



ROOSEVELT

A MAGAZINE FOR ALUMNI AND FRIENDS OF ROOSEVELT UNIVERSITY

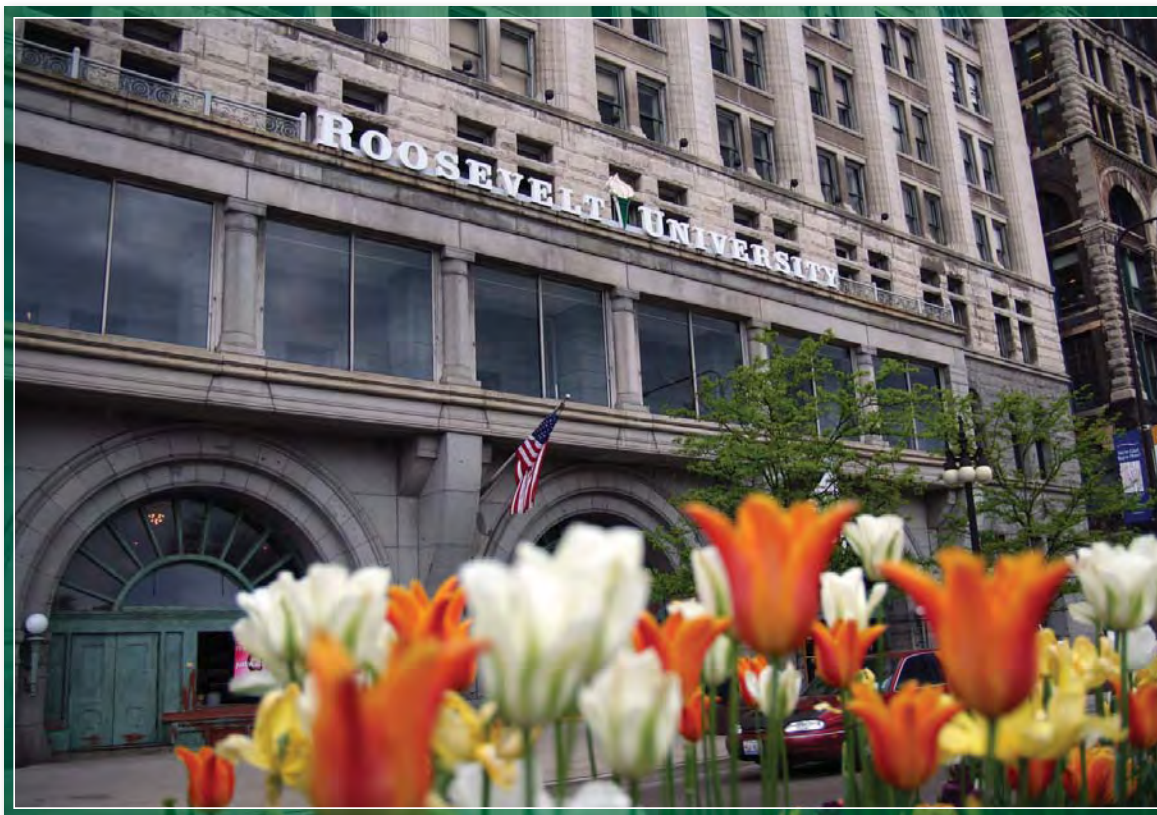
REVIEW SPRING 2009



Our Stressful Lives

Professor Jonathan Smith
tells us how to cope. **page 4**

MAKING A DIFFERENCE *in the lives that follow*



ROOSEVELT WAS THERE WHEN SHE NEEDED IT

Dr. M. Madlan (Mack) McKernan began college at the University of Illinois, but had to withdraw before the end of her first semester to help her mother. While working and tending to family matters, Mack became concerned that she might never have the opportunity to return to college. Fortunately, a card promoting Roosevelt University arrived at her family's home. Mack decided this was her chance, so she applied and was accepted at RU.

Mack attended Roosevelt during the 1960s, at the height of civil and student activism. She remembers a philosophy class "where a black man walked in one day and announced that he was going to 'take over the class.'" There was some confusion until he explained that he was the graduate assistant of the regular professor. Three weeks later when the professor returned, the class decided the graduate assistant should remain involved because he had proven to be an outstanding teacher. "Experiences such as this were edifying because they helped change our stereotypical responses to black men," she said.

After completing her BS in biology at Roosevelt, Mack enrolled in graduate school at Florida State University. Unfortunately, that did not work out, and she returned to Roosevelt for the master's program in botany under the late Gabriel Edwin. Before joining the faculty, Edwin had worked for the Field

Museum, which allowed him to help Mack procure some of the museum's valuable herbarium plant specimens for her graduate research.

Mack earned her MS at Roosevelt and then her PhD in plant biology at Southern Illinois University. After teaching for one year at the University of Wisconsin at Stevens Point, she joined the faculty at Oakton Community College in Des Plaines, Ill., where she continues to this day.

Over the years, Mack has invested in the stock market, so she created estate planning documents that will allow her assets to be split between Roosevelt University and the Field Museum.

If Roosevelt University contributed to your success, consider joining Dr. McKernan and include Roosevelt in your will. For more information, please contact Charles Browning at (312) 341-6455 or cbrowning@roosevelt.edu.



Fireside Circle

*A society of committed alumni and friends
who are dedicated to Continuing the Legacy*



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CHANGE AND CONTINUITY BY PRESIDENT CHUCK MIDDLETON

60605. This is the zip code of the Chicago Campus, one of the five central zip codes of the city, a place where history is made. Outside the windows of the Auditorium Building, on a warm November night in 2008 (could you believe it was in the mid-70s at 10 p.m.?), three quarters of a million people gathered to mark the historic moment of Barack Obama's election to the presidency of the United States of America.

Yes, this was the same place that just over 40 years earlier protesters had gathered with disastrous consequences to oppose the war in Vietnam and the nomination of Hubert Humphrey to be the Democratic Party standard bearer in that election year.

Those students and others who stood looking out our second floor windows on that August night of 1968 would have been hard pressed to imagine how different the experience right outside would be 40 years later. Yet on both occasions, so different one from the other, history was made, Chicago style.

We all heard a great deal about "change" over the last few months. As I listened to the commentators in both print and broadcast media debate the exact meaning of that word in light of the rapidly evolving world in which we live, it was easy to think about how many of these competing interpretations apply to our experience at Roosevelt University today.

Regular readers of these pages will know what I mean. On these pages we have been chronicling three times a year over the past half decade or so the powerful, underlying changes that the University has been experiencing. New types of students and more of them, more faculty stories than you can cover even in this expanded format, outreach into the world by groups and individuals as we carry our mission into the communities, and much more mark the emergence of RU as a truly major institution of higher education for the 21st century.

We historians like to talk about change over time. It's a big part of what we do. The stories we tell capture the imagination, both comfort and enrage (often at the same time), and help shape our understanding of ourselves and our place in history.

So "change" is a natural topic for discussion and analysis both for professional historians and for the historian inside all of us, and in some moments, most especially in election years, it often becomes a marker of aspirations for the future. Certainly

in 2008 it was so, with many candidates of both parties advocating for its power to define and shape where we are going in uncertain times.

But you cannot have change alone. I had a professor in graduate school, a learned man with a conservative bent whose roots in the past were based both on personal and intellectual foundations, who taught us well on how to write about change. But I admired him most because he cautioned us in approaching the sources, "never to underestimate the power of the forces of continuity" that underlay the changes so readily apparent in the historical record. These forces are part of the story, too.

Certainly at Roosevelt this is true. In my travels to visit with alumni, it is the stories of continuity that are at some level the most powerful and the most informative. These are the stories of how people from all backgrounds have come together here in 60605 for 60 plus years and in the suburbs for nearly 40 years, and have



“We historians like to talk about change over time. It's a big part of what we do. The stories we tell capture the imagination, both comfort and enrage (often at the same time), and help shape our understanding of ourselves and our place in history.”




In August 1968, Chicago was a hotbed of political dissent as the Democratic National Convention was held in the city.



forever been transformed by the mission as it played itself out in their personal lives.

I have grown fond of telling alumni and others, both those who have known RU from its inception and those to whom I am first introducing it, that these continuities boil down to two basic things. First, Roosevelt's legacy is and will always be defined by access and opportunity without regard to your personal characteristics as long as you are willing to work hard to succeed academically. Rich-poor, blond-brunette, younger-older, male-female, straight-gay, local-elsewhere, and many other dichotomies are all irrelevant to our core values in which we both profess and act upon a shared belief in the human spirit and its commonality in all people.

Second, we do our work at the highest quality we are capable of whatever our roles. Professors who are outstanding and who bring both their expertise and their enthusiasm for their disciplines into our classes have always distinguished the University. Students eager to learn and to challenge each other and their professors have long completed that equation.

Our continuity, you see, is simply those two things in combination: openness to all and a challenging academic program which, taken together, transform all who come here. Together they provide the continuity that underlies all the changes in the ways we do our work in the new century that are so different from practices of years gone by. Therein lies our genius and our enduring strength. 

 I welcome your comments at cmiddleton@roosevelt.edu.



Forty years later on Nov. 4, 2008, many Chicagoans celebrated a new political day, the election of President Barack Obama.

TO THE EDITOR

In the fall 2008 issue of the *Roosevelt Review*, we asked readers to identify the names in a photo on page 33 of the publication. Here's what one of our alumni had to say.



Dear Mr. Karow,

The people in the photograph on page 33 of the *Roosevelt Review*, fall of 2008, are as follows, left to right: Richard Voldrich, Meinert Mischnick and, of course, RU President Edward Sparling.

Meinert was the class valedictorian of Farragut High School, class of January 1950 and I was the valedictorian of Farragut's class of June 1950. I received a bachelor and master's degree in music education in January of 1955 and June of 1958 respectively.

I retired as a violinist from the Cleveland Orchestra in 2001.

I was quite surprised to see the photo. I hope this will help you.

Sincerely,

Richard Voldrich (BM, '55; MM, '58)

Dear Editor,

I received my first issue of the *Review* today and it was good to reconnect with RU through your excellent effort. Like Professor Fountain (fall 2008), I am guilty of looking at the sports section first when I pick up a print newspaper.


So how about sports at RU? I played basketball for Coach Turner from 1963 to '66. Our games were played at Community Center on north Cleveland Avenue. A number of students attended the games.

Charles Anderson (BA, '66)

Dear Mr. Anderson,

Your suggestion is about to be implemented. Look for news about intercollegiate athletics in our next issue.

Tom Karow, Editor

 Questions? Comments?

Contact the Editor:

tkarow@roosevelt.edu



Relax!

Professor **Jonathan C. Smith** teaches us to cope in an increasingly stressful world.

WE LIVE AND WORK IN STRESSFUL TIMES. War, economic uncertainty and the daily din of calamity in broadcast and print media are taking their toll. Perhaps every generation feels its special stress, but today science gives us a snapshot of things as they are. Indeed, we appear to be stressed out, particularly at work.

STRESS IN AMERICA

From June to September 2008, the American Psychological Association (APA) conducted three remarkable nationwide surveys on “Stress in America.”¹ This project involved nearly 7,000 participants and was completed just as the nation was beginning to experience the first rumblings of our current economic downturn.

The results? More than 81 percent of us say we’re losing sleep worrying about money and work, topping even health problems, family responsibilities, relationships and personal safety. Nearly half of the respondents said their stress has increased since 2007 and 30 percent rate their stress level as extreme.

Previous estimates suggest that stress costs businesses in the United States \$300 billion a year through absenteeism, reduced productivity, turnover and medical, legal and insurance costs. Nearly half of Americans are concerned that they may not be doing enough to manage stress.

Stress is not a new topic. Over the past four decades I have collected nearly 20 issues of *Time* and *Newsweek* magazines that feature stress as the cover story. During this time, members of the press have interviewed me frequently about stress. The questions are predictable: “Do women experience more stress than men?” (Yes, especially now.) “Is stress always bad for you?” (No. There’s “good stress” and “bad stress.”) “What is the single best stress-buster?” (Read my book.) And as distressingly reported by *Forbes* magazine, “Is Chicago the most stressed-out city in the country?” (No!)

There are very good reasons why stress is perennially hot news, especially during trying times. Stress and its costs are very real. To understand, we need to consider the basics.

A CRASH COURSE ON STRESS

Stress is our body’s way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing some 30 hormones into the blood. These hormones give people more energy and strength, which can be a good thing if their stress is caused by physical danger, such as being chased by a wild animal in the woods. But this reaction also can be unhealthy, if stress is in response to something emotional like everyday hassles and worries and there is no outlet for this extra energy.

Medically speaking, excessive stress can inhibit the body’s immune system and directly impair the functioning of key body systems. This is the reason that stress can increase our vulnerability to just about every illness and prolong the time it takes to recover.

The psychological costs of stress are equally pervasive and include unhappiness, anger, anxiety and depression. People under stress also perform poorly at work, school and in sports and frequently suffer from damaged interpersonal relationships.

Almost half of Americans surveyed reported overeating or eating unhealthy foods to manage stress, while one in four skipped a meal in the last month because of stress. Nearly one-fifth of the respondents said they drank alcohol to relieve stress and 16 percent took up smoking.

The APA study also found that the current economic conditions are affecting women more than men. Across the board, women reported higher levels of stress and more physical and emotional symptoms as a result of stress. Researchers report this phenomenon



Professor of Psychology Jonathan Smith is the author of 17 books and more than three dozen articles about stress, relaxation and meditation.

occurs because women are more sensitive to the effects of chronic stress than men. Compared with men, more women said they were stressed about money (83 percent vs. 78 percent), the economy (84 percent vs. 75 percent), job stability (57 percent vs. 55 percent), housing costs (66 percent vs. 58 percent) and health problems affecting their families (70 percent vs. 63 percent).

The good news is that most of us realize stress affects our well being and we’re determined to do something about it.

There are hundreds of approaches to stress management. I sort them into three groups:

- Professional deep relaxation
- Problem-solving
- Thinking realistically and productively

¹ www.apa.org/topics/topicstress.html

In brief, stress management professionals teach people to relax, solve problems and think effectively. Any one approach alone isn't enough, however.

Armed with a basic understanding of stress, we can be better prepared to identify stress in our lives. The first and most important step is to recognize early warning signs or symptoms. If you don't know you are under stress, or are misreading the signs, you may avoid taking action. There are hundreds of quick and easy stress tests you can find on the Internet.

The chart below contains the most recent and complete data on what causes stress from APA's Stress in America surveys. You'll notice that many of the symptoms listed in the table are targeted by medical ads run during television news programs, not sitcoms.

STRESS AT WORK

Where are you most likely to experience stress? I find the answer most people give is "at work" and explain the cause as the "bad economy," "too much work" or "poor work relationships." At first, such answers might seem simple and straightforward, but they aren't particularly helpful. Typically they hide a more complicated story.

Consider Steve:

Steve's most frequent complaint is work. For the past five years he has been a customer relations officer at a large downtown department store. He used to enjoy his job and looked forward to advancing to a managerial position. Every day had its challenges, calling for creative solutions. However, things have changed. Steve's store is downsizing and the management is cutting corners. The first "efficiency steps" seemed minor. The cleaning staff was cut back and assigned to clean once a week rather than once a day. The water cooler was removed. Extra workers were moved into Steve's office space and some had to double-up on desks. The workplace became noisy, dirty and uncomfortable.

Soon it became clear that economizing and downsizing meant that no one's job was safe. As people left, others had to take over.

Steve found himself doing the work of two or three people. His hours became unpredictable. Sometimes he worked evenings, sometimes early mornings. Steve hoped for some flexibility in scheduling hours, but he had to follow the rules rigidly given by his supervisors. Often changes would be handed down unexpectedly.

Steve used to enjoy socializing with his friends at work. Now many have left or there's no time. Nearly everyone complains how the new management just doesn't listen. They feel stuck in something of a rat race, working hard just to keep up. Many feel there is no way out, and no future in a downsizing organization that is poorly run.

Clearly it is not enough to say that Steve is suffering from the costs of "poor economic conditions," "overwork" or "poor work relationships." But what is the best way of thinking about his problems? What can he do?

Fortunately, psychologists have spent decades studying ways to alleviate job stress. These have been incorporated in the widely used APA "Psychologically Healthy Workplace Program"² as well as "Stress at Work,"³ an excellent program developed by the National Institute for Occupational Safety and Health. The Roosevelt University Stress Institute uses both approaches.

Many experts believe job stress is caused by the conflict between job expectations and worker capabilities, resources or needs. Specifically, this boils down to seven facets of the workplace:

SEVEN FACETS OF WORKPLACE STRESS

Tasks (heavy workload, few rest breaks, shift work, under-use of skills)

Management style (little worker participation in decision making, poor communication, absence of family-friendly policies)

Interpersonal relationships (unfriendly social environment, little support from coworkers or supervisors)

Responsibilities (conflicting or uncertain job expectations, too much responsibility)

DO YOU HAVE THE COMMON WARNING SIGNS OF EXCESSIVE STRESS?



Symptom	Female	Male
<input type="checkbox"/> Fatigue	35%	25%
<input type="checkbox"/> Irritability/anger	29%	25%
<input type="checkbox"/> Lack of interest, motivation or energy	29%	23%
<input type="checkbox"/> Feeling depressed or sad	26%	18%
<input type="checkbox"/> Feeling nervous or anxious	23%	19%
<input type="checkbox"/> Muscular tension	23%	14%
<input type="checkbox"/> Headache	22%	13%
<input type="checkbox"/> Upset stomach or indigestion	18%	10%
<input type="checkbox"/> Feeling as though you could cry	21%	7%
<input type="checkbox"/> Teeth grinding	12%	7%
<input type="checkbox"/> Change in sex drive	8%	9%
<input type="checkbox"/> Feeling faint or dizzy	5%	5%
<input type="checkbox"/> Tightness in your chest	4%	3%

Adapted from apa.org. Percentage of individuals who indicated they had this symptom in the last month of the APA survey as a result of stress.

² www.phwa.org ³ www.cdc.gov/niosh/stresswk.html

Career concerns (job insecurity, unfair compensation, lack of opportunity for growth or advancement, little preparation for unexpected job changes)

Environment, health and safety (inadequate insurance coverage, lack of fitness programs; dangerous, uncomfortable or poorly designed environment)

Feedback (little praise, lack of clear, immediate or constructive advice)

Armed with these tools we can understand Steve's work stress. Hard economic times have taken a toll. Steve has more responsibilities, many of which are not clearly explained. He finds himself doing the work of several people (tasks and responsibilities). He doesn't know when to stop, how much to do or when he is doing enough (feedback). This might be a tolerable predicament, except that Steve has little say in what he has to do (management style). His workplace is much less pleasant, and he doesn't get along with workers or supervisors (interpersonal relationships). He feels stuck, with little chance of getting ahead (career concerns).

SOLUTIONS TO JOB STRESS

There is no single solution to job stress. Different approaches work in different settings. However, little can be accomplished without open communications. The first step in managing job stress is to talk about it. "Bottom-up communication" (from employees to management) is essential if management is to recognize the needs and issues of employees. "Top-down communication" (management to employees) can make employees more aware of work expectations, programs and demands. Both can foster a cooperative work environment.

There are at least three concrete steps that can lead to greater communication:

Feedback opportunities: surveys, orientation meetings, suggestion boxes, town hall meetings, and small group meetings with management and work teams;

Communication of goals and actions: leadership and development of policies that are transparent and open; and

Leading by example: encouraging leaders to visibly participate in feedback and communication.

All of this is predicated on a basic commitment to a psychologically healthy workplace. Bringing workers or workers and managers together in a committee or problem-solving group may be an especially useful approach for developing a stress prevention program. Of course, sometimes this is difficult. Workers or management may not be interested or work itself may be structured to limit communication. In such situations, we need to remember the basics of stress and what one can do by oneself as mentioned in the section "Crash Course on Stress."

What else can you do? I encourage people to follow my "Three Pillars of Coping," (see above) which are simple rules for dealing with stress, whether stress occurs at work, school or home. They are a good place to begin in troubled times for those wanting a "quick fix" or "stress buster."

Whether it be dealing with financial concerns, environmental disaster or workplace situations, the need to reduce stress in our daily lives is critical for our physical and mental well being. The ability to manage stress can make the difference between success or failure on the job.

Don't let the warning signs of stress go unattended. Try using the techniques and strategies for preventing and managing stress. They are easy, readily available and doable. It is up to each of us to take advantage of them. **R**

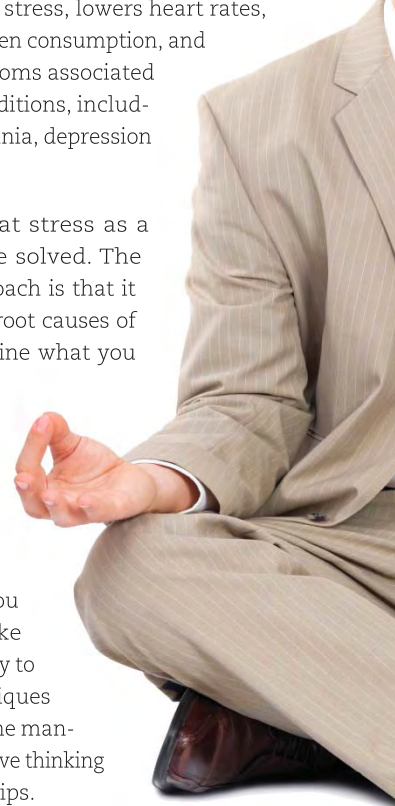
 Ask Professor Smith a question at jsmith@roosevelt.edu.

JONATHAN SMITH'S 3 pillars of coping

Relax. Meditate, do yoga, breathe deeply, etc. You should focus calmly and efficiently on the essentials, whether it be the job or your personal finances. Studies have shown that "relaxation response," a state of deep rest that changes a person's physical and emotional responses to stress, lowers heart rates, blood pressure and oxygen consumption, and can alleviate the symptoms associated with a vast array of conditions, including hypertension, insomnia, depression and anxiety.

Change it. Treat stress as a problem waiting to be solved. The advantage of this approach is that it deals directly with the root causes of stress at work. Determine what you can realistically accomplish, including changes in work routines and organizational structure.

Rethink it. Avoid worry that gets you nowhere and don't take things too personally. Try to use active coping techniques like problem solving, time management, reducing negative thinking and building relationships.



Jonathan C. Smith, an international expert on stress, is a licensed clinical psychologist, professor of psychology at Roosevelt University and founding director of the Roosevelt University Stress Institute.

Smith has published 17 books and more than three dozen articles on stress, relaxation and meditation. He is listed by the American Psychological Association as a "media resource" on stress, relaxation and meditation, and has taught his approaches to thousands of people throughout the world.

Smith's textbook, *Relaxation, Meditation and Mindfulness* (2005, Springer Publishers) has been acclaimed by the American Psychological Association as "... the most complete instructional manual ever developed for mental health professionals." Much of the information in this article is from his recent book *Understanding Stress and Coping* (www.lulu.com/stress).

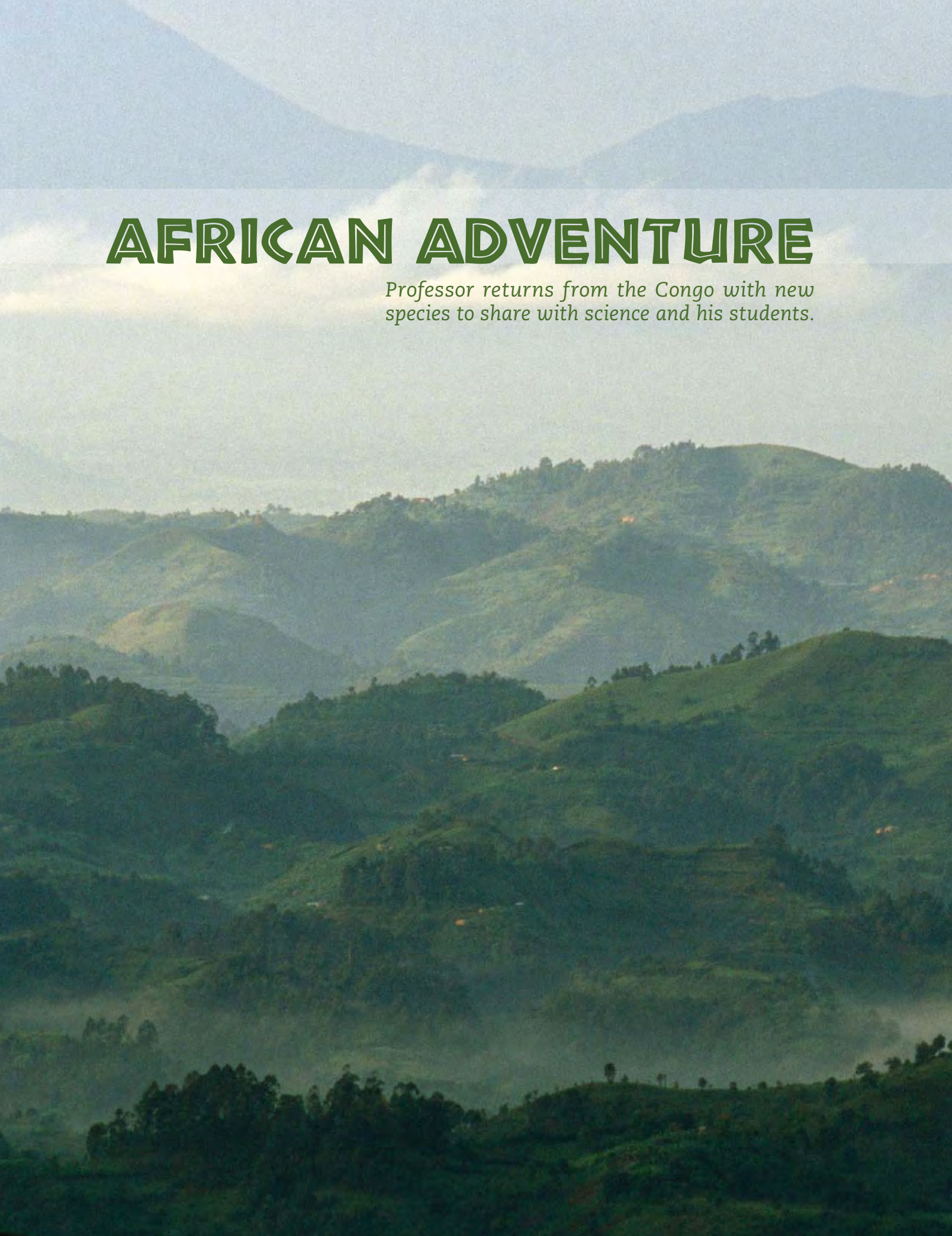
He received a BA from Oberlin College and MA and PhD from Michigan State University.

Founded in 1984, the Roosevelt University Stress Institute is dedicated to the scientific exploration and instruction of diverse approaches to stress management, relaxation, meditation and mindfulness.

The institute offers a Certificate in ABC Relaxation Training and a Certificate in Stress Management, which are designed for practitioners in psychology, social work, counseling, nursing and rehabilitation. Emphasis is placed on a spectrum of approaches tailored to student needs and abilities (www.roosevelt.edu/stress).

AFRICAN ADVENTURE

Professor returns from the Congo with new species to share with science and his students.



BY EILEEN DADAY

Roosevelt University Professor Julian Kerbis Peterhans and his team of researchers had just finished a campfire dinner in the mountains of Africa's Democratic Republic of the Congo last July when they looked up to find they were encircled by a ring of AK-47s.

The Mai-Mai militia men, who held the rifles, had surrounded Kerbis and his eight-member research party and were threatening to place them all under arrest.

"We were in the dark, a four-day walk from the nearest road, and we had no communication link to the outside world," says Terry Demos, a doctoral student from City University of New York and a member of the expedition whose mission was to find small, unusual mammals that had never been studied or documented before.

It turned out that the Mai-Mai weren't interested in talking with Kerbis or Demos. Instead, they captured the Congolese leader of Kerbis' team and took him on a three-hour journey to meet and talk with their "general." He wasn't released until the next night when the Mai-Mai received the payments they demanded.

"That was somewhat unusual, because over the previous several days we had passed through four checkpoints of unpaid federal military," Kerbis says. "The military shook us down and had us pay 'tolls' as they would anybody coming and going along the footpaths. But the Mai-Mai, a separate group from local communities, decided to get their own piece of the pie. Luckily for Terry and me, no matter how lawless the Mai-Mai appeared, they realized bad things would happen if we as Westerners were hassled."



Recognized for being cool and collected in the face of difficulties, Kerbis admits, nevertheless, that he was nervous. Then again, he says he was not really afraid. "After all, it's not something we haven't seen before," he says, referring to his annual trips to Uganda right after the fall of its military dictator, Idi Amin.

The Mai-Mai escapade and many others that Kerbis has experienced while doing scientific research in Africa are fascinating to Roosevelt students taking

the natural science seminar courses that he has taught for more than 14 years in Roosevelt's Evelyn T. Stone College of Professional Studies.

"I have a whole different outlook," says Raymond Dunn, a senior who says he can never see animals in the same light after taking a class from Kerbis last semester. "He really opens your eyes to a world you didn't even think about before."

John Cicero, dean of the College of Professional Studies, agrees. "Our students find him fascinating, and the fact that every year he spends time in remote parts of Africa only adds to his mystique."

Kerbis has had an interest in animals since his childhood. As a self-described latchkey kid, he spent many afternoons at Chicago's Lincoln Park Zoo. His fascination with Africa began in 1972 when



he was selected to spend a semester in Kenya, while studying biology at Beloit College in Wisconsin.

The trip to the African nation opened Kerbis' eyes to a life of science and adventure, and he went on to get his MA and PhD in anthropology from the University of Chicago, and to become part of a renowned research team of scientists at the Field Museum in Chicago.

Known as a taphonomist, Kerbis started his career documenting what happens between the time an animal dies and when its fossil is found by scientists. As a modern investigator, he determines the species of animal, its sex, its age, what happened to it, and how it met its demise, by analyzing its bones.

In 1997, Kerbis and his colleagues gained international attention for their ground-breaking research on lions that killed 130 people near Kenya's Tsavo River in 1898, and whose remains are on permanent display at the Field Museum.

By re-examining the incident, Kerbis found evidence suggesting that lions eating humans were not as unusual as previously supposed. His research and writings on causes of conflict between humans and lions have been featured in professional journals, including *Journal of Zoology* and *Science*, and in TV documentaries for *National Geographic*, *A&E* and the *History Channel*.

Kerbis' journey last summer into the Itombwe Forest of the Congo was an expedition he had dreamed about for years. The area is recognized by environmentalists as having one of Africa's richest ecosystems and is treasured by scientists for its rare and geographically restricted species. It is also one of the most remote places on Earth.

Entering the Itombwe Forest on foot, Kerbis' research party maneuvered up a steep slope by pulling on exposed tree roots and branches before reaching a plateau. Earlier heavy rains made some portions of the trail there nearly impassable. Still, the group walked for four days deep into the interior of the lush Albertine Rift Mountains, an area known to contain over half of montane Africa's endemic bird and mammal species.

"The small animals I am interested in are not known to exist anywhere else in the world," says Kerbis. "Their rarity, and the fact that

they are restricted to this single mountaintop, suggests that not only these species, but others as well, are found only on this plateau."

Fanatical about exploring unknown yet biologically rich areas, Kerbis hacked with a machete to get through the dense vegetation of the rain forest, then set up his campsite and began the search.

“Our students find him fascinating, and the fact that every year he spends time in remote parts of Africa only adds to his mystique.”

– John Cicero, dean of the College of Professional Studies

Despite being confronted by the Mai-Mai, the team's work was productive. By constructing a series of traps, some with buckets hidden in the ground, they caught the mammals and then prepared the specimens for further analysis in Chicago.

Later in the summer at the Field Museum, where Kerbis has a research office, he thoroughly cleaned the skulls and skeletons of the unnamed mammals to begin determining their significance.

The Roosevelt professor says his findings are still incomplete and won't be officially recognized until later this year, but it appears that the team discovered species of small mammals never before known to science, including at least one new mouse species and two or three new shrews.

The long tail and short broad feet of the mouse suggest that it lives in trees in a small area of the central Congo mountains where cooler temperatures and heavy rainfall prevail. One of the new shrews the team brought back also came from a high elevation swamp in the area and another from a bamboo forest.

At the Field Museum, Kerbis works with a team of scientists dedicated to uncovering the world's "mammalian diversity." "We

see research as part of our mission to document the world's animal population, even if it means exploring a lawless forest where serious security issues and socio-economic problems remain," says Kerbis, who always gives his students tours of the Field Museum space where he does his research.

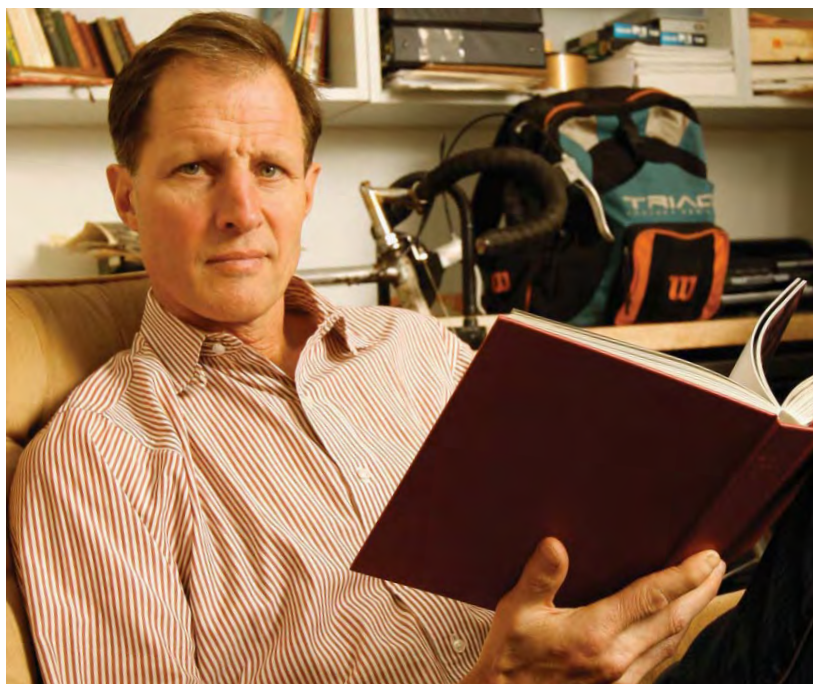
Kerbis laments that much of the Itombwe Forest is being overwhelmed with subsistence agriculture, mineral extraction, livestock grazing and lumber harvesting.

Protected status is forthcoming for the plant and animal-rich region. Enforcement and, more importantly, cooperation with local communities, will be critical to the conservation of the region, Kerbis says.

All of this leads Kerbis to want to go back, not only for research purposes, but to contribute toward the long-term stability of the region. This can be done only by having these forests recognized for their biological importance, he says. **R**



Contact Professor Julian Kerbis Peterhans at jkerbis@roosevelt.edu.



Julian Kerbis Peterhans in his Roosevelt University office.



This subterranean "golden mole," which has no external eyes or ears, belongs to an order of mammals restricted to the African continent. The research team found the animal last summer and is conducting DNA sequencing to determine whether it is a species new to science.



REBUILDING THE BULL MARKET

AN ESSAY BY ASSOCIATE PROFESSOR OF HISTORY MARGARET RUNG

As President Obama implements his economic plan, critics wonder if it will succeed like the New Deal

THE AMERICAN PEOPLE

deserve a new economic plan. Like the New Deal in the 1930s, it should concentrate on fundamental economic questions of wealth distribution and job creation. And, it should welcome the best-trained minds into public service and harness the idealism of young people in much the same way as the original New Deal.

Its core mission needs to resurrect faith in government by aiding people unable to earn a decent wage, own a home, get an education or receive health care. It must involve investment in ordinary people, not just corporations.

President Barack Obama, like President Franklin D. Roosevelt, has Democratic majorities in Congress, giving him an opportunity to quickly push through significant legislation that addresses our economic problems. Obama should certainly take note of the speed, confidence and broad vision with which Roosevelt moved to address his crisis.

When President Roosevelt took office, he faced an economic crisis that had been worsening for over three long years. In fact, some of the darkest days of the Depression occurred in the months leading up to his inauguration on March 4, 1933. The numbers were staggering. In the first few months of 1933, more than 3,500 banks failed. Nearly 14 million people, or 25 percent of the workforce, were unemployed and millions more were underemployed. In some cities unemployment reached 80 percent. At its lowest point in June 1932, the Dow Jones Industrial Average hit 47. In January 1933, only 38.6 percent of all corporations earned a profit.

Fortunately President Obama does not face an economic catastrophe of this proportion, in part because Roosevelt's New Deal and additions to it since the 1930s have largely prevented the same kind of severe and long-lasting down-

ward economic spiral that the nation experienced during the Great Depression.

Five days after Roosevelt's inauguration, Congress passed the Emergency Banking Relief Act. Among other provisions, this measure established protocols for the reopening of banks, primarily after the federal government determined them to be solvent. Roosevelt's bank holiday, the Emergency Banking Relief Act and his first Fireside Chat – all initiated during his first eight days in office – reflected the president's determination to restore faith in a financial system on the verge of collapse.

The people responded with their support. "Dear President," a lawyer from New Martinsburg, W. Va., wrote on March 7, 1933, "I beg to commend you for your courageous, masterly quick action to stabilize the financial structure of our country. It is the only constructive step taken in the past four years in the interest of the whole citizenship, and I assure you that the people are standing by you admirably in this time of stress"

But as the American people realized, the beginning of the Hundred Days – a reference to an avalanche of legislation and executive measures enacted between the president's inauguration and June 16, 1933 – represented much more than an effort to save the nation's banks. The Hundred Days sought to restore trust not only in the economy, but also in government.

Writing to the president in March 1933, a Baptist minister from North Carolina observed that Roosevelt "found gloom and depression and mutterings of revolution all over the land, and over night all of that has given way to optimism, confidence and loyalty to our government ... The



The Eccles Building in Washington, D.C. is home to the Board of Governors of the Federal Reserve System. In 1935, President Franklin Roosevelt centralized banks and made them join the Fed to help restore the public's faith in the banking system.

The Hundred Days represented much more than an effort to save the nation's banks. It sought to restore trust not only in the economy, but also in government.

smothered life of our country is breathing again. Democracy is on the march and will not halt until it has restored all lost values.”

Today, that belief in government as a national resource has been badly shaken by years of anti-government rhetoric and gutting of federal bureaucracies, as evidenced by the disastrously inadequate response of the federal government to Hurricane Katrina.

An Obama New Deal could rebuild federal agencies and generate respect for the work done by the nation's public servants. It would also take note of the real economic problems, such as foreclosures and layoffs facing ordinary Americans.


Roosevelt's Hundred Days, which included establishment of the Home Owners Loan Corp. to aid homeowners on the brink of foreclosure, and the creation of the Civilian Conservation Corps to put young men and women to work, represented an investment in people, not just financial markets.

Long before Roosevelt signed on to a Keynesian economic philosophy that encouraged government stimulus packages as a means of spurring consumption and investment, he intuitively

recognized the importance of investment. But he never defined the word in narrow economic terms, and certainly did not believe it began and ended with a bailout of the nation's banking system. Rather, he conceived of investment broadly, channeling government resources into a wide variety of measures to meet the multi-faceted nature of the economic crisis the country faced.

To this end, the president recommended and Congress passed: the Truth-in-Securities Act to bring transparency to a heretofore unregulated stock market; the Tennessee Valley Authority Act to build a massive series of dams for flood control and to provide power as well as employment; the Glass-Steagall Banking Act, another banking measure that created the Federal Deposit Insurance Corporation, separated commercial banking from investment banking and gave the Federal Reserve Board more control over the nation's banks; and programs to aid struggling farmers, manufacturers and workers. These kinds of investments encouraged Americans to take ownership of their government and its New Deal.

I am convinced that we once again have an opportunity to transform our country's economic direction. On Nov. 4, 2008, while I was teaching a class about Franklin and Eleanor Roosevelt in the University's Auditorium Building, Barack Obama was accepting the presidency in Grant Park. From my vantage point across the street, I saw and heard thousands of people expressing their pride and optimism.

At that moment, the spirit of Franklin D. Roosevelt and the New Deal emanated far beyond the walls of my history class. Let us hope that this spirit continues to infuse the Obama administration as it moves forward to create a new New Deal to tackle the multitude of problems confronting our nation. 

Margaret Rung, an associate professor of history, is director of Roosevelt University's Center for New Deal Studies.



 Contact Professor Margaret Rung at mrung@roosevelt.edu.



with **HOLLY A. STADLER** *Dean of the College of Education*

As dean of the College of Education at Roosevelt University, Holly A. Stadler works closely with her faculty to prepare more than 1,250 undergraduate, graduate and doctoral students to become teachers, counselors and administrators. Roosevelt Review Editor Tom Karow asked Stadler for her assessment of education today and what challenges teachers will face in the 21st century.

Q What personal qualities must new teachers have to be successful? I think they need to have an altruistic orientation. They must place the needs of their students above their own. They need to be patient; they need to be caring; and they need to be intelligent and persistent. Of course, they need to be proficient in their subject area or grade level and have the pedagogical skills to make the classroom an inviting learning place for their students. New teachers must know that they can reach out for help to their former professors and colleagues. We all want them to succeed.

What are the major challenges faced by new teachers in the classroom? As a counselor educator, it has been my observation that new teachers need to be better prepared for the emotional toll in the teaching profession. Say you're 22 years old and you come all excited into a classroom for the first time. After a month or two, you hear a student say, "I hate my teacher." Or perhaps you can't get certain students to pay attention. Those kinds of interactions can take an emotional toll. I also think we should better prepare new teachers for the interactions they'll have with other teachers, parents and principals.

Can you elaborate on the emotional aspects of teaching? Teaching is about change, and teachers are important agents of change in students' lives. It can get discouraging when it feels like you are not being as successful as you'd like to be. It can feel as though your reputation as a person is on the line on a daily basis. All of us who work in human development professions need to learn to manage the highs and lows that make this work so challenging as well as rewarding.

Are classrooms more diverse now than they were 10 or 15 years ago? I think that people have been lulled into thinking that there wasn't diversity because every student kind of looked the same or came from the same community. All individuals are different, whether they live in a rich community or a poor community. They come with their own challenges plus their own abilities and opportunities for excellence.

How do you prepare students to manage a classroom with 25 kids? Roosevelt's faculty has developed degree programs that take students step by step through increasingly complex tasks that are expected of competent educators. One of those tasks is the ability to create a physically and psychologically safe learning environment in the classroom. We have a number of methods classes where students receive personal attention. In addition, through field experiences students learn about the vast diversities in the classroom, so they're not surprised when they arrive to do their student teaching. We start with low-intensity field experiences and then teach students methods that are appropriate to the grade level and the content that they're teaching. We do this for all of our programs, including our master's program in counseling, our leadership master's program and our doctoral program.

“Teaching is about change, and teachers are important agents of change in students' lives.”

Is technology making teaching and learning easier or more difficult? I think the jury is still out on technology, but we must pay attention to it because it's not going away. Technology has brought both new challenges into the learning environment and also opened up some wonderful new ways to reach students who otherwise might not be drawn to learning. I think it is especially beneficial for learners who are visual and who conceptualize things by watching something happen. For example, through technology you can see a spider weaving a web, as opposed to a picture of a spider web. I think for some children, it captures their intellect in a different way.

Do you think the school day should be lengthened? Children and young adults already are in school for a pretty long period of time. As a result, much of the preparation and grading by teachers takes place after the eight-hour workday. There's very little time available for teachers to get together with others in their content areas or with their principals or counselors. If we were to lengthen the day for students, there would surely need to be a rethinking of how the day is spent.

What do you think about parents who hover over their children like helicopters? We're seeing much more of that, and we're seeing parents who ask a lot of questions. This is not just in education, however. People have access to the Internet and they are now questioning doctors, lawyers and other professionals. It's a sign of the times. That said, you don't do a child or a parent any favors by glossing over things that are difficult to talk about. We must do a better job advising new teachers on how to be honest but also motivating as well.

Are there sufficient numbers of students to teach math and science? As I talk to my colleagues around the country, we find that we don't have as many college students interested in secondary education, especially in the areas of science and math. Our early childhood and elementary school teachers learn about science and math and they teach it, but when you get to things like algebra and calculus or botany and biology, we just don't have enough students in those areas to fill the demand. Students with those kinds of skills can obviously get jobs in a variety of fields.

How is the economy affecting schools? Over the past several years in education, we've seen the demise of physical education classes, art classes, school nurses and well-staffed counseling offices. When you take away counselors and make them do scheduling, for example, you are asking for trouble. I think that we also are seeing



Successful new teachers are patient, caring, intelligent and altruistic, says Holly Stadler, dean of Roosevelt's College of Education.

an unfortunate de-professionalization of teaching in some arenas. In the quest to fill the need for teachers in certain subject areas, career changers have been encouraged to pursue new careers in education. I believe, as do many other educators, that some programs are not robust and allow unprepared teachers into the classroom too soon. On the other hand, I do think well-prepared career changers have much to offer our schools.

What major changes have you observed in the field of education? One of the major changes I've seen is an increased emphasis on accountability. By that I mean holding schools as well as universities accountable for the skills and abilities of the students with whom they come in contact. Educators have long had ideas about what outcomes they want to generate in classrooms. Thanks to an emphasis on accountability, important discussions are taking place across the country to clarify the outcomes we hope to achieve in education at all levels.

What do you think about the No Child Left Behind Act?

The No Child Left Behind Act of 2001 included accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. Each of these areas sparked much controversy because mandates for large-scale change were unfunded. That's obviously a huge problem. The emphasis on qualifications of teachers has been helpful in removing teachers from the classroom who were not certified to teach the subject areas in which they were assigned.

STADLER'S STANCE

On diversity "All individuals are different, whether they live in a rich community or a poor community. They come with their own challenges plus their own abilities and opportunities for excellence."


On technology "It's especially beneficial for learners who are visual and who conceptualize things by watching something happen. I think for some children, it captures their intellect in a different way."


On teaching future teachers "Our faculty have developed degree programs that take students step by step through increasingly complex tasks that are expected of competent educators. We start with low-intensity field experiences and then teach students methods that are appropriate to the grade level and the content that they're teaching."

How is Roosevelt addressing the needs of students who want to become educators?

In the College of Education, our goal is to train future teachers to understand the entire developmental process of how youngsters learn. We want our graduates to know how to work with principals, counselors, reading specialists, parents and teachers of

other grades. By practicing these types of professional interchanges before they're hired, hopefully our students won't drop out of teaching as so many new teachers do.

Beginning in fall 2009, our graduate programs will operate on what we are calling the "democratic learning community" approach to graduate education. Students in groups of 30 with one faculty member will have one class in common each semester. In those classes they will use course content to focus on social justice issues and globalism. They will initiate a professional portfolio that includes reflective journaling. In addition, they will be involved in service learning, collaboration and they will receive professional mentoring and use the latest in educational technology. The democratic learning communities bring to the forefront the defining principles of a program in the College of Education at Roosevelt. 

 Dean Stadler would welcome hearing from you. Contact her at hstadler@roosevelt.edu.

Smart space

This academic year, the College of Education moved into new facilities overlooking Chicago's Millennium Park in the Gage Building, 18 S. Michigan Ave. The college's new headquarters, located on the eighth floor, contain 5,540 square feet of space for faculty and staff. On the seventh floor is an innovative 1,050-square-foot model classroom.

Featuring dividers for space flexibility and an electronic Smart board that encourages interactive teaching methods, the new classroom is being used primarily by students in the fields of early childhood, elementary, secondary and special education.

"With this classroom, we are offering our students the latest in technology and an opportunity to practice-teach in a classroom setting similar to those found in many schools," said Caleb Paull, assistant dean of the college.

The Smart board, a giant white board built into a classroom wall, allows instructors to project an image, such as a map of the United States or a sentence, and then easily highlight, move or modify the image.

President Obama's education proposal

As President Barack Obama has frequently stated, to compete successfully in a global economy, the United States must have an excellent educational system that ensures equal access and promotes student achievement. That goal, he said, must be paramount for everyone associated with education.

Long an advocate of making our educational system the best it can be, in the fall 2006 issue of *Roosevelt*



Review, President Obama shared an essay he wrote describing his proposal to create Innovation Districts that would seek out and reward our most effective teachers.

You can read President Obama's essay at www.roosevelt.edu/obamaessay.

PRACTICAL



Chemistry major Christina Devine discovered traces of lead in this toy and others following tests conducted in her Instrumental Analysis chemistry class. As a result of the findings, Devine no longer lets her children play with the toys.



SCIENCE

BY LAURA JANOTA

The sciences are growing at RU due to a new emphasis on everyday issues

THIS ACADEMIC YEAR, biology is one of the University's five most popular majors and enrollment in science programs, including biology, chemistry and allied health, has increased by nearly 50 percent in five years' time.

One of the reasons for this growth is that professors are encouraging students to go beyond lectures and readings to connect science with their lives and their communities. "Our science faculty members are taking the lead in finding ways to engage students with real-world issues and challenges," said Lynn Weiner, dean of the College of Arts and Sciences.

Robert Seiser, assistant professor of biology, is one such faculty member. "The main thing I've done is to ask my students to choose projects that they are personally involved with," said Seiser, who teaches a beginning biology course on scientific inquiry and data analysis.

Seiser also serves as a fellow with Science Education for New Civic Engagements (SENCER), a not-for-profit national center that is developing innovative, accessible curricula with science faculty at universities nationwide, including Roosevelt.

"Science is getting more complicated and more abstract, yet our ability to manage many of the most important issues we face today increasingly depends on our having a good working knowledge of science and mathematics," said David Burns, co-founder of SENCER and executive director of the National Center for Science and Civic Engagement. "I believe Roosevelt's professors are making great progress in creating courses that encourage students to connect with science in ways they may never have considered before," he added. "If you don't understand science, it can be tough to make good decisions."

Kelly Wentz-Hunter, assistant professor of biology and also a SENCER fellow, said that with lectures and lab experiments there's not enough time to talk about the practical side of science. "This approach allows students to apply science to real life, and as a result, what I'm seeing is that my students are learning things that are sticking with them."

That's also the case in courses that Kristen Leckrone, assistant professor of chemistry, has organized around the study of significant civic issues. "We are trying to get away from doing merely exercises," she said, pointing out that her students are analyzing problems such as pollutants in the Chicago River and lead levels in toys.

TOXIC TOYS Christina Devine, a chemistry major who graduates in May, filled up an entire garbage can with toys after she discovered that some of them contained traces of lead.

As part of her Instrumental Analysis chemistry class, taught by Leckrone, Devine used a variety of techniques to test her children's toys, including a chemical leach test, atomic absorption spectroscopy, a flame test and a wipe test. "I couldn't believe it. I think I was the only person in class who had kids and I brought my own children's toys in for testing," she recalled.

"The idea was not only to use atomic absorption spectroscopy to find out whether toy samples had lead above state limits, but also to determine how accurate and reliable alternative tests were in detecting lead," said Leckrone.

Even though lead levels were found to be within legal limits, Devine concluded the toys weren't safe for her children to play with. "Besides learning how to use different instruments in the lab, the class also brought home for me the fact that you're not just studying for a degree. You're studying for life," said Devine. "This class really put the importance of science into perspective for me."

"Roosevelt's professors are making great progress in creating courses that encourage students to connect with science."

—David Burns, SENCER co-founder



EXPLORING OPTIONS

It wasn't very uplifting, but Cancer Biology was the favorite class of Elizabeth Krupica (left), a recent biology graduate.

Wentz-Hunter, her biology professor, told Krupica to pretend that she had non-Hodgkins lymphoma. This cancer would be studied by Krupica over the course of the semester.

Like all the students in the class, Krupica first received her symptoms: night sweating, lack of energy, weight loss and dry skin, then she researched what the symptoms meant.

"Most classes take you through PowerPoint slides and reading, but this class was so much more," said Krupica, who kept a required daily journal in which she creatively recorded the experience.

Here is one of the earliest excerpts from the journal where Krupica grapples with what her symptoms might mean and how she personally feels about the possibility that the symptoms might suggest cancer:

What if I have a debilitating condition? I can't afford this. I'm getting married in September. We're saving for our honeymoon ... I'm going to the doctor and hopefully she will tell me it's just stress.

"In this class, we study molecules and other technical matters," said Wentz-Hunter. "But I also want my students to get emotionally involved with a topic."

At the time, Krupica was planning for her wedding, an occurrence that became part of her cancer story. Diagnosis, treatment options, prognosis and final outcome also were important parts of the story. "I actually learned so much more by being allowed to write about cancer so creatively," said Krupica.

The cancer treatment Krupica chose was radiation, and when that didn't work, she researched the possibility of being part of a clinical trial involving chemotherapy and radiation or doing holistic healing.

Here are some final observations from Krupica's daily journal, which were made after rolling dice in class and learning that her non-Hodgkins lymphoma was in remission:

My final prognosis looks great. I've never been so elated in all of my life ... I do not know anyone with cancer... so this assignment brought me close to something much of the world is familiar with and now I feel more sympathetic and willing to help.

CRUNCH TIME

In Seiser's class, The Nature of Science, sociology major Keith Hunter (right) was required to design an experiment involving his community. Hunter, who lives in Chicago's Uptown neighborhood,



tested four different means of transportation – bus, car, "L" and taxi – that he took between his home and Roosevelt University.

Hunter used a stopwatch on each of his rides and took notes on everything from cost delays, the comfort level involved, weather and the time his commute took before ranking his travel modes.

While the bus and "L" cost him the same amount, Hunter deemed the "L" to be a better option because delays on it stretched no longer than 10 minutes. As a bus passenger, he experienced delays at times of a half-hour or more. He also found that the bus had tighter quarters than the "L," increasing his chances of catching a cold or the flu, a factor he rated important in light of his busy schedule.

While he had to deal with traffic delays from the comfort of his car, his driving delays weren't nearly as time-consuming as being stuck in traffic on the bus. "I might as well be in the car," he concluded, "because at least I could dodge traffic and cut down sometimes by half the travel time it was taking me on the bus." However, Hunter found that driving, with parking and gas, cost him nearly five times more than public-transit commuting.

"This experiment really got me thinking about how much I was spending for gas and to park," said Hunter, who has kept driving to a minimum ever since. What surprised him most, though, was his experience with taxis, which he rated the least efficient of all. "Being an African American and trying to get a taxi was amazingly difficult. It didn't matter whether I was wearing a suit or jeans. It took 45 minutes for me to flag down a taxi."

"At Roosevelt I'm not just learning about biology functions and terms. We're getting to see the practical side of things and creating change."

– Freshman biology major Lee Swanson

TALKING TRASH


When Norbert Cordeiro, assistant professor of biology, showed Roosevelt trash cans filled with paper to honors students in his Science as a Way of Knowing class, they realized they had a civic project in the making.

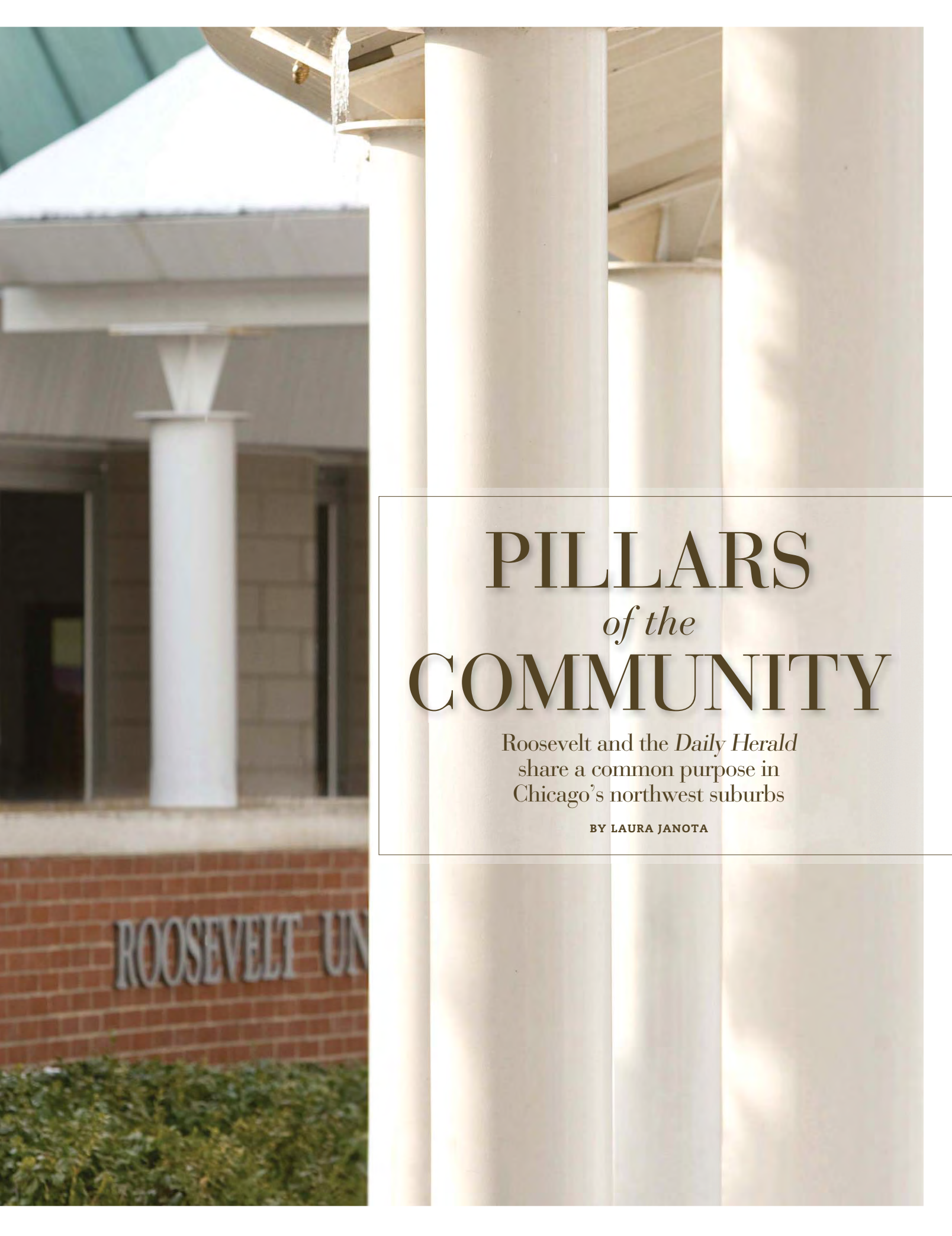


After analyzing materials found in the Auditorium Building's fifth-floor trash cans, Gabrielle Lopez (above left), Lee Swanson (above right) and five other classmates found that only a quarter of the material sampled from trash cans was truly garbage.

In a report to Roosevelt administrators, the team recommended that the number of trash cans on campus be reduced, the number of boxes for recycled paper be increased and signs for paper recycling be placed near the boxes as a reminder.

Steve Hoselton, associate vice president for campus planning and operations, reviewed the students' report and believes their findings will help Roosevelt further implement its commitment to being a "green" university.

Swanson, who applauds the University for its willingness to consider the report, said the project has opened his eyes to the practical uses of science. "I took biology classes in high school, but at Roosevelt I'm not just learning about biology functions and terms," he said. "We're getting to see the practical side of things and we're creating change. That's exciting." 



PILLARS *of the* COMMUNITY

Roosevelt and the *Daily Herald*
share a common purpose in
Chicago's northwest suburbs

BY LAURA JANOTA

When it comes to serving Chicago's suburbs, two established institutions may come to mind. One is the *Daily Herald*, reaching out to readers in five Chicago-area counties and over 90 communities. The other is Roosevelt University's Schaumburg Campus, drawing the lion's share of its students from roughly the same geographical area as the *Herald's*.

The two institutions are alike in many ways, as both are integral to the culture, life and future of Chicago's northwest suburbs.

"We have a compatibility of interests," remarked Robert Y. Paddock Jr., executive vice president of the *Daily Herald* and vice chair of its board, who has been impressed that the University, like his newspaper, is committed to being involved with communities and their residents.

"Not only do we serve similar geographic areas," said Paddock, who was elected to the Roosevelt University Board of Trustees in 2006, "we both aspire to be involved for the common good."

Paddock is a great-grandson of Hosea Paddock, who bought the weekly *Palatine Enterprise*, forerunner to the *Daily Herald*, in 1898 for \$175. The initial circulation of that Palatine paper was about 300 subscribers.

Today, with offices strategically located throughout the region and flagship headquarters fronting Interstate 90 in Arlington Heights, the *Daily Herald* is subscribed to by more than 145,000 households in Cook, Lake, DuPage, Kane and McHenry counties.

"In a matter of a century, the region transformed from farms to bedroom communities and from semi-rural towns to semi-urban areas," said Paddock. "And our success has coincided with that growth."

Responding to a demand for college classes in the growing suburbs, Roosevelt University's bold move in 1978 to establish a campus in Arlington Heights also has reaped success.

The Daily Herald from 1996 when Roosevelt opened its campus in Schaumburg.

Thirty years later, the University's Schaumburg Campus has about 2,500 students and is strategically located in the heart of the northwest suburban corridor near the crossroads of Interstate 90 and Route 53.

While suburban growth for Roosevelt, a not-for-profit institution, and the *Daily Herald*, a for-profit, family-owned newspaper, moved forward on separate tracks, both organizations aspire in their historic missions to make a difference in the communities they serve.

A native of the northwest suburbs who grew up in Arlington Heights and Palatine, Paddock is the son of the late Robert Paddock Sr., who was active for years in the paper's advertising, editorial and community outreach efforts.

Before following his father to the newspaper, Paddock Jr. earned his Bachelor of Arts degree, majoring in psychology and economics, with a teaching certificate in elementary education, from Lawrence University in Wisconsin in 1974.

He served with the U.S. Army in Vietnam, where he worked for the Army's media office, and served in the domestic Peace Corps, VISTA, in Houston and in Utah tutoring, community organizing and developing low-income credit unions.

"What both VISTA and my dad taught me was to understand the importance of being involved in the community and the reward that kind of involvement brings," said Paddock, who today has a long record of volunteerism and community service.

For instance, he has been a counselor to ex-offenders trying to get on their feet after serving time in Illinois prisons; he has been a board member with BUILD (Broader Urban Involvement and Leadership Development), a group working to combat gang activity in Chicago; he has volunteered with and been a board member for various area organizations over the years, including the Arlington

Heights Chamber of Commerce, Northwest Suburban Association of Commerce and Industry, the Greater O'Hare Association of Commerce and Industry, the United Way, High School District 214 Community Education, the Lattof YMCA, the Metropolis Center for the Performing Arts, the Giving Trust and the Northwest Opportunity Center. He is chairman of the Cook County Suburban Publishers Association and a member of the regional, national and world associations of newspapers.

"I believe that people should be involved in trying to make things better," said Paddock, who also received an MBA in 1997 from Northwestern University's Kellogg School of Management.

"It gives me energy, a sense of excitement, and I gain a deeper knowledge about what's going on in the community every time I get involved," said Paddock, who, along with his cousin, Stu Paddock III, are the family members currently involved in the company's daily business affairs.

And for the last two years, he has made time in his busy schedule to get to know and become involved with the University.



“Not only do we serve similar geographic areas, we both aspire to be involved for the common good.”

– ROBERT Y. PADDOCK JR.



Robert Paddock Jr. stands among rolls of newsprint paper in the Daily Herald's northwest suburban printing facility. The Daily Herald is also available online at www.dailyherald.com.

Paddock believes the two institutions have a duty to provide the people they are serving with the knowledge they need to make smart, informed choices. And both institutions have been working hard on a variety of fronts to respond to the needs of a diverse and changing suburban community. “Roosevelt has had to respond to the changing needs of its students, just as we have had to respond to the changing needs of our readers,” he said.

One of the ways Paddock Publications has responded to changing demographics in the suburbs has been to acquire and develop *Reflejos*, a weekly bilingual Latino journal and newspaper for Spanish speakers that has a circulation of more than 100,000. Both the *Daily Herald* and *Reflejos* are used in many area schools as supplemental educational resources.

Antonia Potenza, vice president of the Schaumburg Campus, believes the two institutions can work together for the future benefit of the northwest suburbs.

“Bob Paddock certainly has his finger on the pulse of the northwest suburbs, and it’s been very helpful to have his point of view,” said Potenza. “And we look forward to partnering with the *Herald* in the future,” she said.

To Paddock, Roosevelt’s commitment to provide quality education in the region is equally as important as the *Herald*’s commitment to provide quality journalism.

“Both of us have the desire and ability to contribute and make a difference in the communities we serve, and hopefully, both of us will continue to have a positive impact for a long time to come,” he said. **R**



BY LAURA JANOTA

music man

Associate Professor Gregory Reish strikes a chord with his students

Gregory Reish, associate professor of music history at Roosevelt University, is fascinated by music that is outside the norm.

In fact, his main areas of interest are two types of music that couldn't be more different. He is a leading scholar of Giacinto Scelsi (1905-1988), an Italian composer famous for focusing entire pieces on a single tone. And, he is an expert in and performer of old-time music, which originated in the American South during the late 19th and early 20th centuries.

"We knew Greg's musical interests were unusual and we knew that he had expertise in two very different fields," said David Schrader, professor of keyboard and music history who sat on the search committee in 2003 that brought Reish to Roosevelt. "But we also knew that he was the kind of musicologist we needed at Chicago College of Performing Arts because he would be able to round out the experience of our music students."

Scelsi's 1959 masterpiece, *Four Pieces (Each in A Single Note)*, sounds a bit to the novice like an orchestra tuning up, but it also has an Asian transcendental quality, a meditative sound if you will, that Scelsi incorporated into his work.

It's extremely different from an old-time song like *I Wish I Was a Mole in the Ground*, which was originally sung with banjo accompaniment by locals in the mountains of western North Carolina around the turn of the 20th century. The folk rhyme is one of many old-time songs that Reish has studied and currently performs with a collection of instruments from the period, including guitar, banjo, mandolin and dulcimer.

Rudy Marcozzi, interim dean of the Chicago College of Performing Arts (CCPA), believes Reish has his finger on the pulse of an evolving trend. "Greg makes equal partners of music styles that don't necessarily belong together, and there are only a handful of artists who make that kind of crossover," said Marcozzi, who cites cellist Yo-Yo Ma's converging of art and folk styles as a prime example.

A native of Atlanta, Reish first heard old-time music while learning guitar at 10 years of age, and began jamming with several old-time and bluegrass musicians before he was 18 while at summer camp in the mountains of northern Georgia. "I remember being very impressed that there were older peo-





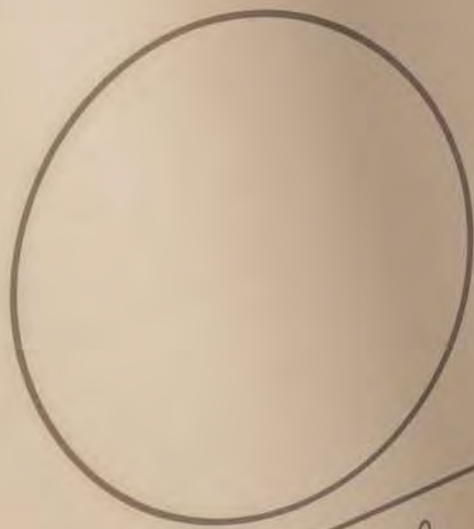
*Performing old-time music is
a passion for music history
Professor Gregory Reish.*

et clarinette

Giacinto Scelsi

SUITE

pour flûte et clarinette



Giacinto Scelsi



A score by the late Italian composer Giacinto Scelsi (left). His avant-garde classical music often focused on a single tone.



ple who clearly had very little education, but who knew old-time music so intimately because it was an everyday part of their lives and cultural heritage,” said Reish, who recently was on a scholarly journey to Georgia, Virginia and West Virginia for interviews with old-time musicians.

His interest in the genre has propelled him to perform a concert of old-time music every February at Roosevelt University’s Ganz Hall in conjunction with his undergraduate course in American folk and popular music, a requirement for all music majors at Roosevelt. Reish has also taken his solo performances to a wide variety of venues outside the University, including a five-city tour of Japan.

Reish’s curiosity about old-time styles and their history led him to research and collect vintage instruments of the early 20th century, many of them made in Chicago. “People are surprised to learn that Chicago was the guitar-making capital of the world in the early 20th century. Most of these instruments were produced in factories here and distributed via mail-order companies like Sears and Montgomery Ward to every remote region of the United States. This is how guitars and mandolins wound up in the hands of people in the rural South,” said Reish.

“These are not fancy instruments. They’re played by working people and farming people,” added Mike Seeger, an old-time musician from Virginia and half-brother of folk singer Pete Seeger. “People want to know the story of where these guitars came from, who made them, who played them and how these instruments were popularized,” said Seeger. “And I’ve talked to him (Reish) about writing the whole story.”

Old-time music is not the first kind of music that Reish has studied in depth. Avant-garde classical music, including Scelsi’s work, was Reish’s first real research interest, and one that he discovered by accident in 1988 when he graduated with a bachelor’s degree in jazz studies from the University of Miami and moved to Nashville.

“I thought I was going to be a singer-songwriter in the mold of Bob Dylan, and I thought I would hit it big in Nashville, the way that Dylan took New York by storm,” recalls Reish, who moved to Nashville to perform and promote his own songs.

Although he got a few gigs, Reish took a job as a clerk in the classical music section at Tower Records in downtown Nashville to help pay the bills. At the record store, Reish became immersed in contemporary classical music, including the work of Scelsi.

In 1996, as a graduate student at the University of Georgia, Reish received a prestigious Fulbright grant to study Scelsi in Italy. He interviewed Scelsi’s friends and collaborators, and became the first scholar to enter Scelsi’s apartment in Rome for the purpose of cataloging the late composer’s music library.

His doctoral dissertation at Georgia, “The Transformation of Giacinto Scelsi’s Musical Style and Aesthetic, 1929-1959” and several articles he has written, have become primers for the growing number of Scelsi scholars and topics of discussion at the University of Bologna in Italy. Bologna music Professor Mario Baroni, who has published



Gregory Reish is an expert in two very different music genres, classical and old-time.

“Professor Reish exposed me to a whole segment of music that I knew nothing about, and he encouraged me to go beyond what we do in class and to really explore music.”

—Violin performance major, Danielle Nelson

articles on Scelsi’s work in Italy and France, said he studied Reish’s doctoral thesis and “has found it to be very useful to me.”

By the time Reish finished his dissertation in 2001, he began to miss both performing and the music he enjoyed as a youth. “I got to thinking that there were a lot of great folk songs passed down through oral tradition that I’d heard in the South,” said Reish. “So I started looking up songs, I began reading scholarship about old-time music and I started performing live for audiences.”

Danielle Nelson, a violin performance major, says she learned about old-time music and other off-beat genres from Reish. “He exposed me to a whole segment of music that I knew nothing about, and he encouraged me to go beyond what we do in class and to really explore music,” she said. “And I’ve found myself really liking early American music.”

It’s not Reish’s intention, however, to convert students to music that’s outside their comfort zone. “I try to instill in my students the sense that there is an unbelievably diverse world out there and that these other kinds of music they’re being introduced to are worlds in their own way,” he said. **R**

 You can contact Professor Reish at greish@roosevelt.edu.



A new day for

For too many years, Gorma Minnie and Musu Dixon were on the run from rebels who killed their loved ones and completely destroyed the way of life in their native Liberia.

Now five years after Liberia's brutal civil war has finally ended, Minnie and Dixon are intent on helping rebuild their country's educational system with skills they are learning as graduate students in Roosevelt University's College of Education.

The two, who are studying curriculum development and educational administration at Roosevelt, are among the first Liberian women to study in the United States through a scholarship program created by Liberia's new government and its first female president, Ellen Johnson Sirleaf.

That program emphasizes the education of girls, who too often don't know how to read and write and who haven't been given many opportunities in Liberia, a male-dominated country where war was a way of life for more than two decades, from 1980 through 2003.

Minnie and Dixon were college students in Liberia before civil war destroyed their nation's infrastructure,

BY KATHERINE COPENHAVER

education in Liberia

including the judiciary system, school system, medical facilities, roads, railroads and iron mines.

“Both women are highly respected by colleagues and leaders within the Ministry of Education in Liberia and were selected to come to the United States by a competitive process,” said Karen Lashman, spokeswoman for the Global Women’s Action Network for Children, which helped fund their trip.

The Roosevelt students said that many in Liberia, particularly women and children, are in need of education and skills. Furthermore, they agree with their nation’s president that as educators they must do what they can to empower other women and get them involved in Liberia’s rebuilding process.

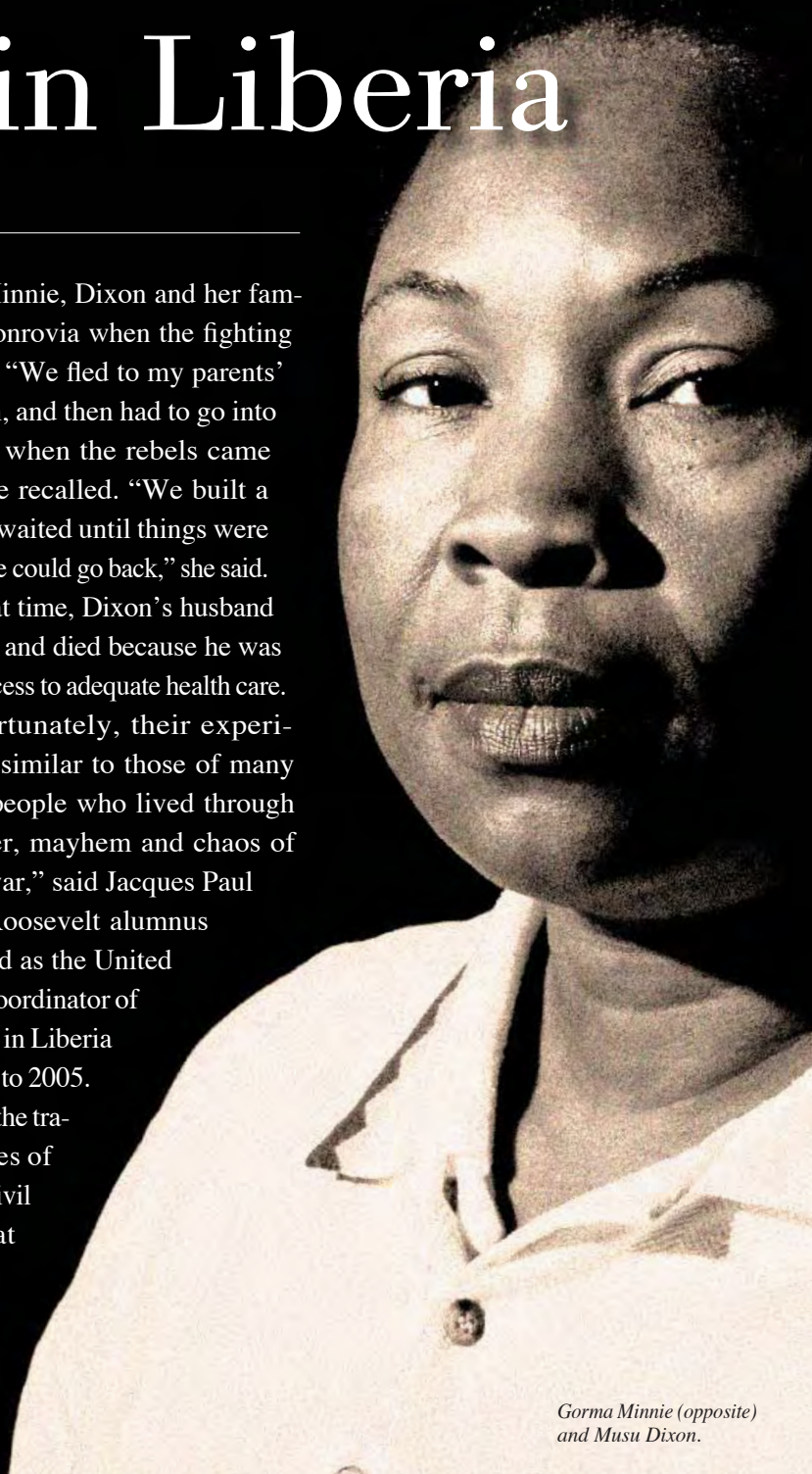
“There was a time in my life when I thought everything had come to an end,” said Minnie, who today has new hope for her country.

Minnie’s father and brother died during the war and she, along with her husband and three children, were forced to flee Liberia’s capital city of Monrovia when it was invaded. Minnie and her family spent seven years as refugees in the Ivory Coast, Guinea and Ghana before returning home when the fighting subsided.

Like Minnie, Dixon and her family left Monrovia when the fighting broke out. “We fled to my parents’ hometown, and then had to go into the forest when the rebels came there,” she recalled. “We built a camp and waited until things were better so we could go back,” she said. During that time, Dixon’s husband became ill and died because he was without access to adequate health care.

“Unfortunately, their experiences are similar to those of many Liberian people who lived through the murder, mayhem and chaos of the civil war,” said Jacques Paul Klein, a Roosevelt alumnus who served as the United Nations’ coordinator of operations in Liberia from 2003 to 2005.

One of the tragic legacies of Liberia’s civil war is that the country now has



*Gorma Minnie (opposite)
and Musu Dixon.*

a large population of homeless children who haven't been educated. "The idea of bringing Liberians to the United States for education is a good one," said Klein. "I hope we can eventually send professors over there to train larger groups of teachers."

Minnie became a teacher and junior high school vice principal for instruction in Liberia after the civil war. Dixon worked for the Ministry of Education in Liberia as a district education officer. Both are graduates of the University of Liberia.

"These women are wonderful people who are very committed to learning as much as they can while they're here so they can take that knowledge back to Liberia and share it with others," said Fran Baumgartner, assistant dean of student services for Roosevelt's College of Education. "They are working very hard to overcome any obstacles they face. I really admire their dedication."

Minnie and Dixon, who had to leave their children and relatives behind, admit that living in Chicago and learning about the U.S. educational system have been challenging.

"The education in Liberia is teacher centered," explained Minnie. "Teachers there go out and do the research and present that to the students in lectures. The students do not have textbooks or computers, so if I am a

“These women are wonderful people who are very committed to learning as much as they can while they're here so they can take that knowledge back to Liberia and share it with others.”

— Fran Baumgartner, assistant dean of student services for the College of Education

teacher, I can only present to my students what I know.”

"When we talked about coming to the United States to study, many women could not understand why," said Minnie. "But, we decided to take the opportunity. And when we arrived at Roosevelt and had our orientation for graduate school, there were older women in the class. I wish I could have taken a group photo of us and sent it back home to motivate women to go to school."

Roosevelt is providing tuition for the women and the Global Women's Action Network for Children is supporting travel, housing and other expenses associated with their studies at the University. Marian Wright Edelman, founder of the Children's Defense Fund and a trustee of the network, helped formalize the arrangement with Roosevelt President Chuck Middleton.

Minnie and Dixon are expected to graduate from Roosevelt in August, and

when they return to Liberia both will hold government positions helping to rebuild and improve their country's educational system.

Specifically, Minnie plans to establish special education programs. In Liberia, people with disabilities or physical impairments don't receive the support they need to succeed. In addition, she wants to encourage others to become teachers.

Dixon, who is focusing on school administration and leadership in her Roosevelt classes, would like to establish new educational standards in Liberia. "I hope to work with principals, teachers and students so that what I learned here can help change our school systems."

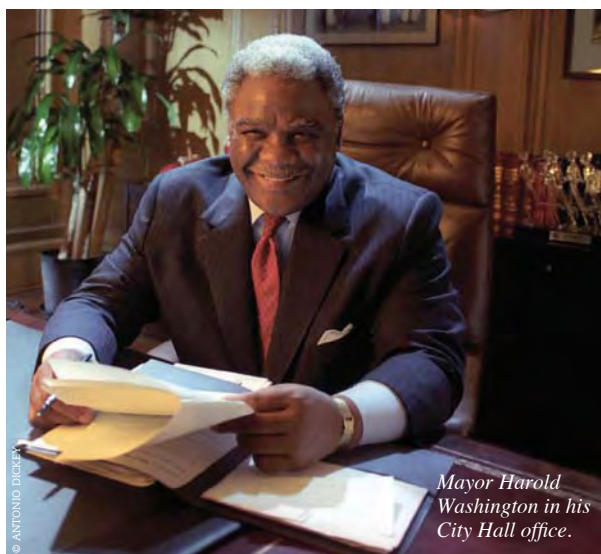
"It's heartwarming to have Musu and Gorma at Roosevelt," said Holly Stadler, dean of the College of Education and a veteran of international exchange programs. "They truly are exemplars of the resilience of the human spirit." **R**



Gorma Minnie poses with students from the Liberian junior high school where she served as vice principal of instruction.



School children in the town of Foya in northwestern Liberia take part in a march opposing child labor. © Sara Terry



Harold Washington artifacts on permanent display in Roosevelt's library

Roosevelt University is honoring one of its best-known alumni, the late Chicago Mayor Harold Washington (BA, '49), with a permanent display in the University's 10th floor Murray-Green Library. The display includes Washington's City Hall office chair as well as books and memorabilia about him. "Throughout the mayor's career he talked positively about Roosevelt University and felt it was the place that put him on his path to success," said Denise Bransford, chief of staff to Roosevelt University President Chuck Middleton. Washington's leather office chair was donated to the University by the Chicago Historical Society after the mayor's death in 1987, and it was recently restored by the University. Among the photos in the display are ones of Washington when he was 1949 class president. Books in the collection were written by alumnus Dempsey Travis (BA, '49) and Paul Green, the Arthur Rubloff Professor of Policy Studies at Roosevelt.

Roosevelt names Fogel Performing Arts dean



Henry Fogel, one of the best-known and most influential orchestra administrators in the United States, will become dean of Roosevelt University's Chicago

College of Performing Arts (CCPA) and distinguished professor of the arts, effective July 1, 2009. Fogel has led some of the most prestigious orchestral institutions in the country: the League of American Orchestras from 2003 to 2008, the Chicago Symphony Orchestra Association from 1985 to 2003 and the National Symphony from 1981 to 1985. "Henry is an active, thoughtful and effective leader. He is known for his wisdom, dedication to his colleagues, operational acumen and ability to raise the bar on the achievements of everyone around him. There could be no better or more capable individual to serve as dean at this exciting time in the history of the college," said Roosevelt University President Chuck Middleton.

Business college hosts delegation from Taiwan

Students from Taiwan are learning about American business from Roosevelt's Walter

E. Heller College of Business Administration during an eight-week stay in Chicago that ends May 22. The students, who are mid-level managers in Taiwan, have been placed by the University in internships with Chicago-area employers where they are learning about a variety of fields including marketing, public relations, sales, purchasing, product management and international trade. The 15 students are from the International Trade Institute of the Taiwan External Trade Development Council. They are staying with families in Chicago and visiting city landmarks and sites, including business-related locations. "This has been a great opportunity for the Heller College to develop a relationship with the Taiwan business community," said Terri Friel, dean of the college. Also assisting with the delegation visit are Roosevelt's Office of Career Services and Office of International Programs as well as the International Visitors Center of Chicago.

Trade expert speaks at RU

Jim Kolbe, a senior transatlantic fellow for the German Marshall Fund of the United States, spoke on the importance of free trade and human rights at Roosevelt University's annual RU Global Lecture on March 12. Kolbe, a retired congressman from Arizona, said that trade helps more than aid when nations try to boost third world economies

and end poverty. At the German Marshall Fund, he advises on trade matters and issues of effectiveness of U.S. assistance to foreign countries. He is co-chair of the Transatlantic Taskforce on Development with Gunilla Carlson, the Swedish minister for International Development Cooperation.

Student-run radio station debuts on the Internet

Now hear this: WRBC, Roosevelt's student-run radio station, is up and running again with music, information and news daily. WRBC officially went live at noon Jan. 29 when President Chuck Middleton pressed the "on" button, launching the Internet station that is available by visiting www.roosevelt.edu/wrbc. "Our goal is to have a student-run and student-based station that is diverse in its music, its sports and its news," said Ashley Mouldon, a journalism student who has been working on the project since 2006. WRBC AM used to be a low-watt station available primarily to Roosevelt students living in the Herman Crown Center. It went off the air during the 2000-01 academic year, but now thanks to Mouldon's determination and a new studio in the Department of Communication at the Gage Building, WRBC is available to a wider listening audience, accessible from any location through the Internet.





Two well-known alumni honored at Commencement

Two of Roosevelt's most distinguished alumni, Congresswoman Melissa Bean and Chicago historian Timuel Black, received honorary doctor of humane letters degrees at the University's Commencement held in



Historian Timuel Black and Congresswoman Melissa Bean.

December 2008. Bean, who also delivered the Commencement address, is a 2002 political science graduate, while Black received his bachelor's degree in sociology from the University in 1950. "Melissa Bean and Timuel Black are two of the University's most illustrious graduates," said Roosevelt University President Chuck Middleton. "We are proud to honor them for their efforts in improving the lives of people in their communities." Bean has represented Illinois' Eighth Congressional District, which includes portions of northwest Cook, Lake and McHenry counties, since 2005. The author of the acclaimed *Bridges of Memories* histories of African Americans in Chicago, Black is an educator, community leader, oral historian and philosopher who has spent his life furthering causes of social justice, including passing on the history about his community to others, particularly young people.

Scholar connects races for president at lecture

A scholar on the life of Franklin Delano Roosevelt drew parallels between the presidential elections of Roosevelt and Barack Obama during the University's 16th annual Franklin and Eleanor Roosevelt Distinguished Lecture. William E. Leuchtenburg, the William R. Kenan Jr. professor emeritus of history at the University of North Carolina at Chapel Hill, pointed to similar upbeat messages by Roosevelt and Obama that resonated well during down economic times. While Roosevelt never used the refrain "Yes We Can," his message nonetheless was one of resolve and cheer from the moment he took office in 1933 during the Great Depression until his last address in April 1945 when he said, "the only limit to our realization of tomorrow will be in doubts of today," according to Leuchtenburg. The lecture, "The FDR Coalition: 1936-2008," was held in Ganz Hall and co-sponsored by the Franklin and Eleanor Roosevelt Institute in Hyde Park, N.Y.

Roosevelt partners with Chicago Blackhawks

Students in Roosevelt University's Hospitality and Tourism Management program will learn about professional sports as an entertainment business thanks to a new partnership with the Chicago Blackhawks. The agreement is paving the way for Roosevelt students to intern, shadow pro sports and hospitality professionals, volunteer at events and attend field trips and experiential learning opportunities at United Center. The partnership also encourages Blackhawks employees to further their academic credentials by enrolling in undergraduate and graduate programs at Roosevelt. The arrangement was formally announced at center ice in the United Center on Jan. 11 during a Blackhawks vs. Nashville Predators game. "This partnership is enabling us to build a career-relevant bridge between the worlds of higher learning and higher earning," said John Cicero, dean of the Evelyn T. Stone College of Professional Studies.



An image from the Homeland photography exhibit.

Homeland exhibit runs through May at Gage Gallery

A sobering photography exhibit, *Homeland*, which depicts growing fanaticism and guns and God in America, can be seen now through May 22 in Roosevelt University's Gage Gallery, 18. S. Michigan Ave., Chicago. The show features the work of award-winning photographer Nina Berman, one of the first photographers in the United States to turn her lens toward home when all eyes were on Iraq. With surreal Technicolor images Berman captures the sense of fear many are experiencing in different parts of our nation today. Sponsored by Roosevelt's College of Arts and Sciences, the Mansfield Institute for Social Justice and Transformation and the Joseph Loundy Human Rights Project, the exhibit is open to the public from 9 a.m. to 5 p.m., Mondays through Fridays. For further information, visit www.roosevelt.edu/gagegallery.

Roosevelt University 2008 Financial Statements



IN FISCAL YEAR 2008, Roosevelt University again achieved excellent financial results, finishing the year with a net income of \$1.9 million. The University's continued progress is marked with significant increases in student enrollment and acquisition of capital assets that have helped solidify the strong financial position of the University.

In the fall of 2008, the University's new freshman class was up 70 percent compared to the freshman class of fall 2007. With 7,654 students, the fall 2008 student body is the second largest in the history of the University. The University also experienced a record number of students, 719 in all, living on campus in University housing, a 23 percent increase over last year. This fall, new students at Roosevelt hailed from more than 40 states.

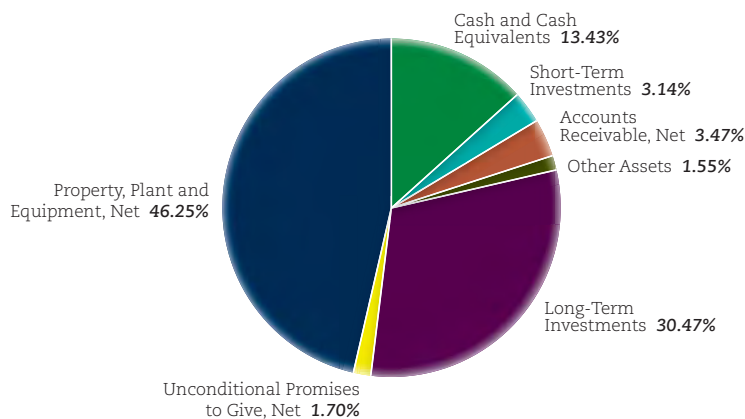
Tuition and fees net increased \$6.1 million or 8 percent over last year and credit hours increased 6,019 or 4.6 percent to 137,663 compared to 131,644 in 2007.

The total assets of the University increased \$50 million or 27 percent due to increases in capital assets through the purchases of several floors at the Gage Building, the Fine Arts Annex Building and the parking lot at the corner of Wabash and Congress.

Total liabilities increased by \$52 million, or 88 percent, due to the issuance of \$47 million of bond debt financing.

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

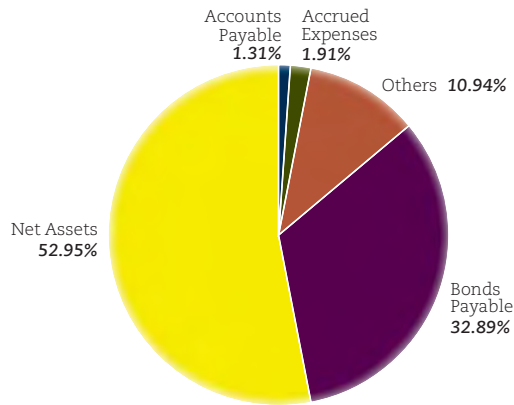
2008 Consolidated Statements of Financial Position (in thousands)



Assets	2008	2007	2006
Cash and Cash Equivalents	\$32,000	\$18,093	\$18,921
Short-Term Investments	7,476	10,383	9,975
Accounts Receivable, Net	8,273	6,138	6,302
Other Assets	3,699	2,035	2,426
Long-Term Investments	72,617	76,417	69,077
Unconditional Promises To Give, Net	4,041	3,581	2,144
	128,106	116,647	108,845
Property, Plant and Equipment, Net	110,210	71,286	71,585
Total Assets	<u>\$238,316</u>	<u>\$187,933</u>	<u>\$180,430</u>

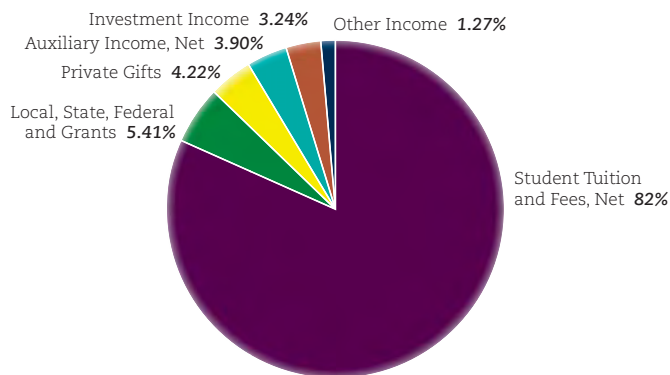


2008 Consolidated Total Liabilities and Net Assets (in thousands)



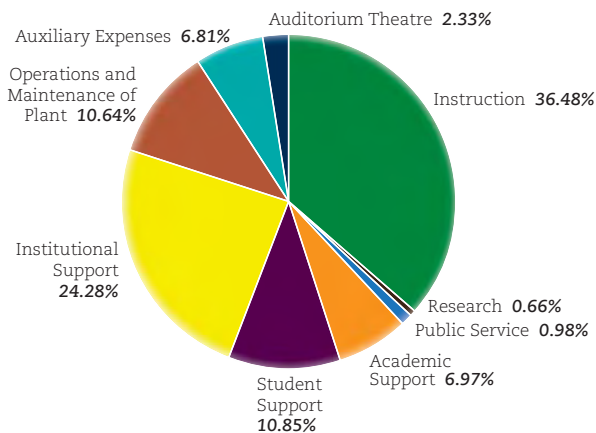
Liabilities and Net Assets	2008	2007	2006
Accounts Payable	\$3,132	\$3,046	\$3,030
Accrued Expenses	4,542	4,539	4,995
Others	26,070	19,228	19,073
Bonds Payable	78,390	32,900	32,900
Total Liabilities	112,134	59,713	59,998
Net Assets	126,182	128,220	120,432
Total Liabilities and Net Assets	<u>\$238,316</u>	<u>\$187,933</u>	<u>\$180,430</u>

2008 Consolidated Operating Revenues (in thousands)



Operating Revenue	2008	2007	2006
Student Tuition and Fees, Net	\$82,604	\$76,458	\$72,657
Local, State, Federal and Grants	5,449	5,057	5,111
Private Gifts	4,251	6,837	3,977
Auxiliary Income, Net	3,927	4,960	4,261
Investment Income	3,260	4,486	3,357
Auditorium Theatre, Net	(32)	844	781
Other Income	1,282	485	381
Total Operating Revenues	<u>\$100,741</u>	<u>\$99,127</u>	<u>\$90,525</u>

2008 Operating Expenses (in thousands)



Operating Expenses	2008	2007	2006
<i>Educational and general</i>			
Instruction	\$36,022	\$34,044	\$32,633
Research	651	828	856
Public Service	965	1,058	767
Academic Support	6,883	7,141	7,288
Student Support	10,718	10,806	9,614
Institutional Support	23,980	19,712	17,540
Operations/maintenance of plant	10,507	12,466	11,927
Total educational and general expenses	89,726	86,055	80,625
Auxiliary Enterprises	6,723	7,579	5,876
Auditorium Theatre	2,304	2,303	2,248
Total Operating Expenses	<u>\$98,753</u>	<u>\$95,937</u>	<u>\$88,749</u>

DEAR ALUMNI AND FRIENDS,



PATRICK M. WOODS

Vice President for Institutional Advancement and Chief Advancement Officer

read the inspiring story about senior Adélé Stowe, who typifies so many of our students and their rich lives with us.

Year-end giving went well, despite the general economic conditions. We are most grateful to all of our alumni and friends who are willing to continue their support of Roosevelt, and, in many cases, to increase their gifts to our students and programs. The article about David Lerner and the legacy that was created by his father and Roosevelt alumnus, Louis, shows the spirit and multi-generational dedication to the Chicago College of Performing Arts and its students. The vitality on our campuses is being matched by all of your financial and emotional support and by your attendance at campus events and programs.

Roosevelt's campuses in Chicago and Schaumburg continue to exude great energy created by our students and record-breaking enrollments that started in the fall semester. Each day Roosevelt students participate in community activities, perform on and off campus in theatrical and musical productions, fill the halls with excited conversations and attend a variety of forums and lectures that enrich their intellectual and social lives. It is a great time to be a Roosevelt University student. Please be sure to

A number of exciting plans are taking shape as we look to the future. Expanding the footprint of the Chicago Campus, building endowments for student aid, programmatic support for academic and non-academic activities and renovations and upgrades to existing facilities are keeping us all busy. We are thrilled with the opportunities that abound to maintain the forward momentum that has been growing on our campuses for the last several years. You can feel it when you walk the halls. Come visit us and experience the transformation that is occurring daily.

At the Commencement celebration in December 2008, we started a new tradition: The Class of 1958 was our first group of Golden Alumni to be recognized along with our graduating students. The alumni gave a generous gift to Roosevelt in honor of their class and of the occasion. Going forward, we will honor the 50th anniversary of each class at the spring Commencement exercise, as well as invite any alumni whose class preceded the Golden Alumni group for that year.

We intend to "Live the Legacy" by recognizing those who helped make Roosevelt what it is today.

We appreciate and are honored by your ongoing support.

Sincerely yours,

Patrick M. Woods

Vice President for Institutional Advancement and Chief Advancement Officer

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SCHOLARSHIP SPOTLIGHT: ADÉLÉ STOWE

BY DINAH ZEBOT ■ Each year, Roosevelt University graduates more than 2,000 bright and talented students, many of whom attend the University thanks to scholarship support from alumni and friends.

Adélé Stowe, who in May will receive her bachelor's degree in business administration, is one of those students. Hailing from the small Caribbean island nation of Dominica, she is a member of Roosevelt's Scholars Program and the recipient of an international student scholarship. Her story illustrates how a Roosevelt education can help unleash the tremendous potential that lies within all of our students.

Stowe graduated from high school at the age of 16 and then attended a community college in the British Virgin Islands, but her goal was to complete her undergraduate education abroad. Her first choices were universities in Florida and New York City.

Not only does Stowe consider student government "the best way to advocate for change on campus, it is also a great way to meet other students in the know about student life. I used it as my central networking hub."

She also found that her participation did make a difference. In particular, she said that making decisions about which groups to fund "forces you to be really honest and objective and not to let emotions or your personal relationships get involved."

Through a community partnership in one of her favorite honors courses, Race, Gender and Social Policy, she has been carrying out the University's social justice mission by serving meals and providing computer training and GED tutoring to the homeless at the not-for-profit Inspiration Corp.

Stowe said that what she learned through her volunteer work directly intersected with what she learned in the economics class taught by June Lapidus, associate professor of economics. "Reading the statistics is one thing, but when you see poverty up close, it solidifies the reality."

Since coming to

Roosevelt, Stowe said her commitment to social involvement and giving back to society have been reinforced and will always be a part of her life.

As an honors student, Stowe also has been an academic leader at Roosevelt and feels that "the experience has been very fulfilling. I

AT A GLANCE:

Name: Adélé Stowe

Class Year: 2009

Degree pursued: Bachelor of Business Administration

Major: Finance, with minor in Economics

Home country: Dominica (West Indies)

love the intimate classes which force you to discuss things in depth and push you to new limits ... the professors are involved in creating a full learning experience that goes far beyond the classroom."

Stowe considers Roosevelt's academic excellence and commitment to social justice its strongest attributes. "There are reminders of what Roosevelt stands for in all facets of its environment – in classes, in student organizations, at student events," she said. "If you are involved, it's not hard to connect with the greater community."

Currently an intern at Harris Bank, Stowe plans to get her MBA, possibly in combination with a law degree. She hopes for future opportunities in Chicago, but also envisions potential ones back home.

Because she already had a strong sense of self when she enrolled, Stowe said that her goals haven't changed much during her time at Roosevelt, "but they have been strongly supported and developed because of my experiences. I was able to get involved with so much here, it helped me be true to who I am, in all that I do."

When she graduates, Stowe said her connection to Roosevelt will continue. "I like the sense of community that Roosevelt has consciously built. There is a connection between students, faculty, staff and alumni. Alumni of the University can look to RU as a tool and resource for their lives and careers. It's a lifelong connection. I see it as a support network that lasts beyond graduation."

For more information on how you can lend scholarship support to a promising student like Stowe, contact the Office of Institutional Advancement at (312) 341-2309. **R**

"Alumni can look to Roosevelt as a tool and resource for their lives and careers. It's a lifelong connection." – Adélé Stowe

When an administrator at her community college suggested she consider Midwestern schools, Stowe discovered Roosevelt's Scholars Program and decided to apply. She said it wasn't just the money that attracted her to the program, "but the chance to take new classes on challenging and interesting subjects that I might not otherwise study."

After visiting campus and interviewing with Sam Rosenberg, director of the Scholars Program, she became even more excited about attending Roosevelt. Her parents, however, needed a little convincing. Stowe's enthusiasm for Roosevelt and exploring a new part of the world eventually won out. With three children in college, her parents also were convinced by the financial support she received from Roosevelt.

"Now everyone is happy with my decision to come to Chicago," she said. "While I've missed my family, I have grown so much having lived on my own. It's been an amazing experience. I don't regret a thing."

During her Roosevelt career, Stowe has been a senator, executive vice president and president of Roosevelt's Student Government Association. She also has been a member, cultural chair and entertainment chair of the Student Programming for Enrichment, Enlightenment and Development (SPEED) board, and has served as chair of the group's Student Activities Fund Allocations Committee.

FUNDING HIGHLIGHTS

Major gift supports new real estate center

Roosevelt University's Marshall Bennett Institute of Real Estate dedicated its innovative Urban Retail Properties Professional Development and Research Center at a ceremony in December. The 600-square-foot facility, located in the University's Gage Building, allows real estate students to meet, study and learn job skills. It was made possible by a \$250,000 donation from Ross Glickman, chief executive officer of Urban Retail Properties LLC.

"This state-of-the-art facility was uniquely created from recycled and sustainable building products," said Jon DeVries, director of the Marshall Bennett Institute of Real Estate at Roosevelt, one of the largest graduate level real estate programs in the Midwest. "It will be a showcase for our program. On behalf of everyone associated with the Marshall Bennett Institute of Real Estate, I want to thank Ross Glickman, his partner Len Tobiaski, and everyone else at Urban Retail Properties for the generous gift that has made the new center possible."

The Urban Retail Center includes program offices, a library/resource center, and an executive conference and media room. Research resources available at the center include a library of real estate reference books, the



The Marshall Bennett Institute of Real Estate has comprehensive resource materials on the real estate industry.

latest in real estate technology software, major brokerage surveys, U.S. Census reports and real estate and planning publications.

Lerner family continues to support CCPA

A second generation of Lerner is taking an active role on the Advisory Board of the Chicago College of Performing Arts (CCPA).

David Lerner, like his father, the late Louis Lerner (BA, '45), is volunteering his time and expertise to make CCPA one of the nation's preeminent schools of performing arts. And as an advisory board member, he is spearheading efforts to raise funds so the college can continue to attract outstanding faculty and students from around the world.

Recently Lerner established the Human-Innovation Endowed Scholarship for Leadership Excellence that provides funds for financially needy CCPA students active in extracurricular activities that promote their performance discipline.

Lerner, founder of the Lerner Center for Inquiry and Dialogue, said Roosevelt's dedication to social awareness, leadership and



"I am pleased to follow my dad's lead by supporting the needs of the college through scholarships and facilities. It's a way of putting the spirit of possibility back into philanthropy." – David Lerner

civic engagement are important to him. "It is the application of social justice principles that matters most to me," he said. "Students here are developing their talents, engaging with communities and becoming leaders who live their values."

Louis Lerner was one of CCPA's most active volunteers from 1995 until his death in 2006. The Louis Lerner Student Lounge on the ninth floor of the Auditorium Building is named in honor of his contributions, which include supporting the college's annual *Vivid* concert.


Forum enhances study of American history

Roosevelt University and the Jack Miller Center for Teaching America's Founding Principles and History have established a new program designed to advance education of the American experience.

The Montesquieu Forum for the Study of Civic Life offers interdisciplinary programs, seminars, workshops, speaker series, conferences and public events that deepen students' study of our nation's Western tradition, particularly the periods of the founding of America and the Civil War.

To support the forum, Roosevelt established a reading room to house the Miller Center's Liberty Fund book collection of 600 classic books on history, politics, philosophy, economics and law. The facility provides opportunities for students to conduct research on the ideas of our nation's founders and great thinkers, both historic and modern, who shaped the understanding of what it means to live in a society of free and responsible citizens.

Ralph Lerner, the Benjamin Franklin Professor and professor on the Committee on Social Thought at the University of Chicago, is Roosevelt's first Montesquieu Forum visiting professor. Lerner is teaching the course, *America's Revolutionary Constitutionalism*, at the University this semester.

The Miller Center is a non-profit, non-sectarian organization that provides resources for college professors across the United States to strengthen the teaching of America's founding principles and history. The center's three-year grant to Roosevelt will bring scholars from across the country to participate in the Montesquieu Forum. 



ALUMNI EVENTS



Clockwise from top: Jocelyn Yarbrough (BB, '03) and Carolyn E. Hollins, founder and director of the M&M Community Gospel Choir; Far right, Ruth Brown (BGS, '75) and friends enjoy the performances; RU alumnus Grady Johnson performing with the Grady Johnson Jazz Trio.

Annual RU Jazz and Gospel Brunch Showcases Students and Alumni

Roosevelt's annual Alumni Jazz and Gospel Brunch on Nov. 15 was an overwhelming success as nearly 100 alumni and friends gathered to attend the event in the University's Congress Lounge.

The event highlighted Roosevelt's Chicago College of Performing Arts (CCPA) jazz students and alumni performers, including the One Inspiration Gospel Choir led by Adrian Dunn (BM, '07). Dunn's ensembles have performed at the brunch since it began in 2005. Since then, additional groups have participated and the program has grown into

a Roosevelt talent showcase. The students and young alumni musicians who participate are examples of the high caliber of talent that the CCPA recruits and produces each year.

Also invited to participate in the program was Roosevelt alumnus Grady Johnson and his Jazz Trio of Chicago jazz veterans. Johnson attended Roosevelt University in the late 1940s when access to other universities was not possible for him. He credits his personal success as a pharmacist and the success of his children to Roosevelt for opening doors and setting educational standards for his family.

The Grady Johnson Jazz Trio has performed nationally and internationally with jazz groups, including the Count Basie and Duke Ellington Orchestras. Also performing was the M&M Choir, a northwest suburban community choir, featuring Jocelyn Yarbrough (BB, '03).

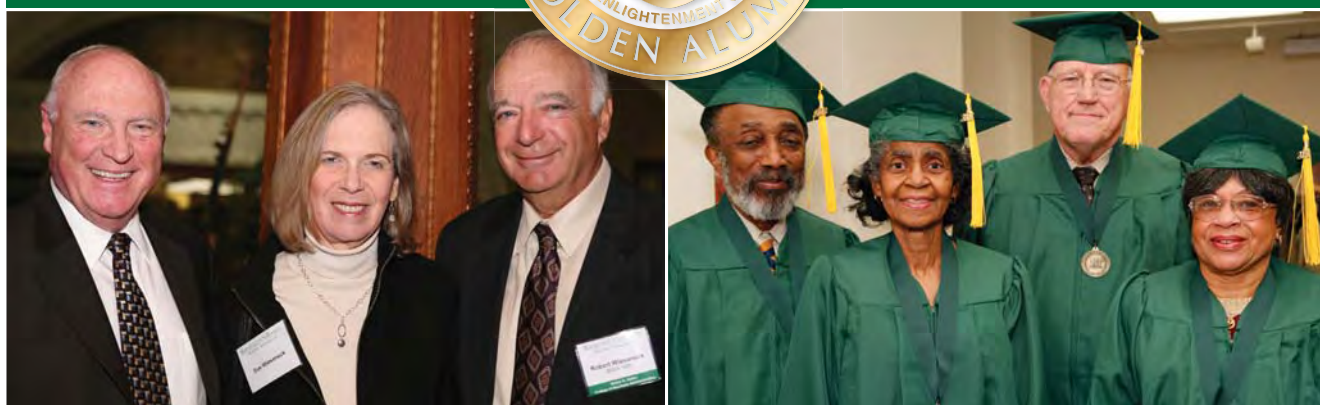
Dunn directed and performed at the annual Legacy Concert on March 6 at DuSable Museum of African American History. The legacy concert is in its fifth year; it incorporates hip-hop and opera in a powerful new genre of music. Dunn first created and produced the Legacy Concert in 2003 as a student project.



CLASS OF '58 CELEBRATES



GOLDEN ANNIVERSARY



Clockwise from top: Graduates of the class of 1958 and their families return to Roosevelt for a dinner in their honor on Dec. 18. Also attending graduation ceremonies the following day were (from left) Leland White (BA, '54; MA, '58), Conchita Little (BA, '58), William Knopf (BC, '58) and Katie Edwards (BA, '58; MA, '62). Roosevelt Trustee Robert Wieseneck (BC, '58) (right) and his wife, Suzanne, visit with Patrick Woods, vice president for institutional advancement.

Celebrating a Golden Milestone Roosevelt Honors a Half Century of Alumni Successes

Graduates of the Class of 1958 celebrated their golden anniversary – 50 years since they received their Roosevelt diplomas – at a special dinner held in their honor on Dec. 18 in the University's Murray-Green Library.

During the inaugural Golden Alumni Dinner, the class was inducted into the Golden Alumni Society. In commemoration of the anniversary, Roosevelt Trustee Robert L. Wieseneck, (BC, '58) presented a check to University President Chuck Middleton on behalf of the class which will be used for two undergraduate scholarships. This was the first

class gift to be presented to the University and will start a tradition of alumni class gifts.

"The 50th reunion is a significant milestone because it provides an opportunity to reflect on the half century since graduation and to celebrate the collective impact these alumni have made on Roosevelt, Chicago and the world," said Damaris Tapia, director of alumni relations. "It also provides an opportunity for classmates to renew old acquaintances and to reconnect with the University."

On the day after the dinner, several members from the Class of 1958 participated in the

Commencement ceremony along with graduates of the Class of 2008. At graduation, President Middleton recognized the golden alumni and noted their collective accomplishments.

This May the Class of 1959 will be honored at the spring Commencement program. Alumni who graduated prior to 1959 are also welcome to join the celebration at a dinner on May 14 and Commencement on May 15.

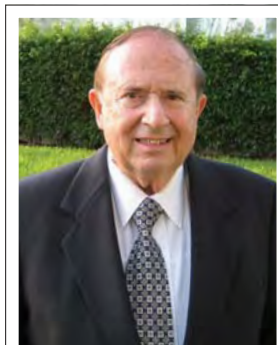
For more information about participating in the 50th reunion or the class gift program, contact the Office of Alumni Relations at (312) 341-3627 or email dtapia@roosevelt.edu.

WHERE RU? KEEPING IN TOUCH WITH THE ALUMNI COMMUNITY

BY BEATRICE A. FRANCIS

1950s Golden Alumni

John C. Dakes (BSC, '50) wrote to tell us how grateful he was for the opportunity to attend Roosevelt. His education allowed him to build a successful career in the industrial relations/human resources field where he worked for more than 50 years before retiring. He also had a second career as a musician, playing the saxophone and traveling on weekends with Dom Geraci's band.



Earl Rodney

Earl Rodney (BSBA, '54) was chosen as Employee of the Quarter by his peers in the finance department for the City of Pembroke Pines, Fla. Rodney is a CPA and has been in government accounting and finance for more than seven years.

1960s

Howard A. Risatti (BM, '68; MM, '69) explores the difference between craft, fine art and design in his book, *Theory of Craft: Function and Aesthetic Expression*. Risatti is professor emeritus of art history at Virginia Commonwealth University.

1970s

Jeffrey Segal (BA, '73) is southeast regional vice president for the National Organization of Legal Services Workers, UAW Local 2320.

Mark R. Friedman (MPA, '74) was selected by the Illinois



Mark Friedman

Association of School Administrators as the 2009 Illinois Superintendent of the Year. Friedman is superintendent of Libertyville Elementary District 70 and a partner with BWP & Associates, educational management and executive search consultants.

Lawrence Dillard (BSBA, '77; MBA, '81) is vice president and regional manager for Bank of New York Trust Co., N.A. He manages municipal bond corporate trust products for offices in Chicago and Milwaukee and supervises a staff of 35.



Lawrence Dillard

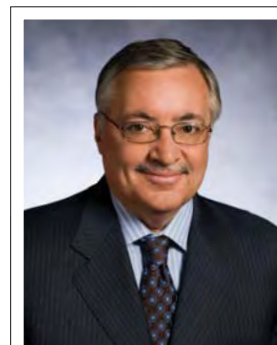
George Korthauer (MPA, '77) retired in January after serving as city manager in Petoskey, Mich., for 25 years.

Elias Chakour (MBA, '77) was appointed by Manitowoc Cranes as regional business manager for its U.S. southeast regional operation. He will work closely with dealers to increase sales.

Jorgina Pereira (BGS, '78; MY, '85) retired, changed careers and

opened her own business. She caters and operates a restaurant serving Brazilian-style cuisine from her home on Chicago's near west side. The restaurant, called Sinhá, is open only on Sundays and serves a Brazilian brunch in a casual setting.

Sue Taylor (BA, '78), nationally recognized art critic, curator and educator, recently presented several lectures on American painter Grant Wood, the subject of a book she is currently writing. Taylor is associate professor of art history at Portland State University and a corresponding editor for *Art in America*.



Dushan (Duke) Petrovich

Dushan (Duke) Petrovich (MC, '79) was named the first non-Wrigley president of the Wm. Wrigley, Jr. Co. He has held a number of positions within the company during his 30-year tenure, most recently as senior vice president and chief administrative officer. Petrovich will be responsible for the company's worldwide strategy, operations and business performance, reporting to Paul S. Michaels, president and chief executive officer of Mars Inc., which purchased Wrigley Co. in October 2008.

1980s

Robert Bialk (MBA, '83) was appointed director of strategic partnerships by TalentDrive, LLC. The online recruiting and staffing agency uses web-based technology to search

resume databases and find the best candidates to fill its clients' positions.

Suzanne Gruoner-Syler (BM, '83; BME, '85; MM, '85; MME, '87) teaches pre-K through sixth-grade music at Nob Hill School in Country Club Hills, Ill.

Marla Goodman (BSBA, '85) is Kashi's senior manager of consumer insights. The company was created in 1984 to encourage healthy lifestyles by providing consumers with a natural breakfast food choice made from seven whole grains and sesame. Goodman and her team support four major brands within the company.

Diana Brodman Summers (BSBA, '89) is an arbitrator for Cook and DuPage counties and was recently appointed to the Liquor Commission for Downers Grove, Ill.

Teri Clark Linden (BA, '89) does voiceovers for radio and television commercials in Michigan and is a volunteer for Assistive Media, a non-profit organization that produces and distributes audio recordings for people with visual impairments and reading disabilities. This past fall she appeared in a production of the comedy *Leaving Iowa* at the Williamston Theatre.

1990s

LaTonya Holmes (BA, '92) has appeared in commercials, television and musical theater. She acts, sings and does voiceovers and has recently added producer, songwriter and arranger to the many hats she wears. She began performing in church as a young child, but didn't have thoughts of entering the music industry until high school when she successfully auditioned for a part in the ensemble of *The Wiz*. She attended Roosevelt University on a scholarship, taking a year off to go on tour in a production

WHERE RU?

KEEPING IN TOUCH WITH THE ALUMNI COMMUNITY

of *Big River*. She has appeared in *Bigger than Bubblegum*, the autobiographical musical based on the career of the Emotions, *Little Shop of Horrors*, and won a Joseph Jefferson Award for best supporting actress for her role in *Dreamgirls*. She has toured with Macy Gray and Christina Aguilera. Currently she is appearing as Celie in a national touring production of *The Color Purple*. In 2008, she released her debut CD, *Love Me Just for Me*, which she financed and produced. In addition to singing both lead and background vocals, she wrote, arranged and co-produced many of the lyrics.

Theresa Doby (MPA, '94) recently introduced an all-natural product line through her Style and Spa website. Doby, who has more than 13 years experience in the beauty industry, spent three years developing and personally testing products in the Serenity line prior to launching her new business.

Paul Miller (BA, '95) was named director of programming and production by the University of Albany. Miller has more than 20 years of experience in broadcast and cable television, previously serving as director of digital media production for A&E Television Networks and as executive producer of on-



Paul Miller

air marketing for the National Geographic Channel. He will oversee all aspects of the university's television channels and web video initiatives, including development, production, distribution and funding.

Sue Rose (BA, '95) was awarded the Peace & Justice Award at a ceremony held at a Diversity Day program on Oct. 5, 2008 at the Square in Woodstock, Ill. Rose is community service director for the McHenry County Housing Authority.

David Thomas (BGS, '96; MJ, '99) is responsible for developing relationships between Nicor Gas and minority and woman-owned businesses in his position as senior supplier diversity administrator.

Keith Washington (BGS, '96; MY, '98) is technology program manager at GE Commercial Finance.

Merle Dandridge (BF, '98) joined the Broadway production of Monty Python's *Spamalot*

in fall 2008 in the role of the Lady of the Lake.

William Pearch (MS, '98) is marketing coordinator for Engineering Resource Associates, Inc., an environmental engineering firm in Warrenville, Ill.

Tiffany Murkey (BA, '99; MSIMC, '01) celebrated the culmination of a long-time dream in December when she founded and opened Publicity by Design. After working for a number of public relations firms during her career, she decided to use her experience to establish her own business.

2000s

Frank Aguilar (CS, '00; MPA, '02) was named recipient of the first Hispanic Heritage Community Award for his "distinguished record of dedication to the Hispanic community in Cicero, Ill., and the greater Chicagoland area." The award was presented to Aguilar, director of community affairs for Cicero, at a ceremony held at the Park National Bank.

Selena Minter (MA, '00) is working as a human resource consultant. She also created WebProPlus.com, a service that helps consumers design and develop their own websites.

Aaron Mikulsky (MBA, '00) is assistant vice president and regional operations manager for Arch Insurance Company's central region. He is also a board member and committee chair and volunteers as a tutor for Reading in Motion, a program that partners with inner-city schools to help kindergarten through third grade students achieve grade-level reading.

Rashada Jamison Whitehead (MSIMC, '02) has returned to Flowers Communications Group as senior vice president and managing director for the Chicago-based public relations

agency. Whitehead contributed to several award-winning programs before leaving to accept a position with GolinHarris. Flowers Communications Group is a multicultural marketing communications firm dedicated to providing programs to reach the African-American and Hispanic populations in the top 20 urban markets of the U.S.



Rashada Jamison Whitehead

Monica Wolf (BGS, '05) received a master's degree in library science from Dominican University in fall 2008. She is manager of the training design team for Follett Software Co. in McHenry, Ill.

Lance C. Ziebel (BGS, '05) recently joined Lavelle Law, Ltd. After receiving his degree from Roosevelt, Ziebel attended DePaul University, receiving a juris doctorate in May 2008. He began working as a law clerk at Lavelle Law, and was hired as an attorney by the firm after passing the Illinois Bar Exam. Ziebel will focus on home health care and small business.

John Donnelly (BA, '07) went to work as a special assistant in the Washington, D.C., office of Congressman Dan Burton immediately after graduating from Roosevelt. In May 2008, he took a leave to manage the Congressman's 2008 re-election campaign. After the election, Donnelly returned to the Washington office and was named press secretary for Congressman Burton.

Where are you?

Send us your photo and an update!

Email alum@roosevelt.edu or mail to:

Office of Alumni Relations
Roosevelt University
430 S. Michigan Ave., Rm 827
Chicago, IL 60605

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



Merle Dandridge

IN MEMORIAM

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

BY CLAUDIA ROCHA

1950s

Barbara Brown (BA, '50) died on Sept. 4, 2008. Brown started teaching in the Chicago public schools in the 1950s. She taught kindergarten through third grade at Ruggles Elementary School, where she retired in 1989.

Dr. Lloyd C. Elam (BS, '50), of Nashville, Tenn., died on Oct. 4, 2008, at the age of 79. In 1957, he became the first African American to earn a doctor of medicine degree from the University of Washington School of Medicine in Seattle. In 1961, Elam joined Meharry Medical College in Nashville, a historically black medical school where he would spend more than 25 years and make an enormous impact. Beginning as a faculty member and psychiatry department chairman, Elam soon became interim dean of the college and was appointed president in 1968 at the young age of 39. Under Elam's leadership for 13 years, Meharry saw tremendous growth, including the building of the teaching hospital that has since become Nashville's city hospital. Elam was presented with the Eleanor Roosevelt alumni award in 1988 for the substantial impact he made on the field of medicine and for opening doors for other African Americans to pursue careers in this field. He also received an honorary doctorate from Harvard University.

Dr. James C. Griggs Jr. (BA, '54), of Chicago, died Oct. 9, 2008. He served as an educator and former president of Malcolm X College for 10 years.

1960s

Harold Alexander (BSBA, '60; MBA '64) died on Oct. 18, 2008. Alexander lived in Washington, D.C., where he was employed by the Federal Aviation Administration

as a senior systems manager and traveled the world teaching and introducing new supervisory and management development systems. After 30 years of service, he retired and moved to Sarasota, Fla., where he was a volunteer with the Community AIDS Network.

Richard E. Thompson (BA, '63; MA '66), of Chicago, died on Feb. 8, 2008. He received a bachelor's degree in history and master's degree in education. He worked for the Chicago Board of Education as an assistant principal for Harlan High School.

Herman Pork (BSBA, '65), of Park Forest, Ill., died on March 31, 2008. He worked for Sears, Roebuck and Co. for 35 years as the company's first African-American corporate auditor. He also served on the board of directors for Grande Prairie Singers. His passions were photography and traveling.

Barry S. Frazin (BA, '67), a former educator with the Chicago Public Schools, died on Aug. 28, 2008. Until his death, he served as principal at Nob Hill School in Country Club Hills, Ill.

Susan Ellen Hunter (MA, '68), of Auxvasse, Mo., died on Aug. 11, 2008. She taught for a number of years at schools in Missouri, Michigan and Indiana.

1970s

Jerry Van Heltebrake (MPA, '73), of the Wilmette Police Department, died on June 9, 2008. He was one of the first college graduates employed in the organization when he joined in 1954. He started as a motorcycle policeman, became a sergeant in the Juvenile Department and finally retired as a lieutenant shift commander in 1976. After retiring, he moved to Nashville, Tenn., to manage a family business called Obie's Flying Pan Pizza, which was voted best pizza in Nashville for many years.

John J. Flieder (MK, '77), a former chairman of the board

of the Boys and Girls Clubs of Chicago, died on June 30, 2008. He retired after 33 years from Allstate Corp. where he was vice president in charge of advertising and market support. Flieder enjoyed traveling, learning new languages, meeting new people and exploring diverse cultures.

1980s

Julius Golnik III (MPA, '81), of Holiday, Fla., died on April 16, 2008. He majored in public administration while at Roosevelt.

Karl W. Abt (MC, '83), of Arlington Heights, Ill., died on Aug. 9, 2008. Abt had been a financial executive for the former Field Enterprises in Chicago and for Fellowes Manufacturing Company in Itasca, Ill., before his retirement in 1989. He published a book, *A Few Who Made a Difference: The World War II Teams of the Military Intelligence Service*.

1990s

Thomas S. Kolodziej (MM, '91), a noted violinist from Florida, died on Sept. 9, 2008. He had been active as a violinist and violist, performing with the West Coast Symphony, the Tampa Opera, the Orchestra Symphonique Française, the Venice Little Theatre, many touring Broadway shows and Ensemble Lyrique, a quartet.

Mary Louise Parker (MK, '92), of Arlington Heights, Ill., died July 30, 2008. She was a disc jockey and production director for WYEN radio in Des Plaines. Mrs. Parker was a publicity manager and Chicago TV host for the March of Dimes. She also served as director of marketing for Christianity Today International in Carol Stream. While she attended Roosevelt University, she majored in marketing communication.

2000s

Paul M. Szachnit (BS, '04), of Stevens Point, Wis., died on Nov. 1, 2008. He worked for Sentry Insurance for the past three years in the human resources department.

FACULTY & STAFF

Norman Ross, a Roosevelt University trustee from 1996 to 1999, died on Oct. 2, 2008. Mr. Ross was a Chicago radio host and television personality and senior vice president and head of the Community Affairs Department of the First National Bank of Chicago. He also was a founding member of Chicago United, an interracial group of business and professional leaders.

Frederick W. Barney Sr., of Winnetka, Ill., died on Nov. 17, 2008. Barney was a chain drug store executive and later was employed by Roosevelt University as director of planned giving from 2002 until he retired in 2006.

Don Baum, former chairman of Roosevelt University's Art Department, died Oct. 28 at the age of 86. Baum taught at Roosevelt for 36 years, from 1948 until 1984, as an instructor, assistant professor and associate professor. He also taught at the School of the Art Institute and was exhibitions director at the Hyde Park Art Center. Baum was recognized throughout Chicago's art community as an innovative curator, exhibition leader and artist. During his tenure at the Hyde Park Art Center from 1956 until 1973, he helped define the Chicago "Imagists" movement by showing the art of Ed Paschke, Karl Wirsum, Jim Nutt, Gladys Nilsson and many others.

During the 1960s, Mr. Baum also served as the first director of visual arts for the Illinois Arts Council, in which he pioneered the grant program to individual artists, the traveling exhibition development program and the grant program for permanent art acquisition.

Ernest Beavers, a longtime Roosevelt University employee, died on Jan. 3, 2009. Mr. Beavers was a dedicated advocate and proponent of education, who, for more than 30 years, worked closely with students of all ages in a wide range of education programs, including Student Support Services and Veterans Upward Bound.

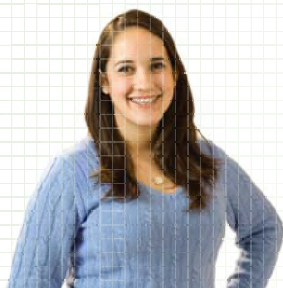
Q: What is the greatest challenge facing the United States today?

According to a Gallup Poll taken in December 2008, 77 percent of Americans said the economy was our nation's number-one problem, an increase of 40 percent from earlier in the year.

While that might not be surprising, considering our serious financial crisis, it does represent a considerable change from July 2008 when fuel

prices were number one and from December 2007 when the war in Iraq was thought to be the biggest problem.

As Barack Obama was assuming the presidency, *Roosevelt Review* asked students to tell us what they thought our nation's most important challenge was. Here's what they had to say:



Brittany Manning

Age: 19

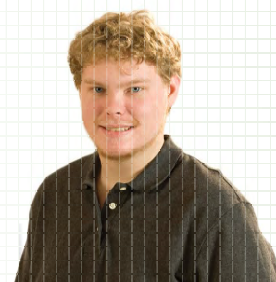
Year: Freshman

Major: Advertising

Home Town:

Lake in the Hills, Ill.

“Tolerance and acceptance of people's religion, race and culture are the biggest challenges facing America today. America is supposed to be a melting pot, but we aren't living up to that.”



Michael Kennedy

Age: 19

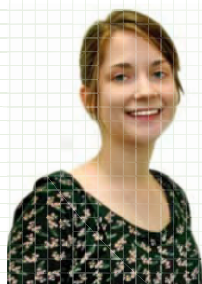
Year: Sophomore

Major: Jazz Studies

Home Town:

Woodridge, Ill.

“I think our country needs to transition into a global economy and to reduce spending rather than accruing more debt. The U.S. must restore its good economic standing in the world.”



Liz Orton

Age: 20

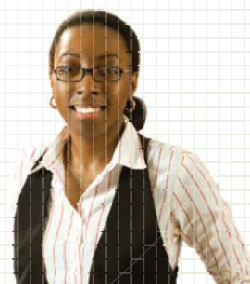
Year: Junior

Major: Psychology

Home Town:

Cedar Rapids, Iowa

“I believe the biggest challenge facing our country today is to keep remembering that we're fighting two wars. Whether you think we need to get out as soon as possible or you think we need to stay until they're won, the Iraq and Afghanistan wars need to remain a top priority in Washington and elsewhere.”



Dominique Fuqua

Age: 19

Year: Sophomore

Major: Math

Home Town:

Chicago

“The economy is the biggest problem, especially how it is affecting college-age students. Jobs are starting to disappear, so we won't be able to make money. We can even see it affecting high-school-age students. Jobs they used to get are going to adults, so students have fewer ways to make money.”



We'd like to know what you think our nation's greatest challenge is in 2009. Sound off to tkarow@roosevelt.edu.



The Best Investment You Can Make

Investing in the Annual Fund provides opportunities for Roosevelt University students to become tomorrow's leaders.

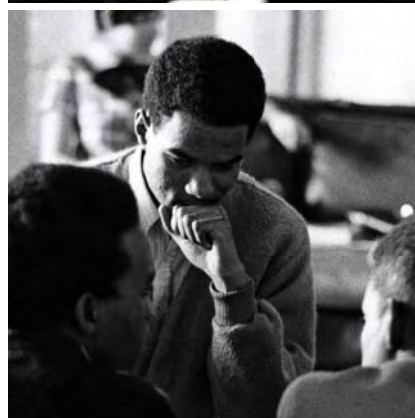
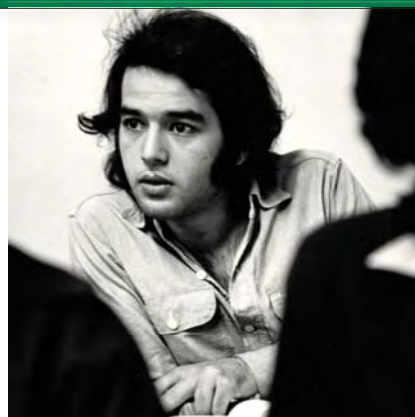
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ROOSEVELT
UNIVERSITY

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WHERE ARE THEY NOW?



Do you recognize these students who attended Roosevelt University during the 1960s, '70s and '80s? If so, send an email to tkarow@roosevelt.edu and we'll publish your letter in the next issue of Roosevelt Review.