THE COLLEGE

Class of 1968

Our College Years
We began our College days -- with few exceptions -- in the fall of 1964. Not everyone finished their degree in June of 1968. Some did so later that year, some in another year or two, or more. Some never finished their degrees, for a variety of reasons.

Left to right, Chip Devenport, Lenny Jacobs, David Vigoda, John Hellman at the June 1968 Convocation. (Photo courtesy of Marlene Hellman)
But we all lived through times of major social, political and cultural change that deeply affected many of our experiences at the University.
This series of slides is retrospective of those times and experiences.
When you arrived in Chicago, you quickly learned who was in charge.
The class in 1964 numbered 674 students. Based on SAT scores and high school grades, the new students were brighter than 95 percent of entering classes at colleges around the country.

-- Chicago Tribune, Nov. 29, 1964
The class included 25 National Merit Scholars, one Presidential Scholar, and 19 University Scholars -- the highest award the University gave to entering students.  -- Chicago Tribune, Nov. 29. 1964
Tuition, room, board and expenses were estimated at $3,250 per year (the equivalent of $26,000 today). Not surprisingly, half the entering class was receiving some form of financial aid. – Chicago Tribune, Nov. 29, 1964
Although only 11 entering students were African-American, the class was at least geographically and ideologically diverse, noted the *Chicago Tribune Magazine* (Nov. 29, 1964).
The geographical diversity of the class was due, in no small part, to UChicago’s “Small School Talent Search,” that tried to draw qualified students from every corner of the country. Margaret Perry (photo), administrator in charge of that effort, welcomed Stephen Knodle, of Seattle, during Orientation Week 1964. – Chicago Tribune, Nov. 29, 1964
Our journey as entering students began with “Orientation Week” – actually two weeks at the end of September that included a series of placement tests; meetings; lectures; social events; and tours of the campus, community and city.
University President George W. Beadle (right), welcomed us, urging that we take full advantage of the institution’s intellectual life, while also asking us to help keep the campus “looking neat.”

– Chicago Tribune, Nov. 29. 1964
Placement tests applied to the ten (10) required General Education courses, and Physical Education.
The battery of placement tests required of entering students was reputed to be the most grueling in the country. -- *Chicago Tribune*, November 29, 1964.
The Gen Ed courses to which these placement tests applied were –

- Biological Sciences
- Foreign Language (Introductory French, Spanish or German)
- History of Western Civilization
- Humanities I
- Humanities II
- Mathematics
- Physical Sciences
- Social Sciences I
- Social Sciences II
- English Writing Composition
If an entering student did well enough on a placement test to “place out” of that requirement, the student was still responsible for taking the remaining General Education courses up to a total of eight (8).
A swimming test was one of several athletic assessments made to determine whether we would be required to take Physical Education.
A motor skills test was also one of the Physical Education exams.

After suffering an injury during the motor skills test, entering student Gerald Katz (right) was helped off the gym floor by a faculty member.

-- Chicago Tribune photos, Nov. 29. 1964
Still, O-Week left time for informal socializing and getting to know our new roommates, dorm mates and classmates.
(From left) incoming students D. Randall Waterman, Len Anderson and Nancy Chase, socializing at an O-Week get-acquainted party.

– Chicago Tribune, Nov. 29, 1964
Entering students (left) await a buffet dinner and square dance during O-Week 1964. One barefoot first-year girl (right) danced “The Frug” at another O-Week gathering. – Chicago Tribune, Nov. 29, 1964.
Entering students (clockwise from top left) Suzie Hoffman, Patrick McCoy, Jeff Blum and Eugenie Ross were interviewed by the Chicago Tribune (November 29, 1964), during O-Week, about the diversity and appearance of classmates.
Also interviewed by the *Chicago Tribune* (Nov. 29, 1964), entering students Nina Coven (left) and Carole Anderson expressed appreciation for the uniqueness and genuineness of their new classmates.
While pleased to be at the University, student Greg Kostl, from Billings, MT told the *Chicago Tribune*, that he was disappointed with the dirtiness of the city.

*Chicago Tribune* (Nov. 29, 1964).
Entering student David Tepper told the *Tribune* that he welcomed the chance to grow out his facial hair while at the College.

-- *Chicago Tribune* (Nov. 29, 1964)
Pictured, first-year student Marion Sirefman playing guitar on “the Quad” with a group of fellow student musicians, during O-Week.

– Chicago Tribune, Nov. 29, 1964.
NO STRANGERS TO ACTIVISM:
Entering student Bruce Millies (pictured) was wearing a “Freedom Now” lapel button when interviewed by the Chicago Tribune. The newspaper reported that many new students wore buttons for civil rights organizations; and that within days of arriving, over 60 new students were out ringing doorbells in Woodlawn, urging residents to register to vote. Still more, they reported, had signed up to tutor neighborhood kids for the Student Woodlawn Area Project (SWAP). – Chicago Tribune, Nov. 29, 1964.
The length, sequence and character of O-Week remained subjects of continuing controversy, study and commentary, as seen in our student newspaper, the Chicago Maroon.
After all the placement test results were in, we met with faculty advisors to plan our schedules and register for classes. Then we had to engage with the Registrar’s and Bursar’s offices to complete our schedules, confirm our tuition arrangements and obtain our student IDs.
Soon thereafter, our academic careers began in earnest. Courses in the College consisted of several types of classes -- including lecture classes, discussion or seminar classes, hybrids of those and lab classes...
...the vicissitudes of Chicago weather notwithstanding.
Undergrads attended classes in a variety of venues across campus.
LECTURES were a way for professors to impart information and perspectives to large numbers of students at one time.
The halls where History Professor Christian Mackauer gave his lectures were always crowded.

Classics/Humanities Professor James Redfield’s lectures exemplified the “Life of the Mind.”
LECTURE - DISCUSSION format allowed similar efficiency while affording more student-faculty interaction.
SEMINAR CLASSES, which promoted the face-to-face exchange of ideas among faculty members and students, were one of the most attractive aspects of education in the College for many students.

History Professor Karl Weintraub led seminar/discussion classes in the College.

Herman Sinaiko, Professor of Humanities, often led seminar classes.

Donald Levine, Professor of Sociology, taught many sections of “Soc II” as seminar/discussion classes.
Some courses involved laboratory work, especially those in the physical and biological sciences.
Physical Education classes involved indoor and outdoor sports activities for students of varying athletic ability.
Some of our classes required exams....

...others, papers...

...others, both.
Our years in the College gave us memories of many faculty members, administrators and staff who taught us, mentored us and assisted us at the University. In the next few slides are images of some of those fondly remembered by the Class of 1968.
J. Kyle Anderson  
(d. 1989), Physical Education, Basketball Coach

David Bakan  
(1921-2004), Psychology

Jeanne Bamberger,  
Music

Peter Blau  
(1918-2002), Sociology
Wayne C. Booth (1921-2005), English, Dean of the College

Felix Browder (1927-2016), Mathematics

Howard Brown (1930-1993), Music, Humanities, Director, Collegium Musicum

Virgil Burnett (1928-2012), Art, Humanities
Edward J. Collins, History of Science

Marlene Dixon (1936-2008), Sociology

Mircea Eliade (1907-1986), History of Religion

Richard Flacks, Sociology, Social Sciences
Clifford Geertz (1926-2006), Anthropology

Hildred Geertz, Anthropology

Eugene Gendlin (1926-2017), Philosophy, Human Development

Harold Haydon (1909-1994), Art, Director, Midway Studios
John Hope Franklin  
(1915-2009), History

Bert F. Hoselitz  
(1913-1995), Economics, Social Sciences

Walter Jeschke, Caretaker, Ida Noyes Hall

D. Gale Johnson  
(1916-2003), Sociology, Social Sciences
Dan (“Skip”) Landt,
Director,
Student Activities

Jesse Lemisch,
History

Ralph Lerner, Social
Thought,
Social Sciences

Donald N. Levine
(1931-2015),
Sociology,
Social Sciences
Perrin H. Lowrey (1923-1965), English, Humanities

Christian Mackauer (1897-1970), History

Viola Manderfeld (1903-1998), German Language and Literature

Richard McKeon (1900-1985), Philosophy, Classics
Gerhard Meyer  
(1903-1973),  
Economics,  
Social Sciences

Hans J. Morgenthau  
(1904-1980),  
International  
Politics

Paul Moses  
(d. 1966),  
Art

James O’Reilly  
(d. 1990),  
Humanities,  
Director,  
Court Theatre
David Orlinsky, Psychology

James Redfield, Classical Languages and Literature, Humanities

Harold Richmond (1939-2009), Social Service Administration, Social Sciences, Chapin Center

Milton Rosenberg (1925-2018), Psychology
Edward Rosenheim
(1918-2005),
English,
Humanities

Manfred E. Ruddat,
Developmental Biology

Paul Sally
(1927-2006),
Mathematics

Peter Satir,
Biology
Joseph Schwab (1909-1988), Natural Sciences, Social Thought

Herman Sinaiko (1929-2011), Humanities

H. Colin Slim (1882-1971), Music

Nathan Sugarman (1917-1990), Chemistry
James Vice, Social Sciences, Assistant Dean of Students

Richard Wade (1922-2008), History

Karl J. (“Jock”) Weintraub (1924-2004), History

Roger Weiss (1930-1991), Economics, Social Sciences

Photo courtesy of Jim McDaniel
Naomi Weisstein (1939-2015), Psychology

Richard Wernick, Music

Gilbert F. White (1911-2006), Geography

Izaak Wirszup, (1915-2008) Mathematics
Who were your favorite teachers and mentors during your years in the College?
Here are some *additional* fondly remembered faculty members mentioned by our classmates in their Memory Book entries...

Gary Becker
(1930-2014),
Economics,
Sociology

Easley Blackwood,
Music

K.A. Brownlee,
Statistics

Grosvenor Cooper
(1911-1979),
Music, Humanities
Additional fondly remembered faculty...

Gerhard Closs (1917-1992), Chemistry

Eric Cochran (1928-1985), History

Joseph Cropsey (1919-2012), Political Science

Michael V. Deporte (1939-2003), English, Humanities
Additional fondly remembered faculty...

Robert Dernberger, Economics

Ruth Duckworth (1919-2009), Ceramics

Virginio Ferrari, Art, Sculptor in Residence

J. David Greenstone (1937-1990), Political Science, Social Sciences
Additional fondly remembered faculty...

Catherine Ham, Behavioral Sciences

Arcadius Kahan (1920-1982), History, Economics

Erich Klinghammer (1930-2011), Biology

H. Gregg Lewis (1914-1992), Economics
Additional fondly remembered faculty...

Lester Little, History

Richard Lewontin, Biology, Mathematics

Saunders Mac Lane (1909-2005), Mathematics

William (“Bill”) McGrath (1937-2008), History, Humanities
Additional fondly remembered faculty...

William H. McNeill  
(1917-2016),  
History

Lloyd A. Metzler  
(1913-1980),  
Economics

Henry Rago  
(1915-1969),  
Theology and Literature

Erica Reiner  
(1924-2005),  
Oriental Institute
Additional fondly remembered faculty...

Sheldon Sacks, English, Linguistics

Edward Shils (1910-1995), Sociology, Social Thought

Lorna Straus, Biology, Anatomy

Joshua Taylor (1917-1981), Art History
Additional fondly remembered faculty...

Sol Tax (1907-1995), Anthropology

Were there yet other faculty members or staff who were influential in your life at the University?
Who was in charge of the University and the College during our years in the College?
Growth and turbulence marked the Beadle years, which were a period of intense change for universities across the country. While strident calls were being made for universities to become centers for social and political action, the University of Chicago held to its traditional values of research and intellectual excellence, insisting that its role was to advance knowledge.

After the retrenchment of the previous administration, George Beadle presided over an impressive period of growth for the University. The faculty increased in numbers from 860 to 1,080, full professors from 345 to 433, average salaries increased 50 percent, and total campus expenditures doubled. A three year development campaign reached its goal of $160 million. New buildings were constructed for high energy physics, astrophysics, the children's hospital, and the School of Social Service Administration; new facilities were planned for geophysics and life sciences.

Storms of protest overtook the campus as the Vietnam War escalated. In 1966 and again in 1967, students staged sit-ins at the administration building to oppose University compliance with government regulations requiring reports on the academic rankings of male students for draft purposes. Eventually, after months of protest, discipline of students and self-examination, the University decided not to produce class rankings, as it was judged to serve no intrinsic academic purpose.
Levi took office a few months after the riots which accompanied the Democratic Convention in August 1968. Students picketed outside the Conrad Hilton during his inauguration dinner. In January 1969, after demands were rebuffed to reappoint sociology professor Marlene Dixon and allow students to participate in faculty hiring decisions, a group of students took over the Administration Building. Levi's actions were watched closely, since many campuses faced similar protests. While refusing to call in police or use force to get the students to leave, Levi also refused to agree to the protestors' demands. He consistently referred to the goals of academic freedom and discussion which he believed should govern action on campus. After two weeks of occupation without the result they sought, the students voted to leave the building. Consistent with Levi’s hard line stance, University disciplinary committees summoned 165 students for hearings, expelling 42 and suspending 81 more. Reflecting later, Levi commented, "There are values to be maintained. We are not bought and sold and transformed by that kind of pressure."
Wayne Booth served as head of the College, guiding the institution during a critical period of reorganization.

"Wayne Booth served as Dean at a time of great social change in the history of the American universities. He provided strong leadership of the academic affairs of the College, defending with special conviction Chicago's ideals of general education. He was proud of the fact that, as he once put it, 'nowhere else has liberal education been taken so seriously', and he urged the University to recruit more dedicated scholar-teachers who cared deeply about those educational values," said John Boyer, current Dean of the College.

"But Wayne also sought to improve social cohesion on campus, to reduce attrition among first- and second-year students, and to strengthen our relations with our alumni. Wayne understood that the University is a community in which we should support each other in doing our very best work, and the place was far better off for his dedication to our common values and common cause."
Warner Wick was Professor of Philosophy who served as Dean of Students from 1962 to 1967, a period of student protest over the Vietnam War, civil rights, inadequate student housing, social rules for the residence halls (especially for women), and other causes.

Warner A. Wick, Dean of Students, 1962-1967
Charles O’Connell was instrumental in building the College’s enrollment of talented students, while also strengthening its financial-aid system. He engaged faculty in the College admissions selection process and started the house masters program in the residence halls.

O’Connell implemented the University’s disciplinary actions against students involved in several sit-ins in 1967 through 1969.

Although not an athlete, O’Connell led the Maroons to new levels of intercollegiate play. In 1969, he brought back football as an intercollegiate sport.

O’Connell was also named a Vice President of the University.
During our time in the College, almost all male students were required to live in a dormitory during their first year. Women were required to live there for two years. The main exceptions were commuting students from the Chicago area. The most common undergraduate dormitories were:

- Burton-Judson Courts
- Woodward Court
- Snell - Hitchcock
- Pierce Hall
Dorm rooms at these facilities were either single- or double-occupancy, with common lavatory and showering areas, study areas, lounges, dining halls, kitchens, laundry facilities and informal recreational spaces.
Dorm food never won many praises from students...
Common rooms helped bridge social connections...

Student lounge in Hitchcock Hall

Lounge at Woodward Court

Snack bar at Pierce Hall
Some of the dorms solely for upper class women and men included.....

Blackstone Hall, 5748 S. Blackstone Ave.

Eleanor Club (Breckinridge Hall) 1442 E. 59th Street

International House

Laughlin House, 5519 S. Blackstone Ave. (NO PHOTO)

Boucher Hall, 915 E. 53rd. St. (NO PHOTO)

University House, 5737 S. University Ave. (NO PHOTO)

Broadview, 5540 Hyde Park Blvd.

5400 S. Greenwood Ave. (NO PHOTO)
After pledging during their first year, some men joined fraternities, and some lived in those frat houses, including....

Alpha Delta Phi

Delta Upsilon

Phi Delta Theta
An Interfraternity Council addressed common issues and concerns.
Women were *not allowed* to organize or belong to sororities. Women’s “social organizations” were allowed, which provided academic and social support; but they were not allowed to operate residential facilities. These were some active groups --

- Dames Club
- Mortar Boards
- Nu Pi Sigma
- Quadranglers
Many upperclassmen preferred to move into apartments in the community, some of which were actually owned by the University. Apartment living afforded students greater freedom. Some advantages were...

- enjoying one’s own menu & times for food and libation.
- entertaining friends at any hour.
- the chance to keep pets.
- lack of supervision.
Here are some of the popular apartment buildings occupied by students at the time:

5511-5515 S. University Ave.

1400-1450 E. 55th Street

55th St. & S. Everett Ave.

5440 S. Ingleside Ave.
5428 S. University Ave.

5412 S. Ridgewood Ct.

5326 S. Greenwood Ave.
5242 S. Kenwood Ave.

5213 S. Dorchester Ave.

5202-5210 S. Cornell Ave.

6139 S. Greenwood Ave.
A lack of available housing for students was a recurring issue of contention between students and the institution...
Students protest housing

An estimated 500 UC students gathered under threatening skies in front of the Administration Building Friday night to protest University housing conditions. The meeting represented the largest student demonstration in at least five years.

The demonstrators, organized by a group calling itself Students Interested in Improved Housing, demanded improvement of dorm conditions, more University-owned and pre-leased apartments, and elimination of the University police protection. North Woodlawn campus bus service to South Shore, and housing within ten minutes' walking distance of the Quad.

The protest was billed as a "deep-in," and a number of students came equipped with sleeping bags and blankets. But a heavy downpour at about 1:00 am and a water-proof tent curtailed the demonstration prematurely.

BEFORE THE RAIN CAME, however, the crowd heard a number of student leaders and faculty members sharply criticize the University's housing policy, and several administrative officials, including a dean of students at the University of Illinois, called for a more sympathetic attitude towards UC's financial difficulties.

Shortly after the meeting began, the flag was raised on the flagpole in the demonstration area. Flapping in the stiff wind, it was seen as a statement of determination that the students would not be satisfied with anything short of changes in University housing plans.

The students insist that the University has an obligation to provide low-cost, liveable, non-dormitory housing to all undergraduates who desire it. All plans for future building should be based on careful consideration of the needs of students and the necessity to provide suitable dormitories to that half of the college which would rather not undertake the responsibilities of apartment living.

Apartments Urged

To these ends, the report recommends the University should build three to four-bedroom apartments, to rent at below current dorm rates. The report claims that such apartments could rent unfurnished for $60 to $80 a month per student, a rate acceptable to the average undergraduate according to an SG poll.

The report also recommends the construction of a "district" of low-cost buildings, each for 60 students with individual bedrooms.

Should the University accept the recommendation to concentrate on cluster housing, the report continues, it will be necessary to construct a second Pierce Tower, which should follow the original construction plans. That is, Pierce II should be composed entirely of two-room double units, each with a private bathroom. The building should also be smaller, and the dorm should eventually be made coed. The report further recommends the designation of "liveable" dorms in terms of space and social environment.
Students To Run Tent-in
To Protest Housing Fix

By Barbara Herr and Carolann Batch

The Daily Illini, September 18, 1963

The housing crisis, always a hot topic on the University of Illinois campus, was brought to a new light last week as students staged a tent-in to protest what they see as the university's failure to provide adequate housing for students.

The tent-in, held on the northeast corner of the Main Quadrangle, was organized by the Student Government Association (SGA) and supported by a majority of the student body.

Said SG Exec President Terry T. Long: "The tent is a symbol of our determination to fight for better housing conditions. We are tired of being ignored and we are ready to fight for our rights."

Landlords

The University's response to the housing crisis has been viewed with skepticism by many students. "The university is just too big to care about individual students," said one student. "They are more interested in money than in our welfare."

While some students are disillusioned with the university's response, others are preparing to march on the campus administration building to demand better housing conditions. "We will not give up until we get what we deserve," said one student activist.

The housing crisis continues to be a major issue on the University of Illinois campus, with students and faculty alike demanding better conditions for the student body.

HOUSING ANSWER: The tent set up last week in the main quadrangle emphasizes the student housing protest.
...as were social rules in the residence halls, especially discriminatory ones for women...
Although the University made repeated efforts to solve the problem, the issue continued to be the subject of concern...
Although polls showed that most students would prefer to live in apartments, *not all landlords were fans of student tenants*...
For health problems, students could turn to the Student Health Service, and, if necessary to Billings Hospital, nearby. A reasonably priced health insurance policy was available to students through the Bursar’s office.
The most pervasive activity of students was, of course, **studying**. Aside from dorms, frat houses or apartments, major locations of studying and working on papers were the **campus libraries**...
Other common venues for study...

- Biological Sciences library
- Cobb Hall English library
- Library at the Oriental Institute
- Library in Ryerson Lab building
- Library at Burton-Judson
- The “Quads”
Aside from the Pierce Tower Snack Bar, alternate places for students to get meals on campus developed in 1966 and 1967.

Fall 1966 the C-Shop re-opened in Hutchinson Commons, adjacent to the Reynolds Club, which helped make that dining room a daily favorite locale to eat and socialize.
A student-run snack bar, scheduled to open in Ida Noyes Hall in fall 1966...

...finally opened in winter 1967.
IDA NOYES HALL was a frequent place for students to spend their “free” time, as it housed the offices of --

- The *Chicago Maroon*
- The *Chicago Literary Review*
- The *New Individualist Review*
- *Cap and Gown* (yearbook)
- Doc Films
- The Folklore Society
- Student Tutoring Elementary Project (STEP)
- Student Woodlawn Area Project (SWAP)
- Student Government
- the Student Activities Office.

It was also the primary place for student groups to hold meetings, dances and other social events.
Mitchell Tower, 1131 E. 57th Street, located above the Reynolds Club, housed the student radio station, WUCB which later became WHPK-FM.
WUCB struggled for several years to gain the funds and permissions, from both the University and the FCC, to convert to an FM station.
Finally, WUCB converted with the call letters WHPK at 88.5 FM and made its inaugural broadcast at 6:26 P.M. on March 22, 1968. Initially at only 10 watts, the station soon reached 100 watts.

The station featured a variety of programming, from rock, blues, jazz, folk and classical to news, a resurrected version of "The University of Chicago Round Table" and live shows from the Blue Gargoyle coffee house. When students decided to occupy the Administration Building in 1969 in protest, WHPK was the only representative of the electronic media allowed into the building.
Other organizations located in the same structure, in the Reynolds Club (whose address was technically 5706 S. University Ave.) were ...

- the **Student Cooperative** (which provided a ride board, job board, babysitting and a community bulletin board),
- **University Theatre**.
THE REYNOLDS CLUB housed a barber shop and pool tables on its lower level, meeting rooms on several floors, the University Office of Career Counseling and Guidance upstairs, and an interior entrance to Mandel Hall.

Hutchinson Commons and the C-Shop, as well as Mandel Hall were in the same complex.
A barber shop in the lower level of the Reynolds Club, 57th Street and University Avenue, served many young men during the 1960s.
MANDEL HALL -- in the same complex as the Reynolds Club, Hutchinson Commons, the C-Shop, and Mitchell Tower, and adjacent to Hutchinson Court -- was the site of numerous academic, cultural, political and social events important to the University community and its neighborhood. It seats just under 900.

Pictured, a 1969 panel discussion at Mandel Hall titled "The Political Context of Your University." Speakers included, from left: Al Raby, civil rights activist and candidate for the Illinois constitutional convention; John Fry, minister of the First Presbyterian Church of Chicago; moderator E. Spencer Parsons, dean of Rockefeller Chapel; Robert E. Mann, member of the Illinois House of Representatives; and Walter L. Walker, University Vice President of planning.
The Chicago Maroon, the student-run newspaper of the University, was a major campus institution. Its editors and reporters often found themselves in the thick of important events....
The *Maroon* also included special sections periodically ...
The Maroon editorial board never hesitated to comment on the issues of the day. Gadflies, columns, and letters to the editor were also frequently published...

Commentary (above) by Daniel Hertzberg, then Editor-Emeritus of the Maroon, and member of our Class of 1968.
New Maroon editors were elected each Spring.

Daniel Hertzberg

Louis Michael Seidman
Student Government attempted to be a voice for the student body. In the spring 1967 elections, the Student Political Action Committee (SPAC), a party closely affiliated with the civil rights and anti-war movements, largely defeated GNOSIS, the party which had led SG for several years.

Among our classmates, Jeff Blum was chosen President; Jerry Lipsch, Vice President; David Rosenberg, Secretary; Ed Birnbaum, chair of the Academic Affairs Committee; Leo Schlosberg, student services adviser; Ted Krontiris, chair, Community Relations Committee.
SWAP AND STEP were student groups that tutored high school and elementary school students, respectively, from the neighboring community, especially Woodlawn, in cooperation with community organizations.
Documentary Films, AKA “Doc Films,” was not only an organization for students interested in cinema, but also a major provider of high quality entertainment to the campus. These were some of the films they showed at various campus locations during our time in the College:
Doc Films also brought us important speakers on the art of film.

Alfred Hitchcock Reflects on Cinema

Alfred Hitchcock told an overflow audience at the Law School Friday that “the pure art of the cinema is the joining of pieces of film to create ideas.”

Hitchcock also spoke about his attitudes toward film, actors, his movies and himself at the question-and-answer session. He appeared at the invitation of UC’s Doc Films which is showing a series of his movies this quarter.

Hitchcock called improvisational techniques in movies unrealistic. “It is like a composer standing in front of a full orchestra with blank paper calling for a note!” Concerning a remark equating actors and cattle, he said, “What I said was that they ought to be treated like cattle.” Again on actors, he said, “a good actor is a man who can do nothing, well.”

Hitchcock said his appearance in his films were short so he would not have to suffer the indignity of being an actor for too long. He told of his favorite film, Shadow of a Doubt, and of being pulled by the FBI in the shooting of Notorious. He also spoke of his style of film-making and about problems of being a director. The discussion lasted more than an hour and was followed by a reception for Mr. Hitchcock.

Alfred Hitchcock
University Theatre, Court Theatre and the Blackfriars Club staged performances that featured and entertained students during our years in the College...
THE FOLKLORE SOCIETY sponsored the Folk Festival on campus each winter, featuring musicians and vocalists with a variety of styles.
Several campus organizations and academic departments put together the annual Festival of the Arts (FOTA) each spring...
Additional student organizations active on campus during our time in the College were...

ACREN
Adat Shalom
African Cultural Group
Archeology Club
Asia Policy Student Committee
Astronomical Society
Balkanske Irgre Dance Ensemble
Bandersnatch Student Snack Shop
Blackfriars
Board of Regents of the University of Chicago
Bridge Club
Calvert House
Cheerleaders
Chess Club
Chicago Area Draft Resisters (CADRE)
Citizens’ Forum
Collegium Musicum
Committee for Student Action
Committee for Women’s Rights
Concert Band
Conference on the City and the University
Conservative Club
Council for a Volunteer Military
Country Dancers
Divinity School Association
Drinking Club
Ecumenical Christian Council
Egyptian Student Organization
Folk Dancers
Forensics Association
Friends of International Voluntary Service
Frumious Press
Graduate Germanics Club
History Club
Independent Voters of Illinois
India Association
Intervarsity Christian Fellowship
Karate Club
Additional student organizations, continued...

Kent Chemical Society
Latin American Study Group
Marbles Club
Muslim Student Association
Natty Bumpo Society
Nihan Bunka Kai
NSA
Overseas Volunteer Seminar
Owl and Serpent
Parapsychology Club
Particle
Phoenix
Politics for Peace
Pre-Med
Psychology Club
Quaker Student Fellowship
The Renaissance Players
Rugby Club
Self-Defense Class
Society of Charles King and Martyr of His People
Society of Social Research
Society of the Iron Horse
Speakers Bureau
Students Against the Rank
Student Medical Forum
Student Mobilization Committee
Student Senate of the University of Chicago
Students for a Democratic Society
Students for Peace in the Middle East
Undergraduate Order of the “C”
United World Federalists
University Symphony Orchestra
VISA
Washington Promenade Committee
White Water Club
Women’s Athletic Association
W.E.B. Dubois Club
Young Democrats
Young Republicans
Youth for Adlai Stevenson
Varsity sports teams involved and entertained many students...

Baseball

Wrestling

Cross-Country

Track

Fencing

Soccer
Varsity swimming practice, 1965, Bartlett Gym

Varsity swimming team, 1967-1968
Varsity basketball team, 1965-1966

Basketball and baseball standout, Bill “Wink” Pearson, Class of 1968, won that year’s Stagg Award.

Varsity game against Judson College, 1968
UChicago was a major college football power in the first third of the 20th century, but in the late 1930s, University President Robert Maynard Hutchins decided that big-time college football and the University's commitment to academics were not compatible. So, the University abolished its football program and in 1946 withdrew entirely from the Big Ten. Yet, football returned to the University of Chicago in 1963 in the form of a “club” team, married to a physical education class. After several Student Government resolutions during the 1960s asking the administration to reinstate football, the “club” was finally upgraded to varsity status in 1969. The Maroons began competing in NCAA Division III football in 1973.
Intramural sports were a source of enjoyment for many students beyond those participating on the varsity squads...

Intramural sports awards, 1968
The Chicago Maroon, consistently covered campus sports, both varsity and intramural.
Churches in the community and on campus drew students for worship, and more, in the 1960s.
ROCKEFELLER MEMORIAL CHAPEL, site of many types of events at the University, including...

Worship services

Musical performances

Meetings and demonstrations

Convocations, orientation events, presidential inaugurations and other campus ceremonies and commemorations
Other centers on campus offered fellowship, spiritual guidance and observance...

Calvert House
campus Catholic Center

Brent House
student Episcopal Center

Newberger Hillel Center
for Jewish fellowship
A church that also served as a center of social activism....

In the late 1960s, the Hyde Park Church of Christ (Disciples of Christ), pictured, now known as University Church, 57th St. & University Ave., opened the Blue Gargoyle coffee house and resource center for both UChicago students and community youth -- for social advocacy and fellowship.
Our campus presented some interesting places for students to explore and expand their knowledge, even outside of their course work…

"Nuclear Energy" by Henry Moore. Dedicated December 2, 1967, the sculpture was placed on the site where the first controlled self-sustaining nuclear chain reaction was realized by scientists of the Manhattan Project. That event had occurred under the west stands of the old Stagg Athletic Field on the University campus, December 2, 1942.
The Frederick C. Robie House, 5757 S. Woodlawn Avenue, a national historic landmark, was built in 1909. Designed by architect Frank Lloyd Wright, the house is renowned as the greatest example of the Prairie School style, the first architectural style considered uniquely American. After its donation to the University in 1963, the site housed the Adlai E. Stevenson Institute of International Affairs, and later the University’s Alumni Association. Today, restored, all tours, operations, fundraising and restoration are care of the Frank Lloyd Wright Preservation Trust.
The Oriental Institute at the University of Chicago

Yelda Khorsabad Court, Assyrian Empire
James Henry Breasted (1865 –1935) was an American archaeologist, Egyptologist, and historian. In 1894, he joined the faculty of the University of Chicago. In 1905 Breasted was promoted to full professor, and held the first chair in Egyptology and Oriental History in the United States. In 1919 he became the founder of the Oriental Institute at the University of Chicago, a center for interdisciplinary study of ancient civilizations. Breasted was a committed field researcher, and had a productive interest in recording and interpreting ancient writings, especially from sources and structures that he feared may be lost forever.
**Midway Plaisance:** Though not much fun to cross during Chicago’s coldest days, the Midway, situated between 59th and 60th streets on its north and south, and Stoney Island and Cottage Grove avenues on its east and west, was often a beautiful sight, and a locus of campus and community activity.
"Fountain of Time," a statue by Lorado Taft, near the Midway in Washington Park, completed in 1920, was an object of fascination.
The Museum of Science and Industry, on 57th Street, was a nearby attraction, as well.
The beautiful Promontory Point, AKA “The Point,” at 55th Street and Lake Michigan, was usually a source of enjoyment for members of the University community.

The 1966 counter-cultural “Be-In” at the Point, featured music and poetry.

The 1967 Be-In got a less enthusiastic reception from the Chicago Police Department. With many in attendance, the feeling was mutual.
Safety and security around campus and its neighborhood were always a subject of concern during our years in the College.
One of our classmates, Roy Guttman, was murdered on April 22, 1968, at 56th Street and Kimbark Avenue.
IN MEMORIAM Roy D. Gutmann, a fourth year (senior) student in the College, was slain on Monday, April 22, at 56th Street and Kimbark Avenue. Charles U. Daly, a Vice-President of the University, made the following statement on behalf of the University: "Roy Gutmann was a person of exceptional achievement and promise.

"His mindless murder has lessened us all. It is a tragedy that falls most heavily on the family, yet it also falls upon the University community and the entire City.

"We will continue to work with all persons in this whole community to advance the ideals he understood, served, and should have been allowed to serve much longer."
Responses were demanded not only by members of the University community, but also by nearby residents. The city increased police patrols, and the alderman for the area organized a review of efforts to combat crime.
Fear of teenage gangs in the area had been building for some time.
While campus police were seen as an important element of improved security, they themselves were not invulnerable...
Despite concerns about crime and safety, students still sought a constructive relationship with the neighborhoods around the University, through programs like SWAP and STEP, as well as by continuing to press the University to help improve conditions for lower-income residents in the area.

This 1967 feature in the Maroon reviewed the University’s long, complex relationship with its neighborhood to the south.
After the assassination of Martin Luther King, Jr., which was followed by the stationing of National Guard troops in Woodlawn and other ghetto areas, the local youth gangs held a huge truce meeting on the Midway. Thereafter, the Blackstone Rangers began promoting themselves as a legitimate community organization.
Safety concerns notwithstanding, students in our era enjoyed many neighborhood venues for food and entertainment in the University’s neighborhoods...
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HY 3-5300 FA 4-5525

PIZZA

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HOBBy HOUSE RESTAURANT
1342 East 53rd Street

We are pleased to announce that the Hobby House is now featuring, along with our regular menu, the following new dinner menu from 5 PM to 9 PM.

HOBBY COMPLETE DINNERS
5 PM to 9 PM

- Roast Round of Beef, Au Jus ........................................................................... 1.60
- Grilled Pork Chops, Apple Sauce ................................................................. 1.65
- Liver & Onions or Bacon Strip ...................................................................... 1.35
- Grilled Canadian Bacon, Apple Sauce ......................................................... 1.45
- Baked Ham, Grilled Pineapple Slides ............................................................ 1.65
- N.Y. Cut Choice Sirloin Steak ........................................................................ 2.80
- Boneless Sea Perch, Tartar Sauce ................................................................. 1.35
- French Fried Shrimp ...................................................................................... 1.65
- Grilled Polish Sausage .................................................................................. 1.35
- Green Pepper Omelet .................................................................................... 1.35

The Above Include
- Cup of Soup or Small Salad, Vegetable, Potatoes, Jello or Pudding, Coffee or Tea, Milk 10¢ extra

SPAGHETTI DISHES

- Spaghetti With Rich Meat Sauce ................................................................. 1.00
- Spaghetti With Italian Sausage ...................................................................... 1.50
- Spaghetti With Mushrooms ........................................................................... 1.30
- Spaghetti With Meat Balls ............................................................................ 1.35
- Spaghetti With Meat Sauce .......................................................................... 1.00 With Ital. Sauces

SALADS

- Kidney Bean ................................................................................................. 0.30
- Small Cottage Cheese ................................................................................... 0.30
- Sliced Tomatoes ............................................................................................. 0.35
- Potato Salad .................................................................................................... 0.30
- Lettuce & Tomato ........................................................................................... 0.35
- Cole Slaw ........................................................................................................ 0.25

POTATOES

- Hash Brown 30 Mashed 25 Lyonnaise 35 Cottage Fried 30

DESSERTS

- Jello 20 Chocolate or Rice Pudding 25 Apple Slipes 25

HOBBY EXTRAS

- B.B.Q. Rasperibus, P.R. Fries, Cole Slaw ...................................................... 1.50
- Special Skirt Steak Sandwich, Fries, Slaw ................................................... 1.25
- Hobby Salad-Lettuce, Tomato Wedges, Cheese, Ham .............................. 1.35
- Boiled Egg, Choice of Dressing ..................................................................... 1.35

COLD SANDWICHES

- Ham Salad 60 Chicken Salad 65 Tuna Salad 60

HOBBY HOUSE RESTAURANT
open 24 hours a day
for those who get hungry at anytime
"There is nothing which has yet been contrived by man, by which so much happiness is produced as by a good tavern or inn."

—Dr. SAMUEL JOHNSON
March 21, 1776

JIMMY'S
and the UNIVERSITY ROOM
Fifth-Fifth and Woodlawn
Schlitz on Tap
Tai Sam Yon, on 63rd Street, was a favorite place to get Chinese, Tai and other Asian food, dine-in or carry out.
A favorite spot for “comfort food” was Valois, on 53rd Street, a cafeteria whose motto has always been, “See your food!”
Harper Court (left), south of 53rd Street, commercially developed by the University, opened in 1965. It was home to new restaurants and shops, including the Court House Restaurant (below, left), a bookstore, and the “Fret Shop” (below right)
Few apartments or apartment buildings were equipped with their own laundry facilities. So, students could often be found using neighborhood laundromats, where they engaged with neighborhood residents, as well....
Many students shopped for food at the Hyde Park Co-op grocery store at 55th Street and Lake Park Avenue...

...but another grocery store in the area was also frequented by students.
Many students opened accounts at the local Hyde Park Bank and Trust Company, 53rd Street and Lake Park Avenue.
The Hyde Park Theatre and the Jeffrey Theatre, in South Shore, were nearby second-run movie houses regularly patronized by students.
When the Hyde Park Theatre converted to the Harper Theatre, it offered live performances, including innovative modern dance concerts in the mid-1960s, bringing this art form to the attention of the UChicago community.

Pioneering companies like Murray Louis, Jose Limon, Martha Graham, Paul Taylor, Merce Cunningham, and Erik Hawkins performed here. Hyde Park Herald Publisher and Harper Theatre owner Bruce Sagan and his wife, Judith, were instrumental in bringing modern dance here.
The 57th Street Art Fair was a regular Spring community event in Hyde Park.
The Illinois Central Railroad, or the “IC,” was a key means for students to reach the downtown Chicago area. It was, for its time, an innovative electrically powered train with stops that ran along Lake Park Avenue.
Cultural attractions that drew students to downtown Chicago included...

The Art Institute of Chicago

The Adler Planetarium

The Shedd Aquarium

The Field Museum of Natural History
Some venues for distinguished performances and intellectual events were...

The Lyric Opera/Civic Opera House

Medinah Temple

Orchestra Hall

Auditorium Theatre
Downtown movie houses drew students for first-run films...
Other attractions in and around Chicago drawing UChicago students were...

Bahá'í House of Worship, Wilmette
Downtown Chicago restaurants, and nearby ethnically inspired ones, also drew UChicago students during our years in the College...
Aside from WUCB/WHPK, these were some of the radio stations and radio personalities that UChicago students listened to, often.

Dick Biondi

Larry Lujack
WVON (then at 1450 AM) was a rhythm and blues/soul station that helped refine the musical tastes of many UChicago students. Considered the voice of the Black community in Chicagoland, it was founded in 1963 by Phil and Leonard Chess of Chess Records. At midnight daily, WVON featured DJ Pervis Spann, “The Blues Man,” who highlighted leading American artists of that genre. The program entertained its audience with the music of such blues greats as Muddy Waters, Howlin’ Wolf, B.B. King and Buddy Guy. Wilson Pickett’s “The Midnight Hour” was the theme song that introduced the show. Spann in the photo at right with Aretha Franklin was the man who later crowned Franklin “The Queen of Soul.”
WFMT-FM featured classical music most of the time, but on Saturday nights broadcast “The Midnight Special” with folk music and blues. Studs Terkel (1912-2008), a colorful storyteller and brilliant interviewer, also had his own show on the station.

Louis “Studs” Terkel, PhB’32; JD’34
Students also watched TV, believe it or not, and there were too many popular programs – including new ones that reflected the growing “Counter-Culture” – to name. Just a few examples were Shindig, Hootenanny, Hullabaloo, The Smothers Brothers Comedy Hour, the Monkees and Mod Squad.
Two public affairs programs on Chicago TV frequently featured University of Chicago faculty members as panelists on a variety of social and political topics.

The Kup Show, featuring Chicago Sun-Times columnist Irv Kupcinet, aired on the local CBS station.

Norman Ross hosted ‘Off the Cuff” on the local ABC station.
Although UChicago students are notoriously serious people, one of our classmates decided to take a 48-hour shower at Woodward Court, in order to break the world record for the longest shower by anyone. Victor Bass, Class of 1968, from upstate New York, started the shower in Flint House on January 7, 1965. He had plenty of dorm mates cheering him on (and supplying Vaseline to help keep his skin from drying out). But, of course – as with anything at UChicago -- there were two sides of the issue: a group of students organized a protest outside the dorm, angry that the stunt gave the public the wrong impression of our great University. On the other hand, some might argue that the protest itself erased any possible impression that this wasn’t a very, very serious place.

First year Vic “The Prune” Bass’s record-breaking shower amused some, but not all.

“Tufts House stays dirty!” and “Bass, go spawn somewhere else!” were among the protest signs. 

Photos from 1965 Cap and Gown

Vic Bass (left) peaked out of his shower.

*Chicago Tribune, January 11, 1965*
Our time in the College was a period of enormous upheaval -- of political, social and cultural change.

In our high school years, before coming to the University, we had seen the growth of the civil rights movement with the Freedom Rides and the March on Washington. We also saw the revival of the military draft by President Kennedy.
In our senior year of high school, we also saw the assassination of our country’s President...
In June 1964, just as we were graduating high school, three civil rights workers, who were in Mississippi to register black people to vote, disappeared. Their bodies were discovered in August, just as President Johnson ordered the bombing of North Vietnam in retaliation for an alleged attack on American ships by small Vietnamese vessels in the Gulf of Tonkin.
In the University’s own backyard was a **history of conflict surrounding the University’s expansion**, especially to the south. Residents, and community groups – primarily low-income, minorities – were fearful of being displaced by a University armed with “Urban Renewal” laws, and connected to the powers-that-be in the city.

Julian Levi, brother of Provost and later President Edward Levi, had been a major figure in this Urban Renewal strategy. As head of the South East Chicago Commission, he was able to spearhead changes to benefit the University. Although many saw this effort as constructive, staving off urban decay and building a racially integrated community, local groups often felt these plans threatened existing housing for poor, black residents. The Woodlawn Organization (TWO), heavily influenced by community-organizer Saul Alinsky, developed largely to stop these Urban Renewal efforts from ignoring the needs of those residents.
In the early 1960s, a number of UChicago students developed alliances with community groups against the University. UChicago student Bernie Sanders, as head of a combined Congress of Racial Equality (CORE) and Student Non-Violent Coordinating Committee (SNCC) chapter at the University, had allied with community groups fighting displacement of low-income community residents. Also at issue was whether the University-owned residential properties were managed in a racially discriminatory way.

In January 1962, Sanders led a rally at the University of Chicago administration building to protest University President George Wells Beadle's segregated campus housing policy. "We feel it is an intolerable situation when Negro and white students of the University cannot live together in University-owned apartments," Sanders said at the protest. Sanders and 32 other students then entered the building and camped outside the President's office, performing the first civil rights sit-in in Chicago history.
Against this backdrop of historic student activism and questioning of authorities, both at the University and in the larger society, the Class of 1968 entered the College.
Just after we entered the College, UChicago students who had participated in the effort to register black voters in Mississippi – including then 2nd year student Heather Tobis (Booth) and 4th year Peter Rabinowitz -- described their experiences there, at Ida Noyes Hall.

Heather Tobis (Booth), AB’67, MA’70

Peter Rabinowitz, AB’65, AM’67, PhD’72

Heather Tobis, AB’67, MA’70, (at left)
UChicago students continued their activism on civil rights issues in the South.
Meanwhile, shortly after we entered the College, and after the U.S. Congress passed the Gulf of Tonkin Resolution, troop commitments in Vietnam by the U.S. grew.

President Johnson deployed 3,500 U.S. Marines to Vietnam in March of 1965. His predecessor had supplied only “advisers” to the South Vietnamese regime. These were combat troops.
On April 17, 1965, the student activist group Students for a Democratic Society (SDS) held the first anti-Vietnam War protest rally in Washington, DC. It was co-sponsored by Women's Strike for Peace. Between 15,000 - 25,000 attended, including singers Joan Baez, Judy Collins, and Phil Ochs. The master of ceremonies was journalist I. F. Stone (the uncle of entering UChicago Class of 1968 student, Peter H. Stone). One of the two Senators who voted against the Tonkin Gulf Resolution also spoke.
The Chicago Maroon reported that the University of Chicago was well-represented at the 1965 march.
As more Americans were sent by President Johnson to fight in Vietnam, and draft call-ups increased....

.... so did American casualties.
Already members of the University community were questioning the U.S. government’s justification for its military intervention in Indo-China.
Total Is 40,000

More than Are

There Now

BY WILLIAM ANDERSON

CHICAGO TRIBUNE PRESS SERVICE

Washington, Nov. 13—About 200,000 Americans serve there now for the beginning of next year, THE CHICAGO TRIBUNE learned today.

This will mean an increase of nearly 40,000 above the size of the land forces there now.

Most of the new strength will be in ground troops—soldiers and marines. There also will be more helicopters and fixed-wing planes as soon as construction teams can build new landing strips.

McNamara's Report

Robert S. McNamara, secretary of defense, disclosed Thursday from the LBJ ranch in Texas after a conference with the President that there will be additional American units in the country.

McNamara said he did not wish to state the actual number, as he has done previously, because he did not wish to give the opponent information about deployment before it took place.

However, the secretary did disclose at a press conference that the Pentagon will buy next year approximately 200,000 tons of aluminum more than it has in pre-Viet years—apparently to take care of the growing need for planes, helicopters and matériel for landing fields.

The total purchase of aluminum from the department next year may approach 400,000 tons. This would mean at least a 50 per cent increase in the use of the material by the department.

The troop strength of 200,000 does not include the navy's share contribution to the Viet Nam conflict. The navy only has a small number of personnel ashore, but has as at—depending upon the time—andwards of 30,000 persons.

Draft Figures Same

The navy's figure is likely to rise with the deployment of the 5,500-man carrier Enterprise, the nuclear-powered ship equipped with the latest planes and radar search equipment.

McNamara indicated that the additional manpower requirements will not, at least for the time being, increase the draft calls above the 40,000 to 62,000 level set for December.

Since none of the units for Viet Nam can be taken from stations in the North Atlantic Treaty organization, all of the additional personnel will have to be taken from the continental United States, Hawaii, and Okinawa.

Reports persist here and elsewhere that army units in the United States are below authorized strength, but the army refuses to make formal acknowledgment.

"The army does not comment on readiness status of any of its units," an army spokesman said.

Normal Situation

However, it is known that all army units with fixed wing and helicopter units in the United States are far below what would be considered their normal allowances. Defense officials concede this is a normal situation in view of the fact that it is natural to send equipment to places it can be most effectively used.

In response to an inquiry, the army also said there is no intention at present to call up any reserve units to take up the slack in its regular organization.

There have been reports that army reserve training officers have been visiting sites where training of inductees could be conducted.

The army, too, said these visits were routine, part of the reserves' normal duties.

Called Perishable

Those who call in the shots in the Pentagon consider the reserve forces a perishable unit, in the sense that if they are not used within a year's time, then they are out of service again without performing any essential military task.

The implication of this thinking is that if the reserves are called, they will be immediately pressed into active duty, most likely in the United States to train or replacement units.

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AMERICAN DIAMOND SYNDICATE

29 EAST MADISON STREET

Between State and Wabash Street
800 join UC teach-in on Vietnam war

Over 800 students and faculty converged on Mandel Hall Wednesday night to listen to speeches, participate in seminars, and simply talk over the current war in Vietnam.

The occasion was the Faculty-Student Committee on Vietnam's "teach-in," an all-night attempt to investigate the problem, perhaps come up with some concrete suggestions, but above all to demonstrate the UC community's concern over U.S. government and State department policy with respect to the war.

At the opening session, Richard Flacks, assistant professor of sociology and chairman pro tem of the student committee, told the assembled company that the purpose of the teach-in was threefold: first, it was an effort to bring debate back to UC generally; second, it was designed to enable students to see members of the faculty as discussion partners; and third, the teach-in's purpose was to provide information to a public which could then exert pressure on appropriate officials.

Following this, David Schneider, professor of anthropology, introduced the first speaker, who was Robert Brown, professor of economics at Fairleigh Dickinson University.

Sees ar as civil

Brown, who served for the State Department in Vietnam from 1955-1961 and whose wife is Vietnamese, contended that, contrary to State Department thinking, the war in Vietnam is without question a civil war.

The war, Brown said, has its origins in the national revolt that took place around the time that the French tried to occupy Vietnam in 1954. Brown emphasized that both then and now, the revolt was a social one, not merely a political one.

When the US moved into Vietnam following the failure of the French, Brown noted, their aim was to set Vietnam up as a "showcase of democracy. We were even paying two-thirds of their military budget then," Brown said, "but, even so, the idea didn't work."

Our real mistake

Brown contended, was that we predicated our involvement in Vietnam on the theory that the Vietnamese peasants believed, as we did, that communism was greatest evil. But if you ask one of the peasants why Americans hate communism, Brown related, "they can't answer. They don't have a free press or anything of the sort even now (under a democracy)."

Bombing no answer

Brown concluded by blasting US allies on North Vietnam. "Bombing is no way to convince Hanoi that they're wrong," he said. He added that we will see "bloodshed for some time to come" if US government does not cease. He called America's presence in the war "a major obstacle to a solution. Even the number of deaths that might ensue under an armistice wouldn't be more than they are now," Brown said.

The next speaker, Tran Van Thinh Paul, said that the problem that the war embodies is a complex one, that the South Vietnamese can win the battle for peace by themselves and that "the South Vietnamese themselves are convinced of this."

Tran, who is attending a United Nations European Trade Council meeting in New York, told the audience in what he described as "my first speech in English" that the emphasis should be placed on reform. We must avoid violence and losing ourselves in details, Tran said.

Then, with the help of Howard Schneier, dean of the Chicago Theological Seminary, who had been Tran's teacher in France twelve years ago, Tran told the audience in French that, for one thing, 70% of the South Vietnamese support communists and that the thinking of the South Vietnamese peasant is along the lines of supporting communism. Schneier, who, besides being a born-again Christian, is also a member of the Chicago Committee for Nuclear Policy, read from a朗核政策, read from a letter to the president of Vietnam with regard to the latter's declared goal of preserving freedom, and added that the letter sounds like a forward declaration of all of Asia being his own mission for change.

US tries to save face

Finally, on the escalation of the war, Tran stated that it seems as if the US' motivation is to avoid losing face. Now, however, with the continuation of air strikes and escalation, South Vietnamese morale is being shaken, Tran said.

What the South Vietnamese had thought, Tran explained, was that "something more constructive" would follow the initial air strikes. "But the air strike policy seems to end up in a blind alley," Tran said. Thus, Tran concluded if the

WUCB manager quits over 'stall' on FM ice

by Robert F. Levy

Charles Packer, station manager of WUCB, quit his post last weekend in protest of
At the same time, the Civil Rights Movement continued. The Selma to Montgomery marches were three protest marches, held in 1965, along the 54-mile (87 km) highway from Selma, Alabama to the state capital of Montgomery. The marches were organized by nonviolent activists to demonstrate the desire of African-American citizens to exercise their constitutional right to vote, in defiance of segregationist repression, and were part of a broader voting rights movement underway in Selma and throughout the American South. By highlighting racial injustice, they contributed to passage that year of the Voting Rights Act, a landmark federal achievement of the Civil Rights Movement.

The first march took place on March 7, 1965. State troopers and county posse men attacked the unarmed marchers with billy clubs and tear gas after they passed over the county line, and the event became known as Bloody Sunday.
Several UChicago faculty members participated in the marches in Selma, Alabama.
In a January 1966 “Gadfly” in the Maroon, Psychology Professor David Bakan urged reconsideration of the Selective Service System.
In early 1966, the Selective Service was reportedly moving toward basing student deferments not only on enrollment in a college, but on students’ academic status – such as class rank or some kind of testing. Increasing skepticism about the war’s justification, the increasing cost of the war in terms of both U.S. and Vietnamese casualties, and increasing concerns that even student deferments from conscription might be narrowing generated a sense of anxiety and anger on campus.
University faculty joined with those across the country objecting to interference in the educational enterprise by the Selective Service System.
Simultaneously, many in the University community remained mindful of the unfinished business of the Civil Rights Movement, as a movement icon visited the campus.

Fanny Lou Hamer to speak at UC

Fanny Lou Hamer of the Mississippi Freedom Democratic Party will discuss, “Civil Rights in America, 1966” in the north lounge of the Reynolds Club at 7:30 pm tonight.

Mrs. Hamer is being sponsored by the UC Friends of SNCC and will speak on new approaches in civil rights tactics, both in the South and in the North.

Mrs. Hamer was elected to Congress in 1964 in the mock election held by the Mississippi Freedom Democratic Party but was refused a seat in Congress when the House of Representatives voted in 1965 to seat the regular Mississippi delegation. Mrs. Hamer was one of the founders of the Freedom Democratic Party in Mississippi and is presently serving as that organization’s vice chairman.
In the summer of 1966, Dr. Martin Luther King, Jr. led open housing marches in predominantly white neighborhoods on the Southwest side of Chicago, provoking enormous hostility. Eventually, an agreement was reached with the Daley administration to end discrimination through specific measures. A number of UChicago students joined King on the marches – including Class of 1968 member Ed Birnbaum.

*Chicago Sun-Times photo*
And, in 1966, student groups, including SDS and the newly formed Students Against the Rank (SAR), demanded that the University refuse to generate ranking for the draft. Dean of Students Warner Wick was called upon to defend the existing policy.
In response to the growing emphasis placed on class standing by the Selective Service, the Social Sciences II staff has voted to give all students advisory grades this quarter.

The decision, termed by one participant "a temporary thing to stimulate discussion," is largely symbolic in effect, however, since leaders in the anti-grade movement have indicated that the grades will be made permanent by the end of the year.

The move, which has been under discussion for some time, was approved by a majority of Soc II staff members, but unanimously by one participant: "a temporary thing to stimulate discussion." The signs made clear, however, that a student is free to use his grades as he sees fit," and that their action "could not prevent students who wish to have their grades scrutinized by draft boards from doing so."

Questionnaire circulated

The statement was accompanied by a questionnaire sent to all faculty members asking whether they oppose the use of grades as a criterion for Selective Service Induction, whether they support the right of faculty members to withhold grades, and whether they personally would reduce our draft rates by authorizing the use of + grades for selective service. jej. Levis was later re-elected in the election schedule as it appeared in last Friday's Maroon as a candidate from the fraternities. It should have been listed.

Ellis Lewis was once re-elected in the election schedule as it appeared in last Friday's Maroon as a candidate from the fraternities. It should have been listed.

APRIL 30 - Eisenstein film biography is circled.
MAY 4 - Film Tetley by Martin pubicized "Du Sang de la Verte et de la Mart." Soc II.

(Note these IOTA changes:)

The final draft of the article is as follows:

**Soc II grades advisory**

By Mike Seidman

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According to Jesse Lemisch, assistant professor of history and a signer of the questionnaire, the action of the Soc II staff was designed to elicit faculty support prior to the April 7 meeting of the committee of the council of the University faculty Senate at which the issue will be discussed.

**Lemisch**, who is also active in the Faculty Committee on Foreign Policy, a group which has long advocated action similar to that taken by the Soc II staff, adds that "as long as the resulting action may be to the left of most faculty members, but he nevertheless claims wide support for his position favoring the right of faculty members to withhold grades.

"This is a very important issue which goes beyond Vietnam or the draft," he said in an interview held in his office. "It should affect even the most conservative faculty members. There are some who..."
In May 1966, Psychology Professor David Bakan wrote another Gadfly in the Maroon opposing the generation of class rank for the Selective Service System.
Despite these objections, the University prepared to provide class ranking of its male students to the Selective Service System in the Fall quarter, if requested by the student.
In May 1966, with the University unwilling to change its policy, SDS and SAR called for a sit-in at the Administration Building to stop the process of ranking for the draft system.

College Dean Wayne Booth criticized this tactic, saying, “As faculty and students in a University that is dedicated to free inquiry, we are all committed to making decisions through discussion and persuasion, not through force.”
On May 11, 1966, the sit-in began, as over 450 students entered the Administration Building and effectively blocked normal operations.
Standup comedian Dick Gregory (pictured right), a Hyde Park resident, came to the anti-ranking sit-in to lend his support to the students there. Below, student musicians also cheered the protesters.
Social Sciences
Professor Gerhard Meyer addressed students during the 1966 anti-ranking sit-in, arguing that the students' action was not the way to persuade the University to end its policy.
Protesting students in the May 1966 sit-in listened to speakers on the war, the draft and issues of social justice in America.
George Beadle, University President, issued a statement condemning the sit-in as an inappropriate use of force, and reiterating University policy on providing draft boards with male students’ class rank, when requested by the student.
This leaflet, distributed by SDS at the time -- in a cartoon drawn by Class of 1968 member Belita Lewis -- shows UChicago President Beadle being sat upon by both U.S. President Johnson and Lt. General Lewis B. Hersey, head of the Selective Service System. Beadle, in turn, sits on a student. Beatle is captioned saying, “Well, now, we don’t feel we ought to submit to pressure.”
As the sit-in continued, an opposing group of students who supported the University’s position on ranking formed, arguing that students’ choice was primary.
Encouraged by increased faculty opposition to cooperating with the draft, a majority of students participating in the May 1966 sit-in voted to end it, May 16.
Although many faculty members continued to express their discomfort with University policy and involvement with the draft system, the policy did not change for over two years. Some faculty members and students resented the coercion that the sit-in represented and did not want to capitulate to it. The University administration seemed to agree.
Concerned that their protest might be perceived as merely seeking to protect students from induction, Students Against the Rank in a May 20, 1966 meeting voted to express opposition to the student deferment system altogether. At the same time they expressed their continuing opposition to the draft and the war.
Student protests against ranking for the draft continued in other forms.
And faculty groups expressed their continued opposition to ranking.
Anti-ranking student protests continued in the summer of 1966.
Reflecting campus concern about the war, the Social Sciences Division of the University devoted an early 1967 colloquium to the issues surrounding Vietnam and U.S. involvement there.
The University decided in February 1967 to end “male ranking” for the Selective Service. They didn’t actually end ranking, but instead decided to rank all students – male and female – together. This policy did not satisfy either the draft system needs or the students and faculty who opposed ranking.
While anti-war, civil rights and other political issues drew great student interest, the 1960s also brought on changes in young people’s attitudes on other fronts. Anti-war sentiment blossomed into what came to be known as the “Peace Movement.” At the same time, skepticism about the war, led many young people—and others—to question authority more easily. Concomitantly, they began to experiment with psychedelic drugs and marijuana. Those experiences, having given students a sense of other possible levels of consciousness, led to greater interest in Eastern religions and meditation. At the same time, the increased use of oral contraceptives by women opened greater confidence that sexual relationships need not be tied to the fear of pregnancy. Consequently, a greater sense of sexual freedom began to permeate student culture.
Attire, music and art were all affected by the emerging “Counter-Culture.”
Music was profoundly affected by the Counter-Culture, as songs by the Beatles like “Strawberry Fields,” and music of other artists reflected – especially so-called “psychedelic music” or “acid rock.” The Beatles interest in meditation and their connection to the Maharishi Mahesh Yogi, an Indian guru, also reinforced students interest in alternative spiritual directions.
“Hippie” dress and lifestyles -- reflecting the new sense of freedom and expanded consciousness -- began to affect student culture at colleges and universities.
In common parlance "psychedelic art" refers to the visual arts that were a counterpart to psychedelic rock music. Concert posters, album covers, liquid light shows, liquid light art, murals, comic books, underground newspapers and more reflected not only the kaleidoscopically swirling color patterns of LSD hallucinations, but also revolutionary political, social and spiritual sentiments inspired by insights derived from these psychedelic states of consciousness.
These same counter-cultural elements were embodied in the Broadway musical *Hair*, which opened there in 1968, with an original cast recording released shortly thereafter.

*Hair: The American Tribal Love-Rock Musical* was a musical theater production, with a book and lyrics by Gerome Ragni and James Rado, and music by Galt MacDermot. A product of the “hippie” counterculture and sexual revolution of the late 1960s, several of its songs became anthems of the anti-Vietnam War peace movement. The musical's profanity, its depiction of the use of illegal drugs, its treatment of sexuality, its irreverence for the American flag, and its nude scene caused much comment and controversy. The musical broke new ground in musical theater by defining the genre of "rock musical," using a racially integrated cast, and inviting the audience onstage for a "Be-In" finale.

-- Wikipedia
Speeches by both LSD guru Timothy Leary, advocate of the mantra “turn on, tune in, drop out,” and Zen Buddhist philosopher Alan Watts, at Mandel Hall in the Fall of 1966 reflected these trends at UChicago...
...as did Mandel Hall concerts by Indian sitar player Ravi Shankar, in 1964, and folk singer Judy Collins, in 1967.
As use of marijuana and psychedelic drugs increased by students, there were signs of concern by the University, as well as continuing interest in the topic.

Administration Worried By Drug Use; May Publish Pamphlet Discussing Issue

by Slade Landr

(Editor’s note: The following is the first in a series of articles dealing with LSD use on the UC campus.)

At least three UC administrators contacted by the Maroon this week view student use of drugs like LSD with concern. Dean of Students Warner A. Wick emphasized, however, that the University will not take any action to obtain information on student drug use.

The main responsibility of the University, according to Wick, is to provide the student body with information about the effects and dangers of drugs. Wick referred to a pamphlet published by Columbia University presenting medical and legal facts concerning commonly used drugs. He said the administration here is considering publishing a similar pamphlet.

Wick added, however, when the use of drugs becomes a community problem, the University does take action. “We are concerned about pushers and when we have evidence of pot parties we try to follow it up,” he said.

Although UC administrators feel that dealings with drugs become a disciplinary matter only when the

Newman, assistant dean of students, “I think the most serious consequences are what would happen emotionally or psychologically.”

No administration official said he could estimate the extent of drug use on campus. Wick said that he didn’t have any notion and added that it is impossible for the administration to obtain information from either the Student Health Clinic or the Student Mental Health Clinic concerning students—much less their problems with drugs.

Wick noted that the first case of a student being admitted to the Billings emergency room because of the bad effects of LSD occurred in the fall of 1965. “But, he added, I don’t know who the student was and I couldn’t find out if I wanted to.”

The administrators generally felt there were two reasons for LSD. The first, they said, is curiosity or a desire for new experiences and the second is an emotional problem or an inability to find meaning in more conventional life experiences.

James Vice, dean of first-year students, discussed the second reason with this reporter. He mainly

NSA Will Host Drug Confab Here

The National Student Association (NSA) will hold a drug conference on the University of Chicago campus over the Thanksgiving weekend, it was announced today.

Legal, medical, and sociological aspects of campus drug use will be the theme of the meeting, which will feature some of the most knowledgeable experts on drug use in the country, according to Carolyn Chase. NSA coordinator on campus.

Approximately 150 delegates are expected to attend the three-day meeting with additional spectators from Chicago. A separate event is planned for the student body.

The University has already notified its staff of the conference, calling for the student body to cooperate, but not to participate.

The conference will be held November 27-29 at the University of Chicago, but the administration expects that the conference will not be attended by all students.

Among those speaking will be David A. Freedman, Chicago professor of psychiatry and director of the Drug Abuse Program in the Illinois Department of Mental Health, who attended some of the workshops but will not speak.

The conference is being sponsored by the NSA under a grant from the National Institute of Mental Health.

Four Suspended for Drug Use

The University has suspended four students—two for smoking marijuana and two for using LSD—until spring quarter, the Maroon has learned.

The suspensions, which are effective immediately, were decided upon by the University disciplinary committee and were upheld by Dean of Students Warner Wick, who has the power to change such a decision.

The students, all of whom lived at George Williams, were initially discovered using the drugs in one of the suspended students’ rooms by the dorm’s resident head. Two of the students are first-year students and two are second-year students, all in the Colonnade.

This action is apparently the second taken by the University this academic year, the first having come in the spring quarter and having involved several students in Potelia. In that case, six students, all in the Colonnade, were put under various degrees of judicial probation, but were not suspended.

The University has also indicated that it will not permit students who are under suspension to attend classes.

Late in the evening, the resident head, who apparently stopped off about what was going on to see a student attending midnight mass in the dorm, and commented that all students in George Williams had been worried about using drugs.

He also noted that the University’s action was not based on any information from other dorms, although the George Williams resident assistant informed the resident director that students housing Edward Turpinburg and another resident had been prepared for police raids.

The four suspended students claimed, however, that they had not been warned not to use drugs, but rather were threatened with arrest should they use drugs. They

(Continued on Page Six)
Deans Clarify Narcotics Rules

By MICHAEL SEIDMAN
Executive Editor

The flowers may bloom in the spring (tra la) but Chicago’s administration made clear this week that flower power will be in serious trouble this fall.

In statements to incoming undergraduates, resident heads have indicated that the University will not permit the use of hallucinatory drugs by its students and that violators will be subject to disciplinary action.

In addition, The Maroon has learned that the revised edition of the Student Handbook, to be released today, contains a specific prohibition on the use of “dangerous” drugs and that a statement on drug abuse co-signed by Dean of the College Wayne Booth and Dean of Students Charles O’Connell will be released some time early this quarter.

The University’s action comes in the wake of what many students viewed as a crackdown on drugs during Spring Quarter of last year and growing confusion about the

University’s position on the drug problem.

In past years, Chicago has not had a reputation for strictness in dealing with drugs, and the use of drugs has not until now been specifically forbidden in the student code, although action has been taken against pushers or flagrant violators in the past.

Only a Clarification

University officials insist that the new moves represent no real change in this policy, but only a clarification of it. “We got in kind of a bind last year,” said George Playe, dean of undergraduate students and chairman of the Disciplinary Committee.

“Things were never fuzzy in our minds, but they were in the minds of students. We are now making crystal clear that we will treat drug abuse as a very serious matter.”

Playe also indicated that the University will not make a distinction between marijuana or “pot” violations and violations involving stronger drugs. He did, however, state that “flagrant” violators might

Turn to Page 6
Among the other Counter-Cultural changes at this time were the *beginnings* of the **Women’s Liberation Movement** and the dawn of the **Environmental Movement**.

French writer Simone de Beauvoir’s *Second Sex* and Betty Friedan’s book, *The Feminine Mystique*, called attention to the second-class role of women in society. Heather Tobis Booth, AB’67, AM ’70, was an early leader in that movement on campus and nationally by calling out even the members of the anti-war movement for their sexist attitudes.

Meanwhile, Rachel Carlson’s *Silent Spring* had begun to alert society, particularly young people, to the dangers to the Earth that were developing because of the habits of the industrialized world.
Around the same time was the dawning of a “gay liberation” movement. In 1964, the Chicago area Mattachine Society chapter moved in a more political direction in response to police harassment of gays and lesbians. By 1968, the American Civil Liberties Union agreed to help defend gay men and lesbians who were arrested, reflecting the ACLU’s view that freedom of sexual orientation was a Constitutional issue.

As other “liberation movements” swept UChicago, gay liberation was beginning also. In the context of those developments in Chicago and the Stonewall riots in New York, the Chicago Gay Liberation Front (GLF) was founded in Hyde Park in 1969. Graduate student Murray Edelman placed ads in the *Maroon* about forming a "Student Homophile League" in June 1969, while former student Henry Weimhoff placed an ad looking for a gay roommate in October 1969. Lesbian Michal Brody responded. The Gay Liberation Front soon met in Weimhoff and Brody’s apartment, although some people walked around the block several times before getting up the courage to go in. GLF members went public with their own stories, including a February 1970 appearance on Studs Terkel’s WFMT radio show and an eight-page Gay Liberation Supplement in the *Chicago Seed*, a counter-culture publication.
The “**Human Potential Movement**” also arose out of the counterculture milieu of the 1960s, and formed around the concept of cultivating extraordinary potential that its advocates believed to lie largely untapped in all people. The movement took as its premise the belief that through the development of "human potential," humans can experience an exceptional quality of life, filled with happiness, creativity, and fulfillment. As a corollary, those who begin to unleash this assumed potential often find themselves directing their actions within society towards assisting others to release their potential. Adherents believed that the net effect of individuals’ cultivating their potential would be to bring about positive social change at large.

- Wikipedia
Among this movements’ proponents were Carl Rogers, UChicago’s Eugene Gendlin, Viktor Frankl, Abraham Maslow, Alan Watts, Rollo May, Erich Fromm, and Virginia Satir, considered the “Mother of Family Therapy.” There was renewed interest also in the work of Fritz Perls, originator of “Gestalt Therapy.” The sociological analysis of Karl Marx was also being reconsidered in terms of the effect of social/economic conditions on human potential.
More traditional student lifestyles and social events still survived on campus, as this 1966 “Miss UC Contest” reflects.
As major changes in attitudes and values permeated the campus culture, activist groups focused some of their attention on new issues, such as Apartheid in South Africa. In January 1967, SDS conducted a sit-in at the Continental Illinois National Bank in downtown Chicago to demand that the bank end its investments in South Africa because of that country’s racial policies.
200 Picket Bank; Police Arrest 24

by Michael Saidman

Twenty-four demonstrators were arrested yesterday as they blocked the entrance of the Illinois Continental National Bank at 231 South LaSalle St. The demonstrators were protesting the bank's participation in a consortium of banks loaning $40 million annually to the Union of South Africa.

The demonstration, organized by the UC Students for a Democratic Society (SDS), began at 12:25 when four lines, each consisting of about 75 people, formed in front of the bank. TWENTY-FOUR of the demonstrators, all but three of whom were UC students, sat down in front of the bank's main entrance and were immediately arrested and charged with disorderly conduct. There was no violence, and no charges of resisting arrest. All but one of those arrested pleaded guilty.

Picketing continued undisturbed after the arrests until 2:00 pm when the protesters dispersed.

Kennedy and the Bank

The demonstration culminated in a campaign instituted by SDS to force the Bank to withdraw from the consortium and, barring that, to force the University to withdraw its money from the Bank. UC is one of the Bank's chief depositors, and David Kennedy, the chief executive officer of the Bank, is a member of UC's Board of Trustees.

According to Steve Kindred, an SDS leader, two consequences are likely to develop from yesterday's sit-in: "First, it is possible that the
A Maroon reporter gave an account from inside the sit-in at the bank, at which at least 20 protesters were arrested for trespassing.
University faculty expressed differing reactions to the protest at Continental Bank.

UC professors of the Division of Social Sciences had mixed reactions to yesterday's sit-in at the Continental Illinois National Bank.

Gerhard Meyer, professor of economics, said that while he sympathized with the object of the bank demonstrations, he questioned the method the demonstrators chose to use. He feared that the protest might actually backfire, getting bad publicity and a negative public response. Meyer pointed out the difference between a Negro sitting-in at a lunch counter in protest against discrimination which directly affects his life and students protesting a problem only remotely involving them. A more effective means of fighting apartheid, he declared, would be through the U.S. government.

Jesse Lemisch, assistant professor of history, asserted, "I was there. I support the people one hundred per cent. What they are asking is right. The bank should have nothing to do with South Africa. I really admire the students who sat-in today."

"It is important to dramatize the degree to which American corporations are involved in supporting apartheid in South Africa," asserted Richard Flacks, assistant professor in sociology. He added that every organization which has studied South Africa has recommended that the consortium banks withdraw their funds. "What they did will hopefully lead the University to reconsider its position and will open up discussion on an issue too long ignored."

Hans Morgenthau, professor in the department of political science and history, asserted that while there is no harm in the student protest, no good will come of it either. "It is of no political significance whatever," he said.

Strong opposition to the sit-in came from Lloyd Fallers, professor of the department of anthropology. Fallers declared, "I am not at all convinced that discouraging investment in South Africa is the best way to help black South Africans."
Student groups also demanded that the University, which held accounts at Continental Bank, remove those accounts and divest from any company that was involved in South Africa. Faculty members expressed differing views on the strategy of divestment.

Profs To Discuss UC South Africa Policy

Three faculty members will analyze and evaluate the possible “entangling effects” of the University’s associations in a special panel discussion on “National Policy and Private Power” next Thursday.

The faculty members are Hans Morgenthau, professor of political science and director of the Center for the Study of American Foreign and Military Policy, Arnold Harberger, professor and chairman of the Economics Department, and William Polk, professor of history and chairman of the Committee on Near Eastern Studies.

“This is an important question that involves the University’s many relations,” observed Dean of Students Warner Wick. One issue sure to come up, he noted, is that of the University’s involvement with the Continental Illinois National Bank. Students for a Democratic Society (SDS) has been attempting to persuade the University to withdraw its accounts from the bank because it grants loans to South Africa and Rhodesia.

“When people raise a good question it deserves to be aired,” explained Wick in urging students to attend the panel discussion.

The discussion will be held at 4 pm in Kent Hall.
January 1967 also saw the greatest snowfall in Chicago history. Over 23 inches of snow blanketed the University campus.
How did you cope with the “Great Snow” of 1967?

The Day After: Friday saw the campus covered with 23 inches of snow, forcing the University to close its doors officially for the day.
THE KALVEN REPORT

In February 1967, University President George Beadle appointed Law Professor Harry Kalven (pictured top left) to head a committee of faculty to examine the role of the University in political and social action. Its report (bottom left), still cited to justify decisions, advocated “neutrality” on most issues in order to preserve the institution as a safe space for all points of view -- except when issues directly affect the University’s mission.
The Kalven report was criticized by student activists and some faculty members, who argued that in its corporate decisions -- contracting, property acquisition, research grants, purchases, hiring, admissions, trustee appointments, administrative policies, etc.-- the University regularly took actions that implied social, political and moral _choices_ for which it must take responsibility.
Maroon editor David Satter and SG President Jeff Blum called for a teach-in about the war and the draft, to be held on May 10, 1967.
The Teach-in culminated in a rally at the Field House featuring a speech by Muhammed Ali, who, because of his refusal to submit to the draft on religious grounds, had been stripped of his World Championship Boxing title. Aside from many UChicago students, the rally drew a large number of youths from the surrounding communities. In response, the University decided to ban future non-athletic events at the field house.
Student activist Steve Kindred speaks to a student rally against class ranking for the Selective Service System just before a May 1967 “study-in.”

Ranking for the draft continued to be an issue for many students.
On May 29, 1967, a group of students staged a brief “study-in” in the Administration Building to protest the University’s continued calculation of student class rank, which they argued had no academic purpose.
Although the action was only briefly disruptive of normal operations, the University undertook disciplinary actions against the students. Eventually, the protesters were suspended for two quarters, but first-year students received suspended sentences. Still, SAR leaders criticized the discipline as overly harsh, in light of the nature of the protest action.
Also in the Spring of 1967, a new issue emerged for activists – faculty hiring. It began when the History department failed to renew the contract of Assistant Professor Jesse Lemisch. Lemisch said he was told that his “political views had affected his scholarship.” Lemisch’s research focused on common people’s role and experiences in historical events, as opposed to the perspectives of elites. Left-wing students suspected that Lemisch’s divergent academic approach and his support of student protest had been the reasons for his being “let go.”
Few left-wing students found McNeill's defense convincing.
The Maroon published an editorial in support of Jesse Lemisch, pointing to the need to guard against insular thinking in the academic departments. However, the University did not change its decision — and that became the backdrop of two future hiring decisions that angered many students.
Also in Spring 1967, a mobilization against the war was planned for New York, with a number of UChicago students intending to participate.

Anti-War Activity Here Grows
In Preparation for Mobilization

Two weeks of intensive anti-war activity here will culminate next weekend as hundreds of UC students and faculty board buses and cars to participate in the national mobilization in New York on Saturday, April 15.

This is part of a nation-wide series of protests which will end in simultaneous marches on the East and West coasts, expected by demonstration organizers to be the largest such protests in American history.

Already hundreds of students and faculty have made arrangements to participate in the march, and even more are expected before the deadline tomorrow. Information and transportation arrangements can be obtained in the Mandel Hall corridor and at other places on campus or by contacting Jackie Goldberg at 380-5790. Bus fare is $27 round trip for students, but subsidies are available for those unable to afford this sum.

ON CAMPUS, the Student Mobilization Committee is planning activities for almost every day between now and next Friday’s noon departure. Tonight, Leonard Liggio of Bertrand Russel’s War Crimes Tribunal will join other speakers at a teach-in at the Cloister Club at 8 pm. This will be followed by a fund-raising party at 5420 S. University Ave., to help subsidize transportation for the march. Admission will be 50 cents.

Saturday will see a noon march and demonstration at the Wilco Chemical Factory, 6200 W. 51st St., a firm which produces napalm for war use. Students will meet at the New Dorms parking lot at 11 am; all those with cars are requested to bring them.

On Saturday night, an International Wiener dinner at 4830 Kimbark Ave. at 9 pm will feature sixteen kinds of wiensers as well as drinks, rock and roll, and go-go girls. Reservations can be made by calling MU 4-6554 or 492-1668. Donation is $1.

In addition to marches and parties there will also be several movies and lectures during the week. On Sunday at 7:30 p.m. the Hillel Foundation, four films on two anti-war and anti-anti, will be presented; the U.S. governmen films “Why Vietnam?” will be peated at 7:30 p.m. on Monday at the Judd Theater. There is no admission charge.

Wednesday at 8 pm in Eck Hall, several veterans include a marine recently back from Vietnam will discuss the war; the
April 9, 1967, a fundraising party in Hyde Park to help support the cost of the upcoming Peace Mobilization in New York was raided by a large force of officers from the Chicago Police. The fundraiser was at the home of a DePaul University professor. He was among 19 people arrested at the gathering, which was attended by more than 150 people.
When it happened, the mobilization in NY showed new alliances growing among civil rights and anti-war groups.
That summer of 1967, UChicago students who intended to resist the draft formed their own group called Chicago Area Draft Resisters, or CADRE.
Demonstrations against military recruitment on campus.

On October 15, 1967, 130 students filled the Reynolds Club lobby and stairwell to protest recruitment interviews being conducted in the Career Counseling Office on the second floor by U.S. Army personnel. The draft resistance group, CADRE, also had an information table on the first floor.
Other demonstrations occurred on campus against recruiting by the Napalm-maker Dow Chemical Company, and against the University’s accepting research grants from the Institute for Defense Analysis (IDA), a Washington, D.C. think-tank with close ties to the Pentagon.
In the Fall of 1967, a much larger action was planned for Washington, D.C.
October 21, 1967, the largest anti-war protest in U.S. history took place in Washington, D.C. The event included a march to the Pentagon. UChicago students, again, were well represented.
At the protest, some students tried “Flower Power” on the U.S. Marshals controlling the event, with limited success.
Peace Marchers Storm Pentagon; Marshals Use Tear Gas, Clubs

By JOHN SIEBERT

WASHINGTON — An attempt Saturday to storm the Pentagon failed as government forces used tear gas and rifle butts to drive back the attacking marchers.

The attack came at 6:45 p.m. Saturday when the marchers surged up the slightly inclined driveway of the Pentagon mall on horseback. Lead by two young men with battry-powered loudspeakers, the group entered the entrance, guarded by a solid phalanx of police. As a smaller phalanx held the east door, a number of marchers stormed the west door from the basement.

Near the time the marchers climbed up onto the plaza and surged against the base of the building, a demonstration of the American people's desire for peace took place. A large banner reading "Peace Now," was raised by marchers on the steps of the Pentagon.

Several hundred marchers were arrested at the Pentagon. The marchers were led by a group of students from the University of Chicago, carrying a student mobilization committee banner and a sign reading "Today We Mobilize..."
In early 1968, UChicago students organized a new group, called “Alice’s Restaurant” (after the popular Arlo Guthrie song), to counsel students and others in the community about their options in respect to the draft.
Finally, on April 18, 1968, the University decided to sever its ties with the Selective Service System and cease making reports about student academic status to draft boards. Students could still use evidence of their registration at the College to seek student deferments, but the University would no longer be an intermediary.

“We were wrong,” commented College Dean Wayne Booth.
Also in April 1968, U.S. President Lyndon Johnson announced he would not run for re-election. The decision opened the upcoming Democratic National Convention to a wider field, although Vice President Hubert Humphrey soon announced he would be seeking that nomination.
But suddenly, on April 4, 1968, a tragedy struck the nation.
The assassination of Dr. Martin Luther King, Jr. profoundly affected the campus and the community.
Riots in reaction to the assassination took place in many of Chicago’s poor neighborhoods – with extensive fires and looting -- but a truce between youth gangs in the area seemed to help prevent that from happening near the University.
What was perceived to be a heavy-handed approach by the Mayor in response to the unrest – including a “shoot-to-kill” order in respect to looters – sparked a demonstration by 300 in a march to a National Guard Armory. About 35 UChicago students were reported to be in the protest.
In May 1968, black students on campus staged a four-hour sit-in at the Administration Building to demand increased enrollment of African-Americans. They proposed a target of 11%, to reflect the black population of the country. University authorities called the action disruptive, although no discipline ensued.
After LBJ withdrew, Senators Eugene McCarthy and Robert F. Kennedy were soon vying for the nomination against Humphrey.
Within two months, however, Robert F. Kennedy had also been assassinated.
At the convention in Chicago that August, Hubert Humphrey was nominated, but large numbers of students protested the convention in Grant Park – including substantial numbers of UChicago students.
The Chicago Police attacked the protesters and many demonstrators were seriously hurt, including some UChicago students.
As the demonstration and clashes in Grant Park subsided, UChicago student Christopher Cullander, Class of 1970, a member of SDS, was taken by a group of Chicago Police officers in a squad car to a downtown alley and beaten repeatedly with billy clubs, causing serious lacerations and contusions all over his body. The officers justified the beating by identifying him as having held up a sound speaker earlier while protest leaders addressed the crowd. After the beating, Cullander walked more than five miles to his Hyde Park apartment, where roommates transported him to the Billings Hospital emergency room. Cullander spent nearly a week in the hospital and was in pain for weeks thereafter.
Chicago Mayor Richard J. Daley regarded the demonstrations, and the widespread condemnation of his police department’s handling of the situation, as a personal affront.
These events led many in Chicago, including UChicago students, to protest police brutality.
That same October, the United Farm Workers’ (UFW), led by Cesar Chavez, asked Americans to stop buying grapes from corporate and other farms that would not recognize their right to bargain, or agree to the union’s demands for improved pay and working conditions. Most of the field workers picking grapes were immigrants from Mexico and other Latin American countries. The boycott campaign reached the Hyde Park Co-op and other local grocery stores, supported by students.
That November, the Republican nominee, and former Vice President, Richard M. Nixon, was elected President of the United States, largely on a law-and-order platform.
Also in November 1968, after Edward H. Levi was named President of the University, McGeorge Bundy, an adviser to President Johnson considered a major architect of the Vietnam war, was the speaker at Levi’s inaugural dinner downtown. SDS organized a protest outside the location of the inaugural dinner. They had also protested at Levi’s inauguration ceremony at Rockefeller Chapel earlier.
In January 1969, the appointment of Asst. Professor of Sociology Marlene Dixon -- who had stepped out of Levi's inaugural procession to stand with student protesters -- was not renewed, despite her popularity with students whom she had taught.
Majority Praise Mrs Dixon's Ability

Marlene on Universities and Radicals

By Greg Nek

One of the major issues in the college community during the past year has been the question of whether the University's decision to appoint Marlene Dixon as faculty was the right one. Many faculty members, students, and administrators seemed to be divided over their opinions on Dixon's abilities.

The survey was conducted among those who had taken courses with Mrs. Dixon. Their opinions vary widely, from some who think she is an excellent teacher to others who believe her teaching is lackluster. Many pointed to her personality as the reason, but the consensus is clear that she is characterized as an "inspiring,""sympathetic," and "stimulating." A large proportion of the survey respondents expressed a hope that she would improve with time. Some felt that her teaching style was "too easy," while others appreciated her "challenge." The survey also revealed a strong desire for her to improve her ability to manage large classes efficiently.

Marlene, according to students, is not a "black sheep," but rather a "teacher who is easy to teach with." She is described as "approachable," "interesting," "enthusiastic," and "knowledgeable." Many students look forward to her classes and feel that they learn more from her than from some of the other faculty members.

Marlene believes that education is an ongoing process and that students should be encouraged to think critically and question authority. She is known for her ability to make complex ideas accessible and to engage students in meaningful discussions.

Marlene is a dedicated teacher who is committed to the success of her students. Her teaching style and approach have been praised by students and faculty alike, and she continues to be a valuable member of the University community.

Marlene on Universities and Radicals

Marlene also shares her thoughts on the current state of higher education and the role of the university in society. She believes that universities should focus on providing a well-rounded education that prepares students for a rapidly changing world. She advocates for the integration of technology and the arts into the curriculum, and for the inclusion of diverse perspectives and voices in academic discussions.

In her view, universities should be places of inquiry and critical thought, where students are encouraged to explore and question the status quo. She believes that universities have a responsibility to address social and political issues, and to work towards creating a more just and equitable society.

Marlene also emphasizes the importance of student activism and the role of universities in supporting social change. She encourages students to be engaged and to use their education to make a difference in the world. She believes that universities should be places of innovation and creativity, where students are encouraged to think outside the box and to take risks.

Marlene's commitment to these values has earned her the respect and admiration of her students and colleagues alike. She continues to inspire and challenge her students, encouraging them to think critically and to pursue their passions with vigor and dedication.

Marlene on Universities and Radicals

Marlene also shares her thoughts on the current state of higher education and the role of the university in society. She believes that universities should focus on providing a well-rounded education that prepares students for a rapidly changing world. She advocates for the integration of technology and the arts into the curriculum, and for the inclusion of diverse perspectives and voices in academic discussions.

In her view, universities should be places of inquiry and critical thought, where students are encouraged to explore and question the status quo. She believes that universities have a responsibility to address social and political issues, and to work towards creating a more just and equitable society.

Marlene also emphasizes the importance of student activism and the role of universities in supporting social change. She encourages students to be engaged and to use their education to make a difference in the world. She believes that universities should be places of innovation and creativity, where students are encouraged to think outside the box and to take risks.

Marlene's commitment to these values has earned her the respect and admiration of her students and colleagues alike. She continues to inspire and challenge her students, encouraging them to think critically and to pursue their passions with vigor and dedication.
Left-wing students reacted by planning pickets and other actions, demanding an explanation from the Sociology Dept. faculty. The non-renewal of left-wing History Professor Jesse Lemisch over a year earlier was also weighing on their minds.
Eventually 1,200 students met at Mandel Hall to discuss the firing of Dixon.

Later that evening, at a meeting of 500 at another location, they voted to sit-in at the Administration Building to protest the University’s action.
This time the students were more militant. They did not plan to leave after just “making their point.” They intended, for the most part, to stay until the University agreed to rehired Ms. Dixon.
Student Government took a position in support of rehiring Dixon, and circulated a petition for students to sign. The petition also demanded an equal role for students in University decision-making.

“We the undersigned, having reason to suspect that Marlene Dixon was fired in part because of her political activities, because she is a woman, and because her scholarly activities do not conform to the conservative standards prevalent at the University of Chicago, hereby petition the administration for the rehiring of Marlene Dixon and for the right of students to share equally with faculty the power to hire and fire faculty.”
College Dean Wayne C. Booth dialogs with students, February 5, 1969, during the sixteen days of student protests over the University's refusal to renew for a second term the appointment of Marlene Dixon, an assistant professor of sociology.
College Dean Wayne Booth (pictured, center), listening to student speakers outside the Administration Building, attempted to mediate the dispute, but to no avail.
Assistant Dean of Students Jim Vice, drawing on his good relationships with many students, also attempted to find middle ground, but was not successful.
The leadership of the Sociology Department was firm in their position regarding Ms. Dixon.
Meanwhile, the sit-in and the questions raised by it largely pre-occupied the campus.
Fundamentally, the 1969 Sit-in Was About Faculty Hiring

Although the 1969 sit-in seizing the Administration Building was precipitated by the failure of the University to renew the contract of Asst. Prof. Marlene Dixon, pictured left, protestors were also angry about the earlier non-renewal of Asst. Prof. of History Jesse Lemisch, below left, and the uncertainty of the upcoming tenure offer to Asst. Prof. of Sociology Richard Flacks, right. All three took left-wing perspectives in their scholarship, and all three mentored student activism at the University.

Also at issue in the discussion was what weight should be given to teaching – especially undergraduate teaching – as opposed to research and publishing, in the hiring of faculty members.
As two weeks of occupation approached, the University notified the students whom it could identify in the sit-in -- as well as their parents -- that they were subject to discipline, up to possible expulsion. At right, immediate past SG President Jeff Blum burned his summons to appear before a disciplinary committee.
Although some, like sociology graduate student Howard Machtinger (photo), argued for continuing the sit-in, the majority of students in the protest voted to end it on February 14 after there was no evidence of movement in the University’s position.
Expecting disciplinary actions, some students’ frustration and anger turned in an uncharacteristic direction for the University community. Associate Professor James Redfield was accosted by a group of students as he left the Quadrangle Club, February 1969, and had to be escorted away by University police officers.

*Chicago Sun-Times, February 27, 1969*
Discipline of Student Protestors

In March 1969, on the advice of its disciplinary committee headed by Law Professor Dallin Oaks (pictured below), the University suspended 81 students involved in the sit-in, expelled 42, placed three on probation, and fined one for the cost of a broken window.
Many of the protesting students who were summoned before the disciplinary committee told the University that they would appear only as a group in one hearing. When the University rejected that approach, many of those students ignored their summonses. Those who were expelled consisted largely of that group.
Meanwhile, parents of many of the suspended and expelled protesters formed a group that, among other things, wrote open letters to the University accusing it of **purging** dissenting voices from the University community as a way to avoid seriously addressing the substantive issue of ideological bias in the hiring of faculty in certain departments.
A couple of months later, in May 1969, Richard Flacks, a left-wing professor in the Sociology department, was **brutally attacked** by an unknown assailant, who pretended to be a newspaper reporter. The attack left permanent injuries. Still, shortly thereafter, Flacks was **denied tenure** in the Sociology Department. Flacks went on to a position at the University of California at Santa Barbara, which had been courting him.
Although the University’s internal disciplinary response to the student protests was hailed in some circles as a model for how to handle them without calling in police, there is evidence that the University – especially the College -- paid a price for its actions, in terms of a marked decline in applications to the College for several years thereafter.
In retrospect, student unrest in these years seems, at least, to have helped to move the culture of the University in ways that would not have happened otherwise -- such as faculty recommending more inclusion of students in decision-making and new scrutiny of the faculty hiring process....
Students to Formally Evaluate Profs

A few weeks ago the council of the university senate ordered Tuesday a study, by the university's dean, calling for grading by the faculty of student grades of individual instructors or a con- gregational evaluation. The study was begun by the senate's executive committee, which is responsible in the controversy, with the University's decision not to release a report on the study. The senate has stated that its decision was made to satisfy public opinion.

The statement was made in response to a request from the senate for the council to issue a statement on the matter. The statement was issued by the senate's executive committee, which is responsible in the controversy, with the University's decision not to release a report on the study.

The senate's executive committee has stated that its decision was made to satisfy public opinion.

Counter-culture Claims Professors' Recognition

If you would like to learn more about this topic, please visit the following link: [Thesis Title]

[Thesis Title]

Admittedly their action is informed. That is why they are at the university. They simply demand that sociology's tools be used to answer their questions. Perhaps it is true that Mrs. Dixon will become a better sociologist if she spends some time at another university. But if she does, the university will be very ill-served in the future. There is no one to take her place in trying to understand the tools of research at the service of the university.

The relevance of student views on educational matters is clear. Students can bring to an understanding of academic issues knowledge that is outside the direct experience of the faculty, viewpoints that are not limited to those expressed by the institution itself. The effectiveness of student participation in educational discussions, and through informal channels, can change the direction of this response. They have taken into account student judgments and have been able to produce a wide range of academic materials, including programs, requirements, and the performance of its faculty members. Decisions on such matters have often been improperly influenced by what has been learned from students.

Recognizing that the purpose of student contributions is to improve the quality of education at the University of Chicago, and believing that this purpose is best served by national discussions and regular communication, we urge adherence to the following principles with respect to student participation in the processes by which academic policies are determined:

1. The most appropriate and most effective means of eliciting student views, and indeed the extent to which these views can contribute to the formulation of policies and programs, will vary from area to area.
2. The process must be open and transparent. Student input must be considered in the formulation of policies.
3. The principles underlying the participation of students in the formulation of policies must be consistent with the mission of the University.

Recommendations on academic approp- riate participation in the formulation of policies and procedures for the University's faculty are based on the University's mission for the formulation of academic policies within its jurisdiction.

Students Discuss Phy Sci Changes

"I was interested in the idea," said Student 1, a junior. "I think it's a good idea." Student 2, a junior, added, "I think it's a good idea." Student 3, a senior, said, "I think it's a good idea." Student 4, a junior, said, "I think it's a good idea." Student 5, a senior, said, "I think it's a good idea." Student 6, a junior, said, "I think it's a good idea." Student 7, a senior, said, "I think it's a good idea." Student 8, a junior, said, "I think it's a good idea." Student 9, a senior, said, "I think it's a good idea." Student 10, a junior, said, "I think it's a good idea." Student 11, a senior, said, "I think it's a good idea." Student 12, a junior, said, "I think it's a good idea." Student 13, a senior, said, "I think it's a good idea." Student 14, a junior, said, "I think it's a good idea." Student 15, a senior, said, "I think it's a good idea." Student 16, a junior, said, "I think it's a good idea." Student 17, a senior, said, "I think it's a good idea." 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Perhaps partly as a result of the turmoil of the 1960s and thereafter, the University has turned increasingly, in recent years, toward engaging the surrounding communities, the city, the nation and the world. This new culture is what the University now calls “Civic Engagement.”
The University’s website now says “Civic engagement is critical to the work and mission of the University of Chicago.”

Would that vision have been expressed in 1964 – 1969?
In our years, we heard great emphasis upon the “Life of the Mind,” and protecting it from distortions and intrusions from within and without. Today, the University’s website, while still valuing that intellectual mission, includes a markedly different perspective...

“Civic engagement is critical to the work and mission of the University of Chicago and is fostered by individuals and groups from across the University, including our faculty, staff, and students.

“As an anchor institution on the mid-South Side and a center for education, research, and innovation, we partner within our city and surrounding communities to share talent, information, and resources to have a positive impact on our city’s well-being.

“As a global research university in a major city, we have an opportunity and an obligation to help make sense of today’s urban challenges and contribute to solutions that can have local benefits and global impact. We partner with institutions and agencies around the world to discover solutions.”
What forms does “Civic Engagement” take?

PARTNERING IS A CRITICAL ELEMENT IN CIVIC ENGAGEMENT AT ALL LEVELS

As an anchor for local neighborhoods and a global center for education, research, and innovation, the University now actively partners within its surrounding communities to share talents, information, and resources, in order to have a positive impact in Chicago that can be spread to cities around the world.
WHAT TYPES OF ACTIVITIES COMPRIZE “CIVIC ENGAGEMENT?”
from the University’s website...

ANCHORING: As an anchor institution on the South Side of Chicago, the University of Chicago is committed to supporting strong, vibrant communities in the neighborhoods surrounding our campus. Through partnerships with local communities and the City of Chicago, we seek to catalyze economic growth, expand educational opportunities, improve public health, connect through arts and culture, and enhance public safety.

EDUCATION: As an educational institution, the University of Chicago both contributes to and benefits from the diversity of perspectives, expertise, and resources that a robust exchange with the broader community and city enables. Through a network of civic partnerships and community collaborations, we open the doors for learning to residents across the mid-South Side and the city of Chicago—from Chicago Public Schools students to retirees.
RESEARCH: The University of Chicago supports research that responds to urban opportunities, *spurs solutions to urban challenges*, and *creates models for urban improvement* that can be replicated in cities around the globe.

INNOVATION: We believe innovation is the lifeblood of cities. UChicago fosters an innovative community of faculty, students, researchers, alumni, and partners who propel our culture of innovation *to benefit our city and cities around the world*. We pursue relationships with municipal and private partners to support entrepreneurs, attract new industry to the mid-South Side, and enable the combination of research, infrastructure, and investment necessary to generate and execute new ideas and solutions for the public good, in Chicago and beyond.
DRAMATIC EXAMPLES OF THE UNIVERSITY’S CURRENT CULTURE OF “CIVIC ENGAGEMENT”...
UCHICAGO URBAN represents the University’s interdisciplinary commitment to understand urban issues and create a positive impact on urban life. Collaborating scholars examine urban environments and lay a critical foundation for effective response. Partnering with civic and community leaders, the University develops evidence-driven, scalable solutions to address the most complex questions facing cities. Together, its research and practice have a positive and lasting impact on the lives of people in cities around the world.
Schools and Divisions involved in UChicago Urban:

Biological Sciences Division
Humanities Division
Physical Sciences Division
Social Sciences Division
The Graham School of Continuing Liberal & Professional Studies
The Harris School of Public Policy
The Law School
The School of Social Service Administration
The Booth School of Business
The Divinity School
UChicago Medicine
Here are some of the initiatives and projects connected to the UChicago Urban hub...
THE URBAN EDUCATION INSTITUTE, which produces knowledge about reliably excellent urban schooling. UEI conducts rigorous applied research, trains teachers and school leaders, operates a preK-12 public school, and provides research-based tools and resources to schools in 62 major cities across 34 states. Together, UEI's units will help determine what matters most for school improvement and student success.
THE URBAN HEALTH INITIATIVE is UChicago Medicine’s community health department, addressing population health and community benefit. UHI fosters strong relationships with civic leaders, community organizations, health care providers and residents to strategically improve health and access to quality care on the South Side of Chicago.
THE URBAN LABS: For each lab, the University partners with civic and community leaders to identify, test, and scale the programs and policies \textit{with the greatest potential to improve human lives}. The labs address \textit{five key dimensions} of urban life…

- CRIME PREVENTION
- EDUCATION
- HEALTH
- POVERTY
- ENERGY & ENVIRONMENT
MANSUETO INSTITUTE FOR URBAN INNOVATION - - a broader view:

Researchers from the social, natural, and computational sciences, and the humanities, pursue innovative, interdisciplinary scholarship, new educational programs and leadership, and evidence to support global, sustainable urban development.

In the next 20-30 years, Earth will reach peak population, with the net population growth of 4 to 5 billion happening in cities. The Mansueto Institute creates the research, evidence, and knowledge that empowers citizens from the realms of policy, activism and practice to realize the potential of our increasingly urban world.
THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION (SSA) LEVERAGES MULTIDISCIPLINARY STRENGTHS TO SOLVE URBAN SOCIAL PROBLEMS.

SSA's Chicago Center for Youth Violence Prevention brings together researchers, community representatives, practitioners, and policymakers to understand the risk and development of violence and to rigorously evaluate preventive interventions.

SSA's field education program trains students in 600 major nonprofits in Chicago while delivering tangible services to the most vulnerable citizens in the city.
MORE MANIFESTATIONS OF CIVIC ENGAGEMENT...

• The Kreisman Initiative on Housing Law and Policy at the Law School builds networks with peer academics and practitioners to examine the effects of legal and policy tools that bear on residential choice, and considers how reforms and innovations might advance housing access and stability and build better neighborhoods.

• The Harris School of Public Policy prepares students to apply their education to real-time public policy challenges, analyzing field research and presenting policy recommendations to city officials in programs like the Harris Policy Labs.

• The South Side Health and Vitality Studies (SSHVS) connect UChicago scholars with health care providers and researchers at peer institutions for broader impact. SSHVS generates new knowledge about health and tests the impact of health-related interventions.
Through workshops, treks and trainings, students can explore their passion for public service. By developing leadership skills, serving their communities, and exploring public policy, students can see how their actions impact the world around them.

Leadership Programs such as Leaders of Color, Women in Public Service, TechTeam, and The Gate help students learn the skills necessary to meaningfully influence politics and public service.

Civic Engagement Initiatives are where students actualize their ideas. Initiatives allow students to seek answers to specific questions or address a particular public need. Current Initiatives, such as New Americans UChicago, the Chicago Peace Corps, and LegUP Woodlawn are a chance for students to work directly in Chicago communities on issues ranging from immigration to restorative justice and education.

During Political Exploration Treks, students see firsthand how governments function.

Civic Engagement offers workshops introducing students to the nuts and bolts of politics. Topics range from protest to running for office.
MORE EXAMPLES OF CIVIC ENGAGEMENT BY THE LAW SCHOOL:

• Criminal and Juvenile Justice Project
• Civil Rights and Police Accountability Project
• The Exoneration Project
• The Young Center for Immigrant Children’s Rights
CHICAGO CENTER FOR HEALTH AND ENVIRONMENT (CACHET):

The University of Chicago and the University of Illinois at Chicago received a joint $4 million grant last September from the National Institute of Environmental Health Sciences to establish an environmental health sciences center run in partnership by the two universities.

*CACHET will study disparities in environmental health among Chicago residents, and aims to find ways to mitigate them.* It will do this by promoting multidisciplinary environmental health research among clinician, laboratory, and population scientists.

CACHET is currently studying issues including air pollution, lead in Chicago water, and airborne metal pollution, among others. The grant will fund education, community outreach in pollution-affected areas, statistical support, translational assistance, and pilot project funding to initiate new research opportunities across both campuses. CACHET was formed conceptually three years ago, but was officially launched last September.

CACHET researchers will also collaborate with other local organizations and researchers, such as the Array of Things and the Southeast Environmental Task Force.
NEW TRAUMA CENTER

Another major example of “civic engagement” has been the opening, May 1, 2018, of the UChicago Medical Center’s Level 1 Adult Trauma Center, a facility long sought (and fought for) by south side community activists, as well as many students and faculty members. The new facility complements the University’s pediatric trauma and burn centers.

Kandice Denard, a leader in the community campaign to open a trauma center at the University of Chicago Medical Center, stands by the intersection of 61st Street and Cottage Grove Avenue, where her brother was shot in 2010.
Although the student and community activism that helped spur this turn toward a culture of “community engagement” did not begin or end with our time in the College, events during our time in the College certainly prompted discussions that contributed to that change.
YOUR PERSONAL PERSPECTIVE

How was your life as a member of the Class of 1968 – whether you graduated then, or not – affected by these events and changes?

How has your life been affected thereafter?

In retrospect, how do you now evaluate that time in your life?
One thing is certain, the Class of 1968 lived through times of profound change, at the University and in the world beyond.
fin
50th Reunion of the Class of 1968
Marlene Hevia Hellman, Chair

Slide Show Subcommittee
Jerry Lipsch, Writer, Editor
Dan Kocher, Consultant, Contributor
Howard Lorber, Soundtrack
Meagan Spellman, UChicago Staff

THANKS to the reunion committee members -- Shelly Adasko, Jannon Fuchs, Dan Hertzberg, Jim McDaniel, Jeanine Minkin Meyer, Dick Neumeier, Marion Sirefman, Bill Sweet, and, especially, Marlene Hevia Hellman; as well as to alumni Ed Birnbaum, Paul Bluestone, Heather (Tobis) Booth, Jeff Blum, Chris Cullander, Edward Messing, Robert Segal, Ken Shelton and Gareth (Mann) Sitz – for ideas, clippings, photos, documents and recollections that helped the subcommittee put this slide show together. Special thanks also to the University Library Special Collections staff, to the leaders of WHPK-FM, and to the Chicago Maroon, for allowing us extended access to its archives of past issues. Gratitude is expressed also to Mike Nemeroff for his stewardship of the legacy of the Class of 1968 over many years.