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# FOCUS

FOCUS — in seven issues a year — is a publication of the faculty and staff of Carnegie Mellon University. Volume 33, No. 2, Dec. 2003

## New Feature: Dean's Column

### *H&SS and Carnegie Mellon in 2017*

*FOCUS* has invited the deans of Carnegie Mellon's colleges to contribute columns discussing issues of importance to their schools and the wider university. The following is a contribution by Dean John Lehoczky of H&SS.

In 1967 Carnegie Tech and the Mellon Institute were merged to become Carnegie Mellon University. The College of Humanities and Social Sciences was established in 1969 coinciding with the phasing out of Margaret Morrison Carnegie College that occurred from 1969 to 1973. The year 2017 will mark the 50-year anniversary of Carnegie Mellon as a university and likely will spawn a year of reflection on the progress we have made as we reach our golden anniversary.

Of course it might be much more fun to predict the state of Carnegie Mellon in 2117 or 2217 (when, I predict, Carnegie Mellon will be opening a new campus on the planet Venus — and you thought Qatar was hot!). While Carnegie Mellon is noted for long term strategic planning, from my vantage point in the H&SS Dean's office, most of the issues I work on seem to be very near-term, like balancing budgets in an environment of highly constrained resources, and retaining faculty. Nevertheless, if we want to be regarded as a top university in 2017, rather than merely predicting the state of the university, we must define a vision, and then we must begin working toward that vision, in spite of the press of immediate problems.

Thirteen years seems very far in the future for any one of us associated with Carnegie Mellon; however, on the academic time scale, in which universities change at glacial speed, it would seem like only marginal progress could be made. Interestingly, when the entire campus is unified in its direction, Carnegie Mellon seems to be able to move at light speed, and our unified collective efforts can yield surprising results.

To illustrate, I want to look back over the last 13 years to see what can be accomplished over this length of time. I could look at many dimensions (for example the quality of the faculty and their research accomplishments or the dramatic improvement in our physical facilities), but I want to focus on the remarkable increase in the quality of the undergraduate student body. Universities, after all, are first and foremost evaluated on the quality of the undergraduate students they enroll and the education they provide for those students.

Coincidentally, the past 13-year period coincides nearly exactly with the administrations of the last two Carnegie Mellon presidents, Robert Mehrabian and Jared Cohon. It seems most appropriate to begin with the 1990-91 academic year, the first of the Mehrabian administration. There are interesting parallels between the economic conditions of Pittsburgh and the U.S. in the

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"These Are Woman's High Prerogatives ..." from the Margaret Morrison rotunda

Photo: Dmitriy Babichenko

## Women speak in Maggie Mo archives

Students of The Margaret Morrison Carnegie College for Women (MMCC) started each school day with the following words, emblazoned in terracotta tiles, high above their heads in the rotunda of the MMCC Building:

*To Make and Inspire the Home;  
To Lessen Suffering and  
Increase Happiness;  
To Aid Mankind in its Upward Struggles;  
To Ennoble and Adorn Life's Work,  
However Humble—  
These are Woman's High Prerogatives.*

Modern viewers who mutter some variation of "Must have been written by a man" are right; Lucien Scaife penned it on Duquesne Club stationery in 1906, the year the Hornbostel-designed MMCC building was built. Despite talk in recent years of replacing the motto with something more

modern, it remains unchanged. And as MMCC was disbanded in 1969, it has become the most visible evidence of MMCC students on the modern CMU campus.

This prominent motto brings up questions; what was the experience of MMCC students, specifically the earliest ones for whom the motto was intended? Is the motto a reliable representation of what these women wanted and worked toward?

Luckily, the MMCC motto is not the final word. More and better evidence of CMU's earliest women students is available throughout collections within the Carnegie Mellon University Archives.

As final repository for administrative papers as well as those of select faculty and staff, the Carnegie Mellon University Archives are the institutional memory of the University. Multimedia in nature, this memory consists of papers, photographs, publications, films, sound recordings, even

clothing, sports equipment and artwork. When MMCC evolved into the College of Humanities and Social Sciences in 1969, the Archives became steward of MMCC papers. The MMCC collection thus joined a large body of evidence containing contextual information about CMU, including MMCC students and their experiences. Looking in the Archives for both official and actual descriptions of MMCC can yield insight into who the students were and what the motto might have meant to them.

### **MMCC Collections: Course Catalogs**

The 1906 Course Catalog for MMCC was clear about the types of vocations for which the school could prepare its students:

*FOR MATRONS AND MANAGERS*

*For Boarding Schools, College Dormitories, Children's Homes and other Public and Private institutions*

*FOR HOUSEKEEPERS, STEWARDS*  
*continued on page 7*

## Pray tell, what's in a title change?

*This is Part Two of a two-part series on faculty titles. Please refer to the October issue of FOCUS for Part One.*

The issue of research-track and lecturer-track titles finally came to a head at the March 2003 meeting of Faculty Senate after nearly a decade of debate. Though a recommendation to include the word 'professor' in the titles had been rejected by both the Executive Committee and the Faculty Affairs Council (FAC), Senate agreed to have an open discussion at their March meeting because of the continued interest for change.

Faculty were notified of the open-mic by their department heads and senate represen-

tatives. "A bunch of us stirred each other up to go there," said Scott Fahlman, then a principal research scientist in Computer Science. "The Connan Room was full of people, which it usually isn't for Senate," said Peggy Knapp, Chair of Faculty Senate at the time.

At the beginning of the discussion, Clark Glymour, chair of the FAC, explained why they had voted down the recommendation for change from the Faculty Senate Ad Hoc Committee on Faculty Titles; only four of the seven FAC members were present when the vote took place. Three of the four members present voted against the recommendation because of a lack of consensus among

the deans and associate deans of the seven colleges.

Once Knapp summarized the decision of the Executive Committee — also due to the lack of consensus — individual faculty members were invited to speak at the microphone for a limit of two minutes.

Many lecturer-track faculty argued that their titles do not accurately reflect their contributions to the university. Bonnie Youngs, then a senior lecturer of French, listed her various qualifications and responsibilities, and said that she does not feel it "justifiable that my title demean me to colleagues outside of the university." Kristen

*continued on page 3*

# Letters

## Article Inaccurate on Women, CIT Tenure

Dear Editors,

The article on Maria Ilic (Oct. 2003) was very nice and generally accurate; however, there is one paragraph (before the interview) that is incorrect with respect to women on our faculty.

The sentence in question is in the second paragraph of the prelude. The first woman was tenured on the CIT faculty in 1994. Maria Ilic is the fifth woman to be tenured in CIT. Four of the five are still on the faculty.

It is true that Maria is the first woman to be tenured in ECE (where she has a half appointment)—but this is not what the story stated.

In the future, my office would be happy to provide accurate background information for stories about our faculty, staff and students.

JOHN ANDERSON

*Dean, CIT*

## Try South Hills Superstore for Wine

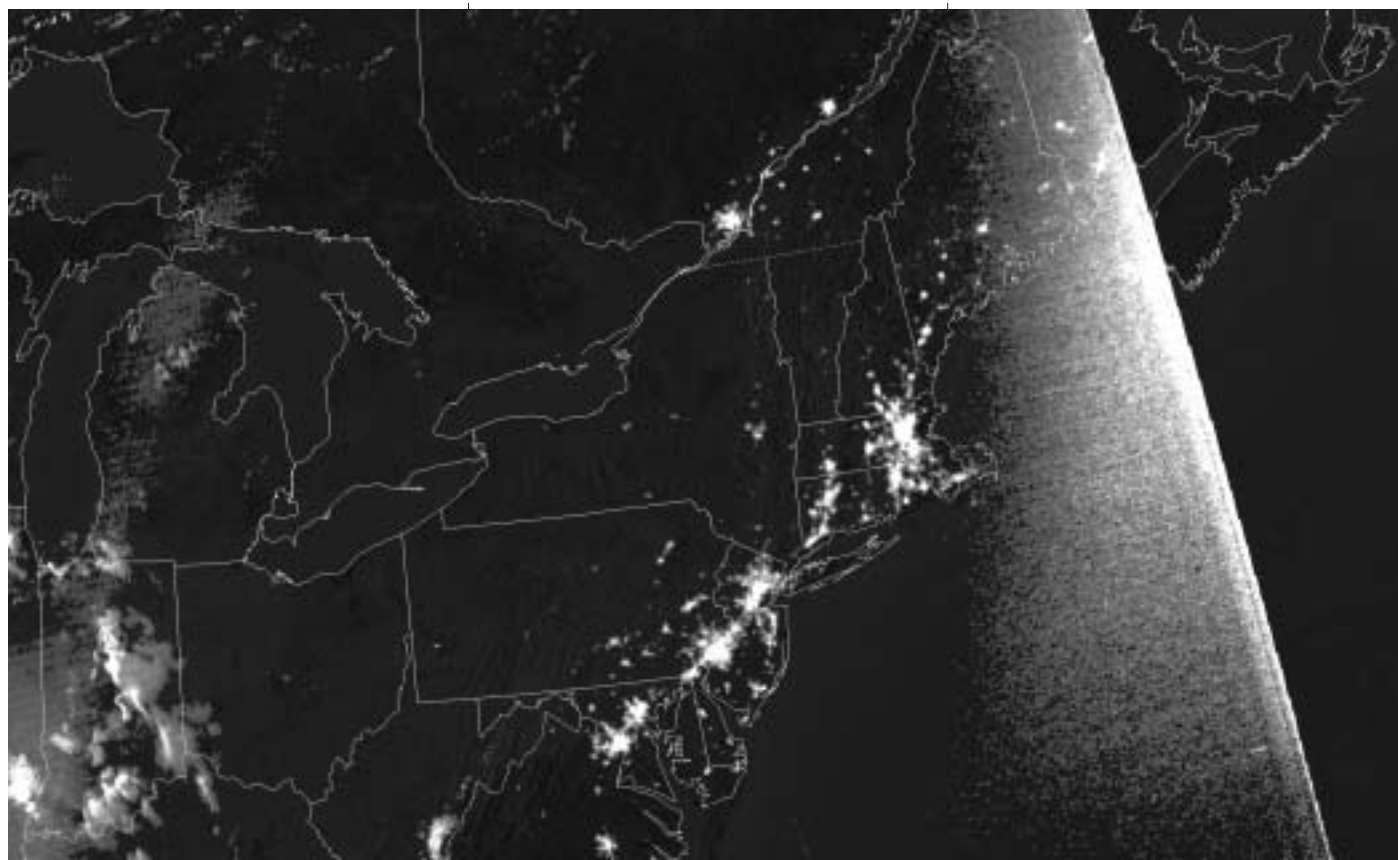
Gentlemen,

I enjoyed "The Cultural Corner" and look forward, anxiously, to future editions.

I have long felt that Pennsylvania's liquor stores leave much to be desired (as was demonstrated by your trip to Cranberry). However, the newly expanded superstore at Village Square Mall in Bethel Park has impressed me as a dramatic step forward. The staff is generally knowledgeable, especially the store manager, and they have a good selection of wines. (Of course, they don't carry many of TWS special picks but then who does? When the vintner only ships 200 cases it's not easy to find.) Their most recent expansion includes a temperature-controlled room for high-end, special wines.

My advice? Try a trip to the South Hills—stop in at the Village Square Mall super-store and get a bite to eat at the Good Wood Grill in Bridgeville.

CHUCK BUHMAN



An image taken at 21:03 Eastern Daylight Time Aug. 14 (during the blackout) by the Defense Meteorological Satellite Program, available on the U.S. National Oceanic and Atmospheric Administration's Web site at [www.noaanews.noaa.gov/stories/s2015.htm](http://www.noaanews.noaa.gov/stories/s2015.htm).

## Blackout image a hoax

The image published on page five of your October 2003 edition captioned "The area of the Aug. 14 blackout" is unfortunately neither a photograph taken at the time of the Aug. 14 blackout nor an accurate depiction of the extent of the power loss. Although this image was widely circulated on the Internet in the weeks following the blackout, there are a number of reasons to doubt its authenticity.

First, the extent of the dark area pictured in the Northeastern United States and Canada does not match the extent of the blackout. For example, most of New Jersey and the large cities in Pennsylvania had power. A digital contrast enhancement applied to the image as circulated on the Internet reveals a crude grey mask (whose black level does not match that of the area between cities) drawn over the region. The mask covers an area much larger than the actual region without power.

Second, a space-based image of Earth showing city lights requires that the area being imaged be free of significant clouds. The base image, which was altered to produce "Let

there be darkness," was built up from six months of images acquired by the U.S. Defense Meteorological Satellite Program in 1994 and 1995, with cloud-free portions painstakingly stitched together. Much of the area in the published image was cloud covered the night of the blackout (although most of the areas without power were clear that evening). There is a real, and spectacular, comparison of an image taken at 21:03 Eastern Daylight Time Aug. 14 (during the blackout) with one taken at 21:21 Aug. 13. Both images were acquired by the Defense Meteorological Satellite Program, and are available on the U.S. National Oceanic and Atmospheric Administration's Web site at [www.noaanews.noaa.gov/stories/s2015.htm](http://www.noaanews.noaa.gov/stories/s2015.htm).

JAY APT

*Executive Director, Carnegie Mellon Electricity Industry Center*

*Distinguished Service Professor in Engineering and Public Policy*

## Partner, persistent, pushing possibilities: Colleagues remember Barbara Lazarus

On Friday, Oct. 17, friends and family of Barbara Lazarus gathered to honor her memory at an all-day symposium to discuss ideas and programs that represent the work that she inspired. Barbara died July 15 after a long and courageous battle with cancer.

During that day I learned a great deal about Barbara's personal and professional impact on the women and men she mentored, the projects she instigated, the colleagues and loved ones she leaves behind. As I listened to each speaker I was struck by an emerging theme—one I call the "power of p." As I took notes, I found myself recording descriptive terms about Barbara that all began with the letter "p." Speakers depicted her as a "problem-solver, a partner, a persistent pressurer, a rarely "patient" enthusiast ever pushing and prodding her protégées. She affirmed everyone's work and believed that anything is possible if you apply yourself.

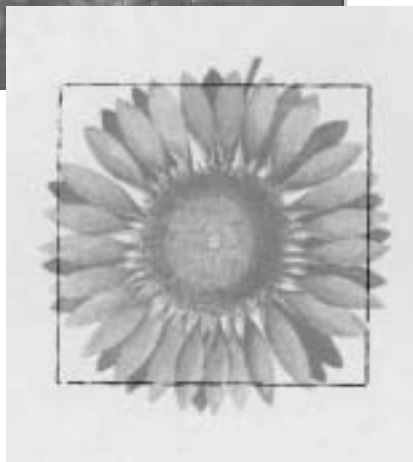
Make a trip to Kennywood Park and experience physical evidence of Barbara's work with the greater Pittsburgh community. There you will find signs at the major rides explaining the physics behind the machines. Barbara was a champion promoter of science and engineering education for all ages and her idea for the signs enlightens all riders at Kennywood.

Every woman on campus who knew Barbara has a story to tell. Her name always came up in a discussion of whom to go to for help with a "women's campus need" and I am no exception. When no one else, male or female, would assist me with a necessary professional need, Barbara made it happen. She created access for women where there previously had been none.

President Cohon announced the formation of a new award in Barbara's honor, an annual Culture and Climate Award, open to members of the campus community. Watch for details in early 2004.

Thank you, Barbara, for all you've done for us. It is now our turn to take up the work. It will be a privilege.

LYNN BERARD



**FOCUS welcomes letters.**

**E-mail focus-editors @andrew.cmu.edu**

FOCUS — in seven issues a year — is a publication of the faculty and staff of Carnegie Mellon University. Many of the articles in FOCUS express the opinions of individual members of the Carnegie Mellon community; unless so indicated, they should not be construed as reflecting university policy. In the spirit of the fairness doctrine, FOCUS seeks a variety of opinions.

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# Ashes to Ashes

**Carnegie Mellon used to burn coal for steam generation but one day things went awry in the boiler room and what you see in the picture featured is the result. Professor Edward Rubin searched for a camera and an unobstructed view and found it on the roof catwalk of Scaife Hall.**



Ashes to Ashes Photo: Edward S. Rubin, EPP, October 1974

## What's in a title change?

*continued from page one*

Kurland, a senior lecturer in the Heinz School, also talked about her background and said that it is difficult for her to explain her role as a faculty member “because these [titles] are often non-permanent staff positions at other universities.”

Karen Schnakenberg, a senior lecturer in the English department, said that she has also encountered recognition issues, and fears that her title “may negatively impact our students for whom I am asked to write recommendations for graduate school and academic positions.” Jim Roberts, a principal lecturer in Computer Science, said that once “a prospective student’s father remarked in my office that they came to meet with a faculty member and were bothered that they could only meet with a lecturer — they wanted someone who had a real connection to the university.”

Ananda Gunawardena, a senior lecturer in Computer Science, left his tenured position of associate professor at the University of Houston to move to Pittsburgh for family reasons. He accepted a lecturer position at Carnegie Mellon over a tenured position at another area university. “I am so glad that I did that,” he said. “The work I do is better because of the quality of the people around me. I gave up security of tenure to [be] at a prestigious school.”

The research scientists who spoke at the open-mic brought up their problems obtaining grants and the general difficulty with recognition of their status and responsibilities. Victor Weedn, then a principal research scientist with appointments in CIT, MCS and the Heinz School, said that he believes that several granting agencies disfavor principal investigators on grants who are not professors. Scott Fahlman said that when CMU offered him the research-track position in 1977, his advisors at MIT told him to “hold out for a ‘real’ faculty job somewhere else.”

Lecturer-track and research-track faculty were not the only ones to speak; some tenured faculty showed their support, and others explained their opposition. Dick Tucker, head of Modern Languages, talked about an instance in which he had to serve as a co-PI on a grant that a qualified lecturer-track faculty could not obtain on his own. He also spoke about a general misunderstanding of the terms lecturer, senior lecturer and principal lecturer. Barbara Anderson, a professor of Drama and associate dean of CFA, voiced her support by saying that the lecturers in Fine Art are “highly valued members of our faculty and fully qualified.” Cristina Amon, a profes-

sor of Mechanical Engineering, echoed those sentiments.

Michael Domach, a professor of Chemical Engineering, said that while he believes that a title change is needed to “better-recognize our hardworking colleagues,” he does not believe that the funding argument is a convincing one. “Based on my experience as a program director at NSF and a liaison to NIH on two initiatives,” he said, “title never arose as an issue when making funding decisions.” Michael Reiter, a professor of Electrical and Computer Engineering, said that while he too wishes to give the appropriate recognition to all faculty members, he doesn’t think that “the appropriate criteria for research faculty are consistently the same in practice as for corresponding tenure-track positions. Regardless of whether the criteria are the same in writing, I do not believe they are applied with the same rigor across campus.”

In comparison to those who spoke for the change in titles, very few faculty members spoke against the change. “I was of course pleased with the turnout,” said Knapp. “But I think it’s only fair to say that people who felt that their lives would be changed were by far the largest number [to speak].”

“I was really pleasantly surprised by the public display of support for the title change,” said Tucker. “People from a variety of disciplines including a cross-section of deans came forward and said, ‘Hey, this makes sense and it’s a good idea.’ Is that a majority of the campus? My gut feeling — probably not. But I do think there was an awful lot more support there than people imagined when the whole process began.”

“Even the people who seemed to be in strong opposition to this seemed to listen to what we were saying,” Fahlman said.

Juan Jorge Schaeffer, a professor of Math and parliamentarian of Faculty Senate, later said, “The things I heard [at the March meeting] are fantastic. People have taken on responsibilities at the intermediate and upper rank.” Schaeffer also added, “I thought it would be a whining contest, but it wasn’t. That was an eye-opener in many ways.”

A month later, at the April 2003 meeting of Faculty Senate, Knapp (as spokesperson for the Executive Committee) motioned to replace the title of principal research scientist with research professor and the title of principal lecturer with teaching professor. “I laid out what the Executive Committee offered,” Knapp later said in an interview. “I thought my proposal was pretty elegant. I realized it didn’t answer all the needs — I was aware it

had a downside. But I thought of the various proposals, it was the simplest and therefore the best.”

An amendment to Knapp’s motion was proposed by the Ad Hoc Committee to change the titles of all three tiers and to add parenthetical qualifiers, which was immediately moved and seconded. Then another amendment was moved and seconded to delete the parentheses, but to maintain the change for all three ranks.

The final motion — to change lecturer, senior lecturer and principal lecturer to assistant teaching professor, associate teaching professor and teaching professor, respectively, and to change research scientist, senior research scientist and principal research scientist to assistant research professor, associate research professor and research professor, respectively — was passed with a paper ballot in a vote of 28 for and 10 against.

Motions in Faculty Senate are commonly passed by a show of hands, but because this is such a sensitive issue, “We wanted to be absolutely precise,” said Knapp. Schaeffer speculated that a paper ballot was used in order to avoid a “lingering animosity.”

Once Faculty Senate passed the motion, the recommendation to change the titles for all three tiers was sent to President Jared Cohon, who said that he became aware of the debate surrounding this issue “almost at the beginning of my presidency.”

Though the e-mail from the Office of the President announcing Cohon’s decision didn’t circulate through the faculty until August, he made the decision in June. “I sent a paper memo to the seven deans some weeks before the e-mail was sent out,” Cohon said in an interview. “My staff swears they remembered putting it in the campus mailbox. The length of time between the Faculty Senate vote and my decision was shorter than it seemed.”

“This is a very important issue, and I felt good with the timeliness with which I acted,” Cohon added. He didn’t realize that the deans hadn’t received the memo until Dick Tucker, head of modern languages, sent him an e-mail in July asking about his decision. “I wrote him back immediately and said that there must be some disconnect,” Cohon said. That is when the e-mail announcement was sent out.

Cohon said that he based his decision on various meetings with the deans, conversations with Knapp, and consultations with some senior faculty. “I got a very clear message [that a] strong consensus was around

changing two-thirds of [the titles], not all of them,” despite Faculty Senate’s April vote.

“The title ‘professor’ is a greatly honored one and highly valued by the faculty, as it should be,” Cohon explained. “There is a degree of review and evaluation of faculty in the lecturer track and the research track between entry-level and the second position, which made everybody feel more comfortable in applying the professorial title to those positions.”

The president also said, as previously noted in the e-mail announcement, that he has no timeline for changing the entry-level titles: “I want to see what our experience is with the new titles.”

Now that the titles have changed, the faculty response has been largely positive. “It’s made me happy,” said Bonnie Youngs. “Our titles say something about us and they reflect what we think about ourselves.” Scott Fahlman agreed, saying that his new title makes him feel good. “It’s nice to be recognized as a real member of the faculty with a real title that reflects that.”

Some faculty wish the president had endorsed the change in titles across the board: “I thought the big barrier was the Faculty Senate, and I thought we had overcome it in a big way,” Fahlman said. “They did the less important two-thirds of the recommendation. It’s more critical for the younger faculty who are less well-known — those were the ones who really needed the change.” Gunawardena and Glymour expressed similar dissatisfaction.

“I wanted [the change] to happen in all three levels,” said Kenya Dworkin, an associate professor in Modern Languages, “but I understood the difficulties in having it in the junior level. I still think it’s a tremendous victory and I think it’s going to change relationships in departments.”

Glymour admitted that he didn’t have much of an opinion about changing the titles until after he started interviewing the deans and receiving e-mail from research scientists and lecturers. “That convinced me that the university did the right thing,” he said. “I was happy with the result, and so far I don’t think it did any harm. I haven’t seen tenured faculty resigning in indignation.”

“I have not received either congratulations or hate mail,” Glymour said. “In the end it worked out just fine.”

WHITNEY HESS

# H&SS and Carnegie Mellon in 2017

continued from page one

late 1980s and today. The dominant theme then was the demise of the U.S. as the major industrial power. The economies of the "rust belt" cities (especially Pittsburgh) were in steep decline, threatened by superior quality and less expensive products from Japan and Europe. Today, Pittsburgh is teetering on bankruptcy, the U.S. economy is just coming out of a major slump, and the boom times brought on by the "dot-com" revolu-

national university. Should we raise that 7 percent to 20 percent? Is that a direction we should go in? I don't know. I'm going to ask our education council and the board of trustees to look into that. Maybe 20 percent is an appropriate number." (*FOCUS*, Vol. 20, No. 2, Oct. 1990)

It is interesting to note that over that last several years, the fraction of non-U.S. citizens in the undergraduate population has been approximately 20 percent.

news that Carnegie Mellon University had risen from 24th to 19th in the ranking by *U.S. News and World Report* of university undergraduate programs nationally.

Mehrabian pointed out. "This is welcome, but not yet satisfactory. The student retention rate shows that of every ten who enter, only seven will graduate. Why?" Among the issues figured in the problem, he speculated, are student advising, teaching, procedures for moving between departments, cen-

that the efforts were coordinated and involved the faculty, the vice provost for Education, the Eberly Center and the Office of Student Affairs. Innovations were made in the curriculum, the methods and quality of teaching continued to improve, and initiatives were launched to improve the quality of students' life and to build an integrated meta-curriculum. Undergraduate education became the equal partner with research, and many undergraduates benefited from re-

**Table 1**

Total Freshman Applied	CIT	MCS	CFA	HSS	IM	CMU
Admitted/%	1,982	1,213	1,489	1,104	350	6138
Enrolled	1,437/72%	1,046/86%	663/45%	1,003/91%	244/70%	4393/72%
Yield	384	251	248	231	64	1178
	<b>27%</b>	<b>24%</b>	<b>37%</b>	<b>23%</b>	<b>26%</b>	<b>27%</b>

tion feel like a distant memory.

The undergraduate admissions data in Table 1 provide an eye-opening picture of the student body at that time.

One simple indicator of the academic quality of these students is their SAT scores. Table 2 gives the 1990 freshman class average SAT scores. The scores presented below have been re-centered to account for the change in SAT scores implemented in 1995. The actual scores are significantly lower, for example 1150 for H&SS and 1200 for

One year later, in his state of the university speech on October 2, 1991, President Mehrabian noted an improvement in the fraction admitted (which had dropped to 65 percent from 72 percent), but indicated that the 26 percent overall yield was a major problem ("the telling story is not how many you accept, it is how many of the ones you accept actually come"). He went on to raise a problem that was to launch a major unified effort on campus over the next decade.

"Furthermore, we are able to graduate

central administration's ability to meet students' needs, quality of student life, and tuition and financial aid." (*FOCUS*, Vol. 22, No. 3, Nov. 1992).

In 1992, if one were to take into account the selectivity of Carnegie Mellon, the nominal quality of the student body, and the quality of the campus facilities (the students relaxed in the "gray matter" of the old Skibo building, while the University Center, Purnell Center, the wing on the GSIA building, the Doherty undergraduate science labs, Roberts Hall and New House, among others, had yet to be built), it is remarkable that Carnegie Mellon could move to 19th in the rankings (in 2003 we are 23rd).

Finally, consider the Freshman class entering August 2003 in Tables 3 and 4.

If we focus on the yield or on our position in the *U.S. News* ranking, then one would conclude that we have made little progress over the last 13 years. However, everyone is aware of the great increase in the abilities of the students enrolling in 2003 compared with those in

1990. It goes far beyond the 80 point increase in average SAT scores (110 point increase for H&SS, higher if we combine it with the IS student scores). It extends to the breadth and depth of students' interests, their leadership skills, and diversity in addition to their academic talent. These students are entering a university with a stronger faculty, excellent facilities, a much larger range of academic programs including many cross-college programs such as the BHA/BSA, SHS and the new Humanities Scholars Program. Most of all, a culture has developed that values the critical importance of teaching advising and mentoring.

There is no doubt that the focus on undergraduate education was a major thrust of the Mehrabian administration. This initiative was both strengthened and broadened by the Cohon administration. Not only did President Cohon provide leadership on undergraduate education, he worked to ensure

search experiences.

I still remember Robert Mehrabian's 1990 address to the faculty in which he expressed grave concerns about the future and Carnegie Mellon's ability to enroll a strong class of suitable size, especially in H&SS. At that time, it seemed to be a daunting task to substantially improve both the enrollment and the retention of our undergraduate student body. The results in 2003 seem totally amazing, yet they are the consequence of collaborative action by faculty, staff and the administration. From the perspective of 1990, even 50 percent of the actual improvement would have been considered to be excellent progress.

Now let's return to 2003 and think about 2017. What can we do today to make a similar improvement in our undergraduate student body and educational offerings, and where does H&SS fit into this picture? Obviously everyone at Carnegie Mellon will have his or her unique perspective on the vision we should pursue and the plan we should implement to achieve that vision. My point is that we must all come together to define a bold vision and the steps we need to take to achieve it, just as the collective action that began in 1990 led to our much stronger present position.

The last 13 years led to an elevation in the quality of the undergraduate student body, the faculty, the staff and the physical facilities to their highest level ever. Furthermore, student retention is at its best level ever. The barriers between the colleges continue to be lowered, and joint educational programs like the BHA and SHS are attracting superb students. With collective action we are positioned to define a new, unique Carnegie Mellon undergraduate education, but how should that education be shaped?

Carnegie Mellon is known for its deep technical and professional training and education; however, we need to improve our ability to develop graduates who have a breadth of perspective and leadership talent. As Indira Nair has put it: "Even while we paid attention to student learning and well-being, we have focused perhaps too closely

**Table 2**

SAT	CIT	MCS	CFA	HSS	IM	CMU
Verbal	630	640	600	620	600	620
Math	690	670	600	600	630	650
<b>Total</b>	<b>1,320</b>	<b>1,310</b>	<b>1,200</b>	<b>1,220</b>	<b>1,230</b>	<b>1,270</b>

CMU.

In 1990, 34 percent of the freshmen came from Pennsylvania, down from 65 percent in 1970. In 2003, this percentage has dropped to 19 percent as the university has broadened its national and international appeal.

In his initial address to the faculty on September 19, 1990, Robert Mehrabian, the new Carnegie Mellon president, noted the very high percentage of applicants who were being admitted, and he expressed great concern about CMU's ability to enroll "the optimum number of students." The 91% admission percentage for H&SS was singled out for special attention, and he reminded the H&SS faculty in the audience that this fraction could not exceed 100%!

As part of the solution he suggested the university might look at enrolling foreign students as undergraduates. "Our undergraduate foreign population is about 7 percent, and we are trying to become an inter-

less than 70 percent [of our undergraduates]," Mehrabian continued. "Tier one schools graduated almost 90 percent of their students. Even Tier two schools graduate about 77 percent. That's what is bringing our national ranking down to 24th — our admittance rate, our yield rate, our retention rate. It's not a problem that is yours, it's not a problem that is mine, it's not a problem of the previous administration. It's a problem that is ours. We have to work together on this issue." (*FOCUS*, Vol. 21, No. 3, Nov/Dec 1991).

President Mehrabian put great emphasis on the retention rate, but it would be years before an advising structure was put into place and the collective conscience of the faculty was raised to make serious progress on this issue. Last year, the campus celebrated when freshman to sophomore retention reached the 95 percent level.

The fall of 1992 brought the surprising

**Table 3**

Total Freshmen Applied	CIT	MCS	CFA	HSS	IS	SIA	SCS	BHA
Admitted (%)	3,742	2,409	2,315	2,061	456	1,358	2,066	60
Enrolled	1,574 (42%)	1,265 (53%)	672 (29%)	1,111 (54%)	127 (28%)	385 (28%)	385 (19%)	42 (70%)
Yield	403	226	238	241	33	83	136	7
	<b>26%</b>	<b>18%</b>	<b>35%</b>	<b>22%</b>	<b>26%</b>	<b>22%</b>	<b>35%</b>	<b>17%</b>
<b>Total CMU</b>								
Applied	14,467							
Admitted	5,561 (38%)							
Enrolled	1,367							
Yield	<b>25%</b>							

# Training, classroom research prepare leaders

on producing outstanding workers rather than well-educated persons who had a worldview of humane, socially responsible leaders.” How can we develop a curriculum and educational environment that will ensure each of our students has strong disciplinary training but also develops leadership skills and the world view Indira Nair has described?

President Cohon has challenged Carnegie Mellon to develop leaders, and even articulated as a goal that a Carnegie Mellon graduate would become President of the United States by 2100. We often associate leadership with the ability to communicate and motivate; however, I believe that true leadership requires much more substance; for example, expertise in the relevant field, a broad perspective, the ability to assess and decide, and the ability to assemble and effectively utilize teams and organizations. Of course leaders must possess the values and qualities of a humane, socially responsible individual.

A major challenge for 2017 is developing our undergraduate education so that it can produce students who can measure up to the leadership goals articulated by President Cohon and Indira Nair.

H&SS is taking up this challenge, and we need the other colleges to join us. A group led by Associate Dean Kristina Straub (with major contributions from Wilfried Sieg, the head of the Philosophy Department) is developing a new university-wide core curriculum. The initial plan is now being further developed through discussions in the Associate Deans Council, University Education Council, and among department heads from around the university. The plan is very preliminary, but if we can continue to work on it, eventually we will be able to define a new unified concept for undergraduate education at Carnegie Mellon. Certainly the specific implementation of the general framework will need to be different for the different colleges, but each of those implementations should be clearly linked to that framework.

We want any plan to be anchored on our core strengths including our strong cross-disciplinary focus, the connection of the classroom to practice and the important problems of society, problem solving, our emphasis on research, and strong competence in one’s chosen discipline. But going beyond this, there are a number of other dimensions that we must infuse into the undergraduate curriculum. My modification of the current thinking reflected in a preliminary plan for a university-wide core curriculum singles out the following dimensions:

- Communicating (language, interpretations, and expression)
- General & disciplinary writing, rhetoric
- Foreign languages and linguistics
- Artistic and oral communication
- Reflecting (humanity, cultures and global perspectives)
- History
- Fine arts, literature, philosophy
- International social science
- Modeling (mathematics, experimentation and design)
- Mathematics and statistics
- Natural science, computer science
- Industrial and engineering design
- Deciding (social science and values)
- Economics, political science and decision science
- Cognitive and behavioral sciences
- Engineering design
- Public policy and ethics
- Creating (arts and productions)
- Artistic creation
- Design and architecture
- Scientific and technological creation
- Collaborating
- Teamwork on societal and technology problems and issues
- Artistic and design collaboration

Finally, by 2017 it should be possible to guarantee that each student has some sort of direct multi-cultural and international experience through a combination of the diver-

**Table 4**

SAT	CIT	MCS	CFA	HSS	IS	SIA	SCS	BHA	CMU
Verbal	650	660	610	650	640	620	690	690	650
Math	730	720	630	680	730	720	760	730	700
<b>Total</b>	<b>1,380</b>	<b>1,380</b>	<b>1,240</b>	<b>1,330</b>	<b>1,370</b>	<b>1,340</b>	<b>1,450</b>	<b>1,420</b>	<b>1,350</b>

sity provided on the Carnegie Mellon campus, a rich meta-curriculum, study abroad, and perhaps “virtual study-abroad experiences” through the use of distance technology.

Through discussion and debate, the dimensions of a university general education will evolve. Once they are settled, we will need to map the dimensions underlying our program into specific college requirements and curricula. A new university-wide general education structure of the sort outlined above, when coupled with a diverse and interactive campus population and rich meta-curriculum, will be vital ingredients in developing a distinctive Carnegie Mellon education. If we continue to ensure that all students obtain outstanding training in their

disciplines, maintain our emphasis on connecting research to important societal problems and bringing that research into the classroom, and continue to emphasize cross-disciplinary research and education, then our graduates will not only obtain a superb education and be fully prepared for their chosen careers, they also will have all the skills needed to take on leadership positions in their chosen fields. Moreover, in 2017, a Carnegie Mellon education will be held up as a model for the 21st century.

These initial ideas are simply the first steps in the creation of a university-wide initiative to define a unique Carnegie Mellon education. The ultimate program will, no doubt, be significantly different. All faculty in all colleges must contribute to it and take

ownership of it. It will be difficult work, but I urge the entire university community to take on the challenge. It would be marvelous in 2017 to look back over the last 13 years and be able to celebrate the increasingly excellent students that enroll in Carnegie Mellon compared with today’s outstanding group. We could still be in 23rd place in the *U.S. News* ratings (although, I predict we will be in 15th place), but our community and our alumni will be proud of the educational experience all students obtain as undergraduates. Moreover, we will begin to see our graduates moving into visible leadership roles. With coordinated, collective action, we can do it.

## A Decade of H&SS Highlights

- 1993 — Modern Languages is re-established as an autonomous department. Enrollments in language classes double over the next decade.**
- 1993 — Inauguration of the Bachelor in Humanities and the Arts Program (BHA).**
- 1993 — Debut of the H&SS General Education Program.**
- 1993 — The Department of History establishes the first History and Anthropology major in the U.S.**
- 1994 — Formation of the English-Design MS program, first program in the world to train writers and designers together.**
- 1995 — Phi Beta Kappa Chapter (Upsilon of PA) is formally installed after a 4-year application and approval process.**
- 1996 — Creation of Ethics, History and Public Policy – the first interdepartmental major in H&SS.**
- 1999 — Inauguration of the Science and Humanities Scholars Program (SHS)**
- 1999 — The additional major in International Relations is approved by H&SS College Council.**
- 2000 — Completion of the new Baker Hall Wing.**
- 2000 — Online courses in Causal and Logical Reasoning has produced educational software that, since 2000, has been used in online courses at more than 25 universities and colleges, enrolling more than 2,500 students.**
- 2001 — Information and Decision Systems (IDS) program becomes Information Systems, a college-wide major. Information Systems undergraduate software teams contribute more than 10,000 hours of software development services to area nonprofit and charitable organizations every year.**
- 2001 — The Department of Psychology doctoral program is rated #9 by *U.S. News*. The program in cognitive psychology is rated #2.**
- 2001 — The interdisciplinary journal *Social Science History* is moved to Carnegie Mellon and housed in the Department of History.**
- 2002 — The Department of Psychology hosts its 32<sup>nd</sup> Carnegie Mellon Symposium on Cognition.**
- 2002 — H&SS sponsored research revenues reach \$13.5 million/year.**
- 2002 — H&SS faculty teach 32 percent of all units taken by Carnegie Mellon undergraduates.**
- 2003 — The Department of Statistics hosted its seventh international conference, Case Studies in Bayesian Statistics VII, the first series of international meetings devoted to the application of statistics to science, technology and policy.**
- 2003 — H&SS has three members of the National Academy of Sciences (John Anderson, Stephen Fienberg and Jay McClelland), one member of the Institute of Medicine (Baruch Fischhoff), two National Associates of the National Academies (William Eddy and Stephen Fienberg) and two members of the American Academy of Arts and Sciences (Robyn Dawes and Teddy Seidenfeld).**
- 2003 — Inauguration of the Humanities Scholars Program (HSP).**
- 2003 — Founding of the Humanities Center.**

# President's annual staff address

On Oct. 8, President Jared Cohon delivered his Annual Address to Staff. Before responding to questions staff members submitted in advance, he gave a brief update on the university.

"We're doing very well," he said. Despite the state of the economy, Cohon said that the university has avoided layoffs and hiring freezes and has been able to award modest raises.

The diversity of the student population is increasing, Cohon said. International applications have increased by 16 percent and 13.5 percent of this year's freshman class comprises Hispanic, African-American and Native American students.

He announced that research funding has greatly increased from \$180 million to \$280 million, while the university's endowment has remained steady at \$650 million. He also mentioned that in September Carnegie Mellon will begin offering undergraduate business and computer science courses at Education City in Qatar.

In his remarks, Cohon addressed the City of Pittsburgh's current fiscal crisis. Tax-exempt organizations, including the university, are not the solution to the problem, he said.

He then turned to the questions staff members submitted prior his address. Excerpts of the questions and answers follow. All answers are Cohon, except where indicated.

## Administration/Finance

**Q:** Has Oracle improved operations?

**A:** The numbers of questions and complaints have decreased significantly. Expense reimbursements are processed faster and the quality of financial information (i.e. data accessibility and cost controls) has improved. The university is considering Oracle upgrades in the areas of grant approval and data warehousing.

**Q:** Could the university's quarterly financial statements be made available?

**A:** No, but if you have questions, ask.

**Q:** Could you address the bottlenecking that has occurred in pre-award and post-award in the Office of Sponsored Research?

**A:** The volume of grants is up and pre-award processing is more difficult. The staff for both of these areas will be in the same office soon. Changes in sponsored research processing are mostly due to audits and changes in federal regulations.

## Working Conditions

**Q:** Could mandatory supervisor training be instituted?

**A:** "Mandatory training is generally not very well attended." Human Resources is working on a new series of courses for supervisors.

**Q:** Could the summer workweek be shorter?

**A:** "As an institutional matter it simply would not be appropriate." These decisions are made on a department basis.

**Q:** Could the university close for holiday break?

**A:** "It would not do for us to close." There are departments that experience their busiest time of the year over the holidays.

**Q:** Does the university enforce a mandatory retirement age?

**A:** No.

**Q:** How will the changes in overtime regulations (i.e. the "white-collar exemption") affect the university?

**A:** These regulations were established in 1949. If the changes do affect the university, the impact will be modest.

## Benefits and Pay

Cohon emphasized that the university has a total compensation philosophy (salary and benefits.) The market for staff is local and the market for faculty is national. The



Food drive committee members Ron Delfine and Carole Panno, left, and Kris Hutchings, right, flank the truck driver from Greater Pittsburgh Community Food Bank.

## Staff Council food drive again a success

THANK YOU to all who participated in Staff Council's 10th Annual Food Drive, which was held November 3-14. It was a great success! A total of 5,564 pounds of non-perishable items were collected and donated to the Greater Pittsburgh Community Food Bank, as well as several Giant Eagle Gift Certificates and

\$141.

In what has become an annual tradition here on campus, we all came together to help feed the hungry in our surrounding communities, ensuring those less fortunate than all of us will have an enjoyable holiday season. It's important for us to remember, though, that people in our communities are hungry *year round*, not just at this time of year. In fact, the Food Bank is open all year,

and donations and volunteers are always needed. For more information, visit their website at [www.pittsburghfoodbank.org/](http://www.pittsburghfoodbank.org/).

Special thanks goes out from this year's Food Drive chairs: Gloria Dadowski, Tara Klim and Carole Panno, and to all those who contributed food or participated in any other way, including building reps, business managers, raffle-prize donors, campus vendors and the 2003 Food Drive Committee:

Kenya Dworkin, Honorary Faculty Chair  
Lori Bell  
Kathy Bossick  
Jason Bugg  
Barbara Bugosh  
Jackie Cushion  
Ron Delfine  
Lindie Droulia  
Renee Fisher

Clint Gatewood  
Mary Gordon  
Kris Hutchings  
Ai-Chi Liu  
Erin Lovas  
Jamie Lovas  
Ed McAfoose  
Megan O'Malley  
Ed Pikula  
Audrey Portis  
Kim Provenza  
Dave Reinoehl  
Alison Schwartz  
Renee Snyder  
Cassandra Stanley  
Char Turney  
Ginnie White



competitiveness of these markets drive total compensation issues.

**Q:** Will there be changes in the health-care plans this year?

**A:** There will be modest increases in co-pays. Ranging from \$0 to \$3 per month for single plans and from \$8 to \$24 per month for family plans. Dental insurance rates will go down.

**Q:** Could the university cover 100 percent of tuition at other institutions?

**A:** No, but the policy will be reviewed. This is a costly measure as the university already spends \$2.2 million per year on tuition benefits.

**Q:** Could part-time effort be counted toward tuition benefits for children, as the time is counted for other benefits?

**A:** There are no plans to change the policy, but we will review it.

**Q:** Could the five-year waiting period (before children of staff receive tuition benefits) be changed to an hourly measure so that part-time employees could benefit?

**A:** This is impractical to enforce. We will keep the five-year stipulation.

**Q:** Could the policy on taxing staff members' graduate tuition be changed?

**A:** The tax policy is subject to interpretation and the university interprets it conservatively. This policy has been reviewed in the past and will be reviewed again. Staff members can claim graduate tuition as an exemption on their personal tax return.

**Q:** Could part-time employees receive PTO?

**A:** No. This is market competitive.

**Q:** Could full-time temporary staff receive PTO and paid holidays?

**A:** There are three categories of tempo-

rary staff: full-time temporary staff who work 37.5 hours per week and after four months are eligible for benefits and PTO; part-time temporary staff who usually work through Temporary Employment Services and are not benefits-eligible; and full-time temporary staff who work through TES and are eligible for benefits after one year of service.

**Q:** Could the university buy back PTO that is not used?

**A:** No. Staff members can transfer unused PTO to the sick bank for use during a short-term disability. Staff members are compensated for unused PTO when they leave the university. The university also will not reimburse staff members for days in their sick bank.

**Q:** Why is there a discrepancy between maternity leave for staff and faculty?

**A:** Faculty members have a full semester off due to the rigors of the tenure process. Faculty members do not receive PTO.

**Q:** Could the university switch to a bi-weekly pay cycle?

This policy has been reviewed and rejected because of cost, estimated at \$150,000 per year.

**Q:** Could the university withhold taxes for municipalities other than the City of Pittsburgh?

**A:** No, due to the cost, estimated at over \$200,000 per year.

**Q:** Explain the differences in staff and faculty raises.

**A:** "I can't state strongly enough how important you are to this university," Cohon told the staff members in attendance. Market conditions drive the differences as the university strives to be competitive.

## Parking

**Q:** Could you address the scarcity of parking after 8:30 a.m.?

**A:** "Parking is never fun and it never will be." I strongly recommend staff members to take the bus.

## Other Issues

**Q:** Could a shuttle stop be added at Hunt Library?

**A:** The escort service has a stop at the corner of Tech and Frew Streets (near Hunt Library). There are no plans to add a shuttle service stop in this area, but it will be reviewed.

**Q:** Could the wellness and fitness center be expanded?

**A:** "We know it's not adequate." There are plans to renovate Skibo Gym, when the funding is in place.

**Q:** Could the food trucks be placed in a more centralized area?

**A:** Currently, they are not on university property. The City grants the permits. The university will look at alternative locations.

**Q:** Why are food prices on campus so high?

**A:** Eateries cannot charge higher prices than their off-campus locations. Send your concerns about food to Dining Services.

After the submitted questions, Cohon took questions from the audience.

**Q:** What markets are used to keep staff salaries and benefits competitive?

**A:** Salaries are based on the local employment market and benefits are based on other universities.

**Q:** Does the university have plans to become a "Sustainable University"?

**A:** Not formally, but the university will

*continued on next page*

# Women speak across a century in Maggie Mo archives

continued from page one

AND DIETICIANS

For Hospitals and Sanitariums, Restaurants, Hotels and Clubs

FOR RECORD AND FILING EXPERTS

For Factories, Department Stores and Corporations

FOR SECRETARIES

For Business and Law Offices, Executive Departments and Confidential Clerkships

FOR DRESSMAKERS AND DESIGNERS

For Department Stores, Dress, Cloak, Suite and Shirt-Waist Establishments

From 1906 to 1912, what is now CMU (including MMCC) was

The Carnegie Technical Schools. Training was vocational, with secretarial students studying typing and shorthand, dressmaking students learning to perform alterations and create their own patterns. Underpinning this vocational curriculum was the belief that education should advance the individual professionally and socially. For women students, *The 1908 General Catalog for the Carnegie Technical Schools* included a list of "General Subjects Common to All Specialized Courses" within MMCC. Thus, students of millinery, interior design and the secretarial courses all took classes such as "The Duty of Woman in Regard to Public Health," "Study of Child Life in Home and School," and "The Influence of Woman in Raising the Moral Tone of Society." One can only imagine the hats such instruction might inspire young milliners to create.

In 1912, The CTS became the Carnegie Institute of Technology (CIT) and began to confer degrees. *The 1912 General Catalog*, however, reassures the reader that "all of the courses of [MMCC] 'develop the individuality and womanliness of the student, so that she may make the broadest possible use of her powers.'" The initial change to university status made little difference to the MMCC emphasis on the role of women as written in the rotunda.

**MMCC Collection: Alumni Memoirs**

General Course Catalogs provide official descriptions of MMCC. The actual workings of the school are preserved within nine linear feet of papers, photos and publications that comprise the MMCC Collection. Within this collection is a history of the

*education for womanhood, its responsibilities, privileges and prerogatives; maintaining good health for one's self and family, child care and training, and home nursing. Even civic responsibilities were brought to our attention. For these reasons, our course was really much broader than those of the*

*recognized domestic science schools of the day, such as Pratt, Simmons and Drexel, and more nearly approached the goal of the present [1959] courses of high school and college.*

An appendix at the back of Smith's booklet shows MMCC's charter class went on to inspire not only homes but classrooms, offices, theatres, The United Nations, Paramount Pictures, and Christian Missions in Japan. Miss Smith—who said in reference to the MMCC motto, "I never doubted my capacity to 'inspire,' quite without training"—worked for 40 years in an Estate Office. Smith's memoirs prove that MMCC students, as early on as the

charter class, had "high prerogatives," both outside and inside the traditional home.

**MMCC: Administrative Papers**

Miss Smith's insights into early MMCC are valuable but 50 years distant from actual events. Accounts of the times taken at the time can be found within MMCC administrative records. Discipline Committee records are particularly illuminating, serving as proof that the MMCC motto was a rather idealized portrait of womanhood. Faculty minutes from 1909 indicate four MMCC students received probation for "challenging boys" to "conversations" and for hitching a ride on a furniture wagon that drove past the school. 1910 saw five MMCC juniors placed on probation for "talking, eating and sewing during Dr. Rainsford's lecture." Such examples of rule-breaking offer counterpoints to the MMCC motto and official descriptions of the school found in the General Catalogs. These records also provide an historical context for the MMCC motto, preserving evidence of and reactions to infractions that often seem whimsical in today's violent world.

**What it all means**

Taken on its own, the MMCC motto simplifies the college's students. Thankfully, the necessary context for understanding the motto is readily accessible in the University Archives. The archives preserve the experiences and voices of these early MMCC students, allowing them to speak for themselves, provide the context that allows their voices and memories to translate into modern messages and meanings.

JENNIE BENFORD

University/Heinz Archivist



"Inspire the home ...," from the Margaret Morrison rotunda

Photo: Dmitry Babichenko

Charter Class, written by Edna C. Smith for their 50th Reunion in 1959. From a 50-year distance, Smith provides a student's view of MMCC in its first years. She offers herself as an example of the expectations—or lack thereof—with which her sister students might have signed up for classes:

*I found all the courses fascinating and I was sure I could be developed into a fine exponent of the household arts, a manager of a fashionable dress shop, a glamorous private secretary and, with my flair for art, pursue a brilliant career as artist, designer or interior decorator. However, the secretarial course interested me most for I had visions of leaping from the position of secretary to reporter ("ace," no less); just a stepping stone to journalism of the highest order.*

Despite other humorous asides, Smith writes favorably of her education:

*[T]he first objective was*

*To Aid Mankind In Its Upward Struggles ..."* from the Margaret Morrison rotunda



Photo: Dmitry Babichenko

"To Aid Mankind In Its Upward Struggles ..." from the Margaret Morrison rotunda

## President addresses staff

continued from page 6

follow up on their investigation into life-cycle costing. As we are a decentralized institution, an effort such as this will not necessarily work well.

Cohon deferred to Stefano Falconi, vice president of finance, for more details.

"We want to do as much as we can," Falconi said. The university has a good battery recycling program and it is considering purchasing vehicles powered by alternative fuels.

Q: Are there plans to expand the Cyert day care center?

A: "It's not even close to being large enough." When additional buildings are added in the Morewood parking lot, it will be expanded.

JASON BUGG

ERIN WHITEMAN

## What you should know about Carnegie Mellon's faculty and staff annual fund

Each year, you've probably come across a letter in your mailbox or an email message in your inbox asking for a contribution to the Faculty & Staff Annual Fund. You might be one of the members of the campus community who understands this effort and its importance to our students, faculty and various university programs. Or, you might be someone who is unsure of its purpose. To some, these requests can even be perplexing. After all, we give of ourselves each day, helping Carnegie Mellon to run smoothly and to maintain its position as a world-class university.

What many of us don't realize, though, is that financial support from faculty and staff can make a huge difference; campus wide, many areas are in need of additional funding. Across the colleges and research labs, there are a myriad of exciting giving opportunities—ideas to fund, projects to com-

plete, students to support. Inside the classroom, money is used to develop interdisciplinary and community-based courses that require students to think globally and help them understand and respect issues from multiple perspectives. Outside the classroom, it is used to fund events like roundtable discussions, campus conferences, career-oriented programs and provocative talks like those sponsored by the University Lecture Series. Whether you're interested in supporting another exciting season of productions for the School of Drama, or if you are interested in the continued funding of student research projects like SURG (Small Undergraduate Research Grants) or GUSH (GradUate Small project Help), or if you are concerned about supporting the library or your college/department initiatives, your financial support can make a huge difference.

Last year, 650 members of our group of faculty and staff contributed \$325,000 to various programs across campus—the programs they thought needed their support the most. Thanks to them all for understanding the imperativeness of the Faculty & Staff Annual Fund and for their contributions. As we move forward this year, hopefully our group can gain even more enthusiasm for this effort, renewing contributions from last year's donors and securing gifts from new campus donors.

For questions regarding the 2003-04 Faculty & Staff Annual Fund or if you are interested in serving as a volunteer, please contact Carole Panno in the Office of Annual Giving (2nd Floor, Alumni House) at 8-1617 or cp1g@andrew.cmu.edu. You can also visit [www.cmu.edu/give/info](http://www.cmu.edu/give/info) for more information.

CAROLE PANNO

# Craig Street: Epicenter of blind Pittsburgh

Everyone knows the traffic lights on Craig Street are four-way stops, complete with beeping to coincide with the flashing walk signal. Most people also know why; there are a lot of blind people on Craig Street. However, not many people know that the center of blind Pittsburgh is literally blocks from Carnegie Mellon's campus.

Pittsburgh Vision Services (PVS), with one of its locations on Craig Street, works to limit the effect that the loss of vision may have on people. The services offered by PVS are many and varied. Whether a person is blind from birth, recently lost vision due to accident or illness, or has only limited vision, there is a program offered which could be useful.

PVS works with people at all stages in life. For youths with vision impairment, there are several options for learning to live independently. One program prepares young adults for entering the world independently; another program helps acclimate students to the unique challenges of dormitory living. Among seniors, macular degeneration and glaucoma are rampant and are devastating to people who are used to doing things for themselves. These people seek service from PVS to regain the skills and confidence necessary to continue daily life.

Many people choose to attend a residential program in Bridgeville. These programs last from 6 to 12 weeks, depending on a person's goals and what they hope to achieve after leaving the program. Some people want to gain the skills necessary to live independently while other people want to learn how to take advantage of public transportation or other complex activities. All programs at the residential center include classes that are highly structured, and orientation and mobility training taught by a certified instructor. Some of the skills taught at the residential program include cooking with adaptive means, using a tape recorder or learning Braille, choosing clothes, makeup for woman and shaving for men, and other everyday activities.

Mickey King, coordinator of public education at PVS, stresses that although the residential program is very popular, there are other options. "Not everyone," she says, "is able to just pack up their lives for six, eight or 12 weeks."

In that case, there are classes that meet one day a week for six weeks, four hours a session. There are only five or six students in each class, making for close ties between students. In fact, King says, "When people complete courses, they not only leave with new skills, they leave with a support group."

PVS has not always functioned in this capacity though. In 1991, Pittsburgh Blind Association and The Greater Pittsburgh Guild for the Blind combined their services under the new name of Pittsburgh Vision Services. PBA Industries kept their name because of their good reputation with many consumers. There was little duplication in services offered by the two organizations before their joining, and the services each offered complement one another nicely. The consolidation of services allows a person entering the system to complete the full circle of services with the help of the same case manager. A person is likely to begin rehabilitation in Bridgeville, acquiring skills necessary for independent living. Then there is training at the access technology center. Finally, the person goes to the Oakland center for assistance with finding a job, either in-house or in the competitive market.



Ann Nichol森 and Bonnie Rizzino are two recipients of service from PVS. The women are friends who take lunch together frequently, and as they eat, their guide dogs take a break under the table. Baron, Rizzino's fourth dog, gives her much more freedom, but with that freedom comes with the huge responsibility of caring for a dog. Heaven, Nichol森's first dog, is still a puppy and she frequently takes naps from which it is virtually impossible to wake her. Nichol森 decided to get a dog after six years of blindness because of the interactions Rizzino has with Baron. Rizzino prefers a dog

because she can travel with greater ease. "Before, I used to be downtown tripping little old ladies with my cane," Rizzino says.

Both women work in the information and referral section of PVS. They talk to all kinds of people calling to ask for assistance. "Some people," says Nichol森, "are in a

last seven years. "For the first five years," she said, "I was afraid to do anything without an escort. It took a lot of encouragement and an adventuresome spirit to get out there with a cane."

Now Nichol森 travels freely with Heaven. She is not completely free of mishaps though. Most frequently, the bad things happen when both Heaven and Tom Nichol森, her sighted husband, are with her. "They don't realize who is in charge and both think the other one is paying attention. Then I end up falling on the ground."

Rizzino is a graduate of Duquesne University. She commuted there on a daily basis using the PAT busses. She learned the technology needed for her job at the access technology center. "The Internet has opened so many doors," Rizzino says, "I couldn't read the newspaper."

Technological advances have allowed the newspaper and a great deal more to be available in electronic format. Rizzino has a special keyboard which translates the writing on the screen into Braille. Then the Braille is outputted to a row across the bottom of the keyboard and Rizzino reads from there. Other software programs exist that read the writing aloud.

Both Rizzino and Nichol森 agree that

He helped choose the proper equipment to purchase and trained the workers in silk-screening techniques.

From start to finish, the project of creating highway signs involves four steps. The first step is the computer-aided design of the legend and then use of a special printer to transfer the legend onto transparent film. Next an emulsifying agent is applied to the film and any areas not covered by the legend become solid. The ink will pass through the areas that are not solidified. The third step is the actual transfer of ink through the screen onto the blank sign. Finally, the sign is put together and, depending on the type of sign, various steps are taken. The completion of certain signs require the use of fiberglass braces, plastic corner pockets, rivets, reflective vinyl, hinges and other materials.

Two employees who work in the silk-screening step are John Antonnacceo and Victor Vereshak. Vereshak left his former job when his failing vision prevented him from working there any longer. Now, he is working for PBA, transferring designs to the blank sign. In just under two minutes, Vereshak and Antonnacceo have made a huge "Center Lane Closed Ahead" sign and set it on the drying rack.

Although Vereshak cannot see the way he used to, he did not let his vision loss stop him from doing what he loves. He has run in both the Boston and Pittsburgh marathons since his vision problems began.

John Sosnak, director of PBA Industries, believes that having the new equipment will open new doors in that they have the ability to make more items to market. Additionally, the acquisition of these silk-screening machines is a plus because there are more available jobs for people with vision impairment or blindness.

The blind and vision impaired in Pittsburgh are not the only ones who will benefit from the new equipment. Starting this spring, students at Carnegie Mellon will be given the opportunity to intern at the silk-screening department of Pittsburgh Vision Services. Although Carnegie

Mellon has provided PVS with interns in the past, especially at the access technology center, this type of internship will be different. Upper-level serigraphy students from Carnegie Mellon's College of Fine Arts will work with PVS for a semester or longer. Jon Beckley, professor of art, is helping to coordinate the program. Although the exact intricacies of the internship are not yet defined, the possibility to do almost anything definitely exists.

For students, an internship could simply provide the valuable experience of seeing how a large-scale silk-screening process operates. However, what Beckley is hoping for is an opportunity for the interns to go beyond just seeing how it works, but to collaborate with PVS and have some creative input. His students are artists, and he wants them to possibly get a chance to see some of the sociological or psychological aspects of interacting and working with blind and vision-impaired individuals.

With the purchase of the new equipment, PVS has the capability to do more than just making signs. It is possible that interns could collaborate with the people at the center to come up with ideas and move toward producing a variety of products. According to Beckley, PVS has the facility



John Antonnacceo and Victor Vereshak make a traffic sign on the silk screen press.

Photos: Dmitriy

state of absolute crisis. They don't know what to do."

The most important part is the client. Nichol森 says of her clients, "It's relieving to them that someone will help. There's so much stuff here and we have the tools to accommodate them."

Rizzino and Nichol森 are in different boats. Rizzino has been blind since birth, while Nichol森 lost her sight seven years ago due to complications with diabetes. Usually, vision loss associated with diabetic retinopathy occurs over a period of years versus the few months in which Nichol森 lost her sight.

Before losing vision, Nichol森 worked as a special education teacher. Around the same time that her vision began to deteriorate, the grant project in her school district ended. In short, Nichol森 said, "I was 30 and didn't know what do."

She decided to take the first step toward getting her life back on track by going to the residential center and participating in the personal adjustment to blindness training program. In this program, she learned basic survival skills and got back some of her mobility. "You have to learn to orient yourself to sound, touch, smells. You have to trust your senses more."

Nichol森 has made great progress in the

blindness does not make their other senses better. "The training teaches you to trust your instincts and to use your other senses differently," Rizzino says.

Nichol森 adds, "Appearances can be more deceiving than other sensory input."

One of the end goals many people have when seeking services from PVS is being able to get a job. The access technology center creates many opportunities for people with low vision or blindness. People learn how to operate the switchboards at medical centers, telemarket and perform jobs at PNC, a company who has opened its doors to people with vision impairments. Indeed, there are many opportunities for competitive employment available.

PBA Industries itself employs many blind and low-vision workers. Since 1910, PBA Industries has been famous for their high-quality brooms, but the most recent addition to their line of products are the Pennsylvania Department of Transportation's highway signs. Although PBA began making the signs in 1990, it was not until May 2002 that the silk-screening equipment necessary to complete the signs from start to finish was purchased.

Ben Caplain of David's Distributing, a Carnegie Mellon grad, played a role in getting the silk-screening process under way.

# The case for slow reading in a fast world

I went to Amazon.com to look for a book I had heard about on the increasing pressure on Americans to work longer hours but also faster and more efficiently. We all feel this pressure; we should be sleeping less (one school of thought is that humans need practically no sleep) and “getting more done.” I couldn’t remember the exact title of the book, so I started a keyword search. Even though I know this trend toward productivity intimately, I was stunned to get 63,379 hits for titles including “faster” and 77,806 for “speed.” Where are people so pressed for time supposed to find the patience to sort through, much less read about, how to save time? Maybe they master a speed-reading system before trying. Reading is just one of the things you can read about doing faster, you can learn to play the guitar fast too; almost anything you do or want to do can, apparently, be speeded up.

I certainly don’t want to be on record as an opponent of efficiency, either in general (time is, after all, a limited resource, like other resources) or in the conduct of the university. In the October FOCUS column I had urged the faculty to consider how we can offer our degree in Qatar committedly, intelligently and efficiently. There is no question that speed in many endeavors is good, but it should not be regarded as an unconditional good or an end in itself. Its value is hedged about with many sorts of contexts and effects. Consider the fate of the Concorde.

Recently (actually Oct. 2, but that’s pretty recent for us medievalists), I read on the “Circuits” pages of *The New York Times* that new software is now available to speed up audio devices in order to save listeners time. You wouldn’t ordinarily think of *listening* faster, apparently we can comprehend speech more quickly than speakers can produce it. The new software will not only “save companies money” because people nowadays have to listen to so many recorded messages, but “might help people absorb more knowledge” (the example given is that of audio textbooks). There is an obvious upside to this. What is more irksome than listening to a longish message you know you’ll have to answer, just in order to get to

the return phone number? Attention is a valuable commodity; the slow talker is wasting other people’s resource.

Many university students feel this pervasive pressure to “get more done” during their college years, and respond to it by completing two or more majors. The *Chronicle of Higher Education* reports (October 10, 2003) that students at colleges “across the country” pursue two or more majors (at MIT the number has doubled in the last decade). Our students do this too, and it has become a problem for scheduling course offerings. Lots of doubling makes sense in particular cases, but there is also a mounting feeling (here and elsewhere) that every interest pursued in college must be rewarded by having it registered on the diploma. The other rewards for actually learning a subject-matter field or a skill — exploring a philosophical domain or singing the alto score for an oratorio — do not seem adequate any longer. That “I want credit for everything I do” mentality seems to me another of the effects of the efficiency movement. I am well aware that this has been going on for a long time, decidedly, and perhaps irreversibly since industrial Taylorism took root; indeed it has but the imperative for speed has picked up speed lately.

**Harriet Beecher Stowe’s Tom is described as reading his Bible very slowly, and some readers have felt that the author was denigrating blacks in that description, but Tom was observing an old and persistent custom in turning a single verse over in his mind as he read, savoring each word and devising mental images from the content. Such a reading practice was urged on medieval readers and early Protestants alike, and it probably describes the study of passages from the Qur’an as well.**

Computer use has surely upped the ante, even clumsy users like me want fast response times and feel nervous when the machine pauses. My own pauses produce in me a vague sense of guilt over not “getting more out of” each minute spent. I say to myself what the Hollywood producer says to the scriptwriter “We’re not paying you to think, we’re paying you to write.” But thinking takes time too, and not all of it done in students’ four years can be announced publicly; it has to be valued for its contributions to their competence and confidence over a lifetime. A student of mine from the ’70s visited during Homecoming and said with considerable pride, “I’m a good engineer, but I’m not just an engineer. I have a real college education.”

Colleges and universities are of course influenced by social trends and to some extent that ought to be the case, but they are also the distinctive secular institution in modern life that exerts its special sort of inertia, in respecting some of the wisdom of the past. I’m not going to offer policy changes designed to offset the “faster” trend, though they may be in order at some point, but we might be able to make a dent in it by considering how individual transactions with students might relax the grip of a culture of hurry and encourage reflection. My first

semester as a freshman at the University of Minnesota, I took a course in speed-reading. I was moderately successful in my attempts to read faster, but the lasting value of the experience is that I began to discern what to read fast and what not to. Harriet Beecher Stowe’s Tom is described as reading his Bible very slowly, and some readers have felt that the author was denigrating blacks in that description, but Tom was observing an old and persistent custom in turning a single verse over in his mind as he read, savoring each word and devising mental images from the content. Such a reading practice was urged on medieval readers and early Protestants alike, and it probably describes the study of passages from the Qur’an as well. These are, of course special contexts for reading, but they mark the opposite pole from speed-reading for information.

What I am arguing for is a conscious consideration of what efficiency in education involves in our various disciplines. There may be certain things that can’t be speeded up at will. Sometimes when we read (and here I mean faculty and students), we might be better off pausing over a peculiar syntax or dated vocabulary item, registering its shaping power over our reactions to the argument or plotlines being conveyed. Even in those longish voice mail messages, sometimes we might be better off listening to the caller’s hesitations and redundancies — we might find out something that isn’t exactly information or even knowledge, but something we nonetheless need to find out. Sometimes, too, we ought to slow down just to indulge our delight in a well-phrased message from an author or a friend. Such pleasures are cultivated in civilized society. They have been valued since literacy began to be offered to more than the few. The techno-fix may work for some problems, but it probably won’t defeat the natural need for sleep or even the traditional need to listen to some messages in real time and read some passages with slow reflective attention.

PEGGY KNAPP

## Dogs, audible traffic signals: Craig Street serves blind Pittsburghers

*continued from page 8*

ties to work with certain materials that Carnegie Mellon does not. Also, the printers at PVS make stencils of a much greater size than CMU’s resources allow. All of the equipment “opens up so many more doors in terms of special projects. Students can do things there much easier,” Beckley says.

Ideally, Beckley would like to see a hands-on component of the internship, but he also believes PVS is receptive to letting the students generate creative ideas. He wants the interns to push themselves to expand the dialogue, conceptualize and reinvent some of the ideas and processes at PVS.

As of yet, there are no students lined up to participate in the program and Beckley is somewhat concerned about getting the word out about this opportunity. However, he is optimistic when he says, “We’ve very excited about the potential to work with [PVS], and are looking forward to a creative and productive future.”

This internship opportunity is not the only way the Carnegie Mellon community is involved with PVS. Delta Gamma, one of the five sororities on campus, volunteers countless hours each year to helping blind and low-vision people. “Service for sight” is Delta Gamma’s national charity, and each chapter assists local organizations that provide service to low-vision and blind members of the community.

Each Delta Gamma sister devotes at least five hours a semester to volunteering, and many of them choose to spend their time either with PVS or the Western Pennsylvania School for the Blind. Services the women



The silk-screen shop makes an array of road signs for the Pennsylvania Department of Transportation.

provide at PVS include filing, accompanying a person grocery shopping and other clerical work. Helen Davis, a junior civil engineer and Delta Gamma’s director of scholarship, volunteers her time in order to go grocery shopping with an elderly woman receiving services from PVS. Davis says, “it gave me a great feeling because she would

always tell me that she was so grateful and it meant so much to her.”

Kristina Wiltsee, a junior chemistry major and Delta Gamma’s member educator, spends several hours each week at PVS doing clerical work. Wiltsee feels her volunteering has played an important role in her personal development. Helping out,

Wiltsee says, “Makes me feel like my time here isn’t completely for me. I’m not just going to college to get an education so I can get a good job and make a lot of money. It lets me give something back to the community I’m in.”

At least three or four women each year complete a six-hour training class to teach the basics of screening children for vision problems. Then the women go out into the community and help schools test their students for early vision problems.

Each year, Delta Gamma organizes and sponsors the Anchor Slam basketball tournament with proceeds going alternately to PVS and the Western Pennsylvania School for the Blind.

Another fundraiser to benefit local vision charities is the holiday pecan sale. The Pittsburgh alumni chapter of Delta Gamma, which encompasses any woman who is a Delta Gamma living in the Pittsburgh area, sells hand-packaged pecans to the community.

ANNE DOLLARD

# Freak shows, disabilities and prurient curiosity

Many think the once popular freak shows enticing crowds with the two-headed Mexican, little people and the highest paying act of the Fat Lady are now obsolete. However, an overweight female on Jerry Springer can come out on stage feeling good about herself until the crowd boos her. Then she cries and laments about her weight until Jerry gives her a free ride to the fat farm, and the audience applauds.

Michael Chemers, a postdoctoral fellow with the Center for the Arts in Society, gave a lecture Nov. 11 titled "'A Prurient Curiosity': The Freak in American Cultural History," discussing society's views of freak shows in the past in relation to society's current views of disabled people.

In 1898, Annie Jones, the Bearded Lady, led a revolt of the freaks of Barnum and Bailey Circus. The freaks went on a strike and refused to perform until Jones' petition to remove the word "freak" from all signs and announcements was enforced. Instead of the word "freak," Jones suggested they were not deformed, but of a higher type, and therefore should be referred to as "superior persons" or "prodigies." The signs were immediately changed to read "The Peerless Prodigies of Physical Phenomenon." However, Annie Jones' petition was simply a staged publicity stunt, but it did begin, as Chemers puts it, "linguistic dignity of identification" and a beginning of politically correct terms for disabled people.

Why study the subject of freaks? Chemers has found that scholarly works on the subject are rare. He also feels people have a self-righteous view of freak shows. According to Chemers, most people think "We're so lucky to be out of *that* period," and that modern America is free from discrimination, when most still cannot accept people that are different from the norm. He also studies the subject of freak shows because of the romanticism of a lost time. Chemers' research not only includes the titillating aspects of the subject but also the politics, acting, performance art and individual lives that are involved with freak shows.

Chemers asked his audience to describe the normal person. Some responses were "white," "male" and "broad-shouldered." Chemers point was proven that normal disguises itself as the average person according to modern America. Those who are not of the norm are "punished for their deviance."



*Why study the subject of freaks? Michael Chemers has found that scholarly works on the subject are rare. He also feels people have a self-righteous view of freak shows. According to Chemers, most people think*

*"We're so lucky to be out of that period," and that modern America is free from discrimination, when most still cannot accept people that are different from the norm. He also studies the subject of freak shows because of the romanticism of a lost time. Chemers' research not only includes the titillating aspects of the subject but also the politics, acting, performance art and individual lives that are involved with freak shows.*

In the past and present, people tend to avoid the reality of an individual. For example, one of the main attractions at the freak show was Jo-Jo, the Dog-Faced Boy. He was not really a boy with a dog's face, but he had

hypertrichosis, a condition in which hair grew over his face. We tend to nurture our discomfort of people with disabilities by transforming them into a monstrous concept. Another example is Gerald Stiles of

Pittsburgh, otherwise known as Lobster Boy. He had an impairment of his hands in which they looked like claws. In his act, Stiles would embellish his show by saying his hands were a result of parental incest, which was not true. He had four children of his own, two of which were born with the impairment. When he was murdered in his home, his wife claimed that he was abusive and that she killed him out of self-defense. His claw-like hands, she said, were capable of super-human strength.

Aside from Ward Hall's and Bobby Reynolds' World of Wonders and a few smaller shows, America has dealt with the negative connotations of freak shows by eliminating them completely. We have made an effort to see the person and not the disability. However, Chemers argues when a child encounters a disabled person for the first time, he or she is snatched back and scolded by the mother not to stare and not to go near. Children learn to avoid people that are not of the norm and continue to nurture a deep-seated prejudice against the disabled. Robert Wadlow, a "giant" at eight feet and eleven inches, died of a foot infection in 1940 after his doctor treated him in a hotel room instead of a hospital because he didn't think Wadlow would be comfortable in a public hospital. Although many argue we have come along way in dealing with rooted prejudices, Chemers argues that although a white man in a wheelchair can enter a Southern store with a sign that reads "White Men Only," he can't enter if there's a step.

Chemers argues that disability is an open minority; anyone can join for any reason. Even wearing eyeglasses is considered a form of disability. Chemers said, "If we live long enough, if we're lucky, we'll all become disabled."

As a fellow of The Center for the Arts in Society, Chemers will teach one class at Carnegie Mellon related to his research, "Monsters in the Cultural Imagination," critiquing monsters from the dragons in Beowulf to the devil in Medieval drama.

KRISTEN ROMONOVICH

## ACLU chapter hopes to involve entire university

The Carnegie Mellon community is now offered a new way to get involved with issues involving civil liberties — the American Civil Liberties Union has a chapter right here on campus. Founded by Lori Schomp, Chris Messina, Elin Lennox and Nelissa Milfeld the chapter had its inaugural meeting at the end of October and featured Carnegie Mellon graduate Bruce Boni.

Boni currently sits on the board of the ACLU Greater Pittsburgh chapter as the vice president of programming and public education. He has his own law practice and also serves as a volunteer lawyer for the ACLU. Boni believes the ACLU chapter at Carnegie Mellon is valuable to the students and faculty on campus.

"When I attended CMU in the mid to late '80s, the student body seemed politically apathetic," he says. "I think that to some degree is still present, and I think it's vitally important that no matter what area of study a student is pursuing that they remain active and aware of politics and civil liberties."

Both Lori Schomp, a senior in BHA, and Christopher Messina, a senior in communi-

cation design, developed their interest in the ACLU through internships. Schomp got Messina involved in a graphic design capacity before Messina decided to do his own internship. After a few weeks of "seeing what [the ACLU] really did on the grassroots level, [Messina] decided that the ACLU was an organization that I agreed with and was well worth supporting." Messina has cleared himself room in the basement of the Oakland office for a cubicle where he works on the Greater Pittsburgh Chapter's Web page and develops an intranet application.

The chapter membership is small but it is still a new organization. Nelissa Milfeld, a junior in social, culture, history and minority studies and the chapter's public relations officer, believes the fall is a busy time for many people. She looks forward to increased involvement in the spring term.

The chapter hopes to recruit students to act as legal observers. The function of a legal observer is to watch and record the actions of police and protesters at demonstrations. The information gathered could be evidence that civil liberties were infringed

upon. Schomp also hopes to bring speakers to campus.

Schomp says the ACLU has allowed her to learn a lot about the city. Although she says that the ACLU may seem to be a "huge controversial political organization, the day-to-day workings of the organization helping poor people who have had their civil rights violated but can't afford an attorney."

Not everyone sees the ACLU as a non-political organization. For some people, the ACLU is an organization that goes out of its way to support free expression by extremists. Boni explains that it is very important to understand that when the ACLU defends an individual's or collectives' right to free speech it's very important not to judge the particular message.

Why would an organization that seems to support many progressive causes — reproductive rights, the abolition of the death penalty, the treatment of inmates and gay rights, to name a few — fight to allow white supremacists to speak in public? For Boni and other members of the ACLU, the answer is simple.

"We fight for the right to speak, not the message the speaker is putting out," he says. "If you don't defend the rights of the extremists to speak freely, the [mainstream's] rights can be infringed upon when we want to speak out as well." Boni is optimistic that the extreme message will not usually be the one that sticks. "When there's a lot of information out there," he says, "the idea is that the best and truthful ideas will hopefully win out."

Messina is optimistic about the future of the chapter. What he says he wants "to see happen with the ACLU-CMU chapter is simply get people — students, faculty, administrators and even janitors and food service employees — everyone who participates in or serves the CMU community to become more aware of their civil liberties and what they can do to safeguard and promote them."

If you are interested in getting involved with the chapter, email [aclu@cmu.edu](mailto:aclu@cmu.edu) or browse [www.andrew.cmu.edu/org/ACLU/](http://www.andrew.cmu.edu/org/ACLU/) for more information.

ANNE DOLLARD

## The Cultural Corner

Safely back from our safari into deepest Cranberry, the food and wine collective continues its search for somewhere around here where you can get a decent drink and bite to eat.

Off to see Bill Murray in his latest hit *Lost in Translation*, we sought a good restaurant and found ourselves headed as if by Fate to *Chaya*, the fairly new Japanese restaurant on Murray Avenue. The name, we think, means something like “teahouse,” or tea. Only later did we realize how experience seems to rhyme, how one experience is related to another: Japanese restaurant, movie set in Japan about an American advertising Old Suntori whiskey. In the movie Murray explains over the phone to his estranged wife that he has decided to live better and eat better all because of the excellent diet he has been having in Tokyo. He wants to eat nothing but Japanese food from that moment on. His wife says, laconically, well you’d better just stay there then. Which is what we thought about *Chaya*; we plan to move in as soon as possible and eat nothing but *Chaya* food.

We arrived early to avoid having to line up in the street (no reservations taken) and got a table quickly. Our waiter was polite and efficient, holding a small betting slip, so it appeared, tucked in the palm of his hand, covered in Japanese characters. This secret little slip reminded him of the six or eight special sushi appetizers and the six or eight special regular appetizers, all in addition to the appetizers listed on the menu. Three-quarters of us expressed our mild squeamishness about the raw vs. the cooked. This in spite of our long-term commitment to consuming the raw, including visits to the fresh fish market in Honolulu many years ago to buy huge blocks of tuna for a party, which were then cut up into clumsy chunks by one of the guests and consumed voraciously. Bars in Honolulu used to offer imbibers on entry a plate of raw tuna. Do they still do so we wonder?

After a little squeaming, and thinking, we went for the live scallop, as it was called, and the sea urchin. Our tendency seemed to be to squeam, and then leap off the biggest cliff we could find. Live scallop, we assumed, would be very fresh and also dead by the time it arrived, and in this we were proved right. We chose half the scallop prepared as sashimi and half as sushi. Slightly chewy, but ‘interesting.’ Then the big sur-

prise: the scallop liver arrived on a flaming half-shell, which slightly cooked it. Not given as some are to the regular eating of the inner organs of animals, we were reluctant to consume the inner organs of mollusks. We didn’t even know, or care, that scallops have a liver. Turns out that we’re not even sure if the liver of the scallop is an internal organ, except insofar as it is found inside its shell. In any case, when you go to *Chaya*, order the live scallop; you’ll love the liver. And you’ll love the sea urchin too. We did.

On this and an early return visit, we also had the gyoza appetizer, the sushi appetizer and the tempura appetizer. We tried as main courses the vegetable and shrimp tempura, the udon tempura (a soup/noodle mix that made the tempura soggy) and the teriyaki salmon. All excellent, first rate, really good. The best dish to order, we think, is the chef’s special sushi/sashimi plate. It comes in one of those amazing Viking longboats that characterize Japanese food for some reason. The chef’s special for one person is easily enough for two people, but is so good it can be consumed by one (one of us in any case). Without a doubt the best sushi in town. Three different kinds of tuna, all fresh and succulent. Go there. And go see Bill Murray if you haven’t already done so.

No dining event is ever without some potential tension, of course, and we find that our dining events are often troubled over the cultural topic of tipping. We have been trying to work out wine and food terms (see the sidebar) and also have an ongoing research project under way, what we tentatively call the WME project. Or, the search for the WME. WME stands for ‘Waiter Meal Evaluation’ form. We are becoming convinced that a simple algorithm for tip-

ping, 15 percent or 20 percent, whatever, is all well and good but there ought to be a more refined method. So we have been trying to devise a series of questions to ask ourselves before determining the tip.

We already have a form with 15 carefully worked out questions, but we find that we tend to pay attention to only two of them: 1) What did you think of the waiter and the service? And 2) how did you like the meal?



As useful as those two indicators are, we also found that we always tended to revert to one or another tip, 15 percent or 20 percent, depending on how flush we happened to feel at the moment. So we tried a more complex and thoughtful exploration: How many minutes did it take for you to get service? How much time did you spend eating and paying attention to your food as opposed to merely talking? Was advance preparation useful to enjoyment of the meal? Do you feel that you were actively engaged in the meal? Did the waiter show concern for your dietary needs and did you feel comfortable seeking help

when you needed it?

Although only in trial stages, this more complex form did make us feel that things were now moving to a scientific basis. One problem we worried about a lot was the tendency for a fixed tipping rate to eliminate any consideration of cost of living. If we tip at a flat rate, how does the waitperson ever see a raise in pay? Then we realized that tip percentages are related to the cost of the meal, which like other fees goes up on a regular basis. So maintaining the tip compensation at a regular percentage works out as the cost of dining rises. So our minds were at rest on that point. What remains a concern is the absence of any change in our tipping practices, and anxieties, as a result of the new form.

Our main concern is over how to quantify a couple of problematic variables. We are haunted, that is to say, by our inability to make sense of the way in which waiter appearance and waiter height affect our tip responses. Having dutifully completed the WME forms, totaled the scores and then weighted them against a history of other waiting performances, we still find to our dismay that what we pay the waiter has no relation to the WME. We also fear that the time-consuming activities of the WME may not actually contribute in any real way to improving waiter performance. We’re sadly convinced that our tips tend to the higher end depending on the looks of the waiter or waitress. No matter what the score on the WME, the good looking ones always seemed to be doing a better job and got the higher tip. Not only that, we have now become convinced that we tip taller waiters more than short ones. Perhaps it has something to do with the need to look up to the taller ones. In any case, as useless as it seems, we will continue to pursue the perfect WME. It must be hidden somewhere we believe. We can only hope that our experiences are not related to other kinds of scientific, or pseudo-scientific evaluation forms. If there are other dining researchers out there, it might be useful to try to put together a list of restaurants with short ugly waiters for those on a limited budget.

note: The food and wine collective, in various groupings at various times included Cletus Anderson [Drama], Jim Ferla [Music], Otto Foghus [GPW], Alan Kennedy [English], Martin Prekop [CFA Dean] and Janet Rex [SEI].

**The collective is developing a rating system and terminology. So far what we have follows below. Feel free to propose additions.**

### *Of Wines:*

**Drinkable:** Excellent, wahoo, we like it. Used with a wide range of qualifiers: really, most, almost, not-un, etc.

**Hmmm:** Well, like most wines, ok we guess, what do you think? Let me try a bit more.

**Pleasant:** Like chatting with the Dalai Lama, passes the time and can be mildly interesting. Next time something bolder.

**Crap:** much less than drinkable, probably worse than HP, although it’s a toss up.

**HP:** Mistakenly, or perhaps inadvertently, passed through a horse, or similar, before bottling.

**PVS:** Paint or varnish stripping potential; occasionally with a number rating, as in PVS 4.5.

### *Of Food:*

**Really Good:** Praise of the highest sort.

**AT:** Like gumming an angelic body part. Seldom used. Acceptable alternative equivalent: **MiM:** melts in the mouth.

**BAH:** Better at home, not worth the trip to the restaurant: applies to most foods and tends to be used indiscriminately

**Edible:** Won’t immediately cause brain damage or organ loss.

**Crap:** Definitely not AT or MiM and probably lower than edible



Russ Walker guards Kary Myers as she looks for a quick-moving pass downcourt.

Photos: Dmitry Babichenko

# Hoops before dawn

It's 6 a.m. — what are you doing? If you're like most of us, the answer probably isn't running around a gym playing basketball. But for a small group of faculty, staff and graduate students, there's nothing they'd rather be doing.

On Mondays, Wednesdays and Fridays about a half dozen people get together at the University Center starting a little after 6 and play basketball until after 7:30. The group has been well established since the early 1990s and now plays in the UC gym. In fact, on Thursday, August 1, 1996 when the UC opened, the players were lined up outside of the building waiting to christen the gymnasium floor with some early morning hoops. Even though opening day was not a regularly scheduled basketball morning, the players thought it would be nice to be the first people to play on the new court.

According to Michael Murphy, dean of Student Affairs, via e-mail, "The morning basketball group started around 1990 and included Jeff Bolton, then vice president, Kevin Hughes, then coordinator of student life, and Everett Tademy, university ombudsman." Once the UC opened the group grew to include more faculty, staff and graduate students as well as some friends from outside the university.

The current group of players has a good time together. When they all arrive in the morning they democratically decide on teams and just start playing. The environment is decidedly positive. "There is a rare foul," according to Walker, "but they're all very nice people and we get along well."

In recent years, the group has taken on the Lady Tartans in an annual preseason scrimmage. Russell Walker, teaching professor and associate head of the Department of Mathematical Sciences conceived of the idea. He is also responsible for the group's name — the AM All-stars.

The All-stars have a 2-5 series record against the Lady Tartans. While Walker acknowledges he would rather win big, he likes it when the games are close. He feels it

is a fun way for the women to start their season while allowing some of the younger girls the opportunity to play in a tight game.

He has nothing but great things to say about the women, though, and he is quick to point out their skill. "They're very fast, and they exploit any weakness they see," he says.

Walker does believe he knows a surefire way to beat the Lady Tartans. "I've always said we should play a home-home series with them," he says, "We could play at 6 a.m. in the UC and then in the evening in Skibo."

Fortunately for the women's team, the scrimmages are played in the afternoons or evenings either in Skibo or the UC. Walker prefers the UC location simply because more people stop by and catch some of the game.

Originally Walker and Geraldine Seidl, head coach of the women's basketball team, saw the game as a possible fundraiser for the team. While that did not pan out in terms of selling tickets to the game, there is usually a 50/50 chance, which benefits the team.

Seidl sees the scrimmage as an all-around excellent experience. She feels the interaction with the AM All-stars is important because the players not only support the team themselves, but they go out into the Carnegie Mellon community and advertise for the team. Playing a scrimmage lets faculty and staff put faces to the names of the women on the team.

Seid echoes Walker's belief that the game is important for some of the younger teammates. All of the players get into the game, and often that is not the case during regular season games. She looks at this game as everyone's opportunity to play in a game situation and sees it as a team building experience.

The Lady Tartans continue to play an annual game because it is fun. But another important reason is the way the All-star team exemplifies the spirit of the game. "Dr. Walker," Seidl says, "has taken it upon himself to make it competitive but to make



Myers gets off a long corner shot.

sure we don't have to worry about injuries."

Walker confirms that no serious injuries have occurred, although there are often some sore All-stars the day following the scrimmage.

The game is also a great way for the Lady Tartans to network with the faculty and staff. Seidl spends a good bit of time making sure her players are doing well academically and pointing them toward the help they need if something is not going well. Seidl sees both the athletic and the academic sides of her players. She feels it is helpful for the faculty to "see how important a varsity sport is to athletes and what a huge part of their

life it is."

The question still remains why this handful of players drag themselves from bed three times a week to play basketball. Joking that avoiding traffic is one reason, Walker goes on to say that it is also good exercise.

"Once you get a little older," Walker says, "you have to be conscious to exercise a couple of times a week for 30 to 45 minutes." Other exercise just doesn't have the same aerobic value. Then there is the most important aspect of why they play.

"Basically," says Walker with a smile, "we're all there having a good time."

ANNE DOLLARD