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FOCUS

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Dean's Column

Killing discipline knowledge and its libraries

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 Gloriana St. Clair, dean of University Libraries.

A passionate materials science journal editor exclaimed that the pricing practices of commercial sci/tech journals are killing libraries. He is right. Twenty years of relentless double-digit inflation of scholarly journal prices has reduced the number of library subscriptions without reducing publishers' revenue and profit. Nationwide, academic libraries have both fewer journals and concomitantly fewer new books than previously. For years, economists blithely predicted that this marketplace aberration would correct itself, but now economists such as our provost Mark Kamlet think that certain monopolistic characteristics of this marketplace may preclude such a correction.

As a *Washington Post* article notes, "publication is at the heart of the scientific system of rank, respect, and power."¹ Academic libraries' mission has been to collect and maintain appropriate discipline knowledge and to interpret it to students. My view from this unique wired, focused, interdisciplinary university differs from that of many of my colleagues. My thesis is that the production of discipline knowledge, as archived and interpreted through an academic library, is critical to the research, teaching and learning that in turn support a robust society.

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Faculty Commentary

Why the university should abolish faculty course evaluations

In company with several other university bodies, the Faculty Senate has recently approved a new Faculty Course Evaluation (FCE) instrument, to be filled out online. Both for students and for faculty the decision is unfortunate, and quite possibly for some faculty, sometime, it will be very unfortunate. What the Faculty Senate ought to have done was to recommend investigation of a more serious process for estimating the quality of instruction, leading toward the end of university sponsorship of Faculty Course Evaluations forms. Students should be entirely free to organize and publicize their own online evaluations of courses and faculty, but the results should not have the *imprimatur* of the university itself. I will start my argument with some anecdotes.

In 1969 Princeton University for the first time admitted about 20 African American students, and nearly half of them enrolled, with 60 other students, in my Introduction to Mathematical Logic. Every one of these smart, brave, ambitious students failed my course. I thought hard over the summer about why, and formed this hypothesis: the lecture course had based grades on a midterm and a final and homework. If the African American students were missing some background, or not good at test taking or at judging how well they understood the material, the course structure offered no way for them to make up for those disadvantages by extra effort.

The next year I changed the structure of the course. Using a text that divided the material into a great many short chapters with many problems, a student could take a test on a chapter at any time during regular work hours and have it graded immediately; if the test was passed, the student could go on to the next chapter; if the student failed, another test on the same chapter could be taken after a two-day wait; tests on a chapter could be taken repeatedly until one was passed. Lectures were replaced by sched-

uled problem-solving sessions, in which the students asked me how to do problems in the text, and I worked the problems out for them; mini-lectures were given spontaneously when students asked about particular material. In addition, I met privately in my office with every enrolled student every other week. Grades were based entirely on how many chapters were successfully completed—how many tests were failed did not matter.

The results were interesting: A students mastered almost twice the material I had presented in the previous year; B students somewhat more than the previous year. (For those readers to whom it matters: A students completed propositional proof theory, semantics and completeness theorem; S5 modal logic proof theory, semantics and completeness theorem; first-order quantification theory rules, semantics and soundness proof.) I had about the same number of African American students as the previous year. Every one of them passed the course with a grade of C or better, and half of them received A grades. Having written as many as 15 exams for each of about 30 chapters, and spent many hours each week meeting with students and graders and reviewing student progress, I was exhausted but exhilarated. Then the FCEs came back, the lowest I have ever received. The student consensus was that I had contrived the arrangement to save the trouble of preparing lectures.

Moral: Student evaluations are more influenced by formats meeting their expectations than by how much they and their classmates learned.

Several years ago I served on a committee established by the dean of Arts and Sciences at the University of Pittsburgh to review the case for tenuring a young mathematics professor there. The man in question had been promoted to associate professor without tenure, an entirely anomalous position at Pitt,

as at many other universities (but not, of course, at Carnegie Mellon.) The chair of the mathematics department made the case for promotion to the committee: the fellow had not been given tenure previously because, although his scholarship was excellent, his FCEs were unacceptably low, but they had since improved, and so he should now be tenured.

Committee heads nodded as the chair went on about how the mathematics department valued teaching. I asked the chair these questions, with the following answers: Was there any evidence other than FCEs that the fellow was a poor teacher? There was not. Prior to the previous decision to promote him without tenure, what had the professor been assigned to teach? Sections of calculus and of differential equations. Were there many such sections? There were. Did they use the same texts and give the same examinations? They did. On average, how did students in his sections do on the final examination compared with students in other sections of the same courses? Here was the give-away: On average, they did better than students in other sections.

Morals: FCEs have little to do with learning, and they can seriously, and unjustly, affect careers.

From 1984 until 1989 I was head of the new Philosophy Department at Carnegie Mellon. A newly hired assistant professor consistently received the lowest FCEs in the department, and I was concerned for his career. I knew the man and his outstanding scholarly work well, and I could guess the problems. He was not charming or funny or good looking, and he had a deep and formal view of philosophical topics, and in his classes he tended to emphasize logical structures and problems imbedded in traditional philosophy. I met with him and urged him to go to the Teaching Center to get advice on how to improve student responses to his

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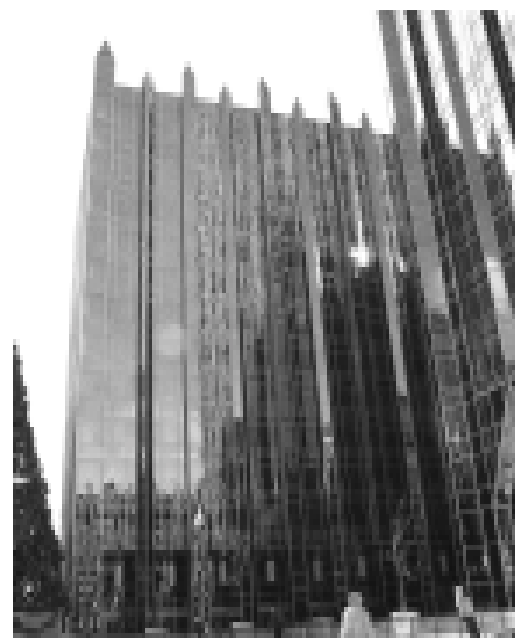
Staff relocation under way, many Carnegie Mellon advancement employees moving to downtown offices in PPG Six

Move over Qatar campus; Carnegie Mellon's moving downtown. This spring, about 170 employees, mostly from the division of University Advancement, are planned to be moved from offices on campus to office space the university is leasing on one-and-a-half floors in the PPG Six building in Downtown Pittsburgh.

The Advancement staff members are now spread across four or five locations on campus — Warner Hall, Alumni Hall and the old GATF building on Forbes Ave. among them. The move will consolidate them in one office and open up office space for additional staff to be hired for a

new development campaign.

Staff members affected by the move are concerned about several issues, commuting and parking among them. Many staff list the easy commute and campus atmosphere as some of the primary reasons that attracted them to Carnegie Mellon. Staff with children in the Cyert Center and nearby daycare centers worry that they will be forced to look elsewhere for childcare. Operating a shuttle from campus and subsidizing parking are two ideas that have been proposed. As of press time, several proposals were under consideration, but no plans were final.



Why the University Should Abolish FCEs

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teaching. He refused point blank, but assured me his evaluations would improve dramatically. They did. The next semester he had the highest overall course evaluations in the department, and naturally I asked him how he did it — had he changed how he taught, or what he taught?

“Not at all,” he said, “before the evaluations were given out almost all of the students knew they were going to get A’s. I see no reason to sacrifice my career to the cause of grade deflation.”

Moral: *FCEs are substantially influenced by the grades students expect to receive. Basing promotions even in part on faculty course evaluations invites grade inflation and creates an incentive to pander.*

For one year during my headship, John Modell was acting dean of the College of Humanities and Social Sciences. He was concerned about FCEs in the college, and sent around to the various heads a ranking of the average FCE scores for each department in the college for the previous couple of years. Statistics was at the bottom of the ranking; history, as I recall, at the top. I took the list of departments, but not the rankings, to members of several departments and asked them to rank order the departments by the amount of mathematical content they believed to be typical of courses in each department. In every case, the rank ordering by mathematical content was the same as Dean Modell’s ranking by FCEs.

Moral: *Unless students are committed to a mathematical curriculum (as are, for example, majors in mathematics, computer science, statistics and physics), the more mathematical content a course has, the less students tend to like it.*

For my first five years at Carnegie Mellon, each semester I taught a required introductory philosophy course to about 250 students in one big lecture class. I was interested in whether the course improved students’ reasoning abilities, which had not been directly addressed in any way in the course. I asked Jay Devine, director of advising for H&SS, if there was some principle by which students were enrolled in the course in fall rather than spring semesters, for example, if some judgment was made about students’ readiness for the course. He said there was not, that enrollments were driven by scheduling convenience. So I thought students in the course at the end of the fall semester and at the beginning of the winter semester were probably roughly comparable groups. I selected a num-

ber of general reasoning questions from the Graduate Record Examination and from the Law School Admission Test, and scattered them through the final examination in the fall term. I gave the same questions scattered through a first examination, before mid-term, in the next winter semester. Despite the obvious limitations of the comparison, to my pleasure the fall term students scored about 20 percent better than the winter term students. I reported the results to the dean, who

took no interest whatsoever. He did send me a letter congratulating me for high FCE ratings.

One year, instead of giving FCEs, my colleague, Richard Scheines, did a careful study in an introductory logic course of the effects on learning of an automated logic tutorial program. He received a reprimand from Dean Stearns for failing to give FCEs. (The dean later apologized.) In my years on the College and University Promotion and Tenure Committees, I saw few cases in which learning was evaluated by anything other than selected letters from students, an occasional anecdote if someone on the committee had observed a class or talked with students, and the overall instructor and course evaluations on the FCEs. The annual reports required of H&SS faculty ask about courses taught, new courses created and overall FCE ratings, but nothing about serious evaluations of learning.

Moral: *There is a Gresham’s Law in teaching evaluations—FCEs drive out more serious measurements of learning.*

Educational research confirms most of these morals, and others equally dismaying. Basically similar instruments are given in hundreds, probably thousands, of colleges and universities, and they have been repeatedly

studied. Studies find that average FCE scores tend to be roughly constant for an instructor across courses, that student grade expectations explain about 16 percent of the variance in FCE rankings — and that final grades and FCEs are correlated to about the same extent — that class size is negatively correlated with FCEs, that the “enthusiasm” and reputation of the instructor influence FCEs, and a recent study finds that the physical attractiveness of the instructors — especially male instructors

FCEs are heavily biased instruments: biased against faculty who have formal approaches, who let students know their grading will be rigorous, who aren’t comely, who adopt original methods of instruction.

— influences FCEs. (I especially object to that.) Some of these effects have been demonstrated not just by correlations but also by experimental interventions of various kinds. I know of no good studies that show that courses in which more learning actually goes on — or more that is worth learning is taught — measured, for example, by pre-test and post-test performances are more highly valued by students *for that reason* than are less instructive courses. But even if that were so, the FCEs are heavily biased instruments: biased against faculty who have formal approaches, who let students know their grading will be rigorous, who aren’t comely, who adopt original methods of instruction. *No student would agree to be evaluated by such criteria. No promotion committee would explicitly count such considerations against promotion of a faculty member, but implicitly it is done all the time.*

I have heard three objections to these arguments. First, that there is nothing to replace FCEs; second, that without them students will have no way of communicating their collective praise or dismay with courses or instructors; and third, that Carnegie Mellon students are perfectly capable of accurately estimating how much they have learned in a course, and to claim otherwise insults them.

The objections are without merit. Portfolios of lecture notes, syllabi, etc. and videotapes can give evidence of the quality of content and presentation; pre and post tests can give evidence of skill acquisition; student essays at the beginning and end of a course can give evidence of writing improvements; and no doubt if we troubled we could think of a variety of other ways of estimating learning, and we could begin to introduce them into assessments. Just about any CMU student in just about any afternoon can put up a Web page for voluntary reports on classes and instructors. Sometimes they appear spontaneously (at one time, years ago, a student formed a site called AssassinateGlymour.alt; I lived with it.) Students can send praise or complaint to the head or dean, and (in my day!) before FCEs, we did. Finally, misunderstanding of what one knows, or has learned, is the human condition, and it is no insult, only truth, to say that CMU students are quite as human as everyone else.

FCEs may have some marginal value in identifying really dreadful or negligent instructors, but they exist because they are a double convenience. They allow the university to claim to students and parents and even to itself that teaching — and learning — are taken seriously, and they save the time and trouble more serious assessments would require. A dean or department head or committee can glance at overall evaluations of course and instructor and form a judgment. Serious evaluation of learning is a lot more trouble, and probably a lot more intrusive. Faculty should welcome some intrusion if it is rationally aimed at assessing their effectiveness as instructors.

Susan Ambrose presented many of the objections to FCEs summarized above to the faculty and to the Faculty Senate, hoping at least to rid the new evaluation instrument of the “overall course” and “overall instructor” ratings that go into the manila folders that influence faculty careers at promotion and tenure time. False hope. The faculty, the student body and the administration alike would do better to heed her counsel and reconsider the installation of yet another Faculty Course Evaluation instrument.

CLARK GLYMOUR

*Alumni University
Professor of Philosophy*

Students evaluate evaluations

Faculty Course Evaluations (FCEs) have been recorded by the Enrollment Services since 1988. The FCEs are a list of 11 questions for students to provide feedback regarding their professor’s quality of instruction. The results of these surveys are submitted every fall and spring semester for both students and faculty to review. The results are helpful for students to register for courses and are also used by some departments for promotion, retention and salary decisions for faculty.

Although the intent of the FCEs is honorable, many students and faculty argue that they are not an accurate evaluation of professors’ teaching ability. Students question the amount of influence the FCEs actually have upon decisions regarding the faculty, which makes many students feel their input is not being taken into consideration. This often leads to a lack of student participation, students who do not take their answers seriously, or even returned blank FCEs.

When asked what could be done to improve FCEs, Yun Zhou, a junior in ECE, stated, “I would like some sort of teacher evaluation to be given in the middle of the semester. That way, if there is a problem raised by the students, the professor can still correct it by the end of the semester.” Several students thought this would be a valuable tool for faculty since it allows them to see in what areas they need to improve.

Students feel as though their input would be beneficial to them, and not just future students, if an FCE was given at mid-semester.

Along with the FCEs, several faculty ask their students to take a self-made survey, which is directed toward the class, in order to discover the likes and dislikes of certain aspects of the course. A more specific survey would improve the overall course for future students. Jenny Zhang, a senior in IS, suggested that a question be added to the FCE asking how much effort the student felt he/she actually put into the course. An additional FCE survey would be helpful in identifying how engaged or interested the student was in the course.

There has been discussion of moving the FCEs from the paper handouts to an online version. However, many students expressed concern that unless there was a way of enforcing student participation, several students would not bother to complete the surveys online. Zhang stated, “The handout is better for more responses. Even though I myself would probably fill out FCEs if they were online, I know a lot of people would not, or at least not for all of their courses.” Students were also concerned that only the students who strongly enjoyed or disliked the course would reply, therefore creating a bias in the results.

KRISTEN ROMONOVICH

**FOCUS welcomes
letters.
E-mail focus-editors
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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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Killing Discipline Knowledge and Its Libraries

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Discipline Knowledge Creation

Overall since 1986, the price of scholarly scientific, technical and medical (STM) journals has increased over 215 percent while the Consumer Price Index has increased only 62 percent. Economists have expected this marketplace to correct itself, but several factors contribute to the continuing dysfunction.

The expanding amount of research being published is a first core cause of the current difficulty.

Brian Hawkins now estimates that knowledge doubles every two to three years.² Large STM publishers are currently targeting for takeover of several other fields, such as business and social sciences. In 1999, I resigned as editor of *Journal of Academic Librarianship* because Elsevier had purchased its publisher, Academic Press.

A second cause for marketplace dysfunction is the lack of substitutability of one good for another. In the general marketplace, those who cannot afford a Mercedes can be transported almost as well in a Ford or Chevrolet. Among journals, one title does not easily substitute for another. Mark McCabe also notes that unlike the car purchaser who wants just one item, the journal purchaser wants access to everything concurrently.³

A third factor that keeps the STM marketplace from correcting itself is its third party payer characteristic. The consumers of STM journals are faculty and students in the sciences, but the payers are science librarians. In considering this characteristic Mark Kamlet and other economists often recall a decision science problem called the Prisoner's Dilemma. In this problem, two prisoners are isolated from each other and must make independent decisions about whether to cooperate or defect. If each acts altruistically, they will gain more. If only one defects, then that player gains over the other one.⁴

On a campus, faculty, discipline leaders, promotion and tenure committees, librarians, and administrators would all have to act altruistically in order to change the scholarly communications system.

Fourth and fifth causes of increasing prices are publisher profits and mergers. Large science and technology publishers typically report a 30 to 40 percent profit, compared with the 3 to 4 percent profits reported by small book publishers. Librarians negotiating with these publishers are told that if the number of subscriptions drops, the profit must be spread across the remaining subscriptions, even if it comes down to only a single copy in the end. Profits are sustained through mergers. Elsevier's web page documents its takeovers in a chronological list of acquisitions and disposals between 1980 and 2003. Between 1980 and 2003, about 70 companies were acquired. McCabe summarizes the operations of this marketplace:

This is a market in which the creation of the information that publishers sell in their journals is not typically funded by them, but by subsidies from someone else — be it governments, research foundations, or whatever. The publishers get that information for free and then rely on scholars to provide refereeing services, essentially for free. In the digital environment, the only things publishers need to provide is the infrastructure for providing the material online, a few account managers, and advertising. They make a relatively small investment and then (rationally) charge a high price for the end product.⁵

McCabe notes that the billions of dollars going into shareholders' pockets are bad for society because this research should be on the Internet, at the fingertips of scientists worldwide.⁶ McCabe concludes that organizations like the National Science Foundation ought to invest in new journal initiatives that go beyond the limited efforts undertaken by the Scholarly Publishing and Academic Resources Coalition (SPARC).⁷

Beyond these market dynamics lie the political realities of the relationship between universities and scholarly journals. Through the processes of the promotion and tenure system, universities effectively outsource

Monograph and Serial Costs in ARL Libraries, 1986-2001

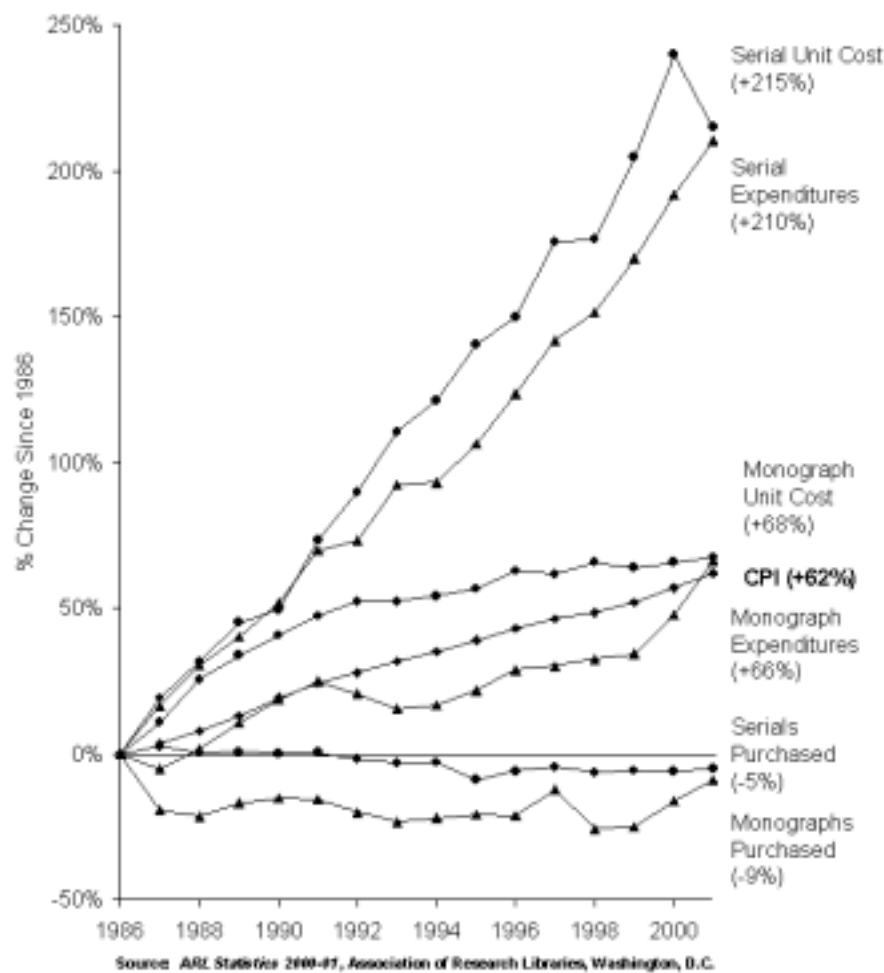


Figure 1. Rising Monograph and Serial Costs
Source: www.arl.org/stats/arlstat/graphs/2001/2001t2.html
Jan. 12, 2004.

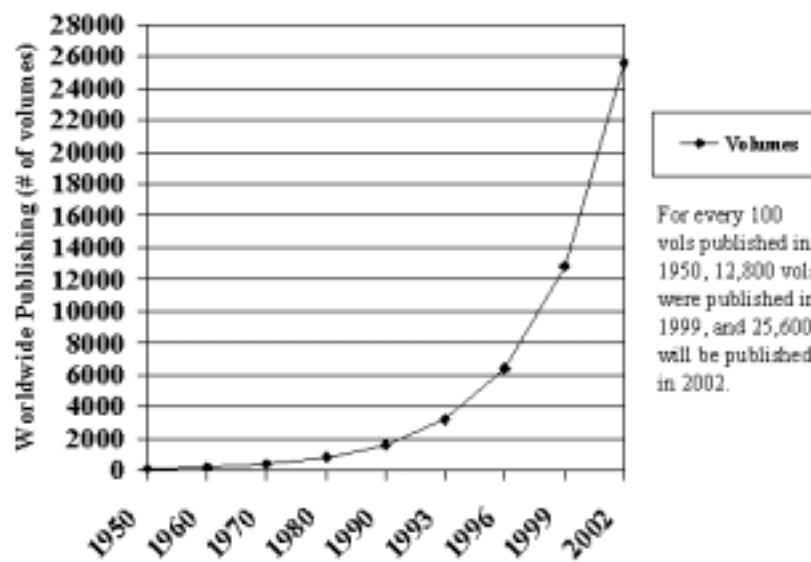


Figure 2. Information Doubling

their decisions about which faculty to reward and retain to the different disciplines. Campus review committees judge faculty by their ability to place articles in prestigious discipline journals. It is assumed that older, better-established journals carry the best articles.

Contributors to knowledge—the researchers, authors and referees—are the only parties in the present scheme who do not receive compensation. In fact, their institutions often must pay page charges to have their articles published. Everyone else involved in the process, including those who add no real value, receives payment and the publisher makes a profit.

Carnegie Mellon's Approach

Carnegie Mellon has traditionally invested more funding in creating new discipline knowledge than in archiving it. Andrew Carnegie's decision that the Carnegie Institute of Technology should use the Carnegie Library, rather than having its own library, made for a slow start. Because students and faculty were not as focused on convenience as they are now, this choice was a reasonable

one. The technical nature of the institute's early curriculum also made this a sensible alternative. Carnegie had a keen understanding of the importance of a library as a way for young people to gain the knowledge and skills to improve their social standing, and the social impact of the libraries he founded has been profound. It is, thus, ironic that the university bearing his name has such a small library, whose budget and collection are only about half that of comparators.

Right now, the licensing of electronic resources has created a situation in which neighboring digital collections are not easily available to Carnegie Mellon students.

Herbert Simon, our Nobel Laureate and longtime guiding genius, was the first to explain that humans do not necessarily optimize in each decision. His understanding of the role of *satisficing*, as an alternative, was recognized for the Nobel Prize.⁸ Carnegie Mellon University satisfices in funding its library. In upcoming departmental discussions, I will ask faculty for advice on more effective and proactive satisficing.

Alternative Economic Models

The advent of the Internet as a communications method means that publication costs can be dramatically reduced through the use of Internet-distributed digital materials. Other economic models can now supplant the paper, bundled-article journal. For example, see *Journal of Social Structure*, www.cmu.edu/joss/, which is published online at Carnegie Mellon by the Heinz School.

Scientists have been the first to see digital alternatives for scholarly communications as a way to build their discipline communities and as a substitute for traditional journals. Some new choices include:

- The Genome Database, at www.gdb.org/ and the NASA Astrophysics Data System, at <http://adswww.harvard.edu/>. These refereed databases were government funded.
- The Ginsparg Server, at www.arxiv.org/. Science editors, like our former Mellon College of Science Dean Susan Henry, worry about the lack of refereeing in these preprint servers.
- The new Public Library of Science, www.plos.org/. Submission fees from faculty will support this refereed resource.
- A micropayment alternative. Michael Shamos and I recently submitted a proposal to NSF to explore how micropayments could solve current problems.
- The Shulenburg proposal, www.arl.org/arl/proceedings/133/shulenburg.html. David Shulenburg, provost at the University of Kansas, proposes that all government-funded research be brought into the public domain after three months. In fall 2003, Mark Kamlet led discussion at an Association of American Universities meeting in which provosts agreed that this idea had the most promise for solving scholarly communications problems.

In the humanities and social sciences, books rather than journals play a key role in scholarly communications. Because libraries are spending more and more money on sci/tech journals, they are buying fewer books (see figure). Tenure and promotion in the humanities are currently directly linked to these books. But peer-reviewed books can also be presented on the web, and the appropriate scholarly societies need to pursue models for this alternative, which Carnegie Mellon seems well positioned to implement. The Million Book Project could easily house refereed humanities books in www.ulib.org/html/ or <http://diglib.gov.in/>.

Conclusions

The future of discipline communications and libraries is digital. The satisficing choices that Carnegie Mellon used for its library can be instructive for all discipline knowledge. The dynamic social structures of our campus and the insights of our provost can allow Carnegie Mellon to model knowledge-saving digital-information practices, rather than slowly to be killed by the dysfunctional information marketplace.

Notes

¹ Rick Weiss, "A Fight for Free Access To Medical Research Online Plan Challenges Publishers' Dominance," *Washington Post* (August 5, 2003): A01. Available: www.washingtonpost.com/wp-dyn/articles/A19104-2003Aug4.html [January 12, 2004].

² Brian L. Hawkins is the CEO of EDUCAUSE, an academic information technology group.

³ Mark McCabe was an economist in the Antitrust Division of the U.S. Department of Justice for seven years. He now teaches at the Georgia Institute of Technology, where he specializes in mergers and anti-competitive practices. He talked with Richard Poynder about problems in the STM publishing industry in Richard Poynder, "Poynder on Point: A True Market Failure," *Information Today* 19, 11 (December 2002): 56. Available: www.infotoday.com/it/dec02/poynder.htm [January 12, 2004].

⁴ See Francis Heylighen, "The Prisoner's Dilemma" (April 13, 1995), at <http://pespmc1.vub.ac.be/PRISDIL.html>; and Steven Kuhn, "Prisoner's Dilemma" (August 11, 2003), at <http://plato.stanford.edu/entries/prisoner-dilemma/> [January 12, 2004].

⁵ McCabe, in Poynder.

⁶ Ibid.

⁷ See Scholarly Publishing and Academic Resources Coalition (SPARC) home page, www.arl.org/sparc/home/ [January 12, 2004].

⁸ Explore the life work of Herbert Simon in full text, at <http://diva.library.cmu.edu/Simon/> [January 12, 2004].

A talent for innovation led Gary Ludwig from a Russian POW camp to Mellon Institute

Engineer behind many research advances retires

Underneath the marble stairs of the front entrance of the Mellon Institute building lies a magical place. To the residents of the Mellon Institute it is known as the Instruments Storeroom, a mysterious warehouse of lab equipment chronicling the history of research performed here since the early 20th century. If the walls could talk, there would be stories of discovery to be told. Luckily for me, I was able to listen to some of those stories, as recounted by Sandy Roman, the current instrumentation specialist and protégé of Gary Ludwig. This amazing space was home to Gary Ludwig, instrumentation specialist, for four decades. Gary retired from the university in November of 2003 after 44 years of service. This is his story.

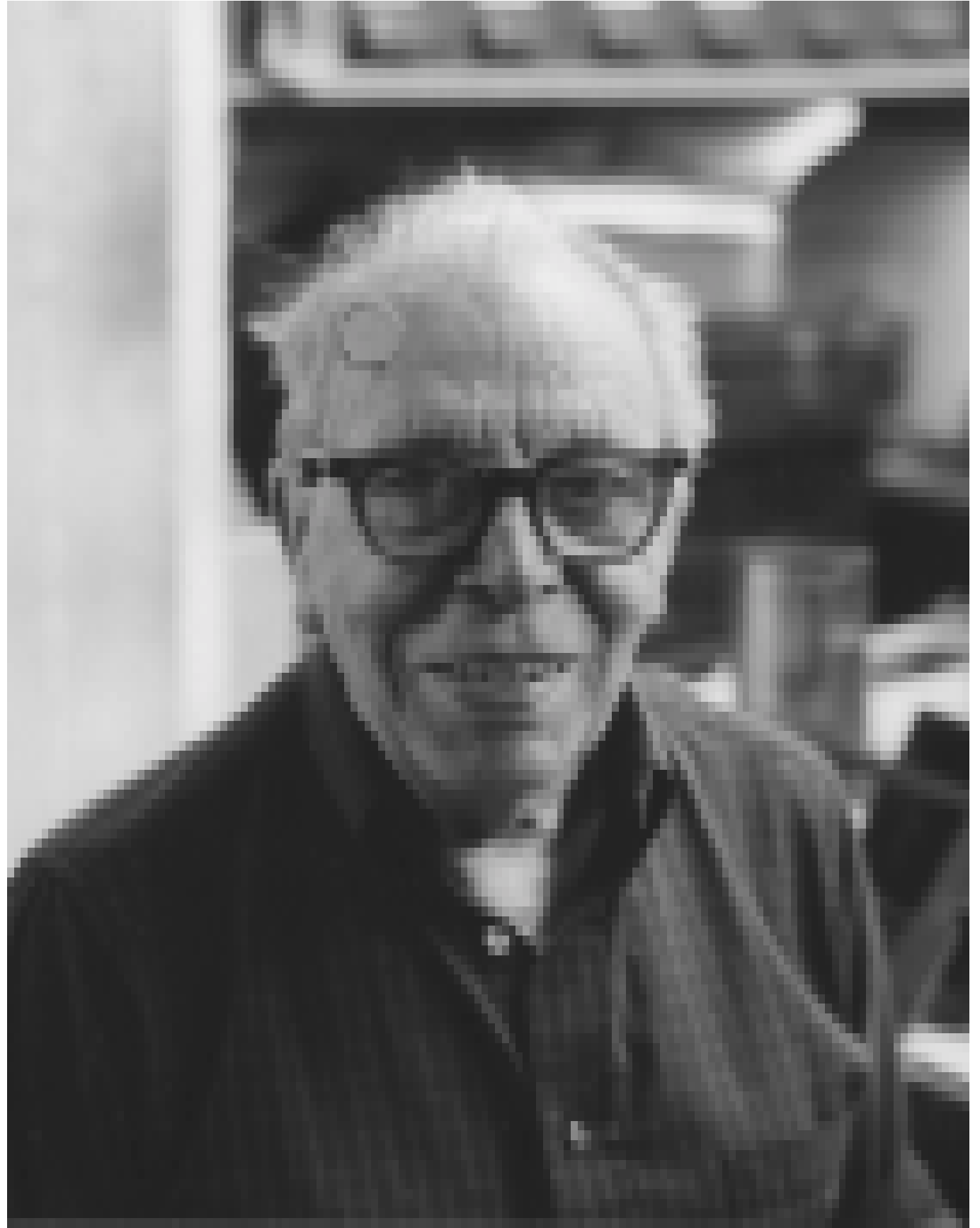
Life in Germany in the early 1940s finds Gary, a college student/apprentice in machining and mechanics, drafted by his country to serve in the war. He left his nearly completed studies to do his duty. While serving, Gary became a prisoner of war in a Russian camp situated on a major port. He labored unloading ships laden with sugar, working outside in severely cold conditions. His talent for repairing clocks was revealed and his captors put him to work rebuilding timepieces necessary for rail and ship travel schedules. Weighing 90 lbs. and determined to start anew, Gary was released and once again resumed his studies at night school, having been told that he would need to repeat all the courses he had taken before the war. In 1949, the year that Shockley invented the transistor, Gary graduated, but materials were sparse in Germany so when he was recruited in 1954 to repair defective German-made rifle sights in the U.S., he accepted. A year and a half later the backlog of defective parts had all been repaired, his visa had run out, and the Immigration Service came knocking on his door. He was investigated and questioned about his intentions. He made it clear that he had intended only a short stay, until the job was completed, but that indeed this was a very nice place to live. They let him stay.

Hired out to industrial manufacturers, his expertise as an electrical and mechanical engineer was in high demand. During the heydays of the Mellon Institute, local Pittsburgh companies such as PPG, often called upon Gary and his staff to test their products for durability. Gary's apprentice training crossed the fields of electrical and mechanical engineering and provided him with the ability not only to repair broken and imperfect instruments but to invent instruments that researchers required for their lab work. If an instrument didn't exist, he invented it. Some examples:

- A doctor wanted to design a heart valve and needed a prototype to be built. Gary, using his lathe in an unconventional way, was able to fabricate a super thin, beveled edge spiral cut model of the valve to specification.

- During a study on diabetics and the breaking of blood vessels, a researcher was utilizing the human eye to learn about this type of injury and needed a way to photograph his experiments. A major dose of organic dye would be injected into the retina of a human subject and then recorded. This procedure required a special camera, one that did not waste light but rather used all the light present, delivering it directly to the film. Gary knew about a German camera called an Aero flex which could perform this function. Not only did Gary develop the camera system, he also acted as a human subject to test it.

During his years at Carnegie Mellon he was always a student, attending classes to improve his English language skills. He was interested in many subjects and was often taking night courses around town. He believed in education and encouraged others to continue theirs. Sandy Roman is a person who was greatly influenced by Gary's encouragement and credits him as the reason he finished school. According to Sandy, Gary encouraged others as well to pursue



Above: Gary Ludwig in the instruments storeroom at Mellon Institute, where he has worked for 44 years.

Below: the new instrumentation specialist, Sandy Roman

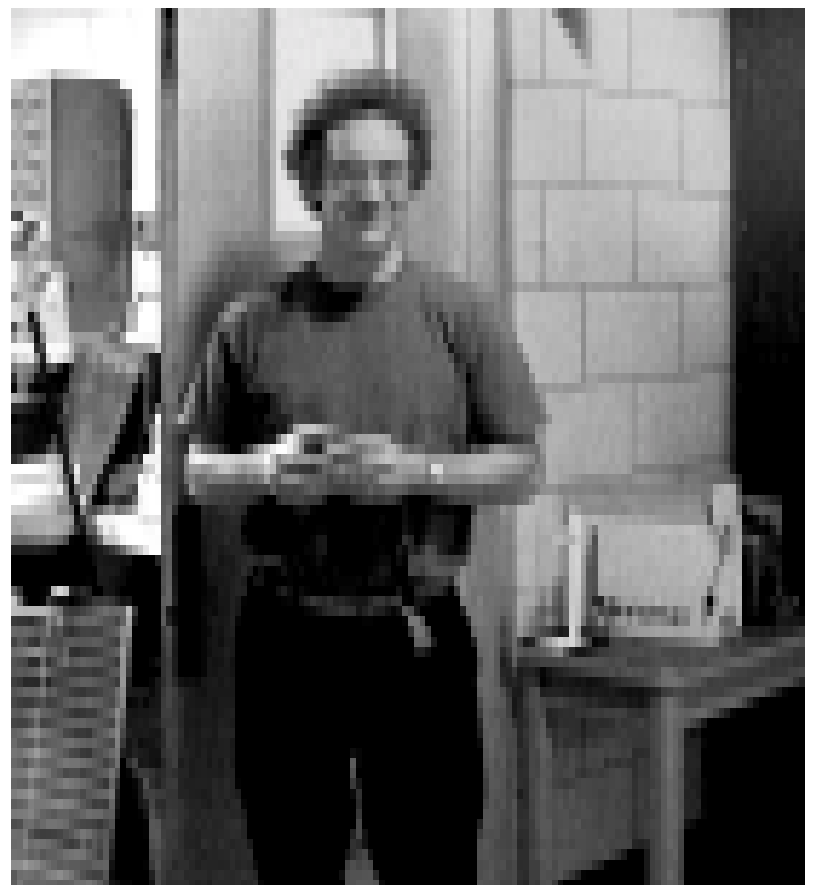
their career aspirations.

Eric Grotzinger, associate dean for the Mellon College of Science, echoes Sandy's comments and credits Gary with saving untold numbers of dollars for the university by his ingenuity and talent in repairing and inventing laboratory instruments. An MCS service award winner, Gary was a great influence on his life. At Gary's retirement party, Elizabeth Jones, Biological Sciences department head, said of Gary, "If Gary Ludwig says something is dead, it's dead."

Today the Instruments Storeroom is headed by Sandy Roman and administratively is managed by the Biological Sciences Department. Sandy maintains laboratory equipment, historical and current. The storeroom holds one-of-a-kind parts from all eras of the Institute. It's one of Carnegie Mellon's best-kept secrets and worth a visit.

Gary and his wife, Joan, are enjoying retirement in Pittsburgh. They met at an American Youth Hostel meeting and remain members. And in case you are wondering (as I was) what the extra eyepiece attached to his glasses are, it's a simple magnifying glass. After all, for specialists like Gary, the delicate work performed requires close inspection.

LYNN BERARD



Pedestrian death, accidents on South Braddock Avenue raise concern in Regent Square



Photo: Brian Connelly

Flowers have been left as a memorial to Evelyn Wei at the spot on South Braddock Avenue where she was hit by a car when walking her dog near Frick Park.

Evelyn Wei was hit by a car Jan. 20 when she was trying to walk with her dog across South Braddock Avenue in Regent Square. She was walking her dog out of Frick Park across a pedestrian crossing marked “Yield to Pedestrians” in fluorescent yellow tape next to the corner of Braddock and Biddle avenues. Her dog was killed instantly. Wei died two days later. She had been a 33-year-old researcher at Western Psychiatric Institute who had married a man who lived in the neighborhood.

Wei was the second woman in six months to be hit by a car on that stretch of Braddock Avenue bordering Frick Park. On Sept. 30, Carole Herman was hit while walking her two dogs across the pedestrian walk at Guthrie Avenue, one block from Biddle. She survived. She has had brain surgery and has spent the last six months moving back and forth between the Rehabilitation Institute in Squirrel Hill and a nursing home. Her dogs were uninjured.

The two women were hit at different times of the day; Wei around 7 p.m. and Herman in the late morning. They were trying to cross a street that has been a growing problem for years. Braddock Avenue is really two streets. On one hand, it is the footpath to Frick Park, restaurants and a movie theater in a thriving pedestrian-friendly neighborhood. On the other hand, Braddock Avenue is the main artery from the East End to the parkway, and heavily traveled by fast cars. Waiting to cross Braddock Avenue can take 10 minutes.

Chris Kellen, who works at Carnegie Mellon as head of research and development for University Libraries, lives on Braddock Avenue near the corner with Guthrie. He and his wife, Susan, and daughter, Emily, are friends and neighbors of Carole Herman, and they are taking care of her cats.

“She’s still herself,” Kellen says. “She can still talk, she still has her sense of humor. She still remembers everything, but she doesn’t remember the accident.”

Despite living on what now sounds like a dangerous street, Kellen and his family love living in Regent Square. “It’s close to CMU,” he says. “It’s close to the park. A lot of medical students live here, doctors, lawyers, CMU people, artists. It’s very urban. There’s not just one kind of house, not just one kind of people living here.”

Kellen has always told his daughter and visiting friends to cross at the traffic lights at the big intersection at Braddock and Forbes. He still wonders at the lack of action by the city on the pedestrian crossings.

“I can’t believe they haven’t done anything about it. Little League is starting in the spring and the baseball diamond is right there next to the street.”

The Regent Square Civic Association held a Town Meeting Feb. 19 for residents to discuss the traffic problems with officials from the four municipalities that comprise Regent Square: Pittsburgh, Wilkinsburg, Edgewood and Swissvale, as well as Allegheny County and the state. For more information, see www.regent-square.org/.

BRIAN CONNELLY



South Braddock Avenue is a main artery through Regent Square for dog walkers and other pedestrians going to Frick Park. Drivers speeding to and from the Parkway are often not even aware that they are expected to stop at the crosswalks marked “Yield to Pedestrians” in fluorescent yellow tape.

Photos above and below: Dmitriy Babichenko.



Get connected with Staff Council

Letter from the chair



As chair of Staff Council, it's my distinct honor to welcome you to our newest link to the Carnegie Mellon community, "Get Connected." Many of you have experienced the accomplishments of Staff Council through our Annual Food Drive, Take Your Children to Work event or the development of Carnegie Mellon's smoking policy (to name just a few!)

Having been a member of Staff Council for more than 15 years and serving as treasurer for two years, I believe it is important to recognize that more staff members would like to learn about and participate in a campus organization that is devoted to their individual and collective needs. Whether it's a quality of life issue, a benefits concern or an idea, event or happening you wish to share, Staff Council is not only your voice, but also an active and proud participant dedicated to advancing the welfare of the university community.

Getting Connected will achieve that and more. You will soon discover a question-and-answer column, notices and letters from the chairs of our individual committees and event information and announcements such as Kennywood ticket sale dates and the list of activities for Take Your Children to Work. For me, one of the most important links will be the ability to respond to your questions, concerns and inquiries—which will benefit everyone in our community.

While the next issue of FOCUS approaches, I encourage you to visit your Staff Council website at www.cmu.edu/staff.council. I'm sure you will find it a remarkable and valuable resource.

As our founder Andrew Carnegie said 100 years ago, "My heart is in the work." Through Staff Council, I believe our hearts are in our work, making Carnegie Mellon a dynamic, world-class institution.

BARBARA PRICE, STAFF COUNCIL CHAIR



Photo: Lynn Berard

Looking For a Healthy Lunch?

Check out the new salad bar at Mainstream Market in the Newell-Simon atrium. Pictured here is manager Nick Mitchell.

Staff Highlights

Since March 2003, the start of the war in Iraq, three staff members at Carnegie Mellon have been called to active duty. The staff called up are from the Institute for Software Research International, Computer Science and Advancement Services. Two have since returned to their posts at Carnegie Mellon. Staff Council would like to welcome back those who have served and wish a healthy and safe return to all of the troops currently serving overseas.

Do you know a staff member or group of staff members that you think should be recognized in FOCUS? Please send your ideas (including names, contact information and details of why recognition is deserved) to Erin Whiteman at edw@sei.cmu.edu or Renee Fisher at renee@andrew.cmu.edu for consideration by the Staff Council Communication Committee.



Task Force Update

The presence of a Staff Council, or similar organization, is an honor and distinction for a university. An opportunity to serve on council is perhaps one of the highest compliments we can offer to a work associate.

For Carnegie Mellon, the position of vice chair includes overseeing the election process and, this year, leading a task force to better determine if all university units are fairly and equitably represented. There is no doubt that you have a contribution to make to our community. As the work of the task force progresses, we'll be speaking with you, researching similar councils, and preparing surveys to better determine how to improve our Staff Council and make it even more effective and truly representative.

Our work will result in a number of recommendations that will, in many ways, guide council toward a new direction and even brighter future. Your input will be most valuable, and I look forward all the more to meeting with you in the near future.

JOSEPH PASTORIK, STAFF COUNCIL VICE CHAIR

Staff Submissions

Would you like to write a column on a staff-related issue? Have an idea for one? We want to hear from you!

The Staff Council Communication Committee welcomes columns from staff members that discuss or provide information on staff-related issues. Submission of a column does not guarantee publication. Ideas for columns are also welcomed. Please send your columns or column ideas to Jason Bugg at jbugg@cmu.edu.

Did you know...

You're a member of the Pittsburgh Employees Activities Association (PEAA)?

The PEAA is a group of Pittsburgh area businesses and institutions that get together to obtain discount offers for their organizations. Since Carnegie Mellon is a member of PEAA, each person in the Carnegie Mellon community is also considered a member.

Check out the PEAA Discounts available at www.cmu.edu/staff-council/peaa.html

Have a question about a staff-related issue? Not sure who to ask? We will do our best to find an answer or direct you to the appropriate person. Send your questions to Jason Bugg at jbugg@cmu.edu.

Staff Council Online

Are you a Carnegie Mellon University staff member who is considering filing a grievance? Do you need help making sense of the Staff Grievance Procedure? Check out the Staff Council Grievance Committee webpage at www.cmu.edu/staff-council/grievance_guide.pdf

Upcoming Events

Staff Council meetings

Meetings are held at noon on the third Thursday of each month (food is available starting at 11:45). Meetings are open to the entire university community, however, only elected members to staff council may vote on any issues that may arise, including motions to accept the minutes.

Thursday, March 18 at noon in Rangos 2 in the UC

Thursday, April 15 at noon, Officer Elections in McConomy Auditorium

Thursday, May 20, at noon in the Connan Room (UC)

President's Gala

Should faculty and staff receive a spring break? Well, this year they can — if they attend President Cohon's "Spring Break Around the World" event.

It's Carnegie Mellon tradition for the president to host a party every two years for all employees. The gathering is a place for staff and faculty alike to mingle, eat and drink.

Join the fun on Saturday, March 6 on the second floor of the University Center from 8 to 11 p.m. You may register for the President's Party online at: www.cmu.edu/invite/PresParty/. We hope to see you there!

Staff Open Forum

Share your thoughts, questions and concerns from noon to 1 p.m. Thursday, March 11, in McConomy Auditorium, University Center. This forum is designed as a time of open sharing and dialog for members of the Carnegie Mellon staff community. Light refreshments will be served. Submit concerns, issues, questions or topics for the forum to Jason Bugg at jbugg@cmu.edu. Sponsored by the Communication Committee

Take Our Children To Work Day: Thursday, April 22. Rita Motor is asking people interested in helping with the event to contact her at rita@cmu.edu.

Imagining the world of students in Qatar

In the interest of knowing something of what my clever students are learning, I decided to take Jonathan Minton's exciting-sounding class in cell biology. First off, I want to thank Professor Minton and hope that more of us, over time, will want to share cutting-edge knowledge of our particular disciplinary findings with those in other fields. As I sat down with my well-written, nicely illustrated textbook in cell biology, I found myself in awe of investigators who could interpret the images captured (enhanced by elaborate dyeing and slicing techniques) from electron microscopes. Grasping the extreme minuteness of cell composition seemed as daunting as grasping the enormity of the dimensions of time and space one encounters in physics.

What I seemed unable to do at first was *imagine* the innards of a cell. Experimental sciences require prior acts of imaging and imagining just as much as my usual bailiwicks (interpreting drama, poetry and fiction) do. Leopold Infeld described Albert Einstein thus: "The greatness of Einstein lies in his tremendous imagination, in the unbelievable obstinacy with which he pursues his problems." The outcome was the remarkable originality his work displayed, an originality Infeld described as "intuition which leads to unexplored regions, intuition as difficult to explain rationally as that by which the oil diviner locates the wealth hidden in the earth." While intuition at Einstein's level may be achieved by very few of us, ordinary everyday living also requires the speculative imagining Infeld writes about.

Ludwig Wittgenstein argued that imagination both forms mental pictures of absent things and interprets the world actually be-

fore us, causing us to *see* what we experience *as* something foregrounded. Projects great and small, then, must be formulated in imagination before they can be attempted. Looked at this way, universities and colleges are precisely those places where students and teachers continually expand their imaginative resources, enlarging the depth and range of the projects they undertake before they set out. In other words, imagination is not the passive gaze directed inward, but the restless prelude to discovery and action.

Carnegie Mellon faces two particularly bold initiatives right now: the Qatar adventure (and the rethinking of undergraduate education it necessitates) and the environmental issues we have been and will increasingly be pursuing. Both will require a collective effort to imagine ourselves as agents in an enlarged world of space and time. I will defer writing about the second of these issues this time and concentrate on Qatar. I want to urge the whole faculty to join the Faculty Senate and the many other groups that have worked on the Qatar project in actually imagining a small undergraduate campus halfway around the world bearing our name. I want us all to imagine ourselves addressing students whose lived experience is different from that of most of our current students, and who have not gone far from their homes to study with us. In the cell biology class I have been in the position of students who must work hard to "catch on" to conceptions that for others are so familiar that they are taken for "natural." Imagining Qatari classrooms will be a similar challenge, an "unexplored region" for most of us, both literally and figuratively. If we can do so, we will be preparing to open our

accustomed worlds to a new population.

We already teach many students who were educated abroad. Those who come to the Pittsburgh campus were prepared to do so by extensive training in languages and in the style of Western thought. I say to everybody who takes a class with me: read such and such a novel or poem and give me a response to it on these three points. Most of our current students either do that or ask me what I mean. But suppose someone thinks of knowledge in terms of traditional wisdom, not read but taught by word of mouth in families or mosques. And suppose she thinks of responses to new ideas as pondering them or committing them to memory, rather than extending or taking issue with them.

My point is not that Qataris cannot be original; it is that their ways of being original, of *seeing as* and knowing, have been formed differently and we will have to learn about those ways as well as teach our own. We may have to figure out how to reshape certain mideastern attitudes while at the same time respecting the persons who hold those attitudes. One way to position ourselves to do this is to understand the two faces of imagination: it seems intimate, deeply one's own, yet it is also cultural, deeply inflected by traditions and group understandings. In this country, we easily assume that everyone imagines and desires a huge range of choice — in living conditions, in personal style, in religious belief, etc. — but that very assumption is culturally taught and continually reinforced by our political and commercial national discourses. Democrat or Republican, labor or management, a classicist in musical tastes or a heavy metal fan, Coke or Pepsi? The plan-

ners in Education City clearly want us to inculcate some of the mental habits we take for granted, but they may not want the whole assortment.

We have to consider how much Western-style individualism is appropriate at this time. For my part, beyond the useful skills of the two majors, the most important educational contribution we can provide for our Qatari students is to involve them in a detailed analysis of the historic and ongoing practices by which the Western tradition has challenged its own "sacred" assumptions. What I mean is the way literature and the other arts, history, philosophy, political theory and many other discourses have registered rebellious, reformist, and even perverse critiques of every era's status quo. Pointing to this restlessness, this denial that some sort of social ideal has already been reached, might help us de-couple CMU's educational project from the national arrogance the Mideast currently taxes us with.

Moreover, we have to consider the possibility that some of Islam's critiques of the consumerism and waste celebrated in the West and the U.S. in particular are in fact justified. Maybe, for example, it is no more "natural" to want to distinguish one's clothing and transport from other people's and from one's own style last year than to dress and travel in some more traditional way. Some matters we will not be able to compromise about, and we will have to identify those very early in our Qatar experience. But we must remain open to learning from as well as teaching Qatari young people, beginning at the level of imagining their lifeworlds.

PEGGY KNAPP

Commentary

Skulls and bones litter the primary season

In December 2000, I wrote a FOCUS column poking fun at the drama of the vote counts and court challenges of the 2000 presidential election. At the end of it all I wrote that George W. Bush would have a "dull but mercifully brief presidency."

Okay, a prophet I'm not.

The 2004 campaign is now on us and, like every unqualified pundit, I can't resist wading in with some unlikely and maybe dangerous speculation.

The 2000 campaign was generally boring but culminated in gripping drama. The lead up to the 2004 primaries had not much drama, but the Democratic Party's debates were as lurid and compelling as reality TV. The endless debates, with the hot lights and sleep-deprived candidates answering the same questions over and over, started to seem like the interrogation techniques that the CIA is using at Guantanamo Bay. C-Span junkies watched the fixed smiles night after night waiting to see who would crack first.

One thing is clear: for committed Democrats, the issue is Bush. Whether talking about the 2000 election, Iraq, September 11th or the economy, he is an affront and a disaster. For committed Democrats, debate on George Bush ranges from whether he is a reckless and ignorant corporate stooge or whether he is in fact Adolph Hitler.

Pick your reality. The New York *Post* shows a worried John Kerry saying, "It's not true" to the intern rumors that surfaced the second week of February. It's a Republican dirty trick, you might say, a deserter slinging mud at a war hero. If you buy into Republican conspiracies, here's a good one: the *Village Voice* ran a cover story "Sleeping with Republicans: GOP Operatives Finance and Orchestrate Al Sharpton's Campaign."

At Barnes & Noble you can find *Bush Country: How Dubya Became A Great President While Driving Liberals Insane*, sitting next to *Tour of Duty: John Kerry And the Vietnam War*, with John Kerry on the cover in his Navy whites.

The amazing thing about Bush and Kerry is the Yale connection: Kerry graduated from Yale in 1966 and Bush in 1968. They were both in the super-secret Skull and Bones society, for God's sake. What is it about Yale? You just imagine them at a fraternity party in 1966 planning this whole thing, "Then I'll run against you and you'll say I'm a deserter. ..."

Poor Dean was really taken apart after the Iowa war cry. He had too many Republicans cheering for him. Back when he seemed like

doesn't have the Bush family tortured syntax, also says very stupid things.

With Bush, you may well think that he's lying, but with Dean, he was often just getting it wrong. Like Dean's response to a question from interviewer Chris Matthews about controlling Iran's nuclear program: the Soviet Union, Dean said, was the key to putting pressure on Iran. Dean went on to refer to the Soviet Union three times. The Soviet Union of course doesn't exist anymore. While Dean certainly knows the Soviet Union doesn't exist, there wasn't any point where he said, "Whoops, I meant Russia." You had to wonder.

The wildest card in the Democratic Primary is the Reverend Al Sharpton. If anybody won the debates, it was Al Sharpton. The media, including Fox Television, loves Sharpton. Having nothing to lose and being responsible to no constituency, Sharpton can say whatever the hell comes into his head. A preacher since childhood, he talked circles around the careful, dull politicians up on stage, including Carol Moseley Braun (Moseley Braun was the class act throughout the debate ordeal). Sharpton brought down the house.

Conventional wisdom has it that Sharpton will bow out eventually, but I can't imagine why he would. Sharpton makes his living from publicity, and this is the best publicity he has ever had.

No matter who the Democratic nominee is, as convention time draws near, count on Sharpton to hold out for a prime time slot to speak while encouraging crackpot rumors about a possible cabinet post.

Meanwhile back at the ranch in Crawford, the G.W. Bush fund-raising machine keeps rolling (\$130 million as of late January). Conservatives thought Bush was unbeatable if Iraq started to look even halfway stable by the summer. Republicans bet the farm on Dean winning the primary. Against a bona fide war hero with a classy wife, Bush will have a real fight.

Democrats need to be careful, however: Al Gore won the popular vote in 2000, but it was no landslide. The Dems can't count on winning by just doing the 2000 campaign again, without Ralph Nader siphoning away votes. Bush looks unpopular right now, but he doesn't need to pick that many votes this time to actually win an election.

One bold move from Bush could be a new VP. Having recently seen Vice President Dick Cheney live and in action, if you can call it that, the man does not go over well. Conservatives love him, but he reminds most of the country of the guy from corporate headquarters who explains why they are firing you. Up against any possible Democratic nominee for vice president, whether a good-looking proven military man — General Clark — or a good-looking, sweet-talking Southerner — John Edwards — Cheney's monotone and unsmiling gruffness would not stand a chance.

With Halliburton, Enron and his absurdly optimistic sales job on the Iraq war, Cheney is a lightning rod for everything unlikable about this administration. His bad heart could give Bush a graceful way of easing him off of the ticket. No president since FDR has changed vice presidents in midstream, but for Bush it might be worth the risk.

Bush has at hand a great potential vice president, who is smart, serious and a foreign policy voice in the role that Cheney and Al Gore carved out for the vice president. A vice president who could possibly clinch the election for him: Condoleezza Rice.

Doubtful, unlikely, even reckless speculation. I can't wait to see how wrong I am this time.

BRIAN CONNELLY

The endless Democratic debates, with the hot lights and sleep-deprived candidates answering the same questions over and over, started to seem like the interrogation techniques that the CIA is using at Guantanamo Bay.

the man to beat they compared him to George McGovern in 1972, Barry Goldwater in 1964 and even George Wallace in 1968.

Dean's inaccuracies didn't help. GW is of course famous for saying stupid things that you can find printed in calendars tacked up on office doors in any university ("subliminal" and "many of our imports now come from overseas" are just two; there is also a very funny book of poems based on Donald Rumsfeld's press conferences). Long about December, it occurred to Democrats and Republicans alike that Dean, though he



The Search For the Perfect Strip Steak Takes Us to the Strip

BAH! which is to say, Better At Home. In our first venture into the world of cuisine and wine we hinted at the likelihood that we would scour the town looking for the perfect steak. What we could have done would have been to adopt a research methodology worthy of this great university of ours, but we didn't. We decided instead on the quicker shortcut method of research, which depends on knowing the answer you're looking for before you begin. We didn't even bother trying to cover our tracks with pseudo-justification, with a lot of stuff about hard labor and cross testing and blind studies or whatever. We thought of trying to get people to vote in a preference poll, but our touch screen voting machines didn't seem to be working properly. A software glitch kept giving results that didn't seem to support

There are not that many good restaurants in town and too many of them are terrible disappointments and it's also the case that most people can be better cooks than they imagine if they give it a try, and we like to give it a try.

our case. No, we just knew what we wanted and went out and got it. So for those eagerly awaiting the results we are proud to announce that the best steak in town is to be had at Steele's Meats in the Strip. That, of course, is only half the story. Once having found the best steak the next step is to do your best not to ruin it. So the instructions are: Go to Steele's and buy the steak. Take it home and cook it properly and then it will truly be BAH: better at home.

We find ourselves reluctant to give too much credit to restaurant cooking. It's not that there are no good restaurants in town, and it's not that we don't like to go to them. It's just that there are not that many good restaurants in town and too many of them are terrible disappointments and it's also the case that most people can be better cooks than they imagine if they give it a try, and we like to give it a try. So, if you're bone lazy, don't give a damn, have too much money and like to be waited on in a questionable and probably noisy environment, so okay go to the restaurant. Buy your steak there already cooked. It will turn out, if you go to a good enough restaurant, that you'll probably be getting a steak provided by Steele's in any case, since they handle much of the high end restaurant trade in town. If you want a top-end restaurant quality steak to cook yourself, you'll find it at Steele's.

The Collective has some experience of Steele's over the years, so our search was not as haphazard as it may seem. Steele's is

an old-time carriage-trade butcher in Pittsburgh, having for ages served the Fifth Avenue mansions of yesteryear, with regular deliveries made to the private cooks in the aforesaid mansions. Until recently Steele's was located in the Garfield section of Pittsburgh, in a tidy but odd little building off Penn Avenue, round the corner and down the alley on Aiken Street (not that stylish bit of Aiken in Shadyside, the other end!). Steele's had a good walk-in business and a

good restaurant supply business and it was a fun place to visit. Up the ramp and into the little smuggy main office where the guy smoking the pipe would give you your bill while somebody from the cutting floor, visible through the big glass window, would bring up your order. Steele's has now moved to its new location in the Strip, close

to 29th Street on Smallman, still in an odd-looking warehouse building, still with an odd little office and now not even a view of the cutting floor. In spite of its appearance, Steele's is arguably the best butcher shop in town, but you still have to phone ahead before you go in to pick up your order. Call them at 412-661-5022.

Steele's is now part of a larger enterprise, having been bought by Weiss Provisions, which also owns and runs the Smallman Street Deli, also on Smallman at 29th Street. Co-owners Bill Wedner and Jeff Cohen explained to us that Steele's gets its meat hand-picked by distributors out west. They leverage special treatment on best quality beef by means of their large orders for brisket. If you're ordering several thousand pounds of brisket for corned beef and pastrami, you can personal service on selecting by hand the best cuts available. If you've had corned beef that you bought at Giant Eagle, you've already been a customer of Steele's. If you've fallen into habitually making the Carnegie Mellon disclaimer, that you're just too busy for all that traveling to the Strip, all that shopping, well, all is not lost, you don't have to resort to eating cardboard. Just give them a call and tell them either that too you long to be part of the carriage trade, or that you are too busy, or too lazy. Even if they don't believe you—they deliver! At least to many parts of the city.

For another treat, visit the Deli. You can



The Food and Wine Collective votes Steele's Meats in the Strip District the place for Pittsburgh's best steaks. Above left: co-owner Bill Wedner. Above: the collective also recommends the New York-style Deli pastrami, corned beef and steaks at the Smallman Street Deli in the Strip.

have all sorts of good things, terrific New York style Deli pastrami or corned beef sandwiches on the premises, or take out. And, they always keep a few steaks in the cooler, ones you can see and pick out, identical to what you'll get if you call Steele's. So drop in for lunch, and buy a steak that way, and you'll soon be voting the right way on where to get the best steak in town. We may even let you use our touch screen voting machines next time we take a poll. You can get chicken, some of the best available, pork, lamb and whatever. Ask for their price list when you drop in.

How does any of that help us in the quest of a place around here where you can get a drink and a bite to eat? Not much perhaps. Not that we want to have a fine steak for dinner on campus, at least not every day. Once in a while would be ok. If we had a real faculty club, a real dining facility, maybe it could take the trouble once a month or so to do a dinner that called for the careful selection of steaks, or similar, from Steele's, and then called for the careful and proper cooking of said steak with a fine selection of wines to choose from. Hmmmm. Not a bad idea. Or what are those huge roasts called, the battleship-sized ones, and maybe happy hour prices for beer, hmmm. Stop dreaming. Get busy. Busier.

Gone are the glorious days of the Faculty Dining Room in Skibo, with its huge windows, buffet line, inviting tables of all sizes, always busy it seemed. Those who knew the Skibo faculty dining facility and were critical of its shortcomings might well be singing a different tune these days. Where now on campus can you find a regular collection of colleagues dining together — making a

refueling occasion into a public occasion, making that into a cultural one? Where now can you find colleagues with a 'regular' table, a spot where you can expect to join them? Where now can you expect to find good conversation with your lunch? What is it we do now? If we're smart we get off campus. But if you stay on campus, you'll be in your office for lunch. You'll grab something from one of the awful stands in the UC. You'll be one of the very few who actually go into the faculty facility in the UC (what does that stand for anyway?). You'll line up, in decent weather at least, at one of the trucks on the street beside GSIA. You'll take a Styrofoam box of Chinese, or Indian, or Greek, stuff back to your cell and eat it while you work. Someday we'll need a thorough review of dining possibilities on campus, and a complete survey of dining habits in offices, and perhaps we need most of all a memorial article, a series of anecdotes and memories, of just how it used to be when you could wander into Skibo and have lunch with Herb Simon, if you wanted to. Or anybody else, and participate in what many of us used to imagine a center of a university was really like. If you want to know something about the cultural life of this campus, just imagine people in their offices with Styrofoam boxes and plastic forks. BAH! Let them eat steak!

The cultural collective included Barb Anderson (CFA), Cletus Anderson (Drama), Otto Foghus (GPW), Alan Kennedy (English), Martha Prekop (IAP), Martin Prekop (CFA Dean). No space for accumulated wine notes this time, see the next issue.