Newcomers joined about 2200 continuing students in Ph.D. and Master’s degree programs. New students, with their family members and friends, assembled in Sprague Hall for a formal Matriculation ceremony. Fanfares and flourishes from the School of Music Brass Ensemble rang out, while more than 50 of the University’s officers, faculty members, and Graduate School deans and directors processed into the auditorium in academic regalia. President Levin put the event into historical perspective, telling the matriculating students, “You have chosen to take your places in the long line of scholarly succession that has for centuries preserved and transmitted human knowledge of nature and culture. The tradition runs from the classical academies, to the monasteries of medieval Europe, to the tiny bands of masters and students who established universities in Bologna, then Paris, then Oxford and Cambridge, to their successors—centuries later—who founded Harvard, then Yale, and to the students from those two universities, who founded institutions of higher education throughout North America.”

Dean Jon Butler spoke about the privilege of study, and told the matriculants that they “exemplify the vital secret of a great university—a university is about its learners, its future.”
the women and men in whom the quest for knowledge, thoughtfulness, and truth is embodied.” See excerpts of the speech on page 5.

The Matriculation ceremony closed with a performance by the Citations—the Graduate School’s only coed a capella singers. After the ceremony, students, faculty, and staff streamed down Grove Street to Hillhouse Avenue, where a reception was waiting for them on the lawn of the President’s house. Students were invited to sign their names into an old-fashioned registry—the original way to register at Yale. Then came a picnic lunch in the 1965 courtyard. The orientation sessions that followed, nicknamed “Grad School 101,” introduced new students to many of the resources of the school. Later in the afternoon, the McDougal Center hosted a Graduate Student Activity and Public Service Fair in the courtyard to encourage new students to engage in extracurricular activities and community service during their years in New Haven.

Graduate Rugby Club

Rugby is alive and well at Yale. Launched five years ago, the 25-member club team currently has 13 students from the Graduate School, along with players from SOM, Divinity, Medicine, and Public Health. Fall is recruiting season, and new and veteran players are invited to sign up at www.yale.edu/gradrugby or by contacting the team manager, Christopher Morrow (christopher.morrow@yale.edu). The season extends from September to early November, and from March 1 to mid-May. Practice is held once a week and games are played on Saturdays against other teams from the U.S., France, and several English-speaking countries. Last year’s team won 13 out of 17 matches and took second place at the annual Wharton Business School tournament. The highlight of the season is the World Cup Graduate School Rugby Championships at Duke. Team sponsors are Anna Liffey’s, Yale GPS, Yale OESS, and the McDougal Center.

By the Numbers

This year’s entering class of 593 includes 480 pursuing doctorates and 113 pursuing master’s degrees. Students were selected from 9,600 applicants, making 2009 the most competitive year in the history of the school. They studied at 255 different undergraduate institutions, with 35 from Yale, 24 from Cambridge, 21 from U.C. Berkeley, and 16 each from Harvard and Cornell. Women outnumber men, 310 to 283. The most popular fields for doctoral students are Biology and Biomedical Sciences (93).
We are as excited just beginning. …

You exemplify the vital secret of a great university—a university about its learners, the women and men in whom the quest for knowledge, thoughtfulness, and truth is embodied. Above all, the secret of the university is about the privilege of study. Quietude lies at its heart. When the rush of settling into rooms, the confusion of finding courses, figuring out where you can locate the “Phelps Hall Classics Library” on something termed “Old Campus,” or where the lugubriously, but utterly truthfully named “Class of 1954 Chemistry Research Building” possibly could be located, and after you have your books and lab manuals and instructions from faculty and you begin to read and observe and figure out and feel mystified—after all this, a wonderfully evocative quietude will settle across your mind. This is the special moment when you really will know the meaning, in part of this place, but especially of this opportunity, this opening, this gift to pursue ideas for themselves. It was the quietude I eagerly loved as I began my own graduate study in history, now admittedly a long time ago. I was a kid from a Minnesota farming town of 1200 people and a high school class of 44. Yet there I was, sitting on the floor in the books stacks at the University of Minnesota Library, hunched up for hours without interruption reading seventeenth-century Virginia records that unrolled the fearful changes overtaking Europeans and American Indians at what must have seemed the edge of the earth. For me, the experience seemed like heaven.

You and we, are in this place today because, without speaking, we have shared aspirations about creating a quietude that brings each of us as inquirers and each of our questions “into a clear and full light.”

The University gave him for “silence and meditation.” It was quietude that allowed Newton the ranging space simply to let his mind roam. “I keep the subject [I am studying] constantly before me and wait till the first dawns open slowly, by little and little, into a full and clear light.” Into a full and clear light: “What a wonderful phrase. For much of the world, the light is not full and not clear. This reality underlines the exceptional privilege we all have in universities—you as students and we as faculty—to pursue and largely realize the quietude that epitomizes the privilege of study. By privilege, I do not mean a wrongful sense that academicians or scholars or researchers are better than others. We are not. Nor do I mean that being privileged, we are freed from obligations common to all men and women, or that should be our common responsibility. Quite the opposite. I mean a humbling privilege, a gift. I mean a privilege that, however much earned by our endeavor or yours, rests in an opportunity many, many others never will have. But you also receive a second privilege… It is the privilege of giving… for giving gifts directly suited to lifting the vulnerabilities of the many who live so far beyond the quietude we enjoy. The British poet Samuel Taylor Coleridge, writing in 1804, explains the uncanny impetus of this progression from privilege to giving. “We receive but what we give, and in our life alone does Nature live.” Receiving and giving are reciprocal, not divorced from each other as though they had no relationship. And the world depends on this relationship of giving and receiving for its upward bound: “in our life alone does Nature live.” We are not only scholars, but also guardians of the very world we have come here to study, and we cannot, and should not, escape our trust… Look around you—so many different individuals, so many different circumstances, so many different worlds. You, and we, are in this place today because, without speaking, we have shared aspirations about creating a quietude that brings each of us as inquirers and each of our questions “into a clear and full light.”

Now your aspirations and the gift of quietude—of “silence and meditation,” as Newton put it—have converged. … I hope that what all of us discover and create here at Yale—indeed, in every place students and faculty engage the privilege of deep study—is not simply for ourselves, but for a world whose nobility will be realized only when every individual is the recipient of the remarkable privilege we enjoy, when every individual can stand and live in a “clear and full light.”
"There are many kinds of great teachers. Some are quiet and compelling. Others shake up the classroom. You need to figure out how to make it work in your own way.

Teaching at Yale Day, an annual introduction to pedagogy held before the start of the fall semester, is directed primarily at first-time TFS across the disciplines. Science, math and engineering students meet in the morning, and humanities and social science students in the afternoon.

Dean Jon Butler and Rando welcomed students at the beginning of each of the day’s two sessions. GTC fellows presented humorously skits on how (not) to behave on the first day of class, followed by a panel titled “Perspectives on Teaching,” featuring key stakeholders: a residential college dean, a faculty member, a Ph.D. candidate, and a Yale undergraduate. Closing remarks were made by the GTC: coordinators Kristin Rudenga (Neuroscience) and Sam Schaffer (History).

“Teaching is exciting,” said Dean Jon Butler. “It’s intellectually interesting.” At Yale “You have relatively small sections, excellent students who want to learn, and not too many sections to teach. Teaching as a graduate student at Yale is a chance to try out and practice skills that you will use all through life.”

The First Day of Class presenters were John Oksanish (Classics), Stephen Prince (History), Evelyn Scaramella (Spanish), Maureen Canavan (Economics), Bill Rando, director of the McDougal Graduate Teaching Center (GTC), when he spoke to a room crowded with future Teaching Fellows (TFs) at Teaching for Yale Day this fall.

"At Yale... You have relatively small sections, excellent students who want to learn, and not too many sections to teach.

Teaching as a graduate student at Yale is a chance to try out and practice skills that you will use all through life."

Stephen Prince

Laureates present lectures every morning and meet informally with students in the afternoon.

The goal of the symposium is to encourage young scientists to exchange ideas with established researchers. Yale almost always has a representative among the invited students. This year, Yale sent two emissaries: Brooke Rosenzweig (Chemistry) and Imran Babar (Molecular, Cellular, Developmental Biology). They joined about 600 other young scientists and 10 Nobel Prize winners.

Brooke says, "It was great to be able to chat one-on-one with a few laureates, including Drs. Erwin Neher and Richard Ernst." Neher began his prize-winning work on single ion channels in cells as a post-doctoral fellow at Yale. Ernst won his prize for his work on nuclear magnetic resonance.

"Following the lectures, there were smaller discussion groups and some meals with laureates. It was fantastic to get to know them in this more personal setting. I particularly liked hearing stories about their perspectives and opinions, their successes and failures. A few even chatted to us in what they think are the secrets to success in science."

Brooke’s research, conducted in Andrew Hamilton’s lab, involves chemical biology and self-assembling molecules. She anticipates submitting her dissertation this semester.

“...I really had to learn who to respect and who not to respect. It was a big challenge to teach at such a large university but many that help keep me balanced and inspired, their successes and failures. A few even chatted to us in what they think are the secrets to success in science."

Imran also found the Lindau symposium to be “an amazing experience,” and he feels grateful to his advisor, Frank Slack, and his department for making it possible.

"In particular I had a great time talking to Professor Peter Agre. We had an immediate connection due to our similar upbringing in the great state of Minnesota. He was very friendly and laid back and during dinner one night we spent a good amount of time sharing our favorite ‘Ivan and Ollie’ jokes. From his presentation, he also seemed to have a deep appreciation for life and a unique perspective on science.”

Imran’s research focuses on understanding the role of microRNAs as putative causes of oncogenesis (tumor development) and therapies to prevent and reduce oncogenesis. He also collaborates with post-doctoral fellow Jeremy Blum to investigate the utility of nanoparticles as a delivery vehicle for therapeutic microRNAs. And he is happy to report that he has found several passions, chiefly his faith, involvement with Christian fellowship groups on campus and discussing theology and philosophy. On the lighter side, he is also passionate about judo and Brazilian jiu-jitsu, riding his motorcycle and playing guitar. “So for me, it’s not so much one leg, but many that help keep me balanced and motivated to do science.”
GSA UPDATE
http://gsa.yale.edu

# Introducing the GSA
The Graduate Student Assembly (GSA) is an elected body of students representing all programs in the Yale Graduate School of Arts and Sciences. The GSA works closely with fellow students and university administration to improve the academic, social, and living experiences of graduate students. In addition, GSA representatives meet regularly in the Fall of Graduate Studies to discuss issues of concern to the graduate student community, such as healthcare, financial aid, teaching, housing, transportation, security, mentoring, and athletics, and the Steering Committee meets regularly with the deans of the Graduate School and other administrators, ensuring that graduate students’ concerns are being heard and addressed.

Also, GSA representatives sit on various Graduate School and university committees, such as the Dean’s Executive Committee, the Yale Health Services Advisory Committee, and the University Library Advisory Committee. Heading the GSA this year are Stephen Gordon (Masi), chair; Paul Pearlman (Engineering & Applied Science), vice chair; Lauren Sima (Engineering & Applied Science), secretary; Julie Butten (Biochemistry), treasurer; and Kathleen Batchler (Chemistry), director of the Conference Travel Fund.

In recent years, the GSA has addressed issues including a proposed change to the Graduate School grading system, increased funding for students in the humanities and social sciences, and events that encourage improved monitoring. Additionally, the GSA administers the Conference Travel Fund, which provides financial assistance to graduate students who are presenting papers or posters at local, national, and international conferences. Departmental representatives are elected each spring.

Each fall, the GSA hosts a Family Pumpkin Carving & Halloween Party at the Mcdougal Center.

# Updates
1. **GSA Update**
2. **GSA Election**
   - Laura L. Kiesling (Ph.D. 1989, Chemistry) will be honored at the ceremony and receive her medal, which was officially awarded in 2008.
   - Each medalist will give a talk on Tuesday, October 6. See box below.

## Laura L. Kiesling
Kiesling pioneered the field of carbohydrate-mediated biology. Her research involves designing and synthesizing molecules that mimic natural molecules. Tracking what happens when these synthetic molecules enter, or in some cases block, bodily processes has helped promote an understanding of how these processes function at the molecular level. Her research merges synthetic chemistry and biology, breaking new ground and creating new fields of study. She earned a B.A. from the Massachusetts Institute of Technology (1981) before coming to Yale. Her honors include a MacArthur Prize Fellowship and election to the National Academy of Sciences. She is a member of the American Academy of Arts & Sciences and a Fellow of the American Association for the Advancement of Science. Kiesling joined the faculty of the University of Wisconsin in 1991, where she is currently the Hilldale Professor of Chemistry and the Laurence Anderson Professor of Biochemistry.

## Michael S. Levine
A ground-breaking researcher, Michael Levine studies gene networks that control animal development and disease. With two colleagues, he discovered the “homeobox” genes, which turn certain DNA segments on and off in the fruit fly to control differences in body segments and, it was surprising to learn, have similar functions in humans. He now works with sea squirts, whose DNA more closely resembles human genetic material. After completing his bachelor’s degree at the University of California, Berkeley, Levine came to Yale for his Ph.D. in the Department of Molecular Biophysics & Biochemistry. He held postdoctoral fellowships at the University of Basel (Switzerland) and at Berkeley, before joining the faculty of Columbia University (1984–90) and then at the University of California, San Diego (1991–96). He joined the faculty at U.C. Berkeley in 1996, where he heads the Division of Genetics, Genomics, and Development and is co-director of the Center for Integrative Genomics. His honors include the Maley Prize in Molecular Biology in 1996 and election to the National Academy of Sciences in 1998.

## Richard J. Powell
Powell is considered the nation’s foremost scholar on the history of African American art. His books and articles have profoundly influenced the field, and his *Black Art: A Cultural History*, has become the standard text on the subject worldwide. His seven exhibition catalogs have made him as well known and respected in the museum world as he is in the academy, and his insights have altered public understanding of African American and African diaspora art.

## William J. Willis
A pioneer in the field of elementary particle physics, William (“Bill”) Willis developed some of the most basic tools of high-energy elementary particle research: calorimetry and transition radiation. His wide-ranging experiments have been central to his evolving field. He has also been an outstanding scientific administrator at national and international laboratories, including Brookhaven National Laboratory, the Fermi National Accelerator Laboratory, and CERN (European Organization for Nuclear Research). He has served on many international scientific advisory panels and now chairs the Research and Development Board for the International Linear Collider. After earning both his B.A. and Ph.D. from Yale, he worked at Brookhaven for seven years and then joined the Yale faculty (1965–71). From 1971–91, he worked at CERN, and was later named the Higgins Professor of Physics at Columbia University. His honors include membership in the American Academy of Arts and Sciences and the American Physical Society, which awarded him the Ponsford Prize in 2013.

The Yale Graduate School Alumni Association established the Wilbur Lucius Cross Medal in 1946 to be awarded annually for outstanding achievement. An alumnus of Yale College and the Graduate School, Cross (Ph.D. 1889, English) headed the Graduate School from 1916–1930. Following his retirement from academia, he served as governor of Connecticut for four terms.

# Wilbur Cross Lectures October 6

**Loral Loosemore**
*“The Chemistry of Carbohydrate Biosynthesis in Mesorhizobium*”
4 pm, Sterling Chemistry Laboratory, Room 212, 212 Prospect Street

**Michael S. Levine**
*“Transpositional Precision in the Drosophila Embryo*”
4 pm, Osborn Memorial Laboratories, Room 302, 302 Prospect Street

**Richard J. Powell**
*“Cutting a Figure: Fashioning Black Portraiture*”
4 pm, Jeffery Low Center for the History of Art, Room 109, 109 York Street

**William J. Willis**
*“Can We Make Large Facilities with Global Collaboration?*”
4 pm, Skane Physics Laboratory, Room 69, 69 Prospect Street

# Common Sense Advice on the H1N1 Flu

- Be prepared with basic supplies in case you get sick.

- If you have flu-like symptoms, call H1N1 1-866-924-9253 [9253].

- Stay at home or in your room and do not go to classes, libraries, labs or 17강. If you are symptomatic for 24 hours after your fever has subside.

- Help classmates, friends and family if they need to stay at home with the flu.

- If you live off campus and have the flu, contact Assistant Dean Lisa Briones, Lisa.briones@yale.edu or 432-8995.

- H1N1 flu is different from swine flu. It is not transmitted to pig and human.

- If you live in a graduate dormitory, contact grad.dorms@yale.edu or 432-2417 to let them know that you have flu-like symptoms.

A member of the graduate housing care team will contact you with information and assistance.

# GSA Pumpkin Carving & Halloween Party

Getting into the spirit of Halloween, the Mcdougal Center will host a Family Pumpkin Carving Party for graduate student parents and their children on October 24 – 4 pm.
Diana Magaloni Kerpel earned her M.A. degree from the National Autonomous University of Mexico (Universidad Nacional Autónoma de México) and her B.A. in art restoration at the National School of Conservation, Restoration and Museogra-
phe of the National Institute of Anthropology and History (Instituto Nacional de Antropología e Historia). His research has focused on Mesoamerican and indigenous 16th century pictorial techniques, and he developed an interdisciplinary method that combines chemistry, physics, archaeology, ethnography, and art history to understand how mural paintings and codices were created. At the University of Rochester, in New York, where she majored in biochemistry and met her fiancé, Jonathan Widawsky. Jonathan is now a graduate student at Columbia University.

Annie came to Yale University as a graduate pharmacology student in 2007 and would have earned her doctorate in 2013. She joined Jonathan Bennett's laboratory, which focuses on a specific family of enzymes that are involved in controlling important biological functions, with emphasis on the role that these enzymes play in human disease. Annie studied how certain types of fatty acids regulate an enzyme believed to be involved in controlling cellular metabolism and the role this enzyme plays in the development of metabolic disease. She discovered that certain metabolic stresses could influence the activity of an enzyme believed to be involved in controlling mitochondrial function in muscle cells. She had several additional research projects in progress, in collaboration with other members of the Bennett lab.

Members of Professor Bennett's lab wrote in tribute to her: "We will always remember Annie for her bright and vibrant smile, warm personality, and love of people. Annie was a caring individual who would selflessly put the needs of others before her own — she would never say 'I can't,' but always, 'How can I help?' Although Annie was small in size, she had a large heart and a personality that filled the room. No challenge ever seemed too large for her to overcome. Annie was a diligent and motivated student who was truly excited about her future. Annie, you are a bright and shining star. We will miss you and we will remember you always."

Annie Marie Le was survived by her fiancé Jonathan Widawsky; her father and his wife, Mr. and Mrs. Hoang Le; her mother, Mrs. Vivian Van Le; her brother, Chris Tru Le; her half-siblings, Martin Le and Emmie Le, her guardian parents, Mr. and Mrs. Robert Linh Nguyen and their three children, Dan, Ryan, and Sean Khien; her grandmother, Mrs. Thang Thi Vu, as well as several aunts, uncles, and cousins.

A University memorial service will be held on Monday, October 12 at 5 pm in Battell Chapel. The University is establishing a scholarship in Annie's memory. Donations may be directed to the Annie Le Scholarship Fund, Yale Office of Development, P.O. Box 20538, New Haven, CT 06522-2038. Donations may also be made in Annie’s memory to the "I Have a Dream" Foundation, 350 Seventh Avenue, 20th Floor, New York, N.Y., 10036, https://secure.virtualatlantic.com/ ilhd/le/donation.aspx.

The Graduate School, the School of Medicine, and the entire Yale community are deeply saddened by the tragic death of graduate student Annie Marie Le, 24, on September 8.

Photo: NIH