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PoNS

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Letter from the Editor

By Hannah Pazderka-Robinson

So, as another school year winds to a close I sit in front of the monitor once more. As some of you already know, I recently defended my dissertation and so will be bidding the U of A a fond *Adieu*… I have been assured that life does go on after University, although I haven't the faintest idea what it could consist of. I'd like to take a couple of seconds to thank my fellow NGSA members, as well as the other students, profs, and support staff I've gotten to know over the years. You've made my experience both memorable and unforgettable. (You see what I did there? Redundancy can be an art.) Please keep in touch!

More importantly for some of you reading this, I'll be wrapping up my job as Editor-in-Chief this fall (with a final September issue greeting the new students and highlighting the upcoming Neuroscience poster day). That means this position will soon be vacant.

Now, I know you're all thinking to yourselves, "Well, I would *love* to take over that job; but the rush to do so must be staggering. People must be clamoring…" Strangely, it is not so. Truth be told, the job is actually a lot of fun: it consists mainly of doing interviews, looking for "exciting" stuff going on around campus, begging other people to write for you, and coming up with a Letter from the Editor at 2:00 AM to tidily make up for any awkward gaps in the length of the other articles. Ahem.

Of course, if you're really sharp, you might also be wondering to yourselves, "but if she's done now, why will she be doing the fall issue?" Well, it's a lot like that Wendy's commercial, where they ask the guy pushing the burgers if he's *with* Wendy's and he says, "…Unofficially." Think about it.

The NGSA would like to acknowledge and thank the following individuals for their donations to the NGSA. Their generosity supports the NGSA activities such as visiting professor lunches, this newsletter, and orientation, which enhance the graduate student experience.

Glen Baker ◊ Klaus Ballanyi
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Chris Westbury ◊ Jaynie Yang

Spotlight: Dr. Andrew J. Greenshaw, Associate Vice President (Research)

By Hannah Pazderka-Robinson

Thanks for agreeing to meet with me today. Basically I wanted to find out a bit more about your position here at the University of Alberta as Associate Vice President (Research). How did you get involved here?

This really followed on from my involvement in research administration over the years. My main position at the University is basically as a research professor in Psychiatry and Neuroscience, and I got involved in a few things related to what you could call research administration through service to national societies and to the Canadian Institutes of Health Research.

Through my supervision of graduate students, I became more involved in graduate studies at the departmental and faculty level and then became an associate dean in the Faculty of Graduate Studies, which I did for four years. Based on my experience there, I realized the possibility for people to take on a larger administrative role and to be quite influential in a positive way.

People outside administration often think that administration is a bit of a roadblock, but without efficient and effective administration not much would happen at institutions like universities. Many people who become professors also decide to step up and do a bit more for the community by taking on an administrative role.

The Vice President (Research), Dr. Gary Kachanoski, invited me to take on this position, and I saw it as a really interesting possibility. The Vice President (Research) office deals with a variety of things, directed to facilitating research growth at the University, which is something everybody's interested in. We're also responsible for administering research policy and so on, and that means looking after things like ethics compliance, biosafety, resolving conflicts around research agreements between investigators and agencies, and investigators and the University. So, the VP (Research) has a pretty diverse portfolio. My role, mainly, is with Health Sciences, which fits with my main faculty appointment, but I get involved in all kinds of things. For example, I'm looking after the Canadian Institute of Ukrainian Studies, which is clearly related to Arts, Humanities and Education. Positions like this provide a good opportunity to sort of get your head out of the specific "research bunker" that some of us, as lab scientists, work in and interact with people across campus and the community.

So, do you have an opportunity to be influential in the political arena, in terms of garnering funding for research on a provincial level?

Yes, we're very much involved in that kind of thing. The provincial government has identified three major strategies for growth in what you could call Innovation and Science, and the areas are information technology, energy, and life sciences. I'm quite heavily involved in the life sciences strategy, developing some things in collaboration with other universities and the Alberta Science Research Authority. Hopefully that will translate into investments by the Province, in combination with funds from federal government and from private industry, which should lead to further opportunities for research growth at the University.

One of the things that I think is not obvious to most people outside research management is that research mainly grows by professors taking the initiative and having interests and by the University recognizing and fostering the potential of that activity and not by the University Administration saying "we will now grow research in this area". So growth is often achieved by what can be described as a bottom-up process.

What kind of initiatives would that involve?

Well, for example, if there is a pot of money that becomes available - let's take the Canadian Foundation for Innovation (CFI) for example - it's possible for investigators to make CFI applications through the University. But those CFI applications are investigator driven - they're not driven by the University administration saying, "research in this area is important". For example, in the Centre for Neuroscience, which is part of my home base, if you look at the Rehabilitation Neuroscience Group – including Dr. Dick Stein and Dr. Arthur Prochazka - they've been quite successful in getting funding from various areas including CFI. That wasn't simply because central administration decided this was an area for growth. It's partly because the University recognized the excellence there, and has supported some of their requests for assistance to facilitate their work.

So you encourage researchers, and probably grad students as well, to be proactive in going out and finding opportunities.

I think part of the job is trying to broker partnerships between different parties. Opportunities come up and the University has to be organized about its research strategy. We have to be organized in our responses to tri-Council - CIHR, SSHRC and NSERC. We have to be in a position to protect our researchers and their interests, and to protect the University as a whole. So, we sort of represent the "frontline", interacting between the community, government and the University professors that make up our research complement.

Do you actually have a lot of interaction, at your level, with government?

We have meetings with various government ministries, including Innovation and Science and Health. It depends on where the funding is coming from, and where the legislation is coming from. The Ministry of Learning plays a key role in governing universities, of course. These opportunities involve many areas.

Dr. Gary Kachanoski is the Vice President (Research), and there are currently three Associate Vice Presidents on his team (Dr. Bill McBlain, Dr. Peter Robertson and myself) and a number of other key staff including Dr. Katharine Moore. Peter is looking after commercialization and technology transfer, and Bill is looking after the Research Services Office, negotiations between the University and tri-Council, and various other things. To some extent our work overlaps as various things come up. Katharine is involved in everything and is so efficient that she makes multi-tasking look very easy!

This is obviously a pretty far cry from running rats in the lab. Are there different aspects of the two jobs that appeal to you?

Well, they're very different activities. I think most of us at this university, which is a research-intensive university, became university professors because we like research. I do like working in the lab, but I have very little time to do anything but fix occasional problems… I think my students appreciate it when I'm not there, because I probably get in the way more than anything else.

But, I think one of the things that happens to professors over the years is that they have to become involved in more management-oriented aspects of research. Most of us, I think, have the best time when we're grad students and postdocs because we have quite a lot of freedom, even though we may not realize it, and not a lot of responsibility to anybody but ourselves. When you start running a lab, then you take responsibility for the budget, for continued funding, which is highly competitive and increasingly difficult as the pot of money seems to shrink for individual investigators. Although it's become a larger pot of money (for example in the CIHR) there are more investigators applying for that money. The standards are pretty high. I'm finishing some work with the Canadian Institutes of Health Research, chairing the Behavioural Sciences A grants committee - this will be my last meeting with that committee, I've been involved with that process as a reviewer, committee member, scientific officer, chair, since about 1990. At that level you can see that the standard of excellence for getting a grant is astronomical. So, many people who really, clearly, should be funded don't always get grants because the bar is so high. That's an ongoing challenge for professors. So, many professors who are established spend time writing grants, papers, and managing things, and don't actually get to play around in the lab very much. Some people manage to do that but, as time goes by, it becomes more and more difficult.

So, research administration is a bit of a leap, but it's the same basic stuff, it's just dealing with things at a higher level, a next step.

Do you have any advice that you could offer to people who are out actively looking for funding?

I think this is something that should start at a graduate student level really, and I think we don't do enough of this. Some academic units in the University do a really good job, but I think we have a long way to go. Most of us, as graduate students, don't get any real experience at writing grant applications. Often, students [first] have that kind of experience in the context of a candidacy exam or something like that.

The key to the whole process, I think is - well, first of all you have to have good ideas, you have to be smart - but if you weren't smart and didn't have

good ideas, you wouldn't be at this University, right? So, given the intellectual ability to do this, then you need the training. People don't naturally know how to write grants, and there are all kinds of hints and suggestions that you pick up from your colleagues. So mentorship is the key, as I see it, to successful grant writing. Mentorship is also critical for getting papers accepted for publication. I can think over the years of occasions when I've talked to people who have had a letter of apparent rejection from an editor and have been discouraged from applying. Other people who would get such a letter would revise the paper, send it right back, disagree with the editor, and convince the editor to publish it. In grant writing, with the system we have in Canada, you don't get the opportunity immediately to send it back in to the committee, but you do get comments from reviewers.

You're saying it's a matter of using that rejection as feedback, and trying to improve your work?

Yes, that's what happens for many applicants. Not everybody gets rejected the first time, of course, but I think that's what happens to most people along the way. A lot of people are applying for funding. So, often people put in a first grant application, if they're not lucky enough to have it funded they'll take the comments provided by the committee and they'll revise it and send it back in.

The best grants are typically those grants where people have taken - across the board in the University, not just in science or health sciences, but social sciences, humanities, the arts, whatever - where people have taken the collegial criticism of the people around them, and have found people who would give them really *good* criticism rather than platitudes, and saying, "Oh, this is a good job, you might try and tweak this…" but really giving them some detailed criticism, and taken it on board.

There are things as simple as the provision of headings, good font size, white space, paragraphs… You can write a grant that fills up the entire space allowed. It might make turgid reading - if it's really good, it'll be funded - but if it's competing with something else that's formatted more effectively... Well, it's like marketing; you have to take everything into account to maximize your possibilities of success. Reviewers are human, and they only have a certain amount of time. So if it's presented really well it increases the chance of a good response.

To what extent do you think that things like making connections with editors, being on committees, etc. is helpful?

Well, I think it's helpful in a couple of ways. One is, if people know you they're more likely to have a clearer opinion of what you do. For example, if nobody knows you and you send a piece of work in, compare that to the situation where many people have seen your work. If they're familiar with your work, that familiarity - if it's good work - is going to increase the confidence that they have [in you]. So, if it comes to a question, they're more likely to give you the benefit of the doubt than someone who's completely unknown. You can see that in a system where you have established investigators who apply for funding or make some kind of request. If, based on their track record, you have a good idea that they're going to use the resources effectively, you're more likely to give it to them.

On the other hand, it's really important to encourage new, young investigators because bright, new people, new ideas and perspectives are very important.

So how do you young investigators go about getting a foothold, when they don't know the right people and haven't establish a track record yet?

Well, I think the key to this, again, has its roots in grad student years. If you're lucky enough to be in a position where you can try to publish some of your work as a graduate student that gets your feet wet. And then, if you do a postdoctoral fellowship you have the opportunity to publish some more stuff. It's that "freedom without responsibility" period that I talked about before.

Then when you become an independent academic in terms of having a faculty position, it depends on the area. Some areas it's necessary to have startup funds and typically universities will make an appointment with some resourcing for a professor, and that will allow the professor to do some work and try and establish themselves to get some kind of publications beyond their doctoral work, to try and give them that push up, to get them to a very competitive level.

Do you have any advice for students who don't have that active mentorship, or are trying to piece something together on their own?

That's difficult to do. It's funny, when I think about when I applied to grad school: Many of my colleagues and my peers who applied didn't do that much market research around what the supervisor was like, what the lab was like, what the environment was like. We would take the opinion of our supervisors and senior colleagues, and just go where the opportunity was. These days, students right across the University in all disciplines are much more careful about where they're going and who they're going to work with. That's really clear at the level of grad students going on to do other things. It's also the case with undergraduates who are looking for positions, but as an undergraduate you don't really have much of a clear view of the value of things, you're really still tied to what people around you say. So, if you find yourself in a good environment, then the mentorship is provided. If you don't find yourself in a good environment in terms of mentorship, you might be working with a great scholar who isn't really clued in to the positive model of mentorship, then it really comes down to a question of one's own ability, the ability to network with people and try to find that information.

At the University generally, here, we're trying to increase the degree of active mentorship. One of the ways in which you can see this is, recently an office for postdoctoral fellows was established. This is housed in the Faculty of Graduate Studies and Research on behalf of the Vice President (Research). There was a lot of discussion as to where a good place would be, and it seemed like the Faculty of Graduate Studies and Research would be a good home for postdocs and they, indeed, seem quite happy with that arrangement with the administration. One of the things that Dr. Mark Dale, the Dean of Grad Studies, and the Vice President (Research) have started to do is to develop a mentorship program for postdocs, a kind of professional development program, and when it's fully in place, it will include things like grant writing, ethics, publication policies, issues to do with mentorship - the business end of research administration.

It would seem to me that that's the kind of thing people need training in.

One of the problems that we have at the University - and I smile when I say this, because it applies to me just like most other people, I think - academics coming out of first degrees are not blessed with management skills. So, you look back over the years and you think about the way grants have been handled, purchasing has been handled, various administrative tasks - it's a pretty steep learning curve for a new professor. We have orientation systems in place for people at different levels at the University, and there's an orientation for new professors around grants and research management. But, there's still a lot we could do. The problem is, people are busy doing research, and it would be better if people could just be allowed to do their research, and not be cluttered up with these really mundane tasks of balancing budgets, looking after purchasing, and so on. Some of us are lucky enough to work in an environment where there's some infrastructure in place that takes care of that, but many professors at the University have to do it on their own and it takes a lot of time. And, well, the lesson's a hard one when mistakes are made… Some people deal with a great deal of money, and then typically there's an infrastructure in place. But new investigators have research accounts they have to look after. It's a challenge. As it's become more competitive in terms of how hard it is to get funding, universities have recognized the need to provide more training, and more support. I think we still have a long way to go, but we're moving in the right direction. And of course, one of the challenges that all university professors face these days is related to the kinds of systems that are in place for looking after grants, records at universities. That's a problem area for most universities around the world.

So, do you see yourself as playing a role in helping create that support system for professors?

Well, to some extent. There are different areas in the University that look after these things. So, at the level of the Vice President (Research) office, we're really interested in trying to shape the right policies and make the right decisions that will lead to a really effective system being in place. When you think about the kinds of systems that run universities,

they don't just run research accounts, they run student fees, all of the business of the university in terms of the costs of everything - from utilities to mowing the lawns. So, it's a big corporation. The budget of this university is a billion dollars per year, so it's a big operation; [in comparison] the Capital Health region, their budget is around 2 billion dollars per year. So it gives you an idea - running major hospitals or running one university. It's a very large enterprise. That overall management responsibility rests with the President of the University Dr. Rod Fraser but, on his behalf, comes under the auspices of the Dr. Carl Amrhein, the Provost and Vice President (Academic) in cooperation with the other Vice Presidents. There is considerable interaction between the offices of the VP (Academic) and the VP (Research). The Vice President (Research) office is mainly about making decisions related to research management and research policies. So we certainly have an influence on infrastructure, we certainly play a role in making decisions about it. But the decisions are really in relation to research rather than the nuts and bolts of what happens around handling students, or handling the running of buildings.

So, one final question: What would you say your favorite part of the job is?

My favourite part of the job is… Well - two favourite parts of the job. One is participating in celebrations around research, because I think one of the really important things to be done is to acknowledge the achievements that people have. It's really tough to survive in a research-intensive university. It's really tough to compete, to get funding. As professors we're constantly worrying about our research productivity, and how much research we can get done, how we can get more resources and so on. That is a very intensive activity. It's really great to see professors being acknowledged for their achievements - and postdocs and students. I really enjoyed that aspect when I worked in grad studies too, around people getting scholarships and awards.

There was another thing… what was it? Oh yes - the other great part is being able to help people get money. That's great! Being able to see something achieve funding and see the research enterprise grow. So those are two really rewarding areas.

And there are some difficult things to do as well. Sometimes people don't get funding, and there are difficulties associated with that. There are difficulties around making priorities for deciding on who goes forward for opportunities such as different applications to government or applications for Canada Research Chairs. Because we have a lot of good people, and not all of those good people can go forward for everything, choices have to be made. It's difficult. Typically, those choices are steered by input from the level of the Faculty Deans' offices and the Chairs' offices. We have to provide the best kind of support we can for the University as a whole.

It sounds like a pretty exciting, fast-paced environment.

It's busy around here. It's interesting; I really like working with the team here. Great people to work with and they're a lot of fun. The overall support provided by people in the University Hall office and the other sections of the VP (Research) office is terrific. Everybody's incredibly busy, but everybody's very positive too. So, I'm very happy with the environment here. Which is a good thing, right? For encouraging growth in research you need a very positive team to work with, because there are some difficult issues to deal with as well as the celebration of successes.

6th Annual Alberta Neuroscience Meeting

By Mark Ballermann

The 6th annual Alberta Neuroscience Meeting (ANM) was held in Canmore, Alberta on May 6 - 8. The meeting was originally set up to give graduate students and post-doctoral fellows an opportunity to gain experience presenting their research in a friendly setting. Presenters were given the opportunity to present either a 15 minute talk (including questions) or present posters during the poster session on the Friday night. U of A students were also privileged to have their meeting dues paid for them by the centre for neuroscience.

The keynote speaker was Horst Simon from the Salk Institute who gave an fascinating talk on the role of the Engrailed genes in the development of dopaminergic neuronal precursors. Funding support was graciously provided by the Centre for Neuroscience here at the University of Alberta, Alberta Heritage Foundation for Medical Research, as well as the Calgary Brain Institute, Faculty of Medicine, Faculty of Social Science, Neuroscience Research Group at the University of Calgary, and the Faculty of Arts and Science at the University of Lethbridge. In all, this meeting provided a great opportunity to meet and network with other members of the formidable Alberta neuroscience community.

23rd Annual Banff Annual Seminar in Cognitive Science

By Hannah Pazderka-Robinson

The Banff Annual Seminar in Cognitive Science (BASICS) was held this from April 30 - May 1. This was about my fifth year attending, and I have to say this years presentations were probably the best I've seen.

Andrew Yonelinas from the University of California, Davis kicked off the talks on Friday evening with a presentation reviewing the distinction between recollection and familiarity. The talk was interesting, but Steven Lindsay's (University of Victoria) hilarious introduction was itself worth the price of admission ("I remember Andrew from our days at graduate school as incredibly smart, and funny… That's all fine. But I see no real reason for a cognitive scientist to be so darn good-looking")! Saturday morning began with a presentation by Dedre Gentner of Northwestern University, describing her work in how children learn analogies and the role of this process in learning more generally. Definite food for thought for those of us with kids! Piotr Winkielman from the University of California, San Diego was next to present. He discussed a series of clever experiments examining the importance of effort ("fluency") and typicality in making affective judgments. He supplied the funniest moment at the conference when, using an anatomical chart to demonstrate the placement of electrodes over the facial muscles he said, "this was a very scary experiment; as you can see, we had to peel the subject's skin off…" Diane Poulin-Dubois from Concordia University was next to present, discussing the how children distinguish animate from inanimate objects, specifically focusing on the role of motion. Finally, Mike J. Dixon from the University of Waterloo provided the last talk, on his studies of synaesthetes, who associate colours with words and numbers. Very cool. Additionally, poster sessions were held each evening on a range of topics.

BASICS was held at the Inns of Banff, a comfortable, affordable hotel on the edge of town; we got a great conference rate of only $72/night with an incredible view that extended a full 180°. As usual, the shops around town presented an omnipresent lure of trinkets and souvenirs; my husband and I also discovered a great little sushi restaurant on the corner of Banff and Caribou. Best of all, the weather could not have been better – a perfect mountain weekend!

Cognitive neuroscience is an exciting, growing area; students with a background in psychology are strongly encouraged to check out BASICS. It's also a great place to meet and chat with like-minded people. Interested students should contact Dr. Peter Dixon, one of the conference organizers here at the U of A. Usually held within a week of ANM, BASICS offers an alternative to some of the more cellular/molecular topics covered at that conference. Of course, ideally, one could try to make it to both – as though anyone needs another excuse to head to the mountains!

The U of A Art in Medicine Show

By Hannah Pazderka-Robinson

A few weeks ago as I was strolling through the hospital, I was lucky enough to come across a number of artworks being presented in the main lobby. I was surprised to learn that these diverse and beautiful works (only a few of which are pictured here) exploring the subject of Parkinson's Disease were created by our own medical students, as part of the Art in Medicine program. I asked Jennifer Chan, 2rd year medical student and project coordinator, how the project came to and evolved at the U of A.

Jennifer learned of the Art in Medicine program from her cousin (also at medical school, in Manitoba) in 2001. The idea originated at Dalhousie University in 1999, and was conceived of by Jonah Samson, who then presented on the topic in Manitoba. Her cousin told her about the enthusiastic response surrounding the program.

Jennifer Chan - Med 2006

Untitled
Media - Ink and pencil crayon

A self-described perfectionist and nerd who "had a terrible time with gym classes" *(Editor's note - join the club…)*, Jennifer was among the first generation of her family born here in Edmonton. She graduated from Old Scona, and went on to complete her BSc with a specialization in microbiology before starting medical school here at the U of A.

She proposed the program here in Edmonton in 2002, her first year as a med student. She went on to dramatically expand the concept by including students from all four years of the MD program (previous programs only used works by first year students; Manitoba is now taking steps to include students from other years as well), and by taking the display throughout the city, allowing for greater exposure. Due to the increased interest, touring dates for the exhibition have been extended from 5 weeks to 3 months. The show has also received media coverage from the Edmonton Journal, Edmonton Examiner, VUE weekly, Global TV, A Channel, and various U of A publications.

Ben Lewis - Med 2006

"Spilled Milk"
Medium - Unfinished cedar

Student reactions to the idea were quite positive, with the most common question being whether students would be allowed to participate if they had little or no art training. They were in fact encouraged to do so and, as Jennifer notes, "many of the most insightful pieces come from those very same students who insisted they were horrible in art [and/or] couldn't draw."

In terms of how the decision was made to examine Parkinson's Disease as a theme for the current year, Jennifer points out the importance of increasing understanding and awareness surrounding illnesses that are considered somewhat taboo (last year's topic was schizophrenia), and do not already garner a lot of attention or publicity. The choices are then put to a final vote by the students. Joyce Pinckney (who herself has Parkinson's) was chosen

Joyce Pinckney

Untitled
Medium - Batik

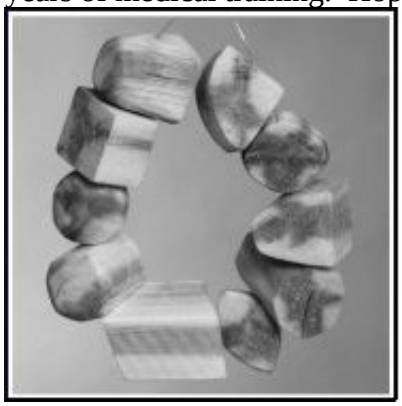
as this year's Feature Artist after her presentation as a guest speaker to the medical students. Joyce "presented as an extraordinary and very passionate lady with a great outlook on life [and] because she had such an inspirational effect on students."

I asked Jennifer why she thought this program was important, and what benefits she saw as deriving from it. She notes that, on the one hand, it gives visitors a chance to see that med students are capable of more than just studying; comments in the guestbook reflect the fact that people are both relieved and grateful to see students trying to understand the more holistic nature of disease,

Matylda Machnowska - Med 2006

"The Pianist"
Media - Oil on canvas

beyond diagnosis. Some students find the program therapeutic, particularly if they have friends or family members afflicted with the disease being explored. Finally, it also gives the students a chance to examine illness on a more personal level. In her words, "the Art in Medicine program has many benefits, primarily to encourage students to view illness from the perspective of the patient and to subsequently become more empathetic and sensitive caregivers. We're focusing on the personal, psychosocial, familial and emotional aspects of disease – something that is only recently being touched on during our years of medical training. Hopefully the students will



Gregory Chan - Med 2006

"Circle of Strength"
Medium - Sculpture

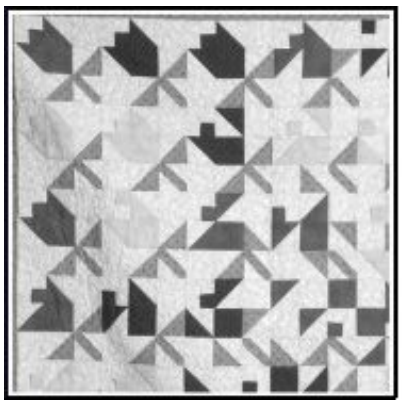
become better able to understand what patients are living through, and consequently be better able to interact with and help their patients." She notes that the Art in Medicine program is voluntary - it is not part of the curriculum, nor is it put together by the faculty. The students who get involved choose to do

Andrea Macyk - Med 2006

"Risk"
Medium - Sculpture

so because they feel it's worthwhile. She argues, "this says a lot about their character – that they are truly interested in learning more about the personal aspects of medicine."

Now in its 2nd year, Jennifer found that setting up the exhibit was smoother, as contacts had been established from last year. Still, the workload is large, and there are always unforeseen problems. Because she's entering her 3rd year (which involves time on the wards), she knows her time managing the project is limited, however her admiration for the work of her fellow students is clear.



Amber Whitford - Med 2006

"Dissociating Tulips"
Medium - Quilting

Some of you are likely wondering, as I was, whether any of these works are for sale. The short answer is - maybe. While some students will indeed be selling their art, others have already donated it to friends or family members. Anyone interested in a particular piece can contact Jennifer personally at jcc@ualberta.ca.

For those interested in seeing more, the display has relocated to the Glenrose Rehabilitation Hospital, where it will remain until July 16. It will conclude its last 2 weeks at Alberta Hospital early August. For those of you who can't make it out, this year's (and last year's) displays can be viewed at http://www.msa.ualberta.ca/med2006/aim/

Fun in the Sun

The NGSA is holding a barbeque in Hawrelak Park on Friday, July 9th. Please come join us for some fun in the sunshine!

Get in the Action!

By Trevor Hamilton, Sports Director

Last semester the Neuroscience students put together a star-studded team and competed in the red eye tournament. Every year campus recreation puts on an all-night sports competition that lasts from 9PM-7AM and consists many games that challenge even the most prestigious athletes. This years games included wheelchair basketball, sledge hockey, wall climbing, and wally-ball, to name a few. The neuroscience students, aware of their supreme physical and mental prowess, decided upon a realistic theme – FUBAR. For anyone who has not seen the movie FUBAR, it is a mockumentary that takes place in a city not far away from here, and is about a couple of redneck guys. The FUBAR team consisted of (right to left, top to bottom): Robin Clugston, Melissa Kelly, Michal Lachowicz, James Chin, Mark Ballermann, Jan, Dave Hayes, Kelly Brunton, (bottom Row) Jane Halliday, Trevor Hamilton, Andrea Murland, Rhiannon Noble, Charlotte Ballermann, and Alto Lo. The team focused their efforts on the ultimate Frisbee game and destroyed the competition. Wheelchair basketball was also a close game, but was lost in the dying seconds. (James Chin is pictured below). The other games weren't as successful, but fun was had by all. Thanks to everyone who participated.

The FUBAR Team

Wheelchair basketball

Currently, the NGSA Astrocytes are playing slo-pitch and have shown much improvement from last year. Thus far they are 2-0 and are slugging their way to a good time. Everyone who parks their car near Corbett Field better watch out for Matt Furey who has already hit it out of the park and Dave Bolton who has a knack for setting off car alarms. The NGSA welcomes all players who enjoy playing ball. Contact Trevor (thamilton@pmcol.ualberta.ca) for more information.

Mark Your Calendars…

The NGSA will be holding its first ever official TGIF on October 15th (thanks prez!), just prior to SfN. Add it to your datebooks *now*.