playing with fruit flies in a lab," said Murphy, who is in his last semester majoring in interdisciplinary studies in society and culture. "Writing 25 pages in a grant writing or technical writing class designed for science majors will be much more useful than 25 pages on Oscar Wilde."

Despite the range of opinions, all four participants agreed on one thing: Some change is necessary.

"The current system of GERs falls short of our ambitions and the goals of the faculty and the University," Raggi-Moore said.

Predictive Health *from page 1*

the seminar served as a lively reminder that building a new model of predictive health will require the expertise of many disciplines and that Emory is poised to turn such a challenging enterprise into reality.

President Jim Wagner, Provost Earl Lewis and initiative leaders Kenneth Brigham (medicine) and Michelle Lampl (anthropology) were joined by a panel of discussants, including Campus Life Dean John Ford, Center for Ethics interim Director Kathy Kinlaw and faculty and staff from biology, public health, medicine, business, religion, journalism, student life and Campus Services.

"There is going to be a revolution in health care," Brigham said, "mainly because new technologies will make it possible, and because there are social pressures to change our health care system."

Given that impending revolution, cultural and economic changes will be essential. How would a new model of health care be funded? Is it more important to support expensive laboratory research (that may take many years to pay off), or should the focus be on cultural changes that could more quickly affect a greater number of people? And, if massive amounts of new medical data become available, thorny questions of privacy, insurance coverage and equal access will not be far behind.

Several participants emphasized the importance of a holistic definition of health that includes behavior and culture. In some cases, societal changes have led to improvements just as dramatic as those realized by new drugs or vaccines—as in the case of tuberculosis, said anthropologist Melvin Konner.

"We need to balance the great effort of breakthroughs in science versus the major breakthroughs we could make using the information we already have available," Wagner said. "We already have many indicators of health and disease, and we should not minimize these factors in defining predictive health."

Others pointed out that, even if major behavioral changes prevent thousands of cases of diabetes or lung cancer each year, many individuals will still develop other kinds of cancer or suffer from inherited diseases.

Much of the discussion centered on how Emory might lead in developing internal health interventions, educating its own students, integrating health with ethics, developing improved methods of health care delivery, and making an impact in the Atlanta metro area.

"We are proposing to lead a major shift in health care over the next several years," Brigham said. "Science and technology will make it possible, but the only way to make it happen is to involve a range of disciplines, including behavioral approaches, new business models and ethics.

"Technology will be moving at one pace and our ability to absorb the technology may be moving at another," he said. "We have the opportunity to reconcile the two."

UNIVERSITYGOVERNANCE

President Wagner addresses PCSW's yearly forum

The President's Commission on the Status of Women (PCSW) held an open forum with President Jim Wagner on Feb. 15 to discuss the work and mission of the group, which is celebrating a milestone 30th anniversary.

More than 50 people attended the meeting, held in Woodruff Library's Jones Room.

During his remarks, Wagner praised the commission members for their ongoing effort to live up to the panel's mission, known as the three A's: advisory, advocacy and accountability.

Wagner told group members that he is impressed with their advocacy for women's needs and their efforts to place more women in leadership positions on Emory's campus.

Wagner also commended the committee's support of the recently formed Work-Life Task Force, established to study the needs of of faculty, staff and students. He stressed the need for accountability within the commission and said he is aware of the group's desire to track the various goals, opinions, studies and statistics that it may find.

Wagner concluded his address by saying he is looking forward to the future contributions of the commission as Emory strives to become a destination university and he said the school is on its way to achieving this goal through the three A's.

In other business, PCSW committee members were told that a new committee is being created to overhaul the group's Website. Also, PCSW is accepting nominations for the new members, and has seats for five faculty members, three staff members and eight students.

Members also were told that applications are being accepted for the PCSW writing awards contest. Entries may be on any topic relevant to women or gender. For more information, visit **www.pcsw.emory.edu/index.html.**

The Student Concerns Committee reported the work-life balance of students and mounting concern about sexual assault, stalking and abuse. The student reps reported about advancements made to publicize the issue of sexual assault, including a full-page ad published recently in the *Wheel*. The ad was later turned into a flyer and letter that were distributed throughout campus.

The committee said it has also created a student survey that aims to find out how students feel about resources devoted to sexual assault. The results are not complete, but the student rep said they will use them to determine what additional resources needed and how the PCSW can be most helpful.

Perhaps the most moving part of the afternoon was a student narrative, given by a member of the student concerns committee.

The story dealt directly with sexual assault, the lack of availability of information and the outdated consequences of the offender. The student said she was verbally and sexually abused while at a summer program at Emory. In distress, she turned to a staff member for help and was advised to file a complaint with the Conduct Council. Her abuser accepted responsibility and was required to write an apology, as well as a paper on the history of sexual harassment. The student who was abused did not feel as though the University offered any support services, and was shocked with the Conduct Council's decision. The student's story supported the committee's earlier suggestion that the University needs to better publicize information and resources and make them more readily available to students.

The incident also addressed another hot topic of the evening, which was whether or not those that file a complaint should have the right to appeal the Conduct Council's ruling. Wagner said he understood the student's perspective but did not agree with the right to appeal. "You can't counter mean spirit with more mean spirit," he said. Wagner suggested that it is not a matter of having the right to appeal, but a matter of agreeing on a just consequence. "Instead of permitting appeals, we need to characterize the punishment," he said.

During the Q&A session, several questions were asked regarding faculty and their presence on campus.

Joyce King of the School of Nursing suggested that the University establish some sort of social program so that faculty from all facets of the University can chat and exchange ideas.

The University's faculty-in-residence program was also addressed. Wagner said that such concerns are being addressed with the new master plan. The master plan also calls for the building of new undergraduate housing, possibly including faculty residential space.

The next PCSW meeting will be held Thursday, March 30, at 4 p.m. in 400 Administration. Executive Vice President Mike Mandl will speak and discuss the University's newly updated campus master plan.—*Robyn Mohr*

If you have a question or concern for PCSW, send e-mail to chair Allison Dykes at **adykes@emory.edu**.

SCHOLARSHIP&RESEARCH

Confederate ship sailed through *Sea of Gray*

BY MICHAEL TERRAZAS

Thousands of miles from the green forests of the Confederacy, within an afternoon's sail of the Russian empire—and more than two months after Appomattox—the icy waters of the Bering Sea played host to some of the most brazen naval activity of the Civil War.

Over six days in June 1865, the CSS *Shenandoah*, a 222-foot-long auxiliary steamer captained by a brooding man named Waddell, captured 24 New England whaling vessels, striking a blow for the Confederacy against Yankee commerce—in support of a war that had already been lost.

It was the Civil War's final act of aggression and the military apex of a yearlong mission that distinguished the *Shenandoah* as the only Confederate ship to circumnavigate the globe, and it is the subject of Tom Chaffin's *Sea of Gray: The Around-the-World Odyssey of the Confederate Raider Shenandoah* (Hill and Wang, 2006).

Chaffin, a visiting scholar in history, said initially he planned to write a book about how the war played out in the American West, perhaps touching on the modest "naval theater of sorts" in the Pacific. Then one day his editor suggested focusing on this curious black three-masted ship that had gained infamy by continuing its raids on the U.S. merchant marine weeks after Lee surrendered, its officers refusing to believe such news when it reached them.

Sea of Gray follows the tale from the ship's covert acquisition by Confederate agents in England, to its subsequent arming and rechristening as a man-of-war, to the far-flung journey that took it south around the Cape of Good Hope and the southern coast of Australia, north to the Arctic Circle, south again to Cape Horn and finally back to its home port of Liverpool, crossing the equator four times and covering 58,000 nautical miles.

Like the CSS *Alabama* (its more-famous predecessor), the *Shenandoah* was a commerce raider, charged with destroying or capturing Northern commercial ships, the goal being to disrupt the U.S. economy and lead Northern industry to pressure Lincoln's government for peace. From October 1864 to June 1865, the ship seized some 38 prizes, valued at $1.4 million—burning or scuttling all but six of its victims.

But *Sea of Gray*'s real story is that of *Shenandoah*'s officers and crew, many of the latter recruited from among the captured sailors who could be persuaded, or coerced, to "ship" with the Confederate—and who constituted a veritable United Nations of citizenships. The book's title captures the moral dilemma of the ship's officers who, from the very start, grappled with the legal implications of their mission. In earlier eras, many of the world's nations—including the U.S. during the American Revolution and the War of 1812—had routinely dispatched ships to prey on their enemies' merchant fleets. By the mid-19th century, however, much of the world viewed commerce raiding as little more than piracy.

"One of the things I hope to do is to recover a quite lively debate from that era on the legitimacy of commerce raiding," Chaffin said. "There was enough historical precedent and hypocrisy going back and forth to compel legitimate arguments on both sides."

In doing his research, Chaffin sifted through what he described as an "embarrassment of riches" in primary source material. Not only did the *Shenandoah*'s captain, James Waddell, order each of his officers to keep individual ship's logs, but still extant are four personal diaries, including those of Waddell and his first officer. Finally, after the war was over, the United States sued supposedly neutral Britain for turning a blind eye to Confederate commerce raiding, demanding monetary compensation for the value of ships lost. The ensuing international arbitration yielded a historian's treasure trove: pages and pages of depositions taken from sailors who'd been aboard the many ships captured by the *Shenandoah* and its fellow raiders.

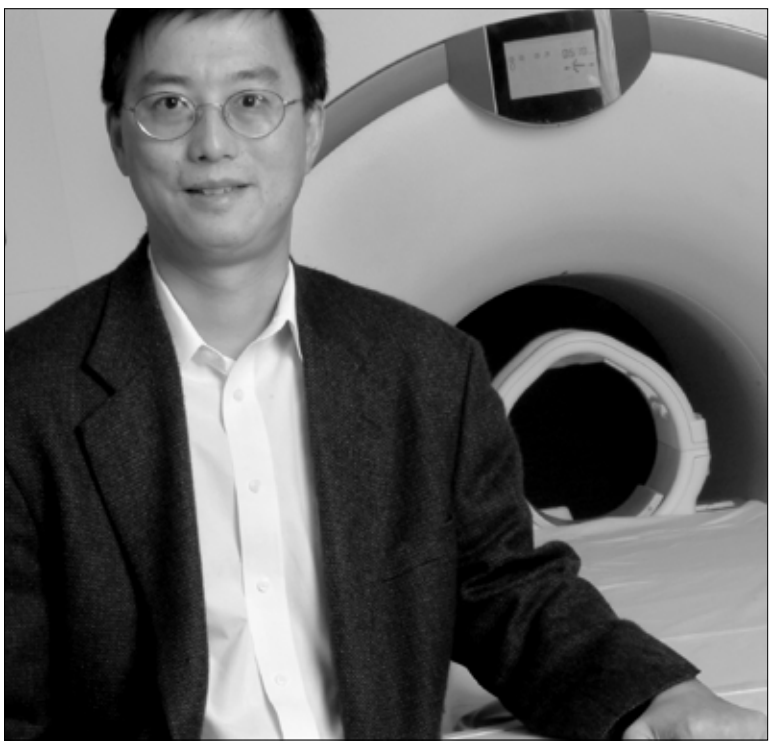
Special

In his latest book, visiting scholar Tom Chaffin (shown with trusted companion Zoie) tells the saga of the CSS *Shenandoah*, the only Confederate ship to circumnavigate the globe.

In all, the material enabled Chaffin to consider the ship's odyssey—both its encounters with other vessels and the long periods of tedium in between, enlivened by the melodrama of onboard squabbles—from nearly as many angles as there are points on the compass.

"I felt like I was in the middle of all this gossip, because you'd read about these incidents from all these different perspectives, kind of *Sound and the Fury*-like," Chaffin said. "Mostly I wanted to create a nuanced portrait of these guys and try to understand them."

High-powered MRI provides tools for Emory and beyond



Jack Kearse

Biomedical Imaging Technology Center Director Xiaoping Hu says the new 9.4 Tesla MRI machine will make possible new research projects not only by Emory scientists but those from other Atlanta institutions.

BY HOLLY KORSCHUN

A state-of-the-art magnetic resonance imaging (MRI) machine recently installed in the School of Medicine may be just the tool for advancing basic and translational biomedical research. As the only 9.4 Tesla MRI machine in Georgia, the device can detect and provide images of areas with diameters as small as one-tenth of a millimeter in size, about the equivalent of a human hair.

MRI systems create visuals of body composition and mechanisms by surrounding the subject with a powerful magnetic field, which, in conjunction with radio waves, results in a signal and then images. The power of an MRI machine is calculated based on the strength of the magnetic field, measured in units of Tesla (T). Amounts of Tesla subsequently determine the resolution of the resulting image. Clinical MRI machines operate using 1.5 Tesla, and scientists estimate that the earth's magnetism is one-20,000th (.00005) of a Tesla.

While less powerful MRI machines at Emory already allow researchers to see detailed anatomical structures within the body, such as abnormal tissue, the 9.4T MRI has increased resolution and the capacity to track physiological functioning of animal research subjects.

Access to the 9.4T MRI will be coordinated by the Biomedical Imaging Technology Center and the Coulter Department of Biomedical Engineering at Georgia Tech and Emory.

Shella Keilholz, assistant professor of biomedical engineering, came to Emory in 2004 in part because of the 9.4T MRI's potential to further research. She estimates that no more than 20 MRI machines of similar power are in use around the world.

"We can measure a lot of things with this magnet: We can look at structure; we can look at blood flow," Keilholz said. "We can see volume, amounts of oxygenation and water distribution. We can make maps of the principal directions of diffusion, and that tells us what the microstructure in the brain is like."

MRI also enables diverse investigations without harming research subjects. "The beauty of MRI is that it allows you to do all of this non-invasively," said Xiaoping Hu, director of the Biomedical Imaging Technology Center and a Georgia Research Alliance Eminent Scholar in imaging. "You can perform longitudinal studies, follow-up studies, or you can look at animals during interventions. This is really the main advantage to having MRI."

To fully utilize the 9.4T MRI, research projects in development include an investigation of how learning impacts the brain, studies of spinal cord and cardiac function, and the generation of models showing how diseases spread.

Emory scientists will develop techniques to increase and improve appropriate usage of MRI systems. One such focus will be on refining contrast agents, used to more clearly trace physiological movement within the body. For example, in research on Alzheimer's disease, which may be affected by the build-up of protein plaque in the brain, those contrast agents and the resulting images may someday lead to earlier diagnosis and superior therapies.

"Right now MRI used for looking at Alzheimer's is not very effective," Hu said. "If we could somehow detect these plaques early, it could lead to early intervention or, at least, better treatment."

Other potential applications may involve observing drug diffusion in the body. "If people want to know some pharmaceutical or chemical effect, [MRI] is very important," said Fuqiang Zhao, assistant professor of biomedical engineering. "You can see what those drugs do to the brain or the heart."

Now that the 9.4T MRI is in place and fully functional, Emory researchers are planning interdepartmental collaborations, as well as partnerships with other Atlanta-area institutions, including Georgia State University. The MRI may soon be available to help other area institutions with their own research. The scanner also represents a powerful tool available to researchers in the Center for Behavioral Neuroscience.

"We would offer pilot machine time for investigators interested in finding out if the 9.4T scanner is appropriate for answering their questions," Hu said.

The 9.4T MRI, manufactured by Bruker BioSpin MRI, was purchased with funds from the Georgia Research Alliance and the Whittaker Foundation.

FACULTYCOUNCIL

Tibetan monk Lhakdor talks of balancing science, spirituality

BY MICHAEL TERRAZAS

Special

Geshe Lhakdor (left), one of His Holiness The Dalai Lama's closest personal assistants, got a warm welcome from Emory College Dean Bobby Paul during Lhakdor's visit as a Halle Distinguished Fellow.

Geshe Lhakdor, one the Dalai Lama's closest assistants for the last 15 years, spoke to a capacity lunchtime crowd, Feb. 13 in Winship Ballroom, and his central message was one that likely appealed to everyone in the room, from neuroscientist to Buddhist scholar: Science and spirituality represent two of the most vital facets of existence, and each must serve and inform the other to achieve balance.

Visiting campus as a Halle Institute for Global Learning Distinguished Fellow, Lhakdor used his appearance to stress how important scientific research and learning is to the Dalai Lama, both as a human endeavor and in his own personal life.

"Even as a little child, His Holiness had an interest in what makes toys work, not just in playing with them," Lhakdor said. "It is the fundamental, inborn nature within the minds of all children to explore their reality and [try to] understand it."

The Dalai Lama's interest in things scientific gained some notoriety last November when hundreds of scientists attending the Society of Neuroscience's annual meeting signed a petition protesting his selection as the event's keynote speaker. The spiritual leader of Tibetan Buddhism addressed the comparative strengths of Eastern and Western traditions—both spiritual and medical—in building good mental health, and Lhakdor reiterated this connection in his remarks at Emory.

Buddhism and Buddhist meditation techniques have nourished their practitioners' mental health for centuries, he said, and lately scientific research has provided some empirical data to back up what has long been known in Tibetan monasteries.

Indeed, in his introduction of Lhakdor, Emory College Dean Bobby Paul suggested those monasteries are as akin to institutions of higher learning as they are to religious centers.

"Of all the places in Asia, Tibet became the repository for centuries, even millennia of wisdom from both the Chinese and Indian traditions," Paul said.

A scholar of Tibetan Buddhism himself, Paul reminded the crowd that the next day—Feb. 14, Valentine's Day—would be the one-year anniversary of the signing of the Emory-Tibet Partnership, in which the University and the Drepung Loseling Institute in Dharamsala, India, pledged cooperation in an exchange of knowledge and scholars. "[That agreement gives Emory] access to a tradition of thought that is much older than ours," Paul said.

"It seems you need a monk to celebrate Valentine's Day," Lhakdor quipped upon taking the podium.

In praising the partnership, Lhakdor said "an urgency of exchange" exists between science and spirituality (and he stressed that "spirituality" is distinct from "religion"). While science may light the path to truth, it may not provide guidance on how best to walk along that path, he said.

"The purpose is not just to find reality," Lhakdor said, "but to adopt a way of thinking [that enables one] to live a peaceful, stable, happy life."

FOCUS:CARTERCENTER

Ridding the New World of river blindness

In her one-room house in Brasil, Mexico, Pitasia González weeps into her hands as she recounts how onchocerciasis left her blind and unable to care for herself.

"My daughters must cook my meals, clean the house and help me dress," said González, 78. Once a capable provider for her family, she now must depend on her two daughters to manage her household in addition to caring for their own. However, she has strong hope that her grandchildren will be spared the same fate. "I'm glad my grandchildren take the Mectizan."

Onchocerciasis, commonly called river blindness, is a parasitic disease spread by the bite of small black flies. The small, thread-like parasites cause an infected person to suffer intense itching, skin discoloration and rashes. Once inside the eye, the parasite can damage eyesight and cause blindness, leaving sufferers unable to work, harvest crops or care for their children.

Fortunately, there is reason to hope that González's grandchildren—and some 500,000 other people at risk for the disease in Brazil, Colombia, Ecuador, Guatemala, Mexico and Venezuela—will never suffer from it. The Carter Center, working with the ministries of health through the Onchocerciasis Elimination Program for the Americas (OEPA), is trying to stem the spread of river blindness in the region. This goal is being achieved through health education and semiannual Mectizan drug treatments donated by Merck & Co.

"Onchocerciasis only remains in 13 pockets in six endemic countries," said Mauricio Sauerbrey, OEPA director. "In nearly half of these 13 areas, we see evidence that transmission has been interrupted already. These are very exciting times. In the past, people living in endemic villages suffered from severe eye and skin lesions caused by onchocerciasis, but today their quality of life has greatly improved."

Earlier this year, the mission to halt river blindness in the Americas by 2007 accelerated with the completion of a $15 million challenge grant to The Carter Center.

In 2003, the center's river blindness program estimated it would take approximately $15 million to eliminate the disease from the region by the end of this decade. To meet this goal, the Bill & Melinda Gates Foundation made an initial $5 million contribution and challenged other donors to provide up to an additional $5 million, which the Gates Foundation would match. With support from the Lions Clubs International Foundation, Merck and more than 70 other donors, the matching funds were raised four years ahead of the challenge grant deadline.

Since 1996, The Carter Center has partnered with the national ministries of health, Lions Clubs International, Merck, the Pan American Health Organization and the CDC to deliver more than 70 million treatments of Mectizan in 11 countries in Africa and Latin America.

With the completion of the center's challenge grant and OEP's continued focus on health education programs and increased drug treatment, it is likely González could be among the last people in the Western Hemisphere to be blinded by the disease.

Emily Staub and Meryl Bailey comprise the health team in The Carter Center Office of Public Information.

N.O. Music *from page 1*

rebuilding of New Orleans.

Each week, hundreds of thousands of listeners tune in to hear Spitzer's show, "American Routes." The broadcast, which began in 1997, originates from a studio in the French Quarter and features a wide range of music enjoyed along the Gulf South, including jazz, blues, Cajun, zydeco, gospel, country and rockabilly.

Over the life of the program, musical artists of every stature have appeared on the show to bear witness about their lives, work, influences and history. In a sense, the interviews are a road map of the roots of American music, and can perhaps offer some insight in the psyche of American culture.

The content of the shows was recorded onto digital audiotapes (DATs) and stored in a French Quarter building. Those tapes were the only archive of what transpired during the broadcasts.

When Katrina's winds prompted the levee system in the Big Easy to give way, the tapes—and the rich musical history they contained—were at risk by encroaching floodwaters, which would ultimately swamp much of the city.

A two-man crew from Emory drove the eight-hour trek last Thanksgiving to New Orleans, where they found three large boxes containing dozens of tapes of show broadcasts.

They also found other stored material from the shows, but those reels were considered to be nearly unsalvageable. Although the French Quarter did not suffer the extent of flooding that occurred in other parts of the city, high humidity and less than ideal conditions—there was little electricity for weeks—apparently played a role in the demise of the reels.

The tapes that were salvageable were ferried to the Emory campus, where they were placed in quarantine while Skinner and her team began the process of assessing what they had while also launching the delicate effort to transform them into electronic files.

Skinner decided that Emory should get involved because the University already had a relationship with Spitzer that dated back several years and included ties to other faculty members. The relationship also included past work by Emory staff to improve the content of the "American Routes" Website.

Also, the decision to help was made easier by Emory's current designation as one of eight lead institutions across the country working with the Library of Congress to collect and preserve materials that will form a national archive of digital resources that can be retrieved by future generations. The initiative seeks to preserve digital content that has a significant and cultural historical value.

As part of that project, Emory and its partner groups are working to compile a trove of electronic content devoted to Southern culture and heritage.

As a result, the effort to save the "American Routes" tapes fell under the auspices of Emory's ongoing project with the Library of Congress, which liked the idea of preserving the shows. Linda Matthews, vice provost and director of libraries, gave her blessing to the rescue mission.

"We knew the value of the materials, and that without some assistance the tapes might well be lost," she said. "We saw it as a contribution to help save some valuable cultural heritage materials."

Jenny Yusin, a graduate student from California who is completing a fellowship at Woodruff Library, has been assigned the very time-consuming task of digitizing the tapes. She has to listen to the hour-long tapes in real time to ensure that the transformation process from tape to computer is working properly.

"It's kind of intimidating," she said. Even so, she said she is cognizant of the impact that the project can have. "When it's done I think it will be an important contribution to the Emory library."

Officials said it would take at least two years before all of the materials have been completely digitized.

And yet, Skinner said the time and effort is well worth it.

"We are making sure the heritage of this program will be available to music scholars," she said. "We are building a very important repository."

First Person *from page 2*

that American students are slipping behind their counterparts in other nations. An instant remedy lies ready: Let college students study solely the subjects they *want* to study. Let the physics wizard dedicate herself wholly to physics. Let the philosopher philosophize, and give the single-minded geologist nothing but rocks.

More to the point, let the aspiring businessman be a business student right from the outset. At the same time, we can still give students who want to study the liberal arts the chance to do so—and to the extent they want it. Let's not force anyone to take math when they've already hated and dreaded it for more than a decade. Let us be calm at the prospect that millions of monoglots will never learn another language.

The advantages of this revolution will be immense. Suddenly, American colleges will be full of motivated students studying what they want to study—and doing it more energetically than ever before.

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For online event information, visit **www.events.emory.edu.**

Events for the Emory Community

PERFORMING ARTS

MONDAY, FEB. 20

Concert
"Intersections: Classical and Jazz." Tom Walsh, saxophone, and Luke Gillespie, piano, performing. 8 p.m. Williams Hall (Oxford). Free. 770-784-8888.

Film
Viva Laldgerie. Nadir Mokneche, director. 8 p.m. 205 White Hall. Free. 404-727-6431.

TUESDAY, FEB. 21

Film
Confidences trop Intimes (Intimate Strangers). Patrice Lecont, director. 8 p.m. 205 White Hall. Free. 404-727-6431.

WEDNESDAY, FEB. 22

Concert
"Something Old, Something New…." Emory Wind Ensemble and William Ransom, piano, performing; Scott Stewart, conductor. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

THURSDAY, FEB. 23

Theater
She Stoops to Conquer. Michael Evenden, director. 7 p.m. Munroe Theater, Dobbs Center. $15; $6 students. 404-712-9118.

Theater
Copenhagen. Out-of-Hand Theater Group, performing. 7 p.m. Theater Lab, Schwartz Center. Free. 404-727-6722.

FRIDAY, FEB. 24

Concert
"Café Music." William Fitzpatrick, violin, Grace Bahng, cello, and William Ransom, piano, performing. Noon. Reception Hall, Carlos Museum. Free. 404-727-4291.

Theater
She Stoops to Conquer. Michael Evenden, director. 7 p.m. Munroe Theater, Dobbs Center. $15; $6 students. 404-712-9118.

SATURDAY, FEB. 25

Theater
She Stoops to Conquer. Michael Evenden, director. 7 p.m. Munroe Theater, Dobbs Center. $15; $6 students. 404-712-9118.

Concert
Teresa Hopkin, soprano, and Deborah Thoreson, piano, performing. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

SUNDAY, FEB. 26

Theater
She Stoops to Conquer. Michael Evenden, director. 7 p.m. Munroe Theater, Dobbs Center. $15; $6 students. 404-712-9118.

Concert
Jun-Ching Lin and Wei Wei Le, violin; Bruce Andrus, French horn; Sumner Thompson, tenor; and the Emory Chamber Music Society of Atlanta, performing. 4 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

VISUAL ARTS

Schatten Gallery Exhibit
"Celebrating 25 Years of Schatten Gallery Exhibitions." Schatten Gallery, Woodruff Library. Free. 404-727-6861.
Through Feb. 28.

Schatten Gallery Exhibit
"Selections from the Egyptological Library of Nicholos B. Millet." Schatten Gallery, Woodruff Library. Free. 404-727-6861.
Through March 15.

Visual Arts Gallery Exhibit
"The Photography of Angela West." Gallery, Visual Arts Building. Free. 404-727-6315.
Through March 11.

MARBL Exhibit
"Imposing Reason for Life on Life: African American Women as Creators and Preservers of the Arts." 4 p.m. MARBL, Woodruff Library. Free. 404-727-6887.
Through March 20.

Carlos Museum Exhibit
"From Pharaohs to Emperors: New Egyptian, Near Eastern and Classical Antiquities at Emory." Carlos Museum. Free, students, faculty, staff & members; $7 suggested donation. 404-727-4282.
Through April 2.

Carlos Museum Exhibit
"Greek and Roman Art." Carlos Museum. Free, students, faculty, staff & members; $7 suggested donation. 404-727-4282.

LECTURES

TUESDAY, FEB. 21

Physiology Lecture
"The Double-Edged Sword: Mitochondria/Caspases in Synaptic Plasticity." Zheng Li, Picower Institute, presenting. 9 a.m. 600 Whitehead Building. Free. 404-727-7401.

Pharmacology Lecture
"Metabotropic Glutamate Receptor-Dependent Regulation of Fragile X Mental Retardation Protein in the Hoppocampus." Eric Klann, Baylor College of Medicine, presenting. Noon. 5052 Rollins Research Center. Free. 404-727-5982.

Carlos Museum Lecture
"Reflections of Life: Mirrors in Ancient Egypt." Gay Robins, art history, presenting. Noon. Reception Hall, Carlos Museum. Free. 404-727-4291.

Religion Lecture
"Creation and Care for the Earth." Luke Johnson, theology, presenting. 7:30 p.m. Immaculate Heart Catholic Church. Free. 404-727-8860.

WEDNESDAY, FEB. 22

History Lecture
"Invisible Hands: Nuns and Wage Work in Renaissance Florence." Sharon Strocchia, history, presenting. 11:30 a.m. 323 Bowden Hall. Free. 404-727-6555.

Center for Women Lecture
"Heart, Soul and Sabbath: Spirit Wisdom for Women." Noon. Location TBA. Free. 404-727-2000.

Middle Eastern Studies Lecture
"Persian Celestinas, or the Ancient Art of the Go-Between." Leyla Rouhi, Williams College, presenting. 4:30 p.m. N501 Callaway Center. Free. 404-727-2297.

THURSDAY, FEB. 23

Surgical Grand Rounds
"Obscure GI Bleeding." Joy McCaffrey, medicine, presenting. 7 a.m. Emory Hospital Auditorium. Free. 404-712-2196.

Health Sciences Lecture
"Pay for Performance." Steven Lipstein, BJC HealthCare, presenting. 4 p.m. Emory Hospital Auditorium. Free. 404-727-3366.

Biology Lecture
"Tropic Strategies of Ilyophagus Fishes: Four Ways to Pry Nutrients from Mud." Stephen Bowen, Oxford College dean, presenting. 4 p.m. N306 Math and Science Center. Free. 404-727-4253.

Carlos Museum Lecture
"Desperate Egyptian Housewives." Peter Lacovara, Carlos Museum, presenting. 7 p.m. Reception Hall, Carlos Museum. Free. 404-727-4291.

Ethics Lecture
"The Ethics of Early Phase Research." Rebecca Pentz, medicine, presenting. 3 p.m. 864 Rollins School of Public Health. Free. 404-727-5048.

MONDAY, FEB. 27

International Studies Lecture
"The World Court." Tibor Varady, law, presenting. 7 p.m. Tarbutton Performing Arts Center. Free. 404-727-8888.

RELIGION

WEDNESDAY, FEB. 22

A Conversation with Carol Newsom
11:50 a.m. Moore Room, Bishops Hall. Free. 404-727-4180.

SUNDAY, FEB. 26

University Worship
Herbert Marbury, Clark Atlanta University, preaching. 11 a.m. Sanctuary, Cannon Chapel. Free. 404-727-6225.

SPECIAL

WEDNESDAYS

Toastmasters
8 a.m. 231 Dental School Building. Free. 404-727-4192.

MONDAY, FEB. 20

Google Workshop
2:30 p.m. 310 Woodruff Library. Free. 404-727-0178.

Financial Planning Workshop
"Blueprint for Financial Success." 6:30 p.m. Briarcliff Campus. $80.75. 404-712-4352.

Financial Planning Workshop
"Protect Your Retirement Plan Assets From The IRS." 6:30 p.m. Briarcliff Campus. $80.75. 404-712-4352.

Poetry Writing Workshop
7 p.m. Anthropology Building. $89.25. 404-712-4352.

GRE Math Preparation
7 p.m. Candler Library. $114.75. 404-712-4352.

PRAXIS I Math Review
7:35 p.m. Briarcliff Campus. $140.25 404-712-4352.

Financial Planning Lecture
"Protect Your Retirement Plan Assets From The IRS." 6:30 p.m. Briarcliff Campus. $80.75. 404-712-4352.

TUESDAY, FEB. 21

Wireless Clinic
9:35 a.m. 310 Woodruff Library. Free. 404-727-0300.

EndNote Clinic
10:40 a.m. 310 Woodruff Library. Free. 404-727-0147.

GRE Verbal Preparation
7 p.m. Candler Library. $89.25. 404-712-4352.

Discussion Group
"Meeting of the Minds." 7 p.m. Callaway Center. $80.75. 404-712-4352.

WEDNESDAY, FEB. 22

Psychological and Educational Tests Workshop
10 a.m. 310 Woodruff Library. Free. 404-712-2833.

Latin American Studies Research Workshop
"Primary Sources and Other Specialized Materials." 5:30 p.m. 312 Woodruff Library. Free. 404-727-2577.

2006 Unsung Heroines Awards
5:30 p.m. Governor's Hall, Miller-Ward Alumni House. $35. 404-727-2001.

WEDNESDAY, FEB. 22

Spanish for Health Professionals Course
11:30 a.m. Briarcliff Campus. $127.50. 404-712-4352.

Astronomy Workshop
6:30 p.m. Callaway Center. $80.75. 404-712-4352.

THURSDAY, FEB. 23

East Asian Resources Workshop
1 p.m. 314 Woodruff Library. Free. 404-727-0411.

Memoir Writing Workshop
7 p.m. Bishops Hall. $75.65. 404-712-4352.

GRE Math Preparation
7 p.m. Candler Library. $114.75. 404-712-4352.

MONDAY, FEB. 27

Body Acceptance Week
"Does Size Matter: Men's Issues." 6 p.m. Harland Cinema, Dobbs Center. Free. 404-727-7450.

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For sports information, visit www.go.emory.edu.

To submit an entry for the *Emory Report* calendar, enter your event on the University's web events calendar, Events@Emory, which is located at http://events.cc.emory.edu/ (also accessible via the "Calendar" link from the Emory homepage), at least three weeks prior to the publication date. Dates, times and locations may change without advance notice. Due to space limitations, *Emory Report* may not be able to include all events submitted.