



The Restriction Digest

GSA Newsletter

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Johns Hopkins University School of Medicine

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Restaurant Review: Ikaros

By Juliane Kellner

Ikaros is a tiny restaurant located at 4805 Eastern Ave. It has been family-operated since the 1960s and is known for its authentic Greek cuisine.

Parking can be a bit tricky unless you're lucky and snatch one of the few on-street parking spots. The restaurant itself is small and cozy, but does not feel overly cramped. Designed to resemble the interior of a typical Greek house, Ikaros features exposed wooden
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Up and Down 295

By Kedar Narayan

The GPP program at the NIH is a great way to get a taste of the NIH while still pursuing graduate work at Hopkins.

There's a popular perception among us grad students that the NIH is sort of like a black hole for newly minted PhDs, where zombie-like postdocs shuffle in and out of dimly lit corridors for hours on end until they get replaced by fresh wide-eyed grad students straight out of school. Well, for the past few years, the NIH has worked hard to change that perception. Amongst the many things they have instituted is the Graduate Partnership Program, or the GPP (gpp.nih.gov – this is their well-structured and detailed website that you should visit if you want to apply to the program). The GPP allows graduate students from outside institutions to do part of their graduate studies at a lab at the NIH. There are

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Graduate Student Unionization and You

By Laura Koontz

If you've been paying attention to the goings on in the Maryland General Assembly as of late, you've learned that Maryland legislators are currently looking at the issue of graduate student unionization. After being lobbied by graduate students from all across Maryland, Sen. Jamie Raskin (D – Montgomery County) sponsored a bill that would give graduate students at Maryland *public* universities the right to unionize. This piece of legislation has received wide approval and support from Maryland General Assembly members and is expected to pass easily. The new law will effectively categorize the graduate student as an "employee" of the university, rather than the current murky status as a student who also happens to work and get paid. This change would legally protect the rights of students to bargain collectively for things like wage increases, caps on

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GSA Travel Award Essay: Viral Immunity Keystone Symposia, January 20-25, 2008

By Kim Dowd

Thanks in part to the GSA, I recently attended the Viral Immunity Keystone Symposium in Keystone, CO. Many of my grad student friends have attended various Keystone meetings over the past five years, the majority of which are held at ski resorts in the U.S. or Canada. However, it wasn't until this year that I finally found a Keystone meeting that pertained to my research and that I could justify going to. As it turns out, Keystone meetings definitely live up to expectations. I knew the general format- talks in the morning, a break in the afternoon for skiing/snowboarding, more talks and a poster session at night. This makes for an extremely exhausting week, but a lot of fun nonetheless. From Johns Hopkins, a group of four students and post-docs rented a great condo that was in walking distance from the ski lifts and a two minute shuttle ride from the conference center.

Compared to meetings I've attended in the past, the Keystone meeting was the smallest one yet. Plenary talks were given by invited speakers who were leaders in their respective fields. A few abstracts were also chosen to be presented as short, approximately ten minute talks. Mine was not chosen, and even though I know as a graduate student it's great exposure to give a talk, secretly I felt it was nice not to have that added anxiety. Each night ended with a poster session, and with the small size of the meeting, there was a lot of interaction. This was different from larger meetings I've been to, where there are 1000+ posters and you're lucky if a couple people stop by during your designated time.

As for the snowboarding, it was great. We went three afternoons in a row. Even though the first day was the MLK holiday and kids

were out of school, you could still be on a run and rarely see anyone around you. After learning to snowboard in Vermont (which varies between hard, painful, icy conditions and actual snow, if you're lucky) it's no wonder people claim that Colorado is one of the best places to go. This trip was much more enjoyable than when I was learning to snowboard because I am now proficient enough to get down the mountain without falling multiple times. I spent two days riding at Keystone and on the third day went to Arapahoe Basin, which was a ten minute ride away on a free shuttle. The A-Basin was above the tree line, so you pretty much made your own run, which was interesting. I guess that's enough about snowboarding though, since I really went for the science, right?

On a side note, I ran into a guy who had interviewed at Hopkins a few years ago in my program. He ended up elsewhere, but I remembered him because during recruitment we were all leaving the Brewer's Art at closing time and he downed a full Resurrection beer in about 2 gulps. For those of us familiar with Resurrection beer, this was quite an accomplishment. Who knows, maybe we will collaborate someday and it will all have started with a Resurrection. ■

From the Financial Aid Office:

It's time to apply for Financial Aid for academic year 2008-2009!

Visit our website at:

www.hopkinsmedicine.org/som/offices/financialaid

Select the *Apply for 08-09 Aid* option, then select *Financial Aid Application Instructions - Graduate Student*.

Interested students are encouraged to complete the application process by March 15 for early award processing.

Graduate student awarding will begin late May.

Great Community Service Opportunities Near Campus

By Elizabeth Huang

You know what I'll bet your lab doesn't have enough of? Play-Doh. Neither does mine. Fortunately, there's a good source nearby—the **Ark** in the GBMC Weinberg Building at 1200 E. Fayette Street. I should warn you, though—you might have to share. The Ark is an emergency day-care program and pre-school for 3 to 5 year old children whose families are homeless. If you come on Thursday mornings, you can find Jason Berk, Kip Bitok, and I there playing with the kids, reading them stories, and trying to convince them that red is not the same as green or yellow, or that the numbers 2 and 3 come between 1 and 4. The program emphasizes language and social development—working with the kids so that they can be better prepared when they start kindergarten. You may wonder just how much preparation a five year old needs, but by that age you probably knew your colors and shapes and the words to “Twinkle, Twinkle Little Star,” while many of these kids do not. In practice, “language and social development” just means talking to the kids, giving them attention, or pointing to pictures and telling them, “That’s a fire truck,” right before you do your best impression of a siren. I'll bet your lab doesn't offer enough opportunities to do siren impressions either.

We all complain about the city—the poverty, the crime, the failing public schools. Baltimore has her problems, and ideally, organizations like the Ark wouldn't have to exist. In reality, though, they do, and we'll be in graduate school...um, longer than I like to tell my parents. While we're here, for better or for worse, Baltimore is our community, so we might as well help things move towards “for better.” For me, Jason, and Kip, that means reading picture books and playing with blocks at the Ark once a week, but a variety of other volunteer options exist, many of them close to the Hopkins campus.

One of these is the **Youth Opportunity (YO!)** Baltimore organization, with centers at 1510 W. Lafayette Street and 1212 N. Wolfe Street. On Thursday evenings, Ben Nacev volunteers to teach math and science for YO!, and on Tuesdays, Travis Ruch teaches English, writing, and social studies. The YO! program provides education and career training for 16 to 22 year old young adults and focuses on helping students to get their GEDs and find placement in stable jobs. In addition to offering high-school level course instruction, the YO! Centers provide computer training, life skills courses, community service opportunities, career screening, job and college fairs, GED courses, and a range of other services. The program is always looking for volunteers who can serve as GED or pre-GED tutors and instructors, or who can assist with any of the other courses and programs that YO! offers. When asked about his experience volunteering with YO!, Nacev was very positive, describing his students as bright and motivated with a lot of potential. Some of them have made poor decisions in the past—dropping out of high school or getting themselves into trouble in various ways—but they have made the decision to get their lives back on track. He has found them to be a deserving group, and has enjoyed the opportunity to reach out to at-risk youth and help them to direct their initiative towards achieving their goals.

A third volunteer opportunity not far from the medical campus can be found at the **Hispanic Apostolate** in Fells Point (403 S. Broadway). On Thursday evenings, Dan Eyster comes here to tutor English as a second language for Hispanic and other immigrants. Volunteering at the Apostolate has provided Dan with the opportunity to make use of all of the Spanish he learned from his college roommate, like...well...actually, most of them are words we're not allowed to print. Suffice it to say that teaching English doesn't require fluency in Spanish. The enthusiastic and supportive staff at the Apostolate provides all the teaching materials, as well as

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SAP CORNER

Balancing Intimate Relationships and School

By Mary Donahue, Social Work Intern
Student Assistance Program

Jane moved to Baltimore from St. Louis to attend graduate school. Her fiancé Brian joined her and found employment with a local bank. Jane has always been an exceptional student. She puts her school accomplishments first. In this challenging program she must work long hours to achieve her desired grades. Brian is supportive of her education, yet he feels resentful of her school priorities. For instance, he would like to spend the evenings and weekends with Jane yet she is often preoccupied with completing school assignments. Jane feels guilty yet stressed to do well in school. Brian is also feeling burdened with the tasks of financially supporting the two of them. They have recently begun to argue and Jane is feeling torn between school and her personal life.

It is often challenging to balance the academic demands of graduate school with the commitments associated with being involved in an intimate relationship. While being involved in a relationship can be a source of support to cope with school stress, relationships can also be strained by the demands on your time and energy. It is not uncommon for problems within a relationship to negatively impact one's academic performance. It may become difficult to focus and concentrate in class, or while working on course assignments. You may also begin to feel sad, have less energy, or have trouble sleeping or eating.

If you are both invested in this relationship, maximize the quality of your life together. Time organization, healthy communica-

tion and conflict resolution can be valuable in maintaining stability. With stability, you are better equipped to manage being a successful student as well as being a loving and committed partner. Here are some tips to help foster a positive relationship with your partner:

Organize your time

Being a graduate student means that your time will be limited. It is important to have conversations with your partner about your availability. Be sure to set specific times to spend with your partner outside of school. Treat this time with the same respect as you would a meeting with a professor. Be present and engaged. It may be helpful to develop a weekly schedule which includes time to spend with your partner. Having a time budget will help you determine where you will invest in the valuable areas of your life. Use your time wisely. Include your partner in planning and respect one another's time. Accept that your time will be limited but agree to make the most of the time you are able to spend together.

Communicate clearly

Good communication is the foundation of a healthy relationship. It provides a safe outlet to share aspirations, concerns and interests and a structure which supports working together toward a common goal. A few ways to encourage good communication are:

- Always think from a place of love. Our inner motives are communicated through our words and gestures.
- Be sure to clearly ask for what you need and want. Do not expect that your partner can read your mind.
- Share each others' schedules and try to discuss changes to the schedule as soon as you become aware of them.
- Avoid blaming. In sharing thoughts use "I" statements, which take ownership for feelings, rather than "you" statements, which can be perceived as defensive.

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(Ikaros, continued from p.1)

beams on the ceiling as well as a variety of photographs, paintings, and decorative accessories depicting Greek life and culture. In addition, traditional Greek music in the background sets the scene for an authentic Mediterranean dining experience. The inviting atmosphere is greatly enhanced by the friendly and familial attitude of the wait-staff.

Ikaros' menu showcases many traditional Greek dishes, including *moussaka*, stuffed grape leaves, and lamb *kampana*. A lesser-known appetizer, but definite highlight, is the *saganaki* - a mixture of melted cheese, olive oil, and oregano. Flambéed at the table, this tasty dish certainly lives up to its nickname, "flaming cheese." In the vast selection of entrées, the lamb *guvetzi* stands out with its tender meat and a generous serving of Greek pasta in a delicately flavored sauce containing fresh tomatoes, herbs, and wine. The same sauce can also be found in other items on the menu such as the squid kalamari a la Ikaros and the shrimp *guvetsaki*, giving each a gentle Greek flavor without overpowering the entire dish. At the affordable average entrée price of \$15, the portions are surprisingly large. However, make sure to leave room for the delicious (and inexpensive - \$2 each!) collection of desserts, including classic baklavas as well as the creamy, honey-dipped pastry goodness called "*galaktoboureko*."

All in all, Ikaros offers a satisfying and enjoyable dining experience featuring authentic Greek food that is tasty as well as affordable.

Kali Orexi! ■



Ikaros Restaurant - a Greektown institution since the 1960s

GSA events coming up soon:

Saint Patrick's Day Happy Hour

March 27th, 5 - 7 PM

Location TBA

Watch your email for more details to come shortly.

GSA night out at Camden Yards

Come watch the Orioles take on the NY Yankees for free on Friday, April 18th (guests \$5). Watch your email for information on purchasing tickets.

Graduate Student Appreciation Week

(Coming up in May! Details will be emailed in the near future.)

Events to include:

- Ice cream social
- Pizza Party
- Booze Cruise
- Happy Hour

Resolve conflicts

Conflicts are often an important part of working through an issue. Properly resolved, they can strengthen a relationship. Unresolved conflict can lead to anger and resentment. Some ideas for working through conflicts are:

- When needed take a respectful “time out.” You might say something like, “I feel that I need to take some time for myself right now. Can we talk about this in two hours?” During this time, check your own needs. Are you hungry, tired, stressed? Take care of those needs before you return to your partner.
- When you feel like an argument is developing, or if you are angry with your partner, think before reacting. Take time to determine the behavior that you are reacting to and come up with at least two possible interpretations of your partner’s behavior. In relationships, misinterpretation often causes conflicts. Ask your partner to clarify what he/she meant.
- Try to understand the conflict from your partner’s perspective; consider your partner’s feelings.
- Don’t sweat the small stuff. Consider whether an issue is worth the tension.
- Practice forgiving as well as asking for forgiveness.

Support and enjoy one another

At the end of the day, the reason we desire to be in a relationship is to share life with another. This requires that we give as well as accept emotional support, including understanding and negotiating each others’ feelings, wants and needs.

Allow time to have fun and laugh together

Share your favorite activities on a regular basis. Plan quiet time to read together. Combine extracurricular activities and

workout together at the gym, or take dance or yoga classes. Relax and make the most of the time you have together.

Seek assistance

For more information about this topic or to set up an appointment please feel free to contact the Student Assistance Program (SAP) at (443) 287-7000 or visit our website at www.jhu.edu/sap ■

Reference:

University of Illinois Urbana-Champaign, 2007. Connect. Learn. Achieve.
Student Affairs at Illinois

(Graduate Student Unions, continued from p. 1)

hours worked, health care, affordable student housing and access to redress, or at least a formalized procedure for filing grievances.

You might be thinking “...yes, but I already have all of those things.” True, the biomedical sciences graduate student is treated quite well in comparison with their liberal arts brethren. But, our treatment is totally dependant upon the good will of the powers that be. A bill granting graduate students the right to bargain collectively would legally protect students’ ability to strike in the case that unfair treatment might occur.

When thinking about graduate student unionization, there are several questions that immediately come to mind. Hopefully, we’ll be able to answer some of those questions here.

Are there any places that actually have Graduate Student Unions?

Yes, there are actually quite a few places that have policies in place which currently allow for graduate student collective bargaining. These universities are also among some of the most elite institutions in the United States that attract many graduate

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(Graduate Student Unions, continued from previous page)

students each year, including: Columbia, University of Washington, Yale, NYU, Brown, the entire University of California system, and the University of Michigan. There are several commonalities between schools that have graduate student unions: schools have options for faculty and non-teaching professionals to organize; state legislation allows for and protects the process of unionization; and organized labor has a strong voice in the local state legislature.

So, how effective are Graduate Student Unions?

Graduate Student Unions come in two different types – they are either run by the graduate students themselves or represented by a larger national union (such as the AFT – American Federation of Teachers, or the UAW – United Auto Workers). Unions which are run by students tend to be less effective than their nationally organized counterparts, due to the high turnover of leadership and relative lack of experience (Julius and Gumport, 2003). In contrast, graduate student organizations which obtain the backing of a well established national union tend to fare much better with students receiving many of their demands. Representation of graduate student workers by a national organization is a mutually beneficial relationship: graduate employees have access to savvy and politically keen bargaining power and national unions (many of them in declining industries) have access to new dues-paying members.

Will unionization negatively impact the student-mentor relationship?

While it is a commonly held belief that unionization efforts at a school will cause tension between a student and their mentor, recent studies actually suggest that this fear is quite unfounded. In fact, unionization prescribes that the student-mentor relationship behaves more like an employee-employer relationship, where roles and expectations are explicitly stated. This clarification actu-

ally promotes the discussion of roles out in the open and tends to foster a more open and honest dialog between graduate students and faculty, both mentors and administration (Julius and Gumport, 2003).

What's in it for me?

Actually, nothing. In its current form, this piece of legislation only applies to Maryland public universities. However, in the long term this bill might encourage Johns Hopkins to allow its students to organize as well. If Hopkins were to notice a decrease in the availability of TAs for their undergraduate courses (while University of Maryland or UMBC have no such shortages), Hopkins might be pressured to change its unionization policy.

Where can I learn more about this?

You can follow the progress of the bill granting students collective bargaining rights (SB 850/HB 1518) through the Maryland General Assembly here: <http://mlis.state.md.us/2008RS/billfile/sb0850.htm>

The group of graduate students who lobbied Sen. Jamie Raskin are part of a larger organization called Maryland Teachers and Researchers. You can learn more about their platform and find ways to get involved with them here: www.mtrumd.org

For links to information on current unionized campuses, please visit the Coalition of Graduate Employee Unions' website at: www.cgeu.org ■

References:

Eckstein, M., "Graduate Students Lobbying Hard for Union Bill". The Diamondback, February 12, 2008 edition.

Julius, D.J., and P.J. Gumport, 2003. Graduate Student Unionization: Catalysts and Consequences. The Review of Higher Education. 26: 187 – 216.

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many ways that this can be done; some institutes have a formal program with the NIH (JHU does, but funnily, JHMI doesn't), but in my case, I'm at the NIH to complete my thesis work via a collaboration.

Some time last fall, my project at Hopkins was beginning to level off. I was writing up a manuscript but really needed a key experiment to nail the question being asked. We didn't have the required expertise/equipment on campus, so we decided to collaborate with folks at the NIH who did. It was a whirlwind affair; after the preliminary phone conversations, I went to the Bethesda campus and presented lab meeting. I left for DC and joined the lab the very next day, moved into a house that weekend, and have been in DC since. Chances are your NIH stint will have to be better planned. My Hopkins and NIH PIs are good friends, the project was very well defined and short-term, and on a personal level, I was hungry for a change of scenery. Of course, showing up in a new lab with your backpack and sleeping bag one day after you've met the people there for the first time is something you'll do only if you're me. Still, here's a quick crash course about what I've learned about the NIH in the last three months; hopefully you'll find this helpful when you're deciding what you're going to do after grad school.

1. The funding at the NIH is unlimited

Yes and No. The PI (or you) don't have to write for grants, but there is some sort of internal evaluation process every 5 years or so, just to make sure you aren't throwing away tax dollars. So while there are no crazy grant deadlines, you still do have budget considerations... but you tend to get what you want. For example, I happened to mention in lab (2 days after I joined) that my laptop was a bit slow, and two days later I had a G5 quad-core at my desk. With a 23" monitor.

2. The bureaucracy is awful

Yes and No. There is a goliath-sized admin-

istration at the NIH (and an equally bewildering set of abbreviations), but they are usually good and responsive if you are polite and persistent. Be prepared for things to take time – there are a lot of formalities that need to be completed in order for you to start work at the NIH, so plan in advance.

3. The lab experience will be very different

Yes. The labs still are post-doc heavy, as is to be expected. There are few students and the atmosphere is certainly unlike a university. So you're likely to get adult treatment – expect to be handed a manual and be left to figure things out (as opposed to someone holding your hand all the way). Labs also tend to be more focused and independent entities unless there is a long standing collaboration with another lab, for example. Very often, you'll have a combination of scientists who work from 9 to 5 or 7 to 3 as well as people who spend a good 12 hours a day at work. And no, not all the post-docs are Asian or Indian. I'm under the wing of a tobacco chewing, bullet-hole ridden pickup driving, shotgun (AND handgun) owning dude from Texas. (He is also incredibly nice and has TWO first author Nature papers. Gulp).

4. The NIH campus at Bethesda is full of people who are the best in the field

Yes. The breadth of research is immense and you'll be amazed at how many world experts in any given field are a minute's walk away. (Getting face time may be a bit of a pain, however...) There tend to be quite a few meetings. You'll soon learn to pick and choose, or else your productivity will nose-dive. It's not all research though – you have people on campus who also handle policy and public health issues.

5. The NIH looks/functions like a prison

No. The Bethesda campus (there are several other campuses in the area) is actually pretty. It's like a bigger Homewood campus, with more trees and taller buildings and nice

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(Community Service, continued from p. 3)

any training that volunteers desire.

Fitting in time to volunteer is difficult in graduate school—"flexible hours" is really secret code for "evenings, weekends, and holidays are all potential lab time." Eating, sleeping, and doing an occasional load of laundry can sometimes be enough of a challenge, let alone laying aside precious hours of the week for community service. Besides, the world outside the lab is a scary place—all of that natural light and those uncontrolled variables. Still, it is good to remember sometimes that a larger world exists, and to get ourselves out into it. The programs I have mentioned offer morning and evening volunteer opportunities, which can be easier to schedule around, but there are also many ways to volunteer for those only able to do so occasionally or on the weekends. So get out there. Sing the alphabet song. Share your long-standing interest in the Civil War. Serve a meal. Clean up a stream. Volunteering doesn't have to be a chore—it can be an excuse to engage in other interests. At the very least, the next time your non-science friends ask you what you've been up to lately, you'll have something to talk about besides pipetting.

For more information about:

The Ark - contact Mary Buchanan (410) 467-1264, mbuchanan@ecsm.org) or Elizabeth Huang (ehuang11@jhmi.edu).

YO! Baltimore - visit their website (www.yobaltimore.org) or contact Ben Nacev (bnacev@jhmi.edu).

The Hispanic Apostolate - call (410) 522-2668, or Google "Hispanic Apostolate".

Other community service opportunities and organizations in Baltimore - visit the Johns Hopkins SOURCE website (www.jhsph.edu/source/)

Do you have a hidden talent? Enter the East Baltimore Community Talent Show!

Saturday, April 5th
Turner Auditorium, 3:00-6:30 p.m.

Talent from Hopkins and its local community perform in this annual event organized by the medical students. For more information, contact Grace Kim and Alfred See, EastBaltimoreTalentShow@gmail.com

Interested in writing for *The Restriction Digest*?

Our next submission deadline is May 1st!

Please email your submissions to Laura Koontz at lkoontz1@jhmi.edu

Get ready for the 77th annual Johns Hopkins School of Medicine Turtle Derby!

Friday, May 16th, Restriction Courtyard



(Up and Down 295, continued from p. 8)

cafeterias (you will hate the med school cafeteria even more than you hate it now once you sample NIH food). The DC area is a lot of fun, and the campus has a metro station. You might have to move because the Baltimore-DC commute will kill you. Social activities do exist and there are hundreds of special interest listservs that you can join, but I have been rather busy, so I can't help you too much with this one.

Hopefully I've made the case that the GPP is a great opportunity for us grad students to get a taste of the NIH without having to formally do a post-doc there. It is a great way to transition into a more focused, more independent, and more mature scientific career (if that's what you want). If you're undecided about what you want to do after graduation, but want to give science one last shot, the GPP will definitely serve as a great, if quite demanding, litmus test. ■



The Maryland Science Center is looking for JHU Graduate School students to come spend a semester in our BodyLink and WetLab exhibits. This semester long program will expose you to a fun and exciting experience teaching informal science in a lab setting as well as utilize your knowledge in your specialty fields with work on an individual project. Applications are being received on a rolling basis for the 2008 fall and 2009 spring semesters. For an application and for answers to any internship questions, please email the BodyLink/WetLab Manager, Mary Anter, at MAnter@mdsci.org



Upcoming Events for Graduate Students

March

						Opening 1 Weekend at the Balto. Zoo
2	3	4	5	6	7 BodyWorlds at the MSC with the GSA	8
9 Day Light Savings Time begins	10	11	12	13	14	15
← Spring Break →						
16 St. Patrick's Day Parade Downtown	17 St. Patrick's Day	18	19	20	21 First Day of Spring	22
23	24	25 GSA meeting	26	27 GSA Happy Hour, 5-7 PM	28	29
30	31					

April

		1	2	3	4	5 JHMI E. Balt. Community Talent show
6	7	8	9	10	11	12
13	14	15 GSA meeting	16 Hopkins Bio-medical Career Fair 10-2, Turner Concourse	17	18 Free Orioles game with the GSA (vs. NY Yankees)	19
20	21	22	23 Earth Day HopkinsLIFE 4:30-7, Turner Concourse	24	25	26
27	28	29	30			
←						

May

				1 Opening Night Mary- land Film Festival	2 Flower Mart MFF	3 MFF 3 Flower Mart Kinetic Sculp- ture Race
4 MFF JFX farmers market opens	5	6	7	8	9	10 Preakness Parade, downtown
11	12	13	14	15	16 Turtle Derby	17 Preakness, Pimlico
18	19	20 GSA meeting	21	22 Graduation	23	24
25	26 Memorial Day	27	28	29	30	31



Ice Skating with the GSA

All photos courtesy of Kenya Lemon



Sudoku 9x9 - Medium (138646759)								
	5		4		1		3	
			2		3			
6		3				2		1
		6	8		4	1		
8								7
		4	9		2	3		
2		7				6		3
			7		9			
	8		6		5		2	

