

The G.S.A. NEWSLETTER



a publication of the
Graduate Student Association
Johns Hopkins University School of Medicine

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Why You Should Care About...

Graduate Curricula

by Tara Riemer

Are you learning what you should be learning in graduate school? Most graduate students do not give much thought to their program curriculum, other than the occasional complaint about course requirements. Graduate students are often so focused on finishing their thesis research that they ignore any other portion of their education. However, I believe that much of what we need to be learning to be successful, professional scientists is often not learned or only learned by a subset of students. Graduate curricula need to be carefully redesigned to provide program graduates with the skills they need to survive in today's scientific community, a community which exists both within and outside of the ivory tower of academia.

This topic has been of considerable discussion on the national level through the Committee on Science, Engineering, and Public Policy (COSEPUP), a joint unit of the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. An excerpt of the Report Brief from COSEPUP's 1995 report entitled "Reshaping the Graduate Education of Scientists and Engineers" states:

"COSEPUP ... recommends that graduate programs provide a broader exposure to experiences desired by both academic and nonacademic employers. Faculty and institutions also should offer better career information and guidance to students so that they can make well-informed decisions in planning their academic and

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The Language of Science and the Science of Language

by Jutta Beneken

In the words of my undergraduate advisor, "a gel is a gel is a gel." But is a gel a gel in Chinese? or French? or Spanish? If I pronounce the word in German, all I can think of is the haircare product, and vivid images of slick, greased-back hair-do's flash before my eyes. It doesn't sound right, but I don't know any better, so I continue to use that pronunciation in my feeble attempts to explain my English-speaking research to my German-speaking family. So here's a sample of what that can sound like: "Der Gel l%auft und die Bakterien cultures muss ich inducen." For those of you whose German is a little rusty, this translates directly into "the gel is running and I've got to induce the bacteria cultures." Highly technical expressions such as "column" or "protease inhibitor" never even enter into the conversation, because I have no clue what the German words for them are and an explanation would require too much effort. I must rely heavily on direct translation as well as mixing in the occasional English word.

I used to be a big fan of direct translations, until I realized that in some cases it just doesn't work. "Sensibel" in German just isn't the same as "sensible" in English. In fact, it's closer to the English "sensitive." And of course, there is the ever-confusing issue of friends. A direct translation of "friend" in German ("Freund") implies "boyfriend," so you can imagine that I have to be very careful when and how I use that term in conversations with my mother. As a result, all my male friends have been demoted to "Kollegen" ("colleagues") - sorry, guys.

Why is it that I am unable to complete a single scientific sentence in German without resorting to English if German is my supposed mother-tongue? I've been told that

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Upcoming GSA Meetings

June 10

Budget Summer pool party??

GSA Meetings are held on the 2nd
Tuesday of each month at 2pm in
Hunterian Room G-5.

NOTES FROM THE GSA

Elections

GSA Elections will be held in late May. A proposal to restructure the offices will be voted on at the next meeting, May 13. If you are interested in running for an office, please attend the May 13 meeting, or email your nomination to gsa-g@welchlink.....

Offices include: President, Treasurer, Secretary, and Vice President(s). The VP office may be restructured into several positions, VP of Scientific Affairs (lectureships, etc), VP of Academic Affairs (all institutional events), and possibly a Social Chair.

Parking

The President Street Satellite lot is closing! Be sure to sign up on the Fallsway lot waiting list, even though it's two years long. The parking office needs to be aware of the number of people that the closing of the President St. lot will impact.

Contact Tara Riemer
(triemer@bme.jhu.edu) with any parking questions/concerns.

Serv-A-Thon '97 A Bicentennial Celebration!

by Tara Riemer and
Ann Marie Egloff

Serv-A-Thon '97, held on Saturday May 3rd, was a smashing success! Over 5500 volunteers spread out over Baltimore City for a "spring cleaning" of schools, recreation centers, and community public spaces. This annual event is sponsored by Hands On Baltimore, who partnered this year with the Police Athletic League and the Citizens' Planning and Housing Association as a part of Baltimore's 200th birthday. In a single day of marathon service, volunteers made a difference at more than a hundred sites. They painted doors and bathrooms, planted trees, trimmed back bushes, cleaned a cemetery, and even spruced up Clifton Mansion, once the home of Johns Hopkins himself. Dunbar High School and Lombard Middle School, both just blocks from JHMI, were two of the twenty-three schools to benefit from the event.

Among these thousands of volunteers was a GSA sponsored team of twenty graduate students and post docs from the School of Medicine. These scientists shed their lab coats for the day and painted halls and landscaped at Harlem Park Elementary School in west Baltimore. Other teams from JHU included School of Public Health students, medical students, undergraduates, Homewood graduate students, and staff.

After five hours of hard work, teams returned to the Inner Harbor for a celebration including lots of food, great music, and Baltimore's own Mayor Schموke jumping out of a huge birthday cake! If you missed it this year, make sure to watch for the big blue hands next year and get involved.

For more information on Hands On Baltimore or Serv-A-Thon '97, contact Tara Riemer (a Serv-A-Thon committee chair) at 410-955-9603 (triemer@bme.jhu.edu) or Ann Marie Egloff at 410-955-2235 (amegloff@welchlink...).

Thank you to all of our contributors!

First and foremost, Congratulations and best wishes to the Class of 1997!

The GSA Newsletter would like to thank all of our contributors for an incredible year! All of the submissions have been outstanding and have made the Newsletter better than ever. Kudos also goes to Carolyn Sevier for the superb layout of each issue.

This will be the last GSA Newsletter issue for the 1996-1997 academic year (that means all of you won't have to deal with my Newsletter emails for 4 months!). We're looking forward to the next school year, with more articles, creative writing, and artwork. We also have some changes planned, including a new editorial staff (with Jutta Beneken joining the group) and increased capabilities for printing photographs and artwork.

Once again, thank you to everyone who has made this past year possible! And, of course, have a great summer!

Ed Hsiao, GSA Newsletter Editor
and the GSA Staff.

GSA Web Page

Check out the GSA Web Page for everything from what to do in Baltimore to back issues of the GSA Newsletter!

<http://ww2.med.jhu.edu/gsa/GSAmain.html>

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Writers wanted:

The pen is mightier than the pipet...

As always, the GSA Newsletter is looking for writers to cover current events! This is your chance to get published! Send your submissions (articles, creative writing, drawings, whatever) to the address below, or contact Ed Hsiao (ehsiao@welchlink) for more information!

Submissions for the New Student Issue will be due in **early August**. Also, volunteers to help with the New Student Issue are always appreciated!

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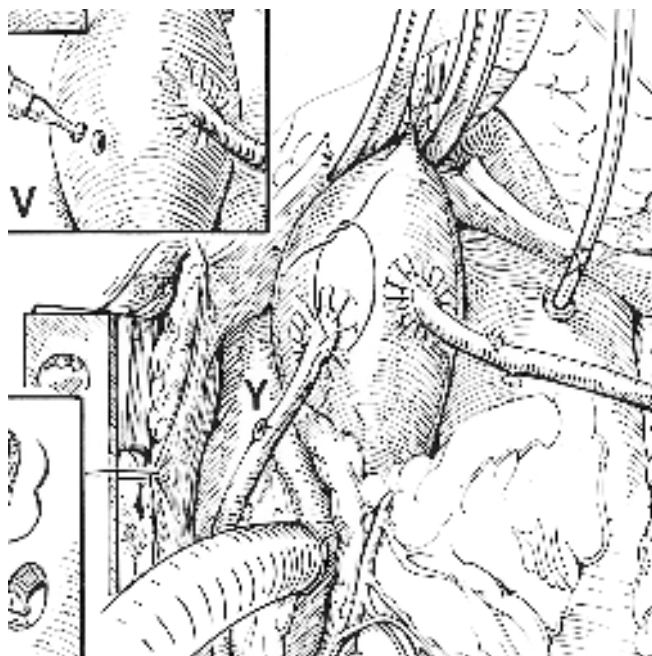
Art as Applied to Medicine Exhibition

by Erica Himmel Denison

The 1997 graduating class of the Department of Art as Applied to Medicine is holding its annual Graduate Exhibition from May 8th through May 23rd, 1997. Artwork is on display on the Ground Level of the Turner-Ross Concourse at the Johns Hopkins School of Medicine.

This annual exhibition celebrates the culmination of an intensive two-year study in medical visual communication. The artwork highlights various mediums, techniques, and artistic styles utilized in creating medical and biological illustrations.

This year's Master of Arts graduates are Wen-Min Chao, Erica Denison, Graham Johnson, Aline Lin, Michael Linkinhoker, and Rachel Bedno Robinson.



Artist: Michael Linkinhoker

First Annual GSA Poster Session

by Holly Berkovits

On April 22, the GSA sponsored the first annual Graduate Student Poster Session. The event was organized to promote discussion and collaboration among students and faculty within the Hopkins community. A total of 18 posters were presented, representing all programs and departments within the School of Medicine.

Many faculty and students turned out to peruse the posters, discuss the work with the student presenters, and socialize. A panel of faculty judges also circulated through, and we are happy to announce the following winners:

Category 1: Students in years 1-3

- 1st: Matthew Wallenfang
2nd year, Molecular Biology and Genetics
- 2nd: Marie Mancini
3rd year, Immunology
- 3rd: Partha Seshaiyah
3rd year, Cell Biology and Anatomy

Category 2: Students in years 4+

- 1st: Alan Meeker
4th year, Oncology
- 2nd: Alexandra McPherron
6th year, Molecular Biology and Genetics
Ann Sheehy,
5th year, Immunology

The GSA would like to thank all those who participated and helped to organize the event. And a special thanks to our judges for their time and interest in making the poster session a success. We'll be doing this again next year and we hope to see you then!

TEACHER OF THE YEAR AWARD

by Holly Berkovits

At this year's graduation ceremony, Dr. Jeremy Berg will receive the 1996-97 Teacher of the Year Award. Voted on by graduate students throughout the School of Medicine, the award recognizes Dr. Berg for his quality of teaching and his "dedication to improving the quality of the graduate student experience." Dr. Berg credits his love of teaching to his late father, a professor of mathematics at Stanford University. He is also a strong advocate for graduate students and post doctoral students within the administration of the medical school. For all he has done for us, we are happy to bestow on him this award. Thank you, Dr. Berg.

Editor's note: An interview with Dr. Berg will follow in the August issue of the GSA Newsletter.

WATCH THE BIRDS BATTLE THE YANKEES!

Tuesday, **JUNE 3**, 7:35 pm
Oriole Park at Camden Yards

All tickets for **\$9**

available from:

Jutta Beneken, 703 Hunterian
Kellie Cummings, 104 Biophys.
Eric Sobie, 703 Traylor

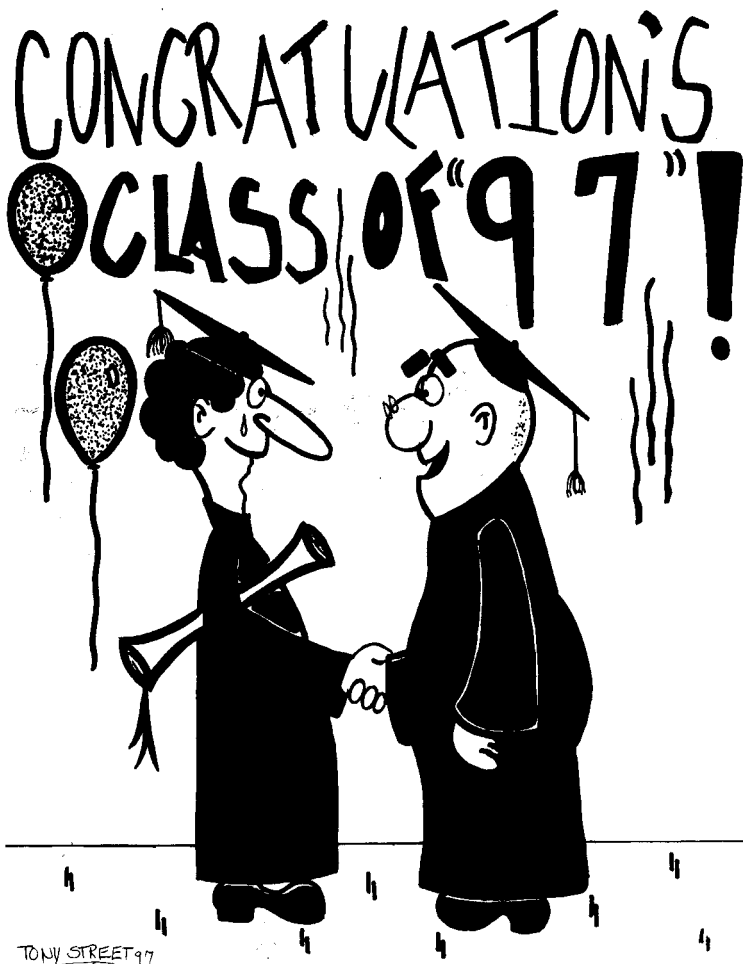
Class of 1997 Graduation!!

The Class of 1997 graduates on **May 21!** This year's graduate student speaker is Enrique De La Cruz (BCMB), who worked with Dr. Tom Pollard. The main speaker this year will be Dr. Mary Avery from the University of Pennsylvania.

This year, Dr. James Hildreth will be the Marshall and Dr. Larry Schramm will be the Hooder. As in the recent past, students will also have the option of being hooded by someone of their choice, such as their mentors.

Graduation events will also include an **alumni reception** in Turner on **May 20th at 6pm**, followed by the Sidel show, an annual showcase of skits put on by medical and graduate students (anticipated start time is 7:30 pm in the Turner auditorium)

Congratulations to the 1997 Graduates:



M. A. Degrees

Wen-Min Chao
Erica H. Denison
Graham T. Johnson
Aline F. Lin
Michael S. Linkinhoker
Elizabeth P. Mansfield
Julie K. Parker
Rachael B. Robinson
J. D. Schaefer
Karen E. Stump
Heather E. Takahashi
Elaine E. Thompson
Michaela M. Viering

Ph.D. and M.D. Degrees

Paul R. Brakeman
Jeffrey C. Buchsbaum
Andrei E. Constaninescu
Eric T. Fung
Alex Y. Huang
Bertram A. Lewis
Carlos Portera-Cailliau
Tuhin K Roy
David M. Sabatini
Peter N. Steinmetz
Susan M. Voglmaier
Loren D. Walensky
Lynda J. Yang

Ph.D. Degrees

Seth Blackshaw	Susan R. Paalman
Jennifer R. Bostic	Christian S. Parry
Carrie Lynn B. Brachmann	Sean Prigge
Imawati I. Budihardjo	Keith D. Robertson
Deborah E. Cabin	Laura N. Rusche
Mei-Yu Chen	Kathleen R. Ryan
Jie Cheng	Walton O. Schalick
Emily H. Cheng	Michael J. Schell
Tae-Wook Chun	Arthur L. Shaffer
Christos Constantinidis	Stephen M. Soisson
Enrique M. De La Cruz	Yu-Lin R. Tsai
Ilya G. Goldberg	Loretta Tso
Michelle L. Gwinn	Cynthia C. Tsui
Qi Huang	Cornelia S. Van Kosh
Kuo-Yuan Hwa	Ishrat Waheed
Subramanian Kalyanasundaram	Catherine A. Wolkow
Joseph F. Kelleher	Jingyuan Xu
Tzumin Lee	Weiyi Yang
Matthew J. Lesho	Wendy M. Yee
Zhong Li	Zhong Zhao
Andrew M. Libson	Ling Zhong
Ruth E. Luthi-Carter	Hao Zhou
Maureen A. O' Leary	

Recipe and Wine Pairing

by Dave Bellows and Catharine Johnson

Living it up on Graduation — it's champagne time!

Congratulations! After the requisite five-and-a-half years spent working toward your Ph.D. (along with an additional 18 months doing the experiments that actually contributed to your thesis) you have managed to graduate. It's the perfect opportunity to wash down the sweet taste of success with a carbonated libation of some type. So it's Miller time, right? Wrong! Celebrations of this magnitude absolutely require champagne.

Unless your checking account has less than fifty dollars in it, you need to spend money on a bottle of the real thing. So what is the real thing? Simply put, champagne is sparkling wine from a particular region of France. More specifically, it is from an area of northern France about a hundred miles east of Paris, bounded more or less by the cities of Reims (pronounced as if it were spelled Rance) in the North and by Epernay (it's phonetic) in the South. Most of the famous champagne houses are situated in these two cities.

So why buy a hideously expensive bottle of fizzy white wine from this particular area when the protocol for it's production is known by the entire wine-producing world, and examples can be found on store shelves for an order of magnitude less money? The French would argue that there is something intrinsically different about the place that imparts an intangible quality to their wine that can be found no where else. They may be partially right, but I suspect there is more at work here. No one has been making sparkling wine longer than the vignerons in Champagne. This area is the birthplace of sparkling wine for reasons of geography. Reims sits at the far northern edge of the viticultural region of France. The grapes are stressed and the growing season is short. The cellars are much colder than in the south, so that fermentation proceeds at a snail's pace. Any wines that are bottled at the end of the traditional fermentation season that are not completely dry have an opportunity to go through a second fermentation in the bottle when the cellar warms up the next summer. Of course a second fermentation in a closed environment means that the carbon dioxide has nowhere to go but into solution, imparting the effervescence we find so delightful. Legend has it that Dom Perignon, the monk credited with discovering champagne, said "come quickly, I am tasting stars" at the moment of his discovery. In order to assure this second fermentation every year, a little grape juice and yeast is added to each bottle before it is corked the first time.

Along with the experience of the wine makers, credit must be given to the unique chalky soil of the region. It imparts a distinct, earthy quality to the wine along with a mineral note that has come to be associated with great champagne. In addition, real champagne is made almost exclusively from the noble grapes of Burgundy: Pinot Noir and Chardonnay (if you see Blanc de Blanc on the label, it is exclusively Chardonnay, a Blanc de Noir is exclusively Pinot Noir).

Now you must choose among the seemingly limitless number of champagne houses (especially for such a tiny area), each with their own distinct style. For the rarely-in-a-lifetime blowout wine, you

might consider a producer such as Salon. The wine is only produced under the house label in years that are considered fine enough to declare a vintage, otherwise they sell the grapes to other houses for blending. The wine is disgorged immediately before sale and is flown over here rather than trusting it to the vagaries of oversea transport. Once you see the price of the bottle you may assume it had its own business-class seat. Don't miss an opportunity to try some if it is ever offered to you. It is yeasty, like rising dough, with a clean taste of fresh berries, followed by a long earthy finish. The other houses that I would group into this stratospheric-but-worth-it assembly are Krug, Bollinger (one of the RDs), Veuve Cliquot's Grande Dame, and Taittinger's Artist Series or Comtes de Champagne.

If you can't see spending an amount equal to your combined monthly gas/electric, phone and cable bills for a single bottle of wine, you might try the non-vintage versions of the wines from each of these houses. The Veuve Cliquot yellow label and Bollinger Special Cuvee are especially good. These wines will not be mistaken for their royal kin in a side-by-side tasting, but they have breeding that sets them apart from wines produced almost anywhere else in the world and you will only have to put off paying the cable bill until next month. Cheers!

Now for a suggested dinner menu to accompany the champagne. Even if you're not graduating, May and June in Baltimore are still worth celebrating! Invite some friends over, fire up the grill and enjoy!

Menu:

**Grilled Swordfish w. Pepper Relish
Radicchio, Curly Endive and Artichoke Risotto
Strawberry Shortcakes**

RISOTTO

1 head radicchio
1/2 head curly endive - chopped
4 large artichokes - or ~12 oz. can in oil
1 lemon
6 Tb butter
2 Tb olive oil
4 garlic cloves, minced
1 yellow onion, minced
1C Arborio rice
6C chicken stock
3/4 C parmesan cheese
1/4 C chopped parsley (fresh)

Clean radicchio, cut into quarters, remove core and thinly slice each quarter crosswise. Remove artichoke hearts, or open jar. Cut artichoke hearts into slices and sprinkle w/ lemon.

In a large pan, melt 2 Tb butter w. olive oil, add artichoke and cook 5 min. Add garlic, radicchio, endive and 1 ts NaCl. Cook until greens are wilted, remove from heat. In another pan, sauté onions

professional careers. Graduate education should prepare students for an increasingly interdisciplinary, collaborative, and global job market and should not be viewed only as a byproduct of immersion in an intensive research experience. The primary objective of graduate education should be the education of students.”

As indicated, this quote is from a 1995 report, so it is not news. However, I still see a mismatch in Ph.D. training and the needed skills, and no real movement towards change. When was the last time your program helped you learn about research funding opportunities, writing grants, presentation skills, or effective teaching methods? Have you completed an internship in industry or a research stint at another educational institution? Original research cannot be sacrificed in favor of training in these or other areas, as research provides training in important skills such as problem solving, experimental design, and writing. However, original research should not be the only education received past formal coursework in graduate programs. The primary objective of every graduate program really should be “the education of students.”

Why have most graduate programs remained unchanged? I believe it is because the students have not insisted upon training in these other areas. Most graduate students do not realize the importance of diverse training until too late. My department, Biomedical Engineering, has been remarkably receptive and responsive to student demands that opportunities be provided for career and professional development. But the student demands had to come first. I challenge each of you to organize with others in your department or in the School of Medicine and to insist on the opportunity to expand your own education. I also challenge the School of Medicine to “offer better career information and guidance to students” and to be more open-minded about innovative graduate education.

As always, check the accompanying web page (<http://www.bme.jhu.edu/~triemer/issues.html>) for specific internet links of interest. Especially interesting is Peter Fiske’s analysis of “The Skills Employers REALLY Want” located on Science’s NextWave.

linguists no longer use the term “mother-tongue” but have replaced it with “preferred language.” To me that makes a lot more sense, because your preferred language depends a lot on the situation and the linguistic environment that you’re in. Thus it is possible to have more than a single preferred language. So let me explain very briefly how my linguistic dilemma arose.

I was born into a German-speaking family in Germany, and when I was barely three years old, we moved to Italy. There I picked up Italian while playing with classmates and neighbors. So I became bi-lingual, and as far as I can remember, most of my early sentences were a garbled mixture of both languages. When I was seven years old, we moved to Zürich, Switzerland, where I attended English-speaking schools. My linguistic environment expanded to being tri-lingual and even multi-lingual (since most Germans would consider Swiss-German to be it’s own language, not just a dialect). Some languages were shuffled around a bit: I forgot some of my Italian because it didn’t get used much, and the school curriculum added French to my repertoire. It remains one of my greatest challenges to include all five languages in a single sentence that is grammatically correct.

So, you see, my education was entirely in English. That, of course, means that all the science I learned was in English too. It follows that English is my preferred language of science. Most of the time, English is my preferred language of thought, too. Luckily, flipping the switch from English to German is still something that requires very little effort.

The moral of the story is to expose your children to a second or third language as early as possible. Now that I’ve reached my mid-twenties, I have enough trouble remembering what I had for dinner last night, so learning a new language is definitely out of the question. And for all of you bi-lingual, tri-lingual, and multi-lingual people out there, here’s a challenge for you: explain the rules of baseball to someone in a different language without using the words “pitcher,” “short stop,” or “home run” (Japanese and Spanish don’t count, though).

in butter. At the same time, heat the stock in a medium saucepan and keep at a simmer. Add the rice and a little salt to the onions and stir well. Add 1/3 of the simmering stock to the onions and rice and cook uncovered until the liquid is absorbed. Add another 1/3 of the stock, cook until absorbed. Add the radicchio, endive, artichoke mixture, and the rest of the stock. Stir constantly, cook until rice is tender. Stir in 1/4 C of parmesan, and sprinkle with parsley.

SWORDFISH

2 lb swordfish, 3/4 in thick
3/4 C dry white wine or vermouth

RELISH

1C chopped red sweet peppers
3 Tb chopped hot peppers
1/2 C chopped celery
1/2 C chopped cilantro
1 Tb garlic
1/4 C lime juice

Rinse fish, but leave skin on. Place fish in pan with wine to gently marinate for 10-15 min, while preheating grill. Brush fish w/ oil on both sides, place on grill, and cover. Cook 5-6 min, turn, and cook (covered) another 3 min, or until the center is opaque. After turning fish over, prepare relish by combining all ingredients and season with salt and pepper to taste.

STRAWBERRY SHORTCAKES

June is the month of strawberry harvest in Maryland, it’s fun to go pick your own -try Lariland Farms. You can call ahead and find out the best days for harvest.

The best shortcakes are simply buttermilk biscuits. For the sake of brevity I won’t include the recipe here, you can make them from scratch (see any cookbook), from bisquick, or another mix. But Don’t cook them until you are nearly ready for dessert. Bake them 11-14 min at 425 degrees F on a buttered baking sheet, and slice horizontally. Serve with whipped cream (quickly whisk 1 C heavy cream and 1 ts vanilla just until stiff) and berries sandwiched between biscuit halves. And don’t forget the Champagne!

Have a great summer!
the Newsletter will resume with the New Student Issue in late August