

THE AMPERSAND

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A NOTE FROM DEAN KAUFMAN

This year represents the 25th anniversary of UIC and the merger of the University of Illinois Chicago Circle Campus and the University of Illinois Health Sciences Campus. The Honors College, born out of

that marriage, is also celebrating its 25th anniversary this year. Please join us for this special issue of the Ampersand which focuses on the history of our campus and the history of our Honors College.



Dean Lon Kaufman

UIC HONORS
UNIVERSITY OF ILLINOIS
AT CHICAGO **COLLEGE**
Celebrating 25 Years of Excellence

HONORS COLLEGE BALL!

Welcome to another exciting semester at UIC! The Honors College Advisory Board has been very busy planning numerous activities.

First and foremost is the Honors College Ball. It will take place at the Chicago City Centre Hotel on Saturday, February 23rd. Tickets are only \$40.00 per student. Tickets can be purchased from individual HCAB representatives or the ticket sales table located outside the Honors College.

At the Ball, HCAB will announce the winners of the Honors College schol-

arships. This year, HCAB will be awarding two \$750 dollar scholarships. Applications are available at the Honors College front desk. They are due February 15th.

For all the important information, check out the Ball website: <http://uichcab.googlepages.com/2007-2008ball>

The Honors College Ball is just one of the many exciting things that we have planned for the rest of the year. Look for more socials, as well as a special hot chocolate event with a speaker from the

UIC historian's office. We are also planning group trips to local museums, and performances of Jersey Boys and Wicked. Last semester's tickets to the Phantom of the Opera sold out really fast, so watch for announcements of ticket sales.

Last semester was a great one for both HCAB and the Honors College. Thanks to everyone who came to our events and made them a success. Let's look forward to an even better spring semester!

THE OFFICE OF SPECIAL SCHOLARSHIP PROGRAMS WEEKLY SESSIONS

The Office of Special Scholarship Programs offers weekly sessions designed for students with general scholarship questions. Session times vary from week to week in order to accommodate varied student schedules. The sessions cover the process of searching for internal and external awards, highlight upcoming deadlines and discuss preparation of a strong application. Certain sessions listed below will also highlight special scholarships (some are in preparation for applying next year). Please visit the OSSP website for more information. Listed below is the scholarship information session schedule for the Spring 2008 semester:

Wednesday, February 13 (12-1 pm)
 Thursday, February 21 (3-4 pm)
 Tuesday, February 26 (3:30-4:30 pm)
 Thursday, March 6 (11-12 pm)
 Wednesday, March 12 (2-3 pm)
 Thursday, March 20 (3-4 pm)
 Tuesday, April 1 (3:30-4:30 pm)
 Wednesday, April 9 (12-1 pm)
 Thursday, April 17 (3-4 pm)
 Wednesday, April 23 (2-3 pm)
 Tuesday, April 29 (3:30-4:30 pm)

To sign up for an info session, contact the Office of Special Scholarship Programs at (312) 355-2477 or ssp@uic.edu. If you sign up via email, please provide your name, major, year in school, email address, and which session you are interested in attending. ALL info sessions are held in 2550 University Hall unless otherwise noted.

MARTIN LUTHER KING JR. SCHOLARSHIP WINNERS!

The Martin Luther King, Jr. Scholarship program was established in 1985 at UIC to encourage African-American, Latino/a, and Native-American UIC students who have demonstrated high academic achievement in the many fields where they have traditionally been underrepresented and who have shown commitment through community and campus service. Thus, in an effort to keep Dr. Martin L. King, Jr.'s dream alive, these meritorious and/or monetary awards are given to undergraduates with a minimum of a 3.0 GPA, as well as to graduate and professional students with high academic achievement.

The following Honors College students were named recipients of this year's Dr. King Scholarships at a ceremony on January 18th.

Israel Adeloye, Junior, Biological Sciences
 Veronica Banda, Senior, Biological Sciences
 Rose Becerra, Senior, Sociology
 William Bianucci, Junior, Economics
 Carlos Garrido, Senior, Psychology/Sociology
 Aaron Miles, Junior, Finance
 Chrystal Moulton, Senior, Psychology

Congratulations to all of award winners.

DIGGING UP DIRT ON NEW ASSOCIATE DEAN LAURA JUNKER

LISA ZHANG

Growing up, Laura Junker didn't dream of becoming an archeologist. In fact, she was not exposed to the field until her undergraduate years at the University of Michigan. At the Honors College there, she took a class on the topic and got a job at the Museum of Archeology in Michigan. Prior to graduating, she wrote her Honors Thesis on archeology

For the past 20 years, she has focused on the excavation of the settlements in the Philippines that were present at the time of contact with Spanish Conquistadors. Throughout the years, she helped uncover about 500 different settlements on the island of Negros in the south Philippines. By surveying and meticulously cataloguing the sites, Junker was able to discover and publish valuable information about the battles, massacres, feasts and trading patterns of the people who lived there.

Last November, she traveled to Vietnam to begin a project in a city outside of



**Associate Dean
Laura Junker**

Hanoi on the Red River. The city, built around 200 B.C., is famous for the 40 foot thick fortification surrounding it. So far, Junker and a team of about 20 other archeologists, professors and students from the area have begun making their way through the fortification. Professor Junker loves that in addition to her 20 co-workers, women from local villages are also helping. She feels that it is great to see them involved in their country's history.

Junker previously taught at Western Michigan University, Vanderbilt University, and Brigham Young University before coming to UIC in 2001. In addition to her position at the Honors College, she serves as the Director of Graduate Studies in the Anthropology department.

Since being named Associate Dean in September of last year, Dean Junker has already begun working on clarifying and defining the Capstone project, and improving the current fellows program. She is delighted to be working with the students because of her great experience in an Honors College as an undergraduate. She explains, "with the help of one of my professors, I was able to discover my love for archeology and get a National Science Foundation Scholarship to attend graduate school. I want to recreate the same opportunities for the students here."

*Don't forget to read the announcements on the Honors College web page:
<http://www.uic.edu/honors/>
You can find out information about research opportunities, campus employment, student organization events, scholarships, and much more!*

FIND THE SCHOLARSHIP THAT'S RIGHT FOR YOU!

The Office of Special Scholarship Programs is pleased to announce the 2008 Scholarship Association Awards for UIC Students. Over sixty scholarships are available to currently enrolled UIC students ranging in value from \$500 to \$5,000. Awards cover a wide variety of majors and also include recognition for academic achievement, campus and community involvement, and financial need. You can apply online at www.uic.edu/orgs/scholar, or pick up application information at The Office of Special Scholarship Programs in 2506 University Hall, or from award contacts in departments and colleges.

Most applications are due on **February 15, 2008**. For more information contact the Office of Special Scholarship Programs at (312) 355-2477, visit our website at www.uic.edu/orgs/scholar or look for our flyer around campus.

THE HONORS COLLEGE CELEBRATES ITS 25TH ANNIVERSARY

CAITLIN COHN

This year marks the 25th anniversary of the Honors College. To honor this occasion, I spoke with Executive Associate Dean Janet Madia about the Honors College's history, as she has been associated with the College since 1986.

Prior to the creation of the Honors College, there was a program known as the James Scholar program, named after Edmund J. James, the sixth president of the University of Illinois. There was a small office, and the program offered a number of seminars, but there were very few resources available to students. Students were required to maintain a high grade point average, but little else was expected of them.

In the late 1970's, the Honors Council (the faculty executive board) began to realize that there was a paucity of resources available to UIC's highest achieving students. Dick Johnson, a professor of Political Science who was then Vice Chancellor for Academic Affairs at UICC, was a strong advocate for the transformation of the Honors Program into the Honors College. A proposal for the establishment of an Honors College was put together by the Honors Council, including, Eric Gislason, our current UIC Interim Chancellor, among other faculty.

Professor Gislason chaired the committee and explained that "the thinking on campus at the time was that we did not have enough students at the upper end who would help set the tone in various classes and make every student's experience more valuable." He went on to say that, "The Honors College has succeeded beyond our wildest dreams. It is a wonderful component of our campus."

The Deans who have run the Honors College are a major reason that the college has been so successful. Education professor Susanna Pflaum served as the first Dean of the Honors College from 1983 until 1985. Howard Kerr, professor emeritus of English, was Dean from 1985 until 1996. Lansine Kaba, professor of African American Studies and History, served for five years, and Janet Madia, our current Executive Associate Dean, was named Interim Dean after Kaba's retirement. She served in that position for two years while a search for new permanent dean was conducted. Finally, Lon Kaufman has been Dean for the past five years and is the first Dean of the Honors College to be appointed Vice Provost for Undergraduate Affairs for the campus.

In terms of the significance of the Honors College for students, Dean Madia said that "the new honors activity requirement implemented when the Honors Program was changed into a college turned honors into a participatory sport and enriched the atmosphere." It gave students the chance to branch out beyond being students who got good grades, to students who had a community in which they could pursue research and join activities with like-minded students. Such activities included *The Ampersand* and the *Red Shoes Review*, the first two Honors College publications.

The new Honors College was housed on the second floor in SEO. As the College grew, the campus realized that the SEO facilities were inadequate; in 1995, David Broski, Chancellor from 1983 until 1997, announced his plans to fund a complete renovation of the current Burnham Hall facilities. The Honors College was able to create better spaces for

student use. In addition to expanding the lounge and computer labs, the College renovated a classroom and created a 24-hour quiet study lounge. Dean Madia said: "We think having these facilities for students is essential in fulfilling our mission. Space is important in bringing students and faculty together." In the Honors College, the social and intellectual experiences merge and give students and faculty a chance to interact with one another outside of the classroom.

The Honors College's mission statement reads "The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate students with premier faculty mentors and promoting scholarly engagement. By bringing together exceptional undergraduate students, faculty and staff, the Honors College provides and environment for advanced intellectual growth and a foundation for life-long learning."

Overall, the Honors College gives UIC's best students an academic and social community. It helps us develop connections with students, faculty and with the university as a whole, which will be invaluable to us as we embark on furthering our education and/or on our careers. For those of us who are graduating soon, it is worth pointing out that UIC is the number one employer of UIC graduates. UIC has always had professors of high caliber, but the Honors College has brought in students of equally high caliber and has given us a chance to grow in ways that otherwise would not have been possible.

HONORS COLLEGE ADVISORY BOARD SCHOLARSHIP

The Honors College Advisory Board (HCAB) is offering two \$750 scholarships. To apply, fill out an application, which is available online:

<http://www.uic.edu/honors/forms/HCABScholarshipapplication2008.doc> The application is due by 4 PM on Friday, February 15 to the HC front desk or the HCAB mailbox in the lounge. NO late applications will be accepted! A letter of recommendation, an essay, and a resume is required in addition to completing the application. HCAB encourages all Honors College students to apply since financial need is NOT a requirement. **The winners of the scholarship must attend the Honors College Ball on Saturday, February 23.**

UIC IN WASHINGTON D.C.

For the fourth year in a row, the People for the American Way Foundation held its Young People For (YP4) summit in Washington D.C. For five days, 200 social activists selected from campuses across the country gathered at the National Education Association (NEA) building to conference, network, and learn about how to become better leaders in the progressive movement. Aside from me, two other students represented UIC, Emily Finchum and Steve Adler. Like the rest of the fellows, we were all passionate about different social issues, ranging from environmentalism and GLTBQ rights to healthcare accessibility, public education improvement, and immigrant justice.

Fighting through a weekend of bitter cold temperatures, the fellows made a daily trip to the NEA to attend hours of informative discussions and seminars on how to empower our communities using the ideals of the progressive movement. Individuals represented public schools, private schools, Ivy League universities, community colleges, and Native American reservation schools.

The People for the American Way's founder, Norman Lear, also graced us with his presence, encouraging us to go forward with the dreams that we all held for our America. As a multimillionaire and producer of many popular sitcoms, including *The Jeffersons*, *All in the Family*, and *Good Times*, Lear pooled much of his money in 1981 to start this organization, pushing for the people of America



Illinois YP4 Fellows: Back row, Anand Sandesara (second from left), Steve Adler (3rd from left), and Emily Finchum (4th from left)

ANAND SANDESARA

to step up and revive the values that the nation stood for. In short, the non-for-profit was created to combat the rise of conservatism and the religious right in America.

The fellows from all Illinois schools, such as DePaul, Northwestern, Loyola, and UIUC, had small group sessions together specifically in order to better network with individuals from our area. YP4 also supports each campus with \$2,000 (and more if necessary) for each fellow to implement his or her desired "Blueprint for Social Justice." This blueprint is a way for the campus and/or the surrounding community to become more progressive through the institution of some type of project, whether it is starting a new campus organization or a creating a progressive weekend conference. While my ideas for a service-learning curriculum at UIC

are still raw, I heard a wide array of inspiring ideas, including making Asian-American Studies a university major, establishing a recycling code on campus, and implementing a literacy program for neighborhood youth.

If any of you are passionate about particular social justice issue and truly want to change your campus and community in some way, YP4 is definitely worth checking out. Visit www.youngpeoplefor.org or feel free to contact me at asande5@uic.edu.

ACADEMIC CONFERENCES FOR UNDERGRADUATES

AMY MADURAM

One of the most significant yet lesser known privileges of being an undergraduate is having an opportunity to participate in an academic conference in a selected field. Academic conferences are more than simply a collection of lectures on emerging new research; they allow one to network with a community of researchers and scientists, participate in discussions on new and intriguing fields, foster scholarship and visit new places. While most people that attend a medical conference are graduate students, senior scientists or doctors, many professional conferences are interested in recruiting undergraduates to their respective fields. In fact, conferences make several accommodations for undergraduate students, in the form of discounted admission, travel scholarships, and unique lectures pertinent to undergraduate research.

Last month, I attended the 47th Annual meeting of the American Society of Cell Biology (ASCB) to present a poster in the field of cell motility and cell-to-cell interactions. ASCB is the largest cell biology conference in the USA, and it was held in an enormous convention center in downtown Washington DC. Each conference has specific instructions as to how the abstract should be written, which details should be included, and when and how it should be submitted. Receiving an acceptance notice is well worth the effort! It was a fascinating experience to explain my research findings to other students and scientists from all over the country who are equally interested in biology. Since the conference center was just a few blocks from the Smithsonian museums, I also stopped by the Na-

tional Art Museum and the Museum of Natural History. Attending the ASCB meeting to present my research was a great experience, and also a lot of fun.

The benefits of the conference are not limited to the meeting. Often, in order to present your research in a professional conference, undergraduate students are encouraged to join the organization. I received my membership card from the ASCB last week, which gives me access to scientific journals and literature and a chance to express "advocacy for research funding and science policy issues" such as stem cell research. Pretty cool!

If you are interested in presenting your research, do consider attending a conference. You can always start with the UIC Student Research Forum. The UIC SRF is a student-run organized event which allows undergraduates to submit an abstract and present a poster to fellow faculty and students. The UIC SRF also organizes abstract writing and poster presenting sessions if you are unsure how to begin. This year, the ninth annual Student Research Forum will be held on Friday, April 18, 2008. The deadline for abstracts is April 2, 2008. For more information, visit SRF's website at www.uic.edu/orgs/srf/.

So, undergraduates, submit your abstracts! After attending at least one conference, you will surely want to expand your horizons by attending conferences around the country!

213,120 MINUTES IN MADRID

ELIZABETH BOYLE

As the second semester of my study abroad experience begins in Madrid, my days have now hit their stride and the act of balancing classes and adventures in Madrid and around the European continent comes with greater ease. With this facility my educational experience expands far beyond the classroom as I am allowed even greater time to explore the city. As a result, Madrid feels even more like home.

One of the greatest advantages of a study abroad curriculum is that study abroad programs are very conscious of the importance of learning through experience and providing the opportunities and time for students to immerse themselves within the culture. Consequently, classes and scheduling are modeled in a way that facilitates time for the exploration of Madrid and for travels through Spain and Europe. Classes are scheduled Monday through Thursday, and Fridays are always free days in order to give students more flexibility to travel on the weekends. The curriculum covers a broad range of subjects and offers classes in economics, literature, history, art history, architecture, theater, cinema, and Spanish language. As my program is language based, all classes are taught in Spanish and there is a mandatory grammar class that occurs four times a week. Consequently, with such a selection I have been able to take classes from many disciplines, including Contemporary Spanish Theater, Cultural Myths and Legends, The History of Spanish Architecture, Creative Writing, and Contemporary Spanish and Latin American Women Writers.

The majority of the other classes meet twice a week, and a few meet only once a week. The earliest classes begin at 9 am and most finish by about 3 pm. There are the occasional odd courses that meet during the evening, but on the whole one is finished by the afternoon, and thus has plenty of time for other activities whether it be a trip to a museum, a coffee at a café, or a walk through one of the cities many parks. The program also provides many extra-curricular activities including internships, volunteer activities, cooking classes, flamenco dance classes, and music workshops. Needless to say, there is never a dull moment.

Additionally, the curriculum's philosophy is rooted in using the surroundings of Madrid in order to enrich teaching and the classroom experience. As such, many times there are field trips to local sites, cultural activities, and fine arts performances. Moreover, the program organizes trips to many other parts of Spain. In the past semester I have already traveled to the towns of Segovia, Toledo, Santander, and Bilbao; experienced two plays and a ballet; explored the architecture of the Palacio Real and the Plaza Mayor; and visited the home of the famous Spanish author Antonio Machado. There is constant encouragement to truly view the city of Madrid as an extended classroom and to take full advantage of all that it has to offer.

In addition to offering a diverse curriculum, there is also an

option as to the types of classes available. Students may either take the classes designed by the program, in which the student population consists of only the students within the study abroad program, but the professors are all from the Complutense, which is the main university within Madrid. An alternative to this is a direct matriculation into the Complutense, in which students take classes with Spaniards. Students are given great flexibility as to deciding whether to take all program courses, all Complutense courses, or a mix of both. In any case, the staff and administration provides all the necessary support in order to find the schedule that best fits the student's academic needs. There is a great awareness by the staff that as a study abroad student, there is a level of confusion as to how a Spanish university functions and the best types of classes to take. As a result the advisors are a constant source of information and guidance.

In addition to having a wide selection of courses, the options for living conditions are diverse as well. I have opted to live in a student apartment with four other girls from the program. Student apartments are located around the city, and in addition to rooming with peers from the program, there is also an RA that lives in the apartment. Most often the RAs are Spanish students that are finishing their graduate or professional degrees.

Students also have the option of a home stay, where they live with a Spanish family in the Madrid area, or of living in the residence halls of the Complutense. In any living situation, students are located within the city of Madrid and while some may have a longer commute to class than others, all commutes are very manageable and easily done by public transportation. Personally, the student apartment has worked out extremely well, as I am a ten minute walk from classes, a five minute metro ride from the center of the city, and I am allowed a great level of freedom and flexibility in my lifestyle.

I have come to realize that being provided with such diverse opportunities in regards to living conditions and academics, has assisted in my acclimation to my time in Madrid. It allows for me to become a part of the culture and to experience Madrid first hand, but it also provides options that suit my needs to provide a level of comfort in such a new setting. As such, a balance is able to be struck where one can step outside of one's comfort zone and challenge one's self to grow, but still have access to situations that offer comfort. This sense of balance has greatly added to my infatuation with Madrid. My classes challenge me to explore things through new and unknown perspectives, to utilize my language skills despite any feelings of unease, and absorb every moment of my time in Spain. Yet at the same time, I feel safe and comfortable in my living conditions, and supported by administration, and as a result I can dive into the culture without hesitation.



Elizabeth Boyle inside the Burgos Cathedral, just outside of Madrid

TOP SIX MISCONCEPTIONS ABOUT ALTERNATIVE SPRING BREAK AND HABITAT FOR HUMANITY

LISA ZHANG

Before applying for my first ASB trip this past winter, I had many (1,2,3,4,5,6!) misconceptions about the club and about Habitat for Humanity, the organization my team worked with. Hopefully this will clear some things up and encourage you to apply for a trip this Spring. Go to: www.asbuic.org to see photos from past trips & to fill out an application.

6. ASB is only during spring break: While the name is a bit misleading, Alternative Spring Break offers about 3-4 different trips during both winter and spring breaks. This past winter, teams went to San Antonio, Texas to work with LUPE (La Union del Pueblo Entero, the union of all the people), New Orleans, Louisiana to work with the National Wildlife Federation, and West Palm Beach, Florida to work with Habitat for Humanity.

5. Habitat gives away houses for free: Au Contraire! Habitat sells the homes for no profit (the price covers the cost of the raw materials) and offers homeowners an interest free mortgage ranging from 7-30 years. The owners have to pay for the down payment and the monthly mortgage. On top of that, owners have to pay "sweat equity," which means physically working on their home for hundreds of hours.

4. Driving to and from the trip destination with about 10 other college students will not be safe: This will probably be one of your parent's biggest concerns about the trips. I don't blame them. I didn't want college students I didn't know driving me halfway across the country either. However, the following information should calm some of those fears. The teams usually travel in one 14-passenger van, which reduces the dangers and hassles of "caravanning." Each van has

two drivers, both over the age of 21 who are previously trained in driving huge, unmarked, white vans. On the way there and back, one of the drivers drives, the other one sleeps, almost everyone else on the team sleeps and one member of the team sits in the passenger seat to keep the driver awake and focused. This plus numerous stops at rest stops, gas stations and waffle houses keeps everyone in good spirits.

3. ASB trip will be expensive: ASB holds a major fundraiser (the Auction) at the beginning of the school year to raise money for later trips. This lowers the amount that each participant must pay per trip. The average cost for a trip this past winter was about \$125, which is extremely low considering that that cost covers gas and transportation, housing and about half of the meals during the week. For about the cost of one textbook, you can travel to another city, volunteer with an organization there and make priceless memories J.

2. ASB will be all work and no play: While the main focus of a trip is to volunteer and help the community in a tangible way, there is also ample free time to explore the city after a day's work. For example, on our trip to West Palm Beach, we worked everyday from 8am-3pm and after showering, had time to explore the downtown area, aka "City Place," swim at the beach and pick a few coconuts as souvenirs.

1. If I don't get on a trip with my friend, I won't have any fun: Don't worry! No matter what happens, you'll be placed on a team with ~10 new amigos. Put 10 students in a van for 15 hours, make them live together for a week, and you have the instant recipe for friendship. By the end of the week you'll have enough inside jokes, funny stories and awkward moments to last you until the next trip!



Need help with organic chemistry? Calculus got you confused already?

Don't worry...the Honors College Tutors are here to help you figure it all out. Get help from your peers who have excelled in the classes they are tutoring.

The Tutoring Center is located on the second floor of Burnham Hall, in Room 220. The Honors College Tutoring program runs from 9 a.m. to 4 p.m., Monday through Friday.

You don't need an appointment; tutoring is available on a walk-in basis.

To see the schedule of classes and when they are offered, go to the Tutoring web page:

<http://www.uic.edu/honors/learning/tutoring.shtml>

Alternative Spring Break
at the University of Illinois at Chicago



FORTY YEARS AT UIC

JULIA JAMES

Irena Baleisis, a former UIC employee and student, has been with UIC since 1967. She shares her memories of observing UIC's rapid evolution from being a small campus to becoming the renowned academic and research institution it is today.

When did you first come to UIC, and what was your experience like here?

I came to work at UIC's Psychology department in December of 1967. The campus had been open for about one year as the University of Illinois Circle Campus. The Psychology department was temporarily located in the Bank building on the corner of Roosevelt and Halsted, as BSB was just being built then. Some of the buildings we have today were not built yet when I first came. Only UH and some classroom buildings were standing. After a few years in Psychology, I worked for the Associate Dean for Financial Affairs of LAS for thirteen years. He taught me everything I needed to know about budgets and other aspects of my job. The College had 25 departments at the time. We used manual typewriters and calculators, not computers. At budget time, the office would be full of paper tape from calculators as we tried to balance the budgets by hand. My office was on the third floor of UH, viewing the east side of campus. From there, I saw the Sears Tower being built from scratch. It was going to be the tallest building in the world!

Working full-time and studying part-time, I finished a Bachelor's degree here that I had started at DePaul University. After LAS, I worked for two years as a business manager in the Jane Addams College of Social Work (JACSW), and then, the Vice President of Financial Affairs offered me a job as Director of Grants and Contracts in the Business Office on the west side campus. At that time, UIC was two campuses, not one as it is today. The Medical Center was on the west and the Liberal Arts on the east. They each had their own chancellors and vice-chancellors reporting directly to the University President. After a little over three years, I was offered a job at the College of Business Administration (CBA) as Assistant Dean of Financial Affairs, where I stayed for eleven years. During that time I finished my MBA (once again studying part-time). Later, I worked as an Assistant to the Dean in JACSW for close to ten years. Last year, I completed 40 years of service and retired fully.

This university was one of the best things that ever happened in my life. It helped me buy a house in the neighborhood, raise a child, get my university degrees, and grow and learn a lot besides providing me with the opportunity to meet

wonderful, talented people with whom I still keep in touch and meet every so often. My job in JACSW was a beautiful closing to my career. Working here at UIC was not always easy, but it was always enjoyable and rewarding.



Irena Baleisis

How do you think UIC has changed over the time that you have been here?

Oh, it has definitely changed! The west side Medical Campus had been around for a long time when LAS was being established on the east side. There was some competition between the two campuses in terms of budgets and attention from the President's office. Today, they are both together. I think merging the two campuses under one chancellor made the institution stronger, and more visible, especially in all areas of research. As we know, UIC is becoming more visible and successfully competitive even in sports. The east-side campus buildings were completed and some were renovated. In the west

side, new buildings were erected for the UIC Hospital, the clinics, and, more recently, for the College of Medicine. The College of Social Work, I must say, is a hidden treasure. Its present Dean has brought it to a nationwide level of visibility.

Do you know what used to be on UIC's campus before it was built and on the ground below us right now, here at the Newman Center?

My neighbors told me that UIC displaced many residents of Chicago's near west side. It was very painful for many families

to have to move out to make room for the university buildings. Some of the original residents were able to remain around the campus, and some of the families that had to move out returned later. The Jane Addams Hull House Museum on 800 South Halsted, located right here on campus, has a lot more information about this neighborhood.

We know through the Hull House and the Chicago Historical museums that this was a predominantly Italian neighborhood, along with some other European immigrants. I recently got a photo from my cousin of my grandfather sitting

(second from right in the photo) in front of a store, "M. Alesziunas, Garas Lietuwizskas Storas." This could be translated as "The M. Alesziunas' Good Lithuanian Store." My cousin says that this store was located right here in this neighborhood. In other words, my Lithuanian grandfather was here in Chicago before I was born in São Paulo, Brazil! He left the family in Lithuania and probably came to Chicago to explore job possibilities but ended up going back to Lithuania.



Irena's grandfather with friends

(Continued on page 10)

CONNECTING THE PAST TO THE PRESENT AT THE JANE ADDAMS HULL-HOUSE MUSEUM

BRIDGET CLANCY

Last summer I was hired on as a docent at the Jane Addams Hull-House Museum. As a docent, it is my job to discuss the actions through which Jane Addams and Ellen Gates Starr, two young unmarried women in 1889 Chicago, transformed two rooms in a large derelict home into one of the largest settlement houses in the United States.

I must sheepishly admit that upon first hearing of the Jane Addams Hull-House Museum, I envisioned an ostentatious home filled with ornate furnishings and perhaps a few panels discussing one wealthy woman's philanthropic forays in helping the poor. What I found when I visited the museum with a class in the fall of 2006 was something a bit different; indeed, the museum *is* housed in an elegant nineteenth century home replete with a number of period furnishings, but beyond that, I encountered several unexpected aspects in the content of the tour.

The class's guide that day, who also happened to be the director of the museum, emphasized the museum as a space for discussion and dissent, much as Hull-House had been during the period of the settlement itself. Present at the museum was not just the story of one remarkable woman, but also the story of an ideology that characterized the Progressive Era: the struggle for women's suffrage, for public education, for labor unions, the story of immigration and immigrants' rights, as well as the stories of countless individuals who came to Hull-House to take part in an incredible social experiment.

It was the museum's multifaceted approach toward the presentation of historical narrative that drew me to apply for a position. Hull-House, I came to realize, had not been run by a clique of dowdy Victorian ladies, but by a group of truly revolutionary thinkers who sought to address a number of pressing social issues – issues that I too cared about over one hundred years later. Hull-House resident Florence Kelley was instrumental to the passing of the Illinois Factory Act of 1893, a pioneering piece of legislation that placed restrictions on the treatment of workers. Starr was even arrested in 1914 while picketing with striking workers.

Political organizing took place along side of education at the Hull-House. Buildings at the settlement were used for classes on topics

ranging from art instruction, to cooking, to job training. Hull-House residents believed in the uplifting nature of education and were instrumental in turning free public education from a socialist dream into a reality. Above all, Hull-House was a space conducive to the free exchange of knowledge and ideas relating to the ways individuals could shape their own society for the better.

In 1963, the Hull-House Association decentralized their operation and all but two buildings in the settlement complex were demolished to make room for the UIC Campus. The University agreed to found and maintain a museum devoted to the history of Hull-House, which opened in 1967 – in the very building where Addams and Starr first began the history-making settlement. Just as there was no single approach the residents used to accomplish their diverse aims, I do not view my job at the Jane Addams Hull-House Museum as telling the *one single* story of Hull-House, but to provide visitors a sense of the many histories that converge here.

Moreover, I emphasize that the issues that Hull-House residents dealt with in the late-nineteenth and early twentieth centuries are still hotly debated social and political topics. One of the most controversial things Jane Addams ever did was articulate a pacifist stance during the First World War, which was a stance that led some to label her “unpatriotic.” When I impart this to visitors, their reactions often contain the sentiment that history indeed does repeat itself. It is for that reason that I say that the history of Hull-House is not static, but dynamic; it comprises a complex web of historical forces that extend into and shape the present. When visitors leave the museum, it is always my hope that their experience here provides them with inspiration to continue to seek positive means to social change.

The Jane Addams Hull-House is located at 800 S. Halsted, just outside of the east doors of Student Center East at the intersection of Halsted & Polk.. Visit their website to find out more information and to schedule a tour: <http://www.uic.edu/jaddams/hull/>

REMINDER:

Don't forget to pick up your Honors College sticker for the spring semester. Affix the sticker to your ICard & carry it with you at all times. You may be asked to show it when using the computer lab or other Honors College facilities. The stickers are available at the Honors College front desk.

We Want to Hear from YOU!

Are you interested in writing for the Ampersand? The Ampersand is open and eager to accept submissions from all Honors College students.

Please contact Jennifer Kosco at jkosco@uic.edu if you are interested.

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WHAT IS ALTERNATIVE SPRING BREAK?

AMBER ORENSTEIN

Do you remember seeing footage of Hurricane Katrina in the fall of 2005? How about constant debates over illegal immigration, global warming, and health care? All these issues and many more affect all of us as Americans, and becoming familiar with them is more important than ever, especially with this year's upcoming election. There is a difference between seeing footage of hurricane victims still without running water on CNN and helping them rebuild their homes and lives. Some of us may believe that illegal immigration is wrong, until we meet a woman who risked her life to come to this country to save herself and her children from an abusive husband.

Over this year's spring break, Alternative Spring Break is sending five trips to different sites all over the country that address a variety of issues facing our nation today. Trip cost is between \$100 and \$200 per student and covers housing, transportation, and food costs. This is an inexpensive way to not

only see what life is like in another part of the country, but an incredible opportunity to truly understand the problems facing this country and be part of the solution. Participants help those in need by doing things such as building houses, providing medical care, tutoring children, helping the elderly, preparing meals in soup kitchens, and more.

As college students, we are at the unique point in our lives where we are mainly responsible for obtaining an education. We lead relatively stress-free lives free of "real world" pressures. We are fortunate enough to be in the position to give up a week of our lives to help those in need. The sights you'll see and work you'll do on these trips will not only help those in serious need, but might just change your life. That is why you should consider an Alternative Spring Break.

To find out more about ASB and to fill out a trip application, visit our website: www.asbuic.org

(Forty Years...continued from page 8)

The Newman Center used to function from a house farther south on Morgan Street. Its living room was the Chapel for many years. We had meetings and Bible studies in the basement. I saw this new John Paul II Newman Center and chapel being built, too. This used to be a very nice empty lot with beautiful wild flowers that we would pick once in a while to put on the altar.

Do you have any advice for students studying here now?

I think UIC students can do as well here as they could do at the University of Chicago, Northwestern or any major university in the country. If you want to apply yourself, there is plenty of talent in the faculty to help you achieve your highest goals. I feel sad when I hear from some of my faculty friends that some students are here mostly because their parents want them to get a degree and they don't care about learning. They just want the grades and a diploma. When I was in high school in Brazil, I never felt that I was going to school to get a grade. I was going to school to learn, and in order to test how much I was learning, I would have to do well in the exams to get good grades. So, I had to study to show what I had learned. When I started taking university courses here, I was surprised to find out that one of the first questions students ask the instructors is: "How are you going to grade? Are you going to use the curve?" I think learning is what we come to school for; don't you?