Class of 2009 greeted by Emory family

BY ERIC RANGUS

Each year, Emory’s opening convocation serves as the University’s official welcome to the incoming freshman class. The focus is on the promise of new frontiers and excitement of new experiences.

This year’s convocation, held Tuesday, Aug. 30, in Glenn Auditorium, added a fresh focus to mix—the welcoming arms of a new family. “Emory’s stories big and small now become yours,” said Marshall Duke, Charles Howard Candler Professor of Psychology, who delivered the 2005 convocation address to the approximately 1,250 members of the Class of 2009, several of whom sat on the staircases due to the over-flow.

“Transfer these memo-
ries into your own minds and
hearts,” Duke continued.
“‘They are your primary reason
for being here.’”

Duke took the title of his address, “You Must Remember This...” from a line in the song “As Time Goes By,” from the movie Casablanca. In between explaining the origin of the line to his teenage audience and urging them to take heed of memories, Duke provided them with a couple.

He told the story of William Pam Brooks, who died nearly 20 years ago. Though few in the Emory com-

munity knew Brooks’ name, a crowd filled Glenn to pay their respects because they knew his face. He checked bookbags at the front door of Woodruff Library and therefore came into contact, and touched the lives, of most everyone on campus.

He became part of the Emory family.

Duke also recalled the events of Feb. 4, 1983, when a group of students stowed away

See CONVOCATION on page 7

CAMPUS NEWS

Nursing mothers have new campus resources

BY ERIC RANGUS

A part of a campuswide project spearheaded by the President’s Commission on the Status of Women (PCSW), nursing mothers now have five private, accessible rooms across campus where they can express milk for their babies, and plans call for more areas to be added as space becomes available.

The project has been a colla-

boration among the staff con-
cerns committee of the PCSW, the Center for Women, Human Resources and Mike Mandl, executive vice president for finance and administration.

“I always felt lucky that I had an office I could use after I returned to work,” said PCSW secretary/treasurer Lisa Newbern, mother of a 2-year-old daughter and one of the lead-
ers of the efforts to expand the availability of lactation rooms on campus. “But I also saw that so many people weren’t as for-
tunate, so I wanted to do what I could to help.”

Newbern is chief of public affairs at the Yerkes National Primate Research Center, which houses one of the lactation rooms. Newbern decorated the converted towel room herself, and Yerkes Campus Services staff helped with set up.

In addition to the Yerkes location, Emory has four other lactation rooms spread across campus: the Center for Women, Miller-Ward Alumni House, the Whitehead Building and Woodruff Library. Future plans call for adding lactation rooms so that women would not have to walk more than 10-15 min-
utes to reach a suitable facility.

The Facilities Management Division of Campus Services requires that all new building programs and any design plans for new capital buildings or major renovations include con-
siderations for lactation rooms.

With lactation rooms becoming more common, nurs-
ing mothers will no longer be required to head for bathroom stalls or close their office doors, as Newbern once did, to take care of their business.

“I have heard stories from other women—both funny and embarrassing—about trying not to make a scene while carting a clumsy, whirring machine around, and this room comes as a great relief to me,” said Riz Abuero, regional director of development for arts and sciences and a mother-to-be. When the time comes, she’ll be able to walk from her office in the Luce Center to Miller-Ward to use its lactation room.

“I am grateful that I won’t have to struggle to find a comfort-
able and convenient place to go,” she said.

The PCSW’s staff concerns committee, under the leader-

ship of then-chair Susan Carini, first explored the feasibility of adding lactation rooms last fall. Newbern volunteered to conduct initial research and compiled a list of several schools’ offer-
ings as well as some policies.

Historically, Emory has been a leader in providing services to nursing mothers, according to Center for Women director Ali Crown, but had fallen behind in recent years.

Emory’s first “nursing nest” opened in the Center for Women’s trailer in 1997 and moved with the center over to Cox Hall in 2004. Believed to be the first of its kind on a college campus, the “nest”—as it’s called while in use; it serves as a multipurpose/counseling room at other times—was the brainchild of Crown and then-center advising board chair Marianne Scharbo DeHaan, a former faculty member in the Nell Hodgson Woodruff School of Nursing.

“It has never gone unused,” said Crown, adding that many of the mom’s utilizing the service are graduate students or postdocs—women who often don’t have offices
Stephen Bowen is dean of Oxford College.

In Oxford's new strategic plan:
The plan's intention is not to change the fundamental character of Oxford, but rather to help it more fully realize its potential. So too, the goal of liberal education is not to change what is fundamental in each of us, but rather to develop our skills and our understanding so that we may become better ver- sions of ourselves—as scholars, as entrepeneurs, as individuals and as citizens.

Given the increasingly polarized nature of our society today, I need to begin by clarifying what we mean by the word liberal. In the sense of liberal education, the word does not imply allegiance to a political philosophy. The meaning we have in mind here first entered the English language in 1375 from the Old French word of the same spelling meaning, “a free man, noble, generous.” Thus, a liberal education is one that frees us from the servitude of ignorance.

What emerges is a more noble and generous version of ourselves. A liberally educated person has a broad understanding of all four divisions of knowledge: sci- ences and their applications, social sciences, and the arts; she can draw from each field in constructing a life that is both analytic and as she works to understand dif- ficult, real-world problems.

The liberally educated person is comfortable in deriving from diverse perspectives to find solutions, and effective in working out practical ways to put those solutions into practice. He is clear of thought, ethnically and aesthetically sensi- tive, and skilled as a communica- tor. She has a sense of being a citizen in both local and global communities. The breadth of his education provides a stable, confi- dent foundation for a life of learn- ing and action. With a contempo- rary liberal education, she can do just about anything she wants.

There is one more dimension of liberal learning that distin- guishes it from other models, and that is its commitment to inquiry as we seek truth. In particular, we are sensitive to contradictions and work hard to reconcile or resolve them. There is in our society today a strong anti-intel- lectual undertow that suggests questioning is bad; the adherents of liberal learning are necessarily much more humble and seek truth rather than posit it. In this sense, liberal learning helps us to seek better versions of ourselves as we seek to know what is true, and what we wish to learn. Sounds good—but how does it happen?
The answer to that ques- tion is complicated, involving as much art as science. It requires a skilled, perceptive and dedi- cated faculty. But if there is one word that best captures the essence of liberal pedagogical prog- egy, it is probably engagement.

Engagement makes learning profound, and it does so on three levels.

First, students engage intensively with their subject of study. This is more than merely reading about something in a textbook, and it results in this visual geology students who cannot look out the car window without seeing the processes that shaped the landscape, or literature stu- dents who pause to marvel at the art with which a paragraph was crafted and the passion it commu- nicates.

On a second, broader level, students engage the contexts of a given issue from multiple per- spectives and thus build a more complex, realistic picture. Our earlier example concerning K-12 education applies here: Instead of being satisfied with the con- venience of studying a single dimension of a problem in reduc- tionist isolation, these students are engaging the real world in all its genuine complexity.

On a third, still broader level, Oxford students engage in the community of which they are a part. They take each other seri- ousiy, they do not hide behind cliches, they demand integ- rity from and share a sense of responsibility for each other.

These three levels are not separate; engaging the subject of study is at the center, surrounded by engagement with contexts, all within a community of scholars who engage each other. These are the concentric circles of engaged learning. And Oxford's faculty are specially skilled at making them work. How do I know this? I learned it from Oxford students themselves.

Matt, who came from Oxford County High School, was raised in an economically circumstances by his grandmother, who developed ter- minal cancer during Matt's first year of college. Responsibility for getting her to her treatments fell to him, which, along with his anxiety about her illness, took an inevitable toll on his school work; his GPA dipped and he had to cut back on course hours.

Oxford faculty worked with him through this period, and Matt credits this for his not " bombing out." After two years here, he continued to Oxford College. His aim was to go to law school, though his record was not one that assured admission. For the LSAT, he returned to Oxford frequently to work with his logic instructor. Matt gained admission to the University of Georgia School of Law, where he most wanted to attend.

As a law student, Matt ended up doing any good work; he became, instead, the first African-American student to elect himself as a student government president. At graduation, each student was encouraged to invite a special, non-family member to choose one of his Oxford professors. Matt passed the bar exam and is now working with an Atlanta law firm—where he does more than his share of pro bono work. Wherever you call, Ashley. Ashley came from a financially solid middle-class fam- ily. She entered Oxford declaring herself a pre-med student. This surprised some, since her high school academic record, while adequate, was certainly not out- standing. She was not competitive for Oxford's medical student support.

In high school, Ashley was somewhat shy and withdrawn. When she got to Oxford, this all began to change. As a student, she out-performed many of her classmates who were science scholarship- recipients. She credits her success to the availability of her Oxford professors and especially one instructor (program, especially in math and science).

Oxford was awarded a full- tuition, Oxford/Emory Continuing Scholarship and continued to thrive. She was selected for mem- bership in Phi Beta Kappa and was elected to Mortar Board. Ashley credits Oxford's strong and supportive environ- ment as enabling her to develop skills of social engagement and leadership. Inductees to Phi Beta Kappa and Mortar Board are invited to become members in programs that mean most to them; in both cases, Ashley selected Oxford professors. This past spring she was offered admission to four prestigious medical schools and will continue her studies at the University of London medical school in England.

As they say and Matt are not unusual. They illustrate how the dedication of Oxford's faculty, their pedagogies of engagement and their commitment to the goals of liberal education help students to become better ver- sions of themselves.

There is a third story yet to be told, and it is yours. In the coming year, you will take courses in subjects you do not yet know you are interested in. You will be challenged by your faculty and classmates to achieve ever greater depths of understanding, ever greater heights of skill and accomplishment.

If you choose to return to Emory for your second year, you will have an extraordinarily special—indeed, one that will have prepared you to take full advantage of an incredibly rich and engaging education, situated within one of the nation's top 20 research universities. And you will feel well along your way to creating an even better version of yourself.

This essay was adapted from Bowen’s first Convocation address as Oxford College’s new president, delivered Wednesday, Aug. 31.

What’s the best advice you can give to a college freshman?

Prioritize your time; don’t get too carried away with being on your own. You’re going to make mistakes, that’s just part of life.

Bob Hill

special assistant to the director, office of health and safety

College is the best years of your life, so enjoy it. And be safe.

Ina Chertina
desktop consultant

EHC information services

Learn how to solve your own problems—don’t have your par- ents call to solve them for you.

Andrea de Man

academic services coordinator

English

What’s the best advice you can give to a college freshman?

Choose a major as early as possible. It’s going to change anyway.

Nancy Reinholt

research & instructional services leader

Woodruff Library

Get involved as much as you can on campus.

Jessica Corea

research coordinator

Cardiology

Decide what direction you are going to go in and work hard to get there. Challenge yourself to keep things interesting.

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Bridge Building
by Eric Rangus

Stan Riepe, professor in the Division of Digestive Diseases in the School of Medicine, graduated in May from the School of Law. His positive experience has inspired him to seek ways of connecting Emory’s schools of medicine and law. “There is such a potential that is undervalued at Emory,” he says. “As far as getting physicians and lawyers together—both educators and people who practice—to come up with fairer solutions, I think we’re going to have to take the patients’ interests to heart a little more.”

“I’d like to see if we could attract speakers or produce papers that might influence policy,” Riepe said, regarding his vision of joint law and medical school work. “We have the CDC and the Rollins School of Public Health—all kinds of resources.”

The eventual beneficia-
ries of this work, Riepe said, would be patients. “As far as getting physicians and law-
yers together—both educators and people who practice—to come up with fairer solutions, I think we’re going to have to take the patients’ interests to heart a little more,” he said. “Unfortunately, this system is driven financially, but the patient seems to be the one who is losing out.”

As such, the bulk of Riepe’s law-school research delved into themes such as arbitration and malpractice liability and an issue related to malpractice: policing the medical profession. The medical malpractice system, Riepe said, is focused on assign-
ing fault, thereby assigning lia-
(bility. He said the focus should be on helping patients, no mat-
ter how they suffered an injury. “Take, for example, work-
man’s compensation,” he said. “There is not a specific fault assigned to the company. If you have an injured worker, that’s the fact. He needs to be com-
pensated. You don’t necessarily have to assign fault, and perhaps you can improve the working conditions. “I toy with the idea of all this no-fault, medical liabil-
ity insurance,” he continued. “Assigning fault is a separate issue. Let’s compensate you on the degree of your injury—sepa-
rate the fault from the potential for improving care.”

Tied into this is the process of regulating how physicians practice medicine. With malprac-
tice insurance rates incredibly high (along with the threat of lawsuits, should mistakes be made), there is an effect on clinical care.

“There have been articles coming out recently saying that physicians, because of a potential liability issue, practice defensive medicine,” Riepe said. “That changes costs; it’s questionable whether it’s a deterrent to qual-
ity of care, and I was interested in what regulatory bodies are involved in overseeing physicians and what motivates physicians to disclose errors.”

Riepe said the system needs to change, and with that change will come improvement. “If you have a system where a physician admits an error that’s stigmatiz-
ing, punitive and individualistic, a physician is not going to be enthusiastic about admitting an error,” he said. “That’s pretty much human nature. This system isn’t going to improve unless you can admit an error as being something that’s going to happen when you are a human being and not punished because of it. Let’s use this in a productive manor. But there is not a single solu-
tion. There are a lot of interests involved.”

Riepe isn’t yet sure how he wants to use his new law degree, although he said doctors and lawyers definitely need to work in a more integrated fashion (if they are the same person, that’s just a bonus). He has taken the bar and will find out if he passed in October. He could then prac-
tice law, but isn’t sure that’s the direction he wants to take.

For full-time students, the law school is a three-year pro-
gram. Riepe took four, and while he didn’t get to participate in a lot of activities because of his medical responsibilities (joining societies, for instance), his fellow graduates fully accepted him. He also participated in graduation ceremonies on Monday, May 16. It was the cap of a very long, exciting weekend.”

Riepe’s day before gradu-

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Riepe’s day before gradu-

The School of Law, located in Gambrell Hall at the corner of Clifton and N. Decatur roads, and Emory Hospital are separated by about a quarter-mile stretch of Clifton. That’s the geographical dis-
tance. The symbolic gap is a bit larger.

“There is such a potential that is undervalued at Emory,” said Stan Riepe, a professor in the Division of Digestive Diseases in the School of Medicine (SOM). “We’ve got a great law school and a great medical school, but we have virtually no communica-
tions or interactions between the two.”

Riepe perhaps knows this better than anyone on campus. He graduated from SOM in 1974 and has spent more than 20 years on the SOM faculty and in practice at Emory Hospital. Last May, he graduated from Emory’s School of Law.

“There have been so many changes in medicine, and I’ve felt like physicians many times were not in control of the decisions that were made impacting their work and how care was being provided,” Riepe said, regard-

Read more at EmoryReport.com.

September 6, 2005 3
The Emory athletics department unveiled new identity marks last week, which will enable the University’s sports teams to present a more consistent visual image that is both unique and dynamic. Athletics Director Betty Stephenson said the new logos are a way to create excitement and build interest in Emory athletics. Improving graphic identity is one of the ways Stephenson has changed Emory athletics since her hire in the summer of 2004.

“Our goal is to create the new Emory athletics identity program is to create excitement and capture the interest of the Emory community in Emory athletics,” Stephenson said. “We want to generate participation and create affinity for Emory’s dedicated student-athletes and coaches. We want to create a campus-wide connection to Emory’s Eagle, which has not existed.”

The Joe Bosack Graphic Design Co. of Philadelphia was used to develop the new identities, with the assistance of a committee composed of faculty, staff and student-athletes. The company has created identities both directly and indirectly for the National Football League, the Arena Football League, Fila, the U.S.A. National Professional Soccer League, Madison Square Garden and hundreds of individual teams and universities.

All the new logos are controlled under and administered by the Licensing Resource Group of Holland, Mich.

P.E. Center continuing renovations

The Woodruff P.E. Center recently finished major renovations that included adding a fourth story to the main structure. The new fourth floor includes four competition-grade, cushioned indoor tennis courts; two recreational-grade tennis courts; an auxiliary area that can accommodate basketball, volleyball and fencing; a fitness classroom; an aerobics studio; and a weight room. The total added space is approximately 100,000 square feet.

The new floor also contains a new, 2,900-square-foot varsity weight room for student-athletes and physical education. Eleven new varsity locker rooms were also created, complete with carpeted floors and full-length oak lockers.

In the arena below, a new floor is being laid and should be ready for use by Sept. 14. A “Bio-Channel” floor manufactured by Robbins, this type of maple wood floor can also be found in arenas at the Olympic Training Center, Duke University, the universities of North Carolina, Kentucky and Connecticut, and in those of a majority of NBA teams.

Adjacent to the P.E. Center, the soccer/track stadium is seeing a facelift that will include chair-back seats. Stephenson said the new addition will benefit the University as a whole and adds to the excitement felt around the campus.

“The new addition allowed a significant reconfiguration and expansion of Emory’s athletic, recreation and physical education programs,” Stephenson said. “Every user of this facility has benefited from this project. The new energy and look in the Woodruff P.E. Center matches the level of excitement across campus. This fantastic facility enhances Emory’s mission of being a destination University.”

The new athletics logos, created with the help of a commit-tee of administrators, faculty, staff, students and coaches, will adorn uniforms and merchandise beginning this fall. “We wanted to create a campus-wide connection to Emory’s Eagle,” said athletics Director Betsy Stephenson.

Douglas Blair is Emory sports information director.

Valerie Bender named Budd Terrace administrator

Emory Healthcare veteran Valerie Bender has been named administrator of the Budd Terrace nursing home at Wesley Woods Center, the geriatric specialty component of Emory Healthcare. A registered nurse with more than 20 years’ experience in health care, Bender has worked in acute, long-term and home care. She said the biggest challenge is recruiting and retaining the best personnel, “because when we work together as a team,” Bender said. “Your attitude makes such a difference when you launch your therapeutic products in various stages of drug discovery, clinical development or regulatory approval.”
Physicians establish Tropical Medicine Clinic at Grady

BY ALICIA SANDS LURRY

A new clinic, designed to provide specialized care to immigrants and refugees with or without acquired various illnesses from their birth countries or from travels outside the United States, is now open at Grady Hospital.

The Tropical Medicine Clinic is led by Phyllis Kozarsky, professor of medicine in the School of Medicine’s Division of Infectious Disease, and Carlos Franco, assistant professor of medicine. Both Kozarsky and Franco are experts in travelers’ health and tropical medicine.

While the education and training of our physicians is excellent, it does not focus on many of the chronic or acute illnesses that many immigrants may bring with them or develop when traveling to visit their friends and family,” Kozarsky said. “That’s why we were so elated when hospital administration at Grady supported our efforts to open this clinic.”

Franco, who serves as the clinic’s director, said it provides specialized care to immigrants and refugees from countries that include Africa, Southeast Asia and Latin America. “Because we’re experts in tropical and infectious diseases, we believe we can make a difference with treatment and hopefully provide relief,” he said.

While we won’t be able to cure all of the diseases, we can usually control them or at least stop the progression once we’ve confirmed the diagnosis with the medications for these types of illnesses.”

So far, physicians have treated a patient for lymphatic filariasis, a disease transmitted by mosquitoes in specific geographical areas, and another for schistosomiasis or bilharzia, a parasitic disease that people acquire through contact with contaminated water. Most people become exposed to the disease in Africa and Southeast Asia; screening is very important because it can lead to liver or bladder disease.

Kozarsky said that, while schistosomiasis is not prevalent in the United States, more than 200 million people throughout the world have acquired it, making it a major public health worldwide. “It’s one of those diseases we really like to focus on because it’s a burden to populations around the world,” she said. “We are one of the few people for it is extremely important.”

Psychiatric support also is available for refugees and immigrants experiencing difficulty transitioning to a new country. “This is an effort to support those people who are coming here who need that extra support while getting used to living in a totally different environment,” Kozarsky said.

MEDIARELATIONS

RSS feed provides News@Emory

BY KATHERINE BAUST

news@emory, a University web site operated by the Office of Media Relations, now offers a Really Simple Syndication (RSS) feed for use in news readers and online news reading services. RSS is an XML-based format designed for sharing headlines and other web content. The RSS feed is free, and News@Emory currently uses RSS 2.0.

News@Emory RSS feed provides subscribers and others who select the News@Emory RSS feed URL, you may find the latest headlines, summaries and links to full articles. The RSS feed is available for use with a Web-based news reader or news reader app.

“RSS is a great way for those new to RSS, the Office of Media Relations, now offers a Really Simple Syndication (RSS) feed for use in news readers and online news reading services. News@Emory RSS feed provides subscribers and others who select the News@Emory RSS feed URL, you may find the latest headlines, summaries and links to full articles. The RSS feed is available for use with a Web-based news reader or news reader app.

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Scientists link genetic pathway to hearing development

BY BABA SHOAIB

Scientists have found that mutations in a gene called PAMP1, which is involved in the development of the inner ear, are linked to hearing loss in humans. The study, published in the journal Nature Genetics, suggests that mutations in PAMP1 can lead to the loss of sensory hair cells in the inner ear, which are responsible for hearing. The findings could lead to new treatments for hearing loss.

"The loss of sensory hair cells is a common cause of hearing loss, and understanding the genetic basis of this condition is crucial," said lead author Dr. Baba Shaqib. "We believe that our findings could provide new insights into the molecular mechanisms underlying hearing loss and could lead to new therapeutic strategies."
Titled “You Must Remember This...”, Duke’s address stressed the importance of memories, and he urged the freshman class to collectively take possession of the memory story.

Kevin Young, Atticus Haygood Professor of English and Creative Writing, will curate the 75,000 piece Danowski Poetry Library.

BY DEB HAMMACHER

Award-winning poet and scholar Kevin Young, who joins the Emory faculty this fall as Atticus Haygood Professor of English and Creative Writing and curator of the Raymond Danowski Poetry Library in Woodruff Library, will mark his arrival on campus by giving a reading, Thursday, Sept. 8, at 7 p.m. in the library's Jones Room.

The event kicks off the Raymond Danowski Poetry Library Reading Series, and it features a young poet whose book Jolly Roll: A Blues, was a finalist for the 2003 National Book Award. Before coming to Emory, Young was the Ruth Lilly Professor of Poetry at Indiana University.

“The Danowski collection is so big and has such great breadth and depth; it’s impressive,” Young said of the 75,000-piece library he’ll be curating. “It’s a terrific statement about the centrality of poetry to intellectual life at Emory.”

Young is someone whom the creative writing program faculty has been hoping to recruit for some time. “We’ve known about Kevin for a long time, since his days teaching at [the University of Georgia], so when we found out he might be open to a move, we approached him,” said Jim Grimsley, director of the creative writing program. “He is one of the most accomplished poets of his age; he’s really extraordinary.”

The English department has only one full-time poet, Natasha Trethewey, so Young also fills a great need on the faculty.

In addition to the poetry workshops that he will teach, Young hopes to offer the courses on long-form poetry and African American film that he has taught in the past, so his addition to the faculty also bolsters the University’s offerings in film studies and African American studies.

The role of curator of the Danowski collection is still being defined, but among his duties Young will organize further readings in the series he’ll inaugurate on Sept. 8. Emory was given the poetry library in 2004 at the time, it was the largest library of 20th century English language poetry in private hands.

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“Excited to help promote the collection and represent it,” Young said. “This will be a way to look in depth at some of the authors represented there. I see this as a way to shape the role of poetry at the University.”

“Addition to being a rich resource for alums, the Raymond Danowski Poetry Library is also a center for poets and readers everywhere,” said Steve Enniss, director of the Manu-

script, Archive and Rare Books Library, where the Danowski collection resides. “As curator, Kevin brings considerable creative energy and excitement to that wide ambition.”

Young’s most recent poetry collection, Black Maria: Poems Produced and Directed by Kevin Young, was published in February (Alfred A. Knopf). He is the author of three previous collections of poetry and the editor of Library of America’s John Berryman: Selected Poems, Everyman’s Library Pocket Poets anthology Blues Poems, featuring works from Langston Hughes to Gwendolyn Brooks, and Guantánamo: The New Generation of African American Writers (HarperPerennial, 2000), which features poetry, fiction and nonfiction by the next wave of black writers. Aside from being finalist for the National Book Award, Jolly Roll also was a finalist for the Los Angeles Times Book Prize and won the Paterson Poetry Prize.

Young’s first book, Most of the Way Home (William Morrow, 1995), was selected for the National Poetry Series and won the John C. Zacharis First Book Award from Ploughshares. His second book of poems, To Repeal the Ghosts (Zoland Books, 2001), deals with his time in the army and the works of the late artist Jean-Michel Basquiat, was a finalist for the National Book Prize from the Academy of American Poets. Young’s poetry and essays have appeared in the New Yorker, The New York Times Book Review, Paris Review, Kenyon Review, Poetry, Callaloo, Fence, Verse and elsewhere, and have been featured on National Public Radio’s “All Things Considered” and “Morning Edition.”

A former Stegner Fellow in poetry at Stanford University, Young was named by The Village Voice as a “Writer on the Verge” in 2001, and he received a Guggenheim fellowship in 2003–04.

Kevin Young, Atticus Haygood Professor of English and Creative Writing, will curate the 75,000 piece Danowski Poetry Library.

Class of 2009 gets a helping hand

Alyssa Parchment (far right), is one of the approximately 1,250 students—47 African American and Georgia applicants. The total minor and international enrollment is 37 percent; the incoming class is 55 percent female, and more than 20 percent are from Georgia, meaning that Emory students come from around the world—and close to home—at the same time.

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BY DEB HAMMACHER

Awards-winning poet and scholar Kevin Young, who joins the Emory faculty this fall as Atticus Haygood Professor of English and Creative Writing and curator of the Raymond Danowski Poetry Library in Woodruff Library, will mark his arrival on campus by giving a reading, Thursday, Sept. 8, at 7 p.m. in the library’s Jones Room.

The event kicks off the Raymond Danowski Poetry Library Reading Series, and it features a young poet whose book Jolly Roll: A Blues, was a finalist for the 2003 National Book Award. Before coming to Emory, Young was the Ruth Lilly Professor of Poetry at Indiana University.

“The Danowski collection is so big and has such great breadth and depth; it’s impressive,” Young said of the 75,000-piece library he’ll be curating. “It’s a terrific statement about the centrality of poetry to intellectual life at Emory.”

Young is someone whom the creative writing program faculty has been hoping to recruit for some time. “We’ve known about Kevin for a long time, since his days teaching at [the University of Georgia], so when we found out he might be open to a move, we approached him,” said Jim Grimsley, director of the creative writing program. “He is one of the most accomplished poets of his age; he’s really extraordinary.”

The English department has only one full-time poet, Natasha Trethewey, so Young also fills a great need on the faculty.

In addition to the poetry workshops that he will teach, Young hopes to offer the courses on long-form poetry and African American film that he has taught in the past, so his addition to the faculty also bolsters the University’s offerings in film studies and African American studies.

The role of curator of the Danowski collection is still being defined, but among his duties Young will organize further readings in the series he’ll inaugurate on Sept. 8. Emory was given the poetry library in 2004 at the time, it was the largest library of 20th century English language poetry in private hands.

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“Excited to help promote the collection and represent it,” Young said. “This will be a way to look in depth at some of the authors represented there. I see this as a way to shape the role of poetry at the University.”

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PERFORMING ARTS

SUNDAY, SEPT. 11
Concert

Carlos Museum Exhibit
“Excavating Egypt: Great Discoveries from the Petrie Museum of Egyptian Archaeology.” Third floor galleries, Carlos Museum. $7 suggested donation; free for students and staff. 404-727-4282. Through Nov. 27.

Special Collections Exhibit

Schatten Gallery Exhibit

LECTURES

THURSDAY, SEPT. 8
Surgical Grand Rounds
“Vascular Surgery for the General Surgeon.” Atef Salam, surgery, presenting. 7 a.m. Emory Hospital Auditorium. Free. 404-712-2196.

Biochemistry Seminar Series

Raymond Danowski
Poetry Library Reading Series
Kevin Young, presenting. 7 p.m. Jones Room, Woodruff Library. Free. 404-727-7620.

Book signing and Lecture

Institute of Liberal Arts Lecture

Law Lecture

MONDAY, SEPT. 12
Women’s Studies Lecture
“Changing Roles of Women in Developing Countries.” Carolyn Fleck-Lobban, Rhode Island College, presenting. 8 p.m. Tarbuton Hall, Oxford College. Free. 770-784-8888.

THURSDAY, SEPT. 15
Biochemistry Lecture

VISUAL ARTS

Carlos Museum Exhibit
“Excavating Egypt: Great Discoveries from the Petrie Museum of Egyptian Archaeology.” Third floor galleries, Carlos Museum. $7 suggested donation; free for students and staff. 404-727-4282. Through Nov. 27.

Special Collections Exhibit

Schatten Gallery Exhibit

Carlos Singers’ jewels of song to shine, Sept. 11
The professional singing staff of Glenn Memorial United Methodist Church will give a recital, titled “Jewels of Opera and Art Song,” on Sunday, Sept. 11, at 7 p.m. in Glenn.

The performers include members of the Glenn singing staff who serve as soloists and section leaders for the Glenn Chancel Choir. They will be accompanied by pianist Todd Skrabanek, and the program will include music from Mozart, Massenet, Bizet, Verdi, Gounod, Strauss, Schubert and Vaughan Williams.

The event is free and open to the public. For more information, contact Steven Darsey, director of music for Glenn Memorial, at stevend@glennnumc.org, or visit www.glennnumc.org.

RELIGION

Mondays
Zen Meditation and Instruction
Rustin Room, Cannon Chapel. 4:30 p.m. Free. 404-727-5120.

TUESDAY, SEPT. 6
EndNote Workshop
10 a.m. 310 Woodruff Library. Free. 404-727-6863.

Woodruff Library Tour
1 p.m. Woodruff Library Security Desk. Free. 404-727-1153.

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

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TPEDINING ARTS

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