We take the bs out of bbs.

The lazy, hazy days of summer are over, and the new school year has begun. To get your semester started on the right foot, we've collected a number of stories important to you. Read about some secret labs doing great work off-campus. Learn how to deal with premeds in the classroom. Meet a classmate with a very interesting past. And check out what's for lunch today. All this and more, in B magazine.

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The lazy, hazy days of summer are over, and the new school year has begun. To get your semester started on the right foot, we've collected a number of stories important to you. Read about some secret labs doing great work off-campus. Learn how to deal with premeds in the classroom. Meet a classmate with a very interesting past. And check out what's for lunch today. All this and more, in B magazine.

Playing the Averages
The low-down on the new students
BY C. MILLER
The new BBS first year students are here! And whether they have started rotating in your lab or you've run into them in the hallway when you are trying to figure out where SHM L wing is, chances are that you've already met at least a few of them. But whether you're a newbie or an old-timer, conversations with members of the first year class -- at least for the first few weeks -- are dominated by questions like, "So, where ya from?" and, "What department/track are you in?" Then, when you go to class and run into one of the people you met at the GPSCY last weekend (because you have yet to discover Anna Liffey's, C. O. Jones, or the departmental happy hours), you're lucky to remember their name, let alone where they're from or what department they're in.

Never fear! B Magazine is here! Although we can't help with names, we can clue you into some first-year trivia. The 66 newbies were selected from 799 applicants, a record exceeding last year's 685 applicants. Although this class is smaller than last year's, they make up in quality for what they lack in quantity. For example, their average GPA is 3.63, up from last year's 3.5 (don't be upset, second years, we still love you). Their GRE scores also quite good, with a combined verbal/quantitative/analytical score approximately equal to the current millennium (2000ish, for those of you who haven't left the lab in a while).
The Professor’s Apprentice

BY A. ACKERMAN

Isn’t graduate school strange? It parades as a form of education like any other, but is actually incredibly different from all the forms of schooling we have previously experienced. Instead of sitting in lecture halls listening to teachers, we now spend the majority of our time working in the lab, learning ‘hands on’ what we will likely do for the rest of our lives. In a way, it bears more resemblance to an eighteenth century apprenticeship than to our peers’ law school or business school educations. We come to the university, match ourselves to a senior scientist and then attempt to learn everything from them. Not just how to pour a gel, but how to write, how to speak, how to organize our thoughts, how to formulate hypotheses, how to read papers, how to present our data, and how to get a job. In essence, our advisers are responsible for every aspect of our success as scientists.

That is a really heavy load to lay on one person. And the motivations for faculty to train students are slowly disappearing. Pressure on universities to attract the best students has pushed stipends up to levels not far below those of starting post-docs. Graduate students take years to develop a project to the levels post-docs are expected to reach within their first year. Graduate students are distracted by classes and teaching requirements; post-docs can focus entirely on their research. Students require a great deal more time and attention, whereas post-docs work more independently. And, although these are generalizations, increasing space and time constraints on P.I.s are quickly eroding the benefits of training and supporting graduate students.

So, if you get much more out of a post-doc, why bother with a grad student? There are some positives. One is an enthusiasm that the more tested post-docs lack; perhaps our naiveté leads to a goofy excitement about our research. Also, the greater amount of time a graduate student spends in a lab leads to a sense of investment the lab as a whole. In addition, graduate students do not feel (as much) like their entire career depends on getting a paper out in the next few weeks, giving them the flexibility to pursue more risky projects. A more subtle benefit is the ability of the P.I. to train the student, sending out into the world a young scientist who thinks like him, knows his research and will promote it.

Despite the benefits, some in academia believe that the only responsibilities of the adviser are to give students a research project and a place to pursue it. This research yields far more tangible returns for the P.I. than would teaching students to write or give seminars. However, if our role as students is primarily that of a laborer, working towards the goals of our project with little or no training in the other aspects of scientific career, then the apprenticeship becomes closer to employment.

With this in mind, it is nearly impossible for any single person to manage every one of the highly disparate aspects of a student’s training. Perhaps recognizing this problem, the University has initiated several new programs aimed at graduate students. Teacher training is available through Working at Teaching; the Office of Grants and Contracts holds seminars on grantwriting; and Career Services and the McDougall Center have workshops on writing your dissertation and presenting yourself for an interview. These services are a great start but are only the beginning. The University and the faculty must make a sincere commitment to train students in all of the aspects that make one a successful scientist: working at the bench, designing experiments and hypotheses, writing articles and grants, giving seminars, and teaching.

Students and advisers working together with the university toward this goal can help each student become a more complete, well-rounded scientist with all the skills necessary to succeed.

B seeks editorials about science, student life, careers, and other relevant topics. Please include your name, department, and campus phone number. Editorials may be edited for clarity and space.

Want to write for B?

If you enjoy writing or have ideas for future articles, please contact anyone on the B staff. We welcome all guest writers, and we especially would like to thank Dagny Ulrich for her contribution to this issue. The check is in the mail.

Submit editorials, letters to the editor, WAT questions, fiction, and personals via campus mail, email, or the web.

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Funding for B magazine provided by the Bristol-Myers Squibb Educational Alliance

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*I’m the new guy.

Dagny Ulrich

Want to write for B?
On Moving

By D. Grimm

When one moves to the opposite end of the country, one doesn’t know anyone, one hopes at least to room with nice people. Beyond that, one can’t really expect these roommates to help them out once they get there or to guide them through the rough transition of being in a foreign place. And one wouldn’t even dare to dream that these roommates would soon become great friends. Yet, all of these things happened to me.

When I first moved in with Brian and Ray, I was apprehensive, to say the least. I had only met them a couple of months before at the annual Genetics retreat in June, and after having known each other for approximately 30 minutes, we decided to live together. Ray was a drummer for a punk band and wanted a roommate who didn’t mind a bit of noise and staying up late. Brian was friendly, but struck me as a bit odd. At the cafeteria’s salad bar, he complimented me on my “vegetable composition” and asked my thoughts on Belgium’s new political party. You’d be apprehensive too.

I held my breath when I walked in the door at 785 Orange Street that August. Ray was blasting some music from his stereo that I couldn’t describe. It sounded like a tractor crashing into a circus. Later, Ray would inform me that the thought was an interesting piece of music, although a bit “challenging.” Brian’s room was full of books that he had never finished reading. All had bookmarks at some point within the first hundred pages, where Brian had gotten bored and moved onto yet another tome of non-fiction. He asked me whether I wanted to borrow any of them. I declined and set about the business of moving into my room, all the time wondering what I had gotten myself into.

That evening, we gathered around the largest TV in the house (we had three of them), and Ray flipped channels like a madman. A first I thought he just had a really short attention span, but then I realized he was just trying to find a program that would please all of us. Not knowing anything about Brain’s or my taste, however, he was at a loss and growing more frustrated by the second. He finally let the remote land on MTV, where two sock puppets, named Sifland Olly, were dressing up in drag and hacking Civil War corpses to interested viewers. I stared at the television in horror. What kind of off breaks had I moved in with? What was I thinking moving so far from home? And where in the hell was that smell coming from? Just as I started contemplating moving into a shelter, the strangest thing happened. Brian began to laugh. Hard. He couldn’t speak, he just pointed at the sock puppets, doubled over, and fell on the floor in a convulsive fit of laughter. He laughed so hard I thought he was going to bust a vessel. And then Ray and I began to laugh, chukling at first, and then as we looked back and forth between Brian and the TV, we laughed harder and harder until we were on the floor with Brian. I think it was the first time I exhaled since entering the door that morning.

Over the next few months, a strong friendship grew between the three of us, and Brian and Ray became my home base and my support group. We took classes together, met new people together, and when everyone else was busy, we created our own entertainment. Ray and I took guitar lessons, Brian and I dyed our hair opposite colors, Rain borrowed Brian’s books, Brian borrowed Ray’s food. And there was always Sifland Olly in the evenings.

We became known by the unforgettable moniker “those three guys”, and like any famous trio we all had our own talents and reputations to uphold. Ray was always the center of attention, and drew a crowd wherever he went. Brian was the deep thinker, and kept our minds clear of science after a long day at lab. And I... well, I looked in the mirror a lot — but I’d like to think that I helped us in its own special way. Brian and I took long road trips on the weekend to explore New England, Ray and I went out to bars, and all of us went to see GWAR. If we had a party, I would plan it, Ray would entertain, and Brian would say or grab something inappropriate. But that, like so much else, is a story for another time.

As I look back at all of the great times we’ve had since we’ve been here, I feel a bit sad, because I know they didn’t last. Ray’s drums gave way to bandmates, while my guitar gave way to a guitar case that sits in the basement. Brian’s quest for companionship gave way to a girlfriend, as did mine. We began to drift apart, and although we inhabited the same house, we had entirely different agendas. The late-night roughhousing came to an end. I think we all knew what was going on, but we masked our apprehensiveness with polite smiles. We had become roommates again.

I suppose it was foolish to believe that we would remain as close as we were for the duration of our graduate careers. And now, after three years together, we are preparing to move to our own apartments. We will move in with our girlfriends, and try life in New Haven from a different perspective. Though the houses will change, there are some things I would like to take with me besides the boxes. I’d like to remember Brian’s dry humor and his ability to make someone laugh and feel offended at the same time. And I never want to forget that Ray often tried to cheer us up by pretending to be a dairy cow (don’t ask) or launching us head-first into the living-room couch. I hope that when the dust from our respective moves settles, we will get together once again and just hang out. I hope that we will call each other when we see something strange on television just to laugh about how silly it is. I hope that, as you read this, Ray, Brian, and myself are at a bar somewhere getting drunk and remembering all the times we had together, as three random guys who took a chance on living together and ended up becoming great friends.
And the award goes to…
Congratulations to all of the students below who recently won awards. BBS students just keep winning and winning and winning! (As always, if we’ve missed somebody, let us know for the next issue.)

First Year Students
Mary Kroetz, Cell Biology & Molecular Physiology Track
National Science Foundation
Robin Herland, Immunology Track
NCAA Postgraduate Scholarship
Michelle Aaron, Microbiology Track
Howard Hughes Medical Institute
Jeffrey Barrick, Molecular Biophysics & Biochemistry Track
Howard Hughes Medical Institute
Dilja Krueger, Neuroscience Track
Teagle Foundation Scholarship

Third Year Students
Shannon Bailey, Cellular & Molecular Physiology
Ford Foundation Predoctoral Fellowship
Valerie Hand, Immunobiology
Bayer Scholar Award
Sam Hernandez, Interdepartmental Neuroscience Program
National Research Service Award
Predoctoral Fellowship

Fourth Year Students
John McGann, Interdepartmental Neuroscience Program
National Research Service Award
Predoctoral Fellowship

Fifth Year Students
Ronald Jansen, Molecular Biophysics & Biochemistry
IBM Fellowship

The Secret Labs

Science Hill and the Medical School aren’t the only places to find great Yale research labs. Though not everyone knows it, a handful of BBS faculty have labs at the Veterans Administration Medical Center (VAMC) on Campbell Avenue in West Haven. The hospital and its related research facilities, removed from the main road on their own grounds, seem to be a well-kept secret. If you’re a first-year graduate student looking for rotations, you may want to keep these labs in mind. A unique setting, the VAMC labs involve a mix of benefits and drawbacks.

Among the various benefits, the VAMC is that its labs often have more space than those located on the main campus. Investigators often have multiple, well-equipped lab rooms as well as computer facilities and conference rooms for meetings and formal presentations or for reading and lunch breaks. Labs at the VAMC are supported, in part, by funds from the Veteran’s Administration which help to purchase supplies and equipment and which also help to fund travel expenses for conventions and research collaborations. The members of each lab are considered VAMC employees, which entitles them to use of the facility's tax-free canteen (a small convenience store) and cafeteria. Employees also get free parking in the lots located on the VAMC grounds, which makes the commute manageable. But if driving to work is not an option, there is also a free shuttle that runs from the medical school every 15 minutes from 6 AM to 6:30 PM. And, happily, this shuttle is almost always on time!

Of course, there are some drawbacks to working at the VAMC. Perhaps most importantly, the labs are isolated from the bustle of students, seminars, and classes available at the medical school and Science Hill. While you are taking classes and exploring various fields of research, traveling back and forth may feel time consuming and inconvenient. If you decide to stay at the VAMC, you will have to make a conscious effort to remain active in your department. Also, as a government-run facility, the VAMC requires an abundance of paperwork and completion of various training sessions before you can get key access to your lab. Organization isn’t a VAMC priority, and maintenance requests may take a long time before they are processed and completed.

Lest you get scared away by these nuisances, however, consider some of the exciting research projects going on in these labs. Below is a list of BBS professors with labs at the VAMC, their departmental affiliations, and the web sites where you can find descriptions of their work:

Edward Chu, Internal Medicine, Oncology, Pharmacology
http://www.med.yale.edu/yp/referral/inte/oncology.html
Fred Gorelick, Internal Medicine, Oncology, Digestive Diseases, Cell Biology
http://info.med.yale.edu/intmed/digdis/other-pages/facsumm.html/gorelick.html
Robert Innis, Psychiatry, Pharmacology
http://info.med.yale.edu/pharm/innis.html
Jeffery Kocsis, Neurology, Neurobiology
http://info.med.yale.edu/neurobio/kocsis/kocsis.html
Bita Moghaddam, Psychiatry, Neurobiology
http://info.med.yale.edu/neurobio/kocsis/kocsis.html
George Richerson, Neurology, Physiology, Neuroscience
http://info.med.yale.edu/phys/cbms.html
Stephen Waxman, Neurology, Neurobiology, Pharmacology
http://info.med.yale.edu/pharm/waxman.html

More Secret Labs
No, this isn’t the VAMC. It’s the Mount Desert Island Biological Lab (www.MDIBL.org) in Maine. The Forbush lab and many other Yale study epithelial transport here every summer. Photo courtesy of B. Dowd.

The Secret Labs

BY A. SLEEPER

No, this isn’t the VAMC. It’s the Mount Desert Island Biological Lab (www.MDIBL.org) in Maine. The Forbush lab and many other Yale students study epithelial transport here every summer. Photo courtesy of B. Dowd.
OUTTA HERE!

Congratulations to all of you below who recently defended your dissertations. Nice to know that at least someone was productive this summer!

Genetics
Shani Peretz (Peter Glazer)
The Role of the Insulin-like Growth Factor-I Receptor in the Tumor Microenvironment and in the Radiation Response Pathway Regulated by ATM

Immunobiology
Matthew Levine (Charles Janeway)
Characterization of the Selection Event Mediating the Immature to Mature B Cell Transition in the Mouse

INP
Kazuto Ataka (Vincent Pieribone)
Development of a Genetically Targetable Optical Reporter of Membrane Potential

Brian Lipscomb (Charles Greer)
Cell Surface Carbohydrates in the Mouse Olfactory System

Matthew Colonnese (Martha Constantine-Paton)
The NMDA Receptor as Mediator of Synaptic Elimination in the Developing Superior Colliculus

Microbiology
Maria Lara-Tejero (Jorge Galan)
Molecular and Functional Characterization of Campylobacter jejuni Cytotoxins

MB&B
Joshua Warren (Peter Moore)
Applications of Dipolar Coupling Data to Solution Structures of Nucleic Acids

Joel Hyman (Axel Brunger)
Characterization of a Novel Protein Domain Involved in Endocytosis: The X-ray Crystal Structure of the ENTH Domain

Min Lu (Tom Steitz)
Crystallographic Studies of 5S rRNA and Its Associated Ribosomal Proteins

Li-Lin Du (Peter Novik)
Identification and Characterization of a Yeast Rab GTPase Activating Protein

Sean Ryder (Scott the strobelizer Strobel)
The Chemical Basis of Hairpin Ribozyme Catalysis: A Nucleotide Analog Interference Mapping Analysis

Meng-Qiu Dong (Michael Koelle)
Biological functions of the C. elegans G protein regulators RGS-1 and RGS-2

MCDB
Jing Ruey (Joanna) Yeh (Craig Crews)
A Study of the Antiangiogenic Agent TNP-470

Neurobiology
Hugh Fryer (Bob Kalb)
BDNF Induces Susceptibility to Ionotropic Glutamate Receptor Mediated Toxicity in Cultured Embryonic Rat Motor Neurons

Pharmacology
Stacey Irizarry (Jim Howe)
Agonist-Dependent Activation and Desensitization of Recombinant AMPA Receptors

Planning to defend your thesis soon? Email the defense announcement to us at bmail@yale.edu.

Working at Teaching
premeds in the classroom
By A. Ackerman

We all face the difficult challenge of teaching classes on an undergraduate campus with a huge number of pre-medical students in the biological sciences. Probably the majority of students are headed off to medical school after graduation. Consulting and investing take a close second, with a very tiny fraction of students considering graduate school in the sciences. What does this mean for us as teachers? Unfortunately, one of the results from this kind of environment is that grading becomes the primary focus of our interactions with our students.

How can we remove some of the pressure that this attitude exerts upon our classes and get our students back to learning? A great strategy is to make the students themselves responsible for the classroom environment in which they learn. Not just for their own behavior, but for making the class facilitate better learning for everyone. Ask them to decide the policies and procedures for the class. Have them help you choose the structure of the class (how much review, homework, questions or supplementary material), how to facilitate participation (raising hands, calling on students even calling on each other) and tell you how well they are learning (midterm evaluations, weekly assessments or an internet-based questionnaire). If the students have a hand in creating the rules, they are far more likely to respect them and each other. By investing them in the everyday workings of the class, students rise to the challenge by trying to create a successful classroom environment.

In addition, you can also get your students to help you decide what to value in grading. You may be surprised with what they come up with. They will often come up with a very fair set of guidelines, which you can then use to equitably grade student assignments. Surprisingly, there is a small subset of students who are so tired of consistently going unnoticed and getting lower grades than their more verbal classmates that they are happy to see a clearly defined set of policies being enforced. And by far the best thing about having your students help you decide about the guidelines by which you teach is that they can’t complain about the policies.

continued on page 7
B MOVIES

Evil Dead

By M. Akins

In a never-ending quest for puns on our name, we at B magazine have undertaken a new project—the review of B movies. This will be a recurring column wherein we review new and old movies that lie just outside the mainstream.

Looking for a B movie to review, I trekked to my local Blockbuster (hey, I live out in the suburbs—we lack the movie rental options you city-folk have), only to find that they don't exactly stock much in the way of low budget movies. Approximately 50 copies of the contemporary B movie wannabe, Dude, Where's My Car? were at my disposal, however. Fortunately, the horror genre offered a few choices. I finally settled on Evil Dead, the first movie in the Evil Dead trilogy.

This is a movie I've wanted to see for a while, since seeing Army of Darkness, the third installment in the trilogy. By the third film, writer/director Sam Raimi had dropped all pretense of making a horror movie, and instead made a comedy, replete with classic one-liners. This one had a big Hollywood budget and a very different feel from the earlier movies.

The first movie had been made about ten years earlier, in the early '80s. Created by buddies Raimi (who has gone on to direct all the Evil Dead movies as well as others such as A Simple Plan, as well as produce the TV shows Xena and Hercules), Bruce Campbell (who stars in and helped produce all three movies and also made frequent appearances on Xena and Hercules), and Robert Tapert (who helped produce all three movies and is married to Xena star Lucy Lawless—starting to see some connections between these three?), this is a horror movie that takes horror clichés and runs just a bit too far with "...the special effects look mostly like things you can find in your kitchen..." dropped all pretense of making a horror movie, and instead made a comedy, replete with classic one-liners. This one had a big Hollywood budget and a very different feel from the earlier movies.

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students in press
May 2001 to August 2001

The economy may be tanking, but thanks to BBS students (and Genetics students in particular), the publishing industry has remained recession-proof. Congratulations to all of you whose research has been published recently. (Just for the record, we at B have read every single one of these articles, and they’re all excellent.)

Genetics


INP


MB&B


Du L-L and Novick P (2001) Yeast Rab GTPase-activating protein Gyp1p localizes to the Golgi apparatus and is a negative regulator of Ypt1p Li-Lin Mol Biol Cell 12:1215.

Microbiology

MCDB

Pharmacology


Where in the world is the Bdawg? B staff member Brian Dowd went AWOL and spent this summer “researching” on Mt. Desert Island. Here he is holding a shark he’ll study in lab.

WAT continued from page 5
because they themselves set them. This can be a godsend when trying to explain to an irate student why he got the B+ instead of the A-.

You can also deal with individual problem students, not by disciplining them, but by asking them to take a greater leadership role. If a student talks too much in class, interrupting other students without contributing anything original, don’t ridicule him or tell him to shut up. Try taking him aside and talking honestly with him. “I know you know how smart you are and how hard you work [flattery doesn’t hurt either], but need your help to get some of the more quiet people participating. Maybe you can help me by being a leader of discussion, by asking questions and encouraging others to speak.” The student will feel both happy that you have acknowledged his participation (after all, we all want our efforts to be noticed) and honored that you have asked for his help in leading the class.

Don’t feel obligated to control each student’s behaviors; remember the power of peer pressure. If your students want the class to succeed, they will help you and each other fulfill that goal. And the more you make them an active participant, not a passive observer, the more they will work with you towards better learning.
them. For example, they use that old cliché "If you hear noises in the woods and you just read some passages from the Book of the Dead that are supposed to resurrect evil spirits, don’t go outside alone unless you want to be forcibly violated by the vegetation." This and other content in the movie earned it a rating of X, although it was officially released without any rating. It now bears an NC-17 classification.

Shot on a budget of less than $400,000, this movie definitely displays many B-movie attributes. The acting is overwrought, the special effects look mostly like things you can find in your kitchen, and I swear that one of the sound effects for blood dripping was actually someone using a toilet. On the flip side, Sam Raimi can be a great director, and the camera work in the movie is extremely well done. Further, the lack of effects heightens the tension. When a character is being chased through the woods and looks back, nothing visible is chasing them. While this may result from budget limitations, it actually adds to the tension and the feeling that the woods themselves are attacking the character.

All in all, this movie actually holds up well. It’s especially frightening if you’ve seen the sequels, which at moments of tension toss in a funny line or two along with some slapstick. If you’re squeamish, I’d give this one a miss, as they definitely go for gross-out. However, if you enjoy a good B-style horror movie, this one’s a classic.

Rating: B BB B (out of possible 5 B’s).

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**Students in 3-D**

Hard to believe, but some grad students have lives outside the lab. That’s why we’ve created “Students in 3-D”. Tell us about a friend who has an unusual exciting background, hobby, or accomplishment. We’ll spotlight him/her in a future issue.

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**Exclusive Interview with Ken Wickiser**

By J. Rinn

Imagine whisking through trees in the thick fog at 105 mph in a HELICOPTER. Or managing a platoon of 30. Or having children and going to graduate school. Well, for MB&B’s Ken Wickiser, it’s no stretch of the imagination. Read all about this interesting West Point grad, former pilot, husband, and dad.

J: So, what’s your first memory?
K: (with hesitation) The Bicentennial: the 1976 Olympics, all the fireworks and the flags.
J: Where did you grow up?
K: I was born in Brooklyn, we moved to Virginia, Iowa, and then we moved to Minnesota. We lived in a suburb of Minneapolis until I finished high school.
J: Any memorable high school experiences?
K: Yeah, our swim team won the state championship. (Ken is being modest here, he later confessed to swimming for three state titles and being awarded All-American!)
J: What was your stroke?
K: I was a sprinter in the 100 freestyle.
J: Did you wear speedos?
K: Yeah, but not to the beach. Now I could probably only get one leg into an entire suit.
J: So if I have my facts straight you went to West Point Military Academy, majored in physics, were a varsity swimmer and took military courses?
K: Yeah, the primary mission of the school is to provide the nation with leaders of character who serve the common defense. That, swimming and academics was a full plate.
J: What did you do after graduation?
K: Upon graduating West Point there is a five year active duty Army commitment and I knew I wanted to fly helicopters. So, I went to flight school and was stationed at Fort Rucker, Alabama.
J: Ft. Rucker? How was that?
K: Hot. (laughter)
J: What is it like flying a helicopter?
K: Well, there is no comparison to describe it. They were a lot of fun, flying late at night in the forest, dodging trees. It’s like a roller coaster that you can control!
J: What did you do after flight school?
K: I flew intelligence aircraft (Spy Planes) to intercept radio signals. I was the platoon leader of an intelligence outfit with about 30 pilots and soldiers and 11 airplanes.
J: Woahhhh. Any dramatic moments flying?
K: Yeah, flying through a thunderstorm, you just don't want to be in the air. There is an old wise saying: "It's better to be on the ground wishing you were in the air than in the air wishing you were on the ground!" I never want to be in one of those situations again, especially not with a family.
J: When did you get married?
K: Jan 1st 1994 at West Point. We decided to have kids when we moved to Puerto Rico in 1997.
J: What did you do in Puerto Rico?
K: I taught ROTC in several different schools. One interesting thing about Puerto Rico is the large number of colleges. I was able to teach in both Catholic systems and the public system. My wife and I got SCUBA qualified while in PR and we traveled to a few other islands. Puerto Rico is a really great place, in fact my wife often wishes we spent another year there before coming to Yale.
J: When did you decide to go to graduate school?
K: Although I had many opportunities in industry, I knew I wanted to go to graduate school. My wife and I started planning for the transition early in 1998.
J: What's it like juggling school and a family?
K: As hard as you think your life is at any given time, I keep learning that it can get both harder and more rewarding. With young kids, you don't sleep. I am amazed at how much I can get done being dog tired. Now that my son Kieran is two and a half and my daughter Bridget is fifteen months we get more sleep, but the kids are running faster and faster and you've got to keep up with them! You're always looking back thinking everything was so much easier when I didn't have kids. I am sure one day I'll look back when my kids are teenagers and think how easy I had it as a graduate student! It's all a process of growing. But the bottom line is that my wife, Doris, really shoulders most of the family responsibilities and makes the family run like a clock.
J: Did you ever want to quit?
K: No, Doris and I planned two years in advance for graduate school. This is something I knew I wanted to do. I didn't want to drag my family through poverty and hard times for nothing! I know I am going to get my Ph.D., have fun doing it, all the while being the best husband and father I can.
J: What's your favorite thing about Yale?
K: The thing I like most about Yale is that it's as intense as you want it to be and as accepting as you want it to be. For example, the other night in lab at about midnight there was a postdoc cleaning quarters in the lab sink! In the Army, someone would have talked to this guy to see if he was wasted, but being here at Yale I figured "Ok, he just likes his coins clean" and so I said "Hi" and walked away. I've had to recalibrate my definition of normal and I like that the environment allows people to be who they are. Basically, it's an accepting community and cutting edge at the same time.
J: Any advice for incoming students with families or students and postdocs thinking of starting a family?
K: Yeah, don't be afraid to place your family above all else. With a little creativity and a lot of hard work you can keep up. Besides, all your single classmates are likely working off hangovers and trying to get a date with that looker down the hall.

Well there you have it, a brief walk in the life of the former Captain John Kenneth Wickiser. And we didn't even get to talk about his military awards, the languages he's studied, his musical talents, or his ability to explain the Fourier Transform of a top hat function. Maybe next issue. In the meantime, I'll try to convince Ken to fly us to Woods Hole for the MB&B retreat.
At the movies
BY DAGNY ULBRICH

The Yale Med School Film Society (YMSFS) is a student organization open to undergraduate, graduate, medical and professional students. It is the longest-lived film society at Yale, run entirely by students, without faculty involvement or university support. A variety of movies are shown each week, Thursday through Sunday, in Harkness Auditorium at the medical school. Current Hollywood releases, independent, and foreign films make up the eclectic mix of cinema available to Yale students and non-students alike.

This fall, titles include Shrek, Moulin Rouge! The Score, The Others, Hedwig and the Angry Inch, and Jay and Silent Bob Strike Back. New projectors with Xenon lamps have been ordered to improve picture quality. This semester’s movies start on Sept 6, and the weekend’s lineup includes Snatch, Crouching Tiger, Hidden Dragon, and Alfred Hitchcock’s Man Who Knew Too Much. Also, our own mini film-fest featuring the work of students and faculty...

Back. New projectors with Xenon lamps have been ordered to improve picture quality. This semester’s movies start on Sept 6, and the weekend’s lineup includes Snatch, Crouching Tiger, Hidden Dragon, and Alfred Hitchcock’s Man Who Knew Too Much. Look for the ubiquitous YMSFS posters, and also visit our website (http://www.yale.edu/ymsfs/) for updates. Memberships are $10 per semester, which allows members to see all of the films for that semester, as well as some sneak previews of new movies before they hit the theaters. The cost of attending a movie without membership is $3.

Also, starting this semester we will be having our own mini film-fest featuring the work of students and faculty at Yale! So if you’re having trouble finding a distributor for that existential short you made on the life of E. coli, bring it on! We can’t promise that we’ll feature every film submitted, but show us what you’ve got, and we’ll go from there.

See you at the movies.

f resh f ish
aka New Faculty
BY B. SHANSKY

Joao Cabral
Assistant Professor of
Molecular Biophysics &
Biochemistry
Ph.D. Edinburgh University

Joao hails originally from Porto, Portugal, the birthplace of port wine. Why anyone would want to leave such a wondrous place is beyond this reporter, but aren’t we lucky he did? The urge to travel brought him to the UK for a PhD in Edinburgh, and a quick post-doc in Leiceter, England before crossing the pond to join the Mackinnon group at Rockefeller University. After conquering the structure of the potassium channel there, Joao has joined the MB&B department here to delve further into the mysteries of ion transport.

The proteins that move ions across the membrane can often transport ions against their concentration gradient, a phenomenon that is not yet wholly understood. Joao feels that defining the structure of these proteins may help us to understand their function, and uses crystallography, electrophysiology, and biochemistry techniques to answer these kinds of questions. The major draw of biophysics research and of science in general, he says, is the thrill of a challenge, and thinking about how to meet that challenge head on.

When he needs a break from challenge-meeting, Joao spends his time swimming and taking care of his brand new son. Well, maybe that’s a different kind of challenge.

Christy Marshuetz
Assistant Professor of
Psychology
Ph.D. University of Michigan

A need for answers and a knack for problem solving are what drove the career path of one of the newest members of the Psychology department, Christy Marshuetz. Originally from Chappaqua, New York, Christy comes to Yale with a hot-off-the-press 2000 PhD from the University of Michigan, where she studied with Ed Smith and John Jonides.

Here, Christy focuses on solving problems related to working memory. Mediated by the frontal lobe, working memory is a major factor in higher cognitive processes like planning, reasoning, and problem-solving. These facilities are known to decline with age, and she uses statistical modeling, behavioral experiments, and neuroimaging (fMRI, PET) to investigate this process, as well as to understand the components of working memory itself.

When not in lab, Christy enjoys all that New Haven has to offer, including its culinary and cultural offerings, and especially its proximity to sailable oceans and ski-able mountains. a
High Drama on Campus
by N. Shéké

The Yale School of Drama has long reigned as the top-rated drama school in the country, attracting some of the finest talent from around the world to fill the stages of the Yale Repertory Theatre, the University Theatre, and the Yale Cabaret. This is fortunate for the poor and culture-starved BBS student—such a density of talent has resulted in a wealth of inexpensive local entertainment opportunities.

The Yale Repertory Theatre (or “Rep” at the corner of York and Chapel Streets) has been presenting great works of classical and modern theatre since 1966. The theatre features both the creative visions of Yale drama students as well as the works of a plethora of critically-acclaimed professionals. James Earl Jones and Danny Glover have graced the stage, and playwrights such as Sam Shepard and August Wilson have premiered their plays at the Rep.

The 2001-2002 season features six performances, opening with George Bernard Shaw’s “You Never Can Tell” (advertised as “High comedy, true romance, and seaside dentistry.” Hmm....). Student season passbooks are available for $72 ($12/show). A more flexible “Yale Pack” is offered at $90 containing six vouchers valid for any show (i.e., six people to one show, or one person to six shows). Without a passbook, student discounts are still available year-round and “rush” tickets (50% off) can often be procured one hour before showtime. Lookout for many special events scheduled throughout the year, including “Pay What You Can” nights, “Ale Club,” and “Rainbow Night” in honor of the Rep’s GLBT patrons.

More information is available at www.yale.edu/yalerep, or from the box office at (203) 432-1234.

The University/Theater (222 York St.) also features a variety of main-stage performances throughout the year, showcasing the production, performance, design, research, and management skills of Yale drama students. Last year, tickets were available for only $10 ($12 on Friday and Saturday evenings). For information on the upcoming season, check www.yale.edu/drama or again, call the box office at (203) 432-1234.

A more underground (literally) theatre experience can be had at the Yale Cabaret (217 Park St., in the basement). The Cabaret offers an edgy creative outlet for Yale’s developing artists and future celebrities. Previous performers include Meryl Streep, John Turturro, Sigourney Weaver and even David Duchovny! Completely student-run, the Cabaret presents a yearly schedule of 20 smaller-scale productions in a club-like atmosphere. Asa plus, early performances feature a full dinner menu. As such, a night at the Cabaret is a perfect night out for a group of hungry and science-weary BBS students. General admission is $9 ($6 with student ID) with a minimum charge of $3-4 dollars for food or drink. Call 432-1566 for more information.

Hungry?

We have all been there: the noon hour, the hunger pangs, and a very long day and evening ahead.

We need food.

Yet who has time to pack a lunch? Then again, who has anything in the house to eat anyway? It’s not as if we have time to go shopping. Luckily, area food merchants have taken our plight to heart, or at least the plight of the starving class located at the med school. What follows is an incomplete guide to the kiosk scene by some partial BBS staffers. Please note the Star rating is not recognized by the Connecticut Board of Health. Enjoy!

Japanese Style The Japanese Style cart never disappoints in terms of food quality and taste. The cart is also a great deal because of the sheer quantity of food you get with each order. Most meals can easily accommodate two people. Especially recommended are the chicken and beef Yaki Soba for $4 and the California rolls for $3. The man who works the cart is very friendly, so in terms of his attitude and food, I’m sure you will appreciate his Japanese style. Located on Cedar Street, SHM side.

Chinese Cart #1 For a city without many Chinese restaurants, we have no shortage of Chinese carts. The Chinese Cart #1 is a great choice, with many dishes to choose from, most under $4.00. A personal favorite of the reviewer is the chicken w/sate, which, at $3.75 - is a real bargain. A wide range of dishes and friendly service make it a satisfying stop for a meal. This cart is located between Japanese Style and NO GREASY NO OILY, Cedar Street, SHM side.

No Greasy No Oily These guys have been here since the beginning and have honed their skills to a science. The menu of Chinese food is extensive; the service is very efficient; and the food is top quality. Most dishes are steamed rather than fried, offering a welcome change from high-fat lunches found at other carts. Order a variety of dishes from the numbered menu and have your food spiced to taste. The cooks tend to prepare up to 4 or 5 meals at a time, so have your order in mind even if you’re not at the front of the line. Most meals cost under $4, and the portions are generous without being gluttonous. This cart, named after the “No Greasy No Oily” sign originally used to advertise their business, is definitely worth a try. Located on Cedar Street, SHM side.

Lalibela Ethiopian This cart provides a unique blend of vegetarian and carnivore cuisine sure to please multiple palettes. The price range is $4 for a 2-discount combo and $5 for the 4-discount combo, both include injera bread or rice. The full menu is always displayed, but only certain dishes are available on any given day. Check for the notations on the menu so you know what your choices really are for the day. This cart moves around quite a bit as it establishes its territory, but look for it on the BML side of Cedar Street.

Thai Taste An aluminum tin full of pad thai and a piece of garlic chicken (on a stick!) is a taste of heaven. Offering plenty of Thai favorites, including massaman and yellow vegetable curry, served with white or pineapple rice, this cart is sure to please. Robust

continued on page 12
Indian/Pakistan Spicy The new Indian cart provides a yummy and much-needed addition to our lunchtime options. Two dishes with rice is $3.50, and you can add a samosa and soda to anything for just $1! Everything could use a bit more spice, but there are no endless lines like you might find at the other popular carts. Hang a left on York Street at the end of Cedar, about 30 ft down.

Mamoun's The cart has a large selection of Middle Eastern offerings, including gyros, falafels, and tasty deserts. The prices are reasonable, although the portions are a bit small. I recommend the falafel/meat combinations, and ask for half the sauce if you want to avoid a mess. Located on York street.

Happy continued from page 11

appetites can carbo-load with a hefty serving of pad thai for $3.00 or try combinations of two ($3.75) or three ($4.00) items. With friendly service and an unflagging commitment, rain or shine, this cart is a cornerstone of kiosk cuisine. Located on York street.

BBS Calendar
Still haven’t seen the BBS online calendar?? It has all the events the BBS community is looking for, and you can view it on your Palm PDA. Go to http://info.med.yale.edu/bbs/ and click on the calendar link.

More Prizes
Having your name appear in B has always been a prestigious honor. But now you have even more reasons to submit. Starting with the next issue, you will be awarded points for every item you submit, even if we don’t use it in an issue:

- **5 points for contests (extra points if you win)**
- **10 points for candids**
- **15 points for letters to the editor**
- **15 points for “Students in Press”**
- **20 points for full articles**
- **20 points for editorials**

At the end of the year, we will tally the points and award prizes to those with the most points. (B magazine staff members are ineligible.) We hope for some big prizes, so start writing!