

Winter 1986

The Innovator- Winter 1986

Reynold Feldman

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NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT

VOLUME XIII
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NORTHEASTERN ILLINOIS UNIVERSITY
Chicago, Illinois 60625

WINTER
1986

Kellogg Issue IX/1

REPORTS OF THE 1984-85 W.K. KELLOGG FELLOWS

Thank you for your positive response to the last INNOVATOR. I was especially pleased and moved by a note from Arlene Williams, Ron's wife. Yesterday a letter arrived from a colleague at the University of Alabama. Let me quote a part of what she had to say: "I have just forced myself to open the Fall issue of the INNOVATOR. I kept the paper on my desk for weeks wanting to read it but hating to face the fact that it would be speaking of Ron Williams in the past tense. Now that I have read it, I feel rejuvenated and enthusiastic because I realize again that Ron will live for all of us who knew him in a number of ways...in our hearts and in our work. I cannot think of a more fitting tribute than the work that continues to live in his name at Northeastern Illinois...."

The Fall issue got one response of a different sort as well. The day the newsletter reached desks on campus, my phone rang, and a familiar voice with a Boston accent said, "Reynold, what have I done to you? You left out the Center for the Study of Metropolitan Chicago!" Indeed I had, and, paradoxically, the Center had been a three-year experiment in CPD before moving to post-experimental housing in the Political Science Department. How could I have left it out?! As I lamely explained to my caller, Center director John Murphy, I hadn't received a response from him to my call for articles, nor had I seen anything in the current University catalog. (John will make sure something gets into the new catalog.) All this notwithstanding, the Center for the Study of Metropolitan Chicago is an important response to UNI's urban mission. John Murphy and associates work with community organizations to help them make use of technical data and research findings to improve life in the City. The Center has also been retained to do specific surveys and studies of its own. Certainly, the Center for the Study of Metropolitan Chicago plays an increasingly important role in Northeastern Illinois University as a positively urban institution.

I therefore apologize to John and our readership for having left the Center out of the Fall INNOVATOR.

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In late-February the Advisory Committee on Program Development selected the eleventh class of Kellogg Fellows. Now more than a fourth of the full-time faculty (and a third of the tenured faculty) have completed Fellowships. One of the original ten Fellows told me recently that he was grateful for what the program has come to mean for him. During his Fellowship he developed courses and course materials in actuarial studies, an area he was then beginning to explore. Now, ten years later, he is publishing his first instructional software in the field. From little acorns great oaks indeed can grow. And oak-growing is what parenting, education, and - in a limited but important way - the Kellogg Faculty Fellowships are all about.

I am thus pleased to bring you the brief progress reports of the 1984-85 Fellows. There were originally eight First-time and four Follow-up Fellows, or twelve in all. You'll find only eleven reports, however, since one of the Follow-up persons, Professor Carlos Torre (Social Work), was snatched away in mid-term to become Assistant Dean of Yale College. We congratulate the Elis on their good fortune and wish Carlos well.

Printed below, then, are the reports of the other Fellows. If you find any particular point intriguing, feel free to contact the individual directly. Questions about the Kellogg Program, however, should be referred to Dr. Rusty Wadsworth, Coordinator of Interdisciplinary Education and Professional Development. Her number is (312) 583-4050, X3301. Meanwhile, happy Year of the Tiger and happy reading.

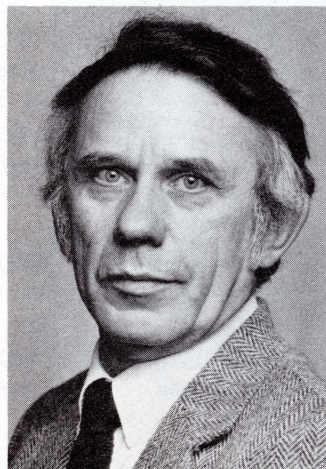
Reynold Feldman, Dean
Center for Program Development
Editor

March, 1986

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FIRST-TIME FELLOWS

WAYNE E. BERRIDGE received a B.A. from Adrian College in 1955, an M.A. from Siena Heights College in 1958, and the Ed.D. from Indiana University in 1975. He taught junior high for three years, then worked five in a high-school dropout program. He has held faculty appointments at the University of Wisconsin-Milwaukee and the College of Graduate Studies in West Virginia before joining Northeastern's Reading Department, in 1975. A full professor, he is currently doing research in comprehension processes, reading environments, and adult literacy.



Originally, my goal as a Kellogg Fellow was to develop a training program for adult literacy tutors. I hoped that Northeastern students could use their Work-Study assignments to work as tutors in local community adult literacy programs. This approach had to be abandoned for several reasons. First, the number of students that could be involved was too limited. Further, existing adult-literacy programs often have established training procedures of their own.

I have continued to address the problem of providing trained tutors for adult literacy programs; however, my current efforts are focused on developing joint grant funding with the established literacy programs of the City Colleges. In addition, a second grant writing effort is being explored to develop an evaluation study of an existing literacy program.

An additional area of concern deals with the literacy and learning expectations inherent in the literacy programs. Are the learning and literacy expectations for adult learners restricted through the use of such labels as "learning disabled" and/or "language deficient"? Are the instructional goals of the literacy programs restricting literacy expectations? I shall continue to explore these central questions.

Wayne E. Berridge,
Reading

* * *



ETHEL J. GREEN received a B.Ed. in 1960 and an M.Ed. in 1963 from Chicago Teachers' College. She earned her doctorate from the University of Illinois in 1972. After serving as a teacher, master teacher, and administrator in the Chicago public schools and teaching at Concordia Teachers' College, De Paul, Roosevelt, and Chicago State Universities, she came to Northeastern in 1969. Currently a full professor of Curriculum and Instruction, she has co-authored a teachers handbook entitled Getting It All Together.



BETTY BURNS PADEN, a native of Evanston, received her bachelor's and master's degrees from Roosevelt University in 1961 and 1963, respectively, a 1970 Ed.D. degree from Loyola University of Chicago; and a 1979 J.D. degree from Northern Illinois University. After six years as an elementary school teacher in Chicago, one year as an editor and writer of children's books, and two years as a lecturer at Loyola University, she came to Northeastern. A full professor and practicing attorney, she has had five books and fifteen short stories and articles published, and is currently writing a college textbook in reading.

We conducted an experimental study using Madeline Hunter's theory of motivation, transfer, and the seven-step lesson design for teaching, using two groups of student teachers. Initially, one group was the experimental group that received Hunter's techniques and methods treatment, and the second group was conducted in the traditional fashion with no Hunter method treatment.

We believe the research would show that the greater achievement gains would be made by pupils using Hunter's treatments. However, we found it difficult to make a comparison between the groups, because there were many variables in the student teachers' backgrounds, such as educational level, experiences with children, age, and school location.

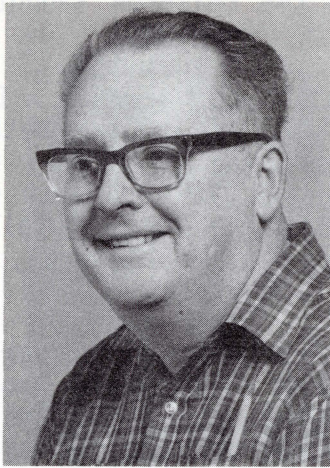
This problem also held for the many variables in the children taught by the student teachers.

The second trimester, we used Hunter's method with both groups. In a questionnaire we asked students how they felt about the Hunter method. Their responses were quite positive. The students stated that they used the labeled steps and put forth a conscious effort to include each one. They found the method easy, enjoyable, and convenient to use and follow. The children for their part found the explanations clear, logical, and easy to grasp.

We believe that Hunter's techniques and methods should be incorporated into student-teaching seminars, because these methods clarify the process for the teacher and the children. It was fortunate that the Kellogg Fellowship gave us the opportunity to share our knowledge and to develop and expand our teaching techniques and materials. We look forward to applying what we have learned in the future.

Ethel J. Green
and
Betty Burns Paden,
Curriculum and Instruction

* * *



TOM HOBERG received his B.A. from Notre Dame, his M.A. and Ph.D. from the University of Chicago, and has been a member of Northeastern's English Department since 1966. Although officially a specialist in nineteenth-century British literature, he has taught courses in medieval literature, comparative literature, mythology and folklore, and fantasy and science fiction. He has teamtaught with members of the English, History, Foreign Language, and Anthropology Departments, and is currently involved in a Kellogg-supported project directed by Dr. Theresa Booker (Reading).

My original idea was a kind of double spinoff from a workshop in Guided Design, conducted by Charlie Wales of the University of West Virginia. I wanted to see if the problem-solving techniques he advocated were useful in teaching literature. My conclusion was with considerable qualification and modification, a tentative yes.

I tried the Group-Discussion-with-Instructor-as-Resource-Person approach in a 300-level class with a relatively small enrollment. The two five-person groups eventually presented a panel/committee report dealing with different aspects of the same larger question. The main problems were logistical (finding times to meet outside class), psychological (appropriating the various tasks without my interference), and motivational (getting the final presentation into shape without my imposing deadlines). The students were pleased with their work, however, and I was delighted.

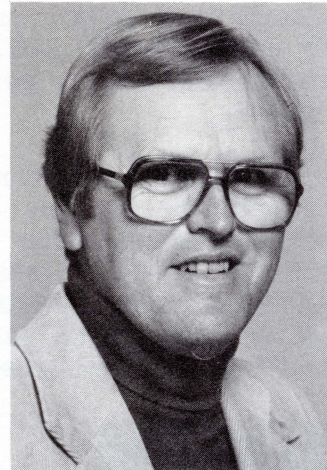
The other venture was more straightforward, merely an adaptation of the Step-by-Step, Feedback-and-Return process of Guided Design. Students in my Limited List (General Education) class were required, when they wrote their three out-of-class papers, to submit each "Stage" to me (Thesis Statement, Outline, Rough Draft, etc.) for my evaluation and modification. The result was mixed (sometimes the habits and prejudices of a lifetime cannot be altered in fourteen weeks), but a number of students improved dramatically, and some of them told me so.

I plan to try both variations again after making suitable modifications on my modifications, so to speak. So in retrospect, I learned quite a bit. And - not an incidental consideration - my association with my fellow Fellows was a pure joy.

Tom Hoberg,
English

* * *

JAMES A. LUCAS received his bachelor's degree from Hope College in 1964, his master's degree from Indiana University in 1967, and his doctorate from the University of Iowa in 1977. Prior to Northeastern, he was assistant professor of Music at Washington and Jefferson College in Pennsylvania. He also served as Visiting Director of Choral Activities at the University of Iowa in fall, 1977. As Director of Choral Activities and Professor of Music at UNI, he conducts the University's Chamber Orchestra. A published composer, he also directs music at the First Presbyterian Church, Libertyville.



My project was related to a musical production. In spring, 1985, the UNI Concert Choir, University Chorus, and Chamber Orchestra performed Bach's St. John Passion. This monumental work, chosen in part to honor Bach's three-hundredth birthday, presents difficulties to any musical organization. There were specific problems involved in a production at UNI.

Through my Kellogg Fellowship, I was able to address two specific issues and see their actual resolutions come about in our performances of this famous composition. First, the text of the Passion is anti-semitic. When a musical masterpiece is flawed by such a text, how does one change it? Second, I wanted to involve the UNI community in the production, and I wanted the involvement to go beyond the traditional performer/audience relationship.

To solve the first problem, I studied several English translations as well as the original German text. I then put together a composite text, based mainly upon Arthur Mendel's translation, but containing several changes which I made. To solve the second problem, I created a new ensemble which could involve members of the UNI community in the performances. This was the UNI Chorale Choir. It was made up of community, faculty, students, and other singers who wanted to participate in such a production but, due to schedule conflicts, etc., were unable to sing in the Concert Choir or University Chorus. The Chorale Choir, by using cassette tapes to learn the music, was able to perform the chorales which are scattered throughout the Passion and which provide its musical structure.

In summary, the Kellogg Fellowship enabled me to present a more universal statement through a musical masterpiece and involve many members of the UNI community in doing so. The Passion was performed successfully in the Spring of 1985 with over one hundred participants, both in Northeastern's

Auditorium and at the St. Luke Lutheran Church in Chicago.

James A. Lucas,
Music

* * *



A native of Chicago, MARIA MORAITES received her bachelor's and master's degrees from Northwestern University, followed by extensive post-master's work at Northwestern and the University of Illinois, Chicago. After experience in journalism; public relations; elementary, high-school, and college teaching, she came to Northeastern's Learning Services Department in 1968. A full professor, she has produced award-winning films, videotapes, slide shows, and special University events. Her interests include intercultural communication, women's issues, and children's literature.

My goal as a Kellogg Fellow was to examine ads specifically aimed at female consumers in a number of women's magazines from two different countries and to see what similarities and differences exist in terms of types of products advertised and how they try to appeal to women. I also wanted to find out what cultural factors, if any, were important in the ads.

I chose to examine magazine ads from the United States and Greece. I felt my understanding of Greek culture and the language would be most helpful in interpreting the ad appeals. I also went to Greece to see what magazines were being sold to women and had the opportunity of talking with several Greek women about the ads and about the magazines that they buy. I spoke too with the manager of Amstel beer in Greece about the advertising appeals aimed at women in his country.

What my findings seem to indicate is that ads for women in both countries for the most part try to sell similar types of products - cosmetics, health care, hair care, food (including baby food), kitchen appliances, jewelry, clothing, cigarettes, etc. Many American and European products sold in Greece use the same or similar ad formats as in the country of

origin. There are some interesting differences, however, in both countries. Greek ads seem to have a great deal more nudity, with bare breasts and provocative buttock shots. Much attention is given, moreover, to skin and body-care products, and there are several reducing creams advertised which are not found in American magazines.

There is also an absence of ads dealing with medicines, vitamins, diet-related foods (diet drinks, reduced-calorie foods and pills), and cleaning products, and few if any ads showing professional women and working mothers. While my analysis of the ads is still in progress, I found this research project very stimulating and informative. My Kellogg experience has been most enjoyable, and I have greatly appreciated the opportunity to meet and discuss items of mutual interest with other Northeastern faculty members.

Maria Moraites,
Learning Services

* * *

VALERIE SIMMS received her B.A. in philosophy from the College of William and Mary, her M.A. in philosophy from the University of Pittsburgh, and her Ph.D. in political science from Georgetown University. She taught first at Bishop College, Dallas. As a result, she began a four-year connection with a curriculum-development project in philosophy and the social sciences at thirteen Southern black colleges. In 1968 she moved to Federal City College in Washington, D.C. Following appointments at Humboldt State (California), the University of Liverpool (England), and the Lindenwood Colleges (Missouri and California), she joined UNI's Department of Political Science. Presently associate professor and chair, she has published articles on George Orwell and the portrayal of women in public administration textbooks.



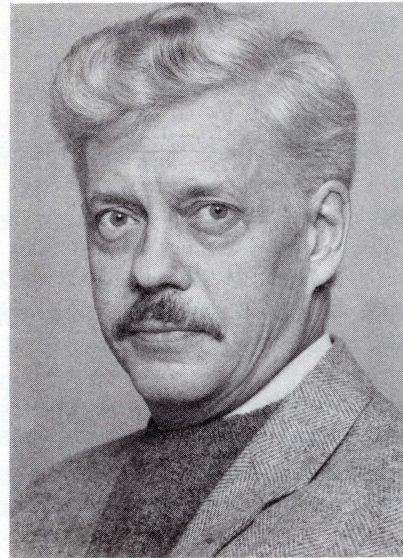
I was provoked to apply for a Kellogg Fellowship by my growing awareness that I was rapidly falling behind the exploding literature on women in politics. I had just taught, for the first time, a course in women and politics as a "topics vary" option. This experience caused me to realize how massive and fascinating this new scholarly literature had become. At the same time, however, I became aware that information on women's political behavior was both incomplete and scattered. There existed a relatively accessible and well-developed body of literature on the U.S. and Britain, but information on the rest of the world was much less complete and tended to appear in dozens of journals not regularly read by political scientists. For these reasons, I set myself the task of uncovering, reading and sorting out this far-flung information. One ultimate purpose was to put these findings into a "short-course" form for student use, with a carefully selected bibliography. Another was to prepare to teach in this area a second time and to do it in a regular catalog course format. I am not yet ready with the first - materials for students - but will teach the new course I have developed (PSCI-COMP 390, Gender in Politics) in the Winter 1986 term. A third purpose was to prepare something in a scholarly form which would analyze the commonest explanations for the almost uniform absence of "women at the top" in political systems of all types. The riddle of the missing women-in-power in systems as different as, say, small traditional Islamic societies and large Western advanced industrial societies has generated complex and interesting hypothesis-building. I am beginning this work.

The Kellogg experience has given me the resources to begin to assemble a small library in this area and to try out my ideas in a friendly forum.

Valerie Simms,
Political Science

* * *

A native of Minnesota, DAVID F. UNUMB received his B.A. from Carleton College, his master's from Johns Hopkins (Writing Seminars) and is presently a Ph.D. Candidate at Loyola University of Chicago. He also did doctoral study at Cornell University. Before arriving at Northeastern in 1969, he taught at Kent State, Brown and Boston Universities. At UNI he has served as Coordinator of the Kaskaskia Plan and Coordinator for General Education. In 1983 he was appointed Chairperson of Speech and Performing Arts. His special interests include the role of fine arts in general education, alternative degree programs, and theater. He has directed close to 100 theatrical productions.



The primary focus of my Kellogg Fellowship was the issue of oral competency as a graduation or general-education requirement at the postsecondary level. Early in my investigations it became quite apparent that more work and curricular development in this area has taken place on the secondary level than in colleges and universities. While there has been considerable development of various approaches to the need for written competency on almost all campuses including the across-the-curriculum technique now well-known at such places as Beaver College, there has been no comparable attention to oral communication. There are many pressures building at state agencies and regional accrediting boards for expecting student proficiency in such basic academic skills as reading and writing. However, thus far the issue of assessing, monitoring, and developing appropriate instruction for oral competencies (i.e., speaking and listening) seems to be carried on chiefly by professional organizations in the speech and communication fields.

The Speech Communication Association provides an SCA-endorsed document, "Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening" (1979), which not only makes a case for careful choice of valid and feasible instruments to assess these skills directly, but also stresses that any inferences about speaking and listening skills should not be made from tests requiring reading and writing. Such an approach therefore suggests one of the real procedural issues involved in assessing oral competency - the need for a one-on-one assessment process. Even when effective and valid rating scales or instruments are used, there is still the need for many trained assessors. While mechanisms can be developed to simplify the process, there still has to be a heavy institutional investment of faculty or staff time. There are also issues of what standards shall be

applied, and to what extent institution-specific goals can and should be realized.

The most fruitful approach may well be to institute an across-the-curriculum approach to the goal of oral competency in a fashion similar to that now being used for writing competencies. Among schools which require the student to demonstrate basic proficiency in public speaking are Berea College, Brevard Community College, Brooklyn College, Emporia State University, Herbert Lehman College (NY), Northern Illinois University, and others. Some, such as Ohio Northern University, have a test-out provision on which a student may be excused from the otherwise required Speech Communication course.

This latter possibility seems to be one potential avenue for our general-education curriculum development at UNI. Unfortunately, my time as a Kellogg Fellow concluded short of the development of a specific proposal. This task remains to be completed.

David F. Unumb,
Speech and Performing Arts

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FOLLOW-UP FELLOWS



ROSEMARY W. EGAN received her Ph.D. from St. Louis University after receiving master's and bachelor's degrees from SIU-Edwardsville and Rosemont College (PA), respectively. A faculty member at UNI since 1976, she is an associate professor of Special Education and coordinator of the Early Childhood Special Education Master's program. She is the project director for a federally funded project to train specialists to work with handicapped infants and their parents. Her previous positions include instructor in Special Education at SIU-E, research assistant at Children's Memorial Hospital, and high school French teacher. She has published on learning disabilities and early-childhood special education.

My second year as a Kellogg Fellow afforded me the opportunity to continue research on the services provided to the handicapped child from birth to age three. Throughout this year, I observed in settings where young handicapped children are served after medical and psychological diagnosis. Settings included hospital outpatient clinics, university research centers, rehabilitation centers, private agencies, foundations such as Easter Seals and United Cerebral Palsy, facilities funded by the Department of Mental Health, and public school districts which offer services to the handicapped birth-to-age-three population.

I also investigated the literature on the subsequent development of infants born at risk and requiring care in the Neonatal Intensive Care Unit (NICU). There is a conflicting body of literature on this topic. Some studies indicate that as many as 80% of NICU "graduates" show normal motor development at two years of age. Other long-term studies reveal that many of these children show later developmental delays in language and learning academic subjects. More rigorous and longitudinal studies are needed in this area.

A final opportunity I had during the follow-up Kellogg year was that of writing a grant proposal. With the assistance of my colleagues Kenneth James, Janet Lerner, and Barbara Lowenthal, I submitted a proposal to the Department of Education to train teachers to work with handicapped infants. We were awarded a grant of \$52,000 for 1985-1986 to train teachers and related services personnel to serve this population. Our twelve students began their coursework this September. We have developed two new graduate courses:

SPED 482 - Assessment and Intervention with At-Risk and Handicapped Infants and Toddlers

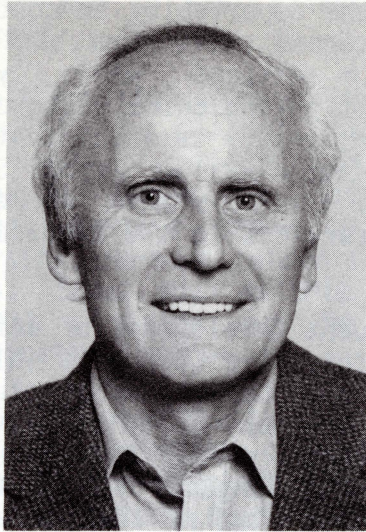
and

SPED 483 - Working with Parents of Young Handicapped Children.

In addition to the opportunities I had for personal research and study, this fellowship benefited others as well. In visiting the various hospitals and sites, I was able to inform other professionals of our work at North-eastern in early-childhood special education. Moreover, as a result of the Kellogg and subsequent federal funding, we have developed a new area within the present Early Childhood Master's program, and have attracted many new students to the University.

Rosemary Egan,
Special Education

* * *



RICHARD W. REICHHARDT received B.S. and M.S. degrees from Marquette University and his Ph.D. from the University of Texas at Austin. From 1962 to 1968 he was a member of the Marquette University faculty. During that time he was awarded several college faculty fellowships at Cal Tech's Jet Propulsion Laboratory. He became a full-time member of the technical staff at JPL in 1968, working on projects ranging from the simulation of spacecraft guidance systems to the development of management information systems. He joined the UNI Mathematics Department in 1973. His research and teaching interests are primarily in operations research and scientific computing.

My Kellogg project had its inception in a Title III workshop in Guided Design in 1984. This is an educational strategy for developing decision-making skills by applying the subject matter of a particular discipline to so-called real-world problems. At the time I was developing a senior-level pro-seminar for mathematics majors, intended to give them experience in the practice of mathematics. It seemed that the Guided-Design methodology was well adapted to a course of this kind.

Students, in small groups, are presented with a problem scenario. Printed instructions guide them through a sequence of steps in which they systematically formulate goals, gather and classify information, evaluate options and constraints, select an approach, formulate and evaluate solutions, and write a report. After each step, students receive printed "feedback" which describes how a fictitious group of problem-solvers handled that step. No one had applied the Guided-Design method to the teaching of mathematics. I set out to do so.

At the start I reviewed materials designed to teach "mathematical modeling." This refers to the construction of an abstract representation of a concrete setting. For the most part, problems used to teach modeling techniques are designed for solutions using one particular method, and they are well formulated. In practice, problems don't come that way. I decided to develop Guided-Design materials which would deal with a complex problem situation in which several alternative specific problems might be identified and/or alternative methods applied.

I spent a good part of the time attempting to modify the different stages of the formal "Solve-a-Problem" format to obtain a format which would guide students through the stages of the model-building process. I used three very different problems in order to come up with an approach which had general applicability. I now have one fully developed set of handouts and two partial sets.

I tested the material last Winter with some unanticipated results. I found that even with material to guide them, students would backtrack to earlier stages of the process unexpectedly or jump ahead to later stages without laying a foundation. While this can be frustrating, it seems to be an important part of the learning experience. This led me to quite a bit of rethinking of the written material and my own perspective on the problem-solving process. I plan to use the revised material in the pro-seminar during the Winter '86 trimester.

Richard W. Reichhardt,
Mathematics

* * *

ANN WHITAKER, a native of Chicago, received her bachelor's degree from Parsons College, Iowa. She has two master's degrees, one from the University of Illinois, Champaign, in Social Work; the other from the University of Chicago in Human Development. She is currently completing her Ph.D. in Continuing Education at the University of Wisconsin-Madison. After teaching for four years at Kendall College, Evanston, Illinois, she came to Northeastern in 1973. As associate professor of Inner City Studies, she has published several articles on fathers and children. Professor Whitaker's interests include urban education, anthropological approaches to education, and field-independence/field-dependence among traditional college students.



As a Follow-up Fellow my father-child interaction project focused on fathers and their twin children. A sample was taken both in Chicago and Oakland, California. Similar procedures were used in this follow-up study as in the initial study. My focus in the follow-up study concentrated on three questions, namely, (1) How does the black father interact with his child(ren)? (2) What is his attitude toward child-rearing? (3) Does the black father interact differently with his son than his daughter?

It was predicted that there are differences in the interaction of fathers of boys and fathers of girls. Fathers will interact on a verbal level more often with their daughters and on a nonverbal level more often with their sons. This prediction supported studies that indicated that fathers tend to be more verbal with girls and more physical with boys. Both samples supported the predicted differences of the fathers' interaction with different sexed children. Caldwell and Honig's (1970) method, which has been given the acronym APPROACH (A Procedure for Patterning Responses of Adults and Children), was used. This method codifies observations of behavior and of the setting in which the behavior is emitted. Every unit of behavior emitted by the subject and every response directed toward the subject or emitted within his social range is coded based on the Parent-Child Interaction Code.

Perhaps in a follow-up follow-up study, a larger sample within several geographical environments can be used with the inclusion of other ethnic-group children. Both parents need to be interviewed (via a questionnaire) and observed interacting with their children at home. Parent-child interaction in a sterile environment such as a hospital or clinic waiting room may possibly inhibit or restrict parent-child behavior. In sum, black fathers are both verbal and physical with their children. And fathers do tend to be more verbal with their daughters and more physical with their sons.

Ann Whitaker,
Inner City Studies Education

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NEXT...Professor Maurice Guysenir's Iceland and Greenland Notebook.

Photographs of this issue were taken by Northeastern's
Photo/Design/Graphics Services.



CENTER FOR PROGRAM DEVELOPMENT

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