

Preface



Each year, students of the College of the University of Chicago conduct extensive research about the Chicago metropolitan area. Students in all departments use the area's rich history, geography, and politics as the setting and substance for enquiries into social, cultural, and economic processes. Chicago continues to be an urban laboratory for University of Chicago scholarship. Instituting the College Chicago Studies program affords the opportunity to further extend a tradition that dates back to the University's founding. The *Chicago Studies* annual showcases important original contributions to understanding Chicago history and culture made each year by University of Chicago College students.

This volume exhibits some of the best academic work about the Chicago region produced by undergraduate students at the University of Chicago. These essays not only add to our understanding of Chicago and the University's place in the region, but they also represent the fulfillment of academic promise. They are the culmination of four years of learning about, living in, and interacting with Chicago. The College fostered intellectual curiosity about its surroundings, and students produced exceptional scholarship. The four essays included in this volume, and

the students who authored them, exemplify at its best the connection between the city and its scholars. These students entered the archives and libraries around the region, interviewed city residents, and uncovered valuable pieces of Chicago's eternally fascinating history.

Stephanie Dock (AB 06) turned a stroll around Hyde Park into an exceptional third year history colloquium paper that investigates one civic response to the problem of increasing traffic and danger on city streets in the earlier 20th century. The Chicago Motor Club sponsored a contest to encourage citizens and neighborhood organizations to create play lots to keep children off the streets. The contest capitalized on an existing organic trend of reconfiguring city space to suit neighborhood needs. These play lots took different forms and were organized by various individuals and groups. Dock captures a piece of private civic initiative aimed at remedying a gap in public space—indeed, in public service. Eventually, the Chicago Park District shifted its policies to mirror the services provided by these privately organized public play lots, completing a transformation from vacant private “prairie” to privately organized public space to publicly-owned and maintained urban park land. Stephanie is now pursuing a Masters in City Planning at University of California—Berkeley, following two years at the non-profit Center for Neighborhood Technology where she worked on economic development in south Chicago suburbs.

Nicholas Juravich (AB 06) recovers an important but overlooked moment in the northern Civil Rights Movement. The wade-ins at Rainbow Beach on the South Side of Chicago successfully challenged *de facto*

segregation of public space and marked a new era in race relations and activism in Chicago. Drawing on extensive archival sources and oral histories of the participants, Juravich weaves a complex tale of resistance to integration, generational differences among African-American activists, and the national and international influences that converged on Chicago's shores in 1960 and 1961. The young waders brought a brash yet broad perspective to their campaign and gained equal access to the beach, ending customary lakefront segregation that had sparked one of the most violent episodes in Chicago's history, the 1919 race riot. Nick finished a Rhodes Scholarship at Oxford in June, where he earned an MPhil in Economic and Social History, and currently works with underserved youth in Brooklyn at the New York Road Runners Foundation.

Katherine Lammers (AB 07) complicates the notions "white flight" and "racial succession" by examining integration at Hyde Park High School. Although the school became almost exclusively African-American in the 1960s, residents, students, and teachers worked throughout the 1940s and 1950s to create an integrated institution. Hyde Park managed to remain a stable, integrated neighborhood, but the school, despite its best efforts and intentions, did not. Using oral histories of former students and teachers, Lammers argues that Hyde Park High was unable to remain integrated amid massive demographic changes because it was not able to do what the neighborhood could: the school could not control the class of its students, given expanding enrollment at local private schools and especially given the establishment of a new public high school, Kenwood Academy, in the nearby integrated neighborhood of

Hyde Park. Lammers presents a complex story of the impulses behind and limitations on school and neighborhood integration. Kate spent a year teaching eighth grade U.S. History in Gallup, New Mexico and is now working in a law office in San Francisco.

Joshua Segal (AB 07) charts a major shift in modern policing responsibility and practice that had its roots in Chicago and the University of Chicago. An embrace of police professionalization and centralization in the 1960s unintentionally spawned an explosion in private police forces. Hyde Parkers believed that a centralized reallocation of police resources threatened neighborhood safety and the viability of its most influential institution, the University of Chicago. The University responded by creating its own security force to protect its immediate area and its constituencies. Ironically, the institution that was the intellectual impetus for and champion of rational and quantifiable measures for state-sponsored urban renewal, reacted swiftly and decisively to an application of statistical rationality that ran counter to its interests. More importantly, the result — a private police force charged with protecting specific interests — became a model for all forms of residential and commercial security in the last third of the twentieth century and beyond. In this shorter version (the original ran over one hundred pages), the paper is a model of deep historical research and analysis. Josh worked for a year as an investigator for North Carolina's Center for Death Penalty Litigation before moving on to the graduate program in history at Harvard University in 2008.

From an obscure campaign to convert urban land into play space in

Chicago, to peaceful and not so peaceful integration of schools and public spaces on the South Side of Chicago, to the political and institutional reaction to that integration, the student essays in this volume illustrate the creativity and professionalism of College students. They demonstrate the deep connections among students, the College, and its urban setting, and are academic expressions of the spirit of Chicago Studies at the University of Chicago.

Kathleen Neils Conzen

Michael Conzen

Adam Green

David A. Spatz, *Managing Editor*

Acknowledgments



The editors gratefully acknowledge the generous support of the Women's Board of the University of Chicago that made this publication possible. We also thank John Boyer, Dean of the College, for the vision that brought *Chicago Studies* into being, and Michael Jones, Associate Dean of the College, for his tireless work and project oversight. Also, thanks to the *Chicago Defender*, the Chicago Park District, the Chicago Police Department, the *Chicago Sun-Times*, *The Encyclopedia of Chicago*, and the Special Collections Research Center of the University of Chicago Library for granting permission to reprint images.

Stephanie Dock wishes to thank Kathleen Conzen and David Spatz for their close reading and advice, and Jacob Barney and Chris Winters for their mapping assistance.

Nicholas Juravich wishes to thank Kathy Conzen and George Chauncey, who supervised the writing of this paper, and Molly Hudgens, David Spatz, Robert Seestadt, and his classmates in the 2005–2006 history BA seminar at the University of Chicago, whose input was invaluable in the process. Most of all, his paper owes a great debt to Norman Hill, Velma Murphy Hill, and Timuel Black, whose participation enabled him to tell this story and whose courageous stand on Rainbow Beach in 1960 occasioned its telling in the first place.

Katherine Lammers wishes to thank the former students and teachers of Hyde Park High who so graciously shared their lives and histories. Their memories and insights are what made this paper possible. She is also grateful to all the advisors who helped her write this paper: Jim Sparrow, Grant Madsen, Kathleen Conzen, and David Spatz; and to friends who generously donated time to reading and editing drafts.

Joshua Segal wishes to thank Kathleen Conzen, Bonnie Ernst, Lisa Furcht-gott, Adam Green, James Grossman, Molly Hudgens, Robin Scheffler, Jake Segal, James Sparrow, and David Spatz for taking the time to read and to comment on one (or several) of the many iterations of this project. Without their collective patience and generosity, this paper wouldn't exist.