

Emory College

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Emory out front in study abroad options for science majors

Studying abroad is continuing to grow rapidly at Emory and across the country, after a brief dip the summer following 9/11. During the past decade, Emory has experienced a 73 percent increase in study abroad enrollment, with about 40 percent of its undergraduates participating in the program.

In an increasingly global marketplace, Emory's science and pre-med students have a leg up on most of their peers across the country thanks in part to an innovative faculty and student exchange in [neuroscience and behavioral biology](#) (NBB) with Emory's sister institution, the University of St. Andrews in Scotland. St. Andrews' neuroscience program has received the highest government ranking in the United Kingdom. Talks are underway to offer a joint degree program in NBB/neuroscience with St. Andrews.

"Study abroad programs in science are very rare among universities because the required curriculum is so structured for these majors," says Philip Wainwright, director of Emory's [study abroad](#) programs. "Because of the building block way

sciences are taught, it's hard for science students to step out of the sequence of courses for the typical study abroad program centered on language, history and culture."

Additional offerings include a new [chemistry](#) program in Siena, Italy, and a 30-year-old [psychology](#)/child development program in the United Kingdom that Wainwright says is one of the oldest programs of its kind in the United States.

Competition, reputation drive record college and international applications

Emory College received a record number of applications for the second year in a row. There were 11,216 applicants for the 1,240-member class of 2008--an 8 percent increase from last year and 14 percent in the last two years, says Dean of [Admission](#) Daniel Walls.

Walls attributes the increase to several factors in addition to broader and earlier recruiting. "Our recruiting efforts are paying off, but this is a national trend as well," says Walls. "There are more high school seniors this year, and they are completing more applications. Several of our peers also had record years. I think the multiple applications are because of the competition among so many high school seniors trying to get in, and also families shopping for the best financial or merit aid possible."

Applications to Emory from the Southeast and the West continue to climb steadily, and there was a record number of applicants from Georgia. Enrollment from those areas will be 38 percent, 8.5 percent and 17 percent, respectively. After the Southeast, the Middle Atlantic region will have 20 percent and the Midwest 13 percent of the class.

Early decision applications returned to the fall 2002 level after a one-year dip. Prior to last year's decline there had been several years of steady increase in the number of students applying early.

International applications to Emory also continue to grow--about 50 percent over the past five years--with another 7-8 percent increase this year. International enrollment is at 6 percent for the fall. This is a rebound after a one-year dip to about 4 percent attributed to more difficult visa procedures for students implemented nationally last year. Last year, applications rose, but it was difficult for students to get to the United States. This year applications and enrollment are up.

Students from Asian countries have increased dramatically at Emory, with Korea sending the bulk at nearly half of the international enrollment. According to Scott Allen, who heads international recruiting for the university, the rebounding economies in Asia help with applications, but that reputation and word-of-mouth play large roles. Emory has a long history of ties to Korea, so "100 years of exchanges makes a difference," says Allen.

The work of [The Carter Center](#), which is part of the university, has had a definite impact on Emory's awareness and reputation in the world, particularly the Americas, according to Allen. He will lead a tour of admissions officers from 30 universities to

Central and South America this fall. Allen says the number of Atlanta companies doing business in the Americas also has helped raise the university's profile in that region.

Emory freshmen take a hike (or raft, or horseback ride) into college life

While many of their future classmates pack for dorm living, some incoming Emory College freshmen will be throwing on backpacks and hiking in to college life through [Outdoor Emory Adventure Orientation](#). The popular program gives first-year students an opportunity to bond with future classmates while they camp out under the stars, raft down a river, go rock-climbing, explore caves or go horseback riding along scenic trails.

Each year, 230 incoming first-year students--about 15 percent of the class--take part in the program, a whirlwind of 15 different three-day trips starting Aug. 18 just before the start of regular orientation. During the trips, students have the opportunity to make friends and learn about Emory through upperclassmen before facing the pressures of starting college.

[Outdoor Emory Organization](#), the university's largest student group, runs the program, which has sold out every year since it began in 1991 as one of the first orientations of its kind in the country. Today, only a few other universities such as Duke University, Dartmouth College and the University of Washington in Seattle run similar, large-scale programs, says Adventure Orientation coordinator Kate Bowler, who adds that Emory's program is the only one she is aware of that is entirely student-run. The cost for students is \$165, which includes a year's membership in OEO.

"We always have a huge range of kids--some with experience, others who've never camped before. Our trips can be pretty intense with some heavy-duty camping and no showers, while others are a more gentle introduction to the great outdoors," says Bowler, who graduated from Emory last spring and is now in graduate school at the university working on a degree in international public health. "It's a great opportunity to connect with people. When school starts, it's comforting to have a group of friends and familiar faces around campus."

Although Emory is located in the Atlanta metropolis, OEO is one of the largest and most active clubs of its kind in the country with more than 400 members. "OEO is popular because of our urban location. We give people the opportunity to escape the city," Bowler says.

In addition to weekend trips with activities ranging from backpacking to spelunking, OEO is heavily involved in community service. Members regularly participate in tree plantings and trail maintenance, and a program called OEO Juniors allows children from inner-city Atlanta to experience the outdoors.

Members also get a chance to live in Asbury House, a campus residence designated for OEO that provides housing for 12 students and a social meeting center for the group.

Arabic enrollment remains strong

Enrollment in [Arabic](#) courses soared nationally in the semesters following 9/11, and Emory was no exception: Double the usual number of students enrolled in Arabic 101 following the attacks. While enrollment in Arabic at Emory has declined some since that peak, interest remains strong on campus and enrollment across the country continues to increase, according to [Middle Eastern studies](#) professor Kristen Brustad.

"Nationally, enrollment in Arabic both in university and government or continuing education courses is still increasing," says Brustad. The students studying Arabic at Emory have changed a lot in the last several years, and Brustad attributes that in part to career options now open.

"Most of our students are going on to graduate or professional school, so they aren't particularly career-minded at this stage," says Brustad, "but I think there is definitely a role played by career in the choice of Arabic. A smaller percentage of our students now are what we call 'heritage,' especially Muslim students who study Arabic for religious reasons. Such students used to be a good third of our population, but now are around 15 percent."

Enrollment in upper-level Arabic courses is increasing at Emory, which Brustad attributes to a large increase of graduate students in Middle Eastern and South Asian studies and a new language requirement in the university's international studies program.

Brustad has a good sense of what's happening nationally because she and colleague Mahmoud Al-Batal wrote the textbook that is used for most introductory Arabic instruction in the United States. Brustad reports sales "are still climbing noticeably, even this year."

In addition, Al-Batal is associate director of the National Middle East Language Research Center (based at Brigham Young University), a consortium of Middle Eastern language experts. Al-Batal is charged with primary oversight of Arabic language issues. The center, the first Title IV Language Resource Center to focus solely on Middle Eastern languages, was created through a \$350,000 grant from the U.S. Department of Education in 2002.

Showcasing scientific discoveries ignites interest among freshmen

As a scientist, Emory University biochemist David Lynn is used to designing experiments, never knowing quite where they will lead, or what the results will be. One ongoing experiment is a series of freshman seminars he developed to give graduate students the opportunity to share their research experiences and passion for science with undergraduates, while also



teaching broad scientific concepts.

The seminars, called "Origins of ORDER," which stands for "On Recent Discoveries by Emory Researchers," are crucial to Lynn's goal of establishing a new training program for undergraduate students since he was named one of 20 inaugural Howard Hughes Medical Institute professors.



David Lynn

The HHMI honor includes a \$1 million grant to bring scientific research into undergraduate classrooms, and HHMI professors across the country have developed innovative science programs as a result. For example, professors at the University of Texas-Austin and Columbia University have developed interdisciplinary courses similar to Emory's to introduce undergraduates to research. Other professors at Louisiana State and Northwestern universities have developed mentoring programs to attract more minorities into science.

"Here at Emory, the seminars continue to evolve and provide information to us on what works, and what doesn't work in the classroom. Our principal, long-range goal is to build a collaborative science curriculum, characterized by the integration of faculty research into education, and the interdisciplinary linkage of content, theory and practice," says Lynn, Asa Griggs Candler Professor of [Chemistry](#) and [Biology](#).

The courses are modeled on those goals, and taught in five different sections focusing on a particular project, such as image processing, the physics of foam or molecular evolution. The graduate students explain the origins of their discoveries, and the different elements of order that build the research in their respective disciplines.

The involvement of graduate students is vital to the course, since it helps provide a peer connection to younger students just starting their academic careers, Lynn says. So far graduate students have been very enthusiastic about the program, and Lynn typically receives 10 times more applications from students eager to teach the course than the slots available.

"By teaching undergraduates about their research, graduate students can demonstrate to younger students that research is exciting, and they enjoy what they do. Such mentoring can greatly influence the educational experience of undergraduates, and encourage bright students to pursue careers in science," says Lynn.

Emory psychology professor offers advice for first-time college parents

Every August a ritual is played out on college campuses across the country as parents reluctantly say goodbye to their children, many of whom may be leaving home for the first time.

And every August at Emory University, [psychology](#) professor Marshall Duke plays a role in this emotional separation process by offering a seminar for standing-room-

only crowds of parents during [orientation](#) week. He helps parents anticipate what to expect during their child's college years, and offers advice for adapting to changes at home:

- Think about your parting words. "The closing words between parents and children are crucial. Whatever wisdom you have to offer, whether it is 'I love you,' 'I'm behind you,' 'I'm proud of you,' say it. If you can't express yourself verbally, write your thoughts down and mail the letter to your child immediately after you arrive home. Your children will remember your messages and hold on to them."
- Your lives will change. "Younger siblings may be quite happy to see the older child leave home. I've heard stories of younger children who usually have stayed in their rooms suddenly appearing at the dinner table. If the college-bound student is your youngest, you'll begin to reestablish a one-on-one relationship with your spouse after years of parenting."
- You won't be able to wait for them to come home--or leave. "Your child will arrive home with a whole new set of habits, particularly when it comes to food and sleep. When my daughter came home from college for the first time she decided to call her friend at 10:30 one evening. When I expressed surprise, she said, 'Oh, I know it's early, but I want to catch her before she makes plans with someone else.'"
- Don't change your child's room. "The student's room is 'home base'--try not to change it very much during his or her first semester away. Freshmen in particular can go through some very difficult times, passing exams, establishing new friendships, surviving in a setting where they are not 'top dog,' and often fearing that admissions has made a mistake--they do not really belong at college. Give them a 'safe haven.'"
- When a problem arises, "move like your feet are stuck in molasses." "The temptation is to intervene when a child calls home with a problem. Remember that many resources exist at college to help students cope with various situations. Express support, but give your children time to solve their own problems--it will ultimately benefit them. Colleges have many safety nets, including resident advisers who are trained to identify and handle just about any problem you can imagine."
- Hold out for junior year. "As freshmen, students tend to highlight everything in their textbooks because everything seems important. Sophomores highlight several lines on a page as they begin to zero in on the heart of the matter. Juniors just highlight a line here or there. Seniors sometimes highlight nothing--they just write critical comments in the margin and cite other sources of reference. By the child's junior year you will realize you're dealing with an expanded and exciting mind. Be patient in waiting to see the effects of the college experience."

Arts at Emory announces 2004-05 Candler Concert Series

Turtle Island String Quartet and Ying String Quartet

Thursday, September 30, 2004

Full price: \$48

The Turtle Island and Ying quartets, two dynamic string ensembles from opposite ends of the musical spectrum will reveal the inner core and outer edge of their art form in this Emory concert. Their creative exploration of tradition versus innovation begins with the individual quartets performing in their own styles and is followed by a collaborative exploration of jazz, American vernacular, western classical, and East Indian genres. At the end of the concert, the groups square off in a classic "battle of the bands" to perform Evan Price's "Variations on an Unoriginal Theme," a sonic journey through a brief history of chamber music.

Thomas Hampson, Baritone

Tuesday, October 26, 2004

Full price: \$48

Grammy-winner Thomas Hampson possesses one of today's most beautiful voices and offers an extraordinary symbiosis of vocal and performing powers. To tell stories, to bring them to life, to move and touch the audience, this is what matters most to him when he appears on stage. Hampson's performances on the world's major concert and opera stages are hailed by audiences and critics alike. He is renowned for his versatility, performing in opera, operetta, musical theatre, oratorio, and recitals, as well as his achievements in the fields of recording, research, and pedagogy.

An Evening with Branford Marsalis

Thursday, November 4, 2004

Full price: \$56

World-renowned saxophonist Branford Marsalis is a man of numerous musical interests whose career as performer, composer, and producer is highlighted by three Grammy Awards and eighteen albums spanning jazz, classical, and pop genres. Born in New Orleans to a family that is legendary for its musical prowess, Marsalis has reached the pinnacle of the jazz world and has also made successful forays into education, film composition, and other musical genres with such artists as the Grateful Dead, Sting, and Bruce Hornsby. He is known for his innovative spirit and for honoring the work of cultural legends. "The best way to get an original sound is by researching the greats. You can't circumvent the mountain. You've got to climb it," says Marsalis. His latest album, *Romare Bearden Revealed*, presents new versions of the jazz classics that inspired visual artist Romare Bearden, as well as original compositions in his honor.

Helene Grimaud, Piano

Tuesday, January 25, 2005

Full price: \$44

Helene Grimaud was born in Aix-en-Provence, France, and by age 13 she was accepted into the Conservatoire National Superieur de Musique in Paris. She has studied under master pianists Gyorgy Sander, Leon Fleisher, and Jorge Bolet. Since her 1998 Orchestre de Paris debut, Grimaud has toured and performed with leading conductors and orchestras, including performances with the Berlin Philharmonic, the Boston Symphony, the Mostly Mozart Festival Orchestra, the New York Philharmonic, and a recent tour with the Russian National Orchestra. She has been featured on several recordings featuring works of Rachmaninoff, Beethoven, Chopin, Gershwin, Liszt, Schumann, Strauss, Ravel, and Brahms. "Intelligence informed passion in Grimaud's playing," wrote critic Octavio Roca of the Miami Herald (2004).

Orchestre National de France

Kurt Mazur, Music Director
Jean-Yves Thibaudet, piano
Tuesday, March 1, 2005
Full Price: \$60

In 1934, the Orchestre National de France was established as its country's first permanent orchestra. From the Theatre des Champs-d'Elysees to the world's other prestigious stages, this magnificent orchestra continues to confirm its reputation as France's greatest musical ambassador. The orchestra boasts a fully international repertoire shared through more than 70 concerts a year. Steeped in history, this legendary ensemble has performed under the baton of Toscanini, Stravinsky, Munch, Bernstein, and Maazel to name a few. The orchestra has premiered major works by many of the 20th century's great composers, such as Pierre Boulez, Olivier Messiaen, Henri Dutilleux, Edgar Varese, and Iannis Xenakis. Kurt Mazur has been one of the world's most formidable podium talents for more than fifty years and is also Music Director for the London Philharmonic. The Washington Post praised the orchestra's "rich sonic palette...rich intensity, warmth, and expressiveness."

Nadja Salerno-Sonnenberg, Violin, and the Assad Brothers, Guitars

Thursday, March 24, 2005
Full price: \$48

Nadja Salerno-Sonnenberg, one of the most original and daring talents of the concert stage, and Sergio and Odair Assad, today's preeminent guitar duo, will join forces for this Atlanta premiere of their highly acclaimed program of gypsy and folk music. Their wide interpretation of the genre from gypsy jazz to flamenco rhythms offers music from Turkey, Hungary, Spain, Russia, Macedonia, and beyond. Seattle Post-Intelligencer critic Philippa Kiraly calls it "an exquisite evening of strings" (2001). Salerno-Sonnenberg's career began in 1981 when she won the Walter W. Naumburg International Violin Competition and went on to win the 1983 Avery Fisher Career Grant, the 1988 Ovation's Debut Recording Artist of the Year, and the 1999 Avery Fisher Prize. Her three United States tours with the Assads have revealed a unique chemistry, amusing interplay,

and stunning virtuosity. The Assads studied together under Monina Tavora, a student of Andres Segovia. Their international career has been highlighted by a 1998 Grammy, a 2001 Latin Grammy, and collaborations with other leading talents such as Yo-Yo Ma.

Flora Glenn Candler Concert Series subscriptions are on sale now!

To order our six-, five-, and four-concert packages, visit or call the [Arts at Emory](#) Box Office Monday-Friday, 10am-6pm at 404.727.5050. Emory faculty/staff/students, renewing subscribers, and Emory Friends of Music are given priority seating. First-time subscribers are encouraged to order early as seat preferences of new subscribers are filled on a first-come, first-served basis after the priority seating groups. Subscribers enjoy savings of up to \$91.

Single tickets for the Candler Series and all other 2004-2005 Emory music, theater, and dance events will go on sale to Emory faculty/staff/students and Friends groups on September 2, 2004* and to the general public on September 7, 2004. For more information on the Candler Series and other Arts at Emory events, visit www.emory.edu/ARTS.

All Candler Series concerts begin at 8pm in the Emerson Concert Hall, [Schwartz Center](#), 1700 North Decatur Road.

- Six-concert subscription price: 30% off full price
- Five-concert subscription price: 25% off full price
- Four-concert subscription price: 20% off full price

* Although additional discounts may not be applied to subscriptions, the following groups will receive these discounts on Candler single tickets when they go on sale in September: Emory Faculty/Staff and other discount groups: 25% (limit 2 per ID) Emory Students: \$10 for Orchestre National de France and An Evening with Branford Marsalis, \$5 for all other Candler Concert Series performances (limit 1 per ID)

For more information or to purchase a subscription, call the Arts at Emory Box Office at 404-727-5050. You may also visit the box office Monday-Friday 10am-6pm in the Schwartz Center at 1700 N. Decatur Road.

Matthew Harrison '04C reflects on his four years at Emory

An education of myself

Matthew Harrison '04C, holds a bachelor's in [psychology](#). He has worked as editorial assistant for [Emory Report](#) since fall of 2000.

"Son, with grades like that, I know you're going to be a doctor!" I remember hearing Rev. Callaway, my childhood preacher, say this after he heard I had made the Honor Roll in the first grade.

The prevalence of these statements amplified throughout the continuum of my

education. It seemed that with every new award, accolade or "A" on my report card, my "destiny" to become a medical doctor was enhanced. So, like many other children, I was "convinced," perhaps by my family, teachers, fellow church members and others, that I was meant to practice medicine.

Thus, in the fall of 1999 I completed my application to Emory; attending this institution, I felt, would be a step in my natural progression toward medical school. I remember receiving the thick acceptance envelope that following spring and feeling absolute elation—going to Emory had been my dream since the seventh grade.

I had planned it all out: I would attend Emory for undergrad, majoring in chemistry on the pre-med track. Next, I would decide between Harvard, Vanderbilt, Duke or Emory for medical school (I would be accepted, of course, at all four). Little did I know, four years later, I would be graduating from Emory, not pre-med, not majoring in chemistry—and not the least bit upset about it.

Having attended a public high school, I never was really challenged before coming to Emory. Therefore, my good grades in science classes completely overshadowed my complete distaste for them. This aversion hit me hard during my first semester here, when I earned my first C-plus (in chemistry, no less). Having only made two Bs prior to college, I was heartbroken but still determined, I thought, to pursue a medical degree.

Something similar happened the following semester in my second chemistry course, and then again the following year in biology. It was then I realized that perhaps I wasn't doing well in these classes because I had absolutely no interest in them. That might prove problematic in medical school.

Finally I came to the difficult realization that medicine wasn't for me. I learned that I needed to take my time in college to evaluate myself and my own interests, so that I could pursue the career I was meant to, not one that was expected of me. I switched my major to psychology and soon discovered my "calling." Because of this epiphany, and many other experiences, my time at Emory has been most rewarding. It's been unforgettable. In high school, I was active. I was involved. So, when I got to college, I wanted to make sure my experience included more than just lectures, homework, exams and papers. Also, I was brought up to believe that education is priceless (despite Emory's hefty price tag), and as such it is my duty, as a recipient of learning, to give back to the community from which I receive.

From the beginning I tried to immerse myself in extracurricular activities that I felt were meaningful in some way to the Emory community. This actually began prior to my coming here; I was asked to be a member of the Hughes Scholars Science Initiatives, which ironically is a program that encourages minority students to pursue careers in the sciences.

The program was, and has continued to be, beneficial for me in so many ways. Though this perhaps was not the program's intention, exposure to mentors who were pre-med, attending conferences at medical schools and hearing lectures about the medical profession helped me to realize that medicine was not my destiny.

However, for the past three years I served as a mentor for this program and have encouraged many of my fellow classmates to follow a career in the sciences. At the same time, I stressed to them the importance of finding a career in which they would

be happy and content.

I also served as editorial assistant for Emory Report during my entire tenure here. Working for ER has been interesting and surprisingly rewarding. I say “surprisingly” because I’ve never had and still don’t have any intentions of doing anything in my career related to journalism, but my time working for the paper has been gratifying and worthwhile. I’ve probably been one of the University’s most informed undergraduates in terms of faculty/staff issues over the past four years, and I think this additional knowledge has made me more appreciative of their work—and more thankful for their contributions and dedication to Emory.

Because I have so much pride for this University, and especially the academic standards to which it holds, I felt compelled and somewhat obligated to do something to ensure that Emory’s academic integrity was not jeopardized. Thus, I joined the Honor Council during my junior year.

Being a member of this group has been somewhat bittersweet. On one hand, it’s difficult facing peers who have been accused of academic violations, but at the same time it’s rewarding to know you’re playing a vital role in upholding the standards of the institution whose name will adorn your diploma.

There are many other activities in which I participated and several other experiences that have helped to shape my time here at Emory into something I’ll look back on with happiness.

When the “end of an era” occurs, people often ask if you have any regrets. And I can honestly say that I don’t. No doubt many graduates feel this way, but never have I felt more changed because of different experiences. While some were heartbreaking, painful and distressing, I wouldn’t change any of them because they have all made me a stronger and more committed individual. These experiences have shaped my time here; more importantly, they have shaped me as a human being.

And you know what? I guess my old preacher’s proclamation was accurate after all. I start work on my Ph.D. this fall.

From Emory Report, [May 10, 2004](#)

One Class at a Time: Staff member graduates with courtesy scholarship after 14 years



Marsha Hendricks keeps a painted tile in her office, one she decorated herself. On it is a motivational saying. She doesn’t know the author who first wrote it. She only knows that it speaks perfectly to her heart, her mind and her experiences.

It reads: “And the time came when the risk to remain closed tight in the bud became more painful than the risk it took to blossom.”



Marsha Hendricks

Hendricks has remained closed tight in that bud, for many years. She has raised a family, ridden out some difficult times, worked nine-to-five for close to 20 years in jobs across the Emory campus that while satisfying on many levels never really allowed her to break out.

But today, May 10, 2004, the date of Emory's 159th Commencement, Hendricks' time has come and it is her turn to blossom. Today is the day she and the rest of the Emory College Class of 2004 will walk across the Quadrangle stage, shake hands with Dean Bobby Paul and be recognized as graduates of Emory University.

"When I first saw that verse," said Hendricks of the tile she keeps within arm's reach at all times in her Alabama Hall office, "I realized this accomplishment."

For 14 years, Hendricks, administrative assistant in the housing office, has taken classes at Emory toward her bachelor's degree in [religion](#). Over those 14 years, Hendricks took one class every semester, including summers, missing just two sessions—one to help take care of her sick father and another to help plan her oldest daughter's wedding. She would complete class readings and homework on weekends or in the evenings after her children had gone to bed. She would walk into class and be mistaken for the professor.

"Circumstances in life are not always easy for everyone," said Hendricks, who has worked in housing for five years. Before that she worked seven years at Emory Hospital and five with the School of Medicine.

"At different points in my life I have been disregarded by other women my age or even older who have college degrees," she continued. "Some people have to realize that there are so many variables that affect a person's life. Things don't always go traditionally, and it has taken me a very long time to get to where I am."

Hendricks graduated from the now-defunct Briarwood High School in the early 1970s, near the end of the Vietnam War. She was the type of student who went to college. She had good grades and participated in many clubs as well as the yearbook staff.

Her high school sweetheart joined the Air Force, and just as he was about to ship out, they got married. He got as far as Guam before the war ended, but when he returned to the States, the family situation had changed. Marsha had given birth to their daughter.

She had taken six months' worth of classes at a small women's college in Atlanta, but dropped out to raise her family as well as support her husband, who entered college using the GI Bill.

After eight years of marriage, they divorced. After three years as a single mom, she remarried and had two more children, a boy and a girl. When her son was six months old, Hendricks got a job at Emory Hospital in nursing administration.

After a few years on the job, she began thinking about a return to school. Using Emory's [courtesy scholarship](#) for employees, in 1990 she took on the challenge knowing a very long road lay ahead of her. "At first it was overwhelming," Hendricks

said. "But it's never too late to begin."

After sampling classes in several subjects, Hendricks settled on a major in religion with a focus in psychology. "I was fascinated by the courses—learning about Judaism, Buddhism, just so many wonderful religions," she said. "I consider myself a Christian and follow that faith, but learning about other religions has broadened my sense of the different people of the world."

While Hendricks' college experience has been anything but traditional, she will wrap up her undergraduate days this summer doing what many traditional students view as a highlight of their college careers: She will be taking a summer study abroad course in England.

"I've always wanted to go to Europe but never had the opportunity," Hendricks said. "I had seen some information and had been dreaming of going, and one of our student workers said, 'Why don't you?'"

Taking the class, though, wasn't as easy as signing onto OPUS and buying a plane ticket. The class, which centers on a psychology study of school-age children in London, will last more than a month—a very long time to be away from work. Her courtesy scholarship pays for five credits, so tuition is covered. She has to pay other costs, such as room and board, and while they may approach \$2,000, Hendricks said it will be worth it.

Finally, Hendricks had to get her time away approved by her supervisors in the housing office. Since she'll be abroad in June, one of Residence Life's slower months, her request was approved. Because of her seniority, Hendricks accrues six weeks of vacation each year, so taking four weeks in one lump isn't that painful.

But before all that, Hendricks has to deal with Commencement, something she sees as bittersweet.

"I wasn't going to walk at first because I really didn't feel like a part of the class," said Hendricks, adding that she reached senior status four years ago, when the Class of 2004 were freshmen. It was the encouragement of a student worker, though, that convinced her to participate.

"Once I started in Residence Life five years ago, I saw how special the Commencement ceremony was," Hendricks said. "I realized that one day it would be my turn, but the idea of actually walking across the stage has been strange for me. It's a difficult emotion to express."

She said she isn't sure if her family will be able to attend. Her son, a senior in high school, wants to come, but with his schoolwork he may not be able to get away. Instead, Hendricks will be supported by her co-workers and many students she knows.

Because she lacked a mentor growing up and early in her career, Hendricks now stresses the importance of supporting both students and her fellow staff members to continue working on a college degree. "As an employee and going to school, I wanted to be more involved at Emory," Hendricks said. "But I never felt I should be involved in traditional student organizations."

So, she joined staff organizations. Hendricks has served three years on Employee Council, four years on the President's Commission on the Status of Women (PCSW) and is about to rotate off the Women's Center Advisory Board.

One of her legacies with the PCSW is the Mentor Emory program, which she helped create through a partnership with Human Resources. Mentor Emory brings together female employees—one senior, one junior—where the more experienced staff member helps her junior develop professionally. The program, now in its second year, boasts more than 20 matched pairs. Hendricks is a mentor to Gladys Hooks, a fellow administrative assistant in housing.

But one of her biggest joys is working with her (fellow) students in [Residence Life](#), which employs more than 200 student workers. "It's one of those feel-good things when students will come in and ask me questions on life," Hendricks said. "It's nice to know they respect me."

Hendricks has kept ties with many former student workers. She hosts some when they visit Atlanta and even travels to their weddings. "The students I've worked with are very special to me," she said. "It's almost as if they are my children."

"I have become a real advocate for mentoring young women to go to college," she continued. Hendricks made sure her oldest daughter went and now is helping her son reach that goal. "Life is so much more difficult if you don't have a college education. I didn't have it, and I know if I did, it wouldn't have been such a long road for me."

Once she receives her degree at the end of the summer—like many graduating seniors, she is a few credits shy of graduation but will still be able to walk—Hendricks may not be done with school. She is interested in earning a master's degree in counseling and after a few months off may further her education.

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