

SPRING 2014

ROOSEVELT

REVIEW

Roosevelt Alumna is

Changing the World

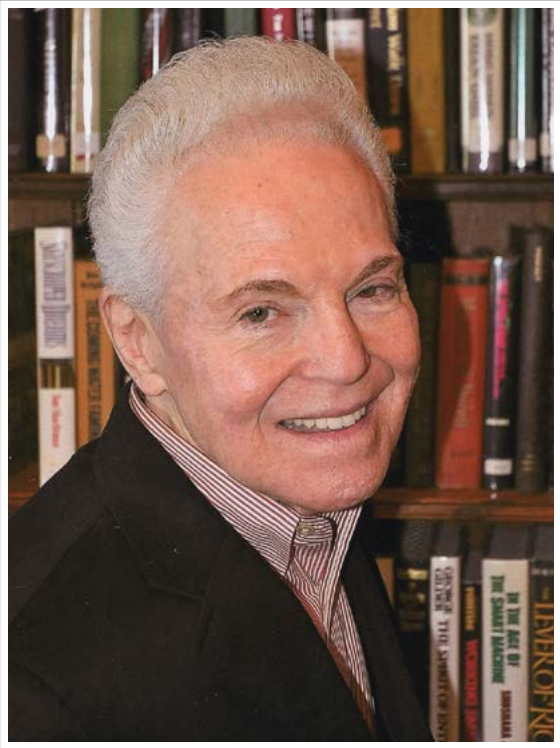
One Child at a Time



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PLANNED GIVING

“Our goal is to help Roosevelt attain leadership and recognition – to realize achievement beyond the status quo and into the future.” –ROBERT MARKS



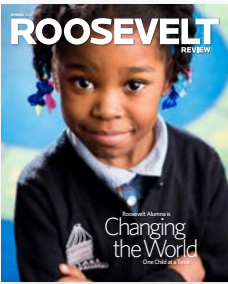
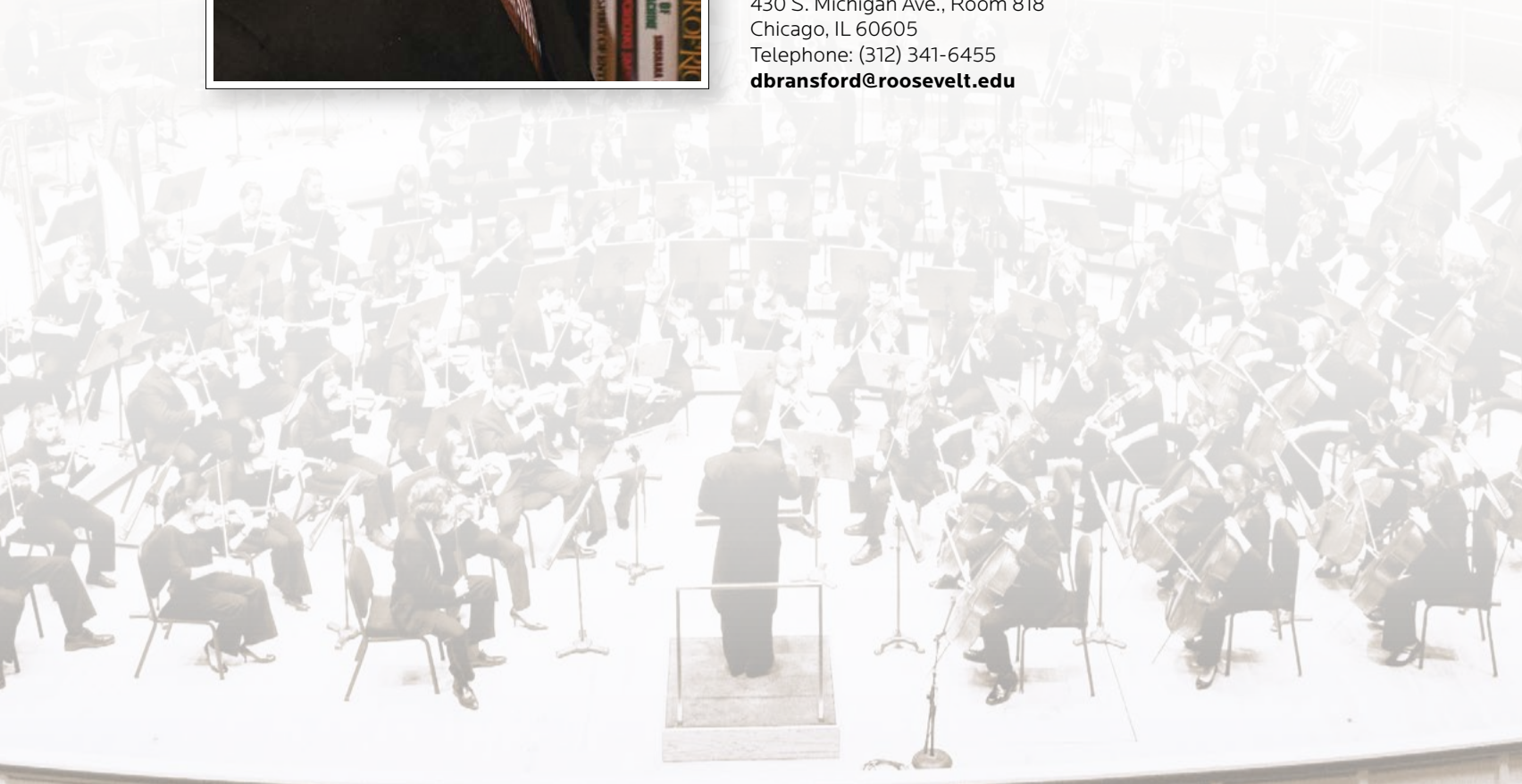
Robert Marks
(BC, '53)

A self-described “opera nut” and member of the Chicago College of Performing Arts Advisory Board, alumnus Robert Marks recently made a \$250,000 bequest to Roosevelt University. His generous planned gift will help fund Music Conservatory master classes.

For information on how you can support Roosevelt University and its students through estate and planned giving, please contact:

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“The Honors Program is tailored to my needs and provides me with unique opportunities.”
– BRANDON ROHLWING, SOPHOMORE



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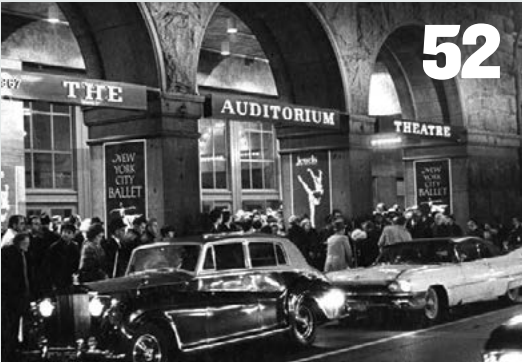
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“We’ve got to come together if we are to have an impact on society and make **change for the better.**”

GAYLE PORTER, ROOSEVELT ALUMNA AND CO-FOUNDER OF PRIME TIME SISTER CIRLCES





Have a question?
We can help.

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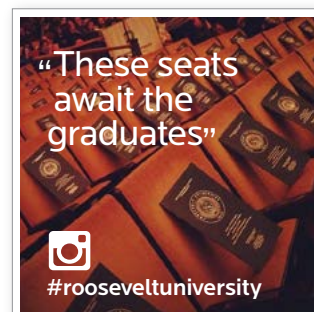


"Accepted to Roosevelt University
in Chicago today, what I've been
waiting to hear for weeks!"

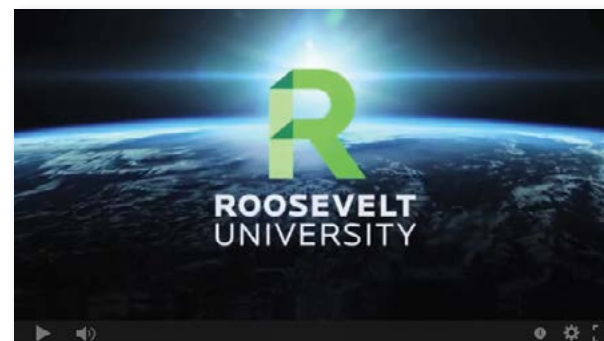
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"The coffee in
the Chicago
Campus
dining center
this morning
smells soooo
goood..."



Visit us on Instagram for an
inside look at Roosevelt.



Watch Roosevelt's "It Takes Only One"
brand video or take a campus tour at
youtube.com/rooseveltuniversity

EVENTS CALENDAR

SPORTS

AUG. 16
Women's soccer home
opener vs. Lawrence Tech
Toyota Park, Bridgeview

AUG. 23
Men's soccer home
opener vs. Spring Arbor
Toyota Park, Bridgeview

SEPT. 16
Volleyball conference
home opener vs. Judson
7 p.m. | Goodman Center

NOV. 8
Women's basketball
vs. Indiana University East
1 p.m. | Goodman Center

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PERFORMANCES

SEPT. 21-26
As You Like It
A comedy by William
Shakespeare
O'Malley Theater

OCT. 20-26
PianoFest
Ganz Hall

OCT. 24-26
You Can't Take It With You
A comedy by Moss Hart
and George S. Kaufman
O'Malley Theater

NOV. 1-2
OperaFest VII
Ganz Hall and
Murray-Green Library

NOV. 14
CCPA Conservatory
Chorus and Chorale
12 p.m., Fourth
Presbyterian Church,
126 E. Chestnut St,
Chicago

NOV. 20
Roosevelt Symphony
Orchestra Concert
7:30 p.m., Harris Theater
for Dance and Music

NOV. 20-23
Assassins
A musical by John Weidman
with Music and Lyrics by
Stephen Sondheim
O'Malley Theater

For information about theater or music events:
roosevelt.edu/CCPA/events

ALUMNI EVENTS

MAY 28
Alumni Chapter
Meeting
Los Angeles

MAY 29
Alumni Chapter
Meeting
San Diego

JUNE 25
Alumni Chapter
Meeting
New York City

AUG. 1
Chicago
Alumni Outing
Chicago White Sox game

Stay connected with fellow alums:
roosevelt.edu/alumni/events

ENROLLMENT

MAY 7
College of Education
Teacher Preparation
Programs
Information Session
5:30–7 p.m.
Schaumburg Campus

JULY 17
College of Business
Graduate Programs
Information Session
5:30–7 p.m.
Chicago Campus

JULY 22
College of Business
Graduate Programs
Information Session
5:30–7 p.m.
Schaumburg Campus

SEPT. 19-20
High School Junior
and Senior Visit Day
9:30 a.m.–12 p.m.
Chicago Campus

OCT. 11
Transfer Visit Day
9:30 a.m.–12 p.m.
Schaumburg Campus

NOV. 15
High School
Freshman and
Sophomore Visit Day
9:30 a.m.–12 p.m.
Chicago Campus

For information
about enrollment
events, visit
[roosevelt.edu/
admission](https://roosevelt.edu/admission)

Campus tours are
offered several
times each week,
including select
Saturdays. For
more information
about campus
tours, visit
[roosevelt.edu/
visit](https://roosevelt.edu/visit)

ANNUAL LECTURE

SEPT. 11

Franklin and Eleanor Roosevelt Lecture
Featuring Fernando Cardoso, former
president of Brazil. In 2005, Cardoso was
selected by the British magazine *Prospect*
as being one of the world's top 100 living
intellectuals.

Since 1992, Roosevelt University's Center
for New Deal Studies has presented
lectures or programs reflecting on issues
related to the legacy of Franklin and
Eleanor Roosevelt and the New Deal.

For information about this free event,
email fdrllecture@roosevelt.edu or call
(312) 341-3838.

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“I am the person I am today because of what I have learned at Roosevelt, and I know my experiences will shape the person I become in the future, so that I can shape the future for everyone.”

Undergraduate Danielle Smith made history in December when she became the first student to deliver a Roosevelt University Commencement address. Read more about her inspirational speech on page 57.



Spring: The Promise of a Bright Tomorrow

BY ROOSEVELT UNIVERSITY PRESIDENT CHUCK MIDDLETON

BRUTAL! That was how we experienced the outset of the “spring” semester here at the University. No two ways about it. Record-setting low temperatures, wind chill factors to match and an unrelenting series of snow storms when it finally did “warm up” a bit. If you know another word to describe it, please tell me.

Not to complain. Being in Chicago overall is still a great advantage for the University and personally for all of us who work here. But our students who grew up in warmer climes dealt with tests of physical endurance that rivaled some of the materials their professors were requiring them to master mentally. They seemed to be content and to take it all in stride. Ah, the resilience of youth.

Halfway through the year, we were pleased that the fall semester had seen a small growth in enrollment compared to projections. More significant, the trend continued in the spring semester and there was the added bonus of real growth compared to the enrollments last spring. In our new five-year strategic plan, enrollment growth is key if we are to accomplish all that we aspire to do.

Students are finding us in greater numbers and are having a great experience when they matriculate. I remind them on every occasion that their responsibility to themselves and their family, and to their country as well, is to complete their degrees. We know that some college and no degree is a prescription for less than a fully successful life in this century. They need to know that and to hear it from me, among others. Not to be totally forthcoming would be to short change them on their future.

We were able to keep our faith with them during the coldest of the cold winter days, and especially with those who live with us, by providing a warm and welcoming environment inside despite conditions outside.

Ah, the comforts of their new “home.” A good sign was that upwards of 400 of our Wabash Building residents spent all or a part of the time between semesters on campus. As one of them said to me, “I love my parents, but here I’m home.” Music to my ears!

Poets of all centuries write of the spring using cultural and experiential language to describe its pleasures and the hope for the future it represents. The very word itself conveys vitality and energy moving forward. Whoever heard of springing back?

Those springs you spent at the University, whenever and however many there were, transformed you forever.

There are many takes, from Chaucer to Eliot, in just the English language alone. Young people look forward, turning their fancy towards love and affairs of the heart and then to finals. Those older do that as well, but theirs is leavened by memories of springs gone by, making their thoughts potentially more rich and encompassing.

As President I think of the spring as a time of promise for everyone. Our thoughts and plans turn to pending graduations and new students recruited successfully for the coming fall. Maybe most important, I think also about



the plans of those students who are in between these two groups who will return next year and continue their journey with us. They are being redefined compared to when they arrived and thus there is promise of a different sort for them as well.

I am constantly reminded of these matters when I visit with alumni. Wherever I find you, I experience the constant joy that you get in telling your stories, not just to me but to each other. I can never get enough. Your Roosevelt experience mattered greatly in your lives. Those springs you spent at the University, whenever and however many they were, transformed you forever.

Viewed through the lens of your personal history, recollections of those days do change in meaning over time. How they defined you only you can fully know but your stories are insights into those matters that all can share at some level. For me, they help determine how we will help our current students to have their own set in time future.

We will be honoring those collective achievements in the University’s 70th-birthday events a year from now. There will be much to celebrate, starting with you and all that you and over 85,000 other

graduates have accomplished. For me, while I anticipate all that this celebration will entail, I mostly ponder the next 70 springs and what people in 2085 might be saying and thinking about our stewardship of the values and principles that weave us all together into a single community no matter when we were physically here.

Will we be deemed to have done much good to shape their world – those yet unborn people of 2085 – in the decades that lie between us and them? Will our University and theirs continue to be so transformational in the lives of those who call it their alma mater in all points in between? Will we have helped our country achieve some version of our successes?

Let us hope so. No, let us do the work so that they and we can count on it being so.

These are thoughts for a frigid beginning of the spring when surrounded by scores of students who are writing their own histories and aspiring to what comes next in their lives. It’s good to provide a warm and challenging environment for them as they grow and create their own memories to share with some fortunate Roosevelt President in the future.

I wish I could be here to listen in. Don’t you? 🗣️

Chuck Middleton welcomes your comments. Email him at cmiddleton@roosevelt.edu.



The Helgeson Effect

Playwright, author, actor, producer and instructor—there isn't much that Jeff Helgeson doesn't do. But perhaps one of his most important roles is that of mentor to many Roosevelt students who have met him through the University's Tutoring Center. Not only does he help them with their coursework, in many cases, he changes their lives.

BY COURTNEY FLYNN

With just a thesis standing between Kimberly Moe and her master's degree in 1986, the then-Roosevelt University student hit an emotional and academic roadblock when she learned of the death of David Mouton, her professor and longtime chairman of the Philosophy Department. Saddened, uninspired to finish school without Mouton and struggling with writing, Moe walked away from it all—until she met Jeff Helgeson.

Helgeson, who has been an academic tutor at the University for more than three decades, encouraged Moe to complete her degree, helping her step by step with her writing. "Jeff said, 'No way. No way are you giving up,'" recalled Moe, who had also received her bachelor's degree from Roosevelt and now teaches philosophy at DePaul University. "He basically held my hand through it. I finished my degree requirements, and I owe it all to him. He really stuck by me. He has been a champion of students."

Indeed, as leader of the University's Tutoring Center in Chicago, Helgeson and his staff of 13 tutors help hundreds of students with their coursework every year. In 2012-13 alone, 460 students took nearly 2,700 one-hour tutoring sessions. And in the previous year about 400 students took roughly 2,300 sessions.

While those numbers are impressive, it is the impact Helgeson has made on countless current and former students, his colleagues and the University as a whole that stands out most, said those who have worked with him.

"He was the reason I didn't give up," said LeNor Dandridge, who completed her master's degree in Public Administration in December. She had received assistance from Helgeson since 2006 when she enrolled at Roosevelt as an undergraduate. "He helped me through my bachelor's and my master's. He made me believe I could do this and changed the way I look at life."

Helgeson also has helped advance the way others view Roosevelt. As an active member of the Chicago literary community, he has written 15 plays, authored two novels and published *Crowdpleaser*, a book by Marc Smith, the founder of the Poetry Slam movement. Helgeson also runs Collage Productions, which presents affordable literary, theatrical, musical and visual works.

“I don’t know Jeff through Roosevelt. I know Roosevelt through Jeff. He’s introduced a lot of people from the literary world to Roosevelt,” said David Gecic, publisher at Puddin’head Press, a Chicago-based poetry publisher. “He wants to bring his vast knowledge of literature to people who might not otherwise be exposed to it.”

From student to teacher

Born and raised in what he describes as Chicago’s “Nelson Algren/ Saul Bellow Humboldt Park neighborhood,” Helgeson earned a bachelor’s degree in English from Roosevelt in 1972, and, after working as a credit office manager, he went on to receive a master’s degree in English from the University of Chicago in 1976. Soon after he graduated, Helgeson returned to Roosevelt to become a part-time tutor in what was then known as the Writing Laboratory. In addition, he became an adjunct professor at Columbia College. He then went to work as a full-time substitute teacher within the Chicago Public Schools system.

Helgeson returned to Roosevelt in 1980 as a full-time writing specialist for the federally funded TRIO Programs. About a year later, he took over as director of the Writing Lab and served in that role through the 1980s. By the early 1990s, the center was renamed the Learning Resource Center, and its services were expanded to help students understand a variety of subject areas as well as provide writing instruction.

In 2002 this area became the Tutoring Center, one of four divisions in the University’s Academic Success Center. The Tutoring Center features a downtown location headed by Helgeson and another office at the Schaumburg Campus overseen by Tim McCain. In addition to tutoring, the Academic Success Center houses the Learning and Support Services Program, Disability Services and the Freshman Peer Mentor Program.

The Tutoring Center offers a peaceful learning environment with classical music broadcast softly in the background. Students gather around tables and desks that are surrounded by walls covered with framed artwork from the University’s collection and postcard photo-collages of “intellectual celebrities,” such as Ernest Hemingway, F. Scott Fitzgerald, Virginia Wolf, Langston Hughes and Richard Wright. There are reference books, a large literary map of England, a world history chart and globe – all tools to help students understand that what they learn occurs in a broader context. “Cultural enrichment and the exposure of students to things outside of their range of personal experience are important,” Helgeson said.

“He was the reason
I didn't give up.
He made me believe
I could do this and
changed the way
I look at life.”

LENOR DANDRIDGE (MPA, '13)

Students make appointments for help with their class assignments or just drop in for assistance. A majority of the tutoring staff is made up of undergraduate honors students and graduate assistants who focus on specific difficulties students are having with their current homework, rather than doling out supplemental exercises to create extra work.

“Jeff always goes the extra mile for his students,” said Nancy Litke, his supervisor and senior director of the Academic Success Center. “He really does amazing work, and he does it very selflessly.”

In addition to tutoring, Helgeson has been an adjunct instructor at Roosevelt in a variety of subjects, including English Composition, Business Communication, Contemporary American Drama, and a course he helped to create called Art and Urban Life. He also served for more than 10 years as the administrative advisor to the University’s award-winning literary magazine, *The Oyez Review*. A former drama chairman for The Society of Midland Authors, he was a founding member of the Chicago Alliance of Playwrights, as well as Chicago’s Boxer Rebellion Ensemble and Backstage Theatre.

On any given night, Helgeson might be found at one of Chicago’s neighborhood coffeehouses, bars or libraries partaking in an open mic night. He has performed everything from Edgar Allen Poe and William Shakespeare to Carl Sandburg and occasionally invites some of his students to join him for his readings.

Throughout his professional career, Helgeson has written thought-provoking, contemporary plays, the most recent being *Sign of the Times*, which was shown at the Side Project Theatre in Chicago and at The American Avant Guard Theatre Festival in New York City. Prior to that, he wrote *Ulterior Motives*, a comic-drama dealing with issues of art authenticity shown at the Backstage Theatre. “Jeff Helgeson is a playwright who understands that so much happens between the scenes, and we are teased to fill in the meanings – to create our own novel out of the play,” said Allan Bates of Northeastern Illinois University. Added Sid Smith, theatre critic of the *Chicago Tribune*: “Helgeson has a flair for rich prose narrative with windswept cadences.”

Samuel Du Bois, who received his bachelor’s degree in English from Roosevelt in 2011 and now teaches English as a second language at Truman College, said Helgeson motivated him to exhibit his work and pursue writing a novel. “Those two sides to him come together in such a great way. He’s able to combine the arts and work with students,” Du Bois said. “I hope the next generation of Roosevelt students use him and the Academic Success Center because they will get an education outside of the classroom that they will remember forever.”

Helgeson’s commitment to helping students with their individual needs is well known and one of the reasons that so many students have gone to see him over the years. “He’s very, very smart. He set the standard for me when it came to Roosevelt,” said Lori Smith, a current undergraduate. “He likes to make an impact, whether it’s to open your eyes to think more critically or be a better student.”

Clayton Horath, a math specialist in the Academic Success Center, first met Helgeson about 10 years ago when they were actors in a play together. He believes Helgeson’s many years at Roosevelt help him connect well with students. “Having been there as a student himself, he knows the environment and he knows how the University and student population have changed over time,” Horath said. “I think that’s something students are drawn to.”

Helgeson attributes his own educational advancement to the support he received from Roosevelt faculty when he applied to the graduate program at the University of Chicago. And he’s been giving back ever since. “The Academic Success Center fills a very important role in supporting students who can accomplish their academic goals given some extra help,” he said. “We are enablers in a positive sense. We provide the tools to help students rise to their potential.” 🗨️



Q
A

Writing is a singular process and every author goes about his or her craft in a unique way. How would you describe your writing style?

I would describe myself as a thematic writer. I typically start with some kind of issue as a point of departure and then work at things from there. Now, this is not to say that I reject the notions of plot and character in favor of concepts presented within a play, but rather that, for me, the process begins with some kind of general idea which I would like a piece to suggest to an audience when it’s finished. It’s a little bit like taking a road trip.

I try to determine a sense of the destination first, and then I go about looking for a way to get there, discovering people and events and exploring the scenery while in route. Of course, there are always surprises and unanticipated detours, especially with respect to a first draft. I suppose that’s part of what makes the process so interesting – finding out what there is to discover along the way.

After that, after learning about the terrain to be covered by working through it, then it’s time to search for patterns and to begin revising, cutting out redundancies and filling in any omissions of necessary details. This can help clarify things so that other people can engage in their own process of discovery without having a particular interpretation imposed upon them. Then too, it helps to have a script read out loud a few times, as well as to try and get things from the page to the stage with developmental readings so that it becomes possible to see the events presented in three dimensional space.

That’s also an exploratory process, and it always leads to more revision and redevelopment. It really does become a cooperative undertaking, and that helps make it interesting too.

Plays by Jeff Helgeson:

<i>Ithaca</i>	<i>The Outcasts of Poker Flat</i>
<i>Menage a’ Trois</i>	<i>W.M.D.</i>
<i>Graces</i>	<i>Full Circle</i>
<i>Glass Houses</i>	<i>Good Intentions</i>
<i>Collage</i>	<i>Pot Luck</i>
<i>Time and Tide</i>	<i>Liberty and Justice</i>
<i>Shooter</i>	<i>Sign of The Times</i>
<i>Duets</i>	

Helgeson’s play *In the Moment*, a companion piece to Harold Pinter’s *The Dumb Waiter*, was performed in January and February at the AstonRep Theatre in Chicago.

Closing^{the}Gap

BY LAURA JANOTA

Eight years ago, **Nakisha Hobbs** (MA, '08) came to Roosevelt with a dream of giving kids, primarily from low-income households in Chicago, meaningful educational opportunities. Today, the Roosevelt alumna is fulfilling that dream at her It Takes A Village and Village Leadership Academy schools where personal attention and social-justice-based project learning are helping kids outperform peers at other schools.

WHEN NAKISHA HOBBS came to Roosevelt University in 2006, her goal was to develop skills and ideas for educating young children that she could apply as principal of her own private, independent school. Eight years later, the It Takes a Village pre-school that Hobbs started with her mother, a former Chicago Public School teacher, has 10 times its initial enrollment of 47, two spacious Chicago locations and a long waiting list of largely low-income youth, some as young as six weeks of age.

Hobbs, an advocate and practitioner of Roosevelt’s social justice mission, also has started a not-for-profit K-7 independent school in Chicago’s South Loop, the Village Leadership Academy (VLA), where she is principal. One of the first grade schools in the nation to provide students with a social justice-oriented education, VLA has an enrollment of 170 children, the majority of whom matriculate from Hobbs’ It Takes A Village pre-school system.

Hobbs credits her education and experiences at Roosevelt with helping her to develop a holistic independent school system, one of about 100 of its kind without religious affiliation in Illinois. Hobbs’ schools rely on tuition that is based upon what a family can afford, state and local grants and fundraising dollars as well as subsidies from the state of Illinois for low-income children, who make up about 80 percent of the system’s enrollment.

“My goal has been to create a program that empowers kids,” she said, “and Roosevelt University has given me the tools to make it happen.” Hobbs received her Master’s in Early Childhood Education from the University in 2008 when she was a member of a cohort of school administrators, primarily from the Chicago Public Schools.

“What I learned at Roosevelt transformed our programs,” said Hobbs, who began immediately applying techniques, including working in small groups with children and focusing on each child’s progress individually, at It Takes a Village centers in Chicago’s Humboldt Park and in the South Loop at River City.

“Our schools are devoted to families and the community,” said Marquinta Thomas, director of the Humboldt Park location who received a bachelor’s degree in psychology from Roosevelt in 2008 and a master’s in early childhood education from the University in 2013. “We have a commitment to make our kids lifelong learners. You can see it in the curriculum and in the fact that most of the families who enroll kids here keep coming back.”

A MISSION INSPIRED BY SOCIAL JUSTICE



NAKISHA HOBBS is the daughter of former veteran Chicago Public School teacher Gwendolyn Harris who had ideas on how to better prepare youngsters for success. The two, along with a friend, Anita Hutchinson, decided to put their philosophies to the test and opened It Takes a Village. The preschool was so successful that Hobbs and Hutchinson decided to expand to other grades. As a student at Roosevelt University, Hobbs was inspired by social justice. “I thought ‘Why not introduce it to children?’”

Fostering Student Success

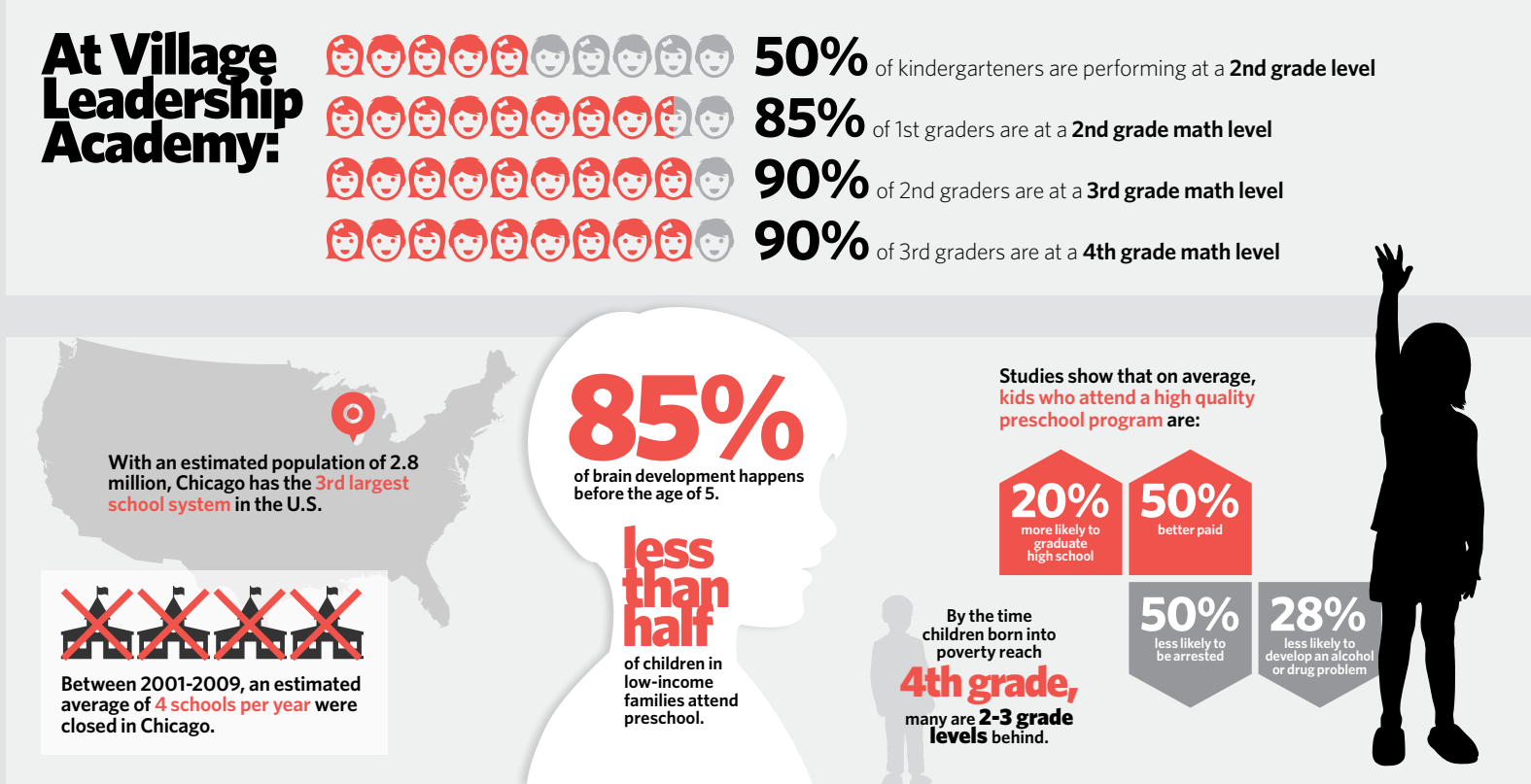
The strategy at It Takes A Village involves starting early: The schools have classrooms with cribs for infants as young as six weeks old; children as young as three years of age are already learning how to read and write their own names; and by the time they get to kindergarten, many kids from the It Takes a Village program, on average, are at what the public schools would consider to be the first-grade level, and are frequently bumped up a grade level as a result.

Also, class sizes are small, an average of 16 students per class at It Takes a Village, which has an enrollment of 470 students. A little more than half of these students are African American, about a fifth are white, 15 percent are Latinos and 8 percent are Asians. The majority come from Chicago’s west side communities including Humboldt Park, Austin and East Garfield, though nearly half are from Chicago’s South Loop and neighboring communities. About 52 percent of these students hail from low-income families, while 48 percent come from middle-class households.

As for the VLA grade school, 70 percent of its students are African American, about a fifth are Latino, 5 percent are Asian, and 3 percent are white. The majority of these students and as many as 60 percent depend on financial aid and/or scholarships to attend the social justice grade school. On a daily basis, students at the school are learning about social problems, including



“Tomorrow belongs to the children who are prepared today.”
VILLAGE LEADERSHIP ACADEMY MOTTO



strategies for tackling food deserts, domestic violence, community littering and the tendency for youngsters to drink too much soda pop, to name just a few community projects (see related story).

“I wouldn’t have my child at any other school,” said Erika Wilkins, whose 11-year-old son Brandon started at It Takes a Village at 1 1/2 years of age and is now enrolled in seventh grade at VLA. “He’s got a different maturity level than many other kids his age. He is able to sit with adults and have an intelligent conversation,” added Wilkins.

An Innovative Approach

Essential elements in the innovative program include concepts Hobbs learned at Roosevelt and then put into practice, including tailor-making curricula to meet each child’s needs and assessing his or her growth individually.

“Ms. Hobbs is a hard-charging dynamo on a mission to do what’s best for kids,” said Rod Rakic, whose eight-year-old daughter Amelia has been in the program since she was three. “Today my daughter is reading whatever she wants to read, she’s been bumped up a grade level and I credit the principal (Hobbs) with seeing an opportunity to create and do something different.”

Thomas Philion, interim dean of Roosevelt’s College of Education, said Hobbs’ school system follows in the footsteps of elite private-education institutions across the country including the Francis Parker School in Chicago and the highly competitive Horace Mann School in New York City.

“There has always been a place in our education system for both public and private schools,” said Philion. “The difference between the two systems comes down to funding. Private schools rely on tuition. They are usually mission-driven and they have to meet the needs of those who are supporting them.”

In general, it is unusual for College of Education graduates to want to open a private school. “There have always been a small handful of education majors with an interest in being entrepreneurs, but really, it is quite uncommon. It takes a lot of agility, an ability to work well with people and a real head for business,” Philion said.

Hobbs credits her business partner and chief financial officer Anita Andrews-Hutchinson for being on top of details, while she focuses on the big picture that includes building a first-rate faculty and staff, some of whom are Roosevelt alumni and students.

Carrie Plourde, director of It Takes A Village at River City, received a Master’s in School Counseling from Roosevelt in 2011. “What brought me here is the mentality that all children deserve the best education they can get, and to do that, you must start early,” she said.



"I wouldn't have my child at any other school," Erika Wilkins said of her son, Brandon Wilkins, pictured above.

Howard Sandifer, who teaches music at VLA, received a bachelor’s in music education from Roosevelt in 1973. “There’s a level of inquisitiveness and attentiveness among the students that you don’t always see,” the Roosevelt alumnus said.

In addition, a Roosevelt psychology student, Nawal Alomari, is on the staff of the counseling program at VLA. “Nawal has fit in well with our culture and the students love her,” said Stacy Frazier, who is in charge of the school counseling program at VLA.

Another Roosevelt connection with the schools is that psychology students in a Child and Adolescence course taught by Roosevelt assistant professor of psychology Amy Roberts had the option of going into classrooms and working with kids at both It Takes a Village and VLA this spring. “It’s a place that is thinking about these kids and their education as a holistic process, including ways to develop them as socially conscious citizens of the world, and I’m excited that Roosevelt students can be involved,” said Roberts.

With more than 600 students in pre-school and elementary programs, Hobbs has big plans for the future. Next year, she will start an eighth-grade class for VLA students moving up from the seventh grade. In addition, she is currently seeking sites in Chicago’s South Loop as well as funding to build a high school for VLA graduates, beginning as early as 2015.

“Never in my wildest dreams could I have imagined taking this program so far,” she said. “I couldn’t have done it without the curricula training I received at Roosevelt University.”



Children at Village Leadership Academy consider options for their class project.

Social Justice: An Early Start

THE CHOSEN TOPIC for upper-grade students participating in Village Leadership Academy’s (VLA) annual social justice-based Grassroots Campaign seemed straightforward enough. However, as 15 fifth graders in the home-room of VLA literacy instructor Eric Macias began discussing violence and its impact as a prelude to developing a social-justice project, Macias gradually grew speechless.

The instructor had expected students to tackle gang or gun violence. But when a student raised her hand and said “To be honest, I’m kind of tired of talking about only gun violence,” the door was opened for a few surprises.

One student suggested violence includes bullying. Another discussed

violence by police. However, when a third child raised her hand and began talking about domestic violence, other students joined in and a social justice project for the 2012-13 academic year was born.

“It was a moving moment for me to hear my students talking about how domestic violence was affecting them and the people they know – and I realized, even though it could be a difficult topic, that we had chosen the right focus for our campaign,” said Macias, who teaches in the not-for-profit, independent school where Roosevelt University alumna Nakisha Hobbs is principal.

After the first meeting, students in Macias’ homeroom reached out to a Chicago domestic violence agency to learn what

they could do to help. As a result, they have started a collection drive for baby supplies, including diapers, pacifiers and bottles, that they were told domestic violence survivors often need but aren’t easy to come by in shelters where they live. The collection being taken this spring at VLA is expected to reach the school’s students and staff as well as many homeowners in VLA’s River City complex in Chicago’s South Loop.

To counter much negative publicity by media about domestic violence, part two of the campaign will be for students this spring to write stories for VLA’s e-magazine about positive ways in which their communities and not-for-profits are tackling domestic violence issues.

“I think it’s really helpful, especially to write positive stories, that can help those who need help,” said a nine-year-old girl who has been working on the campaign. “I’ve learned that it’s good to help others and to make sure that others are okay,” she said.

For his part, Macias is glad that he was speechless that day when the topic of domestic violence – and the many personal stories that emanated from its mention – came up in his homeroom class.

“I’ve got a lot of friends working in charters, private schools and public schools and I can tell you that none of them are doing something like this,” the instructor said. “It’s definitely one of the things that makes VLA unique.” – *Laura Janota*

LEARN MORE

It Takes a Village Early Learning Center
4020 W. Division St.
(773) 772-9940

It Takes A Village At River City
800 S. Wells St., Suite 180
(312) 675-0063

It Takes A Village Child Care Services
4000 W. Division St.
(773) 276-1730

thevillageellc.com

Village Leadership Academy
800 S. Wells St., Suite 90
(312) 675-0056

vllcademy.org

Remembering GUSTAV GUTMAN

BY TOM KAROW



Shortly after I finished writing the following story about alumnus Gustav Gutman, his daughter, Sarah Elkin, called to say he had suddenly become very ill. Sadly, Gutman died a month later on Jan. 11, 2014.

Although I never met Gus personally, I had several lengthy and most enjoyable telephone conversations with him, the last after his return from Germany in November where he was the guest speaker at a ceremony honoring victims of the Holocaust. Gus was a fascinating man who kept saying to me, “I’m glad you asked me about that because it brings back so many great memories.” And whenever I requested more information, he looked it up and got right back to me with copies of old newspaper articles or stories he wrote.

I, like so many others, was glad to have him as a friend. “Gus was a first-class scientist, but more importantly a first-class human being,” said one of his colleagues from 3M. “I played in the East Metro Symphony Orchestra with Gus and we will all miss him and his wonderful positive energy,” said another in a written tribute. And a friend from Austin, Texas, succinctly said, “Gus was one of the nicest, most caring persons I ever knew.”

After her father’s funeral, Elkin wrote me and said, “Dad was so excited about your story. I hope you will still be able to print it.” We are delighted to do that.

Tom Karow
Editor



Gus Gutman with his parents, Walter and Meta, in 1935; Gus, with his mother, Meta, entertained by his paternal grandmother, Jenny, at the family home in Hildesheim, Germany; Gus at his home in Hildesheim.



A German passport issued on Dec. 22, 1938 and a United States Immigrant Identification Card documenting Gus Gutman's arrival by steamship in New York. He came at age 5 with his parents and his paternal grandmother.

Gustav Gutman, like many Roosevelt alumni, sent a note to the Alumni News section of *Roosevelt Review* describing his activities since graduation, which in Gutman's case was in 1964.

His message was a fascinating tale of the varied life he has lived. A Holocaust survivor, Gutman is a chemist, inventor, playwright, opera singer, cancer survivor, musician, actor and lecturer.

"I've certainly lived many different lives," he said, chuckling. A natural storyteller, Gutman, who goes by the name Gus, readily shares anecdotes about acting with Academy Award winner Sandra Bullock, taking chemistry classes from Roosevelt's renowned Harry Cohen and receiving 15 patents while working for 3M.

However, it is his experiences in Nazi-occupied Germany that have shaped his life. Now 78, Gutman still has vivid memories of his life as a 4-year-old in Hildesheim, Germany, a small town near Hannover.

"I remember Nazi party leaflets being placed on the stairway leading to our attic," he said. "We had to step on them on our way up and step on them on our way down and were thus accused of defacing party literature. I remember a tall painter in white overalls grabbing me and holding my head over a bucket of ammonia. I remember seeing our temple burn on Nov. 9, 1938, Kristallnacht. I remember some men in big coats taking my dad away."

Those horrific events have propelled him to tell others what Hitler and the Nazi regime did to him and millions of others. "Why tell this story?" he asks. "It's really more than just to relate a childhood experience. When I was younger, there were lots more people alive who had escaped Nazi Germany, some with concentration camp numbers tattooed on their arms who had experienced the worst that can happen to a human being. But now there are fewer survivors. We must spread the word loud and clear so that the world will never forget."

Despite the atrocities of the Nazis, the Gutmans were among the fortunate. In 1939, Walter Gutman, Gus' father and the owner of a dry-cleaning business, was unexpectedly freed from a Nazi prison. And shortly later,

To this day, people ask me in an everyday greeting how I am, or how I'm doing? And, all this comes back in a flash, and I say, 'I'm glad to be here.'

the Gutman family was granted a one-year visa to visit a great uncle in England. After spending a year there, they were able to leave for the United States. On May 28, 1940, their overcrowded boat arrived at Ellis Island near the Statue of Liberty and the Gutmans were able to begin a new life in America.

"To this day," Gutman said, "people ask me in an everyday greeting how I am, or how I'm doing? And, all this comes back in a flash, and I say, 'I'm glad to be here.'"

The Gutmans settled in Chicago and Walter opened a dry-cleaning and dye shop at Wellington and Broadway similar to the one he had in Germany. An only child, Gus enjoyed helping his father run the store and did that until selling it a couple of years after his father died.

His experiences working with chemicals in the dry cleaning business influenced his decision to enroll at Roosevelt in 1960 as a full-time student and pursue a degree in chemistry. "I really liked the diversity of Roosevelt," he said. "I met all kinds of people – minorities, people coming out of the military, people my own age (25).

"Plus I liked taking courses from Harry Cohen, who was charismatic and demanding. He made organic chemistry very interesting. I've had lots of chemistry professors over the years, but he held his students to a very high standard. You had to fight to get a good grade from him."

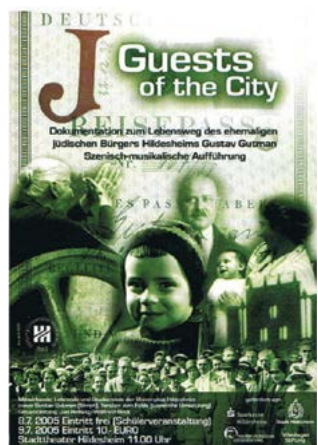
A few years after receiving his Roosevelt degree and having earned a master's in chemistry, Gutman began a 29-year career with 3M Company at offices in St. Paul, Minn. and Austin, Texas. The Holocaust survivor became an expert in chemical synthesis and received 15 patents for his work, including one for a new type of antistatic tape.

"Regular Scotch Tape creates an electrostatic charge when unrolled which can damage electronic components during assembly especially in a low-humidity clean room," he explained. "When unrolled, my tape, known as Type 40 Tape, doesn't stick to you like Scotch Tape does, it just hangs there. It's still available in electronic specialty stores or online from 3M."

Gutman's creativity is not limited to developing new chemicals or creating useable tape. He's a Renaissance man who loves to perform, be it singing on stage, acting in a movie, playing the violin or starring in a play. "It's hard to keep up with Gus," said his former wife, Greta. "He always has to be doing something and is always thinking about his next project. He has a very fertile brain."

For 15 years, Gutman was a paid singer for the Austin Lyric Opera Chorus, performing in 36 operas. "It was a wonderful time," he recalled. "I worked all day in the lab and then hit the stage in front of 3,000 people at night. The other singers couldn't believe what my day job was." In fact when he was a cancer patient recovering from surgery, all he could think about was being released so he

Gus Gutman, in 1998, in front of the dry cleaners in Germany that still bears the name of the family business, Denkworth; a publicity poster for *Guests of the City*, a play written by Gutman about his family's history that was performed in Hildesheim, Germany; Gutman with his granddaughters Moriah and Rebecca, taken in October 2013 in St. Paul, Minn.





Roosevelt in the '60s: Mission in Action

Roosevelt University was still new – less than 20 years old – in the early 1960s, when full-time undergraduate tuition was about \$550 a year for students like chemistry major Gustav Gutman. Students were flocking to this “experimental” commuter college in the Auditorium Building on Michigan Avenue, where, unlike many other universities, there were no restrictions on admissions for black or Jewish students. Some were immigrants, others veterans, others from long-time Chicago families. They were all ages and came from all social classes – many worked while going to school.

They came together in Roosevelt’s classrooms, where they found not just equality but quality. Roosevelt students in this era studied with, for example, the pioneering sociologist St. Clair Drake. They took classes with chemist Harry Cohen or musicians from the Chicago Symphony Orchestra. Economist Rolf Weil was dean of the College of Business Administration, Jack Roth was chair of history and Rose Hum Lee was the first Asian woman in the United States to head a sociology department. In addition to more traditional majors, students could learn from the Jewish Studies Program, Labor Education Division, and – a reflection of the times – a Secretarial Studies Program.

The University was approaching a transition in leadership, as founding President Edward “Jim” Sparling retired in 1963. But what has remained constant since those days half a century ago is the exposure to diverse people and perspectives that continue to prepare students for lives of leadership, civic engagement and meaningful work.

– Lynn Weiner, University Historian

could sing Wagner’s “Tannhauser” with the chorus. “I really wanted to be in that opera, and I made it,” he said proudly.

And now that he’s retired and living in St. Paul, he does sing-alongs in retirement homes and plays the violin in the Twin City’s East Metro Symphony Orchestra and in a violin, cello and piano trio.

Movies are another of Gutman’s loves and whenever possible while in Texas he volunteered to be an extra on a movie set. One of his favorite memories was being a wedding guest in the movie *Miss Congeniality* starring Sandra Bullock. Smartly dressed in a summer suit, he was filmed with the Academy Award-winning actress in wedding and reception scenes and afterwards couldn’t wait to see his performance. The only problem was the entire wedding was cut from the movie. “I anxiously went to opening night in Austin several months later with family and friends, only to wait for the wedding scene that didn’t come,” he said wryly.

It’s the Holocaust, however, that remains foremost in his mind and he has given numerous talks on the subject in the United States and in Germany (in German) at churches, synagogues, high schools, colleges, summer camps, senior groups and other organizations.

“My last recollection of Germany,” he often tells them, “was a sad one as we stood on the dock in Hamburg ready to board a ship in May 1939, just months before the doors of Nazi Germany were finally closed. I remember my mother’s brother’s family didn’t want us to leave. ‘This thing will blow over,’” they said. For younger audience members who often have little or no knowledge of the Holocaust, he describes his life as a 4-year-old, relating how his scooter was smashed and his toys were taken, and he tries to answer the lingering question, “What could one do?”

Gutman illustrates his talks with pictures and vestiges from his life in Germany, including family passports. They have swastikas and new middle names printed under the pictures. “Simon” was used for all Jewish men and “Sara” for all Jewish women.

Another way Gutman has kept the memories active is through a play he wrote and acted in about life in his hometown of Hildesheim. *Guests of the City*, which he wrote at the age of 70, begins with Gutman preparing to deliver a speech that he gave in Hildesheim in 1999 on the 60th anniversary of Kristallnacht, the night Nazis burned 267 synagogues to the ground in Germany and Austria. The play then tells Gutman’s family story in a series of flashbacks. When it was presented at Hildesheim in 2008, several hundred people attended the play’s two-night run in the same theater where his parents were banned because they were Jewish.

In November 2013, Gutman was once again invited back to Hildesheim. This time it was to speak at the 75th anniversary of Kristallnacht. In his speech, Gutman, one of only two Hildesheim Holocaust survivors still alive, talked about the importance of remembering not just the many Jews who were lost, but also the orthodox members who followed their religion no matter what awful things occurred around them.

“I was doing OK through most of my talk,” he said, “but lost my composure when I tried to sing the little star song about the Jews who were no longer there but were watching over the ceremony. Fortunately, I was rescued by a beautiful choir.”

LESSONS OF THE HOLOCAUST

Leon Stein, professor emeritus of history and one of the leaders of Holocaust education in the state of Illinois, has been teaching Roosevelt students about the Holocaust for more than 30 years.

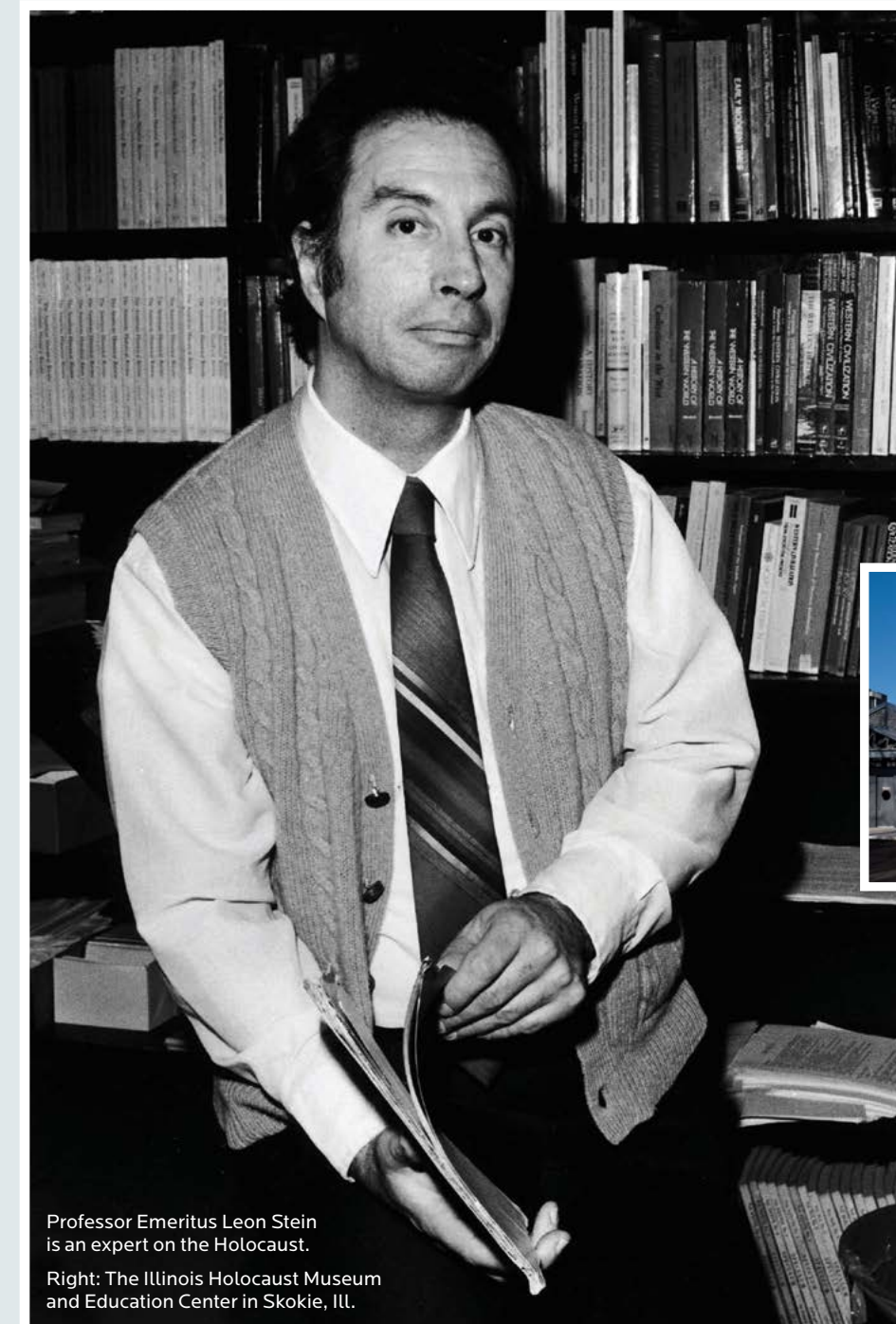
An expert on modern history, Stein was the first Mansfield Professor of History at

Roosevelt University, and he continues to teach selected courses at the Schaumburg Campus. Last semester he taught an upper division history course on the history of Nazi Germany. His teaching and research fields include the history of the Holocaust, history of ideas, social movements and nationalism.

Stein believes it is important for students to understand that what happened to Jews in the Holocaust could happen to any group. “The Holocaust reminds us how important our human rights are and the terrible consequences of prejudice,” he said. “People tend to forget that it happened only 70 years ago.”

Stein played a major role in making Illinois the first state in the nation to require all students in public elementary and secondary schools to be taught about the Holocaust. Since enactment of the law on Jan. 1, 1990, he has conducted scores of teacher training institutes that have provided more than 1,500 Illinois teachers with information about Holocaust education.

The Roosevelt professor also has been a leader of the Illinois Holocaust Museum and Education Center, one of the most comprehensive museums of its kind in the nation. Located in Skokie, Ill., the museum was established in 1981 and Stein has been a board member since 1982. He helped plan and write narrative for some of the exhibits and organized the relationship Roosevelt has with the museum.



Professor Emeritus Leon Stein is an expert on the Holocaust.

Right: The Illinois Holocaust Museum and Education Center in Skokie, Ill.



The 65,000-square-foot Holocaust Museum is dedicated to preserving the legacy of the Holocaust by honoring the memories of those who were lost and by teaching universal lessons that combat hatred, prejudice and indifference. In the museum’s main exhibition space, those familiar with the Holocaust and those learning about it for the first time can experience pre-war European life, ghettos and concentration camps; liberation and resettlement around the world through more than 500 artifacts, documents, photographs; and a German rail car of the type used in Nazi deportations. – Tom Karow

THE NARROWS OF LIFE

BY STUART D. WARNER
ASSOCIATE PROFESSOR OF PHILOSOPHY
DIRECTOR, MONTESQUIEU FORUM



What happens to days that disappear? The light fades, the gates begin to close, and all that a day once held – a glance, a fight, a taste of bread, a handful of braided hair, thousands of worries and triumphs and regrets—all of it slips between those closing gates, vanishing into a dark and silent room.

DARA HORN, *A GUIDE FOR THE PERPLEXED: A NOVEL* (2013)

I remember. I was 12 years old and in Maimonides Hospital. My feet had swelled up, probably from spending too much time running around on the hard concrete streets and sidewalks of Brooklyn, but the doctor wanted to be safe. It was in the early evening when my parents came to visit. My father was walking ahead of my mother, excited to see me, a smile creasing his face. He reached out his hand to grasp mine, but it was not to be. In that infinitesimal moment just before our hands would meet, he collapsed, the thud of his head hitting the ground seemingly reverberating through the entire universe. A massive heart attack had gotten in our way. His life was no more, and mine...

The world went on, although my place in it surely changed. We moved two years later from the lower floor of a two-family house in Flatbush to an apartment in a public housing project, in Sheepshead Bay, where I would soon enroll in a high school of that same name. To say I was a decent student would be a glaring overstatement: poor grades coupled with poor standardized test scores a decent student does not make. But I was more than a decent runner, and I found another home of sorts on the cross country and track teams, which kept me occupied for three years. Graduation arrived, and around that time my life slowly began to unravel, for I had no answer to the question of what to do next ... and it plagued me.

No one in my extended family, much less my immediate one, had ever attended college, so that wasn't an obvious choice, but several months of depression finally gave way to the clarity of a desire that had been percolating within me. I realized I wanted to be a high school physical education teacher, where I might be able to coach the sport that provided me so much enjoyment. However, I learned that that required going to college.

Armed with my newly clarified interest, aided by a small inheritance left to me by my paternal aunt, and encouraged by the ready support of my mother, I somehow found my way to Sullivan County Community College, in Loch Sheldrake, N.Y., a location best known for being part of the "Borscht Belt," where Jewish comedians plied their trade, and where I would be housed at what had formerly been the Green Acres Hotel.

It's so strange to think back on those days. Was that really me? Well, in fact, there I was, and not having any inkling at all about registering for college classes, I arrived in January at the end of the registration process, with many sections of many classes already closed. The way in which it worked in those days was that each department had its own table in the gymnasium, all of the tables arranged in alphabetical order by department, to which one would go seeking a card that would give one entry into a class. So there I stood at the physical education table, nervously seeking courses to take, standing directly between philosophy and physics.



STUART D. WARNER is associate professor of philosophy and director of the Montesquieu Forum at Roosevelt University, where he has taught for the last 25 years. He received his PhD in philosophy from Michigan State University in 1986. He has published on many modern philosophers, including Hobbes, Spinoza, Locke, Hume, Adam Smith, Montesquieu and Hegel. His current work is on Montesquieu, Descartes and Shakespeare.

You can contact Stuart Warner at swarner@roosevelt.edu.

The summer before a friend, who would be off to Brown University, told me that he had been reading Friedrich Nietzsche, the nineteenth-century German philosopher. Perhaps he was showing off to me, perhaps not, but he had made the subject sound so urgent and enticing. I thought of that summer’s conversation at registration as I turned to the left of me and then to the right. Physics was an impossible choice: I had taken earth science in high school because I didn’t have the grades to get into physics. Introduction to Philosophy would be one of my courses: maybe my friend was on to something. And then for good measure, being unable to find another course to fit my schedule, I enrolled in Ethics as well. Two philosophy classes for a prospective physical education major! It took just three weeks of school before I planned on being a physical education and philosophy double major, and shortly thereafter the first gave way completely.

After several years and myriad twists and turns, I decided to attend graduate school at Michigan State University, where I encountered several wonderful teachers — and a young woman who would soon enough become my wife and mother to our children — and from where seven years later I received my doctorate. I had somehow stumbled upon and then given myself over to what I eventually recognized to be perhaps the deepest of human longings — philosophy.

I remember. My father was lying on the ground, nurses and doctors gathering around him. Someone quickly pushed me away in the wheelchair in which I was sitting, to take me back to my room. My mother was calling out my father’s name, pleading, “Don’t do this to us; don’t do this to us.” In that moment and its aftermath her life had been torn apart. It would never be the same. Nothing could ever mean the same. When she awoke that morning and headed off to work as a school crossing guard, she couldn’t have imagined that she would awake the next morning alone. When my father awoke that morning and headed off to work as a handy man, he couldn’t have imagined that there would be no next morning. We know when many insignificant things will come to an end, but this most significant thing of all, life, about this we are always and everywhere in the dark.

How I wish my father had lived longer. No doubt my life would have been different. But how much so? I surely would have attended a different high school — but would I have succeeded better there? Would that have led me to attend a different college? Would I have found philosophy beside(s) physical education? Would I have even known about philosophy, for who would have mentioned Nietzsche to me? Would my father, looking out for me, have urged me to study something more practical, the adage “philosophy bakes no bread” alive and well? Different people would have entered and exited my life, and what effect would they have had upon me? But if the circumstances I encountered would have been markedly other, would my life have been markedly other, also? How did I arrive at the life that is mine? How does anyone arrive at the life that is one’s own?

In the opening chapter of Willa Cather’s beautiful and poignant novel, *My Ántonia* (1918), two teens, unbeknownst to each other, are heading on the same train westward toward the plains of Nebraska, where they will become fast friends and spend several years together growing up. Jim Burden, a ten-year old boy from Virginia, is off to live with his paternal grandparents, both of his parents having died — his life, as he knew it, completely effaced. Ántonia Shermida, four years his senior, is traveling with her whole family, looking for a new life in a new world — their original point of departure, Bohemia.

But Jim is the narrator of the story, penned in his early 40s, looking back, piecing together the arc of his life through memories of the most memorable person in it, Ántonia. Jim would be educated in Black Hawk, Neb., then attend that state’s university, where he would fall under the sway of a Professor of Classics, who, upon accepting a position at Harvard University, would arrange that Jim would be able to follow him out east, which he did, and from where he would succeed, both as an undergraduate and then in law school. Jim eventually would become a prominent attorney, working for a railroad, traveling the country by rail to and fro, seeking opportunities for would-be investors along the line.

Ántonia, one of many immigrant girls in those environs, would survive the first cold winter — living with her family in a hovel built in the ground — and her father’s suicide.

In her teens, there was no time for school — only work (and a bit of fun), both on a farm her family was able to establish, and in town, doing housework. Ántonia would settle around Black Hawk, where she would marry “a good man,” and give birth to some ten children.

Jim stayed away from Nebraska from his early 20s to his early 40s, afraid to return, afraid to see what had become of the young woman with whom he grew up and for whom he had such deep affection: why allow what might be an illusion to be shattered. The most moving moment in the novel occurs in Book V, “Cuzak’s Boys” — for indeed that is Ántonia’s married name — when Jim finally returns to Black Hawk, and is ushered into Ántonia’s kitchen by her second oldest daughter, who hasn’t the slightest idea that he is part of her mother’s life. And then, in Jim’s words, “the miracle happened.” Ántonia walked in, stalwart, deeply tanned, previously buxom and now flat-chested, her hair partially grizzled. Of course, Jim recognized her immediately: he was gazing at Ántonia’s vital and inimitable eyes. She peered back at him — “My husband’s not at home, sir. Can I do anything?” “Don’t you remember me, Ántonia? Have I changed so much?” Yet physically he had barely changed at all. Ántonia screams with glee upon recognizing him, and hugs and an introduction to her children and her husband, who had been away, ensue.

As the novel draws to its end, we realize that the title of that fifth book refers not just to Ántonia’s sons, but to Jim as well: he understands himself to be one of Cuzak’s boys. With that understanding in hand, he pledges to keep returning to Nebraska, to spend time with Ántonia, “a rich mine of life, like the founders of early races,” and her family, especially her husband and sons. Jim comprehends that it was “fortune” that brought them together in the first place, but it is his deliberate decision that will bring them together many more times in the future.

Much more so than we’d like to acknowledge, our lives are governed by fortune, both good and bad. Some of the most important things in our lives are startlingly due to it. Sometimes fortune is the manifestation of nature — storms, disease, one’s genetic constitution, et cetera; sometimes fortune is the manifestation of human action — to whom one is born, where and when one is born, the political constitution under which one lives, the people one encounters, accidents of various kinds, et cetera.

Every single one of our lives, in myriad ways, is profoundly affected by the incursions of fortune: there are no exceptions. Fortune creates opportunities, and fortune takes them away. It indiscriminately rewards and punishes both the bad and the good (think of the Book of Job in this light, recalling that not even the God of the Bible in speaking to Job attempts to justify what has befallen him, as Job has suffered from

the ravages of nature and man). Fortune resists but is not immune to claims of fairness and unfairness, although the line between misfortune and injustice is sometimes razor thin and difficult to discern.

Nevertheless, we risk distorting the human situation if we credit fortune too much. However pervasive it is, essential to being human is the capacity to think, to plan, to plot, to deliberate, to decide. We do have more than some fair measure of control over our lives. Some have this capacity more than others, in part because some lay a claim to this capacity earlier on in life, and it becomes a more practiced art.

This understanding of our situation is evident in the writings of the four philosophical founders of modern life: Machiavelli; Montaigne; Francis Bacon; and Descartes. Each, in his own distinctive manner, attempted to plot out a course whereby fortune, and misfortune in particular, could be tamed by new methods of understanding and acting in the world. Descartes, for example, in the conclusion to his *Discourse on the Method* (1637), went so far as to declare the possibility that we might become “as masters and possessors of nature” — and by nature here he seems to have meant both human nature and the natural world.

But however exemplary this theme is in modern philosophy, it should not be surprising that it is also exhibited in ancient and medieval philosophy. Indeed, if it is the case that human life is inexorably perplexing, and that in part this is due to the difficulties of understanding ourselves both as passive beings, subject to fortune, and active, thoughtful ones, then perhaps Maimonides’ *The Guide of the Perplexed* (c. 1190s), a work written under the influence of Plato, Aristotle, and Al-Farabi, is not only aptly named, but might prove helpful to us: “Sometimes truth flashes out to us so that we think that it is day, and then matter and habit in their various forms conceal it so that we find ourselves again in an obscure night, almost as we were at first.”

It is near impossible to live without being shaped by the opinions and conventions of our day. However, these are subjects of the empire of fortune, and to the extent to which we don’t subject them to critical reflection, is the extent to which we are complicitous in fortune’s sway over us.

I remember. I was a young boy going to camp. We would travel many a day by ferry between Brooklyn and Staten Island. Those two land masses suggested something firm, immovable, and inescapable, two things, in coming and going, that the ferry’s captain always had to take account of, otherwise he risked great danger. At the time I did not know the name of the body of water upon which we traveled between shores of those two boroughs. I now know it is The Narrows. 🗺

real world experience

BY LAURA JANOTA

Pre-veterinarian major Anna Eickhoff calls her internship caring for elephants in Thailand "incredible," while Jamie Quicho's experience helping sea turtles in Costa Rica gave her a newfound appreciation for the importance of protecting endangered species. Thanks to Roosevelt's science programs, students like Eickhoff and Quicho are taking advantage of educational opportunities outside the classroom that can help them get into professional schools and launch their careers.



Rescued elephants at the Elephant Nature Park at Chiang Mai in northern Thailand receive loving care from members of the International Student Volunteer organization, including a volunteer from Roosevelt University.

You could say that 20-year-old Roosevelt University undergraduates Anna Eickhoff and Jamie Quicho have a lot in common. The pre-veterinarian majors have had biology, chemistry and organic chemistry classes together. And as roommates in Chicago's Uptown neighborhood, they have jointly cared for a pet snake and two mice, have volunteered at a nearby exotic animal shelter and have even talked about one day opening a veterinarian clinic together.

However, their experiences over the summer working with exotic animals through opportunities the students found with the International Student Volunteer organization couldn't have been more different – or distant in location.

Eickhoff was an intern at the Elephant Nature Park at Chiang Mai in northern Thailand where she learned about rescued elephants, including those abused at the hands of overzealous trainers seeking to use the animals in tourism riding or logging operations. Meanwhile, Quicho got a rare, close-up look at efforts to protect giant sea turtles from extinction as a volunteer with a sea turtle conservation project in Costa Rica.

"I knew people rode elephants in Thailand, but I didn't realize the abuse the animals take in order to be trained," said Eickhoff, who tended to elephants with stab wounds that had been inflicted with prodding sticks to their ears and eyes, causing the animals in several cases to go deaf or blind. The senior pre-vet/biology major and a team of pre-vet volunteers from around the globe cared for 35 elephants, including animals whose feet were blown off after stepping on land mines at Thailand's border with Myanmar (formerly known as Burma).

"I had never seen such large animals before," remarked Quicho of the 31, 400-pound green sea turtles and a hawksbill turtle that she helped net, tag, test and care for before re-releasing them into the wild at the Osa Peninsula off the west coast of Costa Rica. The junior pre-vet/allied health major and a volunteer team of pre-vet students from all over America caught nine green sea turtles, each resembling a "giant boulder with flippers," in a single day – a record for the ongoing conservation initiative that seeks to improve the animals' health and habitat.

BEYOND THE CLASSROOM

"It's very important for our students to have these kinds of experiences," commented Vicky McKinley, professor of biology and chair of the University's Biological, Chemical and Physical Sciences Department, which today has more than 400 science majors.

Most of those majors, including Eickhoff and Quicho, are "pre-professional" students who after graduating from Roosevelt plan to attend medical, dental, veterinary, pharmacy or other professional health-care-related schools, including Roosevelt's own College of Pharmacy in Schaumburg.

Protecting giant sea turtles from extinction is of utmost importance to volunteers, including pre-veterinarian college students in Costa Rica.



"Field experiences outside the classroom help set our students apart when they apply for admission to professional schools," said McKinley. "The experiences also can help students figure out the kind of setting they would like to work in for the future."

PREPARING FOR THE FUTURE

Both Eickhoff and Quicho have wanted to be veterinarians since they were children. "I fell in love with animals when I came to the United States as a child," said Eickhoff, a native of Germany who moved with her family at five years of age to a Kentucky horse farm where she had cats, dogs and a horse. "I found back then and still believe today that I work better with animals than I do with people," she said.

"When I was five years old, my family took me on a trip to the Philippines," said Quicho, who grew up in Huntley, Ill., with pets as diverse as fish, rabbits, a toy poodle, lizard and hermit crab. "While we were in the Philippines, I saw starving animals on the street and people throwing rocks at a puppy. You can't do anything

about it when you're that little," she said, "but from that moment, I knew I would one day do something to help animals."

For both women, the first big step in pursuing a career as an animal doctor has been to major in the sciences as undergraduates at Roosevelt University. "Roosevelt has given me an opportunity to blaze trails," said Quicho, who started a student Pre-Vet Club with Eickhoff in the spring of 2012. The two have been co-founders and co-presidents of the student organization since then. "It will be a good thing for our resumes and applications to veterinary schools," remarked Quicho.

"The classes I've taken at Roosevelt have helped me connect what I'm learning with the real world," added Eickhoff. "The advice I've gotten along the way, including the encouragement I was given to follow my dream in Thailand, has been incredible."

Roosevelt's pre-professional program in the sciences aims to prepare students to be accepted into highly competitive professional schools, including veterinary programs that can have 10 times as many applicants as available slots. *Continued on page 35*

Future Health Professionals Get a Strong Start

What to do with a major in science? Chances are a career as a pharmacist, doctor, veterinarian, dentist, physician's assistant or other health professional may be a possibility. At Roosevelt University, as many as three-quarters of all science undergraduates intend to become health professionals, according to Kelly Wentz-Hunter, associate professor of biology and advisor to pre-professional students.

A PhD graduate of Rosalind Franklin University of Medicine and Science and a post-doctorate graduate and former glaucoma researcher at the University of Illinois at Chicago, Wentz-Hunter understands what it takes to get accepted and be successful in health science schools. "First and foremost, you've got to be forward-thinking and have a

clear idea of what you want to accomplish beyond a bachelor's degree," said Wentz-Hunter, who regularly advises science majors to take the first step at Roosevelt and declare as early as possible as a "pre-professional."

Director of the University's Pre-Professional program since the summer of 2012, Wentz-Hunter says pre-professionals should excel in the following areas: metrics, including a grade point average higher than 3.0 and professional school entry test scores at or above national averages; the ability to do critical thinking, including evidence of research experience; and hundreds of hours of volunteer community service that include examples of leadership as well as experiences contributing to development of a global view as a health professional.

"At Roosevelt, we offer regular one-on-one advising to our pre-professionals and when students come to see me, we put together a four-year plan for getting them into professional schools," said Wentz-Hunter.

Once a Roosevelt student registers as a pre-professional, he or she regularly receives emails on everything from upcoming health-science schools' entry exams to application deadlines. Those who are interested in medical school or physician's assistant programs have access to a database of more than 100 hospitals and clinics in the Chicago area where volunteer opportunities may be possible; pharmacy pre-professionals regularly receive leads for pharmacy technician positions at area drug stores; and veterinary pre-professionals soon

could have access to volunteer and internship opportunities through a partnership being forged with a nearby Chicago emergency veterinary clinic.

In addition, pre-professionals have their own student organization, which has more than 30 active members. They are invited to workshops, including one held in the spring entitled, "So You Want to Be A Doctor: What Does it Mean?"; and all undergo a mock panel interview with science faculty members who critique students on everything from their applications to their interview dress and responses.

"There is a lot of open discussion among students and faculty about what pre-professionals need to do to be successful, and as a result, our students are aware and prepared for the hurdles ahead," said Wentz-Hunter.



Students Get First-Hand Look at Healthcare Profession

One of the best ways science students can gauge whether medicine and a health-care career are the right fit is to take a unique hospital internship offered semi-annually by Roosevelt University.

An eight-week exploratory experience, Biology 391: Medical Internship takes students considering careers in medicine through a rotation of different departments and specialties at St. Alexis Medical Center/ Alexian Brothers Medical Center in Chicago’s Northwest suburbs.

Along the way, interns get a taste of what it’s like to work in Intensive Care and Neonatal Intensive Care units, the Emergency Room, Wound Center, oncology, anesthesiology and many other specialized areas.

There are no tests to take or papers to write. The only goal for interns, many whom think they may want to go on to medical school, is to observe and absorb as much as possible.

“This is definitely something that anyone who’s serious about medical school should do,” said Annie Nasir, a bio-chemistry major and recent graduate who took the internship last fall in preparation for medical school. “It makes you really think, ‘Is this for me? Do I want to do this for my whole life? Do I want to do it every day?’” said Nasir, who had been set on the idea of becoming a psychiatrist, only to discover during the internship that the excitement of a hospital emergency room is her preference.

“I saw a C-section; I worked with an anesthesiologist; and I saw people who were in surgery,” said Nasir, who hopes to start medical school in fall 2015. “It was an exciting experience and it made me realize, “Yes, I really do want to be a doctor,” she said.

So far, about 60 Roosevelt students have gone through the program in which they shadow doctors and learn about the different approaches that can be taken in dealing with patients.

“I was able to learn a lot about the patients – why they end up in the Intensive Care Unit, how to treat them with medications and when to put them on and take them off of life support,” said Erica Tsy-pin, a biology major and recent graduate who will begin applying to medical school in fall 2014.

“Being in the Neonatal Intensive Care Unit and seeing how far we’ve come in being able to save pre-mature babies makes me want to take another look at becoming a child health-care professional,” she said. “Learning how complicated it is to put someone to sleep with anesthetic also interests me because it brings together all of the things I’ve learned in chemistry, physics and biology,” she said.

The five-year-old internship program came about through a partnership between Roosevelt and the Alexian Brothers Health System. “By the end of the experience, these interns will have met more than 100 different health care professionals. They will have seen each one’s area of expertise and competencies,” said Christine Budzinsky, overseer of the program and vice president of nursing and the chief nursing officer at Alexian Health Ministries. “We want them to walk away with the idea that health-care professionals make a difference every day. That’s what the experience is all about and it’s the reason why we’re committed to the program,” she said.

Pre-med students aren’t the only ones who take the internship, which is open to anyone with an interest in a wide variety of health-care fields including pharmacy, physical therapy, psychiatry and/or a physician’s assistantship.

Saba Ahmed, a 2013 Roosevelt graduate is now an ER medical scribe at Alexian who records vital data about patients and cases being handled by nearly 40 different doctors. “This is going to be really beneficial as I apply to medical schools,” she said. – Laura Janota

SETTING STUDENTS APART

Roosevelt alumna Alyssa Auge (BS, ’10), now in her final year of veterinary school at the Royal Veterinary College in London, is someone who benefited greatly from the University’s pre-professional experience. “I feel like all of my best mentors are at Roosevelt,” said Auge, who credits McKinley with teaching her how to write effective research papers and Norbert Cordeiro, associate professor of biology, with helping her hone stellar research skills.

“These instructors and many others I had at the University made me think through problems and not just memorize facts. It definitely put me on the right line of thought for veterinary school,” Auge said.

Kelly Wentz-Hunter, associate professor of biology and the University’s pre-professional program advisor, believes students need to do much more than simply get good grades to get into veterinary and other professional schools. “Our students are instructed in everything from filling out applications to doing face-to-face interviews for admission into these programs,” she said. “We also are encouraging them to take a global view toward their chosen field of practice.”

While Eickhoff and Quicho did the initial research and legwork that led to their securing opportunities over the summer working with exotic animals, the two were strongly encouraged to pursue the unusual field experiences by Wentz-Hunter, who also arranged for them to get college credit by writing about and making presentations on their experiences during Honors Research Day in November.

“I encouraged them – as I do all of our pre-professional students – to get as much volunteer experience as possible. It helps when

applying to professional schools and in this case, Anna and Jamie gained a global view about the veterinary practice, which is the kind of perspective professional schools are looking for when they consider applicants.”

As a result of their experiences, both Eickhoff and Quicho have learned to think broadly – and globally – about the difference each can make as a veterinarian.

“I’ve always been an advocate against animal abuse,” said Eickhoff, who became angry over the elephant wounds she was seeing and helping to clean in Thailand. “It made me more aware than ever before of the existence of abuse and it motivated me to do all that

“Anna and Jamie gained a global view of the veterinary practice, which is the kind of perspective professional schools are looking for when they consider applicants.”

I can to help these animals and to speak out against further abuse to animals in places like Thailand,” she said.

Of her newfound knowledge about the veterinary field, Quicho said: “As a result of my experiences with sea turtles, I’ve certainly learned to be more aware of the importance of the environment in sustaining our planet’s animals. Knowing now how endangered these turtles are, makes me feel it’s the right thing to do to help them and to help save their environment as well.”

KELLY WENTZ-HUNTER
ASSOCIATE PROFESSOR OF BIOLOGY AND PRE-PROFESSIONAL PROGRAM ADVISOR



The Elephant Nature Park at Chiang Mai in northern Thailand is an ideal learning lab for pre-veterinarian students.

HONOR ROLE

BY TOM KAROW

Roosevelt's Honors Program is celebrating its 15th year of offering students an enriched academic curriculum that is designed to harness their passions and help them discover their true callings.



Four years ago Alexander Sewell, a political science major and a member of Roosevelt University's Honors Program, declared that he "wanted to devote his life to public service like Franklin and Eleanor Roosevelt," the University's namesakes. For Sewell, that was not just hyperbole, but a goal he intended to meet, and has.

Today he is executive assistant to United States Senator Mary Landrieu of Louisiana handling administrative duties and managing special projects for the tenth most effective legislator in the Senate, according to Congress.org, a non-partisan website. And before joining her Washington, D.C., office in July 2012, he worked in the Obama Administration as a briefing book coordinator.

Sewell, 25, readily attributes part of his political success to Roosevelt and the Honors Program. "I've been able to take what I learned in the Honors Program and apply it to my responsibilities in government," he said. "My ability to think critically, analyze important issues through a diverse lens and understand the complex nuances of policy-making, particularly in urban communities, was honed in the Metropolitan Issues Concentration of the Honors Program."

Sewell's accomplishments are exactly what Theodore Gross, president emeritus of Roosevelt, had in mind when he created the Honors Program 15 years ago. Started as a metropolitan-focused center of excellence, the Honors Program now is recognized for developing leaders in a variety of disciplines by offering talented undergraduate students enriched interdisciplinary courses and faculty-led research opportunities.

The Honors Program also was one of the University's first initiatives designed to increase the number of traditional-age students. The Schaumburg Campus had just opened in 1996 and the Chicago Campus, while busy at night, needed more full-time students during the day. In the initial class there were 42 honors students, mostly at the Chicago Campus.

Now there are a total of 160 honors students, according to Vice Provost for Academic Affairs Sam Rosenberg, who has directed the program since 1998. In the fall 2013 semester, Roosevelt had the largest recruitment class in the program's history with 62 new honors students. The University's goal is to increase that to 75 each year.

Most honors students have test scores and high school grade point averages well above average, but those are just part of the criteria considered for selection. "Honors at Roosevelt is designed for students who are determined to learn and committed to making positive contributions to their communities," said Megan Bernard, who was hired as assistant director of the Honors Program in 2012. "Doing well in advanced placement calculus is great, but the program also emphasizes education as a resource for solving complex social problems. We don't only ask students to do what they're good at; we ask that they prepare to do what they value."

Bernard and Rosenberg point out that students in Roosevelt's Honors Program are typical Roosevelt students. "They have the same backgrounds and financial challenges as other students," Rosenberg said. Although Roosevelt doesn't offer special scholarships for honors students, many receive financial support from the University because of need or prior academic accomplishments.

For Sewell, the program's admission process made a huge difference. "The truth is, Dr. Rosenberg took a chance on me given my previous academic background," he said. "He explained that the program was rigorous and I assured him that I was committed to succeeding because I was so enthused by the curriculum and the prospect of joining a cohort of students with similar educational goals."

Being part of a learning community, or cohort, always has been one of the most important aspects of the Honors Program. Students move through the curriculum as a group and take at least one class together each semester. Rosenberg said that by knowing their classmates well and working on similar projects, honors students develop a sense of com-



Liliana Perez Martinez

YEAR: Sophomore

MAJOR: Neuropsychology

HOMETOWN: Chicago

“The Honors Program has empowered me to go above and beyond normal expectations. Independent projects, internships and unique classes provide me with an enriched academic curriculum that will equip me for my career and provide me with the qualities necessary to carry out Roosevelt’s mission of social justice.”

munity that enriches their experiences at Roosevelt. This, he believes, is one of the reasons that the Honors Program currently has a much higher retention rate than the University as a whole.

Marina Denischik, a 2006 Roosevelt alumna who is now a PhD candidate in philosophy at Boston College, said, “There is little chance I would have pursued my love of literary studies if I did not happen to be part of Roosevelt’s Honors Program. To put it succinctly, as an honors student, you have a chance to discover your true calling in life. You make this discovery under the guidance of superb teachers and mentors. For me, the program was not only a life-enriching experience but a life-changing experience. And now that I have college students of my own as a teaching fellow, I often reflect on what I learned from the Roosevelt University Honors Program professors.”

Associate Professor of Biology Norbert Cordeiro is a big supporter of the program because he finds the students to be self-motivated and disciplined. “These students tend to ask insightful questions and are willing to stretch the academic fields beyond the normal boundaries,” he said. Cordeiro said he doesn’t change his classroom in-

struction very much for honors students. “I only encourage discussion and those students who want to persevere and enrich themselves do the rest.”

Under his direction, honors students Lee Swanson and Rasheed Sanyaolu conducted a field research experiment on a songbird species in Illinois, which led to an article in an international, peer-reviewed journal in 2012. Honors student Jamie Quicho used her biology training and artistic abilities to develop and enhance biological images of African trees for an online database and search tool Cordeiro is developing through the Encyclopedia of Life.

Another honors student who has found the program an ideal way to connect with a faculty member and participate in research is Jocelyn Dunlop, a senior majoring in history. She is working with University Historian and former Arts and Sciences Dean Lynn Weiner who is writing a book about the history of Roosevelt University. “At a larger school or without the Honors Program, I would never have had such a fantastic and career-enriching opportunity,” she said.

Their work is part of Roosevelt’s Undergraduate Research Opportunity Program. Functioning like an academic internship,

“We don’t only ask students to do what they’re good at; we ask that they prepare to do what they value.”

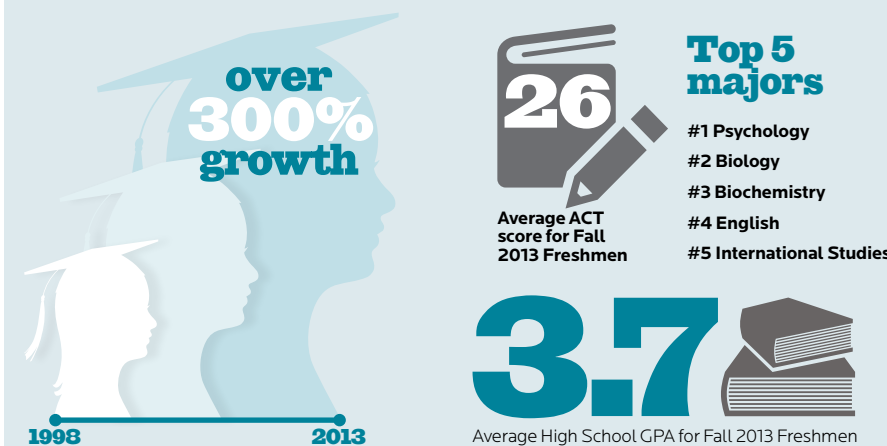
MEGAN BERNARD
ASSISTANT DIRECTOR,
HONORS PROGRAM

it allows honors students to be paid for working as research assistants on faculty members’ projects. This is a unique opportunity for undergraduate students and provides invaluable preparation for graduate programs, law school, medical school and other professional programs.

Honors students are able to take selected upper division seminars outside of their main field of study without having the prerequisite courses. As a result, in a 300-level honors sociology class, biologists, chemists, sociologists, writers and history majors may be mixed together. This produces, what Bernard calls, “collaborative inquiry,” since everyone doesn’t have the same base level of knowledge about the subject. “It’s not just learning the material, it’s how can this class test me beyond my grasp intellectually and academically?” she explained.

And that is one of the features that Assistant Professor David Faris, an expert on political change in Egypt, likes about the program. “We have a wide range of students at Roosevelt, which is one of our strengths, but the Honors Program allows our highest-performing students the opportunity to share classrooms together and to take courses beyond their chosen major. It is therefore in many ways both interdisciplinary and accelerated,” he said.

THE HONORS PROGRAM: 15 YEARS OF SUCCESS



A good example of that was an honors economics class Rosenberg taught several years ago called Race, Ethnicity and Urban Labor Markets. It looked at inequality from sociological, economic and political perspectives. More recently, last fall Economics Professor Steve Ziliak taught a new honors course called What is Social Justice? to explore theories of justice and ethics. Other honors courses have included a political science course on transportation, a Spanish

course on immigration, an English course on Chicago literature, an education course on public schools in cities and a gender studies course on the politics of fashion.

Although most students enter the Honors Program as freshmen, some are transfer students and others join after doing well as freshmen or sophomores at Roosevelt. Eleanor Peck, director of communications and member relations for the Niagara Foundation, joined the Honors Program

Nathanial Stoll

YEAR: Freshman

MAJOR: Psychology

HOMETOWN: South Bend, Ind.

“The program has provided me with the resources, be it tools or people like Dr. Megan Bernard, that have helped me become deeply integrated into the University much faster than I expected, as well as the classes to keep me extremely engaged in my academics.”



The Honors Thesis: A Capstone Project

An essential part of the Honors Program at Roosevelt is a thesis that all students complete in their final semester. The thesis is designed to challenge students to apply the concepts they learned and skills they developed to create substantive original research. Many students write on topics that are relevant to their course of study at Roosevelt, while others investigate issues that are closely related to the careers and civic commitments they plan to pursue after graduation. Most theses are between 35 and 40 pages long and all are supported by faculty advisors. Although students earn academic credit for their work, this is not a class – it is an independent research experience that is difficult and rewarding.

Each semester, students present their work at Honors Research Day. Here are some of the theses students presented on April 18.

- Social Media Responses to Crises** by Cara Garvey, integrated marketing communications; Advisor: Jiwon Yoon
- Cogniscentic** by Kevin Stefanowski, psychology and philosophy; Advisor: Stuart Warner
- Corporate Responsibility** by Brian Coleman, business; Advisor: Josetta McLaughlin
- The Effects of Antioxidants on Colon Cancer** by Siobhan Odendaal, biology; Advisor: Kelly Wentz-Hunter
- The Effects of Poverty on Psychological Resilience** by Danielle Adams, psychology; Advisor: Steven Meyers
- Latin American Political Systems** by Jocelyn Dunlop, history; Advisor: Priscilla Archibald
- The Effects of Antioxidants on Pancreatic Cancer** by Meghan Odendaal, biology; Advisor: Kelly Wentz-Hunter
- Transportation and Metropolitan Planning** by Brenden Paradies, integrated marketing communications; Advisor: Brad Hunt
- Prosecutorial Misconduct** by Jasmine Pierson, political science; Advisor: Bethany Barratt
- Polio Eradication Efforts and Obstacles in Pakistan** by Stephanie Sanchez, history; Advisor: Celeste Chamberland
- Counseling Practices for Supporting LGBT Youth** by Kaitlin Vens, psychology; Advisor: Susan Torres-Harding

as a junior transfer student so she took six honors courses, compared to the usual 10. One of them was Bethany Barratt’s popular class on wrongful convictions, which had a study abroad component in the United Kingdom. “The Honors Program, for me,” she said, “was a great way to learn things different from what I was studying as a political science major.”

The Honors Program concludes with an original thesis or project. “By the end of their experience, students should be able to do a substantial original piece of work,” Rosenberg said. “It could be writing a play or short stories, or conducting research about high school graduation rates.” The students present their projects at a luncheon honoring their accomplish-

ments at the end of each academic term. Another way honors students are recognized is at graduation. They are cited in the program and wear an emerald green cord.

Executive Vice President and University Provost Douglas Knerr said the hallmark of the Honors Program is that it has always been on the leading edge of positive

“You have
a chance
to discover
your true
calling in life.”

MARINA DENISCHIK (BS, '06),
FORMER HONORS PROGRAM STUDENT

change at Roosevelt. “Its robust and mission-centric curriculum engages students and faculty in the best practices in undergraduate education, particularly student-faculty research,” he said. “And during the past 15 years, it has produced many student leaders at Roosevelt and alumni who have gone on to successful careers across the globe.”

In fact, honors students have become doctors, dentists, professors, attorneys, philosophers, politicians and leaders in other professions. Rosenberg has kept in touch with many of them. Wendy Maier-Sarti, for example, is professor of history and coordinator of the Jewish Studies Program at Oakton Community College; Jeffrey Bingham, formerly an investment analyst for Deutsche Bank, received an MBA from the University of Chicago, a master’s degree in divinity from Yale University and is currently studying for a law degree from Northwestern University; and Joanna Jose, who graduated from Rosalind Franklin University of Medicine and Science and attended Stritch School of Medicine at Loyola University for her residency in infectious disease.

They, along with other honors alumni, current students, faculty and staff, were invited to celebrate the Honor’s Program 15th anniversary event on April 4.

As she reflects on the Honors Program and the more than 675 people who have participated in it, Bernard believes that the program has been successful because it prepares students to confront challenges. “We want honors students to struggle while they’re here and never stop struggling,” she said. “Our goal is to help them build resilience and prepare them to fight for the things they really care about.” 📌

A close-up portrait of Wael Farouk, a man with dark hair wearing a dark flat cap and a dark suit jacket over a light-colored shirt and dark tie. He is looking slightly off-camera with a gentle smile.

Power player

BY LAURA JANOTA

Artist faculty member **Wael Farouk** was told as a child that he’d never make it as a concert pianist because his hands were far too small. Today, the Roosevelt alumnus commands a vast repertoire of more than 50 concertos and 60 solo programs and he is the youngest member of the Chicago College of Performing Arts piano faculty. Farouk also has set a new milestone as one of the first pianists ever to perform Sergei Rachmaninoff’s complete solo works over a single season during five historic concerts held recently in Roosevelt’s Ganz Hall.

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HEN YUMIN LEE began graduate piano studies last year at Roosevelt University, she confided during a lesson that her right hand wasn't moving as fast as she'd like. That sparked her professor, Wael Farouk, to take Lee's hand, shake it and tell her a bit about his own hands, which long ago had been judged as too small for a career as a concert pianist.

"He told me that his doctor had said his hands had problems," said Lee, who credits Farouk with increasing her repertoire, creativity and confidence – all in a year's time. "He said 'If you work hard, you can do everything better than me.'"

The youngest piano faculty member in Roosevelt's Chicago College of Performing Arts (CCPA) at 32 years of age, Farouk, a 2009 Roosevelt graduate, has been performing as well as teaching this academic year. Commanding a vast repertoire of more than 50 concertos and 60 solo programs, including the complete works of Frederic Chopin and Sergei Rachmaninoff, Farouk presented five recitals in the University's Ganz Hall covering all of Rachmaninoff's technically challenging solo repertoire.

"This is an incredible feat for any classical music performer – much less one who has had to overcome adversity," said Henry Fogel, dean of CCPA and one of the nation's leading classical music experts. "Never before have all of Rachmaninoff's solo works for piano been performed in Chicago," said Fogel, former president of the Chicago Symphony Orchestra and the American Symphony Orchestra League. "In my 50 years of being in the music business and going to classical music concerts, I've never been aware of anyone doing something like this – particularly in a single season."

The son of an Egyptian military officer and phone company employee who knew nothing about music, Farouk began playing a toy piano at three years of age after a doctor recommended the piano as a natural way to stretch his short finger ligaments. He couldn't grip a pen or make a fist, but it quickly became clear that Farouk had an ear for music as jingles and popular songs he heard on TV, including the Egyptian national anthem, began emanating from the eight-key instrument.

Soon after, Farouk's parents gave their son a new toy piano that was twice the size. The five-year old also began playing a real piano at church.

"Most pianists are predictable, but Wael is an artist with ideas. His instincts inspire him to make instantaneous decisions that are often surprising," said retired CCPA piano faculty member Solomon Mikowsky, who was Farouk's professor at Roosevelt. The recipient of a performance diploma in piano from the University, Farouk dedicated his recent series of Rachmaninoff concerts to Mikowsky.

"There is imagination and creativity in everything he plays, yet he always keeps a melody alive and traveling through space," said Mikowsky. "It is like a sweetness in your ear and the kind of sound you never could imagine."

“If your determination is fixed, I do not counsel you to despair. Few things are impossible to diligence and skill. Great works are performed not by strength, but perseverance.”

SAMUEL JOHNSON
ENGLISH POET, ESSAYIST
AND MORALIST



The pianist, who recently released his first twin-set CD, *Russian Portraits*, and also made his debut at Carnegie Hall in New York last year, almost didn't have an opportunity to become a pianist. Brought to the Cairo Conservatory of Music by his father at the age of seven, Farouk had stellar scores on his entry exams but was initially barred from admission by the conservatory's music jury members because of his small size.

"They told me I couldn't be a pianist and that I'd be better off not pursuing it because my body was not made for that kind of career," recalled the five-foot-tall Farouk, who sits on the edge of the piano bench as he performs. "They also told me if I tried to be a concert pianist that it could damage my psyche," he said.

On the recommendation of Farouk's father, the jury agreed to give the boy a trial to prove whether he could make it in the conservatory: His challenge was to prepare for the jury nearly a dozen pieces of varying repertoire in just three months' time. "Luckily at that age, I didn't have a concept of time and I was able to succeed in doing two years' worth of work in that short period," said Farouk, who credits his father with encouraging him to be vigilant.

At eight and a half years of age, Farouk was selected by Egypt's first lady, Susan Mubarek, as the most gifted child in the country, receiving the Young Egyptian Talent Prize.

At 11, he made his debut as a soloist with the Cairo Symphony Orchestra. At 12, he began performing internationally with symphonies and at opera houses in Japan, Hungary, Italy, France, the United States and the Czech Republic. And at 13, he became the youngest soloist to perform at the Cairo Opera House.

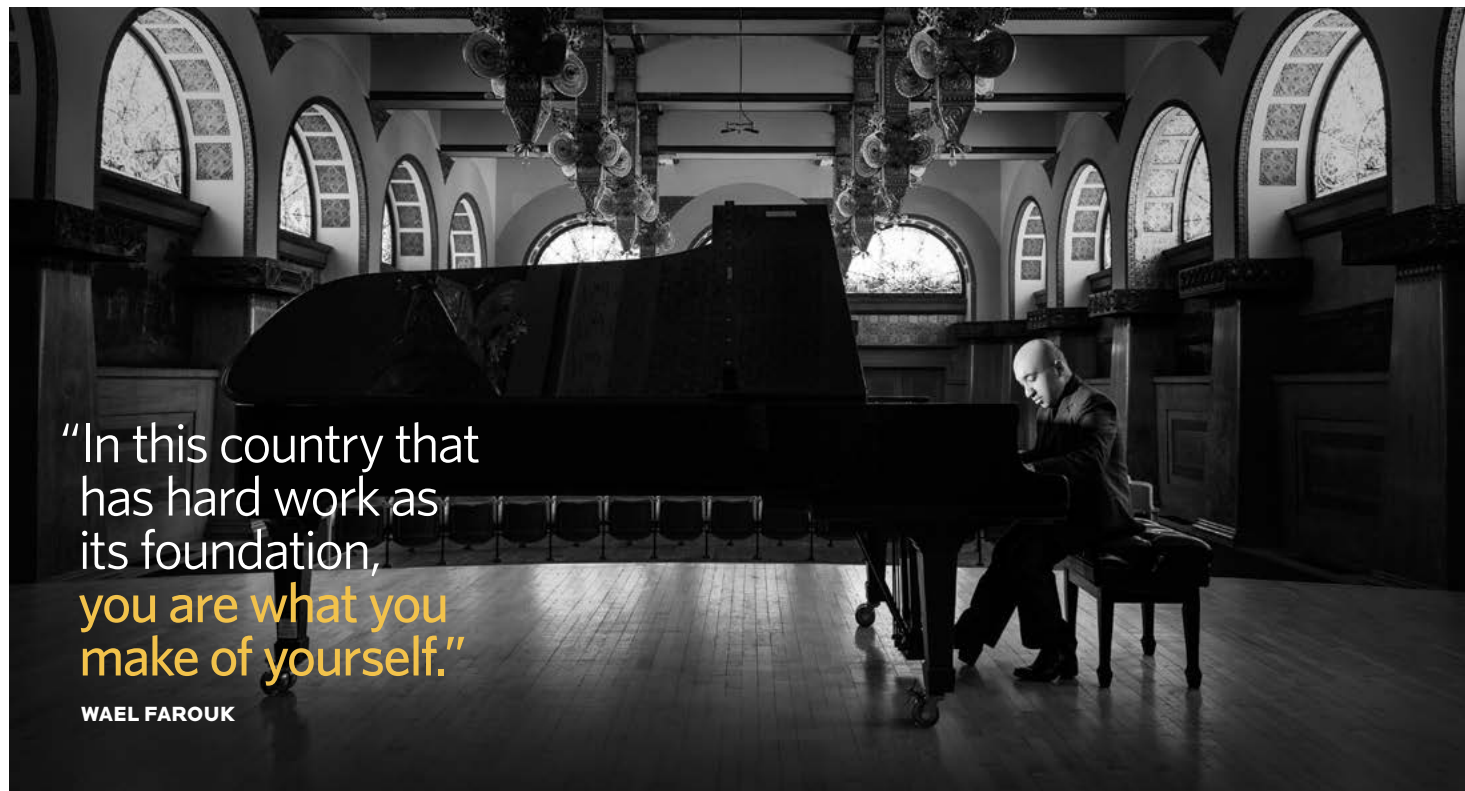
At that time, Farouk remembers his favorite teacher at the conservatory, Vseload Demidov, praising him for a job well done, but also warning the teen that there would be limitations on what he could and could not play in the future. "He gave me a recording of Rachmaninoff's *Third Concerto* so I could know the music and be inspired by it, but he told me I could never attempt to play it and that it could damage my hands if I tried," recalled Farouk.

Considered to be one of the most technically difficult pieces of classical music ever composed, Rachmaninoff's *Third Concerto* immediately captivated Farouk. "Many times I've been asked if there is a moment in time when I decided to become a pianist. That moment for me was at 13 when I first heard Rachmaninoff's *Third Concerto*."

Over six feet tall, Rachmaninoff had extremely large hands that were capable of reaching nearly two octaves. Farouk, on the other hand, can reach a single octave.

"Everyone talks about what Wael has had to overcome, but there's much more going on with him than just that," said Winston Choi, director of CCPA's piano program,

Wael Farouk (above center) gives private lessons to students who are in Roosevelt's piano program.



which has nearly 40 students and seven artist faculty members. "This is someone with a unique musical voice who tells stories at the piano. He plays with color and detail and yet the overarching structure of what he is playing remains intact."

Performing Rachmaninoff at age 13 was out of the question for Farouk. He had to give his hands and fingers more time to grow, which meant he couldn't even begin preparing to play the composer's *Third Concerto* until age 16. "It was like a dream for me," said Farouk, who began doing literally years of time-consuming and meticulous hand exercises that helped bulk up his hands and fingers. "I had an affinity for this music and I knew I had to play it."

For 15 hours a day he practiced, putting one finger down on a key and then lifting and reaching the other fingers on the hand as far as they would go – up and down, up and down, up and down on the keys from an ultra-stretched position.

"It took a couple of hours to do each of the exercises, which essentially are the equivalent of stretching exercises for athletes," he recalled. "It wasn't a picnic," he added, "but it was something I had to get done because I had this faith that I could not only play the piece, but that I could also say something new with it."

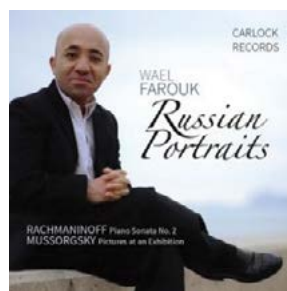
In 2000, Farouk performed Rachmaninoff's *Third Concerto* for the first time at the Cairo Opera House in the piece's Egyptian premiere. He was 19. Two years later, he won a

Fulbright Scholarship and moved to the United States to study piano, first at the Catholic University of America in Washington, D.C., and later at Converse College in South Carolina, the Manhattan School of Music in New York and then at Roosevelt University.

Currently working on a doctorate in piano performance at Rutgers University in New Jersey, where his dissertation will be on the complete works of Rachmaninoff, Farouk said he feels most comfortable as a soloist in America, even though it is his second home.

"The country here is founded on dreams and goals and on reaching the Moon," he said recently. "In this country that has hard work as its foundation, you are what you make of yourself, and I am doing that." 🎹

LEARN MORE, HEAR MORE



Wael Farouk recently was profiled in the *Chicago Tribune* and featured in a video on the *Tribune's* website. You can see the video and read about his upcoming performances at waelfarouk.com.

Farouk's first twin-set CD, *Russian Portraits*, is available for download on iTunes and amazon.com.



Legendary Pianist's Dream Lives On

NEARLY A CENTURY AGO, legendary pianist and composer Rudolph Ganz had a vision for a Piano Studies program in Chicago that could keep alive great music traditions from the past while highlighting contemporary genius. Today, that vision and the program that Ganz started at the former Chicago Musical College continues to live on and evolve as part of Roosevelt University's Chicago College of Performing Arts.

"Our piano program is a true treasure, not only for our faculty and students, but also for the entire Chicago community," said Winston Choi, associate professor of piano and head of piano in the University's Music Conservatory.

Each fall at Roosevelt's Ganz Hall (pictured above on both pages), the piano program

puts on a free, weeklong PianoFest, featuring recitals by the program's world-renowned faculty members and by students who perform the finest in traditional and contemporary works.

"There is an energy and vitality to this program that surpasses programs at many other institutions," said Choi, who credits Ganz' vision for being the tie that binds those in the program together. Roosevelt has seven piano faculty members, including dedicated instructors and internationally known concert pianists who perform all over the world while working one-on-one with piano students. Three-quarters of the students are international and the majority are pursuing master's degrees.

The next PianoFest celebration, free and open to the public, is being planned for mid-October. "Our faculty members who perform in the festival realize how compelling and essential the event is, both for Roosevelt University, as well as for Chicago itself, which is a major hub for classical music," said Choi. "Performers often illuminate a composer's work, as Wael Farouk has done with (Sergei) Rachmaninoff's solo works."

In addition to PianoFest, Roosevelt students perform in a variety of Chicago-area venues, on unfamiliar pianos. "It is their opportunity to gain precious performing experience in different contexts and venues, as well as to give back to local communities," Choi said.



Gayle Porter (BA,'70; MA,'76) has been a champion of women's rights for nearly 50 years. Her aim is to empower women from the inside out, improving their physical and emotional health through exercise, nutrition, stress release and, most importantly, the support of other women. And it has proven a formula for success.

BY LAURA JANOTA

“What we eat, our lack of exercise, all of the work that tends to fall to women as caregivers and all of the stress that goes along with that – is just killing us,” said Gayle Porter, a 68-year-old Roosevelt alumna and internationally known clinical psychologist.

A Maryland-based practitioner, researcher, author, lecturer and self-help entrepreneur who has been featured in the *Washington Post* and *New York Times* and has been a guest on ABC's *Nightline*, Porter aims to empower middle-aged African-American women by getting them to focus on their health in a program called Prime Time Sister Circles (PTSC).

It's a project that she and long-time friend Dr. Marilyn Gaston, a physician and a former U.S. assistant surgeon general, started in 2003 after the two co-authored *Prime Time: The African American Woman's Complete Guide to Midlife Health and Wellness*. The book, published by Random House, presents a holistic approach to helping black women improve their emotional and physical health outcomes. One strategy suggested in the book is for women to form self-help groups to assist them in achieving their health goals.

When Porter and Gaston participated in a radio show discussion about the book and women began calling in to ask for help in starting the groups, the two decided to start the non-profit Gaston & Porter Health Improvement Center, Inc., (GPHIC), which secured funding from the Ford Foundation to develop the protocol for PTSC.

Since then, PTSC has helped more than 2,000 socioeconomically diverse middle-aged African American women in five states and Washington, D.C., to reduce their stress and weight, lower their blood pressure, increase their physical activity and develop habits of health, including deep breathing, food-portion control, salt reduction, muscular strength building and prioritizing their own health above many other concerns.

PTSC is a 12-week health course held in a support-group setting that focuses on physical activity, nutrition and stress. During the course, approximately 25 middle-aged women meet together weekly to support one another in taking care of themselves. Over the years, it has received funding from numerous organizations and institutions including the Ford, Kellogg and Walmart foundations; the University of Maryland's School of Medicine; Johnson & Johnson and the Washington, D.C.; and Florida departments of health.

“This is a women's health movement,” declared Porter, who has been a vocal black feminist for nearly four decades and co-winner with Dr. Gaston of a Civic Ventures' Purpose Prize for social innovators over the age of 60. “We work with women who are pivotal figures in families, communities and workplaces. They deserve to be heard and it is my intention to help as many of them as possible to get in shape to make a difference in their own lives and the lives of others.”

Through her experiences working with women, Porter has come to believe that most women are not assertive enough. “Women may be aggressive or they may be passive, but assertiveness is not in their skill set,” said Porter. PTSC provides strategies to help women become more assertive in their thoughts, attitudes and behaviors related to their health.

“Many mid-life women are single heads of households but even those who have a spouse or partner are often dealing with multiple issues like caring for their parents, children and grandchildren. They have a lot at stake and we cannot continue to overlook the kinds of challenges they face,” she said.

These challenges transcend race and ethnicity. That is why, beginning this spring, GPHIC will begin piloting the Prime Time Women Circles (PTWC), which will be open to women of all races and ethnicities.

Raised from the ages of 12 to 24 in Chicago Public Housing’s Cabrini Green, Porter understood, growing up, the concept of helping others. Her mother, one of the first black female supervisors for the U.S. Postal Service in Chicago, opened doors to those needing food, shelter or simply advice.

“At our home, my brother did everything we did,” remarked Porter, the eldest of five children. “It dawned on me, though, when I started to get out, that girls were usually doing more than boys – from taking out the garbage and doing the dishes to caring for their siblings.”

In the late 1960s, Porter, who had been interested in psychology since she was 10, enrolled at Roosevelt University as a psychology major. This was a time when Roosevelt and the nation were in the midst of the civil rights movement, including the contentious 1968 Democratic Convention held in Chicago just blocks from the University.

“This is a women's health movement. We work with women who are pivotal figures in families, communities and workplaces. They deserve to be heard.” **GAYLE PORTER**



In an attempt to help all women, Roosevelt alumna Gayle Porter (left) and Dr. Marilyn Gaston started The Gaston & Porter Health Improvement Center, Inc.

“It was a tumultuous time. We were in the center of things and Roosevelt was a free-thinking place to be,” said Marilyn Peals O’Hara, a Roosevelt alumna who received a bachelor’s degree in sociology from the University in 1969. O’Hara and Porter, who have been friends for more than half a century, studied and hung out together at the University, but steered clear of direct involvement in the demonstrations and protests being held at the time of the Democratic Convention in Grant Park just outside the University’s front door.

“At the time, we were both dedicated to our studies and to the idea of graduating,” said O’Hara. “It was after we graduated that I began to notice how serious and dedicated Gayle (Porter) was about trying to help people change their lives for the better. She’s a person who dedicated her life to service, but at the same time, she’s been like a sister to me and is someone who has always treasured and kept our friendship close,” said O’Hara, a retiree who worked for many years with the Illinois Department of Human Services.

Porter believes her experiences at Roosevelt, where she found an environment steeped with passion for using community organizing to make positive social change for the broader good of communities, society and the nation, were instrumental in her commitment to dedicating her life to helping others. *Continued on page 50*

Emotional and Physical Impacts of Sister Circles Go Hand-in-Hand

RECENT RESEARCH shows Prime Time Sister Circles (PTSC) – the 12-week health course co-created by Roosevelt University alumna Gayle Porter – is having a positive impact on middle-aged African-American women. Survey results, as well as blood-pressure and weight indicators taken from 820 women who participated in PTSC in 2011-12, showed improvement in stress levels; attitudes about the importance of prioritizing health, nutrition and exercise behaviors; as well as positive changes in blood pressure and weight.

“We are seeing positive indicators across the board, which suggests that PTSC motivates women to take charge of their lives, paving the way for them to have many rewarding and enjoyable days ahead,” said Porter.

Beatrix Fields, a legislative attorney with the Washington, D.C., Department of Housing and Community Development, attests to the positive results she has experienced as a long-term participant in a PTSC support group.

Run down and overweight before joining a PTSC support group with 11 other women, Fields today walks around her condo complex daily for exercise. “PTSC has taught me that I can do more on this Earth with a healthy body than I could by ignoring what I need to do for myself,” she said.

Two thirds of PTSC participants who were recently studied acknowledged they put issues and people before their health prior to getting involved with PTSC. By the time the course was over, however, three-



After taking a Prime Time Sister Circles course, women are often motivated to exercise more.

quarters of women in the study group had resolved to make their own health come first.

That same group of women also gained remarkable strides in attitude. For instance, before PTSC began, 63 percent said they were stressed, relying on eating and sleeping to recover. However, by the time the program was over only 40 percent reported feeling stressed, with the majority crediting new habits learned through PTSC.

“We do find that this kind of intervention shows improvement around stress management, nutrition and engaging in a higher level of physical activity,” said Veronica Thomas, a professor of human development at Howard University and a research psychologist who has studied PTSC.

In fact, a majority of the women in the new study reported changes to their diets, including watching weight and prac-

ticing portion control by the time the sessions ended. Approximately 68 percent of the women lost five pounds. Even more importantly, dramatic decreases in blood pressure, taken at every PTSC meeting, were noted. Specifically, less than a quarter of the women studied were categorized as hypertensive at the end of sessions, compared to more than half of the group who were found to have dangerously high blood pressure when their PTSC experience began.

“Because of PTSC, I read food labels for things like salt and fat religiously; I believe in taking vacations; I manage my health and pay attention to the tests I need to take; I consistently eat healthy; and I know how to reach out for help when I need it,” said Fields, who recently celebrated the 10th anniversary of her PTSC support group, which still has eight of its original members.

Measurable Results

By the end of the program:*

22%
had reduced hypertension

40%
had reduced stress

76%
were prioritizing health

68%
lost at least five pounds

100%
practiced weight control

* Data based on studies done in 2011 and 2012 of 820 women who joined Prime Time Sister Circles. Data provided by The Gaston & Porter Health Improvement Center, Inc.

Heart disease is the **leading cause of death for women**, regardless of race or ethnicity.

 **1 in 4 women die from heart disease**

47% of African American women over the age of 20 have heart disease

90% of all women have at least one heart disease risk factor

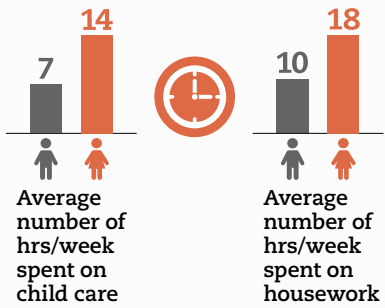
“80% of heart disease is preventable.”

Dr. Stephanie Coulter, cardiologist and director of the Texas Heart Institute Center for Women's Heart & Vascular Health



Women are **one-and-a-half times more likely** than men to report having a great deal of stress.

Women are **twice as likely** as men to suffer from depression.



Sources: Pew Research Center; *The Stressed Sex* by Daniel Freeman and Jason Freeman; Centers for Disease Control and Prevention; Hearttruth.gov

“There was this notion that was totally new to me that we had the power and responsibility to shape policy through community organizing,” said Porter, who earned bachelor’s and master’s degrees in psychology from Roosevelt. She had seen firsthand the impact of the civil rights movement’s ability to make positive change in national policies. She also credits the late Dietrich Reitzes, a Roosevelt sociology professor who taught Urban Studies, with imparting the concept that she continues to embrace in her work today.

A Roosevelt professor from 1970-87, Reitzes was a practitioner of a proactive learning style — a precursor to today’s service learning — that took students out of the classroom and into communities in order to “test classroom theories and to observe the dynamics of Chicago’s political, economic and social life,” according to the *Chicago Tribune*.

“Many students have very little idea of what Chicago is really like ... they don’t know Chicago as a mosaic with all of its problems,” Reitzes told the newspaper for a story published during the time period about the hands-on learning approach.

“He was just phenomenal,” said Porter of Reitzes, whom she remembers introducing her for the first time to the process of analyzing and discussing social problems in the context of finding real solutions through community organizing. “I remember him saying, ‘You can’t be passive. You have to be proactive in reaching out to segments of society and to people who don’t have a voice.’”

After leaving Roosevelt, Porter became an elementary school teacher and then a school counselor. Her profes-

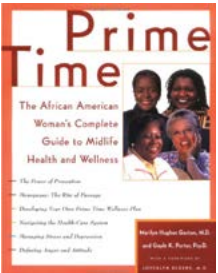
sional experiences convinced her that she had to become an advocate for girls with academic achievements who were often denied academic opportunities given to boys with low academic skills but with some athletic ability. On the heels of such experiences, she joined the National Alliance of Black Feminists, rising to become its national chair in 1977-78 at a time when relatively few African-American women were outspoken about what she calls “institutional sexism” — a continuing challenge she believes all women need to unite against today.

Porter has spent her professional life providing a variety of services to women, children and their families, including being a faculty member in the Psychiatry Department in the College of Medicine at Johns Hopkins University and in the Psychology Department at Howard University. At Johns Hopkins, she was the first full-time director of a school-based mental health program that received awards for its positive impact on reducing violence among youth in Baltimore.

“Women are still being paid 77 cents for every dollar that men make. How is that possible?” asked Porter. “We’ve got to come together if we are to have an impact on society and make change for the better,” she said. “Roosevelt helped me to institutionalize a process that I had seen operating in my mother and other female role models including Sister Miriam Wilson, one of my mentors and the first woman chaplain at Cook County Jail. It provided me with strategies that have helped me on a mission to give voice to women, children and families who aren’t being heard.”

“I continue to see myself every day in terms of this work that I’ve been called to do,” she added. 📖

To learn more about GPHIC and the PTSC program, visit gastonandporter.org.



Find Gaston and Porter’s book on amazon.com.

NOTEWORTHY

Alumna takes the lead on Broadway

Roosevelt University theatre graduate Courtney Reed stars on Broadway as Jasmine in Disney’s *Aladdin* at the New Amsterdam Theatre. Read more on page 74.



Roosevelt University and the Auditorium Theatre

Stewardship of a Treasure

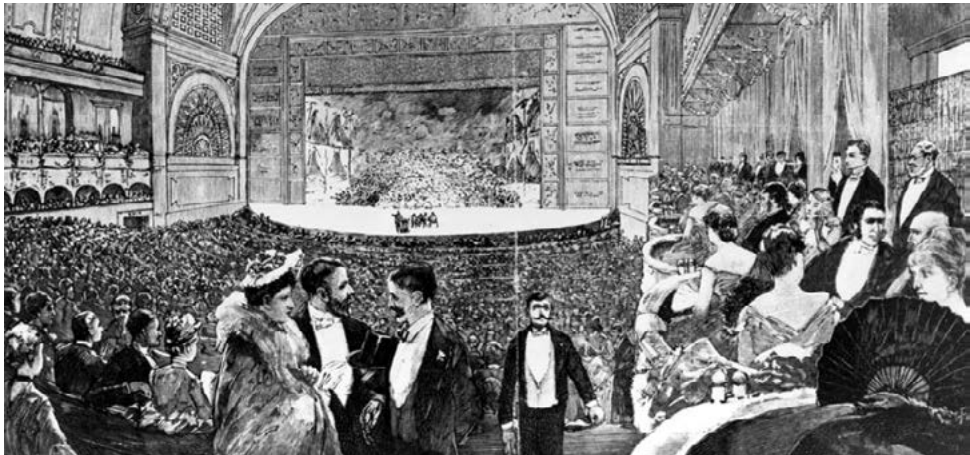
BY LYNN WEINER
UNIVERSITY HISTORIAN

The Roosevelt community will celebrate the 125th anniversary of the University's historic landmark home, the Auditorium Building, and the 70th anniversary of the University's founding during 2014-15 with special performances, lectures, movies and tours.

The anniversary year kicks off on Sept. 1. On Dec. 9, 2014, exactly 125 years after the opening of the Auditorium Theatre, a gala dinner will be held with musical performances featuring artists from the Chicago Symphony Orchestra, Lyric Opera and Apollo Chorus, all paying tribute to the diverse entertainment that has characterized the Theatre since its beginnings. First Lady Michelle Obama will be honorary chair of the gala. Joining her as honorary co-chairs will be Chicago Mayor Rahm Emanuel and his wife, Amy Rule.

Other events celebrating both anniversaries are still being scheduled but will include both an international and a "Made in Chicago" dance series, films, lectures on the architectural significance of the building and a variety of performances featuring "Too Hot to Handel," the U.S. Army Band, singer-songwriter Susan Werner and a Spring 2015 performance by Roosevelt's Chicago College of Performing Arts.

The Auditorium Building was designed in the late 1880s by Louis Sullivan and Dankmar Adler (and their apprentice Frank Lloyd Wright) and constructed on a major piece of real estate in Chicago overlooking Lake Michigan at Congress Parkway and Michigan Avenue. It contained a world-class hotel with 400 rooms, 136 commercial offices, a café, saloon and a 4,200-seat theatre which reflected democratic ideals about the power of the arts. At 18 stories, it was the tallest building in Chicago and the largest in the U.S. The Auditorium Building was one of the first to be wired for electric lights and also



On Dec. 9, 1889, President Benjamin Harrison formally opened the Auditorium Theatre before a standing-room-only crowd, which heard American opera star Adelina Patti sing "Home Sweet Home."

boasted 50 million pieces of hand-installed marble tile and 25 miles of gas and water pipes.

Just before its formal opening, the Auditorium Theatre hosted the 1888 Republican Convention and was home to the Chicago Symphony Orchestra until 1904 and the Chicago Opera Company until 1929. Its acoustics and sight lines were, and are, perfect.

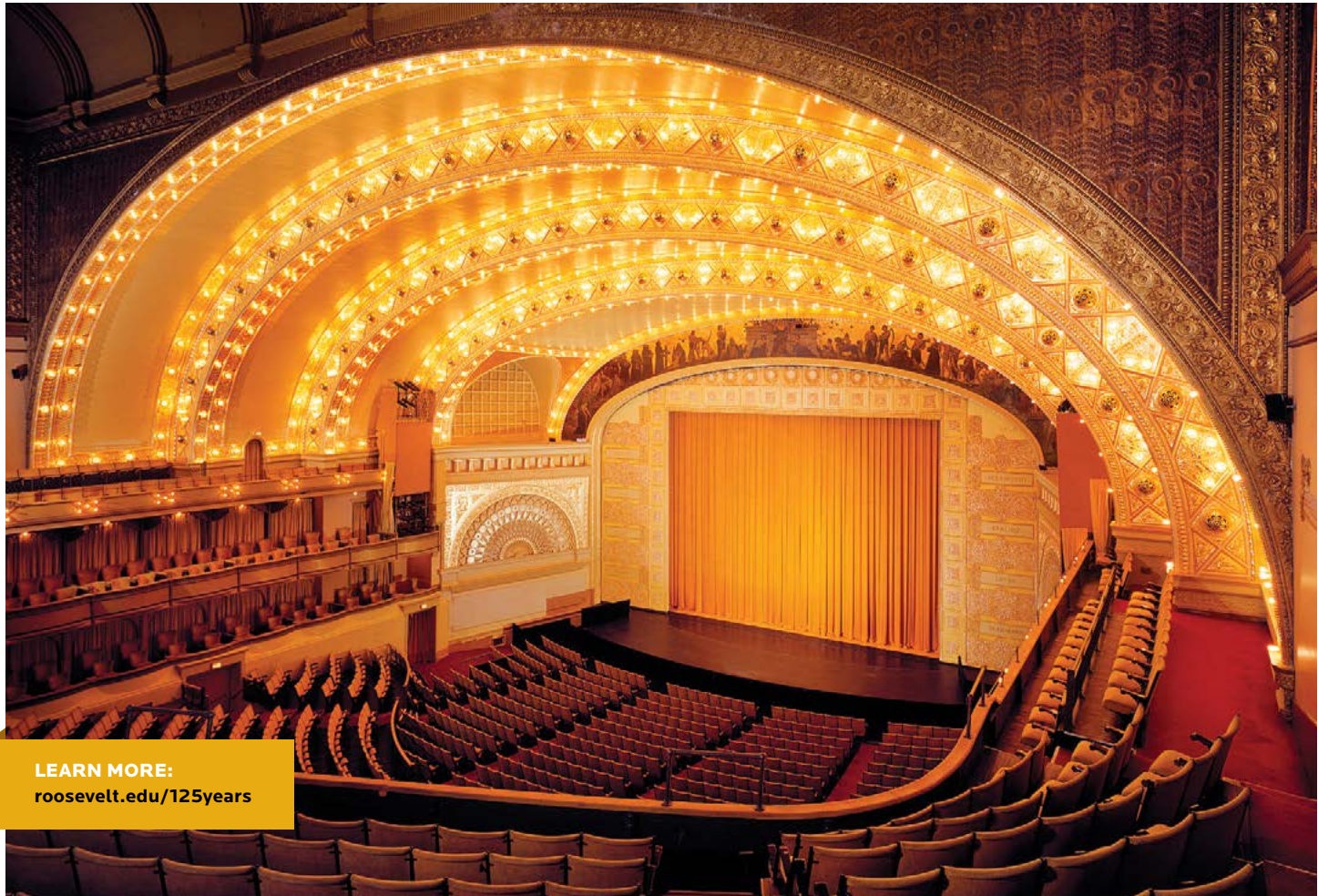
But the Auditorium Building, one of the last European-style hotels to be built in Chicago, had common bathrooms and by the 1920s it struggled to compete with modern hotels. By the 1930s the hotel had fallen upon hard times and the Auditorium Building went bankrupt in 1941. A USO serviceman's center opened in the Theatre the next year, converting the famous stage to a bowling alley. The building's beautiful art glass,



The Theatre was "reclaimed for the world of art" after being dark for more than 25 years when it reopened in 1967.

ironwork and stenciling were covered over with grey and white paint. The tenth floor restaurant became a dormitory for soldiers. Over a million GIs visited the Auditorium Building during the war years.

Meanwhile, Roosevelt College had formed in 1945 in protest of discriminatory policies limiting the admissions of black and Jewish students to the Central YMCA College.



LEARN MORE:
roosevelt.edu/125years

Quickly outgrowing its first building on Wells Street, in 1946 Roosevelt purchased the Auditorium Building and began remodeling and refurbishing efforts that continue to this day. The restaurant became a library and hotel rooms and offices were transformed into classrooms and labs. The Theatre, though, remained dark and shuttered, its aisles, balconies and broken seats littered with debris.

In the late 1950s the University community began to hotly debate what to do with the Auditorium Theatre. Was it wiser for the educational mission to convert it into much-needed classroom space? Should it be remodeled into a gymnasium and swimming pool? How could the financially struggling University justify spending money on a theatre when resources were so tight for operations and faculty? Would donors stop supporting the University and give money to the Theatre instead? But founding

President Jim Sparling and his allies won a long and bitter battle to restore the Theatre and some of those opposed – administrators and trustees – resigned in anger.

In 1960, the University's Board of Trustees established the Auditorium Theatre Council to fund, restore and operate the Theatre on


It has since been the venue for outstanding dance, rock, musical theater and other performances enhancing the cultural life of Chicago.

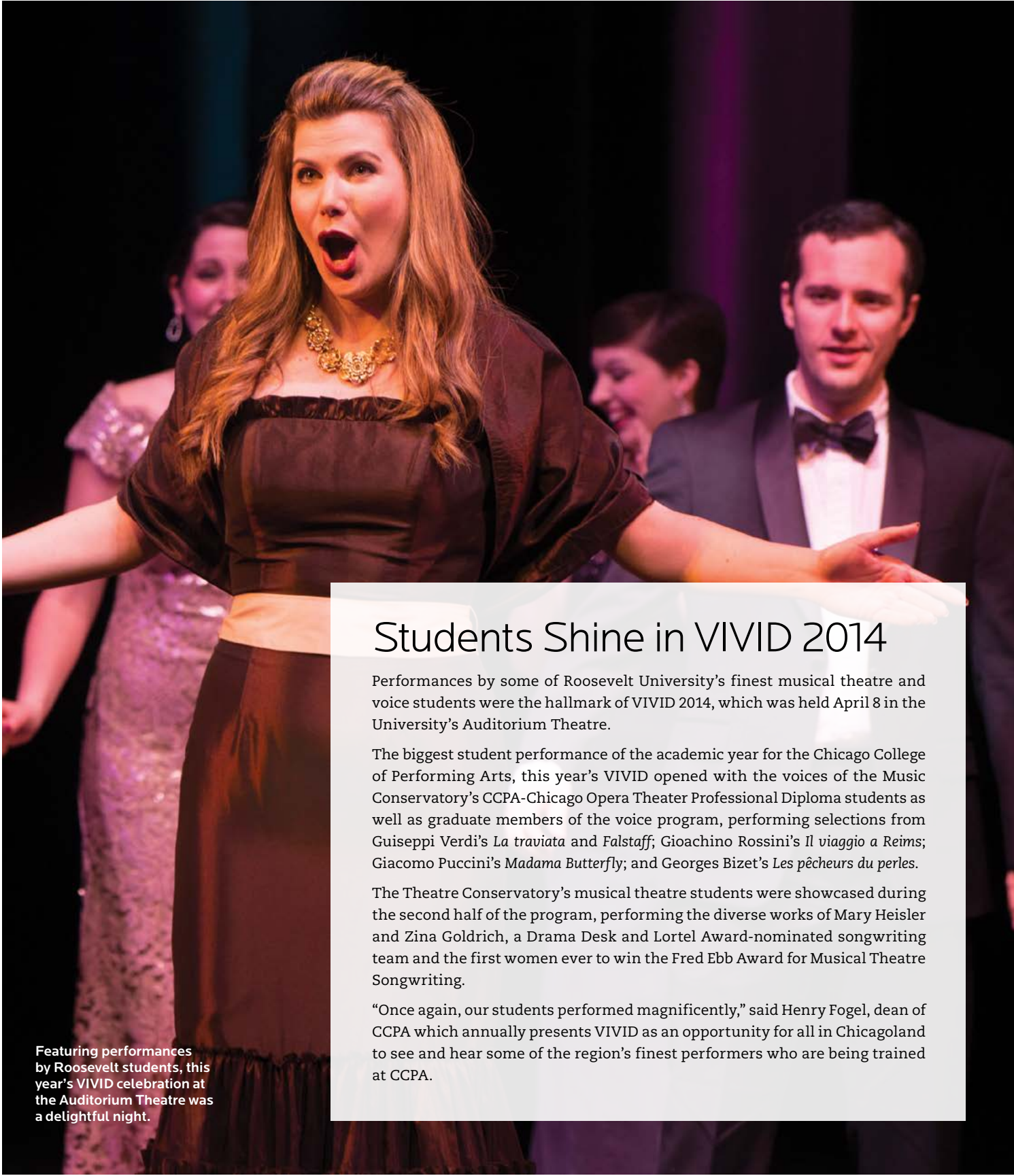
Meanwhile, Roosevelt continues to restore many of the Auditorium Building's magnificent features like the stained glass

"The University is the guardian of this historic building and we take our stewardship of it very seriously."

STEVEN HOSELTON
ASSOCIATE VICE PRESIDENT OF CAMPUS PLANNING AND OPERATIONS

behalf of the University. Led by Beatrice Spachner, who had previously raised the money to restore Ganz Hall in the Auditorium Building, the Council reopened the Theatre in 1967 with the New York City Ballet's production of *A Midsummer's Night's Dream*.

windows, intricate tile floors and hand-carved woodwork. "The University is the guardian of this historic building and we take our stewardship of it very seriously," said Steven Hoselton, associate vice president of campus planning and operations. 



Students Shine in VIVID 2014

Performances by some of Roosevelt University’s finest musical theatre and voice students were the hallmark of VIVID 2014, which was held April 8 in the University’s Auditorium Theatre.

The biggest student performance of the academic year for the Chicago College of Performing Arts, this year’s VIVID opened with the voices of the Music Conservatory’s CCPA-Chicago Opera Theater Professional Diploma students as well as graduate members of the voice program, performing selections from Guiseppi Verdi’s *La traviata* and *Falstaff*; Gioachino Rossini’s *Il viaggio a Reims*; Giacomo Puccini’s *Madama Butterfly*; and Georges Bizet’s *Les pêcheurs du perles*.

The Theatre Conservatory’s musical theatre students were showcased during the second half of the program, performing the diverse works of Mary Heisler and Zina Goldrich, a Drama Desk and Lortel Award-nominated songwriting team and the first women ever to win the Fred Ebb Award for Musical Theatre Songwriting.

“Once again, our students performed magnificently,” said Henry Fogel, dean of CCPA which annually presents VIVID as an opportunity for all in Chicagoland to see and hear some of the region’s finest performers who are being trained at CCPA.

Featuring performances by Roosevelt students, this year’s VIVID celebration at the Auditorium Theatre was a delightful night.

Literacy for Life

Roosevelt University has started a reading enrichment series on Saturdays at the Schaumburg Campus for children in kindergarten through eighth grade. The new Schaumburg Institute for Literacy Enrichment, which expands on the University’s successful Summer Reading Clinic, is offering courses in Accelerated Literacy, Literacy Enhancement and Digital Literacy. The first eight-week sessions began in late January.

“We’ve learned that being in school isn’t always enough for our kids to actually achieve the goal of their going to college and building successful careers,” said Thomas Phillion, interim dean of Roosevelt’s College of Education. “This program will enable kids

to expand their creative and critical thinking in reading and writing so they can excel in both college and career.”

The Schaumburg Institute for Literacy Enrichment is being led by Becky McTague, associate professor of language and literacy, and recent graduates of the College of Education’s literacy program are serving as reading coaches. “We are taking a balanced approach to literacy and our goal is to provide opportunities for reading and writing that are both fun and instructive,” McTague said.

For information, call (847) 619-4882, email bmctague@roosevelt.edu or visit roosevelt.edu/literacy.

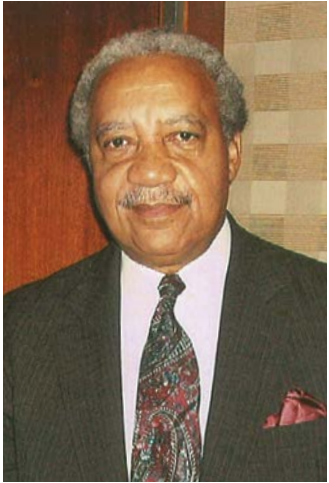


NEH Project to Explore Early African American Arts and Culture in Chicago

Contributions made by African American artists and intellectuals in Chicago prior to the Great Depression will be chronicled for the first time in a new National Endowment for the Humanities (NEH) grant project being led by professor of history emeritus **Christopher R. Reed**.

The project entitled “Root, Branch and Blossom: Social Origins of Chicago’s New Negro Artists and Intellectuals” will investigate African American arts and culture in Chicago between 1890 and 1930, a period in history that, for African Americans in Chicago, has tended to focus on race riots and establishment of ghettos on the city’s south and west sides.

“We will be tracing lives and achievements of forgotten African



Americans who were part of the flowering of an important intellectual and cultural network that we can show existed long before the Harlem Renaissance or the Black Chicago Renaissance (1932-50) began,” said Reed, the

nation’s leading expert on the early history of African Americans in Chicago.

Reed is collaborating on the two-and-a-half year, \$200,000 NEH living-history project that began in January with Black Chicago Renaissance scholar and author Richard Courage, a literary expert on African American literature and member of the faculty at Westchester Community College, which is a part of the State University of New York at Valhalla. Reed is the author of *Knock at the Door of Opportunity: Black Migration to Chicago, 1900-1919* and *Courage* is the co-author with the late Robert Bone of *The Muse in Bronzeville: African American Creative Expression in Chicago, 1932-1959*.

Archival research will be done at repositories across the nation and

oral histories involving memories handed down from generation to generation will be conducted.

“This project is expected to make an immense contribution to Chicago’s cultural history and to be an important resource for African American historians and scholars across the nation,” said Reed. “It will, for the first time ever, document and tell the many stories of individuals, families and neighborhoods that actually started the ball rolling on what would later become the Black Chicago Renaissance.”

The NEH project will include public forums on African American art and culture of the early 20th Century, a website, a book of essays and teacher-training workshops.

Roosevelt Student Speaks at Diversity Forum on MLK Day

When undergraduate Howard Brown delivered remarks on Martin Luther King, Jr. Day at the Higher Education Diversity and Inclusion Forum in Chicago, Illinois Governor Pat Quinn liked what he heard so much that he invited the Roosevelt University student to his State of the State address in Springfield, Ill.

Brown, who visited the state capital to hear the speech on Wednesday, Jan. 29, not only got a lesson in state politics: He also received a mention in the State of the State address as the governor discussed the need for state lawmakers to increase Illinois Monetary Award Program (MAP) grants for college students in Illinois.

“I liked the governor’s stands on a number of issues,” said Brown, a College of Education major, Mittie, Moselynn and Dempsey J. Travis Foundation scholar and MAP grant recipient. “What I’ve learned from the experience is that the power of being educated and being prepared can open new doors.”

Brown, who spoke publically on MLK Day about the need for interaction, communication and understanding in order to achieve diversity, has a long list of accomplishments including serving as a resident assistant at Roosevelt’s Wabash Building, minister of music at his Chicago south-side church, weekend supervisor at Roosevelt’s Chicago Campus cafeteria and director of the University’s Proclaim gospel choir.



Howard Brown (left) and Illinois Governor Pat Quinn shared information during a higher education forum on Martin Luther King Day

All of that and more made an impression on Quinn. “After I gave my speech and sat down, the governor leaned over and told me ‘You’re an amazing person. You gave a great speech and you’re very charismatic.’ Then he asked me what I was going to be doing the next week,” recalled Brown.

Asked later by one of the governor’s staff members to attend Quinn’s State of the State address, the Roosevelt student jumped at the invitation. For Brown, it was the first time visiting the state capital since a field trip to Springfield as an eighth grader and the second time in less than two weeks’ time that Brown had an opportunity to interact personally with the governor.

“I was impressed by his State of the State address and the fact that Governor Quinn remembered me and my speech,” said Brown, who met the governor a second time shortly after his State of the State address at a private reception.

The experience for Brown went by like a whirlwind. However, he’s been asked by the governor to stay in contact, and if invited to another event, Brown is ready to be available.

“I’m amazed how things unfold: Being at Roosevelt afforded me the opportunity to give that speech, which then made it possible for me to go to Springfield,” said Brown, who hopes to graduate in 2015 and to go on for an advanced degree so he can pursue a career in higher education.



Student Commencement Speaker Urges Class of 2013 to Believe in Dreams

Before graduating on Dec. 13, 2013, 21-year-old Danielle Smith became the first Roosevelt University student ever to deliver a Commencement address. Speaking to approximately 450 fellow graduates from the stage of the Auditorium Theatre, the special education major and captain of the Roosevelt Lakers women’s tennis team quoted Franklin Delano Roosevelt as she told her story of choosing to come to Roosevelt.

“FDR once said, ‘When you reach the end of your rope, tie a knot and hang on,’” said Smith, who told graduates that she found the quote to be fitting to her personal experiences.

A member of Roosevelt’s Franklin Honors Society for academic excellence, a recipient of the University’s Torch Award for Student Service, a student orientation leader, peer mentor and aide in Roosevelt’s Academic Success Center, Smith was selected from 10 nominees to be the University’s first-ever student Commencement speaker.

“We wanted to recognize and celebrate an outstanding student who best reflects the University’s mission, which is to turn out graduates who are not only academic achievers but who also show promise as socially conscious citizens and community leaders,” said Roosevelt University President Chuck Middleton.

As it turned out for Smith, she experienced a lot more than academics and tennis. “Coming to this University in the middle of the city introduced me to something I had never seen before – diversity,” Smith told her fellow graduates. “I mean, just look at all of you here today and how different each and every one of you are. Isn’t it beautiful?” she said to thundering applause.

“Roosevelt taught me to appreciate the beauty in people’s differences... The University also introduced me to the concept of social justice,” said Smith, who exhorted her fellow graduates to stay committed to that concept and to “strive to make the world a better place.”

The idea for a student Commencement speaker at Roosevelt came from Roosevelt Assistant Professor of Political Science David Faris. A fellow graduating student delivered the Commencement address at his alma mater, Drew University in New Jersey. “It meant a lot to us as students to have someone up there who shared some of the same experiences and the same professors and I thought the concept could work well at Roosevelt,” he said.

Smith is currently working in Roosevelt’s Academic Success Center with students who have disabilities. One of her goals is to teach special education in the Chicago Public Schools. At Commencement, she ended her historic graduation address with a quote meant to reach her classmates: “The great Eleanor Roosevelt once said: ‘The future belongs to those who believe in the beauty of their dreams,’” she said. “And so I ask you, class of 2013, believe. Believe that you can make a difference in this world, believe that your dreams are the most beautiful thing in this world, and believe that you can make these dreams a reality.”



Francisco Gaytan, an assistant professor at Northeastern Illinois University, was a plenary speaker at the ILACHE conference.

Latino Impact on Education, Politics Topic of Major Conference at Roosevelt

Nearly 400 students, faculty members and administrators from across Illinois attended the 22nd Annual Professional and Student Development Conference of the Illinois Latino Council on Higher Education (ILACHE) held for the first time at Roosevelt University on March 21. The theme of the conference was “The Latino Impact: Education, Politics and Leadership.”

A highlight of the conference was the lunchtime keynote address by Michelle Espino, assistant professor in the College of Education at the University of Maryland, College Park. Using her own experience as a first-generation Mexican-American college student, Espino described ways to establish more inclusive environments that support and enhance Latino educational pathways to the doctorate.

“I was inspired by the conversations I had with several Latinas at the conference, from undergraduates to higher education professionals, who each aspired to achieve a doctoral degree,” said Jennifer Tani, Roosevelt’s assistant vice president, community engagement and the University’s liaison with the ILACHE planning committee. “Dr. Espino

shared some of the barriers that Latinos/as may face on this pathway as well as the many forms of capital that students have to help them persevere. She challenged students, faculty and administrators to find ways to nurture students’ hopes and dreams, regardless of those challenges.”

Morning and afternoon workshops were held on a variety of topics, including research on bilingual education, effective models that support Latino student success, leadership development for students and non-profit board members and support for undocumented students. A poster symposium featured the research of emerging scholars on topics relevant to the Latino community.

A statewide forum for Latino educators and community representatives to support the social and professional advancements of Latinos, ILACHE promotes awareness of issues impacting Latinos in higher education.

This was the first major conference held in Roosevelt’s Lillian and Larry Goodman Center. Conference workshops and a networking reception also took place in Wabash Building classrooms and the University library.



Roosevelt Professor to Teach in Denmark on Fulbright

Roosevelt University professor Lawrence Howe has been selected by the Fulbright Scholars Program to teach American Studies during the coming academic year in Denmark. The professor of English and chair of the Department of Literature and Languages in Roosevelt’s College of Arts and Sciences will be Distinguished Chair of American Studies at the University of Southern Denmark in Odense, Denmark during the 2014-15 academic year.

Howe is a scholar and book author on Mark Twain. He also has examined a wide variety of American literature and films, frequently through the lens of economics. As a Fulbright scholar, he will teach in the University of Southern Denmark’s graduate American Studies program and could be involved in curricula development as well as a potential future partnership between Roosevelt and the Danish university.

“I know about American culture from a lot of angles and experiences,” said Howe. “What will be interesting for me is to see what the Danes understand about America, its culture and identity,” he said. “Danes are known to have one of the highest standards of living and Denmark has been rated as one of the happiest places in the world to live and it is my hope to bring an understanding of what works well in Danish culture and society back to Roosevelt and the United States.”



PHOTO BY JULIAN LEEK

Instructor Lands Front Row Seat to Space Launches

Tyra Robertson, instructional technology director for Roosevelt’s Department of Communication, said she “had a once in a lifetime experience twice” by being selected two times to attend space launches in Cape Canaveral, Fla.



PHOTO BY JASON RIKER

Robertson was one of 50 people selected to write articles and send out live tweets about the March 2013 launch of the SpaceX Falcon 9 rocket and Dragon spacecraft which send supplies to the International Space Station. And in November, she was selected out of 1,200 applicants to be in a group of 150 social media writers to attend the lift-off of the United Launch Alliance Atlas V and NASA MAVEN, sent to study the upper atmosphere of Mars.

Robertson never imagined her love for spacecraft and writing would land her an opportunity to attend the launches. “As a kid growing up around the Houston area, I remember being awestruck by the size of the rockets, the spacecraft consoles and seeing the mission control room,” she said.

Robertson, who teaches a visual communications course at Roosevelt, was given access to many NASA locations that are off limits to the general public. “I think the

highlight for me,” she said, “was being able to observe launch photographer Julian Leek who is a fixture at these events. It was fascinating to watch him set up and use his unique equipment.”

During the SpaceX launch, Robertson toured the Vehicle Assembly Building and met personally with Gwynne Shotwell, president of SpaceX and other NASA personnel, including former NASA Deputy Administrator Laurie Garver. She also attended the press conferences and science briefings with full access to ask questions of SpaceX and NASA engineers and scientists. During the MAVEN launch, she was able to visit the construction site of the new Space Launch System launch pad.

Each event ended with the viewing of the launch from the closest spot approved for civilian viewing, the NASA causeway, which is about four miles away from takeoff. – *By Diamond Sutton*

Professor Uses Psychology to Influence Academic Success



Until last fall, **STEVEN MEYERS**, a Roosevelt University psychology professor and the 2007 professor of the year in the state of Illinois, hadn't taught General Psychology in 15 years. So before welcoming 90 students into his classroom, he decided to re-tool the class to include techniques that promote student success and retention in addition to providing an overview of psychology.

Throughout the introductory course, Meyers looked for ways to help students realize the importance of earning their college degrees. On the first day of class, he handed out \$1-bills and then had the students rip them up and save the pieces. "We discussed how missing class – which is strongly related to academic performance – is equivalent to throwing money away," he said. Then on the last day of class, he handed each student a \$1-million-dollar bill he purchased at a novelty store. "This," he explained, "represents the lifetime earnings differential between a high school graduate and a college graduate." In every class session, Meyers used group activities in psychology to create a sense of community. For example, the students, most of whom were in their first semester at Roosevelt, collaborated with one another to diagnose mock

patients, to practice effective listening skills that therapists use and to think about their family dynamics during their child-

care. Given the size of the class, this was the largest implementation of service-learning ever in a Roosevelt course.

"This course recognizes correlations between students' personal adjustments and academic success."

STEVEN MEYERS

hood and adolescence. "Making new friends in college creates a sense of belonging, so students formed new groups to increase their social networks every few weeks," he said.

The students also had a 10-hour service-learning assignment in which they interacted with people in need and connected the course content to their outreach. Activities included tutoring children, providing literacy training for adults and assisting with child

And to help students better cope with stress in their lives, they learned what psychological science says about effective studying, personal happiness and strategies to change behavior.

"This course recognizes the correlations between students' personal adjustments and academic success," Meyers said. "I will be teaching it every semester for awhile and we will be tracking the students to see how they are doing at Roosevelt."



This new species of bat was discovered in the Congo by Roosevelt Professor Julian Kerbis Peterhans and his scientific colleagues. PHOTO BY A. J. PLUMPTRE

Pharmacy Professor Appointed as FDA Consultant

MEGHANA ARURU, assistant professor of administrative sciences in the College of Pharmacy, has been appointed to serve as a consultant to the U.S. Food and Drug Administration's Risk Communication Advisory Committee. Physicians, pharmacists and marketing and communication specialists from around the country are on the committee, which advises the FDA on matters regarding the potential for health risks from drugs.

"This is a prestigious assignment. We are proud of the work being done by Professor Aruru

and the honor she is bringing to our College of Pharmacy with this work," said George MacKinnon, founding dean of Roosevelt's College of Pharmacy.

Aruru expects to be involved in issues involving risky drugs, including new pharmaceuticals on the market and older medications having risks that weren't uncovered during trial periods. "It's an exciting assignment because I get to represent pharmacists and advocate for those in our field as professionals," said Aruru, whose appointment will be through Sept. 30, 2017.



Professor Discovers Four New Species

JULIAN KERBIS PETERHANS, a Roosevelt University professor of natural sciences and an adjunct curator at the Field Museum who has conducted extensive studies on mammals in Africa, has discovered four new species of small mammals in the eastern section of the Democratic Republic of Congo. The mammals were found during expeditions to the Misotshi-Kabogo Highlands and another nearby forest, areas that were previously unexplored.

Kerbis' colleagues included scientists from the Wildlife Conservation Society (WCS), the Centre de Recherche des Sciences Naturelles (Lwiro, Democratic Republic of Congo) and World Wide Fund for Nature.

In two new papers published in the German journal *Bonn Zoological*

Bulletin, Kerbis and his colleagues describe two new species of shrews and two new species of bats. "Our discoveries demonstrate the need for conserving this isolated reservoir of biodiversity," Kerbis said. "Three new species from a single forest (with a fourth from a nearby forest) is quite unique. More often such finds would be made on island ecosystems. However, the highlands in which these species reside are isolated from adjacent forests and mountains by savannah habitats and low elevation streams."

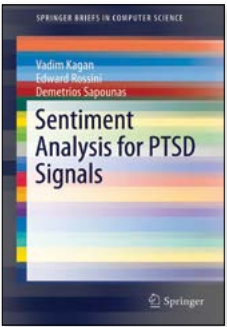
"Given the clear importance of this site, we are working closely with the local communities and the Government of the Democratic Republic of Congo to protect this unique area," added Andrew Plumptre, director of WCS's Albertine Rift Program.



BY LAURA JANOTA

FACULTY IN PRINT

Publishing on everything from Charlie Chaplin to balanced literacy, Roosevelt faculty members have made significant contributions to their areas of expertise with new books.

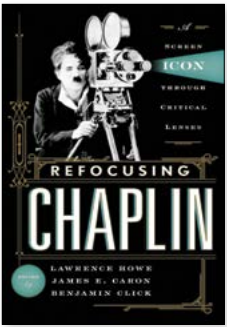


EDWARD ROSSINI, professor of psychology at Roosevelt University, has published *Sentiment Analysis for PTSD Signals*, a book that looks at the potential for identifying those with post-traumatic stress disorder using non-traditional methods including social media outlets that veterans and loved ones frequently use to relate experiences.

Rossini and two other Roosevelt clinical psychologists, Jeri Morris and Jeffrey Kunka, analyzed data that is the basis for the new book. “The goal of our study was to see if clinical psychologists could detect subtle signals of PTSD from social media sites for veterans, as compared to a computer algorithm that was specially designed to identify signals of

PTSD without using official psychiatric symptoms or direct attributions by patients,” said Rossini.

The book establishes that it is challenging, but possible, to identify subtle or indirect signals of PTSD using either psychologists’ impressions or the developed computer algorithm. Further it found that both methods worked significantly better than chance. “Self-report inventories on general physical and mental health were able to accurately classify 83 percent of our participants,” said Rossini, who concluded that veterans at risk for PTSD also can be identified by assessing veterans’ blog narratives.



The work of the legendary Charlie Chaplin, who made his filmmaking debut 100 years ago, is remembered and refocused in a new book of essays co-edited and co-written by Chaplin expert and Roosevelt University English and Film Studies Professor and chair of the Department of Literature and Languages **LAWRENCE HOWE**.

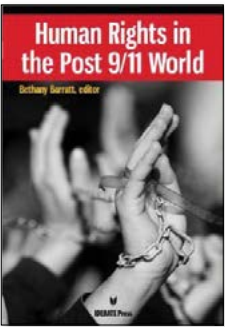
Refocusing Chaplin: Screen Icon Through Critical Lenses reflects on Chaplin’s career and films through a variety of interpretative approaches, highlighting the complexity of his filmmaking and providing insight into a number of films including: *The Circus* (1928); *Modern Times* (1936); *The Great Dictator* (1940); *Limelight* (1952); *The Gold Rush* (1925); *City*

Lights (1931); *Monsieur Verdoux* (1947); as well as shorter films including *A Burlesque on Carmen* (1915); *One A.M.*, *The Pawnshop*, *The Rink*, *Behind the Screen*, (all 1916); and *A Dog’s Life* (1918).

Chaplin’s first short film, *Making a Living*, was released on Feb. 2, 1914, and was followed that same year with the release of 35 other short films. In all, Chaplin released 86 films, 12 of which are feature length, and 71 of which he personally directed.

“The book provides a full examination of Chaplin’s career and presents a variety of theories that are applicable today to his work,” said Howe, the author of the book’s fourth chapter that looks at the representation of masculinity in *Modern Times*. Released at the height of the Great Depression, a time when many men who were supposed to be the breadwinners of families were unemployed, *Modern Times*, in Howe’s analysis, comments on unstable assumptions about manhood.

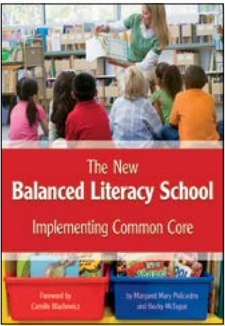
Howe received essay submissions from around the world for the book. “Our book shows that Chaplin’s work – 100 years later – still has great staying power, even though it is filmmaking from another era,” the Roosevelt professor said.



Top international scholars in law, political science and philosophy weigh in on big changes that have taken place in defining what constitutes war and the negative impact those changes have had on human rights in a new book of essays edited by Roosevelt University Associate Professor of Political Science **BETHANY BARRATT**.

Human Rights in the Post-9/11 World includes scholarly essays on: 9/11 and warfare; 9/11’s impact on international law; freedom from terror: should it trump other rights and freedoms?; and human rights and international organizations since 9/11.

Published by the International Debate Education Association, the book stemmed from a 2010 conference sponsored by Roosevelt’s Joseph Loundy Center for Human Rights entitled “The State of Human Rights Nine Years After 9/11.” Director of the Loundy Center, Barratt received help in putting the book together from former Roosevelt students/graduate assistants Anthony Guerrerro, who reviewed original literature, and Nela Taskovska, who wrote the book’s part-four introduction, compiled its index and also formatted its text.

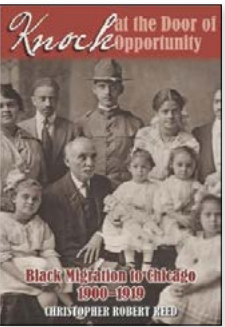


The New Balanced Literacy School: Implementing Common Core is a new book by innovative literacy educators **MARGARET POLICASTRO** and **BECKY MCTAGUE**, who are both professors in the College of Education at Roosevelt University.

Policastro and McTague examine their experiences and outcomes in developing balanced literacy schools that are modeled after Roosevelt’s award-winning Reading Clinic that has helped hundreds of Chicago-area youth improve reading and writing skills each summer at Roosevelt’s Schaumburg Campus.

“This is a book about how to implement the common core state standards following our balanced literacy model,” said Policastro of the book published this spring by Capstone Publishers in time for an International Reading Association conference being held in New Orleans in May.

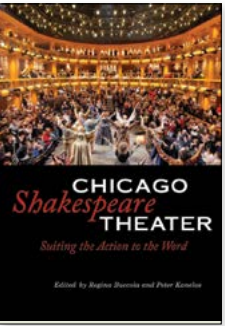
With help from a multi-year Illinois Board of Higher Education grant, balanced literacy schools have been opened and operated over the past 12 years in Chicago as well as the suburbs under the direction of the two Roosevelt professors. “The book details what we’ve learned in working with schools to create a balanced approach to school improvement through capacity building,” said McTague. “What we’ve found is that the more kids have access to literacy, the more they improve,” she said.



CHRISTOPHER REED, professor emeritus of history and a leading expert on the history of African Americans in Chicago, has published *Knock at the Door of Opportunity: Black Migration to Early Chicago, 1900-1919*.

The book explores the mindset and lifestyles of early 20th Century black Chicagoans. It came about as the result of Reed’s own family experiences including migration of his great grandfather, Civil War veteran Henry Slaughter, along with family members and relatives, to the Chicago area in the early part of the 20th Century.

Reed reconstructs the history and stories of many black Chicagoans, including those who were swept up by the 1916-18 Great Migration to the nation’s northern states. “The chronicle of the Slaughters’ sojourn was that of migrants who entered a metropolis during the shaping of a new century, global war, race riots, economic growth and business depression,” Reed writes in the book’s preface. “Yet it was much more because it pointed to the larger poignant story of a variegated migrant experience in which opportunity, dynamic circumstances, changing conditions and unexpected human interaction played important parts.”

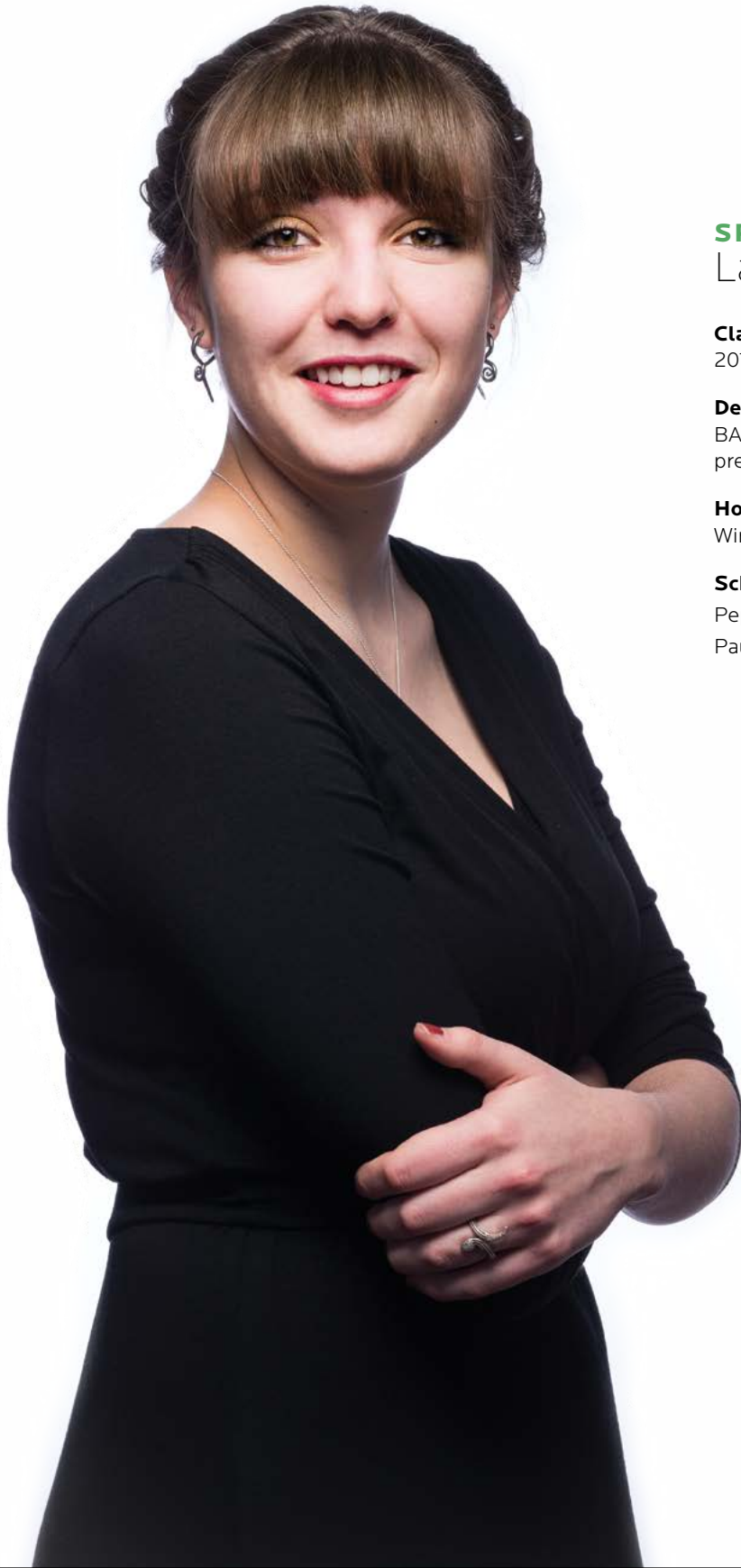


REGINA BUCCOLA, associate professor of English at Roosevelt, an expert on Shakespeare and the scholar-in-residence at Chicago Shakespeare Theater (CST), has co-written and co-edited a new groundbreaking book of essays on the theater’s history, significance to Chicago culture and growing reputation as a world-class performance company.

Marking the 25th anniversary of the theater and released as CST began its 26th season, *Chicago Shakespeare Theater: Suiting the Action to the Word* looks at the making and maturing of CST.

Essayists trace the history of CST from its humble beginnings in 1986 with staging of a production of *Henry V* on the rooftop of the Red Lion Pub on Chicago’s north side to its reputation today as a world-class institution known for provocative, award-winning productions and significant educational opportunities at its permanent home on Chicago’s Navy Pier.

“Performances and performance studies in Shakespeare definitely have come of age and into their own during the last 25 years,” said Buccola, who has written one of the book’s essays on the unique vision of CST’s founding artistic director Barbara Gaines. “I wanted to tell a story about the growing importance and popularity of Shakespeare performance and interpretation in Chicago and I thought ‘What better time than now?’ as CST has just celebrated its silver anniversary,” she said.



SPOTLIGHT ON:
Lacy Nicole Reyna

Class Year:
2016

Degree:
BA, Psychology major,
pre-med track (minor in Biology)

Hometown:
Winterset, Iowa

Scholarships:
Pepsi Honors Scholarship
Paul and Mary Griffith Scholarship

Student Has Many Passions

LACY REYNA, in many respects, is a Renaissance woman. She is a painter, cellist, runner, adventurer and outstanding student at Roosevelt University. Reyna hails from Winterset, Iowa, which is famous for its covered bridges featured in the movie *The Bridges of Madison County*. As a matter of fact, as a cellist, she performed at the Annual Madison County Covered Bridge Festival accompanied by her sister (one of seven siblings) on the piano.



Reyna recently performed at the Annual Madison County Covered Bridge Festival in her hometown of Winterset, Iowa.

After visiting colleges in Iowa and Minnesota, Reyna decided to visit Roosevelt. She felt the University had a very progressive and welcoming atmosphere. The classes were smaller than at most universities and she would be able to begin her college career in the Honors Program, which was very important to her. So far, she has found her professors to be enthusiastic and her courses to be interesting and challenging. Her goal is to become a doctor of psychiatry and work with children and adolescents in a hospital setting.

Admittedly, her first year at Roosevelt was spent mostly studying with very little time left for the other amenities of university life. Though she still concentrates heavily on her studies, Reyna is gaining life experiences that she would not have encountered by continuing her studies closer to home. These experiences have helped her, as she put it, “grow up.”

Reyna said she has learned a lot about herself serving as a Resident Assistant (RA)

in the Wabash Building this past year. She has made many new friends and gained experience handling situations that she would not normally have encountered. And through her class work and work as an RA, she has come to appreciate the importance of social justice.

Away from her studies and RA duties, Reyna enjoys the visual arts. She began painting during her sophomore year in high school and hasn’t stopped since. She presented her mother with a portrait of her grandmother which she feels expresses her grandmother’s somewhat eccentric personality. Reyna has also given Bridget Collier, assistant provost for student affairs, a painting she based on Bob Marley’s song, “Three Little Birds.”

Reyna has traveled to London, Paris, Lucerne, Andermatt, Milan, Rome and Florence, and hopes to make Mexico her next destination. As for where to settle in the future, she prefers one extreme or the other—a very urban atmosphere or a very rural place such as the forests of Maine.



Reyna's portrait of her grandmother, Lucy.

Your support is needed to help other outstanding students like Lacy.
Visit roosevelt.edu/giving or call the Office of Institutional Advancement at 312-341-3625.



Pepsi's
Generous
Support

LIKE MANY outstanding students at Roosevelt, Lacy Reyna received scholarship support from Pepsi, which has given the University \$2 million to help deserving students earn their Roosevelt degrees.

In 1998, under the leadership of Trustee Charles Connolly and Vice President of Development Ron Champagne, Pepsi-General Bottlers awarded Roosevelt \$1 million to create an endowed scholarship program.

Two years later, the PepsiAmericas Foundation pledged another \$1 million for the University’s Pepsi Opportunities Scholarship Program.

When the scholarship program was created in 1998, the Pepsi gift was the largest grant in the University’s history and the largest ever made by a corporation in Illinois. Since then more than 500 Roosevelt students have benefitted from the proceeds of the Pepsi endowment.

2013 FINANCIAL INFORMATION

Nearly 80 percent of the University's student enrollment for the 2013 fall term was comprised of residents from the greater Chicago metropolitan area, consistent with Roosevelt's mission to bring access to higher education to the urban setting. Roosevelt's Chicago Campus provided housing for 943 students in the Wabash Building, University Center of Chicago and the residence hall in Fornelli Hall, an increase of 68.7 percent compared to 2007. The number of traditional-age (18-to 24-year-old) students has grown to represent 63.4 percent of all University undergraduates in 2013, compared with 27 percent in 1997 and 46 percent in 2007. Total full time equivalent (FTE) enrollment slightly decreased from 4,760 in the fall of 2012 to 4,723 in 2013.

Net tuition revenues increased in FY2013 to \$95.6 million from \$94.0 million in FY2012.

Roosevelt University posted its third calculated operating deficit of \$2.8 million in FY2013. Over the past three years, Roosevelt has faced major fiscal challenges resulting from declining enrollment and tuition revenues along with significant investments in the future of the University such as the construction of the Wabash Building and the Lillian and Larry Goodman Center,

the reinstitution of intercollegiate athletics and the establishment of the College of Pharmacy. In the long-term these investments will continue to contribute to the fiscal and academic viability of the University.

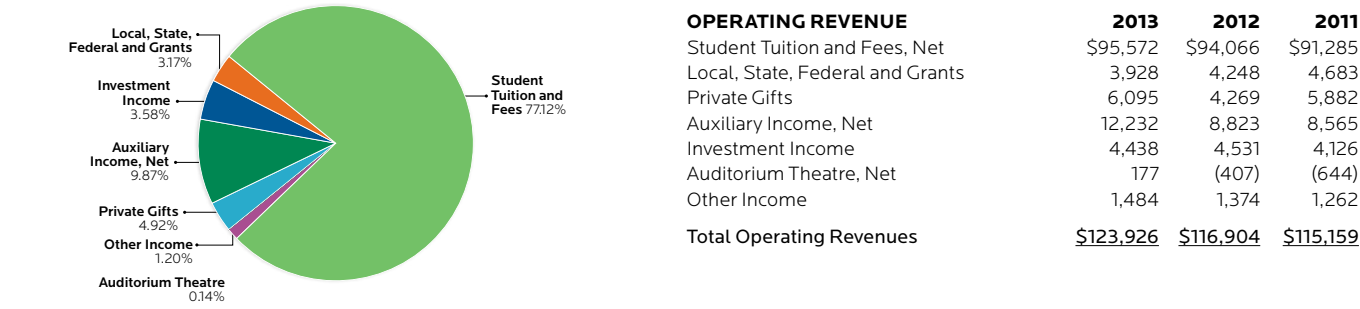
During the 2012-2013 academic year, the University developed a Strategic Enrollment Plan to support its new Institutional Strategic Plan. The plans focus on enhancing the student experience to increase retention, graduation rates and enrollment, bringing greater clarity to the role and mission of Roosevelt, enhancing the quality of life for faculty and staff, increasing and diversifying non-tuition revenues, and improving institutional effectiveness.

The University's investments are generally held in large funds with allocations of domestic and international equities, fixed income, real estate, commodities and cash. For the 12-month period ending Aug. 31, 2013, the University reported an investment return of 8.33 percent on its endowment.

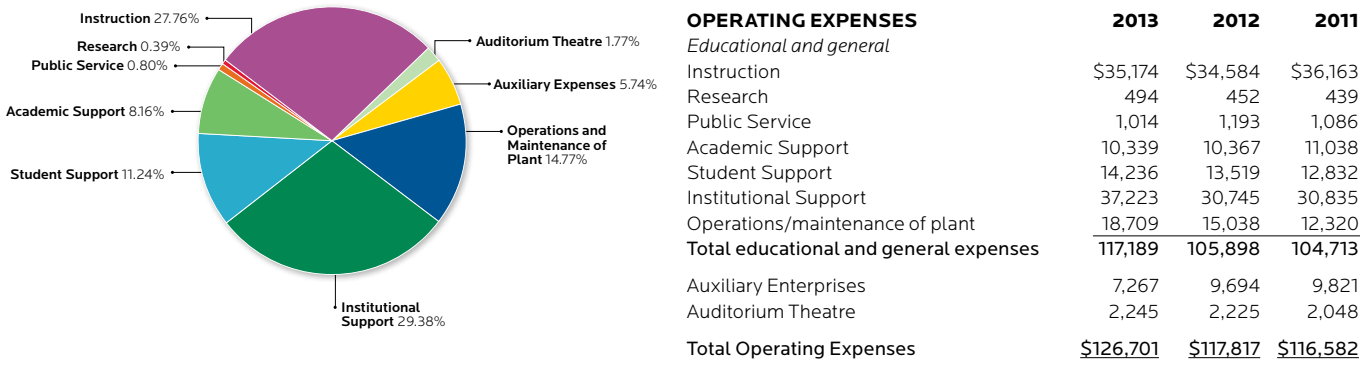
The financial information presented here represents the consolidated results of the University, the Auditorium Theatre of Roosevelt University and Roosevelt University Development Corporation.



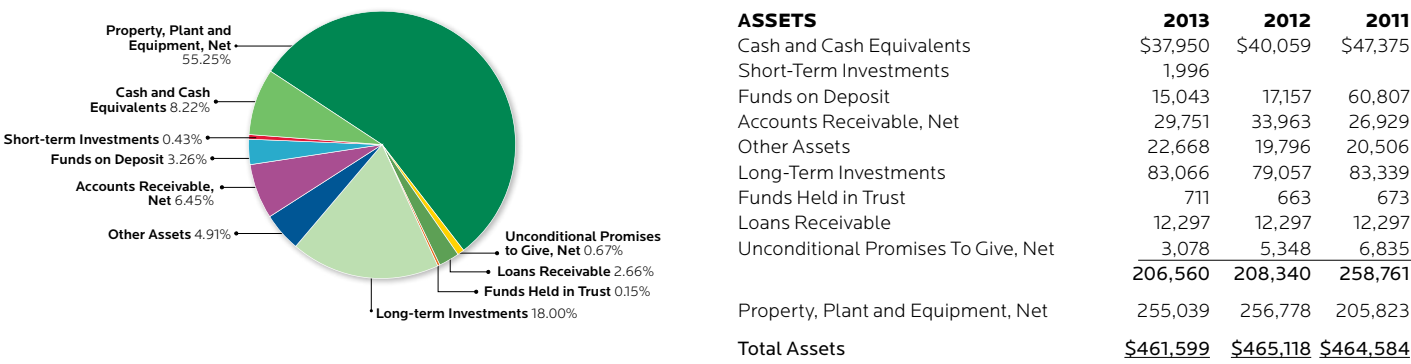
2013 Consolidated Operating Revenues (in thousands)



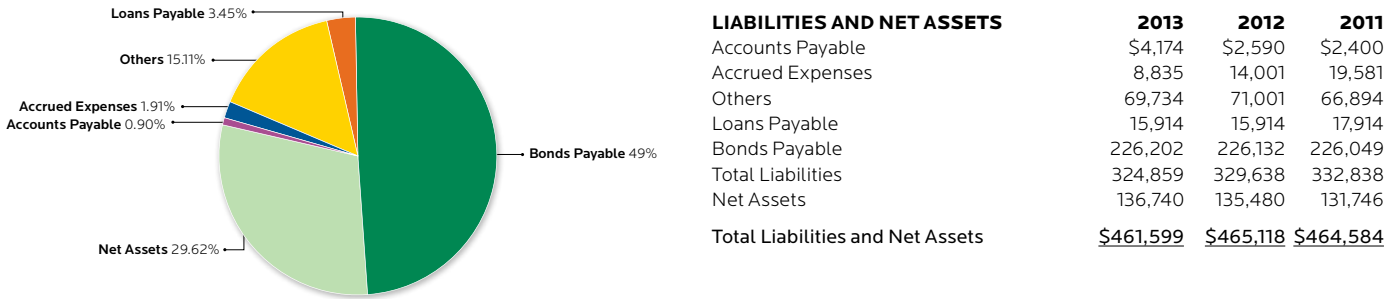
2013 Operating Expenses (in thousands)



2013 Consolidated Statements of Financial Position (in thousands)



2013 Consolidated Total Liabilities and Net Assets (in thousands)





The fathers of Tori Clark (left) and Dominic Dixon were both offensive linemen in the National Football League.

Common Ground

BY JOHN JARAMILLO

In addition to a shared love of the game, basketball players Tori Clark and Dominic Dixon discovered something unusual: their dads both played in the NFL.

ALTHOUGH FOOTBALL is not a varsity sport at Roosevelt, the Lakers have direct connections to two professional players. Basketball players Tori Clark and Dominic Dixon both have fathers who played in the National Football League (NFL). Clark, a senior guard/forward, is the daughter of Randy Clark, a Chicago native who played collegiately at Northern Illinois before he was drafted in the eighth round of the 1980 NFL Draft. He played eight seasons as an offensive lineman for the

St. Louis Cardinals and Atlanta Falcons before retiring in 1988. Dixon, a freshman center from just outside of Indianapolis, is the son of Randy Dixon, who was a consensus All-American offensive lineman at Pittsburgh before he was selected by the Indianapolis Colts in the fourth round of the 1987 NFL Draft. He played nine years, highlighted by competing in the AFC Championship Game after the 1995 season. Clark and Dixon have never encountered another person with a father who played in the NFL

until this academic year. The two learned of their fathers' similar professions during a visit to a South Loop pizza place with their respective teammates in the fall.

"It's a good feeling to know that there is someone else I can talk to about growing up with a dad who played in the NFL. We probably went through a lot of the same stuff growing up," said Dixon.

Clark concurred with Dixon about having someone with a similar upbringing. "I think the best part about having another student with a dad who played in the NFL is the fact that he has some of the same life experiences as me," said Clark. "I mean, our dads even have the same first name."

Both attributed many of their characteristics to their fathers' past experiences, which included tangling with defensive linemen for nearly a decade. "I learned my competitiveness and my drive to be better at my game from my dad, whether it was in T-ball or soccer or basketball," Clark said. "Any sport I played, I played with an edge."

Dixon said his dad never pressured him into playing football. "Specifically, he taught me to be honest, respectful and humble to the people around you. My dad also taught me the importance of a strong work ethic."

Clark and Dixon both are quick to point out that it wasn't only their football-playing fathers who helped them be who they are today.

"My mom definitely doesn't get the credit that she deserves," Dixon stated. "It was my mom who packed the car and was ready to travel halfway across the United States so I could play in all my tournaments. I definitely would not have made it to the point I am at now without her."

"My mom has taught me a lot," Clark noted. "She really allows me to be myself and learn from my own mistakes. She's not overbearing and is genuine. I personally enjoy people who have enough confidence, like my mom, to just be themselves." 📸



Women of Steel: Roosevelt's first four-year women's basketball class, dubbed the Original Six, pose with head coach Robyn Scherr-Wells (kneeling) and their families during Senior Day on Feb. 22.

Original Six Lakers Graduating

The Roosevelt women's basketball team's Original Six, a group of six student-athletes who comprised the program's first-ever recruiting class back in 2010, will graduate from the University in 2014 after cementing their collective status as the most decorated set of players to ever don the Green and White.

All-American shooting guard Casey Davis, versatile guard/forwards Maria Tamburrino and Tori Clark, frontcourt stalwarts Kiara Towles and Jennie Van Hook and three-point sharpshooter Erin McCaslin concluded their spectacular four-year tenures for the Lakers this past March having accomplished feats that seemed impossible when Roosevelt announced the debut of women's basketball.

In four seasons, the six led a hardwood adventure that resulted in national acclaim for Roosevelt. Thanks in large part to this pioneering group that accounted for over 7,000 points, 3,600 rebounds and 77 victories, the Lakers won their first Chicagoland Collegiate Athletic Conference (CCAC) regular-season and tournament championships in 2012-13 before advancing to the 2013 National Association of Intercollegiate Athletics (NAIA) Division II Women's Basketball National Championship Sweet 16 and garnering a Top 10 ranking.

They continued that upward trend on the national stage in 2013-14, attaining a school-best ranking of fifth in the country before capping their trend-setting careers with a second straight trip to nationals.

What makes their accomplishments even more impressive is that they came to Roosevelt on a vision, with no history to reference or on-campus facility to play and practice at for the team's first two-plus years of existence.

"It's hard to believe four years have gone by and our original six are graduating," said Roosevelt head coach Robyn Scherr-Wells, the team's first-ever leader who recruited all six to campus. "They took a big chance coming to Roosevelt and starting this program from scratch. I have been so blessed to be their coach for four years. I am so proud of the women they have become. They have represented our program so well.

"They built Roosevelt Women's Basketball into something special and have laid a great foundation for our future." – John Jaramillo

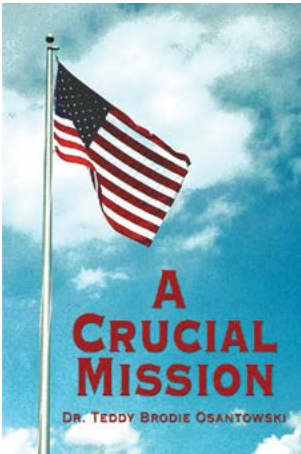


Athletes in Motion Right-handed pitcher Marcus Radz (top left) has the Roosevelt baseball team primed for its best spring yet. Aided by leading rebounder Jeremiah Jackson (center), the Roosevelt men’s basketball team advanced to the Chicagoland Collegiate Athletic Conference (CCAC) semifinals for the first time in 2014. Brandon Smith (top right) and the Roosevelt cross country team are taking strides toward a bright future. All-CCAC slugger Kristy Santora (bottom left) is one of the premier weapons in the Roosevelt softball team’s potent offensive arsenal. The Roosevelt volleyball team (bottom center) made history with a school-record 25 wins and a first-ever CCAC semifinal berth this past fall. Carli Schlaker (bottom right) will help steer the Roosevelt women’s soccer team to big things this autumn.



WHERE RU? BY PETER PIATKOWSKI

1950s



📌 **Teddy Osantowski** (BB, '59) has written a book, *A Crucial Mission*, and is working on two more in a series. A retired college professor and active member of the Las Vegas chapter, Osantowski is the author of several books including *The Little Survivor*, *The Black Landed Gentry of Montgomery County* and *God Made Me*.

1960s

Alvin Siegel (BB, '63) announced that his firm, Alvin I. Siegel & Associates, LTD, merged with the CPA firm of Warady & Davis LLP in Deerfield, Ill. Siegel joined as a partner.

Ernest Latham, Jr. (MA, '66), a member of the Alumni Board of Governors and leader of the Washington, D.C. Chapter, recently had his book, *In Caesar's Household*, published. Latham served as the American cultural attaché in Romania and Greece and the book is a collection of sermons

he gave during his time as a lay reader at the Church of the Resurrection in Bucharest and at St. Paul's in Athens.

1970s

Linda Jean Strothman (BG, '70) presented at the National Association of Social Workers Statewide Conference on the Gottman Method Couples Therapy.

Joan Lee (BA, '71) had an exhibit, *Open Windows*, hosted by the University of Maine at Fort Kent Blake Library Gallery. An award-winning writer and independent publisher and painter, Lee has exhibited in regional and national art competitions.

Bill Kottmann (MA, '78) was named system vice president of physician and ambulatory network development for the Naperville, Ill.-based Edward Hospital & Health Services and Elmhurst Memorial Healthcare. Kottman is also president of Edward Health Ventures.

📌 **Erin Goseer Mitchell** (MM, '79) recently published her memoirs, *Born Colored: Life Before Bloody Sunday*, which tells of her story growing up in Selma, Ala., and Fitzgerald, Ga., during the time of the Civil Rights Movement. An educator and Chicago Public Schools veteran, she is working on a second book about her family and their experiences during segregation.



Ethel Crisp celebrates with her friends.

1980s

Mary Tisdale Green (BB, '80) is retired and writing books about her faith. She is also a faith-based motivational speaker and hosts a radio show, *Fabulous Fresh Touch*.

Edward Torres (BA, '89) directed *White Tie Ball* at Victory Gardens Theater in Chicago. An accomplished director and actor, he is co-founder and the former artistic director for Teatro Vista, a theater committed to sharing and celebrating the riches of Latino culture with Chicago theater audiences and beyond.



Erin Goseer Mitchell

1990s

📌 **Ethel L. Crisp** (BA, '94) received her PhD in Educational Leadership from Kingsbridge University. She is a senior environmental protection specialist with the U.S. Environmental Protection Agency in Chicago.

Lori Bein (MA, '95), was named superintendent of School District 25 in Arlington Heights, Ill. Previously she was superintendent of Roselle School District 12, an assistant superintendent for instructional services in Skokie School District 69, principal at

Continued on page 74



ERIN GOSEER MITCHELL



PHOTO BY CARLOS BADIA

Hospitality Grad Makes Her Dream a Reality

BLANCA MURPHY (BS, '10; MBA, '13) wanted to open a restaurant in her native Honduras since she was in high school. It was the reason she came to Chicago, joining the University's Manfred Steinfeld Hospitality and Tourism Management Program in 2007, and the reason she took management as an MBA student in Roosevelt's Heller College of Business.

Nothing prepared the Roosevelt alumna, however, for the splash she made upon opening Ambrosía, a trendy restaurant in San Pedro Sula, Honduras last spring. Among other things, she was featured on the cover of the glossy Spanish-language fashion, culture and society magazine called *EL/LA* (at left).

"I'm all over the city on billboards and in grocery stores," said Murphy, 26, whose new restaurant has received top billing among San Pedro Sula eating destinations on TripAdvisor.

"The magazine profiled my life regarding my new restaurant," added Murphy. "Part of that profile includes my experiences and all that I learned as a student at Roosevelt University."

Murphy, who took restaurant, food and beverage, casino and marketing courses at Roosevelt, called on a mentor, Roosevelt University Associate Professor of Hospitality and Tourism Management Chuck Hamburg, to give her advice on making her dream a reality. "I knew that Blanca, as a student, wanted to open her own place," said Hamburg, who helped Murphy develop a business plan for Ambrosía. "She was intent on doing something good for her country, and I think she has the potential, like many of our students, to become a superstar."

After a short stint as a restaurant and bar manager, Murphy opened Ambrosía, (which means food for the gods), a lunch and dinner establishment with international cuisine that caters to the city's professional set.

"I want to franchise my restaurant in Central and South America," she said. Murphy, who is half-Irish, also hopes one day in the near future to open San Pedro Sula's first Irish pub.

Continued from page 72

Thomas A. Edison School in Morton Grove, Ill. and assistant principal at Winston Campus School in Palatine, Ill.



Colleen Kelly (MS, '98) has a travel show on PBS, *Family Travel with Colleen Kelly*, the first family travel show ever to go national. The show was recently picked up for a second season.

2000s

Marie Hunt (BA, '06), a poet/singer/songwriter/composer, was part of a program honoring Dr. Martin Luther King, Jr., which featured her original cantata *From Glory to Glory: The Life, Death and Legacy of Dr. Martin Luther King, Jr.*

Danielle O'Farrell (BF, '06) performed in the Old Globe's Shakespeare Festival in San Diego, Calif. She's currently in the highly selective Old Globe Graduate Theatre Program at the University of San Diego. After graduation, she plans to begin working in television or film.

Vanessa Torres (MS, '07) is director of public relations at San Antonio College. She is also a teacher of consumer psychology at the University of Phoenix.

2010s

Lisa Ortenzi (MA, '11) was recently named as director of educational programming for Great Lakes Theater, a Cleveland classic theater. A dedicated member of the theater community, Ortenzi also is an adjunct faculty member at Baldwin Wallace University.

Robert Petitti (MP, '13) recently was hired as an executive director for Koinonia Foundation, an organization dedicated to helping individuals in need in the Fairfax County area in Virginia.

Latricia Polk (BA, '13) is an intern with *The Chicago Reporter* where she wrote an article about the closures of Chicago public schools.

Where are you?

Send us your photo and an update! Email alum@roosevelt.edu or mail:

Office of Alumni Relations, Roosevelt University
430 S. Michigan Ave., AUD 832
Chicago, IL 60605

Please include your name, address, email, major and graduation year.

Leading Lady
CCPA Musical Theatre graduate Courtney Reed lands her first starring role on Broadway.



COURTNEY REED, a graduate of Roosevelt University's Musical Theatre program, is a leading lady on Broadway. Reed is currently starring as Jasmine in the new Disney Theatrical Production of *Aladdin*, which debuted at the New Amsterdam Theatre in Manhattan earlier this year.

"This is a wonderful accomplishment for Courtney and a feather in the cap for the Theatre Conservatory," said Sean Kelley, associate dean of Roosevelt's Chicago College of Performing Arts and director of Roosevelt's Theatre Conservatory. "What can I say?" added Kelley. "We are beyond thrilled."



As a star in *Aladdin*, Courtney Reed goes on a magic carpet ride.

It will be the largest role yet for Reed, who has appeared on Broadway in *Mamma Mia* and *In the Heights* and has made TV appearances on *CSI: NY*, *Law and Order* and *White Collar*.

"To have the experience of playing a leading lady on Broadway is a dream come true for me," said Reed, who began her acting career at the age of seven with a children's theatre company in Elgin, Ill. and went on to study theatre in high school in the Chicago suburb.

The Roosevelt alumna had a number of roles in productions on the Chicago theatre scene before moving to New York City. She also starred as Jasmine in the 2011 premiere of *Aladdin* at the 5th Avenue Theatre in Seattle and the show's pre-Broadway tryout in Toronto.

"One of the greatest benefits of attending Roosevelt University was the choice of living in the city and having exposure to a lot of professional theatres, people and opportunities," she said. "I always found the faculty at Roosevelt and my fellow students to be dedicated, passionate and hard working," she added.

ALUMNI CHAPTER NEWS

The **South Side Alumni Chapter** has been busy, holding several well-attended events. In September, the chapter had a mixer at Beggars Pizza where members discussed the upcoming year and possible events for alumni and friends. That was followed by a gathering at Mather's Café in October and a Planning for Retirement presentation on Nov. 12 featuring financial advisor Khloe Korova from the investment firm Edward Jones.



The **Loop Lake Shore Alumni Chapter** hosted an evening with Professor Emeritus Bruce Kraig and photographer Patty Carroll titled *Man Bites Dog: Hot Dog Culture in America* on Oct. 29. The author of the new book, *Man Bites Dog: Hot Dog Culture in America*, Kraig discussed the origins and evolution of the frankfurter.

Four alumni chapters and the Paralegal Affinity Group held holiday parties in December. The **Loop Lake Shore Chapter** and the **South Side Alumni Chapter** gathered for an evening of festive fun at Chicago's Café Iberico. The **Northwest Suburban Alumni Chapter** met at Emmett's in Palatine, Ill. for the group's annual holiday party and the Paralegal group hosted a holiday happy-hour networking event at Cardozo's Pub.

The Office of Alumni Relations presented an evening of classical music featuring CCPA Dean Henry Fogel. Guests listened to various musical pieces and discussed the differences. The office also hosted an outing to a Chicago Bulls game on Oct. 25.



Upcoming Chapter Events

- May 12 Alumni Chapter Meeting, Dallas
- May 28 Alumni Chapter Meeting, Los Angeles
- May 29 Alumni Chapter Meeting, San Diego
- June 25 Alumni Chapter Meeting, New York City
- Aug. 1 Alumni Outing: Chicago White Sox game
- Sept. 23 Paralegal Studies Program 40th Anniversary

For more information about alumni events or to RSVP, visit roosevelt.edu/Alumni/Events.

BY CHICONA HODGES

Roosevelt University regrets to report the deaths of the following community members.

1940s

Mary Chase (BA, '46) died on Oct. 29, 2013. She earned a bachelor's degree from the College of Arts and Sciences.

Herman Muenchen (BC, '48) died on July 16, 2012. After graduating from Roosevelt and earning his MBA from the University of Chicago, Muenchen had a distinguished career in marketing.

1950s

Max Traub (BS, '50) died on Oct. 7, 2013. He was a resident of Scottsdale, Ariz.

Lester L. Brown (BA, '50) of Chicago died on Nov. 4, 2013. He worked for *Variety* from 1953-65 and accepted an opportunity to work as an editor for *Variety's* TV and radio department, which ultimately led to him becoming the assistant managing editor. Brown later joined the *New York Times* as a television columnist.

Charles F. Lange (BS, '51; MS, '53) of Evanston, Ill., died on Oct. 13, 2013. Lange was a retired research professor in the Department of Microbiology and Immunology at Loyola University's Stritch School of Medicine in Maywood, Ill. He also was involved in issues such as fair housing and school integration.

Maxine Lange (BA, '54) of Evanston, Ill., died on Oct. 7, 2013. She was noted, not only for her commitment to volunteerism, but also the time served as an Evanston City Council member from 1971-79. In the early 1970s, Lange joined the Evanston chapter of the League of Women Voters, which inspired her continued service and commitment. Like her husband, Charles Lange, she too was involved in fair housing and school integration; the Langes met while enrolled at Roosevelt.

Elliot Eisner (BA, '54) of Stanford, Calif., died Jan. 10. Eisner was an associate professor of education and art at Stanford University. He served as president of four professional organizations and was the recipient of six honorary doctorates from institutions in the United States and abroad.

Bruce Levine (BA, '54) of Chicago died on Sept. 4. He worked at Tampa Wholesale Plumbing Supply until he retired in 1986.

Shulamith E. Lukrec (BA, '54) died on Sept. 15, 2013. She was a kindergarten teacher with the New York City Department of Education until she retired in 1993. Lukrec devoted most of her time to helping the mentally ill.

Robert Henry Maginot (BA, '55) died on Sept. 26, 2013. He taught at Lake Ridge School District for 47 years in Gary, Ind. Maginot was president of the Indiana Federation of Teachers and the Lake Ridge School District Federation in Indiana.

E. Van Vlahakis (BS, '58), founder and CEO of Earth Friendly Products, died in April. A major supporter of Roosevelt University, Vlahakis was the University's May 2012 Commencement speaker and the recipient of an honorary doctorate in Social Justice. Vlahakis immigrated to America from Greece in 1953 and discovered his love for chemistry as a Roosevelt student. In 1967, he started his own company and presided over the enterprise's growth into a cleaning-product empire that includes multiple manufacturing centers, world-wide distribution and hundreds of employees. Among its products is Ecos, the world's top selling biodegradable laundry detergent.

1960s

Rodger Dean Peters (BA, '61) of Louisville, Ky., died on Jan. 11. An entrepreneur, he started and ran several companies in Pennsylvania, Ohio and Kentucky.

John Samuel Begue Jr. (BA, '63) of Florence, Ala., died on Dec. 20.

Betty Burns Paden (MA, '63) died in January 2014. Graduating with a master's degree in education, Paden was an active member of her community.

Gustav Gutman (BA, '64) died on Jan. 11 in St. Paul, Minn. See story about him on page 20.

Charles R. Cummins (BA, '66) of LaGrange, Ill., died on Dec. 18. He was a former employee of the Chicago Transit Authority and Metra.

Francine E. Quinn (MA, '66) of Evansville, Ind., died on Jan. 17. She was a longtime educator who retired after 25 years of service in 1995.

Shalom Gliksman (BA, '69) died on May 16, 2013 in Madison, Wis.

Joseph Haverstuhl (MA, '69) died on March 1, 2011. He earned his master's degree in education.

Sylvia S. Gordon (BA, '69) died on Sept. 24, 2013 in Pasadena, Calif. She was a Chicago real estate

developer and one of the founding members of one of Chicago's first-ever women's residential real estate firms, Beliard, Gordon and Partners.

1970s

Paul Alexander (MM, '70) of Chicago died in January 2013. He was a music teacher with the Chicago Public School System for 40 years and retired from Von Steuben High School in 2006.

Michael L. Carter (MA, '74) of Decatur, Ill., died on July 2, 2013. He was a retired educator and school administrator and taught social studies at Southern High School in Joliet, Ill. where he coached football, track and girls basketball. Carter was particularly proud of his 1980 team, which won the state championship.

Luvonia Richardson (MA, '76) of Hazel Crest, Ill., died on Jan. 17. She majored in education and worked in the Chicago Public Schools.

Carol Tauber (BA, '79) of Phoenix, Ariz., died Dec. 18. She worked as the public relations director for the Lincoln Park Zoo in Chicago for many years and later collaborated on writing a book titled *The Ark in the Park* a story and history of the Lincoln Park Zoo.

1980s

Betty Ross-Rubin (MA, '80) died on Aug. 25, 2013 in Kent, Wash. She earned a master's degree from the College of Arts and Sciences.

Arthur Thompson, Sr. (MA, '80) of Chicago died Jan. 29. He was a Chicago Police commander for 33 years.

Florence Miner (BG, '83) died on Sept. 27, 2013 in California. She was well known for her many charitable donations and was one of Roosevelt University's most generous supporters. Miner's major gift to Roosevelt, given in memory of her late brother, Robert Miner, a co-founder of Oracle, allowed the University to develop its Department of Computer Science and Information Technology. The gift also endowed scholarships for undergraduate and graduate students in the department. Assyrian Christians, the Miner family fled oppression in Iran during the 1950s and immigrated to Chicago's northwest suburbs.

Barbara Ann Mills (MY, '85) died on Oct. 1, 2013 in Iowa. She was a computer science teacher at Northeast Iowa Community College in Peosta, Iowa and earned her master's degree in business.

Yvonne Pulliam (MA, '88) died Jan. 18. A model, actress and teacher, she was a stand-in for Diana Ross in the movie *Mahogany*. She also taught in Chicago public schools and toured the country teaching child actors in the Broadway shows *Raisin* and *Annie*.

1990s

Melinda Trotter (MA, '98) of Rockford, Ill., died Jan. 11. She was employed by various local agencies as a licensed clinical professional counselor and she was an active member and volunteer for Relay for Life.

2010s

Kathleen "Katie" Cinquegrani, a student in the Evelyn T. Stone College of Professional Studies, died March 20. She was 34 years old. Cinquegrani was a Psychology/BPS major and was within 15 credit hours of graduation.

Faculty

Nona Burney, associate professor of secondary education and a leading activist for educational equality and social change in Chicago and Cleveland, died March 31. Burney joined Roosevelt in 1998 after serving as a high school teacher and principal in Cleveland and earning both Ph.D. and J.D. degrees. At Roosevelt, in addition to being an outstanding teacher, she nurtured the relationship between the University and Jones College Prep and was director of the Center for Teaching and Learning.

Alonza Everage, a retired senior faculty member from the College of Education's Elementary Education department, died on Aug. 28, 2013. Everage taught elementary and middle school mathematics in the Chicago Public Schools and later taught full-time at Roosevelt.

Charles R. Groeling, associate professor of music education at the Chicago College of Performing Arts from 1983 until his retirement in 2008, died on Jan. 20. A music educator for over 54 years, he was also active for many years as a performer and conductor for various bands and orchestras in the Chicago area.

Deborah Sobol, artist-teacher of piano and member of the Music Conservatory faculty since 2009, died Jan. 25. She was the founding artistic co-director of the Chicago Chamber Musicians in 1986, introducing to Chicago the then-unique concept of a mixed chamber ensemble of internationally recognized artists.



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2014 SEASON RECAP

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