

# LAS

# NEWS

COLLEGE OF LIBERAL ARTS & SCIENCES | WINTER 2014

# 100 YEARS of LAS

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This year marks the 100<sup>th</sup> anniversary of the College of Liberal Arts and Sciences. We have a rich past, and these pages celebrate some of the people, places, and things that have shaped the college over the past century.

As you look through this issue, you will learn how the college was formed in 1913, discover the storied past of the English Building, and read about the prominent women and men who have been honored in our first round of selections for the LAS Gallery of Excellence. This issue also pays tribute to our Centennial Scholars, rising stars who have made outstanding contributions in their field and in the classroom. These faculty will receive funding to further advance their research and teaching efforts into the second century of LAS.

We also look at some of the groundbreaking research our faculty and students are undertaking. From field exploration in Utah to cancer research to examining 100 years of Bollywood, LAS has leaders who are making an impact on our campus and beyond.

Even as we celebrate our past, we are looking ahead to the challenges of the next century, to continued excellence, innovation, and discovery. A strong background in the liberal arts and sciences has never been more important for developing well-rounded citizens and leaders. Students in our college are graduating with the critical skills that will serve them—and all of us—no matter what career they pursue.

Enjoy looking over the achievements of our past, and come step with us into our promising future.

Sincerely,

Brian Ross, Interim Dean  
COLLEGE OF LIBERAL ARTS AND SCIENCES

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# YEAR IN IMMERSION

## A LONGTIME STUDY ABROAD PROGRAM IN JAPAN NEARS A MILESTONE

By Dave Evensen

For almost 40 years, the Year in Japan program at Illinois has endured earthquakes, tsunamis, and, well, some pretty awkward moments at the dinner table. Susan Herren remembers clearly the first time she met her Japanese host family, with whom she lived during the study abroad experience.

"I knew no Japanese," Herren (BS '81, advertising; MA '86, Asian studies) recalls, of the 1978-79 visit. "And my host family knew no English." So how did they communicate in those early days under the same roof, before Herren's Japanese improved?

"You learn to communicate in so many ways without words," she recalls, with a laugh.

It wasn't easy, but Herren went through exactly what the Year in Japan program is designed to achieve: meaningful and total immersion in Japanese culture. After all, by the time her stay concluded a year later, Herren could communicate with her host family fluently in Japanese.

Many alumni have similar stories to tell. Since the Year in Japan program launched in 1975, some 600 Illinois students have taken the opportunity to live a year in Kobe, Japan, and take classes at Konan University, a school of about 10,000 students. Though the program has evolved—for one thing, students are now required to have at least one year of Japanese language courses before enrolling in the program—students still come away transformed by the experience.

Junko Onosaka, a lecturer in Japanese who has coordinated the program since 2005, says the length and design of the program allows students to gain deep insight into Japanese society.

"From an educational perspective, we think that longer is better," she says. "Students can experience not only the bright side of Japan, but also many other different aspects of the country."

Planning is underway for a 40<sup>th</sup> anniversary reunion in 2015 for all Year in Japan alumni, with organizers hopeful that the turnout will be strong. The program was started by Professor Emeritus David Plath (anthropology and Asian studies) of Illinois and the late Professor Kokichi Masuda of

Konan University to improve relations between Japan and the U.S. Plath later helped establish the Masuda Award to offer financial assistance to students in the program. As part of the exchange, Illinois also hosts two Japanese students from Konan University each year.

The program has survived earthquakes (including one centered near Kobe in 1995 that killed more than 5,000 people, but injured no students) and tsunamis (the March 2012 tsunami was well north of Kobe but its aftermath decreased program enrollment the following year), and over the years it has grown into a consortium including Illinois and the Universities of Arizona, Hawaii, and Pittsburgh.

The universities share administrative duties, such as a rotating resident director—typically a professor from one of the universities—who assists the roughly 30 students from the consortium who participate each year (including 6-12 from Illinois). Another duty is the delicate task of maintaining good relations with Japanese families who offer room and board through the home-stay program, which organizers consider so essential to the program's success.

For example, Onosaka says, one student went to Japan after taking an introductory course in Japanese. After the program, he returned to campus proficient enough in Japanese to take 400-level courses.

"The host family gives the student one room and two meals, morning and night. So the student definitely needs to talk to them," Onosaka says. "And the students can improve their Japanese very well, and take a look at how a Japanese family works. It's a very natural setting."

During the day, students attend English-speaking classes in Japanese literature, history, religion, and other subjects specific to Japan. They take field trips, and they also have time to mingle with their Japanese counterparts. Elizabeth Oyler, professor of Japanese and director of the Center for East Asian and Pacific Studies who served as the program's resident director in 2012-2013, says that students join clubs in music, martial arts, tea ceremony, flower arranging, and other cultural topics.



For the most part, she adds, students leave the program wanting to know even more about the country.

"There's a curve," she says. "They arrive [in early fall] and there's excitement, and then it gets cold, and they are tired, and they miss holidays at home. Winter is hard. Then they recover in the spring. Usually by the end of the year they feel they learned a lot of language and that they learned a lot more about Japan. They feel it was a great experience, and actually I have one student from last year who is already back in Japan."

The experience still lingers for Herren, now an investigator with the U.S. Department of Labor. She remembers the route she used to take from home to school, and how her feet ached during a brutal, week-long mountain training camp in aikido, a Japanese martial art. There was no Internet, and phone calls were expensive, so home seemed even further away than it does for students today.

It changed her outlook, she says, and much of her life since has reflected it. She assisted a Japanese student exchange program through 4-H for many years in Michigan and Illinois, and she has hosted foreign students in her home. Herren stays in touch with her former host families in Japan, and in 2005 she took her U.S. family to Japan to meet them. She has decided to support the Year in Japan program directly with a \$200,000 bequest to help future students participate.

"I would like to find a way to motivate people to go to Japan and do what I did," she says. "I wouldn't trade that experience for anything. I'm still trying to figure out how to repeat it somehow." ■

## African American Studies Is Alive and Well in the U.S.

The field of African American studies in U.S. higher education “is alive and well, and, in fact, growing and maturing,” despite some reports to the contrary, says a new study published online by the Department of African American Studies.

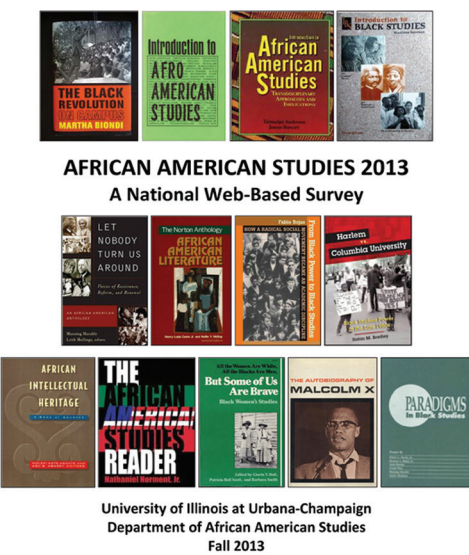


Image provided by authors

Through a national Web-based survey of 1,777 U.S. colleges and universities, researchers found that 76 percent of those institutions had some form of black studies. Twenty percent, or 361 institutions, had formal academic units, most classified as departments or programs, according to the study.

This positive assessment conflicts with many studies in recent years which have suggested that black studies programs are disappearing, according to Ronald Bailey, the head of the Department of African American Studies.

Abdul Alkalimat, a professor in African American studies and in library and information science, was the lead author of the report, titled “African American Studies 2013: A National Web-Based Survey.”

Co-authors of the report were Bailey; Sam Byndom, Desiree McMillion, and LaTasha Nesbitt, all doctoral students in the College of Education; Kate Williams, a professor in the Graduate School of Library and Information Science (GSLIS); and Brian Zelig, a master’s degree student in GSLIS.

Gauging the state of black studies in its broad, historical context is important, Bailey says, because its influence has often gone beyond its size.

“Many people assume that black studies was simply a political response to the turmoil of the 1960s,” Bailey says. “What is not fully appreciated is that black studies also spurred and inspired many significant transformations in higher education.” ■



## Here’s Looking at You, Kid

In the classic Humphrey Bogart movie, *The Maltese Falcon*, a detective picks up the statue of a falcon, sizes it up, and says, perplexed, “Heavy. What is it?” Then Bogart’s character, Sam Spade, answers with the classic line, “It’s the stuff that dreams are made of.”

However, when showing students old movies such as *The Maltese Falcon*, LAS professor **Pat Gill** has noticed that many of them have a hard time connecting with the stories and with characters such as Bogart’s Sam Spade. The reason: They do not think that old movies are the stuff that *reality* is made of.

“The complaint my students make about old movies is: ‘It is so unrealistic,’” says Gill, a professor of communication who teaches several classes on film and popular culture. By “old movies,” students are not only talking about black-and-white classics, such as *The Maltese Falcon* or *Casablanca*. Even movies from the 1970s-1990s, such as *Taxi Driver*, have a hard time connecting with contemporary students. That’s because our notions of realism change over time, she points out.

“The camera is static in *The Maltese Falcon*,” one student explained, and that makes it feel less real to today’s viewers. But Gill finds it ironic that “the steady camera pointed at the characters several feet away, a view that mimics real-life conversational distance, is considered far less real than a mobile camera that moves above and around the characters—that often makes quick jumps between characters and scenes. Explain to me how that is more real.”

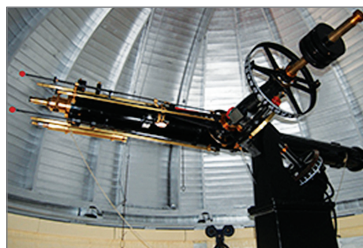
Students sometimes struggle with old movies because they also do not understand the cultural context. So Gill uses old movies to explore the culture of past periods, which helps her students understand the films—and history. ■



## Abigail Salyers, World-Renowned Scientist (1942 - 2013)

**Abigail Salyers**, the first female tenured professor in microbiology at Illinois (1983) and full professor (1988), died on November 6, 2013, in Urbana at the age of 70. She was a gifted and committed professor who taught classes in both the College of Liberal Arts and Sciences and the University of Illinois Medical School.

During her 40-year career, Salyers revolutionized how we think about the bacteria that live in the human intestinal tract, helped design antibiotics, and provided the voice of reason in discussions on bioterrorism, transgenic plant safety, and antibiotic resistance in medicine. ■



## Historic Telescope Refurbished

As usual, things are looking up at the University of Illinois Observatory. The same goes for the mood as the historic, 117-year-old telescope that lies at the roots of the astronomy program has been renovated for the first time in almost 60 years.

Bryan Dunne, assistant chair and professor in the Department of Astronomy says the 12-inch Brashear refracting telescope is star-gazing again after last summer’s roughly \$50,000 restoration.

The renovation made news last spring as parts of the telescope were lifted through the dome by crane before being shipped for the renovation. The work included rehabilitating the telescope tube, repairing the gears and motors, renovating the mount and pier, and reestablishing the telescope’s historic appearance.

The telescope, installed at the top of a winding flight of stairs when the Observatory opened in 1896, was used by Joel Stebbins in the early 20<sup>th</sup> century during his groundbreaking research on the brightness of stars. His work was so important that in 1989 the Observatory was named a National Historic Landmark.

The Observatory is no longer used for research, but each year thousands of students and visitors still use the telescope for classes or public open houses. The building is one of the oldest on campus, and it once sat alone on the very southern edge of campus before others sprung up around it.

The telescope renovation was paid for by a combination of funding from the Friends of the University of Illinois Observatory, formed in 2011 by alumni to support the preservation of the building, and the Chancellor’s Fund, a campus gift fund supported by alumni and friends of the University. ■

## Hope for a Conceptually New Paradigm



A longtime faculty member has been awarded a \$1 million grant to advance his groundbreaking organic chemistry research in the discovery and development of new chemical catalysts.

**Scott E. Denmark**, the R. C. Fuson Professor of Chemistry, received the prestigious and highly competitive W. M. Keck Foundation Science and Engineering Program Grant after a rigorous application process. These grants are awarded to researchers whose projects are innovative, transformative, and challenge a “prevailing paradigm,” according to the Keck Foundation.

The award will allow Denmark and his team to explore how to discover and optimize new catalytic reactions.

An effective catalyst enables the rapid, efficient, and selective conversion of a readily available building block or starting material into high value-added products, such as pharmaceutical agents, agricultural chemicals, personal care products, smart polymers, plastics, biorenewables, and countless other materials. Denmark believes that the new approach being developed in his laboratories has the potential to significantly reduce the amount of time and effort required to discover new catalysts and catalytic processes.

“Often in both academic and industrial research settings, the question arises, ‘How do you go about the process of inventing and optimizing new catalysts for new transformations?’” explains Denmark. “Currently, there’s no good answer. It’s done by trial and error. So what we proposed to the Keck Foundation is a fundamental, new paradigm.”

The W. M. Keck Foundation was established in 1954 in Los Angeles by William Myron Keck, founder of the Superior Oil Company. The Keck Foundation supports outstanding science, engineering, and medical research, and undergraduate education. ■



Photo by Sophia Nahli Allison

## English Professor and Team Document Life in Chicago Public Housing

English professor **Audrey Petty** grew up about two miles from the Chicago Housing Authority’s (CHA) Robert Taylor Homes. Those 28 high-rises contained more than 4,400 apartments, giving the complex the dubious title of largest public housing development in the nation. But though she could practically see the towers from her doorstep, Petty regarded the Robert Taylor Homes as a foreign, mysterious, and impenetrable enclave.

In 1999, the Federal Department of Housing and Urban Development required the CHA to conduct an inventory and inspection of its projects. When most were labeled uninhabitable and scheduled for demolition, the city formulated a “Plan for Transformation” (PFT) that promised the residents would be relocated to better housing. Petty—by this time a professor, living in Urbana, Ill.—immediately decided to chronicle the stories of the high-rise diaspora.

“It was the PFT that made me feel this urgent desire to become better informed about this plan and what was happening to people,” Petty says.

That curiosity resulted in her book, *High-Rise Stories: Voices from Chicago Public Housing*, recently published by McSweeney’s as part of its oral history series, *Voice of Witness*. The book contains the personal narratives of a dozen former residents whom Petty and a team of Illinois graduate students (Michael Burns, Eric Tanyavutti, and Crystal Thomas) found by posting fliers in schools, libraries, and social service agencies. The subjects range from a former gang member who could clean and reassemble guns by the age of five to the president of the Cabrini Green resident council, described by President George H.W. Bush as “a model for the nation.” ■



Photo copyright Nobel Media AB

## Former Chemistry Instructor Wins Nobel Prize

A former faculty member of the Department of Chemistry is one of three scientists who received a Nobel Prize for developing computer simulations for complex chemical processes.

**Martin Karplus**, a professor emeritus of chemistry at Harvard University who is also affiliated with the Universite de Strasbourg in France, was a researcher and instructor of chemistry at Illinois from 1955 to 1960. During that time he carried out important theoretical work in nuclear magnetic resonance spectroscopy (NMR).

Karplus received the Nobel Prize along with Michael Levitt of Stanford University, and Arieh Warshel of the University of Southern California. The Royal Swedish Academy of Sciences credited their work in the 1970s for laying the foundation for powerful computer models used to understand and predict chemical processes.

Greg Girolami, professor and head of the Department of Chemistry, says that Karplus conducted important research at Illinois on NMR, a spectroscopic technique that is widely employed to determine the structures and dynamics of molecules. It is the basis of the medical diagnostic technique of magnetic resonance imaging, or MRI, invented by former Illinois professor of chemistry Paul Lauterbur, who won the Nobel Prize in 2003.

In an article Karplus wrote in 2006 for the *Annual Review of Biophysics and Biomolecular Structure*, he detailed how he arrived at Illinois to work with Herbert Gutowsky, a professor of chemistry who pioneered work in NMR.

“I was ready to get to work, and Urbana-Champaign seemed like a place where I could concentrate on science with few distractions,” Karplus wrote. “The presence of four new instructors—Rolf Herber, Aron Kupperman, Robert Ruben, and me—plus other young scientists on the faculty, such as Doug Applequist, Linn Belford, and E.J. Corey, led to a very congenial and interactive atmosphere.” ■

## Does ‘Facebook Generation’ Need Limit on Screen Time?



Today’s teens are sometimes called the Facebook Generation, a reference to the ubiquitous presence of electronic media in their lives. The American Academy of Pediatrics (AAP) recently recommended that parents put children on a “media diet,” limiting total entertainment screen time to less than two hours per day for children ages two and older, and discouraging all screen media exposure for children under two.

**Barbara Wilson**, the Kathryn Lee Baynes Dallenbach Professor in the Department of Communication, is an expert on the social and psychological effects of media on youth.

Wilson says the AAP recommendation encourages parents to think about how much time kids are spending with media and that tracking this time is important.

However, Wilson also says parents shouldn’t just focus on the amount of time that

children spend with media because there are positive, pro-social aspects of the media, such as *Sesame Street* and websites that are full of educational material.

She says the challenge is sorting out the content that kids spend time with and what kinds of TV programs, movies, video games, and social media they are consuming. There are media products that can certainly be educational and good for kids, and there are products that can be potentially harmful.

Wilson says several researchers have pointed out that the AAP recommendation that children under age two be discouraged from using screen media altogether “may be a little conservative because we don’t have a lot of data on what screen media exposure does to infants ages zero to two. I think we’ll see more of that type of research in the next five years. It’s difficult research because babies are pre-verbal, so it’s very hard to measure their cognitive and emotional responses to stimuli like television.” ■



# THE ENGLISH BUILDING WAS NEVER A DORM

Campus's Most Famous Ghost Story Starts on the Wrong Foot

By Dave Evensen

**If** Lincoln Hall is the most well-known building in the College of LAS, its next-door neighbor is perhaps the most mysterious—and not just because it's rumored to be haunted.

Sure, ghost stories are the English Building's claim to fame in many websites, YouTube videos, and other spooky accounts. Legend has it that long ago a female student died in the 108-year-old building, and she's been slamming doors and flipping lights ever since. The fact that University of Illinois archivists have never uncovered record of such a death hasn't put an end to the story.

Almost always mentioned as a prelude to the ghost story, however, is that the English Building was once a dormitory for women, perhaps making the supposed tragedy more believable. For those on record making such a claim, however, it may come as a fright to learn that it never was a dorm.

Unlike doorknob-rattling spirits, the English Building's history can be traced through blueprints and board minutes. None of the documented history of the University or the building suggests that it was ever a dormitory.

In its earliest days, after it was opened in 1905, it was called the Woman's Building. After World War II, it was renamed Bevier Hall for about a decade before it was named the English Building in the 1950s. It has housed the Department of English ever since.

"The English Building in its early days housed women's activities," says Winton Solberg, professor emeritus of history who has written extensively about the development of the University. "The women in charge of students—not yet called a dean of women—had offices there, and female students had rooms in which to meet friends, rest, and so forth. Moreover, the English Building housed the academic work in domestic science."

Not that debunking the myth of the dormitory makes the building any less colorful. According to the October 17, 1905, issue of the *Illini* (not yet the *Daily Illini*), the building's

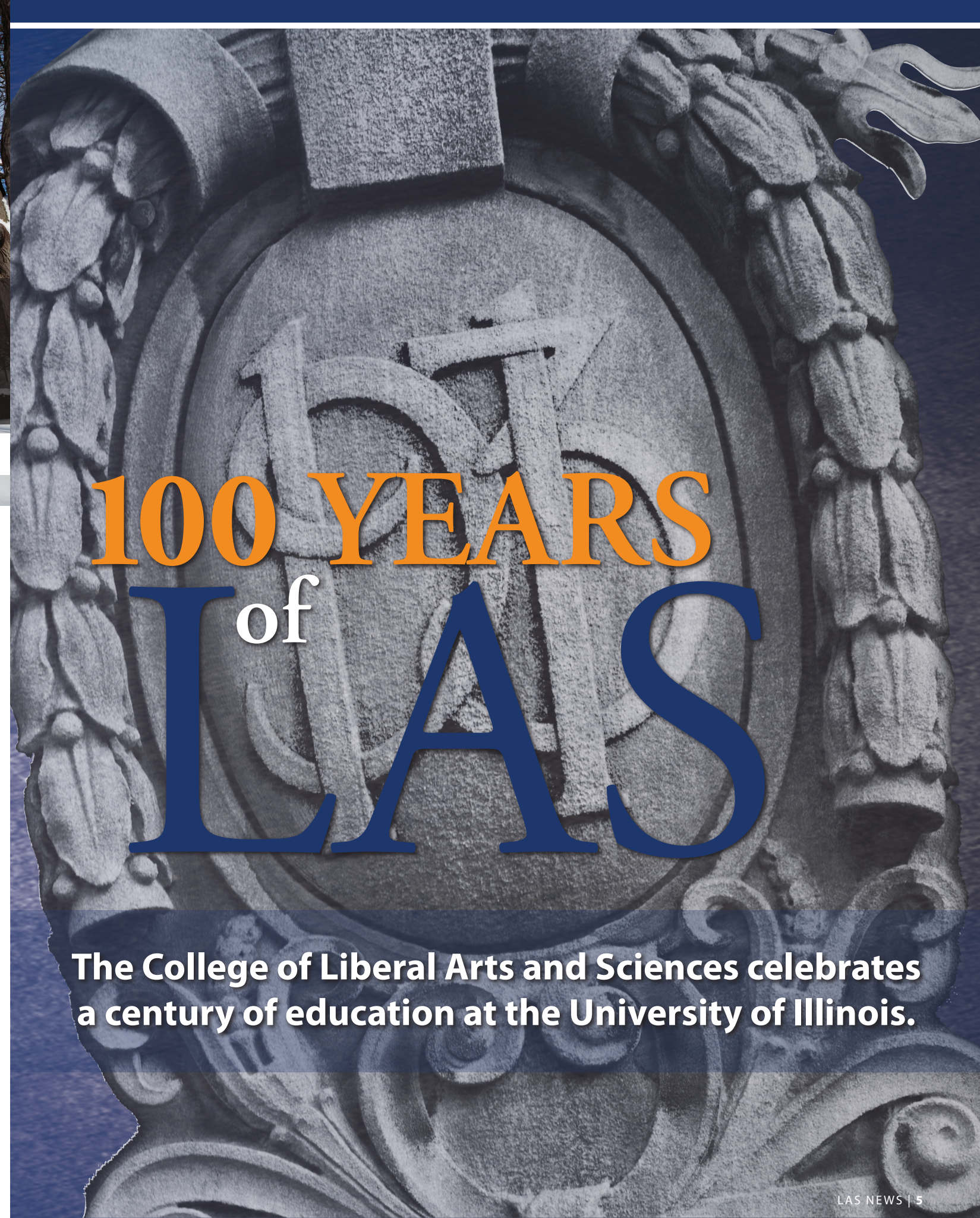
dedication ceremony included 400 female students dressed in white marching from the since-razed University Hall to the gymnasium, where President Edmund James said the new building signifies the U of I's commitment to "co-education; second, that the fathers and mothers of Illinois want the best possible care taken care of their daughters, and third, that physical culture is as necessary for the girls as for the young men."

Indeed, the new Woman's Building included a gymnasium and a pool (which figures into at least one theory of the aforementioned student's death), along with sewing rooms and other amenities to teach women household science.

An October 8, 1975, article in the *Daily Illini* points out that an expansion in 1912 added the distinctive, towering white pillars facing the Quad, and that the building's club rooms made it a major social center for meetings and formal events. Blueprints from the 1912 addition reveal that it did have a two-bedroom home management apartment on the third floor, where a handful of female students lived and learned the details of household science, but it hardly met the definition of a dormitory.

Other documents from the English Building's early days reveal no sign that it was ever considered a dormitory. Women's housing was a hot topic long before dorms were built, as many families were reluctant to send their daughters to a place where housing was uncertain (many women found residence in private boarding houses). That's why an extensive history on housing at the U of I on file at the University Archives describes it as a landmark moment when Busey Hall opened as a residence hall for women in 1918—and never mentions the English Building as a dorm.

Does this mean a woman did not die inside the English Building? No, and for that reason it's likely the rumor of a ghost will continue unabated. If she does exist, however, she might rest easier if the story begins a little differently. ■



# 100 YEARS of LAS

The College of Liberal Arts and Sciences celebrates a century of education at the University of Illinois.

# When Colleges Collided

THE FORMATION OF THE COLLEGE OF LAS WAS AS UNCERTAIN AS IT WAS PROMISING.

By Dave Evensen

After a century of togetherness, it's hard to imagine a time when the liberal arts and sciences weren't mentioned in the same breath at the University of Illinois. Prior to 1913, however, when the College of Science merged with the College of Literature and Arts to form the College of Liberal Arts and Sciences, a happy marriage between the two did not seem likely.

Indeed, marriage was the analogy used in 1912 by an exasperated Arthur Daniels, acting dean of Literature and Arts, in a letter to E.J. Townsend, dean of Science, where faculty were uncertain over the implications of a union with their counterparts across the Quad.

"Of course I realize that there are many problems which will be consequent upon the decision to unite," wrote Daniels. "The course of proceedings reminds one of being married. The first thing to be decided by the individuals is whether they want to be

married or not. I fear there would be very few marriages if the subsequent problems were raised and discussed before the first step had been taken."

The exchange was just one of many debates that occurred for years before 1913. A prevailing question on campus was whether the sciences—which then included, in part, physiology,

zoology, geology, chemistry, mathematics, botany, bacteriology, and astronomy—should combine with the liberal arts, which included art and design, economics, English, French, German, Greek, history, Italian and Spanish, Latin, pedagogy, philosophy, political science, psychology, and rhetoric, among others.

The question was the subject of heated discussion by some of the most



University of Illinois President Edmund James was an advocate of the union between the College of Literature and Arts and the College of Science.  
(Image 0003581 courtesy of the University of Illinois Archives)

influential names in U of I history—some of whom have buildings and prestigious programs named after them—such as David Kinley, Thomas Burrill, and Edmund James, who served from 1904-1920 and is considered one of the University's most visionary presidents.

"Among the first matters brought to my attention after I became president of the University," wrote James, was

"whether the question of administrative organization, involving a College of Science and a College of Literature and Arts as separate administrative entities, served the best interests of the University."

Some thought that uniting the liberal arts and sciences might be more cost effective, and also that a larger college might draw more consideration during budget time. Some of the strongest voices in favor of union, however, were those of students, who complained that a division between liberal arts and sciences created too many administrative hurdles between disciplines that were increasingly overlapping.

For example, the College of Science offered a bachelor of arts degree that required 16 hours of foreign language courses, which were housed in the College of Literature and Arts. Meanwhile, Literature and Arts had a stated goal of offering an education in the sciences as well as human culture. Both strived to offer an education in culture and fundamental principles as opposed to merely their practical applications.

"We have thus substantially two competing colleges in the same University," read one memorandum that emerged in favor of the union during committee debates prior to 1913.

It wasn't always this way. In 1871, the liberal arts and sciences were originally

grouped in the College of Literature and Science. That was during the time of John Gregory, the University's first president and a champion of "liberal education," who felt it was as important to prepare students for the "general duties" of life, including writing and teaching, as it was to teach them practical skills.

The College of Literature and Science remained intact until 1891, when, during a change in administration, the University took under consideration the opinion by those who felt that a "humanistic" education was inhibiting science. They succeeded in breaking the college into two, called the College of Science and College of Literature, according to *The University of Illinois 1867-1894*, by Winton Solberg.

The debate raged on, and in 1906 Edmund James asked faculty in both colleges for their opinions on a possible union. Faculty in the College of Literature and Arts were unanimously in favor of the union, but those in science were evenly split, and the issue was set aside.



Natural History Building - 1903  
(Image 0005264 courtesy of the University of Illinois Archives)

The situation was virtually the same in 1912 when James brought up the proposal a second time. Faculty in Literature and Arts were unanimously in favor, but faculty in Science, after three heated meetings on the issue in the Natural History Building, remained split, with 16 for the union and 17 against. This time, however, the ball did not stop rolling.

Unswayed by the doubters in Science, James brought the issue before the University Senate—consisting of professors and deans from around the University—in June 1912. The Senate voted unanimously for the union, and it sent the matter to the Board of Trustees. On July 5, 1912, the board gave James the authority to form the College of LAS.

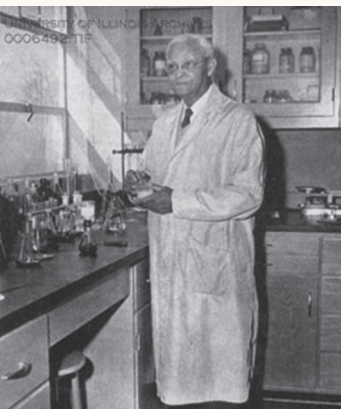
The new college launched officially in summer 1913, with Kendrick Charles Babcock assigned as the first dean at a salary of \$5,000. The college navigated a series of complications as it came to speed, but it was quickly clear that the College of LAS was an exciting new place.

By 1920, for example, the number of faculty in the liberal arts and sciences had

grown to 324, up from just 73 in 1904, according to *Sixteen Years at the University of Illinois*, a study of the James administration. And the number of students in the liberal arts and sciences almost doubled in the seven years following the union, to 2,547. Those numbers include the faculty and students that were lost to the College of Commerce and Business Administration, which broke off from LAS in 1915.

"The requirements for admission and for a degree in the two colleges differed considerably and the reorganization of curriculum procedure has been a slow and sometimes difficult process," reported *Sixteen Years at the University of Illinois*, "but at the end of seven years, the complete unification of the college has been accomplished."

Today, with some 600 faculty, nearly 14,000 students, and more than 60 departments and academic units in the College of LAS, with numerous examples of



Chemistry Professor St. Elmo Brady - Ca 1940s  
(Image 0006492 courtesy of the University of Illinois Archives)

collaboration across fields in research and education, it's fair to say that the union of liberal arts and sciences has made both disciplines stronger. ■



Altgeld Hall library murals - 1910  
(Image 0003948 courtesy of the University of Illinois Archives)



St. Elmo Brady



Nina Baym



Carl Shipp "Speed" Marvel

## LAS Unveils Initial Selections for Centennial Gallery of Excellence. First group includes 25 prominent people and discoveries from the first 100 years of the college.

The College of Liberal Arts and Sciences is creating a Gallery of Excellence in honor of its 100-year anniversary. This virtual gallery features people and events throughout LAS history, which dates back to 1913.

With the college's broad range of academic disciplines (more than 60 departments and units are housed in LAS), the gallery features those who have made breakthroughs in research, education, and culture, in fields ranging from mathematics to anthropology.

The people and developments listed in the Gallery of Excellence have been selected by a college committee after a call for nominations within LAS. Those included in the exhibit are highlighted with photos and biographical sketches. The initial group includes:

**Joseph Leo Doob**, a pioneer in mathematical probability;

**Nina Baym**, a leading American literature critic and historian;

**Carl Shipp "Speed" Marvel**, a chemist whose discoveries have aided generations of soldiers, firefighters, and astronauts;

**Freeman Hrabowski**, an alumnus who is now a leading figure today in science, technology, engineering, and mathematics education;

**Carl Woese**, the microbiologist credited with discovering a third domain of life;

**Robert Copeland**, a beloved figure who served as the first African American college dean at Illinois;

**Ralph Fisher** and the establishment of highly respected international studies centers;

**Robert Emerson**, who is recognized as making a pivotal discovery in our modern understanding of photosynthesis;

**Marie Hochmuth Nichols**, a pioneer in communications research;

**Charles Osgood**, who created several new psychological research disciplines;

**Joel Stebbins**, a resourceful astronomer who revolutionized how we look at the stars;

**Richard Scanlan**, a wildly popular teacher of the Classics;

**Michio Suzuki**, whose discoveries in group theory shook the mathematical world;

**John "Jack" F. Welch, Jr.**, an alumnus who is recognized as one of the top CEOs of the 20<sup>th</sup> century;

**St. Elmo Brady**, who inspired countless African Americans to enter the field of chemistry;

**Eugene Odum**, the "father of modern ecology";

**David Blackwell**, the first African American inducted into the National Academy of Sciences for his brilliant work in mathematics;

**Clifford Ladd Prosser**, a pioneer in the field of comparative physiology;

**Herbert Gutowsky**, a chemist whose work made nuclear magnetic resonance spectroscopy a standard tool in scientific research;

**Carol Stack**, an alumna and anthropologist whose intimate examination of African American communities expanded our understanding of social networks under poverty;

**Friends and alumni** who have stepped up to partner with the College of LAS to help meet the demands of higher education;

**Jean Driscoll**, an alumna who turned a legendary career in wheelchair racing into one for advocacy and inspiration;

**James G. Randall**, a renowned historian who brought deeper understanding to Abraham Lincoln and the Civil War;

The Four Color Theorem, proven by LAS mathematicians

**Kenneth Appel and Wolfgang Haken**;

The college's ethnic and women's studies programs, some of which stretch back more than 100 years.

"Countless critical ideas and new concepts can be traced to the College of Liberal Arts and Sciences," says Interim Dean Brian Ross. "We think it's important to pay tribute to the outstanding people who have made the college great, while at the same time recognizing that they are only a few of the tremendous people who have emerged from here."

For now, the Gallery of Excellence is showing only a partial list of those who will appear. The rest will be announced at various times during this milestone year.

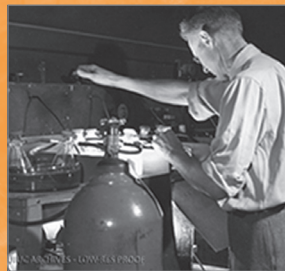
See [las.illinois.edu/100](http://las.illinois.edu/100) for more information. ■



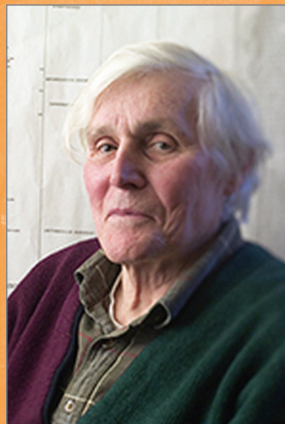
Jean Driscoll



Carol Stack



Robert Emerson



Carl Woese

# Centennial Scholars Announced

Faculty receive recognition and research funding in honor of milestone year for the College of LAS.

Ten faculty have been named Centennial Scholars in honor of the 100<sup>th</sup> anniversary of the creation of the College of Liberal Arts and Sciences at the University of Illinois.

The faculty come from a wide range of academic units, and they were selected for their scholarly productivity and contributions to the educational mission of the College of LAS. Executive officers also made a point to select faculty who are at the midpoint in their careers and demonstrate exciting potential in their work.

The Centennial Scholars were nominated for the appointment, and a committee submitted recommendations to the dean of the college. Each scholar will hold his or her appointment for three years and will receive \$10,000 for research during each of those years.

### The Centennial Scholars are:

- ∞ Antony Augoustakis (Classics)
- ∞ Adrian Burgos (History)
- ∞ Kara Federmeier (Psychology)
- ∞ Lilya Kaganovsky (Slavic Languages and Literatures; Comparative and World Literature)
- ∞ Leanne Knobloch (Communication)
- ∞ Hyun Joon Kong (Chemical and Biomolecular Engineering)
- ∞ Xiaofeng Shao (Statistics)
- ∞ Tracy Sulkin (Political Science)
- ∞ Ted Underwood (English)
- ∞ Shaowen Wang (Geography and Geographic Information Science)

"These scholars represent the best of the liberal arts and sciences at the University of Illinois," says Brian Ross, interim dean of the College of LAS. "We are thrilled to have them on campus as the college reaches this symbolic milestone." ■



1913 After years of debate, the College of Science and the College of Literature and Arts merge to form the **COLLEGE OF LIBERAL ARTS AND SCIENCES**, with a total enrollment of almost 1,400.

1920 **DUTCH ELM DISEASE** wipes out trees and forever changes the look of the Quad.



1920 Excitement around LAS builds as college enrollment grows to almost **2,600 STUDENTS** despite the departure of programs in commerce, business administration, and ceramics.

1929 Construction on the west side of **LINCOLN HALL** doubles the size of the building, completed just before the onset of the Great Depression.



1935 Biochemist **WILLIAM C. ROSE** discovers threonine, the last of the eight essential amino acids that people must obtain from food.

The effort to win World War II includes many members of the College of LAS. Professors work double time to teach soldiers, and scientists develop materials. Chemist **CARL "SPEED" MARVEL** helps create synthetic rubber.

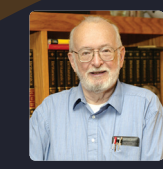


1969 Amid calls for greater understanding following the assassination of Martin Luther King, Jr., LAS forms a program in **AFRICAN AMERICAN STUDIES**. (The program becomes a department in 2008.)

1968 LAS offers the campus's **FIRST STUDY ABROAD PROGRAM**, a yearlong course, as the importance of cultural awareness grows. (By 1999, LAS also is offering four- to six-week courses abroad to help make the option more financially viable for students.)

2003 The **DEPARTMENT OF ECONOMICS** returns to LAS for the first time since 1902, when it left the College of Literature and Arts to join the new School of Commerce.

**PAUL C. LAUTERBUR**, professor of chemistry, is awarded the Nobel Prize in Physiology or Medicine for his groundbreaking work with magnetic resonance imaging (MRI). Meanwhile, the Nobel Prize in Physics goes to U of I physicist **ANTHONY J. LEGGETT** for his contributions to the theory of superfluidity.



2012 After being closed for more than two years for extensive renovations that leave historical features intact, **LINCOLN HALL** reopens for classes in the fall.



1971 The **FOREIGN LANGUAGES BUILDING** is constructed, completing the layout of the Quad as we know it today.



1945 Exploding enrollment in **GEOGRAPHY** (which grew from 200 to 1,400 students during and immediately after World War II) leads to the creation of its own department, after breaking away from geology.



2013 The **COLLEGE OF LAS** is the largest on campus with 600 faculty, nearly 14,000 students, and more than 60 departments and academic programs ranging from African American Studies to statistics.

2006 Novelist and writer-in-residence **RICHARD POWERS** (English) wins the National Book Award for his ninth book, *Echo Maker*.



2002 The World Heritage Museum moves out of Lincoln Hall to a new location, now called **SPURLOCK MUSEUM**.

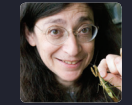


1964 A major in **INTERNATIONAL STUDIES** is established for LAS undergraduates so they may prepare for careers that take them around the world.



1964 Biology professor **ARTHUR DEVRIES** discovers "fish antifreeze," a molecule that prevents fish from freezing in icy Antarctic waters.

2011 Entomology professor and renowned science communicator **MAY BERENBAUM** is awarded the Tyler Prize for Environmental Achievement, for contributing to scientific knowledge and leading efforts to preserve and enhance the environment.

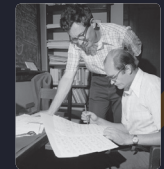


2010 Formed as a program in 1996 following student and faculty outcry for more academic offerings in this area, **LATINA/LATINO STUDIES** grows into its own department.

2008 English professor **BRIGIT PEGEEN KELLY**, called "one of the very best poets now writing in the United States," is the recipient of the Academy of American Poets Fellowship for a career of distinguished poetic achievement.

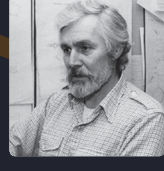


1976 U of I mathematicians **WOLFGANG HAKEN** and **KENNETH APPEL** make world news when they prove the elusive four-color theorem, which says that regions on any map can be clearly distinguished from each other using only four colors.



1949 LAS establishes **LATIN AMERICAN STUDIES**, the U of I's first major to study a world region, marking campus's growing engagement with the international community.

1989 The **AMERICAN INDIAN STUDIES** program is created in response to requests from students and faculty.



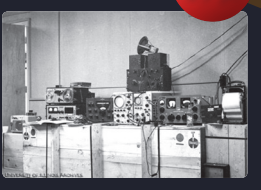
1977 **CARL WOESE**, professor of microbiology, discovers archaea, the third domain of life, overturning previous beliefs about the evolution of life on Earth.

2008 The **DEPARTMENT OF COMMUNICATION** undergoes its 10th name change since 1884 (when it was initially called Rhetoric and Oratory), reflecting constant changes in research and market forces in the field.

1961 Anthropology professor **OSCAR LEWIS** publishes *Children of Sanchez*, an examination of poverty that gained worldwide attention and influenced U.S. policymakers, including President Lyndon Johnson and the War on Poverty.

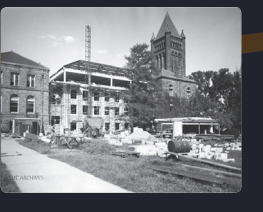


1957 Astronomers at Illinois are the first to track and publish the orbit of Sputnik I. The feat leads eventually to the creation of the **DEPARTMENT OF ASTRONOMY**.

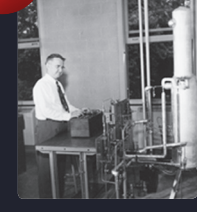


LAS chemist **RUDY MARCUS** develops electron transfer theory and later wins the Nobel Prize for this work conducted in Noyes Laboratory.

1956 The **DEPARTMENT OF MATHEMATICS** moves into Altgeld Hall, and the **ENGLISH BUILDING** takes on its current name after almost a decade of being known as Bevier Hall. (Prior to that, it was known for more than 40 years as the Woman's Building.)



1950 The **EAST CHEMISTRY BUILDING OPENS**. It is later renamed in honor of Roger Adams, who was key in turning Illinois into a powerhouse for organic chemistry.





# TRUE GRIT



>> By Doug Peterson



## With Their Son's Life at Stake, Ken and Ann Slaw Made Things Happen

**T**he world of Ken and Ann Slaw changed forever in 1996 on the day their four-year-old son Andrew slammed his hand in the sliding door—and felt little pain. “Andrew showed no reaction to the pain or any surprise,” says Ken Slaw, a 1979 LAS alumnus in psychology. “He should have been screaming.”

This incident led the Slaws to Rush St. Luke’s Hospital in Chicago, where Andrew saw Dr. Peter Heydemann, a pediatric neurologist. In no time, Dr. Heydemann determined that Andrew had Familial Dysautonomia (FD)—a truly amazing diagnostic feat considering the rarity of this genetic disease. Only an estimated 300 people in the world have it.

The reason Dr. Heydemann could identify the disease so quickly was that he had diagnosed his first case of FD only two weeks earlier, so he knew exactly what he was looking at. Equally astounding, the Slaws discovered that another FD patient just happened to live a mile from their home in Buffalo Grove.

“There are 300 on the planet with this disease, and two live within a mile of each other. It was one of those things when everything in the universe came together,” Slaw says. But even though they were

elated to have a diagnosis with which to work, they were horrified when they discovered what was in store for Andrew and their family. Their son was not expected to live beyond the age of 10.

“It was the longest night of our lives,” he says.

Although the diagnosis of FD did not come until Andrew was four years old, the Slaws knew something was wrong from the very beginning in the delivery room. Andrew was born in 1992, and challenges emerged in the first hours, when his heart rate would mysteriously disappear during labor contractions.

With a pediatric intensive care crew on hand, ready for anything, “Andrew came into the world exhausted and a bit blue from poor oxygenation, but intensely alert and curious,” Slaw says. “You almost got the sense that if he could have, he would have raised his hand and asked a question or two. His birth was all at once a mystery, a roller coaster ride, and an overwhelming joy.”

For the first four years of his life, Andrew displayed “grit and creativity as he played cat and mouse with his developmental milestones,” he adds. Andrew was consistently six months behind the physical milestones but far

ahead in verbal development. He also showed perplexing symptoms, such as passing out if he laughed too hard.

Then came the hand-slammng incident, and the mystery illness was unmasked. However, many mysteries still remained, such as the cause and treatment of this rare disease. So Ken and his wife, Ann, who is also an LAS alum in psychology, hit the books and became involved in an FD Foundation, which supported research on the disease.

But then the bottom fell out. For the next few years, Andrew regularly went into “autonomic crisis,” in which his blood pressure and heart rate soared, and other systems crashed. Between birth and age 10, Andrew was hospitalized 30 times for life-threatening autonomic crises, with one hospital stay lasting over six months.

“After a couple more years, we became frustrated with the lack of urgency and the slow bureaucratic pace of research,” Slaw says. In fact, they did not think Andrew would survive long enough for answers to arise from current research, so Ken and Ann took action. Ann gave up her law practice so she could run a new foundation that they created—the Familial Dysautonomia NOW Foundation, or FD NOW ([fdnow.org](http://fdnow.org)).

Ken, meanwhile, used all of the medical connections he could from his job with the American Academy of Pediatrics (AAP). At AAP, he helped to launch successful programs like the Neonatal Resuscitation Program that has saved millions of lives of newborns struggling in the first hours of life. This program, which set resuscitation standards in 34 countries, hit close to home since their own son faced the same kind of challenges at birth and beyond.

Ken says he and Ann see themselves as “opportunity catalysts” who try to make positive things happen no matter what challenges they face. FD NOW became their catalyst for action, bringing together committed researchers and many parents of FD children.

Over the past 13 years, the foundation has raised roughly \$3 million and funded the research of Fordham University’s Berish Rubin, who went on to pinpoint the gene behind FD. Rubin also found the root cause of FD—the failure of the body to create the critical IKAP protein.

“Because of the lack of production of this protein, children are born with only half of the functional neurons in their autonomic nervous system,” Slaw points out. Children with FD also have low levels

of a neurotransmitter that “basically swims around in your bloodstream collecting all of the garbage byproducts of our metabolism.”

As a result, those with FD are more likely to have dangerous reactions from toxins building up in their bloodstream. It sounds dire, but knowing the cause led to treatment ideas—primarily changes in diet. The Slaws discovered that Andrew had to avoid food that is fermented, aged, smoked, and highly processed. Instead, he had to eat fresh food and take supplements. Thanks to such treatments, 21-year-old Andrew has joined his sister Emily in college, and he experiences autonomic crisis symptoms only on very rare occasions.

With so much focus on Andrew’s condition over the years, Slaw says the family had little opportunity for vacations, which was what made the trip to Disney World so special when Andrew was age seven.

The trip came through the Make-a-Wish Foundation “during some very dark days, and it was the first time we were able to get away together as a family,” Slaw says. “It was a profoundly life-changing experience. After all of the time battling, it was like the first ray of light that we had in a long time.”

Desiring that other families could experience the positive power of a wish, Slaw became a leader in the Make-a-Wish Foundation, both nationally and statewide. He even served two years as chairman of the board of the Make-a-Wish Foundation in Illinois.

Today, their son Andrew still has plenty of wishes to fulfill. According to Slaw, Andrew hopes to merge his love for art and comedy through animation, and he “continues to move forward with humor and a positive attitude. Andrew says his FD is just a nuisance he has to deal with, and that everybody has got something to deal with.

“He is, in every sense of the word, remarkable,” Slaw adds. “Whatever I have accomplished in my life and career pales in comparison to what he has endured—and overcome.” ■

### >> EDITOR’S NOTE

Because of Ken Slaw’s work with FD NOW, the Make-a-Wish Foundation, and the AAP, he was recently given the 2013 LAS Humanitarian of the Year Award.





What's so appealing about Bollywood? Rini Bhattacharya Mehta, a professor of comparative and world literatures, has a few thoughts on that topic. But consider this translated excerpt from a 1950s letter to the editor in the Russian magazine *Sovetskii Ekran*, from a reader who discovered Indian cinema:

"Seriously, one is able to see beauty only in Indian films," the letter states. "Life is gloomy, dull, tedious, but in Indian films one sees so much beauty, love, music! Indian films are incomparable among the cinemas!"

part of the semester. What I want to teach is the context of Indian cinema. Where did this thing come from? That is the thing that is most important."

It's a complex question (which Mehta addresses in a book on Indian cinema, scheduled to be published in 2014). Much of it is rooted in Indian history when authorities—particularly the British colonial government, which ruled India until 1947, but also the Indian government—frowned upon the Indian film industry, and subjected it to censorship, regulations, and heavy taxation.

"The relationship to first the British government and then the Indian government is the fascinating story," Mehta says. "What

culture, heard of Mehta's course from a friend and was able to land a spot in the class this fall. She says they watch a film each week, and then write about it within an economic and cultural context that they learn in the course. Onir, a Bollywood film director best known for the movie *My Brother...Nikhil* was scheduled to visit the class.

The course has provided valuable information for the linguistics studies Lyons would like to do in India, on modern developments in Hindi and English, for example.



By Dave Evensen

# THE LURE OF BOLLYWOOD

## A Course in INDIAN CINEMA is Getting Noticed at Illinois

For Mehta, the old letter drives to the heart of what makes Indian cinema so enduring and interesting. For a century it's found a way to thrive, despite everything from unfriendly government censors to politics and economic hard times. Now she sees it striking a chord with what may be the toughest crowd yet: college students.

As Mehta teaches her course, "Indian Cinema in Context," for a third year, one of her biggest questions is of space—that is, whether she should find a classroom that can hold more people, because fire safety regulations seem to be the only thing keeping the course from growing beyond the 100 students who typically enroll. Each year the course has a long waiting list, with the only publicity coming by word of mouth amongst students themselves.

Mehta, who grew up in India, says the idea for the class arose from earlier courses, in which students displayed deep interest in Bollywood. Eventually she pitched the idea to teach the course in conjunction with the College of Media, which was excited about the idea, she says, because Indian cinema is the largest film industry in the world and nobody at Illinois had yet taught about the topic.

"A Bollywood cinema feels very different from a Hollywood cinema," Mehta says. "It is strange to a person who has never seen an Indian film in their entire life. It has its own narration and idiom, and song and dances, and it is a very different kind of a feel. But I arrive at Bollywood only at the later

has become the film industry today is the result of all these different interactions. And it has been indomitable. No one has been able to tame that."

Through the 1920s, she says, about 80 percent of the films in India were exported from Hollywood, France, or elsewhere. The rise of films with sound in the early 1930s, however, meant that for the first time Indian audiences could hear Indian actors speaking and singing in their language, which was a powerful draw at a time when the country was trying to free itself from British colonialism. By 1935, only 20 percent of films were imports, and Indian cinema has been booming ever since, even though it was not formally recognized by government as a legitimate industry until 1998.

During World War II, with commodities and other products being heavily regulated as part of the British war effort, many Indians laundered black market money by making films. That meant the industry became defined not by big Hollywood-esque studios (which could not survive, and were largely gone by the 1950s) but by small independent producers and movie stars who could demand big paydays for their wildly popular appearances on screen.

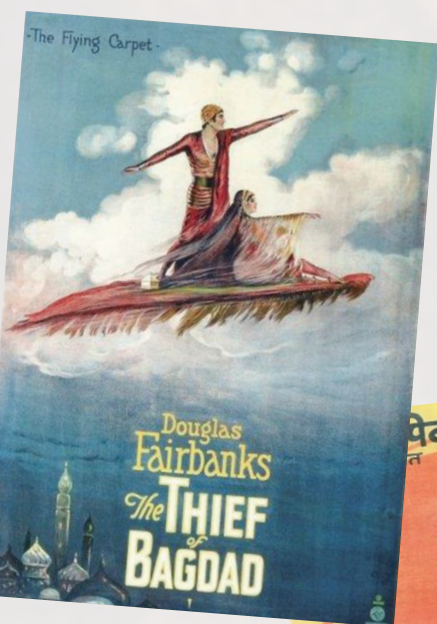
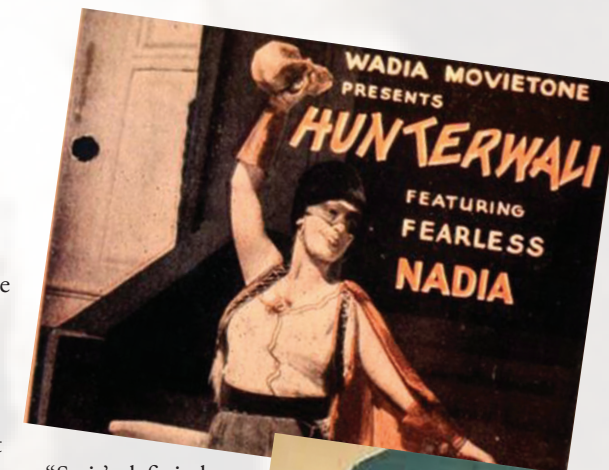
Add to that another 60 or 70 years of development, along with the complexities of Indian culture, and the result is today's Bollywood, complete with dancing and music—and lots of it. Bollywood fans are willing to forgive a loose script, Mehta says, but they pay to see big stars in closely choreographed, spectacular performances. It's proven to be a compelling formula with worldwide appeal, with some Hollywood studios lately investing in Bollywood productions.

Kate Lyons, a graduate student in linguistics focusing on Indian

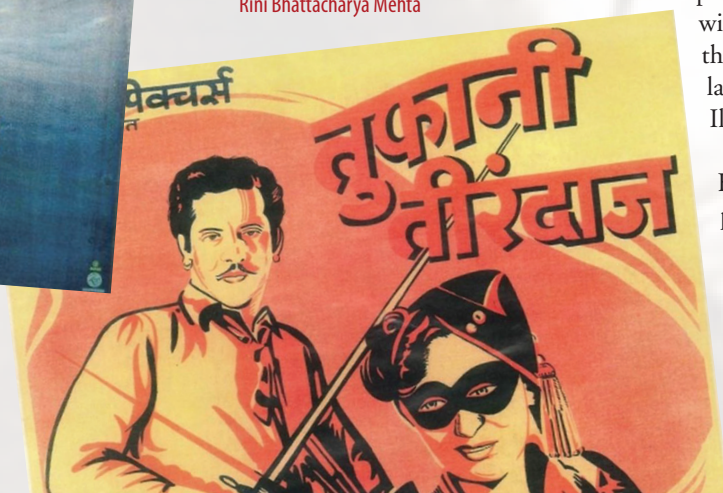
"The more contextual information you have, for me as a researcher, [that] helps me get more exposure to the references that I might miss just because, well, I don't know about this movie," she says. "So it's definitely been helpful in that respect."

Mehta is considering developing another course on what's happened in Indian cinema during the past decade or so, as Bollywood has exploded along with the growth of India's influence around the world. For now, however, there is still much to learn about the history of Indian cinema.

"There are things going on in these films that we know nothing about," Mehta says. "Modern India, like any space, is so full of contradictions. And where do those contradictions come from? It is of course from colonial history and all that. This is something I believe that students like. They get the back story, which they wouldn't get otherwise." ■



Rini Bhattacharya Mehta



# Core Beliefs

## Alum Finds Service Organization and Discovers the Missing Piece of Multiculturalism

By Doug Peterson

**I**t sounds like the beginning of a bad joke. “A man walks into a bar and meets a Catholic worker, a Buddhist leader, and a Muslim grandmother....”

But it’s no joke.

For Eboo Patel, it really did take the Catholic Worker House, the Dalai Lama, and his own Muslim grandmother to rediscover the roots of his own religion. These three influences also inspired Patel to found the Interfaith Youth Core, a religious service organization that can be found on 500 American campuses. And it’s still growing.

Patel, a 1996 LAS alumnus in sociology, says he was an angry young activist on the University of Illinois campus when he first walked into St. Jude’s Catholic Worker House, the rambling old house on Randolph Street. He had come there to volunteer, and he says, “It was immediately clear to me that this was different from any other place I’d been. There was a deep spirit of service.”

The Catholic Worker House, which provides shelter and food to people in need, did not feel clinical—like an impersonal agency. It felt like a community.

“I couldn’t figure out whether it was a shelter or a home,” Patel says. “There was nobody doing intakes. There was no executive director’s office. I smelled food and heard English and Spanish voices coming from the kitchen. The first thing

somebody said to me was, ‘Are you staying for dinner?’”

Patel was born in Bombay, India, but he grew up in the Chicago area, attending high school in Glen Ellyn, where he was made keenly aware of his brown skin and cultural differences. He developed a heart for the underdog, and when he came to campus in 1993, he threw himself into various service organizations, such as the Men’s Emergency Shelter and the Center for Women in Transition. But it was the Catholic Worker House that opened his eyes to faith-based service.

Patel also became involved in the U of I’s burgeoning multiculturalism movement, and he noticed an important missing piece—religion. Students talked about differences in ethnicity, race, gender, and sexual identity, but barely a word was spoken about religious differences.

In addition, he noticed that as he became involved in service organizations, “the people in service whom I respected the most tended to be faith-based,” he adds.

These observations planted seeds, but his ideas on interfaith cooperation didn’t come to fruition until he went to India

during the summer of 1998. It was the first time he had been to India since he was 15 years old, and he stayed with his grandmother, whom he knew only slightly. Whenever she visited the States, he usually avoided her because of her constant prodding about Islam.

In India, his view of her changed.

“The most important lesson came in the most unexpected way,” he says. “I woke up one morning to find a new woman in the apartment. She looked a little scared and disheveled, and she was wearing a torn white nightgown several sizes too big for her, probably one of my grandmother’s older outfits.”

Patel discovered that his grandmother had taken in this woman because she was being beaten by her husband and uncle.

“This is crazy!” Patel told his grandmother. “You can’t just take strange women into your home and keep them here for weeks or months. This isn’t the Underground Railroad, you know. This is dangerous.”

“I realized there is a powerful commonality among religions—serving others,” he says. This gave him the idea of bringing people together from different faiths around the common core value of service. The movement even includes those from secular faiths, such as secular humanism.

Although the trip to India gave birth to the idea for an interfaith service organization, the Interfaith Youth Core was not formalized until after he received his PhD as a Rhodes Scholar at Oxford University in 2002. During his years at Oxford, he led service projects in Sri Lanka, South Africa, and India, laying the groundwork for the organization.

Interfaith Youth Core trains college students on how to lead interfaith service projects on their respective campuses. It holds Interfaith Leadership Institutes in four different parts of the country each year, attracting well over a hundred students to each event. Diversity is also evident throughout the leadership team, for Patel’s co-founder was Jewish and their first full-time

staff person was an evangelical Christian.

Patel says he is impressed with the work being done by the group on the U of I campus, Interfaith in Action, which coordinated Champaign-Urbana’s largest interfaith project ever. In 2010, they organized 5,000 people who packaged 1 million meals for earthquake victims in Haiti.

Patel says they do not expect people to check their beliefs at the door when they participate in an interfaith service project; students are encouraged to talk about their beliefs, as long as it is done in a healthy, non-hostile way.

Today, Interfaith Youth Core has 35 staff members, a \$4.5 million budget, and a footprint on about 500 college campuses in the United States. Patel also speaks on campuses and many

other venues, such as the Clinton Global Initiative and the Nobel Peace Prize Forum.

Along the way, he even received encouragement from the Dalai Lama.

During his Oxford years, Patel’s mentor arranged a meeting with the Dalai Lama. After Patel laid out his vision for interfaith service, the Dalai Lama smiled, then pointed to his secretary and himself and said, “We are not young. Can we still join?”

As Patel writes in his book, *Acts of Faith*, the Dalai Lama “sent us away laughing and floating and believing.”

No joke. ■



# Top Dog

When Kim Kliethermes noticed their dog, Hank, limping just before Christmas of 2012, she thought he had reinjured his right rear leg. After all, Hank had ruptured a ligament in the same leg three years earlier and had it repaired at the University of Illinois Veterinary Teaching Hospital. But when her local veterinarian in the Peoria area X-rayed the leg, he saw a shadow in the bone.

Hank, a 10-year-old black Labrador, had osteosarcoma—bone cancer.

The local vet immediately referred Kim and Craig Kliethermes back to the U of I, and over the past year their dog Hank has become more than man's best friend; he has become humanity's best friend by becoming part of two important drug trials. One of the trials is testing a promising new drug—discovered at Illinois—that could potentially help thousands of people suffering from cancer.

The drug, PAC-1, was discovered in the mid-2000s in the lab run by Paul Hergenrother, an LAS professor of chemistry.

about this compound.”

Another major benefit is that PAC-1 can penetrate the “blood-brain barrier” to reach brain tumors—a rare quality. Currently, the only approved drug that can get to tumors in the brain is Temozolomide, or TMZ, but if testing continues to go well, PAC-1 is poised to become the second.

With such successes in the initial trials, human trials with PAC-1 are scheduled to begin in the summer of 2014. The potential of PAC-1 also led Hergenrother and Fan to team together to establish a Champaign-based company, Vanquish Oncology, to develop the drug. In addition, an anonymous investor has contributed \$2 million to move the drug into human trials.

But how does PAC-1 work?

Normally, our body is programmed to kill off cancerous cells, but as Hergenrother notes, “Some cancers are notorious for their ability to evade the cell death process.” PAC-1 confronts this problem head-on by activating cell death, or apoptosis, in cancer cells.

“It kills cancer cells fairly potently, but not adjacent normal tissue,” he says. When Carle Hospital in Champaign supplied

However, about nine months after the diagnosis, Illinois vets found that he had a small mass in his lung; and when they retested one month later, they found that the mass was growing. Cancer had entered his lungs.

“I was sobbing uncontrollably when the doctor gave me the news, and he teared up as well,” Kliethermes says. “For him to be that compassionate, it meant the world to me.”

After the Kliethermes family received the bad news, they enrolled Hank in a second drug trial—an eight-week U of I trial with PAC-1. However, when Hank first began the PAC-1 trial, he experienced some chemotherapy-related side effects, including vomiting and loss of appetite for an entire weekend, Kliethermes says.

Illinois veterinarians theorized that his therapy-associated toxicity meant that PAC-1 was making chemotherapy more potent—the synergistic effect in action. Because PAC-1 had increased the treatment potency, they scaled back the dosage of his chemotherapy.

Other than that first weekend of discomfort, Kliethermes says the good news is that Hank has remained his usual happy-go-lucky self.

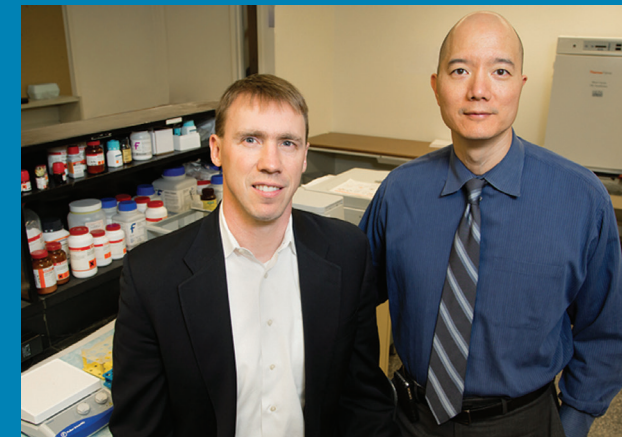
“Labradors have such winning personalities,” she says. “Hank

## Chemists, Vets, and Dogs Work Together for Cancer Cure

By Doug Peterson



Hank with his pack, the Kliethermes.



Paul Hergenrother and Timothy Fan.



Hank with his buddy, Toby.

Not long after he discovered PAC-1, Hergenrother began a unique collaboration with Timothy Fan, a U of I veterinary oncologist. They began using PAC-1 with dogs that had already developed cancer and had no options left—dogs such as Hank. Illinois researchers have also been conducting tests in a collaborative study at Johns Hopkins University, and the results have been dramatic.

“My students have found that PAC-1 has a tremendous ability to synergize with other cancer drugs,” Hergenrother says. “That is what really got us excited

his lab with colon cancer tissue and healthy adjacent tissue, Hergenrother confirmed that PAC-1 goes after the cancer cells with a vengeance, but spares the healthy “margin tissue.”

Veterinary oncologist Fan says that in his collaboration with Hergenrother, they have so far used PAC-1 on about 20 dogs that had developed cancer. In 2010, they published the results with the first six dogs, and four of the animals showed a positive clinical effect—either stabilizing or shrinking the tumors.

According to Kim Kliethermes, when Hank was first diagnosed with bone cancer a year ago, U of I vets added him to a trial with Zometa—a drug that increases bone density. After that, Hank's limp disappeared, he was not in any observable pain, and he beat the odds, for he was expected to live only about two to six months.

loves other animals. He loves people. He loves everybody. Our world is going to be a lot grayer when we lose him.”

But as hard as it is, they also see the contribution their dog is making.

“We want to contribute to the science in any way we can, as long as it doesn't reduce the quality of life for my dog to the point that it's not worth it,” she says. Their family chose to help because they have seen the ravages of cancer firsthand; Craig's mother died from breast cancer about a year and half ago.

“If my dog somehow contributes to an effective treatment method for humans down the road, imagine what a legacy that would be,” Kim Kliethermes says. “It's exciting that Hank gets to be a part of that.” ■

By Dave Evensen

## GEOLOGY FIELD CAMP EARNS REPUTATION AS ONE OF THE BEST IN THE COUNTRY

When it comes to learning how the landscape was formed, nothing compares to being out among the dry creek beds and mountain lions of the American West to study rock formations. Illinois has known this for decades, and now its geology field camp is being recognized as one of the best in the nation.

Each summer, a caravan of Illinois students and faculty drives some 1,400 miles west of Urbana-Champaign to Park City, Utah, where they spend the next six weeks immersed in study at the Wasatch-Uinta Summer Field Camp. Living out of a dormant ski hostel, they spend their days and nights observing, sketching, and mapping one of the most geologically diverse regions in the country, if not the world.

Within driving distance of the camp are gold mines, oil fields, active faults, and a variety of rock formations that hold the Earth's history. In the morning, students might examine debris dumped by a flood into a desert basin, and in the afternoon they can be climbing through an alpine meadow to see frozen lava left by a volcano 35 million years ago.

"Basically we see geological structures through the entire sequence of time starting about two billion years ago to the present," says Michael Stewart, professor of geology who has accompanied students on the trip in recent years. "There are major events that occur in Earth history during this span of time, and evidence of these events are preserved in the rocks that we find in this area. Places that the students have read about in textbooks exist here."

Field camp is required for most Illinois geology majors. Wasatch-Uinta is run jointly with the University of Wisconsin-Madison, Michigan State University, and University of Minnesota-Duluth, with students and faculty from all four universities attending at the same time and working together each year. Illinois alumnus Ed Franklin (BS '56, geology), a former geologist with Standard Oil (now ExxonMobil), generously helps Illinois students pay for the course through the Franklin Summer Field Camp Endowment.

For the past several years, Illinois alumnus Kurt Burmeister (PhD '05, geology), professor at the University of the Pacific, has served as co-director at the camp, and program enhancements that he introduced led to this year's Geological Society of America/ExxonMobil Field Camp Award, which garnered the camp a \$10,000 prize for field safety awareness and technical excellence. The award is recognized as the product of many years of giving students hands-on training to assume roles in oil, mining, and other industries.

"There's less need now to have students memorize a lot of things because so much information is available electronically," says Tom Johnson, head of the Department of Geology. "Problem-solving is therefore the most important part of our undergraduate program, and field camp is key to that."

Illinois joined the Wasatch-Uinta camp in 1985, after having run a summer camp on its own out of Sheridan, Wyo., for a few decades. The goal is the same, however. Each day during camp, the roughly 50-70 participants head out the door by 7:30 a.m. to clamber over the remote

and rugged Utah terrain for measurements, rock and fossil identifications, and plotting data on maps—all while taking care to keep hydrated in a landscape inhabited by scorpions, rattlesnakes, moose, and mountain lions (the latter of which has been spotted only once during the past decade, though signs of the cats' presence is common at nearby sheep ranches).

The students return to the ski lodge in time for dinner, and they spend their evenings revising and correcting their work, writing reports, and preparing graphical images based on what they observed in the cliffs, valleys, and mountainsides surrounding them. By being immersed in the field, organizers say, students hone their intuition about how to predict what's below ground given what they can see from above.

In addition to studying the land near Park City, the students also embark on longer field trips to places such as gold fields in Nevada, Antelope Island in the Great Salt Lake, the San Rafael Swell of central Utah, the Grand Tetons, and other features in this geologist's paradise.

"Basically the purpose is to allow students to take what they learned in all of their courses and apply it to the real world," says Stephen Marshak, professor of geology and head of the School of Earth, Society, and the Environment, who taught at the field camp for several years. "This is the stage in their career where they change from being geology students into geologists, because at the end of field camp they are able to look at rock exposures, look at landscapes, and understand what they're telling us about Earth's history."

The question foremost in students' minds, of course, is whether all the work is worth it, and by all accounts, it is. Aside from the deep knowledge students gain at field camp, many come away knowing which direction they want their career to go. Some even come back with job offers. Marshak says companies visit the camp, and some graduating seniors land new jobs on the spot.

Ashley Howell (BS '11, geology) never considered the petroleum industry as a place to launch her career in geology, but after meeting a representative from ExxonMobil at field camp, she decided that she wanted to try it. She interned at ExxonMobil during graduate school, and eventually she landed a full-time job at the company searching for oil off the coast of Nigeria. The ExxonMobil representative she met at field camp has been her mentor at the company.

"It's not really until you go to field camp, and you're immersed in it for six weeks and seeing these concepts in three dimensions, that it clicks in your mind," Howell says. "Field camp was really a major factor in developing me into the geologist that I am today." ■



Antelope Island in the Great Salt Lake, the San Rafael Swell of central Utah, the Grand Tetons, and other features in this geologist's paradise.

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Photos courtesy of Stephen Marshak

For Those Who Can't Refuse a Good Story...

### Storyography

“What would that be like, to play with the people that I learn with, to learn with the people that I play with, and to not have them so oppositional?”

—Rashid Robinson  
(BA '93, English; PhD candidate, educational policy studies)  
recalls how a pick-up football game on campus led him to rethink the identity he'd created for himself growing up in Chicago.

“It would be fine for maybe a week at a time. But then my joints would just start to ache like crazy, like I was already old.”

—Brian Kung  
(AB '11, East Asian languages and cultures)  
describes living on campus in a car.

“I currently teach English at New Trier Township High School, and with all the technology in the classroom—projectors, computers, iPads—I still think back to my first day in my first classroom in Lincoln Hall with its couple of pieces of chalk, eraser, and blackboard, and marvel at what a gift it is to be a teacher.”

—Mark Wukas  
(BA '77, history; MA '79, English)  
recalls his first class as a Rhetoric 105 TA.

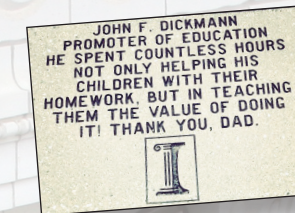
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# THE ULTIMATE EXPERIENCE: **BRUNCH AT TRUMP**



**SATURDAY, FEBRUARY 22, 2014**

10:30 a.m. - 1:30 p.m.

Trump International Hotel & Tower  
Chicago, IL

**JOIN LAS ALUMNI AND FRIENDS** for an exclusive event at Trump International Hotel & Tower in the heart of Chicago. Enjoy panoramic views of Lake Michigan and the Chicago River while partaking of an extensive brunch buffet in the Grand Ballroom. Here is just a sampling of items to be offered:

- Individual yogurt and mixed berry parfaits topped with granola
- Yukon Gold potato and egg salad with crisp bacon
- Mr. Trump's bibb wedge with Stilton, bacon, grape tomatoes, egg, and red onion
- Challah French toast with Grand Marnier and honey
- Smoked salmon and cream cheese

**Executive chef Michael Fiddler**, who previously worked with five-star chefs at luxury hotels such as the Ritz-Carlton in New Orleans and the Mandarin Oriental in Washington, D.C., will share the secrets to preparing his signature dish—duck confit roesti with poached eggs.

We'll also learn more about the functional and beautiful corridor of public space along the Chicago River, a long-term work in progress in the city's architectural landscape. An associate from Ross Barney Architects, developers of the Riverwalk Wabash Plaza, will provide an overview of the project and its planned expansion.

**Registration fee:** \$90/person

**Deadline for registration:** Saturday, February 8, 2014

**Register online or call toll-free:** (888) 333-9644 or (217) 300-8575