THE COLLEGE

Class of 1969

Our College Years
We began our College days — with few exceptions — in the fall of 1965. Not everyone finished their degree in June of 1969. Some did so later that year, some in another year or two, or more. Some never finished their degrees, for a variety of reasons.
But we all lived through times of major social, political and cultural change that deeply affected many of our experiences at the University.
Perhaps a sign of the difficulties we encountered is that the Class of 1969 was the first University of Chicago College class not to have a yearbook.

The *Maroon*, hoping to capture a moment for memory, offered to take a class picture at the Laredo Taft statue “The Fountain of Time.”

Fifteen of us showed up.
The Senior Class

This series of slides is a retrospective of the experiences of our college years and the times around them.
When you arrived in Chicago, you quickly learned who was in charge.
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.
Dean of the College Wayne Booth welcomed us with a speech about the “Aims of Education”

The aim of education is to produce educated men and women . . . who know enough to know that they are not educated . . . ; who can see education as a process and not a fixed goal; those who know whatever must be known — whether of facts, of concepts, of skills — to take part in the process; those who refuse to let what they know get in the way of further learning.
It was Booth’s first autumn as a dean.

Aims of education

Learning must be ongoing, not static process

by Wayne C. Booth, dean of the College

Why is it that we never hear anyone complaining about his lack of education? Every man knows that the aim of education is not a fixed goal; those who know what it is will not be known—whatever the facts of, concepts, of skills—to take part in the process; those who refuse to let what they know get in the way of further learning. The man who asked, on Monday night (Aims of Education, Part I) to go look up the precise quotation, anyone should require him to learn something, in both, not already want to learn sounded to me like a man in danger. The professor who told me that there is only one aim of education that we should bother about, and that is to teach students to read and write, sound just like a man in danger—he was so clearly confident that he knew just exactly how to read and how to write. In the case of educational futures, but is anyone else safe! Proud of having climbed so high, we turn to enjoy the spectacle of the swaying climbers below. It is the aim of education not to make us think, but to make us see. Education is something that we have but something that we can try to learn.

Booth

There is something in the autumn air (my first fall as dean—ambiguities intended) that leads me into this circular tone. Let me try, now, to abandon anthropomorphism and irony and say right out what I take our business to be.

THE AIM OF EDUCATION is to produce educated men and women. Educated men and women are those who know enough about anything in which they are interested to say what they think is true about what they think. To make myself vulnerable to your own charge: here is a brief, frozen description of what I think the process should include (Lord, I thank thee that my theories of education are not as other men’s).

It should be the aim of education—not just of “general education”—to learn how to learn. A young man Monday night asked, “What is the use of education if we must go ten years from now we will have forgotten all of what has been taught us!” James Jeffrey rightly replied by quoting Plato on the kindling of fires that will not go out (you cannot expect me, faced by a Parnassus deadline on Tuesday, to go look up the precise quotation!). Whatever you have “received” from the college is inert information, what you will have when you have forgotten the information is nothing. If you have on the other hand learned to learn, ten years from now you will have learned things that will make your moyeage more years, garnering look pitiful by comparison.

But how do we learn to learn? By learning how to recapitulate for ourselves what other men have learned.

THE EDUCATED MAN knows how to learn in conversation. He knows how to listen actively, how to take in the other man’s point, how to probe his own and other men’s assertions to discover the terms of the agreement and disagreement. Easy to say, hard to do. He has always had a discussion which left you a changed man?

The educated man knows how to learn by reading. Let me raise myself to my full height and pompously declare that most students these days never learn to read, it by reading we mean the discovery of what is really being said. Show me a B.A. candidate who can really read for himself, and I’ll show you a man who will be making original contributions to the world within five years.

BIG NEW CONTEST! I hereby offer a $50.00 prize to any undergraduate at Chicago who can read a chapter from any major philosopher, and then re-state the argument in a way that could conceivably satisfy the original author. Decisions of the judge (myself) will be final. Deadline: December 1, 1965.

How do we learn to learn by thinking how to think. The educated man knows how to learn by trying to communicate in writing. We too often think of learning to write” as learning to tell other people what we already know. But all writers know that writing is a process of discovery, and that in trying to make clear to others what we think we know, we discover how far we are from the truth and are thus forced to think in new territory. I heard this week of a young man who presented a new and brilliant proof of his mental prowess. He was told it would make his international reputation and to go write it up. He went to write it up but wrote it back a year later having discovered, in the process of writing, flaws in his original argument. And the proof that the mathematics did not reveal. (Don’t ask for proof of this)

(Continued on page eighteen)
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.
PLACEMENT TESTS force students to choose between a, b, c, or d, while one student elects a moment of solitude.
The Gen Ed courses to which these placement tests applied were:

- Biological Sciences
- Foreign Language (French, Spanish, Russian, or German)
- History of Western Civilization
- Humanities I
- Humanities II
- Mathematics
- Physical Sciences
- Social Sciences I
- Social Sciences II
- English Writing Composition

The class of 69 was the last class to have 10 3-quarter Gen-Ed courses.
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.
Still, O-Week left time for informal socializing and getting to know our new roommates, dorm mates and classmates.
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 places 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.
During our years in the College many faculty members, administrators, and staff taught us, mentored us, and assisted us. In the next few slides are the names, pictures, or both of some of those you may remember.
Herbert L. Anderson (1914-1988), Physics

J. Kyle Anderson (d. 1989), Physical Education, Basketball Coach

Mark Ashin (1917-1997), English

David Bakan (1921-2004), Psychology
Edith Ballwebber (1901-1978), Physical Education

Jeanne Bamberger, Music

Brenda E. F. Beck, Anthropology

Gary Becker (1930-2014), Economics, Sociology
Saul Bellow (1915-2005),
English Language & Literature,
Social Thought

David Bevington (1931-2019),
English Language & Literature,
Comparative Literature

Easley Blackwood,
Music

Patrick P. Billingsley (1925-2011),
Mathematics and Statistics
Peter Blau
(1918-2002),
Sociology

Wayne C. Booth
(1921-2005),
English,
Dean of the College

Merlin Bowen
(1910-1999),
English Language
and Literature

Felix Browder
(1927-2016),
Mathematics
Howard Brown
(1930-1993),
Music, Humanities,
Director, Collegium Musicum

K.A. Brownlee,
Statistics

Virgil Burnett
(1928-2012),
Art,
Humanities

John Cawelti,
English
Joseph Cropsey (1919-2012), Political Science

Michael V. Deporte (1939-2003), English, Humanities

Robert Dernberger, Economics

Marlene Dixon (1936-2008), Sociology
Ruth Duckworth (1919-2009), Ceramics

Mircea Eliade (1907-1986), History of Religion

Virginio Ferrari, Art, Sculptor in Residence

Lawrence Fisher (1929-2008), Business
Richard Flacks, Sociology, Social Sciences

John Hope Franklin (1915-2009), History

Milton Friedman (1912-2006), Economics

Tetsuya Fujita (1920-1998), Geophysical Sciences
Harold J.F. Gall (d. 1993), Botany

Clifford Geertz (1926-2006), Anthropology

Hildred Geertz, Anthropology

Eugene T. Gendlin (1926-2017), Philosophy, Human Development
Godfrey S. Getz, Pathology, Biochemistry, Molecular Biology

George Glauberman, Mathematics

J. David Greenstone (1937-1990), Political Science, Social Sciences

David Grene (1913-2002), Classics, Social Thought
Catherine Ham
(d. 1991),
Behavioral Sciences

Edward M. “Ted” Haydon
(1912-1985),
Physical Education,
Track Coach

Harold Haydon
(1909-1994),
Art, Director,
Midway Studios

Richard Hellie
(1937-2009),
Russian Language
and Literature
Bert F. Hoselitz
(1913-1995),
Economics,
Social Sciences

Gerald J. Janusz,
Mathematics

Walter Jeschke,
Caretaker,
Ida Noyes Hall

D. Gale Johnson
(1916-2003),
Sociology,
Social Sciences
Arcadius Kahan (1920-1982), History, Economics

Harry Kalven (1914-1974), Law

Helene Kantor (1919-1993), Archeology, Near Eastern Languages and Civilizations

Joseph J. Katz (1912-2008), Chemistry
Herbert Kessler, Art History

Patricia R. Kirby (1927-2011), Physical Education

Erich Klinghammer (1930-2011), Biology

Edward J. Kollar, Biology
Herbert Lamm  
(1908-1990),  
Philosophy,  
Ideas and Methods

Dan B. ("Skip") Landt,  
Director,  
Student Activities

Jesse Lemisch  
(1936-2018),  
History

Ralph Lerner,  
Social Thought,  
Social Sciences
Donald N. Levine (1931-2015), Sociology, Social Sciences

H. Gregg Lewis (1914-1992), Economics

Richard Lewontin, Biology, Mathematics

Arunas L. Liulevicious (1934-2018), Mathematics
Lester Little, History

Charles H. Long, Religion, Divinity School

Theodore J. “Ted” Lowi (1937-2017), Political Science

Perrin H. Lowrey (1923-1965), English, Humanities
Saunders Mac Lane (1909-2005), Mathematics

Christian Mackauer (1897-1970), History

Norman Maclean (1902-1990), English

Viola Manderfeld (1903-1998), German Language and Literature
J. Peter May, Mathematics, Topology

Harold M. Mayer (1916-1994), Geography

Jerome McGann, English Language and Literature

William ("Bill") McGrath (1937-2008), History, Humanities
Richard McKeon  
(1900-1985),  
Philosophy, Classics,  
Ideas and Methods

William H. McNeill  
(1917-2016),  
History

Lloyd A. Metzler  
(1913-1980),  
Economics

Gerhard Meyer  
(1903-1973),  
Economics,  
Social Sciences
Hans J. Morgenthau (1904-1980), International Politics

Paul Moses (d. 1966), Art

Mary Jean Mulvaney, Physical Education

Hans Nissen, Archeology
Kenneth Northcott, German Language And Literature

James O’Reilly (d. 1990), Director, University Theatre, Court Theatre

Elder J. Olson (1909-1992), English

David Orlinsky, Psychology
Kenneth Prewitt, Political Science

Alfred L. Putnam (1916-2004), Mathematics

Henry Rago (1915-1969), Theology and Literature

James Redfield, Classical Languages and Literature, Humanities
Erica Reiner (1924-2005), Oriental Institute

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

Enid Rieser, Student Advisor

Harold Rosenberg (1906-1978), Art, Social Thought
Milton Rosenberg (1925-2018), Psychology

Edward Rosenheim (1918-2005), English, Humanities

Manfred E. Ruddat, Ecology and Evolution

Robert G. Sachs (1916-1999), Physics
Sheldon Sacks (d. 1979), English, Linguistics

Paul Sally (1927-2006), Mathematics

Peter Satir, Biology

Joseph Schwab (1909-1988), Natural Sciences, Social Thought
David M. Scott, History

Joan W. Scott, Social Sciences, Institute for Advanced Study

William Sewell (1937-1987), Geography

Edward Shils (1910-1995), Sociology, Social Thought
Herman L. Sinaiko  
(1929-2011),  
Humanities

H. Colin Slim  
(1882-1971),  
Music

Richard G. Stern  
(1928-2013),  
English

Lorna Straus,  
Biology, Anatomy
Nathan Sugarman (1917-1990), Chemistry

Joshua Taylor (1917-1981), Art History

Sol Tax (1907-1995), Anthropology

Henri Thiel (1924-2000), Economics, Management Science
James Vice, Social Sciences, Assistant Dean of Students

Richard Wade (1922-2008), History

Edward Wasiolek (1924-2018), Slavic Languages and Literature

Karl J. (“Jock”) Weintraub (1924-2004), History
Roger Weiss (1930-1991), Economics, Social Sciences

Naomi Weisstein (1939-2015), Psychology

Richard Wernick, Music

Gilbert F. White (1911-2006), Geography
Charles Wegener
Ideas and Methods

Joseph M. Williams
(1933-2008)
English, Linguistics

Isaak Wirszup,
(1915-2008)
Mathematics

Doris S. Yasnoff,
Biochemistry
You might remember other favorite teachers and mentors from your University of Chicago years.
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 and human development 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. By the time we graduated all the rules about visitation hours and the number of legs that could be on a bed were gone.

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 students were required to live in a dormitory during their first year. The main exceptions were commuting students from the Chicago area. The undergraduate dormitories for 1st year students were...

Burton-Judson Courts

Woodward Court (aka New Dorms) — now defunct

University House
5737 S. University Ave.
was a residence for 1st year women in 1965-66 (no photo).

Pierce Hall — replaced by Campus North

Snell – Hitchcock
Snell, like Hitchcock, was a men’s dorm during our 1st year. In our 2nd year it housed women.

Snell Hall was all male our first year. It was home to SDS leaders. It was unique in being all single rooms. At the end of the year many of us signed up to return to Snell, but the University, after Commencement that year, announced Snell would be all-female and none of us could return there. It was a transparent way to clean out the SDS from that single location, and those who had wanted to return there had to scramble for housing.

—Elliot Feldman, AB 1969
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...

Dining room at Pierce Hall

Dining room at Woodward Court

One of the dining halls at Burton-Judson
Common rooms helped bridge social connections...
Some of the dorms solely for **upper class women and men** including...

- Blackstone Hall, 5748 S. Blackstone Ave.
- Eleanor Club (Breckinridge Hall) 1442 E. 59th Street
- Broadview, 5540 Hyde Park Blvd.
- International House

- Laughlin House, 5519 S. Blackstone Ave. (NO PHOTO)
- Boucher Hall, 915 E. 53rd St. (NO PHOTO)
- 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

by Mike Seidman

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 Improving Housing, demanded improvements in dorm conditions, more University-owned and pre-leased apartments, University police protection for north Woodlawn, campus bus service to South Shore, and housing within ten minutes' walking distance of the Quadanglers.

The meeting was billed as a "sleep-in," and a number of students came equipped with sleeping bags and blankets. But a heavy dew at about 1:00 am and an indoor-outdoor tent curtailed the demonstration prematurely.

BEFORE THE RAIN CAME:

The University has an obligation to provide low-cost, liveable, non-dorm housing to all undergraduates who desire it. All plans for future building should take into consideration the planned increase in College enrollment and the necessity to provide desirable dorm space to that half of the College which would rather not undertake the responsibilities of apartment living.

Apartments Urged

To these ends, the report recommends that the University should build three to four-bedroom apartments, to rent at or below current dorm rates. The report claims that such apartments would be rent unfurnished for $60 to $80 a month per student, a rate acceptable to the average undergraduate according to an SG poll. Apartment accommodations for 2000 students should be constructed, it urges.

Should the University choose to concentrate on cluster housing, the report adds, it will be necessary to construct a second Pierce Tower, which should follow the original construction plan. That is, Pierce II should be composed entirely of two-room doubles, each with a private bathroom. The building should also be smaller, and the dorm should eventually be made coed, the report states.

THE REPORT defines "liveable" in terms of space and social environment. Any student who wants to be able to have a private bedroom, no social rules should apply in housing of any sort, and where practical housing should be coed. In cluster housing, kitchen facilities should be available.
Students To Run Tent-in To Protest Housing Fix

By Barbara Marx and Carolene Boote

The Student Government (SG) was forced last week to deal with a housing protest by a group of students. The group set up a tent on the corner of the Administration Building and the Union to protest housing conditions and the lack of action by the Administration.

The housing issue has become a major concern on campus. Many students are dissatisfied with the current housing conditions and are looking for a solution. The Student Government has been working on the issue for several weeks, but so far, no progress has been made.

SG Exec Gives Support To Dormitory Autonomy

The Student Government executive supports the dormitory autonomy movement. President Larry Lathrop has stated that the student government should be more involved in the decision-making process regarding housing.

Landlords

The landlords have been vocal in their opposition to the housing protest. They have been accused of ignoring student concerns and not doing enough to improve housing conditions.

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...
Meanwhile, during our first weeks of classes there were signs of protests against the war emerging.
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*...

Harper Memorial Library – the University’s main library until Regenstein opened in 1970 – was a frequent site for study in its many reading rooms and collections.
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.
Many students enjoyed a frequent respite at the coffee shop in Swift Hall, pictured.

...or at another coffee shop inside Rosenwald Hall.
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. The number decreased when long hair for men became fashionable.
The Reynolds Club Desk rented pool balls and sold cigarettes (and sometimes other substances). It was often a center of activity.
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 theatrical, academic, cultural, political and social events important to the University community and its neighborhood. Today it seats just under 900, somewhat more during our undergraduate years.

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 ...

Bishop was a guitarist for the Paul Butterfield Blues Band, which often played on campus.
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...
New Maroon editors-in-chief were elected each Spring.
Student Government attempted to be a voice for the student body. In the spring of 1968, Jerry Lipsch (AB 1968) was elected president to succeed Jeff Blum (also Class of 68, expelled in 1969).

Others officers chosen were: Arthur Hochberg (’70), vice president; Dave Kohl (’68), secretary, and Lenny Handelsman (’69), treasurer. Committee chairs selected were: Mike Krauss (’70), Campus Action; Carol Burroughs (’71), Community Relations; Tobey Klass (’68), Undergraduate Academic Affairs; Mary Nelson, Graduate Academic Affairs.

The sit-in in the headline was the black student sit-in in in the Ad Building on 15 May 1968.

Note also the article about sit-ins at Columbia, Stanford, Northwestern, Temple, and elsewhere.
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, is the longest continuously running student film society in the nation. Founded in 1932 as the Documentary Film Group, the society has always been populated by students who seem to have seen every film ever made!
Doc Films was not only an organization for students interested in cinema, but also a major provider of high quality entertainment to the campus. The late Fred Stein (class of 69) was an active member of Doc Films. 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.
University Theatre, Court Theatre, the Blackfriars Club, and the Renaissance Players 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...
Varsity swimming practice, 1965, Bartlett Gym

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

Winners of the Stagg Award 1966-69:
1966 - Thomas A. Goltz
1967 - Richard Stone
1968 - Bill Pearson
1969 - Dennis Waldon

Varsity game against Judson College, 1968

Dennis Waldon (AB 1969)
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.
Coach Ted Haydon and team
Intramural sports were a source of enjoyment for many students beyond those participating on the varsity squads...
College women also engaged in organized athletics.

We had cheerleaders at all the basketball games and at some of the track meets at Stagg Field. We were pre-title IX and more informal. We were a bit of an anachronism!

— Lynn Junker Simms (SB 1969)
The Chicago Maroon, consistently covered campus sports, both varsity and intramural.
Yet another competitive event

College Bowl Team, 1968

Students Larry Silver (left) and John Moscow (right) represented the University of Chicago on NBC's G.E. College Bowl in 1968.
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...
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 in the care of the Frank Lloyd Wright Preservation Trust.
The Oriental Institute at the University of Chicago

Yelda Khorsabad Court, Assyrian Empire

Persian bull
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.
Several music groups associated with the University of Chicago often played on campus

Ralph Shapey (1921-2002), who was on the Music Department faculty, conducted the Contemporary Chamber Players, a group of professional musicians who played recently written music, including Shapey’s own compositions. His commitment to musical precision and imagination made many avant-garde works come alive.
The Chicago Art Ensemble was a group of jazz musicians who explored a variety of unusual instruments and sound combinations. They performed on and near the UChicago campus and occasionally lectured there.
Organized in Old Town in the early sixties, the Paul Butterfield Blues Band often played at campus locations like Ida Noyes. (Butterfield had attended the Lab School.) The band’s first album, released in Fall 1965, included “Born in Chicago” and “Got My Mojo Working.” They were high on the list of Chicago musicians who gave many of us a life-long appreciation for the blues.
Safety and security around campus and its neighborhood were always a subject of concern during our years in the College.
In March of our first year, we learned that the beloved art history professor Paul Moses had been shot to death.
Roy Guttman, class of 1968, was murdered on April 22, 1968, at 56th Street and Kimbark Avenue, a few weeks before his graduation.
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...
3 FREE PEPSIS with each PIZZA IF MENTIONED ON THE PHONE

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ACROSS FROM THE 'T'
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PIZZA

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1501 EAST 53RD STREET

(open Dawn to Dawn)

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 P.M. to 9 P.M.

- Roast Round of Beef, Au Jus               1.60
- Grilled Pork Chop, Apple Sauce           1.65
- Liver & Onions or Bacon Strip           1.35
- Grilled Canadian Bacon, Apple Sauce      1.45
- Baked Ham, Grilled Pineapple Slices      1.65
- N.Y. Cut Choice Sirloin Steak           2.40
- 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 Meat Sauce (Italian Sauce) 1.30
- Spaghetti With Meat Sauce (1/8 oz. Fresh) 1.50
- Spaghetti With Meat Sauce (With Italian Sauce) 1.50

SALADS

- Kidney Bean                             30
- Small Cottage Cheese                    30
- Nixed Tomatoes                          35
- Potato Salad                           35
- Lettuce & Tomato                       35
- Cole Slaw                             25

POTATOES

- Hash Brown                               30
- Mashed 25 Lyonnaise                      35
- Cottage Fried                           30

DESSERTS

- Jello 20 Chocolate or Rice Pudding 25 Apple Slices 25

HOBBY EXTRAS

- B.B.Q. Sparreribs, F.R. Fries, Cole Slaw    1.50
- Special Skirt Steak Sandwich, Fries, Slaw   1.25
- Hobby Salad-Lettuce, Tomato Wedges, Cheese, Ham  1.35

COLD SANDWICHES

- Ham Salad                               60
- Breaded 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!”

*The name is Greek, not French and is pronounced vah-LOW-iss, not val-WAH.
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.
Another, Campus Foods on 57th Street, a small retailer, charged prices that were sometimes higher than the Co-op. Students gave it the uncomplimentary nickname “The Goniff,” which is Yiddish for thief. One student, while writing a check and unaware of this derivation, asked a clerk: “How do you spell Goniff?”
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. (The line has been part of the Metra system since the 1980s.)
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.
The Clark Theater revived a different pair of old films every night. The schedule had a rhyme for each night’s offering. Here are some:

Rosebud—the bane
Of Citizen Kane

Electra—Vengeful sister and brother
Stalk stepfather and mother

A House Is Not a Home—
Polly Adler's confession
Re: the oldest profession
Other attractions in and around Chicago drawing UChicago students were...

Bahá'í House of Worship, Wilmette
The 1st McCormick Place on Lake Shore Drive burned down in a huge fire on 16 January 1967.
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 (1450 AM) was a blues and soul station that contributed to the refinement of the musical tastes of many Chicago undergraduates. It was founded in 1963 by Leonard and Phil Chess of Chess Records.

At midnight every night the famous Chicago DJ Pervis Spann, the Bluesman, who, remarkably, is still living (https://en.wikipedia.org/wiki/Pervis_Spann) would come on and start his show by playing Wilson Pickett singing *The Midnight Hour*. It was a great radio show.

—Jon Marvel (Class of 1969, AB 1972)
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.
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.
In the Winter Quarter of our 1st year, an extraordinary event occurred. In conjunction with its 75th anniversary, the University stopped all regular instruction and paused to take stock of what should constitute a liberal arts education. Classes were suspended for a week so that we might participate in a conference entitled:

“What Knowledge is Most Worth Having?”

Wayne Booth was a key organizer. The University invited distinguished scholars from around the world including the literary theorist Northrup Frye and the physicist Richard Feynman. Non-academics also participated, notably Terry Sanford, who had been North Carolina’s governor.
The conference had tangible results. Commitments to interdisciplinary majors were increased, especially in the formation of the New Collegiate Division. Foreign language requirements were upgraded to an ability to speak a foreign language, and statistics were made an equivalent of a foreign language (which was more than metaphorically true for some of us). We were offered a choice: we could complete our undergraduate degrees with the requirements and majors already in existence, or we could enroll in one of the new majors and adopt the new requirements. One example was the creation of the first undergraduate major in the country in public policy, called “Public Affairs,” developed by geographer Gilbert F. White, the former President of Haverford College, who formed an initial faculty committee from education, economics, sociology, political science, law, geography, and international relations.
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 junior year of high school, we also saw the assassination of our country’s President...
In June 1964, one year before we graduated 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 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.

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.
Against this backdrop of historic student activism and questioning of authorities, both at the University and in the larger society, the Class of 1969 entered the College.
As we entered the College, a number of fellow students had braved many obvious dangers by participating in the 1964 effort to register black voters in Mississippi. Among them were then 3\textsuperscript{rd} year student Heather Tobis (Booth) and graduate student Peter Rabinowitz.

Heather Tobis (Booth), AB’67, MA’70, at left, chatting with grassroots civil rights icon, Fannie Lou Hamer, in Shaw, Mississippi, summer 1964.

Photograph at left by Wallace I. Roberts, Courtesy of the Roberts Family

Peter Rabinowitz, AB’65, AM’67, PhD’72
Also in the 1964-65 year, UChicago students continued their activism on civil rights issues in the South.
Just over a year before we entered the College, the U.S. Congress passed the Gulf of Tonkin Resolution and subsequently U.S. troop commitments in Vietnam 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. The new deployment included 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 then 1st year 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 April 1965 march.
As more Americans were sent by President Johnson to fight in Vietnam, and draft call-ups increased....

.... so did American casualties.

Chicago Tribune, July 29, 1965
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

221

WASHINGTON, Nov. 13—About 206,000 American soldiers and airmen are expected to be in Vietnam at the beginning of next year, THE CHICAGO TRIBUNE learned today.

This will mean an increase of nearly 46,000 above the size of the land forces there today.

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 would be additional Americans sent to Vietnam.

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 230,000 tons of aluminum more than it has in pre-Viet years—apparently to take care of the growing need for planes, helicopters and matting for landing fields.

Decision To Include Navy

The total purchase of aluminum for the department next year may approach 406,000 tons. This would mean at least a 45 per cent increase in the use of the material by the department.

The troop strength of 230,000 does not include the navy's offshore contribution to the Vietnam figure. The navy only has a small number of personnel ashore, but has at sea—depending upon the time—upwards of 30,000 persons.

Draft Figure Same

The navy's figure is likely to rise with the deployment of the 50,000-man carrier Enterprise, the nuclear-powered ship equipped with the latest planes and radar search equipment.

McNamara indicated that the additional manpower required will not, at least for the time being, increase the draft calls above the 40,000 to 42,000 level set for December.

Since none of the units for Vietnam 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.

Calls Perishable

Those who call 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, 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 training or replacement units.

Gen. Westmoreland
UChicago held its 1st teach-in on the war in the Spring of 1965.
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

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.
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 defended the University. Dean of the College Wayne Booth opposed it.
Faculty ponders draft, grade question

Wick and Booth comment

When asked about the possibility of the University's refusing to send class rank or grade reports to draft boards, dean of students Walter Wick said, "I think it is generally agreed that as long as the University is giving grades for its own purposes, it could refuse a student's request to send him whatever he wanted them reported to. The lawyers have even said that if we tried to withhold grades we were supposed to send, a student could go to court and force us to do so."

The reaction of dean of the College Wayne Booth to this same possibility was, "Consent. Both moral and practical confusion. I don't see any moral moral position that doesn't lead me to question the deferment of students in the first place."

"As yet, I don't see any clear way for the University to make the case to the Selective Service that the use of grades is educationally important. I do believe releasing grades in an education, but I haven't worked out what it means to do it or what any college might do."

ON THE POSSIBILITIES of doing away with grades completely, Wick referred to what he felt to be both the impracticality and opposition to the manpower management principle. "I think that the idea of abolishing grades completely is a very unlikely solution," Wick said, "simply because both students and faculty have lots of other reasons for wanting to have grades."

Ellis Levin was incorrectly listed in the final election schedule as he appeared in last Friday's Maroon as a candidate from the fraternities. He should have been listed as a candidate from College at-large (Gnosis).

Keypunching

- 500 cards or more
- Fast turn around

Note these FOTA Changes:
APRIL 30 - Eleven students fail biology is cancelled.
MAY 4 - Film Trilogy by student producers "Du Sang de la Violette de la Marre". Soc. Soc.

But soon to be made permanent

Soc II grades advisory

by Mike Seidman

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-grading 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 the student body.

In a statement explaining their position, staff members expressed concern over the "effects on the educational process which may flow from linking students' class rank performance to their chances for induction." In addition, the statement indicated that the concern was also a result of disturbing the fact that, by permitting our grades to be used by the man in the street, we are accepting whose purposes we profoundly oppose.

The signers made clear, however, that a student is free "to use his grades as he sees fit," and that their action "cannot 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 or authorize the use of grades for selective

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, admits that his vitriol on Vietnam 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 would affect even the most conservative faculty members. Those are people (Continued on page three)
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.
Above the fold

May 13, 1966

The New York Times

75% of taxis idle, but strike impact on public is light

Hacks that are available:

Concentrates on hotels, terminals and airports

MAYOR URGES PARLEY

Full schedule of hearings to resume at Pan Am

He held the tie-up

Council Leaders Dampen Hopes for Transit Unity

Ross casts doubt on action this year

Because of mayor's lateness in submitting home-rule bills

By CHARLES S. BENNETT

The choice for mass transit planning, in Albany, was one of Mayor Lindsay's principal functions. The public used city buses to the same extent as it used mass transit. The mayor was responsible for getting the state to use city buses to the same extent as it used mass transit. The mayor was responsible for getting the state to use city buses to the same extent as it used mass transit.

In Albany, it was reported in a series of events arose that led to the selection of a mass transit plan. The mayor put the plan in effect. The mayor put the plan in effect. The mayor put the plan in effect.

The mayor put the plan in effect.

New Auto Sales Fall 15% In First 10 Days of Month

GOVERNOR URGES SMALLER BATTERY

90% of 1961 model cars were affected

Accompaniment to Chicago protest: A separate building in draft protest

Chicago U. Students Seize Building in Draft Protest

U.S. IS SURPRISED BY CHINA'S CHARGE

By Max Frankel

Chicago students seized the main building when the general police alarm was sounded. The police were unable to enter the building.

The students held a news conference that afternoon. The students held a news conference that afternoon. The students held a news conference that afternoon.
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 a male student’s 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. Beadle 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 on other fronts. Anti-war sentiment blossomed into what came to be known as the “Peace Movement.” Skepticism about the war led many young people to question authority generally. At the same time, many of us began to experiment with marijuana and other, more potent mind-altering drugs. Those drug-induced experiences brought about a sense of having achieved new levels of consciousness. The drugs were referred to as “psychedelic,” meaning soul-revealing. A greater interest in Eastern religions and meditation emerged. 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. As this development occurred before HIV and even herpes were prevalent, a greater sense of sexual freedom began to permeate student culture.
Attire, music and art were all affected by the emerging counter-culture.
At the end of our second year the Beatles released *Sgt Pepper’s Lonely Hearts Club Band*, which included obviously acid-influenced songs like “Lucy in the Sky with Diamonds,” and the traditional music-hall style number “When I’m 64.” East Indian influence appears in songs like “Within you, without you.”
Other albums influenced by the drug culture also came out in 1967, the year of the Summer of Love.
Alternative dress and lifestyles -- reflecting the new sense of freedom and expanded consciousness -- began to affect student culture at colleges and universities.
Contemporary with psychedelic music were visual arts known as psychedelic art. Concert posters, album covers, liquid light shows, 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.
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 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.
HANDBOOK REVISED

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

Chicago Maroon, September 1967
Drugs and politics were not the only challenges to established ways of life.

We started college to the pounding rhythms of the Stones’ “I Can’t Get No Satisfaction,” released in the summer of 1965.

Frank Zappa, who shunned the use of marijuana and psychedelics, satirized rock and roll and treated much of American culture with irony and disdain. His band The Mothers of Invention issued its first album *Freak Out!* in 1966. In the next few years it gradually caught on, as it expressed the growing disaffection and alienation of many of us when we were young.

Chicago students were not at the extremes of freakiness (with some exceptions) but the feeling of a wave of change coming over our nation and the world was ever present.
Among the other 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. Heather was also a founder of a secret underground abortion network called “Jane.”

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.
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.
The Washington Prom took place as usual.

This was a year before the soon-to-be-infamous Lascivious Costume Ball. Note the entertainment included Sam Lay, who had been a drummer for Paul Butterfield.
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 American 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 these arrested posted $50 bond.

Picketing continued undisturbed after the arrests until 2:03 pm when the protesters dispersed.

Kennedy and the Bank

The demonstration culminated a campaign initiated 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.

Mixed Reactions to Bank Sit-In

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 percent. 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."

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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.
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?
Students at Hitchcock Hall thought it might be a good idea to dive off the roof. When would that chance come again?
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.
Ranking for the draft continued to be an issue for many students.

Student activist Steve Kindred speaks to a student rally against class ranking for the Selective Service System just before a May 1967 “study-in.”
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.”

History department Chairman William McNeill defended the Lemisch firing decision at a meeting for students, although few details of the decision were given – only a defense of the process.
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.
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 SEIFERT

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

The attack came at 3:15 p.m. Saturday when the marchers surged up the lightly defended driveway of the Pentagon mall on main. Lead by two young men with heavy powerful loudspeakers, the group shifted the central entrance, guarded by a solid phalanx of police, to a smaller entrance provided for the use of the press, military and other outside organizations.

Unknown to marchers, photographers, and demonstrators struggling to enter the building at MCT's urging, fortress is locked doors.

MCT reporter along with a photographer and two Pentagon officials, was trapped in a corner of the entrance leading to the main auditory at the Pentagon mall on main.

Marchers Chained

About a dozen marchers were stopped short of the entrance area. The entrance is chain locked.

Over 100,000 marchers representing some 60 colleges at the demonstration Saturday.

MCT staff writer

Today We Mobilize

WASHINGTON — Over 100,000 students from the University carrying a Student Mobilization Committee banner were surrounding the 100,000 marchers representing some 60 colleges at the demonstration Saturday.

The Chicago Maroon

Founded in 1892

CHICAGO, ILLINOIS, TUESDAY, OCTOBER 24, 1967

12 PAGES
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 a large number of people protested the convention in Grant Park – including many 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.
In the fall of 1968, George Wallace held a rally near the Chicago stockyards. Several University of Chicago students showed up as members of Students for Violent Non-Action (SVNA). They held signs saying “ANARKISTS FOR WALLACE.”

SVNA’s founder was Steve Landsman (X’ 69 — X by one course).

SVNA went on to sponsor the Pike for Peace (a pumpkin on the Hull Court gate), the Flush for Freedom, and, in 1969-70, the Nude Swim-In (147 nude swimmers in Ida Noyes pool) and the Lascivious Costume Ball.
President-designate Levi named a student ombudsman. This appointment raised some eyebrows and even stirred some controversy, at least partly because the ombudsman was selected by the administration, not chosen by the students or their representatives. A long simmering issue had been the lack of student influence on decisions that affected them.
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.
January 1969 brought a number of events.

The Living Theater performed a series of plays in Mandel Hall.

The last was *Paradise Now*. The actors mingled with the audience, leading people through stages of political awareness. At the end, the doors of the theatre were opened, so that revolution could be taken to the streets.
A week after the Living Theater, **Buddy Guy and Junior Wells** performed in Mandel Hall.

It was before wireless connections. Buddy Guy had a long, long cord attached to his guitar, which he played up and down the aisles of Mandel Hall. Audience members climbed onto the stage to dance, much to Guy and Wells surprise, but they kept playing.
When Nixon was inaugurated on 29 January 1969, SVNA had planned special way to commemorate: the **Flush for Freedom**. The idea was for everyone to flush a toilet as soon as Nixon uttered “so help me God” at the end of his oath of office. The hope was to get enough publicity so that the Chicago water department would raise the water pressure, as it does for football halftimes.

Dutifully manning my station on the 3rd floor of Hitchcock, I flushed on cue and heard a loud groan, Accompanied by an anemic Swirl of water. In contrast, my dorm-mates on the lower floors were surprised by a faux Old Faithful shooting from the toilets, soaking anyone too slow to get out of the way.

—Bill King (AB ‘69)

*University of Chicago Magazine, Nov-Dec 2012*
Also 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

by Cathleen Heck

One of the major issues in the controversy concerning the University's decision not to reappoint Marlene Dixon has involved the fact that students consider her to be an excellent teacher. In an effort to determine more precisely just what students think of Mrs Dixon in the classroom, the Marston conducted a survey of students who have studied with her in the past two years. Approximately 70 students responded to the survey. They were asked four questions, concerning their connection with Mrs Dixon, their opinion of her as a teacher, their feeling on whether or not a good teacher would be reappointed.

Most of the students polled were enthusiastic about her teaching abilities. Many pointed to her personality as the reason they characterize her teaching with terms such as "human," "sympathetic," and "stimulating." A large proportion of respondents - about 14 percent - termed her "one of the best" teachers in the particular student's career.

Five of the students clearly stated that they think Mrs Dixon is not a good teacher. These comments ranged from "I think she's much overrated." to "She's not good, doesn't know her stuff." One student stated that he thought her "political" bias had caused her to be reappointed. Five other students expressed reservations about her teaching. All the other students thought her to be an exceptionally fine teacher.

Students agreed. "She's the only teacher I've had who is really human," "She made the quarter for me." "She is honest and enthusiastic," and "I always thought I would hate her, but I found her very exciting." Students were somewhat less unanimous in their ideas about her academic views. Several students stated that they didn't consider themselves to be academically qualified to comment. Others who did exhibit a wide range of opinions on what theories she personally subscribed to. Some names that students associated with her were Marx, Menger, and Wright Mills. Around one fifth of the students mentioned the term "interpretivist" or "symbolic interactionist."

Students disagreed on whether her political views were included in her teaching. Of students who mentioned objectivity in their classes, about half said that she was careful not to let her personal views on her teaching, about half said that her personal views were evident. One student commented, "The only thing extreme about her was her real enthusiasm." Another student said, "In teaching the theories of Marx, she was not entirely objective, in teaching they shouldn't be entirely objective."

Only 16 of the 70 students polled agreed whether or not she the should be reappointed. Forty-eight thought she should be retained; two agreed with the decision of the social science division. Of those who didn't answer, over half, or 43 percent, were uninterested in her being reappointed. Other stu
Students reacted by planning pickets and other actions, demanding an explanation from the Sociology Dept. faculty. The non-renewal of the 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 Kent Hall, they voted to sit-in at the Administration Building to protest the University’s action.
This time the students were more militant than in 1966. They did not plan to leave after just “making their point.” They intended, for the most part, to stay until the University agreed to rehire 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.

Later, students sighted Vice identifying protestors from photographs for disciplinary action. Other administrators and faculty members were said to have done the same.
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.
While the sit-in was taking place, University Theatre was running a production of Genet’s *The Balcony* in the Reynolds Club Theatre. The play is set in the midst of a revolution. Actors ran outside the 3rd floor theatre on a parapet, firing a pistol. To simulate explosions, the stage manager threw ashcan firecrackers, procured from the Reynolds Club desk, onto the roof above the C-Shop.
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.
Steve Kindred (1944-2013), a graduate student activist, organized the Chickenshit Brigade. The Brigade was made up of students sympathetic with the protestors’ goals, but fearful of University retaliation.

In early February, 30 members of the Chickenshit Brigade barricaded a group of administrators inside the Quad Club. They marched around the building tooting kazoos, singing, tapping on windows, and chanting “61”—then the current number of suspensions announced by the Disciplinary Committee.

“You’re all very badly in need of psychiatric care,” said Julian Levi, an urban studies professor and brother of President Levi, to the protesters when he emerged. He then pointed his pipe at the students, shouting “You’re 62, you’re 63, you’re 64…”
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 turned to other forms of protest. In February 1969, a few days after breaking a glass window and attaching a petition to the door of President Edward Levi’s house, students held a meeting and then accosted Associate Professor James Redfield as he left the Woodward Court. Redfield was escorted away by University police officers.
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.
The parents also printed an ad in the Sunday New York Times

(March 30, 1969, Week in Review, p.8)
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.

Many students who did not participate directly in the sit-in, but whose friends and classmates had been expelled, were left with bitter feelings about what they considered the University's overly-punitive reaction.
Our commencement ceremony in Rockefeller Chapel was punctuated by the names of expelled students. Activist guerrilla theatre performers had hidden themselves in the chapel’s high chambers. While the names of the graduates were being read, the performers called out the names of the missing:


President Levi was persuaded to break with the University tradition of the President delivering the Commencement Address because the likely protests might have prevented completion of the graduation ceremony. Instead, our classmate Paul Brown gave a brief address.

 Shortly afterward, an alternative commencement ceremony was held in Mandel Hall. The speaker was Dr Benjamin Spock. He was introduced as the best prepared speaker in history, as he had begun twenty years earlier by preparing his audience.
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

The reference 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 contrary to student or authority sentiments or unexpressed premises that age and institutional factors tend to perpetuate in a university, and ideas that may have escaped even the most informed faculty.

Practically, this University has always recognized, of course, the importance of student views in educational discussions, and through informal channels have available this resource. They have been taken into account student judgments and ideas on a wide range of academic matters, including programs, requirements, and the performance of faculty members. Decisions on such matters have often been importantly influenced by what has been learned from students.

Recognizing that the purpose of student consultation is to improve the quality of education at the University of Chicago, and believing that this purpose is best served by rational discussion and regular consultation, 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 productive modes of eliciting student views, and the extent to which these views should contribute to the governance of the University, should vary with circumstances. The purpose is to determine the extent to which the views of students, when viewed in this way, are consistent with the views of the faculty and, during the period of academic planning, with the views of the general public. Accordingly, the level of student participation should reflect the educational situation within each discipline, college, school, or other academic unit of the University.

2. Recommendations on academic appointments are the responsibility of the academic faculty. In teaching decisions on such appointments, the content of the course of study, the effectiveness of the faculty member, and the student's acceptance of the effectiveness of the faculty member is most important.

In making one of the most important decisions about a student's education, each faculty member is required to place a reasonable value on the University's value to the determination of academic policies within any jurisdiction.

Students Discuss Phy Sci Changes

End-of-term tradition held in Phy Sci 118 students met Thursday night to discuss demands to abolish required laboratory class.

Though the class, which draws a large number of students, is often criticized by students, the class has been popular with many students.

"Next semester we want to be able to take the class as an elective," said one student.

"We want to be able to choose our own laboratory, instead of being forced into a particular one," said another.

"We don't want to have to spend all our time in the lab," said a third.

"We want to have more freedom in our course work," said a fourth.

"We want to have more interaction with the instructors," said a fifth.

"We want to have more opportunities to participate in research," said a sixth.

"We want to have more opportunities to participate in research," said a seventh.

"We want to have more opportunities to participate in research," said an eighth.

"We want to have more opportunities to participate in research," said a ninth.

"We want to have more opportunities to participate in research," said a tenth.

"We want to have more opportunities to participate in research," said an eleventh.

"We want to have more opportunities to participate in research," said a twelfth.

"We want to have more opportunities to participate in research," said a thirteenth.

"We want to have more opportunities to participate in research," said a fourteenth.

"We want to have more opportunities to participate in research," said a fifteenth.

"We want to have more opportunities to participate in research," said a sixteenth.

"We want to have more opportunities to participate in research," said a seventeenth.

"We want to have more opportunities to participate in research," said an eighteenth.

"We want to have more opportunities to participate in research," said a nineteenth.

"We want to have more opportunities to participate in research," said a twentieth.

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"We want to have more opportunities to participate in research," said a one-hundred-eighth.

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"We want to have more opportunities to participate in research," said a one-hundred-tenth.

"We want to have more opportunities to participate in research," said a one-hundred-eleven.
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?
When we were in college, the University was in the South Side, but not of the South Side.

Under President Robert Zimmer and Vice President for Civic Engagement and External Affairs Derek Douglas the University has dramatically increased the resources devoted to civic engagement.

– Toni (Reed) Preckwinkle (AB 1969, MAT 1977) President, Cook County
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 COMPRISÉ “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.
“Civic Engagement” activities, continued...

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 with the greatest potential to improve human lives. The labs address 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.
• 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.
The Class of 1969 lived through times of profound change at the University, in the United States, and in the world beyond.
This brief pageant comes from the collective memory of people from our class and those before and after.

Your own reflections will enhance what has been gathered here.
An earlier version of this slide show was projected on the wall during our class dinner in June 2019, where the photo on the next page was taken.
At the time of our 2019 reunion, we learned of class members who had died.

Neil Walsh Allen
Charles Ray Birdwell
John E. Bremner
A. Keith Brown
Amy Hamburg Brown
Jeffrey Carp
Mark Carpenter
Allen Stuart Cohn
Rodger W. Davis
Carl F. Dixon
Marian Sue Grebin
Margaret W. Green
M. Carolyn James Harshbarger
Pamela Hartwig
Douglas Edward Heitz
David M. Kamsler
Nancy Patricia Kelly
George Harold Klumpner
Judith R. Kornfeld
Linda B. Landgrebe
Beverly Ann Lane
Robert Perry Lieberman
Lewis Howard Likover
Joan Mankin
Jean Mather, PhD
David Williams McKay
Marc William Mercer
James F. Mullerheim
Sandra A. Natuk
David C. Nelson
Daniel Joseph Numrich
Theodore A. Peterson
Thomas Alan Pummer
Albert A. Raby
Peter Lewis Ratner
Michael A. Richfield
Larry Newton Robbins
Alvin S. Rosenthal
Lawrence Stephen Ross
Robert Salasin
George Neil Schmidt
Arondelle L. Schreiber
Jerrold F. Schwaber
Arthur J. Schwartz, PhD
Alma Crew Schwartz
Adine L. Simmons
Joseph Herman Smith
Phillip Solom
Frederick Marc Stein
David Lewis Stewart-Jones
Stephen B. Vance
Melvyn Harold Wald
Katherine J. Walsh
William F. Ware
Earl Victor Weiss
Hugh C. Wilkins
George R Yates Jr
Gary Yudkoff
Robin Lee Zawacki
Abraham Leib Zylberberg
fin

October 12, 2021
50th Reunion of the Class of 1969
Susan Grosser, Chair

This slide show is based largely on a presentation originally prepared for the Class of 1968 by Jerry Lipsch with help of Dan Kocher (both from the class of 1968) and others. Without Jerry’s help this new version for the class of 1969 would not have been possible.

Slide Show Subcommittee

Richard M Rubin, Class of 1969, Editor
Jeffrey Kuta, Class of 1969, Archive researcher
Meagan Spellman, Maggie Dermody, UChicago Staff

Special THANKS to Jerry Lipsch, Class of 1968, for his advice and assistance, especially in reorganizing the faculty photos and in digging up material we would not have found otherwise.

THANKS to all those who pitched in with comments, corrections, suggestions, supplementary material, memories, and encouragement. They include Roger Alperin, Tom Busch, Candace Falk, Elliot Feldman, Susan Grosser, Richard Hack, Alicia Hetzner, Bill King, Steve Landsman, Andrei Laszlo (SB 1970), Jon Marvel, Musa Rubin (AB 1972), Ellen Silon, Larry Silver, Lynn Simms, Steve Viktora, and Bill Sterner.

Roger Alperin, who contributed to this document but was unable to attend the reunion in June 2019 because of illness, died in November 2019. Jeffrey Kuta, who provided vital research for this endeavor, died in July 2021.