By Kim Urquhart

Gifts, grace, gratitude greet class of 2010

From the beaker of chemicals that turned from gold to blue in synch with Emory's alma mater to the snapping fingers of an audience united into a jazz band, there was plenty of chemistry in Glenn Auditorium at freshman Convocation. On Tuesday, Aug. 28, Emory welcomed the Class of 2010—its largest ever—with a mix of scholarly tradition and audience participation.

As in years past, the ceremony began with a procession of colorfully robed faculty and the regal sound of bagpipes.

Rosemary Magee, vice president and secretary of the University, set the tone by welcoming the Class of 2010 to “join the venerable company of scholars.”

In the spirit of the poet Shel Silverstein—“who describes a woman equal to her husband in intelligence and Odysseus,” a very re-telling of Homer’s “Odyssey” from the perspective of Odysseus’s wife, Penelope.

In approaching “The Penelopiad,” Atwood, who authored “The Handmaid’s Tale” and “The Blind Assassin,” commits what she calls an “act of larceny or reclamation,” drawing on multiple ancient sources to weave a new interpretation of the long-suffering, dutiful wife as a shrewd and practical woman equal to her husband in cleverness.

Tickets to the lecture are $15 for general public and free for Carlos Museum members and Emory students, faculty and staff. For more information, call 404-727-2115.

After the lecture Atwood will sign copies of her books in the Carlos Museum Reception Hall. Books will be available for purchase in the museum bookstore.

On Thursday, Sept. 7 at 7 p.m. in Glenn Auditorium, renowned author Margaret Atwood will give the annual Nix Mann Endowed Lecture. Atwood will discuss her recent book, “The Penelopiad: The Myth of Penelope and Odysseus,” a very re-telling of Homer’s “Odyssey” from the perspective of Odysseus’s wife, Penelope.

PRISM program shines a light on science

By Beverly Clark

Astronomer Nicolas Copernicus’ sun-centered theories of the universe are on trial again, this time in a South DeKalb science classroom at Columbia Middle School.

Instead of a dry lecture and drill on Copernicus’ foundational theories of modern astronomy from the 1500s, students enthusiastically play the roles of judge, jury and lawyers as an innovative way to learn about our solar system.

Eighth-grade science teacher Dericka DeLoney and Emory graduate student Aron Barbey lead the exercise, but it’s the students who are noting the facts, asking the open questions, and coming up with their own theories—much like any scientist tackling a new problem. And boredom is definitely at bay. “You’re working, but you’re having fun,” said eighth-grader Markiesha Lucas.

At a time when the National Academies of Science and others are sounding a loud alarm over the poor state of science in our nation’s schools, DeLoney and Barbey are at the forefront of an inquiry-based science education movement that seeks to reverse the trend.

They are both participants in PRISM, an Emory program that matches the content knowledge of science graduate students with the teaching skills of educators to create lessons focused on problem-based learning (PBL), a growing national trend. Together they develop investigations focused on “big ideas” in science and math that work to create what they call “a compelling need to know” within students.

“The PBL works because it pushes the students to be dependent on themselves to find the answers, and not just have the answers handed to them,” DeLoney said.

PRISM, which stands for Problems and Research to Integrate Science and Mathematics, uses real-world applications to teach the basics of science. Instead of focusing on minutia, the students learn detail through concepts. For example, principles of chemistry can be communicated through looking at water quality issues.

Other PBL lessons have included one on infection control and outbreak that involves swabbing surfaces
AROUND CAMPUS

Library garners grants for MetaScholar Initiative
New grant funding will allow the Woodruff Library's MetaScholar Initiative to continue its commitment to digital scholarship in Southern cultural heritage.

The MetaScholar Initiative will build an online exhibition on the life and work of composer, conductor and educator William Warfield, in partnership with Woodruff Library's Manuscripts, Archives and Rare Book Library. Supported by a $100,000 Ford Foundation grant, the proposed exhibition would extend the Dawson symposium held at Emory through contextual archives and a searchable database.

In addition, the Cyberinfrastructure for Scholars project, with funding from a $166,645 grant from the Andrew W. Mel-lon Foundation, will create a cross-resource search tool for Southern scholars and will involve the access to archival collections.

Maimonides: creation ‘and’ evolution
If you have been Jewish thinker Maimonides—who contended that religious faith is dependent on reason—then you are alive today, he might shake his head at the recent creation vs. evolution debate.

According to religion professor David Blumenthal, who will present “Maimonides: Science Generates Faith” on Sept. 18 at 7:30 p.m. in the School of Law auditorium, the Middle Ages religious philosopher maintained that without positive knowledge of God and God’s role in the universe which is rooted in science, a person could not be a properly religious person.

Sponsored by the Center for the Study of Law and Religion, Blumenthal’s lecture is free and open to the public.

For more information, go to www.law.emory.edu/cslr or call 404-721-8710.

EmoryReport

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“Integrity is the awareness that our abilities are gifts, that our gifts are enriched and multiplied by the gifts of others, that our weaknesses are strengthened by the gifts of others, that our lives are a response to the antecedent grace of God.”

GIFTS, GRACE AND GRATITUDE

FRANK ALEXANDER

First Person

It is my honor and pleasure to welcome you this day to Emory University and to the beginning of your graduate education. Emory is one of the finest universities in the world and you are all members of a select group of the most talented and accomplished students in the country. In acknowledging your achievements thus far and the outstanding achievements of Emory University itself, I would like to share with you three brief observations: about gifts, grace and gratitude and how they lay the foundation for integrity.

During the election primaries he lived in Chicago, a few weeks ago, a pollster from New York was traveling through rural Georgia interviewing voters. This pollster, who had never been in the Deep South before, stopped early one morning for breakfast fast at a roadside cafe in south Georgia. He ordered bacon, eggs and toast. In a short time a waitress brought him his plate of food and he as looked down saw a row of three eggs, bacon, toast—some white stuff sitting between the eggs and bacon. He looked at the waitress and said, “Why, those are gruits.” “Grits,” he said, “but I didn’t order any grits.” The waitress calmly replied, “You don’t order grits; they just come to you.”

Today we celebrate what you have accomplished thus far, how you have used the abilities you have been given, and what you will accomplish in years to come. Your presence here is a tribute to you, but far more than that it is a tribute to the talents and abilities which God has bestowed on you.

As in the case of gruits, none of you placed an order before you were born for the specific set of talents—they just came to you. Academic ability is a great gift, and we are all proud and thankful for it.

A gift is something we do not earn. A gift is something we do not deserve. A gift is an act of grace. A gracious giver and a grateful act lie behind each gift. There is a deep and pervasive tenuity in each of us to assume that who we are, what we do, and what we have are the result of our own efforts, our own merits. Nothing could be further from the truth. It is a dangerous illusion to think that our accomplishments are solely of our own making. The success which you have achieved, and in which we rejoice, is a result of and is attributed first and foremost to the gifts you have been given. By the grace and the goodness of God, by the wisdom of YHWH, you have been given abundant talents. By the grace and goodness of God, you have been enabled to make use of your gifts. The challenge is to use your gifts for the benefit of others, to use your gifts for the common good. Understanding our individual gifts and weaknesses and appreciating the gifts and weaknesses of each person around us are an act of grace, your presence here at this Convocation is not in the first instance an honor which is due to you. It is a gift, a recognition, a way of saying grace, for what that you have been given.

In the words of Deuteronomy (6:10-12), you “inhabit flourishing cities you did not build, houses filled with all kinds of good things you did not provide, wells you did not dig and vineyards and olive groves you did not plant.” Never confuse achievements with gifts. If you allow achievements or success to be the ultimate goal, it is likely that you will find that you have become a martyr to the illusion of self-seeking. In western France, not far from the line dividing Brittany from Normandy, lies the small village of Colleville. Just outside of Colleville are beautiful rolling pastures, verdant fields and centuries-old oak trees. At the edge of one of these fields, on a magnificent bluff overlook- ing Eagle Beach, rises a 176-acre lawn. In the midst of this lawn, in perfect symmetry stretching as far as the eye can stretch, are marble crosses and Stars of David with the names and ranks of over 15,000 of the American Armed Forces who died in the World War II invasion of Normandy. At one end of the lawn is a tall, gray wall with the names of 1,500 soldiers who forever are missing in action. You may have heard above all these names are the words: “To those we owe the highest gratitude and respect, to all of whomETER lies the foundation for integrity. Knowing that they are acts of grace is the second. Responding with gratitude and the ability to respond.” I am sure that each of you has worked very hard to be here today: It has, I’m sure, taken a great deal of effort (perhaps even grits) to achieve your SAT scores, your grade point average, your numerous activities. But make no mistake as to why this is your school, your family, your friends have pushed you not to make you a success but to help you respond to the abilities you have been given. The act of grace which has bestowed these gifts of academic achievement upon you, and your gratitude in responding to these gifts, is the foundation of your integrity.

If you do not acknowledge the gifts you are given, you are likely not to respond with gratitude. If you do not respond with gratitude to that which you have been given, the gift will be lost. It matters not so much what you have been given; it matters greatly what you do with what you have been given.

In July my 19 year old nephew had brain surgery—his fifth brain surgery to deal with epileptic seizures of unknown origin. During this experimental surgery he spent two weeks with a sizable portion of his skull removed, electrodes running from his brain to a computer. Literally hard-wired to the terminal, he could not sit up much less leave the bed for two solid weeks. On one of those days the phone rang and he telephoned how he was doing. His response was, quite simply, “Oh Uncle Frank, I’m so blessed.” Integrity is responding with gratitude and action.

In acknowledging your achievements today, I am sure that you are pleased with your own efforts, your own resolve, your own dedication. I am sure you are pleased to see the names of 1,500 others on the same list. You have accomplished much, as I am sure you said. You have been given, the gift will be lost. It matters not so much what you have been given; it matters greatly what you do with what you have been given.

Frank Alexander, who delivered this year’s Convocation address, is a professor of law and founding director of the Center for the Study of Law and Religion.

EMORY REPORT

SEPTEMBER 5, 2006

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The story so far

Lowrey’s second-floor office in the Miller-Ward Alumni House is decorated with a variety of Emory memorabilia including several historic, black-and-white pictures of campus.

“And he told me about all how he rescued the pictures from the trash heap outside the old AEA office and then they framed.,” Grevas continued. “He talked about the different buildings and how they have been used through the years, pointed out where cars used to park, and where Emory used to do graduation. It was fascinating.”

In 1981, the women’s team got better. And we did.”

For more information contact Byrd at 404-727-1110, rbyrd@emory.edu.

Reading initiative program praised by Mayor Franklin

Atlanta Mayor Shirley Franklin visited Emory last week for a luncheon of appreciation with Emory Provost Earl Lewis and the steering committee of Atlanta Reads: One Book, One Community. The program, launched earlier this year by the mayor and supported by a variety of corporate and nonprofit sponsors, including Emory, is an annual citywide reading initiative providing Atlantans with a perspective on their place in history and in regional, national and world affairs.

“All the books are different, but to work on their own individually. The overall theme is that they can possibly have while they are on the campus,” he said.

“Look at the community life. When they leave, they can share these stories and sort of a history. It does the listener good to get them framed,” Grevas continued.

Kay Hinton, has a story about a...
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Dwight Andrews, associate professor in the department of music, worked up the crowd’s appetite for that journey by leading a clap-and-response and quick jazz lesson that had everyone swinging. “This is the beginning of your being cool,” he said. “And if you are going to be at Emory, you’ve got to be cool.”

On the plate for the Convocation address was the importance of gifts, grace and gratitude—with a side order of grits.

Frank Alexander, professor of law and director of the Center for the Study of Law and Religion, used the Southern staple food to illustrate how gifts, grace and gratitude lay the foundation for integrity.

The story: a New Yorker orders breakfast in a Georgia diner and is surprised when his plate arrives with grits next to the eggs and bacon. He asks the waitress about this “white stuff” that he didn’t ask for, and the waitress replies, “You don’t order grits; they just come to you.”

As in the case of grits, none of you placed an order for the things that have been given; it matters greatly what you have been given.”

In his closing remarks, President Jim Wagner emphasized individual opportunity and collective responsibility. “From this season on, you are not merely attending Emory, you are Emory.” Wagner said. “Emory offers great individual opportunity, and insists on the exercise of great responsibility to the community. I can assure you, by continuing to do so you will experience satisfaction, genuine success, joy and fun, the sort of things that make us all fully alive. Welcome to Emory.”

As Convocation concluded with a benediction of Buddhist, Jewish, Hindu, Christian and Muslim blessings, the freshmen followed orientation leaders in lime green T-shirts onto the lush Glenn Memorial Church lawn. Here the president offered the annual Coca-Cola toast and students enjoyed an ice cream social hosted by the Association of Emory Alumni.

Continuing a tradition started by the Class of 2005, the Class of 2010 then donned shovels for the planting of a tree, and set down roots at Emory.
Early fall concert highlights

The New York-Emory Wind Ensemble with the Zagreb Saxophone Quartet, Oct. 18, and Emory Symphony in the works of such composers and lyricists as Gershwin, Piazzolla’s “Le Grand Tango,” Milhaud’s “Saudades do Brazil,” and Brahms’ “Hungarian Dances.”

“Emory Faculty Voices in Recital.” Sept. 16
A varied recital with songs in Italian, French, German and English by Teresa Hopkins, soprano, director of vocal studies; Christina Howell, soprano; John Bigham, tenor; Laura Gordy, piano; and William Ransom, piano.

“Secrets of the Sky and Sea: Southeastern Festival of Song.” Sept. 23
The performance by SEFS traces the universal appeal and immediacy of water and the heavens in the works of such composers and lyricists as Stephen Sonfield, Reinaldo Hahn and Bill Monroe. With songs that range from classical to contemporary, jazz to fiddle, and musical theater to Motown, the four singers and pianist pave the way for an entertaining survey of childlike dreams, romantic desires and untold mysteries.

Emory Javanese Gamelan, Sept. 30
Steve Everett, director, explores Indonesia’s gamelan music tradition.

Emory Chamber Music Society of Atlanta Emerson Series

Emory Wind Ensemble with the Zagreb Saxophone Quartet, Oct. 18, and Emory Symphony Orchestra, Emory Concert Choir and Emory Wind Ensemble with the Zagreb Saxophone Quartet, Oct. 21
Since 1989 the Zagreb Saxophone Quartet has reached audience in Europe and North America with a repertoire ranging from baroque pieces to masterpieces by Croatian composers.

“Reformation Day at Emory University Concert.” Oct. 24
A program including Bach is presented by Emory University Concert Choir; Eric Nelson, conductor; Timothé Albrecht, organ; and baroque-period orchestra. Sponsor: Candler School of Theology.

“The Magic Begins.” Emory Symphony Orchestra, Oct. 27
Richard Prior conducts “The Sorcerer’s Apprentice”; Barber, “First Essay for Orchestra”; and Beethoven’s immortal Fifth Symphony.

Voicestreams' "Music of the Land" - "Music of the Sea" ל"נ ל"נ ל"נ ל"נ

#EmoryEvents #EmoryArts #HalleInstitute #Fellowship #WorldMusic #Concerts #Recitals #Gamelan #StringQuartets #JavaneseGamelan #BachBartokCycle #ZagrebSaxophoneQuartet #EmoryWindEnsemble #EmoryChamberMusicSociety #EmoryEmersonSeries #EmoryWindEnsemble #ReformationDay #EmoryUniversityConcert #TheMagicBegins #EmorySymphonyOrchestra #Voicestreams"
Chimps pass cultural behavior to multiple generations

BY STEPHANIE MCNICOLL

Transferring knowledge through a chain of generations is a behavior similar to humans, according to new findings by researchers at the Yerkes National Primate Research Center of Emory University and the University of St. Andrews, Scotland.

For the first time, researchers have shown that chimpanzees exhibit generation-to-generation learning behavior similar to that in humans. Unlike previous findings that indicate chimps conform to the social norms of the group, this study reveals behavioral traditions can be passed along a chain of individual chimpanzees. These findings, based upon behavioral data gathered at the Yerkes Field Station in Lawrenceville, Ga., were published online in the society’s journal, the Proceedings of the National Academy of Sciences.

Using a research design that simulated transmission over multiple generations, researchers at the Yerkes and University of St. Andrews were able to more closely examine how chimpanzees learn from each other and the potential longevity of their culture. In doing so, they confirmed that a particular behavior can be transmitted accurately along a chain of up to six chimpanzees, representing six simulated generations, equating approximately 90 years of culture in the wild. A comparative benchmark study with three-year-old human children, conducted by a St. Andrews researcher, revealed similar results, providing further evidence that chimpanzees, like humans, are creatures of culture.

In thechimp study, researchers began by introducing a foraging technique to two chimpanzees, each from two separate social groups, to train them to open a special testing box, either by sliding or lifting the door to reveal fruit inside. Chimpanzees in a third social group, used as the control group, were allowed to explore the testing box but were given no instruction or training on how to open it. Once each chimpanzee from the first two social groups proved successful, another chimpanzee from the same social group was allowed to observe the process before interacting with the testing box. Once the second chimpanzee succeeded, another would enter and observe the behavior, and so on down the chain. In the two social groups trained to slide or lift the door, the technique used by the original animal was passed on to up to six chimpanzees.

“The chimpanzees in this study continued using only the technique they observed rather than an alternative method,” said Victoria Horner, associate researcher at Yerkes. “This finding is particularly remarkable considering the chimpanzees in the control group were able to use both methods through individual exploration. Clearly, observing one exclusive technique from a previous chimpanzee was sufficient for transmission of behavior along multiple cultural generations.”

This research may contribute to a better understanding of how chimpanzees learn, complex behaviors in the wild.

“These findings also show great similarity between human and chimpanzee behavior, suggesting cultural learning may be rooted deep within the evolutionary process,” said Horner.

Molecular switch may turn off HIV-targeting immune cells

One of the primary mysteries of the AIDS epidemic—why the immune system is unable to overcome viral infection—may have been solved by an international research collaboration.

In an upcoming issue of Nature, researchers from Emory and other institutions report how a molecular pathway involved in the immune cell “exhaustion” that characterizes several other chronic viral infections plays a similar role in HIV infection.

They also found that blocking the pathway restores antiviral responses to HIV-specific CD8 and CD4 T cells.

Recent studies by Rafi Ahmed, director of the Emory Vaccine Center at Yerkes National Primate Center and a Georgia Research Alliance Eminent Scholar, and Gordon Freeman of Dana Farber Cancer Institute, among others, have shown that a molecular pathway involving a receptor called Programmed Death-1 (PD-1) inhibits the immune system in chronic viral infection—those in which the immune system does not completely clear the virus.

CD8 cells initially respond to viral infection by dramatically reproducing and producing cytokines that help destroy the virus, but in chronic infection, high levels of virus appear to overwhelm and exhaust CD8 cells. Ahmed’s studies indicated that PD-1 is over-expressed on these exhausted CD8 cells and may act as a molecular switch to turn off their activity. In the current study, researchers combined. PBL experience as teachers and vital communication skills as scientists. “It’s been an incredible opportunity to gain further training and experience as a teacher,” said Barby, a graduate student in the psychology department’s cognition and development program, who is in his second year with PRISM.

“We’ve seen how problem-based learning illustrates the foundation of science, and it helps students how to engage in the process of discovery. This will, I hope, inspire the next generation of scientists, leading to new questions and uncovering further mysteries that deepen our appreciation for the amazing world we live in.”

For more information on PRISM, go to: http://www.cse.emory.edu/prism/index.htm.

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around a school to find and identify different types of bacteria. Other students have learned about math and physics by building model planes using basic principles of engineering.

“This is a wonderful outreach to local schools by Emory. No one knows everything, and it has been a great benefit to me as a teacher to have the knowledge of the graduate students in helping to bring the excitement of science to my students,” DeLoney said. PRISM was founded in 2003 by Emory chemistry professor Jay Justice, Center for Science Education director Pat Marsteller, and Assistant Dean for Science Education Preetha Ram. Starting out in just four schools, the program so far has involved nearly 50 pairs of teachers and graduate students, and it has reached more than 2,400 students in metro Atlanta.

PRISM, which is run by Emory’s Center for Science Education, is now in its fourth year and was recently funded by a five-year, $2 million National Science Foundation grant. This year, PRISM participants are in six middle and high schools in Atlanta, DeKalb and Fulton counties, and 11 teachers participating.

PRISM is beginning to bear positive results in test scores. In 2004-2005, 100 percent of eighth graders who participated in PBL lessons taught by PRISM teachers met or exceeded standards on the state science tests—15 percent more than all the eighth graders combined. PBL experience also increased the pass rate for eighth graders on the inquiry domain of the science test by 13 percent.

A recent survey by the Center for Science Education also indicates that students involved in the PRISM program showed improvement in their self-confidence in science-related abilities, interest in science, and attitude toward science, particularly at the high school level.

“We found significant increases in students’ belief that science is interesting, and in students’ confidence in their abilities to present scientific information to classmates and write reports using scientific data as evidence,” said Jordan Rose, PRISM program coordinator.

The program also serves as a training ground for graduate students, providing them with comprehensive career development as teachers and vital communication skills as scientists. “It’s been an incredible opportunity to gain further training and experience as a teacher,” said Barby, a graduate student in the psychology department’s cognition and development program, who is in his second year with PRISM.

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Exhaustion’ that Chimps pass cultural behavior to multiple generations

In an upcoming issue of Cancer Institute, have shown that Andrews researchers were over multiple generations, that simulated transmission of Emory and other institutions.

Researchers at the Yerkes National Primate Research Center have shown that chimpanzees exhibit generation-to generation transmission of behavior and traditions can conform to the social norms of the group. These findings, based on behavioral data gathered at the Yerkes Field Station in Lawrenceville, Ga., were published online in the society’s journal, the Proceedings of the National Academy of Sciences.

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New research from Yerkes National Primate Research Center shows that chimpanzees exhibit generation learning behavior.

PRISM from page 1

around a school to find and identify different types of bacteria. Other students have learned about math and physics by building model planes using basic principles of engineering.

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For more information on PRISM, go to: http://www.cse.emory.edu/prism/index.htm.
Yerkes research holds promises of advancing science, improving health and clarify how the disease gets started and will position us for the development of treatments and interventions for these diseases. The development of vaccines is another area that is hot, especially because we have a world-class group of immunologists and vaccine researchers who now are working with neuroscientists to help develop vaccines for noninfectious diseases, such as Alzheimer’s disease. To develop a vaccine against the abnormal deposits of protein that are the hallmark of Alzheimer’s disease could prove to be the most promising therapeutic option for those with this disease. Over the next decade we want it to happen at Yerkes. Yerkes is well known for its role in developing a new imaging technique currently in clinical trials. What future research breakthroughs do you anticipate? Zola: Vaccine research will continue as an important direction for us. What will change is the scope of the field to include vaccines for noninfectious diseases, such as Alzheimer’s disease. At Yerkes, we are in an enviable position of having world-class immunologists, vaccine researchers and neuroscientists all under one roof. We have fostered collaborations between them with an immense goal toward developing vaccines for neurodegenerative diseases. The Yerkes strategic plan states the center will lead in bringing together specialties, including comparative behavior, genetics and transgenic technology, to pioneer in comparative medicine and predictive health. What progress has the center made? Zola: As a result of our recruitment activities during the last several years, we have established a critical mass of scientists representing the areas mentioned. Additionally, we have developed a brain imaging center that has functional imaging (both PET and MRI), as well as a cyclotron on site at Yerkes, and we recruited a new position, how we can get that new facility built or how we can best facilitate the work of our researchers. What do you know now that you wish you knew five years ago? Zola: I wish I knew more about areas of research I think hold great promise for health care breakthroughs, such as immunology and genomics. If I were a younger, that’s where I’d focus. As director, where is inquiry leading Yerkes? Zola: We are heading toward some very exciting and pioneering directions. For example, we are developing what we believe will be the first transgenic nonhuman primates for the study of two major neurodegenerative diseases, Huntington’s disease and Alzheimer’s disease. The availability of nonhuman primates that express the symptoms and characteristics of these diseases (based on genes transferred from humans) will revolutionize our ability to understand simply could not be carried out anywhere else in the world. A major focus of the work will involve clarifying what makes humans uniquely vulnerable to certain illnesses. Chimpanzees, for example, despite their close genetic profile with humans, do not develop Alzheimer’s disease, and this research will help to clarify what it is that makes humans vulnerable to this and other diseases associated with aging. What do you see as the biggest challenges Yerkes will face? Zola: We have so many great ideas but don’t have the funding to carry them out. Our challenge is to develop resources that will allow us to sustain and advance research discoveries critical to better human health. How is the research center responding to the federal government’s cuts to research funding? Zola: We have hired the center’s first development director, who is collaborating with colleagues throughout Emory to increase Yerkes’ donor base. We also have implemented an internal mentoring program to help our researchers. I expect this strategy will help Yerkes stand out in obtaining highly competitive governmental funding. Is your research relevant to the general population? For example, how do you expect Yerkes research will impact baby boomers? Zola: Our research is directly relevant to the general population. Using baby boomers as the example, they are the wave of the future long-term-care population. It’s the health issues to which they are vulnerable that we are trying to better understand. There are so many treatment possibilities on the horizon, and they all start with the basic science taking place at Yerkes. The center’s staff always seems to be doing something to help the community. From blood drives to PALS donations to the Mexico mission holiday stockings, what compels them? Zola: Our professional mission is focused on doing good—that is, carrying out research and discovery that will translate into benefits for society. It is not surprising that as our staff, our students and faculty have this ethic as part of their personal as well as their professional lives. And so, it is quite natural for us to take on additional activities that are aimed toward making the world a better place and helping where we can. It’s all good and it’s the right thing to do as members of our local community as well as the broader world. Tell me about the Monkey Biz program. I understand With all the scientific and technological advancements in the last decade, why continue using animals in research? Zola: Animals provide information we can’t directly get access in humans. Much of what we are learning requires that we ask questions in living organisms. There’s just no way around that. I want to underscore how seriously we take the care and comfort we give to our animals. They are the example, they are the wave of the future. Our professional mission is focused on doing good—that is, carrying out research and discovery that will translate into benefits for society. It is not surprising that as our staff, our students and faculty have this ethic as part of their personal as well as their professional lives. And so, it is quite natural for us to take on additional activities that are aimed toward making the world a better place and helping where we can. It’s all good and it’s the right thing to do as members of our local community as well as the broader world. Tell me about the Monkey Biz program. I understand it’s popular with the community. Zola: This is a real treat for everyone involved! The Monkey Biz program engages volunteer residents at homes for the elderly and nursing homes in preparing enrichment devices for our nonhuman primates. Helping to ensure psychological wellbeing of our monkeys is an important obligation in our stewardship of these animals. The residents fill paper cups with tasty treats and then seal them for subsequent distribution to the monkeys, who then spend considerable time playing with them and opening them to get to the treats. The residents have a lot of fun doing this, they get to meet with Yerkes staff and learn about Yerkes, and they are engaged in meaningful social activity. They have come to look toward our visits with gleeful anticipation. Thus, the enrichment is actually twofold! Both the residents at the homes for the elderly and the monkeys at Yerkes obtain the benefits; this has become a great example of building community ties. With all the scientific and technological advancements in the last decade, why continue using animals in research? Zola: Animals provide information we can’t directly get access in humans. Much of what we are learning requires that we ask questions in living organisms. There’s just no way around that. I want to underscore how seriously we take the care and comfort we give to our animals. They are the example, they are the wave of the future. You can learn more about the research at Yerkes at www.yerkes.emory.edu.

Q&A with Stuart Zola

BY LISA NEWBURN

W hat do you get when you combine a dedicated neuroscientist and a talented magician? The unveiling of new directions and initiatives at the Yerkes National Primate Research Center. Since Stuart Zola, Ph.D., came to Emory in 2001 as director of the center as well as a professor of psychiatry and behavioral sciences in Emory’s School of Medicine, he has helped solidify the reputation of the Yerkes Research Center within the scientific community as a leader for biomedical and behavioral research with nonhuman primates. Zola also has worked tirelessly to educate the Emory and greater Atlanta communities about the unique role Yerkes holds in advancing science and improving health. To mark his fifth anniversary as director of Yerkes as well as the center’s 75th anniversary, Zola reflected on the research center’s past, present and future.

Lisa Newburn: Coming from a neuroscience background, what is it like to oversee a research facility with such varied programs? Stuart Zola: Every day offers a new challenge. From our varied research programs to the day-to-day operations and management of the center, I learn from everyone at Yerkes. My training as a neuroscientist has been especially helpful because it has taught me to ask questions. I still do a lot. Now, however, they are not just about how the brain works, but how we can afford that new piece of equipment, whom we will recruit for a new position, how we can get that new facility built or how we can best facilitate the work of our researchers.

What do you know now that you wish you knew five years ago? Zola: I wish I knew more about areas of research I think hold great promise for health care breakthroughs, such as immunology and genomics. If I were a younger, that’s where I’d focus.

As director, where is inquiry leading Yerkes? Zola: We are heading toward some very exciting and pioneering directions. For example, we are developing what we believe will be the first transgenic nonhuman primates for the study of two major neurodegenerative diseases, Huntington’s disease and Alzheimer’s disease. The availability of nonhuman primates that express the symptoms and characteristics of these diseases (based on genes transferred from humans) will revolutionize our ability to understand simply could not be carried out anywhere else in the world. A major focus of the work will involve clarifying what makes humans uniquely vulnerable to certain illnesses. Chimpanzees, for example, despite their close genetic profile with humans, do not develop Alzheimer’s disease, and this research will help to clarify what it is that makes humans vulnerable to this and other diseases associated with aging.

What do you see as the biggest challenges Yerkes will face? Zola: We have so many great ideas but don’t have the funding to carry them out. Our challenge is to develop resources that will allow us to sustain and advance research discoveries critical to better human health.

How is the research center responding to the federal government’s cuts to research funding? Zola: We have hired the center’s first development director, who is collaborating with colleagues throughout Emory to increase Yerkes’ donor base. We also have implemented an internal mentoring program to help our researchers. I expect this strategy will help Yerkes stand out in obtaining highly competitive governmental funding.

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The center’s staff always seems to be doing something to help the community. From blood drives to PALS donations to the Mexico mission holiday stockings, what compels them? Zola: Our professional mission is focused on doing good—that is, carrying out research and discovery that will translate into benefits for society. It is not surprising that as our staff, our students and faculty have this ethic as part of their personal as well as their professional lives. And so, it is quite natural for us to take on additional activities that are aimed toward making the world a better place and helping where we can. It’s all good and it’s the right thing to do as members of our local community as well as the broader world.

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You can learn more about the research at Yerkes at www.yerkes.emory.edu.

Yerkes research holds promises of advancing science, improving health and...
Events for the Emory Community

**PERFORMING ARTS**

**SATURDAY, Sept. 9**

**Music Concert**
Jody Miller, performing. 8 p.m. Emory University, Schwartz Center. Free. 404-727-5050.

**Performing Arts Festival**

**SUNDAY, Sept. 10**

**Music Concert**
“Bach Live!” Timothy Albrecht, organist, performing. 4 p.m. Emerson Hall, Schwartz Center. Free. 404-727-5050.

**THURSDAY, Sept. 14**

**Music Concert**

**FRIDAY, Sept. 15**

**Music Concert**
Tito Solisti, performing. 8 p.m. Emory University, Schwartz Center. Free. 404-727-5050.

**WEDNESDAY, Sept. 20**

**Film**

**VISUAL ARTS**

**SUNDAY, Sept. 10**

**MARBL Opening**

**Oxford Exhibit**

**Through Sept. 28.**

**Woodruff Library Exhibit**

**Through Oct. 15.**

**Carlos Museum Exhibit**
“In Stabiae: Exploring the Ancient Seaside Villas of the Roman Elite.” Level Three Galleries, Carlos Museum. $7, Emory student, staff and faculty free. 404-727-4282.

**TUESDAY, Sept. 5**

**Pharmacology Lecture**
“Microtubule: A Common Target for Parkinson and Parkinson’s Disease.” 11 a.m. Emory University. Free. 404-727-5050.

**THURSDAY, Sept. 7**

**Surgical Grand Rounds**

**Nix Mann Endowed Lecture**
“The Penelopiad: The Myth of Penelope and Odysseus.” Margaret Atwood, author, presenting. 7 p.m. Glenn Auditorium. $15; Emory students, staff and faculty free. 404-727-4282.

**TUESDAY, Sept. 11**

**Lockmiller Lecture**

**THURSDAY, Sept. 14**

**Distinguished Speaker Series**

**Music Lecture**
“Perspectives on Performance.” Tito Solisti, presenting. 2:30 p.m. Emerson Hall, Schwartz Center. Free. 404-727-5050.

**MONDAY, Sept. 18**

**European Studies Lecture**

**SUNDAY, Sept. 10**

**Buon Fresco Workshop for Children**
1 p.m. Tate Room, Carlos Museum. Free. 404-727-0178.

**SUNDAY, Sept. 17**

**Buon Fresco Workshop for Adults**
1 p.m. Carlos Museum. Museum members $20; non-members $30. 404-727-0178.

**MONDAY, Sept. 18**

**Constitution Day**

****Please read this newspaper.**

Submit an entry for the Emory Event Calendar, enter your event on the University’s web events calendar, EventBrite 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.

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Moore, Mitchell kick off Visual Arts Gallery season

The 2006-07 inaugural exhibition of the Emory Visual Arts Gallery, “K2M = Kerry Moore + Katherine Mitchell,” features two artists who are on the faculty of the University’s visual arts program. Kerry Moore’s sculptures are finely crafted, poetic assemblages that explore personal and social issues, as well as hyper-real images from dreams. Katherine Mitchell’s works on paper were inspired by a series of recent residencies in Austria, where she encountered a traditional golden color in the historic architecture and medieval towns with labyrinthine streets.

Moore is in his fourth year of teaching drawing, painting and sculpture classes at Emory; and Mitchell, who has taught at Emory for 20 years, is currently a senior lecturer in drawing.

“K2M = Kerry Moore + Katherine Mitchell” is on view through Oct. 7. An opening reception with the artists will be held Thursday, Sept. 7, from 5 to 7:30 p.m., with an artist’s talk on Thursday, Sept. 28, at 7 p.m. All events will be held at the Visual Arts building at 700 Peavine Creek Dr. For more information, call 404-712-4390.