We take the BS out of BBS.

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The Great B-yond: The Baby Names Contest

With so much news to report, we've expanded from our usual 8 pages to 12. In this issue we finally tackle the unionization debate in two op-eds. We also take a look at what goes into finding a mentor, tell you about a great outreach opportunity in New Haven, and highlight a bona fida scientific journal run by Yale students. All this, plus advice, photos, and our almost famous contest. Enjoy!

Finding a Mentor
AN INVESTIGATIVE REPORT
BY M. AKINS

Perhaps the biggest decision that we make as graduate students is choosing a mentor. The mentor sets the tone for the lab and is one of the most important personal relationships you will have in your career. But how do you choose the appropriate mentor? Clearly, there is no one right answer, but after surveying senior BBS students, I was able to identify several key considerations.

As with any other volunteer survey, the results below are anything but scientific. Students who responded seem to be happy with the quality of mentoring they've been receiving. On a scale of 1-5, with 1 being unacceptable and 5 being the ideal mentor, respondents rated the quality of mentoring at 4.4, with a range from 3 to 5. While the survey design prevents strong conclusions, the advice of these people should be taken seriously, as they have managed to find mentors that mesh well with their expectations.

I have organized quotes into several broad categories. Where appropriate, I have added my own commentary, mostly to sum up other quotes that I haven't included.

Mesh Personalities Most of the advice falls loosely into this category, and it seems to be the most important factor, above even the science.

"You need to get along well enough with your advisor to be able to work with, and learn from, him/her. You need to know your own strengths - do you need a lot of guidance or do you want to be left alone?"

"Most importantly, the student should feel comfortable enough talking with the advisor to raise issues over time. These issues might be related to the project or to some other problem like a conflict with someone in the lab or concerns over the future. If the mentor and the student are receptive to one another, they will be able to work well together."

"Also remember that its not just your advisor's personality but the personalities of everyone in the lab that you may have to consider, particularly people you may have to work with closely."

"Look for just enough intellectual freedom to hang yourself with-- DON'T be treated as a technician, but DON'T be left to flounder for years and years."

"Commitment to intellectual development of students, with the understanding that mentors and students will sometimes part ways.

Mentor continued on page 5
By N. McCurley

Evade the Tenebrous - The Case Against Unionization

Ideas have consequences – this we all know. But they also have presuppositions – philosophical grounds upon which they are built, underlying reasons for adhering to them. Therefore in addressing the issue of student unionization perhaps we ought to consider not merely the means and consequences but more fundamentally the grounds for student unionization. It is here my contention that ingratitude and an arrogant, unwarranted sense of entitlement underlie the idea of student unionization.

There was a day when a person who desired a graduate education would pay for it. Out of the pocket of the student came the cost of tuition, the cost of registration, the cost of books, and even the cost of living. Fellowships from within the university could be sought competitively, but these were generally few in number. A graduate education was a difficult thing to attain. Today we see that certain aspects of education have changed. With the enactment in 1958 of the National Defense Education Act there has been a steady increase in the fiscal contribution of the American people to the graduate education of its citizens. With time the desired result of this has become increasingly realized: graduate students are better able to focus upon studying, teaching and research with less need to consider the means of satisfying fiscal requirements.

Though providing for the education of its citizens benefits America as a whole, a graduate education is still most immediately beneficial to the graduate student. Whereas in the past people paid for an education, now a student is granted while still appreciating their cost. Yet GESO persists by stirring up dissatisfaction amongst students while presenting itself as the solution. There is a place for advocacy and clear administration ought to listen to the concerns of the graduate student body. The Graduate Student Assembly is in place for this purpose and is flourishing in its duties. I must stress, however, that bringing to the administration the ideas that we have for improving the university is wholly different than forcing our demands upon them. This is where GESO goes wrong. Instead of working through established means to bring about change cooperatively with the administration (as has always been done), advocates of GESO propose to put into place an inherently contentious apparatus for bringing about swift and unilateral change. Lack of willingness to work out issues through established means and the demand for immediate change show GESO’s effort to be grounded in an unwarranted sense of entitlement.

The question has been raised as to whether and to what extent the university profits from the work of its graduate students. Certainly the positive figure that the university sees on the bottom line at the end of each year is due in no small part to the work of its graduate students. Yet the majority of this money is funneled back into the university infrastructure, strengthening and securing the academic stance of the university for times to come. The agenda of the university with respect to its graduate students is educational in nature. On the other hand, in

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Your Opinion

B magazine seeks Op-Ed pieces from members of the BBS community. Please submit your column (maximum length 600 words) online or via the web, or call us for more information.

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Finding Our Voice - The Case for Unionization

BY B. SHANSKY

As anyone who knows me can tell you, I am probably one of the happiest graduate students at Yale. I work in a great lab with a supportive advisor who doesn’t monitor my every move or expect me to work outrageous hours. The $23,000 I’m being paid this year is enough for me and my two kitties to live comfortably. The $23,000 I’m being paid this year is enough for me and my two kitties to live comfortably. The faculty in the neuroscience program here are among the best researchers and professors in the country, and are genuinely dedicated to teaching me and my classmates how to be great scientists. I am getting a fantastic education. So why would someone like me feel compelled to join a union, let alone go on strike for it?

Well, when I look outside my happy little world, I see a bigger world that is not so happy—academia is moving in a direction that worries me. Many of us came here with hopes of eventually becoming tenured academic researchers and professors and that is not rewarding. The average length of post-docs is growing, while the number of new tenure-track jobs is shrinking. It has become increasingly clear that there are just not enough “real” jobs for us. As a result, I have seen some of the brightest students here leave academic science for industry or degrees in medicine, law, or business, simply because they know their talents will be better rewarded for an NLRB election, they will appeal the results all the way to the Supreme Court, if necessary. This is a legal process that would take years to settle, and is currently happening for Columbia, Brown, and Tufts. At Yale, we feel that a legal battle would be an immense misuse of time and money for both parties. All GESO is asking of President Levin is that he sit down with us and discuss a fair and democratic way for graduate students to decide for themselves whether they want a union. Countless times over the last decade, GESO has requested this meeting in writing, and each time Levin has refused. It has been recommended to Levin by Mayor John de Stefano, US Congresswoman Rosa de Lauro, and Levin’s own consultant that he begin a dialogue with GESO representatives. He has in turn ignored these pleas. As Levin appears to be unresponsive to what we feel is a reasonable request, we have no choice but to take action. The moment he agrees to meet, the picket lines will come down, and we will eagerly return to our labs and classrooms. After all, this movement is not about hindering the progress of this university, but about making it better.

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The administration does not agree with this sentiment, and maintains that should we file for an NLRB election, they will appeal the results all the way to the Supreme Court, if necessary. This is a legal process that would take years to settle, and is currently happening for Columbia, Brown, and Tufts. At Yale, we feel that a legal battle would be an immense misuse of time and money for both parties. All GESO is asking of President Levin is that he sit down with us and discuss a fair and democratic way for graduate students to decide for themselves whether they want a union. Countless times over the last decade, GESO has requested this meeting in writing, and each time Levin has refused. It has been recommended to Levin by Mayor John de Stefano, US Congresswoman Rosa de Lauro, and Levin’s own consultant that he begin a dialogue with GESO representatives. He has in turn ignored these pleas. As Levin appears to be unresponsive to what we feel is a reasonable request, we have no choice but to take action. The moment he agrees to meet, the picket lines will come down, and we will eagerly return to our labs and classrooms. After all, this movement is not about hindering the progress of this university, but about making it better.

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<table>
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<th>BBS students during the walk-out in March. Photo courtesy of B. Shansky</th>
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Evade continued from page 2

The case of GESO, the lack of a clear agenda is indicative of the underlying notion of student unionization: that of ingratitude. Because every potential GESO recruit is told that his or her particular issues will be advocated by the union, few overarching agenda items arise.

Thus we see that even prior to dealing with the particular gripes that people have with GESO (for instance: GESO’s harassing methodology, alienation from the administration that would result from unionization, the idea of being led by union officials that are more union-minded than educational-minded, the fact that card count neutrality neutralizes democracy, etc.) we find a clear rationale for rejecting the very foundation upon which unionization stands. The particular gripes are important, yet ingratitude and an unwarranted sense of entitlement are where GESO fundamentally errs. 

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The 2nd Rotation

By A. Sleeper

When we last heard from our first year students, they were finishing their first rotations and had selected their next labs. Now, they've finished these second rotations, have compared their experiences, and are preparing for their final rotations. We're following their progress as they head toward that important decision of choosing their thesis labs. As the students enter their final rotations, armed with the experience of these past two, the excitement of the final decision is building.

Abbey: Abbey had a very good experience in her first rotation and left the lab on a high note, pleased with both the science and the personality of her first lab. The PI in this lab was especially helpful as Abbey adjusted to graduate life and research. When we last heard from Abbey, she was headed to her next rotation in a lab of similar size and discipline. Again, Abbey was very happy with the experience. Her labmates were personable, and she really enjoyed her project. The structure of the lab gave Abbey more people to talk to about her own project than in the last lab, which was more helpful academically. Again, Abbey was very happy with the experience. Her labmates were personable, and she really enjoyed her project. The structure of the lab gave Abbey more people to talk to about her own project than in the last lab, which was more helpful academically. The main difference between these two rotations was Abbey's interaction with the PI. Abbey found that she had a more personable relationship with her first PI than with her second. Though Abbey thinks she might be happy in this lab and would be enthusiastic to continue with her project, she also feels that a comfortable relationship with her PI will be important for her future success. All this in mind, Abbey is preparing to start a third rotation in a similar size and discipline lab that has a balance of guidance and space with one graduate student and a fair number of new techniques, and she enjoyed the freedom to figure some things out on her own. Should she return to this lab, she would continue with the project, as it was fairly successful and has room for continued investigation. Also, the collaborative attitude of the lab would provide a good learning environment. Bobbie feels that it is important to her to find a lab that has a balance of guidance and space for exploration. Her next rotation will be in a large, cancer-related lab, and she will be looking for that same balance.

Corby: Corby's first rotation experience was a positive one. She worked in a medium sized, friendly, and productive lab on a project that she felt comfortable with in both its scope and significance. Corby continued on to a very large lab, looking for a more chemical approach to science. She worked primarily with a post doc through the first half of the rotation, then continued with a second-year student after the post doc left the lab. She said that the experience was a positive one and gave her a good overview of the lab, though she spent most of her time learning techniques and was not on a project of her own. Ultimately, Corby felt that this lab environment was too large. She decided that the biological approach is more appealing to her than the chemical approach. She also feels that she'd like to have more access to the PI than she did in this rotation. That said, she probably won't return to this lab when the rotation process is done, yet the experience helped her to determine her next rotation lab. She is continuing on to a small lab that focuses on biophysics. The PI is young and enthusiastic and is likely to be involved in Corby's rotation. Corby says that the rotation process has been an effective way for her to identify the characteristics that she is looking for in a thesis lab. She is realizing her attitudes toward the scientific process as well as the level of guidance that will be comfortable for her.

Join us next issue as we follow our students through their final rotations and into their thesis labs. Will the rotation process lead to disappointment, or will there be matches made in heaven?
Mentor continued from page 1

"There's a lot of trust involved in the PI-grad student relationship, trust involving the graduated student's interpretation of data and ability to do things correctly, and trust that the grad student will be a good representative of that lab."

"It's important to choose a lab and a mentor with a work ethic similar to your own. You don't want to end up feeling overworked or undermotivated because of the lab atmosphere you end up choosing."

Type of Science
This is the second biggest concern that people have."

"You have to be interested in the research--you're going to spend a heck of a lot of time working on it."

"But you won't enjoy yourself if the work environment is bad."

"You need to weigh your interest in the research with any potential obstacles with the advisor."

"The projects are somewhat irrelevant."

"You can learn to find an interesting component in almost any project, but you can't always find something likeable about a person, even if you really try."

Look out for Yourself
Keep in mind that you're responsible for getting the most out of your relationship with your mentor. In particular, you should be learning from him/her how to advance your career.

"You should also observe whether your (potential) mentor teaches you, aside from the science, skills that help you become successful--i.e., how to manage your work, how to present yourself, how to publish, etc."

"I think it's also important to know your advisor's attitude toward publications and credit for work."

"How broad will your training be? Will you learn several techniques that are applicable to several systems? How well will it train you for future study in another area of research?"

"If you're not sure about staying in academia, have a mentor who is open to alternative careers."

"If you're passionate about serving on a committee or teaching or playing an instrument with a local ensemble or if you have a family, you need to be sure that your advisor is accepting of the time that you will dedicate to these activities."

Don't Be Afraid to Switch
Don't be afraid of leaving a mentor/student relationship that isn't working. If you find that you and your PI are incompatible, ask for advice from senior faculty and your DGS. Don't consider yourself a failure or quitter if you switch labs.

Some lab switches arise from direct personality conflicts. "There was a general feeling of mistrust and dislike which made it impossible for me to continue working in the lab. The lab was more like a dysfunctional family, with constant criticisms and reprimands from the PI, and no real conflict resolution. These conflicts were also reflected in the scientific work, as I did not feel very confident about the project I had been given."

Other lab switches, however, arise from a lack of mentoring. "I chose my first lab because I had been successful on a project during my rotation. By the time I actually joined the lab, the group had gotten larger. I didn't have much contact with my advisor but worked instead with senior scientist. I realized too late that this senior scientist had little interest in teaching and was too busy to act as a mentor. After getting the advice of my DGS and others, I finally chose to look for a new advisor."

The Feel of the Place
A lot of the decision for a lab will be based on an intangible feel about the lab. In large part, this stems from the personality of the PI. How available is he/she for discussion? How collaborative is he/she? "I liked the other people in the lab and the general feeling about the place."

"Be very certain that the size of the lab is one that you want."

Keep in mind that personnel in a lab will change. "Don't base any decisions on the other members currently in the lab, but, the size of the lab may matter. If you have a strong desire to be in a large lab with lots of expertise or in a small lab with lots of direct attention, you might ask the PI about future plans for the group size."

"[I am] able to just walk into his office and discuss research with him."

"[My PI showed a] willingness to allow students/post-docs to try new things and collaborate with other labs."

"[My PI is] very helpful and hands-on, even when busy with other things."

"It also helped that the lab had a long-standing collaboration with another lab, which increased the opportunities, facilities and support for me as a graduate student."

Funding/Seniority
Students are definitely concerned about the funding level of a potential lab, but don't really speak with one voice on the overall issue. Tenured professors tend to have more stable labs and are better connected in their fields, while younger professors tend to offer a more cutting edge lab with more hands-on oversight. Preference is really a matter of personal taste.

"The research and the PI's ability to support the research with funds, a carefully designed research program, and a group of capable lab members are critically important. "But, you shouldn't worry about the money too much, unless you see that this particular PI has had a string of rejected grants or seems to have an unclear focus for the lab."

Ask Around
Be proactive in making your decision. Talk to people in the lab to find out how they enjoy working with the PI. Ask other students who rotated through the lab why they didn't stay. Always remember, though, that what might have been a personality clash for another student might be the perfect fit for you.

"Talk with the other grad. students and postdocs about your potential mentor. Has she or he given them the support and time that they need when they needed it?"

"Most importantly, make the most of your rotation--get to know your potential mentor, and let her or him get to know you."

Choosing a mentor is an important, yet somewhat arbitrary, decision. One of the best sources of advice in this process are the more senior students in your program. While it's true that no two students will have the same relationship with a given mentor, the experiences of others can serve as a useful guide in forming your own decisions. In the end, your decision will be based on a combination of labwork, lab dynamics, personalities, advice from others, and, for lack of a better term, your gut. From the results of this survey, this system appears to function fairly well.
One of the most striking things about graduate work at Yale is the diversity of activities available outside of lab; from investment clubs to improv comedy, soccer to sailing, diversions exist to suit every need. But beyond these conventional extracurricular possibilities, Yale also offers a unique – and for the most part, undiscovered – resource: the Yale Journal of Biology and Medicine.

Founded in 1928 and published continually ever since, the YJBM is a ‘real’ journal – complete with an editorial board, subscribers, a Current Contents index record and article submissions from around the globe. This bi-monthly publication presents about 30 articles per year, in addition to book reviews and a special “Focus on Yale Medicine” section, highlighting goings-on at the school. And best of all, it’s largely student-run.

To graduate students, the YJBM is interesting for two reasons: first, the journal represents an excellent opportunity to publish research, book reviews, or other material in an international journal. Second, the editorial board is comprised entirely of Yale Medicine and BBS students, under the supervision of faculty advisors.

This student-run editorial system makes the YJBM an attractive option for those wishing to make a tangible contribution through their out-of-lab activities. Rather than being relegated to proofreading, running papers around or making coffee; students working with this journal have a good deal of editorial influence and contribute greatly to the content of the publication. Students are encouraged to participate by applying for positions on

Journal continued on page 10

Students and applicants at the BBS recruitment brunch and poster session in February.

1. Ken Wickiser, MB&B
2. Eva Yang, Genetics
3. Steve Aller, MB&B
4. Ellen France, Cell Biology
5. Immunology Track applicants
6. Tomomi Tsubouchi, MCDB
7. Rania Zaarour, Darinel Ortiz, and Agnes Lee, Cell Biology

Photos courtesy of N. McCurley.
STUDENTS IN PRESS
July 2002 through February 2003

Cell Biology


Experimental Pathology


Immunobiology


Interdepartmental Neuroscience Program


Genetics


In Press continued on page 8
Science Outreach in the Public Schools

By Stefanie West

The sound of rustling book-bags ceases. Chairs creak and turn. Twenty-six pairs of eyes stare at you. You are the foremost authority on genetics in the room. You confidently begin to speak, “Good morning. We are graduate students at Yale. We’re here today to tell you about what genes are and why they are important to us.”

It sounds simple to us. Most of us can’t remember NOT knowing what genes are. But can we do something with our vast knowledge outside of the lab? As Yale graduate students, we have the opportunity to help New Haven’s science teachers impart the knowledge and importance of genetics to their middle school students.

Dr. Paula Kavathas and Yale graduate students founded the Student Education Outreach Program (SEOP) in 1995. Since then, groups of Yale graduate students have continued to brave seventh grade classrooms to teach lessons on genotype and phenotype, chromosomes, mitosis, and the structure of DNA. The students get to look at C. elegans and Drosophila. Humorously, they all stick out their tongues as they try to determine if they have the gene for “tongue-rolling.” Volunteer students are assigned the roles of “chromosomes” and “centrioles” in a meiosis skit. The students eagerly wait their turns to practice loading an agarose gel, just like a “real” scientist does. Bringing new faces and interactive science into their classroom, we try to show them just how important genetics is.

However, the seventh graders are not the only students who benefit from SEOP. Here, graduate students learn how to explain genetics to a non-scientific audience. We lecture and interact with students, answer questions and dispel myths, and may even witness a spark of interest in science when none previously existed.

So how can you help? This year SEOP has expanded from three middle schools in the fall semester to two more schools during the spring semester. But we absolutely cannot be successful without our graduate students. The time commitment is small, just a few hours on one day or as many days as you would like to work. The lessons, information, and equipment are provided for you. If after volunteering you are interested in continuing to help New Haven students, the position of student coordinator has recently been approved to fulfill a TA credit. Look for announcements and sign-up to help New Haven seventh graders this spring!  

In Press continued on page 9
What Folks are Learning About Science Teaching...News From the Graduate Teaching Center

By Bill Rando (Director, McDougall Graduate Teaching Center)

A record number of scientists have been showing up at Graduate Teaching Center (GTC) events this spring. Some have traveled over to HGS for Thursday Seminar Series, while others took advantage of the Future Faculty in Science Workshops held on Science Hill (don't worry, next spring we're back on the medical school campus). We also had a great turn out at the Teaching Forum and Innovation Fair -- Engaging Complexity. Here are some highlights of what people have been hearing...

... at the Thursday Seminar Series at HGS, TFs (Teaching Fellows) learned two ways to increase students’ motivation. First, TFs need tell students what they expect of them inside and outside the class. Second, TFs need to let students know what they will learn to do as a result of their participation in section. In other words, here’s what I expect, and here’s what you’ll get if you meet those expectations.

TFs learned how to focus on scientific thinking by designing short, in-class activities with pairs and groups of students. Some tips: Use activities to let students explore difficult problems. Focus on incorrect results to identify common misconceptions. Activities should be very well defined, require choices and decisions, and result in a single answer or product. Finally, don’t give students too much time – 2 minutes is often plenty.

At a session Designing Teaching Evaluations, TFs looked at sample questions, to figure out how they would elicit the most productive feedback for their teaching style. They also learned to keep everything from every class and to keep a teaching journal, especially after very successful days. These records come in handy at interview time.

Still to come, a workshop on Problem-Based Learning (April 1), and a two-part course in Course and Syllabus Design (March 27 and April 3).

... at the Future Faculty in Science workshop, Mark Yeckel, Assistant Professor in Neurobiology, and shared his insights about applying and interviewing for faculty positions, and steps of settling into the job. Professor Bill Summers brought the group up to speed on the art of lecturing and team teaching, and Professor Sarah Rockwell provided helpful hints on getting your career in science off to a great start. The facilitators made sure there was plenty of time for questions and small-group problem solving. Asked if they would recommend these sessions to a friend, all of the respondents answer, YES!

... at the Teaching Forum and Innovation Fair, Professor John Harris (Physics) showed us how to use the latest classroom technology to get immediate feedback from every single student. That’s right! Every single student has a remote control, so when John asks, “what trajectory will this dropped ball take: A, B, C or D?,” every student hits the answer on his/her remote and, Wham! Instant feedback and a great way to start discussion.

From Professor Fred Ziegler (Chemistry) we learned how to put interactive learning tools on the web. One module allows students to manipulate molecular models. Another simulates spectroscopy, allowing students to manipulate and measure spectra on the screen. During Fall term 2000, students accessed his web page nearly 10,000 times.
Got a problem? Got questions? Just ask B. (Advice is for entertainment purposes only, and you have only yourself to blame if you follow any of the stupid suggestions.)

Dear B,
I find Krispy Kreme to be the most exquisite taste sensation ever. So help settle a monstrous lab dispute - Krispy Kreme or Dunkin Donuts?
---Pastry Queen

Dear Pastry,
You Krispy Kreme people kill me. They're freakin' donuts. Don't you have more important things to worry about?
By the way - Lipitor or Zocor?

Dear B,
As a patent attorney who's corraling pigs in a nutritional biochemistry lab in preparation for a much-ballyhooed return to school to get a PhD in Genetics (or some such), I just have to ask: is grad school really as zesty as you all make it seem, or is "B Magazine" just the brilliant ploy of heartless PIs engineered to lure the unwitting dolt (uh, me) into years of lab slavery?

---B Magazine Fan in Texas

Dear B Mag Fan,
Nice to know that we have readers from all over the country. As for your question, I'll cut you some slack because you're not from around here. Plus you have the handicap of being a lawyer. But trust me, Yale PIs are about as clever as pickles in a jar. Besides, they have more important things to do than to serve as a source of entertainment for students.

Dear B,
Nobody wanted to go to the Grad Student Ball with me. Does that make me a loser?
--Wish to Remain Anonymous

Dear Wish,
Missing the dance doesn't make you a loser. Driving a car held together by duct tape does, though. You might want to trade that thing in for a used bicycle or a nice pair of sneakers.

Dear B,
What do faculty discuss each month at their departmental faculty meetings?
--Just Wondering

Dear Just,
Faculty bear the weight of the world on their shoulders, and they're charged with making critical decisions on very difficult subjects. For example, let's listen to the highlights of a recently recorded faculty meeting:
"...All in favor of the motion say 'Aye.' Opposed?...The 'Aye's' have it...Let the minutes reflect that Krispy Kreme is the better donut."

---B the board, which generally involve reviewing several article submissions per year (with assistance from a faculty member), contributing book reviews, or assuming other supervisory roles; for those technically inclined, both web design and print layout opportunities exist. Until last year, a contest was held to select editors; now, admissions are open and any students from the Yale community can apply. Editorial meetings occur monthly at the medical school, and generally involve a copious harvest of free, tasty pizza. In return for a modest time commitment, an editorial position on the Yale Journal of Biology and Medicine offers a unique experience to see science from the 'other side'.

Whether you view it as an opportunity to gain experience with the peer-review system, meet people outside your lab, or simply publish and see your name in print, the Yale Journal of Biology and Medicine is definitely worth a look. Even if you're between papers and an editorial position sounds too heavy, there's no excuse not to publish: any student or faculty member can submit book reviews at any time. For further information, or to submit material for consideration, check out the journal's website at http://info.med.yale.edu/yjbm/ or e-mail Valerie Richardson (yjbm@yale.edu).

Resources:
Guidelines for authors: http://info.med.yale.edu/yjbm/author.htm
Submit your manuscript: http://info.med.yale.edu/yjbm/submit.htm
Editorial board application: http://info.med.yale.edu/yjbm/editorial_board.htm

Neuroscience at Night
Neurobiology student Kate Miller, 2nd from right, with Neuroscience Track applicants at the Omni Hotel. Photo courtesy of M. Akins
Lifestyles of the Poor and Academic

**Trail Mix**
*By J. Rinn*

To find the universal elements enough; To find the air and the water exhilarating; explain it all; To be thrilled by the stars at night; To be elated over a bird's nest or a wildflower in spring - these are some of the rewards of the simple life.

--- John Burroughs

To find the universal elements enough; we need look no further than Lake Saltonstall, another Regional Water Authority (RWA) property. Ten minutes in the car (12 if you obey the traffic laws) will get you deep into one of nature's fairest havens.

To find the air and the water exhilarating; explain it all; There are many ways to enjoy the vast acreage of Saltonstall. It is uncommon to find a nature reserve that not only has miles of beautiful trails and a thriving community of wildlife, but also a lake with boat rentals. For around $20 (half day), you can captain a vessel with raw "person power" or, for a few more Washingtons, upgrade to boats with a motor. The fishing enthusiasts will be delighted to know that the lake is stocked with trout, large-mouth bass, sunfish, white perch and black crappie. Whether you want to browse the shores or cast a line, there is something to be found.

To be renewed by a morning walk or an evening saunter; There are 10 miles of trails encasing lake Saltonstall, including 1.5 miles of wheelchair accessible trails as well as a wheelchair accessible dock for fishing. These trails, like all the RWA trails, are well groomed and wide. I even know someone who frequents with an off-road baby carriage. There is one steep hill in the trail that winds up for just under half a mile. However, you are rewarded for your climb by breathtaking view of New Haven on one side and the lake on the other. You can even see the "icon" of biological research: the Kline Biology Tower. In the winter, you can cross-country ski on the trail! The view from the top of the ridge is quite impressive with the snow-covered pines.

To be thrilled by the stars at night; With the tree lined ridge shading the city light, Lake Saltonstall is perhaps the best place in the area to star gaze, which is a nice way to top off a romantic evening.

To be elated over a bird's nest or a wildflower in spring - these are some of the rewards of the simple life.

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**How to Lose your Stipend Check in 10 Minutes**
*By B. Shansky*

We were recently notified that our stipends would yet again receive a healthy padding, this year to the tune of $1000. I know what you're thinking: what am I going to do with all this money??!! Fortunately, there is a wonderful charity less than an hour away in Uncasville, Connecticut that will gladly share your load—Mohegan Sun Casino. Your donation will serve you twofold: 1) it will alleviate the guilt you surely feel as a descendant of the Europeans who thoughtlessly introduced smallpox to this country, destroying thousands of Native Americans, and 2) if you play the slots, you'll boost the revenue of our beloved Constitution State, which it desperately needs (since we all know neither Yale nor its graduate students pay their taxes).

To reach this special place, take 95 N to exit 76 (395), and follow the signs to Mohegan Reservation. Park in the garage, and take the elevator down to the casino. Inside, you will find a wonderland of flashing lights, ringing bells, and as promised by the billboards, a seven-story waterfall and a mountain of crystal. Both are pretty impressive. Also impressive are the hundreds of beautiful beaded ceiling plaques that form a canopy over the Casino of the Sky.

If you'd like, you can make your donation in the form of purchasing insanely overpriced gifts and novelties at the many upscale shops housed by the casino. As an example, an espresso machine I once coveted in Williams-Sonoma for $500 was $800 here. Needless to say, I refrained from this donation option. A more common way to pass on your riches is to play one or many of the games of chance that beckon as you stroll through the Casino of the Earth. Below is a helpful guide to a few of the most popular.

**Roulette:** In this game, a small ball is dropped into a spinning wheel decorated with black and red numbers. You are asked to look into the future and tell the table host on what number or color the ball will land, as well as how much money your prediction is worth. If you are right, you are rewarded for your clairvoyance. If you are wrong, the casino thanks you for your donation. Odds of accurate ESP—1:38.

**Craps:** This game is especially enticing, as many people gather and often shriek with excitement as dice cascade across the table. It is a great way to make your donation in a time-efficient manner. As in roulette, you are asked to look into the future, but this time you must tell the table host whether the roller will roll the same number twice before rolling a seven. If he or she fails to do so (and s/he probably will), your donation has been made!

**Blackjack:** Here it is not so much about predicting the future as it is about being able to control what cards come out of the deck. Both you and the dealer get two or more cards, the value of which when added must be close to, but not over, twenty-one. If your telekinetic powers surpass those of the dealer, you will be able to make all face cards and aces appear on your side of the table and save your stipend for another cause. If not, your philanthropic duties have been filled.

All sarcasm aside, a trip to Mohegan Sun can be lots of fun, and is worth doing, provided you are careful with your gambling. Be aware that most minimum bets are $5-$10, and while you can get lucky, the overall odds for any game are against you—that's why casinos exist. Mohegan Sun also has several fantastic restaurants as well as some pretty big-name acts (upcoming shows include greats Carol Channing and Tony Orlando).

Viva Las Uncasville! 8
The **BUZZ**

The stipend for 2003-04 will be **$24,000**. Those who win outside fellowships will receive **$8,000**.

Bristol-Myers Squibb reps plan to visit Yale in April to reinvestigate the **lab rotation** and **internship** program at their Wallingford campus.

The BBS Program may soon announce an **educational alliance** with another company.

Congratulations to **Paula Estrada**, 6th year Cell Biology, and **Thomas Martin**, 5th year French, on their recent engagement!

The **NSF Fellowship** stipend will increase to **$27,500** next year. It is currently **$21,500**.

Correction: Helen Meldrum of Communication Counseling Associates, compiled the list of tips used in Jamie Repasky’s 2001 article on Effective Presentations. We thank her, albeit belatedly, for her contributions to the article.

Special thanks to **Kristen Massimine**, 3rd year Pharmacology, for help organizing the BBS recruitment parties at **Gyphon’s Pub**.

Thanks are in order, too, to all of the student hosts, tour guides, and poster presenters during the recruiting weekends.

Attention all Students and Postdocs. The 7th Annual Yale **Life Science Career Fair** will be held at the New Haven Lawn Club, Tuesday April 1st at 12:30 p.m. It’s absolutely FREE! Go NOW to www.yale.edu/gsrs/career for complete details and to upload your resume.

Want to go sailing? The **Yale Graduate Sailing Society (Grass)** is open to graduate & professional students and post-docs at Yale. Visit our site at www.yale.edu/sailing, or e-mail gradsailing@yale.edu to subscribe to our e-mail news.

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Reach over 800 Yale students, post-docs, faculty, and administrators.

The B magazine

**“Baby Names”**

**Contest**

**Part of the great b-yond - a showcase of student creativity**

At the request of a member of the bioscience community, and as a public service to that same community, we are proud to have sponsored this latest contest. Below are many, many names that you’ll never find in a baby book but which we think will make your child really stand out in a crowd. We think you’ll agree.

**First Place**

**Maya Davis, Pharmacology/Mol Med Trac**

Luke O’Cyte

**Second Place**

**Nanami Gotoh, Cell Biology**

Clathrine Coate

**Third Place**

**Rich Reznick, Biological Sciences Track**

Gene

**Honorable Mention**

**Rachel Anderson, MB&B Track**

Billy Reuben

**Other Notable Entries**

- **Maya Davis, Pharmacology/Mol Med Track**
  - Taq
  - Aplysia
  - Alanine
  - R. Janeane
  - Dapi
  - Nicholas Phage
  - IgG E Pop
  - Drew Karyote

- **Rich Reznick, Biological Sciences Track**
  - F1

- **Kim Fowler, Cell Biology**
  - Alpha Helix and Beta Sheet (twins)
  - aka D.N.A.

- **Jennifer Frank, Genetics**
  - Polly-Merace

- **John Brownstein, EPH**
  - Son of sevenless

- **Annie Nield, Immunobiology**
  - F1

- **Nanami Gotoh, Cell Biology**
  - Plasmodesma

**Other**

- **Nadya Morales, Microbiology Track**
  - My Crobe
  - Coli Sweet
  - Recombinant Dave
  - Marie Induced
  - Onc Gene

- **Katie Jensen, MB&B Track**
  - Topo
  - Ester
  - Mini-prep
  - Ethanol
  - Gibbs
  - Proteinaceous

- **Jeff Knight, Pharmacology**
  - Sildenafil Phil

**And from the B mag staff...**

- **Bilal Haider, Neuroscience Track**
  - Cam Kinase, II
  - Perry A. Grey
  - Pia Mater
  - Cris Cerebri
  - Grace Silus
  - Rafi Nucleus
  - Olaf Fackshun

- **Michael Seringhaus, MB&B**
  - Fourier
  - Tipbocaks
  - Chip
  - B. L. Too
  - Agatha Agarose
  - Kim Wipe
  - Otto Clave
  - oops
  - Test Swype
  - Sharps
  - P. Eye
  - Rich Media
  - Compound I. Fly
  - The Clone Arranger
  - Grant Thyme
  - Vitamin
  - Bam H. I. Cutter
  - BLAST
  - V. Max Menten
  - Cleopetri
  - H. C. L. Melt
  - Stock Rhume
  - P. E. O. Abuser
  - Ally Quot
  - FRET Easton Ellis
  - G. Noam Chomsky
  - Delta G. Burke