The Morrow Plots, established in 1876 and now recognized as America's oldest test field, received official designation from the Department of the Interior this fall as a "national historic landmark." The Sept. 12 dedication ceremony is recorded here. Buildings in background are David Kinley Hall at left and the Library, and the new, low-silhouette construction intervening is the two pavilions giving access to the Undergraduate Library, which is expected to come into use during the second semester. It was to avoid shading the Morrow Plots, as well as to preserve the openness of the South Quadrangle, that the new library was built below ground level. A tunnel will connect the facility with the older building. Inset photo tells a story of the significance of research in crop production.
The old comes down, the new goes up. Below, the Stadium's old scoreboard yields to wreckers clearing for the Intramural-PE Building. At right, the eight-story Psychology Building at Sixth and Daniel thrusts upward beyond the Chi Omega house. It will contain labs, offices, 10 classrooms.

The fall semester began with a touch of novelty when students staged a "convocation" Sept. 12, first day of registration. Students clustered in the shade to discuss events ranging from the Illini Union to Chicago to Vietnam, oblivious to a pick-up game of touch football on the Quad. Trustee Ralph C. Hahn '51 (above) led one of the discussions, and that night a crowd overflowed the Auditorium to hear Judge Otto Kerner speak on "The Kerner Report."
Letters to the Editor

The Editor's Column

From the Files
Illini Gridders Improving After a Rough Beginning

It's been a beautiful warm autumn in Champaign-Urbana, perfect for watching football, and close to 50,000 persons attended each of the first two games in Memorial Stadium.

Unfortunately, these contests were against a pair of the more powerful members of the Big Eight conference, and Illini boosters had little to cheer them except their weather.

Kansas won the opener 47-7 as the Orange and Blue suffered its worst first-game loss since the 49-0 Chicago game in 1907. Missouri invaded a week later and won by an even more decisive margin, blanking the home team 44-0.

Moving then into its Big Ten schedule with two road games, the Illini showed a lot of improvement, but still weren't able to put together a winner. Indiana beat Coach Jim Valek's second U. of I. entry 28-14, Minnesota won 17-10 in a game that was just that close.

All told, that gave the Illini only 21 points to 136 for their adversaries in the first four starts. Fullback Rich Johnson in the workhorse role had netted 386 yards rushing, and scored two touchdowns. Quarterback Bob Naponec, making a comeback after sustaining a knee injury last season, had scored the other two Illini touchdowns but had completed only 33 of 68 passes attempted for a .335 percentage.

Basketball Outlook Good

Basketball coach Harv Schmidt welcomed back six lettermen, all of them at least part-time starters last season, as the Illini opened practice Oct. 13 in Huff Gym.

Heading the list of 18 varsity candidates was Helms All American Dave Scholz, 6-8 Decatur senior and the captain. Other letter

coach, the Illini posted an 11-13 record, regarded by many as highly successful. The "experts" had given the inexperienced Illinois squad little chance of doing that well.

This year the Illini may rate among the top four teams in the league with the six veterans being pushed for starting assignments by

Illini who have competed in the Olympics were among featured campus guests on "I" Men's weekend. They were introduced at the game, and saluted with a special display at the Classical and European Culture Museum in Lincoln Hall. Those who visited the museum before the game included, in photo at left, Dike Eddleman '49, Dr. Harold Osburn '22 and Paul L. Foreman '62, Ph.D. '67; at right, George E. Kerr '62, David Abbott '30, Herb McKenney '47.

Illini Sportsmisch

The "I" Men's Association turned the spotlight once again on one of its biggest names when it recalled to the campus its annual banquet Sept. 20. Illini who have competed in the Olympic Games.

Ten of the select group returned for the weekend events, which included introduction to the 46,359 fans on hand for the football opener in Memorial Stadium. Those present included:

David Abbott '30 of Springfield, engineer and landscape architect with the Illinois Department of Conservation, 5,000-meter run in 1928 games; Dike Eddleman '49 of Gibson City, personnel director for Central Soya Co. at Gibson City, high jump, 1946 games; Horatio M. Fitch '29, M.S. '33, of Urbana, assistant professor of theoretical and applied mechanics, 400 meters in 1924.

Fall Runners Beat Iowa, Then Lose to Gophers

Halfway through its season, the cross-country team had a 1-1 record in the conference with a victory over Iowa and a stinging defeat from Minnesota.

The Illini outscored Iowa there in the Big Ten opener 23-35, with Ken Howse, Detroit sophomore, winner in 20:23.4 over the four-mile course. The Hawkeyes were third in the conference meet last year.

Two weeks later the Gophers overwhelmed Coach Gary Wieneke's runners 15:46 on a hilly, soft course at Minneapolis. It was the Illini's first time to run a five-mile race in competition.

In nonconference competition, Illini lost to Southern Illinois 29-30 there and split in two home meets, losing to Missouri 33-33 and defeating Eastern Illinois 19-32. Dick Hall, St. Louis senior, ran the four miles at Savoy in 19:43.6 against Mizzou to set a new course record, and the Illini posted a 1-1 record.

All events were held at the Urbana Country Club. The Illini won both the men's and women's events, each in the last meet of the season.
Alumni Volunteers Can Be Useful on the Recruiting Front

Don Jackson from Chicago's St. Philip High School captained the 1965 Northwestern basketball team, but his brother, Rick, a standout for the Illini, is the most notable alumnus. The Illini have always been known for their basketball prowess, and Rick Jackson is a shining example of the team's success.

Rick Jackson, who grew up next door to his brother, is a great role model for the younger Jacksons. He is a great basketball player and a great student, which makes him a great role model for the younger Jacksons.

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"Project 500"

Its Past, Its Present, Its Future

The Alumni News reported in June that University programs to make its educational offerings more readily available to minorities were "developing at an increasing tempo."

The pace continued through the summer, quickened by a pervasive awareness of national urgency and a desire on the part of all to improve the ratio of black students on campus, determined in a 1966 survey to be one Negro among every 74 persons enrolled.

Plans had been made and funds budgeted to register 189 students this fall in a "special educational opportunities program," expanding a two-year-old pilot project. Then, early last spring, Chancellor J. W. Peitzmann announced that efforts would be made to more than double the goal and enroll at least 500.

"Project 500," Chancellor Peitzmann has explained, "is one of several experimental programs at universities across the country designed to offer young people from disadvantaged backgrounds — those whose class/cultural characteristics and financial need place them at a disadvantage in competition with the majority of students — an opportunity to continue their formal education beyond high school."

With Help of BSA, 565 Are Recruited

The recruiting effort, once under way, succeeded beyond anyone's expectations. Members of the Black Students Association, who had already been active in early spring particularly in Chicago and East St. Louis, met with staff members of the admissions and scholarships offices for further orientation. Then, working as part-time employees paid out of federal research funds and funds provided by

body, the project group was disbanded and its members moved to their assigned rooms in 18 separate residence halls. As happens almost every fall, some students were assigned temporary space in lounges and elsewhere.

Nineteen women objected to their assigned spaces, and the protest materialized. As Chancellor Peitzmann explained in a summary report later, "solutions proposed by responsible University officials to alleviate the grievances were not accepted by the students. Later that evening they gathered in the Illini Union, and it was this gathering which led to the subsequent demonstration.

"The general situation in the Union deteriorated to the point that there was actual damage to property in two lounges, and a fear of additional danger to persons and property."

Damage Attributed
To a Few Persons

Chancellor Peitzmann then ordered police to enter the building. A 70-man force was assembled, carefully briefed under direction of Joseph E. Blase, supervisor of security and traffic, to use minimum force in restoring order. No force was necessary. Civil charges of mob action were filed against 244 persons, including 4 non-students, 3 transfer students here for the first time, 19 continuing students and 218 new students.

All those charged were permitted to register and attend classes under temporary probationary status, and as this issue of the Alumni News went to press, proceedings were under way both in local courts and in University disciplinary channels.

student disturbances might be dismissed or placed on suspended dismissal status.

For participants new to University life and unaware of rules and regulations relating to disruptive acts and who were not guilty of acts of violence, vandalism or incitement, conduct probation would appear to be an appropriate penalty.

— Virtually all students in the Illini Union lounges after closing hours were guilty of violation of University regulations and an illegal act resulting in a disruption of the orderly conduct of University life.

An inventory prepared by the Union staff showed physical damage amounting to $3,403.75, much less than a tenth of the total in some early printed reports. Details follow:

To replace four chairs, tables and two lamps, $691.48; to repair two chairs and six tables, $259; replacement parts and labor for chandeliers and other light fixtures, $191.55; window glazing, $97.02.

Extra janitor labor, $90; painters' time, $206; carpenters' time, $166.40; repair and replacement of ash urns, $180; replacement of glass on campus map, $35; replacement of photographic portraits in Presidents Lounge, $690; replace folding door at candy counter, $804.

The damage occurred in the President's Lounge in the southwest corner of the Union Addition, the adjoining West Lounge and, less extensively, in the South Lounge. All facilities were back in use four days later.

Board of Trustees Issues Statement

yet fair statement of the Urbana Senate Committee on Student Discipline which provides guidance for the disciplinary procedure now in process.

The trustees firmly believe that the 'Project 500' at the Urbana campus, and a similar undertaking at the Chicago Circle campus, are worthy of the continued support of the University and of the people of Illinois. These constitute ambitious efforts to make significant institutional contributions to the education of young people who have not heretofore received the full attention of American society. These efforts must be continued and they must succeed, but it is obvious that incidents such as the one under review can place these programs and their potential for success in jeopardy.

"We understand that a considerable number of the students participating in 'Project 500' were in no way involved in the disturbance of September 9; the degree of involvement of several others will be determined by the investigation now underway and in accord with established University procedures. Some of the participants involved were not students, and are being dealt with by civil authorities.

"The board expects to receive promptly a full report on the disposition of the disciplinary aspects of the disturbance, and this report will be made available to those who wish to receive it."

Financial, Counseling Aid for Project Group

A report from the Office of the Chancellor in late October showed that, of the 565 students enrolled, 491 met the minimum admission requirement based on a combination of high school rank and test
From the beginning the general belief had been that physical damage in the Union had been caused by a very small percentage of those engaged in the sit-in. This was confirmed Oct. 18 when letters were mailed by the disciplinary subcommittee to 204 of those arrested, all first-year, second-year, and third-year students accused of being involved in incitement or destruction of property, informing them that on the basis of written charges they were to receive reprimands of record. They were given until Oct. 23 to answer individual hearings if desired.

Two cases had been heard earlier, and reprimands of record issued. The two students involved were beginning freshmen who were among a group of 10 girls accused of refusing to remove from Illinois Street Residence Halls to their assigned rooms. Of the remainder of those arrested, 4 were nonstudents, leaving 34 cases to be examined, and hearings were scheduled to continue Oct. 22.

Guidelines Established For Disciplinary Action

In a statement of direction issued to its subcommittees which would hear the cases, the Senate Committee on Student Discipline had said at the beginning that “individuals guilty of acts of violence and vandalism as well as instigators of the incident who deliberately urged others to violate University rules and regulations who by their acts of agitation created the mob action which necessitated the use of police should be dismissed from the University.”

At the same time, the Senate committee called for less harsh penalties for those involved to lesser degrees, noting that in incidents involving a large number of students “there may be varying degrees of responsibility and frequency of mitigating circumstances.” It prescribed these guidelines:

- Individuals who previously attended the University and were aware of University rules and regulations and of statements of policy concerning mass

The Board of Trustees officially took notice of the Sept. 9 demonstration at its meeting nine days later, adopting a report prepared by a committee appointed by Board President Timothy W. Swain. Members were Earl M. Hughes, Howard W. Clement, Donald R. Grimes and Theodore A. Jones, who read the committee’s statement at the board meeting.

It follows in full:

“In view of the unfortunate events in the Illini Union at Urbana on Sept. 9 and the seriousness of the incident, and our conviction that all Illinois students should clearly understand the views of the trustees, it is believed that the following general comments are in order:

“It is clear that a disturbance of this nature required prompt action, and it is clear that prompt action was in fact taken. It is evident that the police were well prepared to deal with such matters fairly and effectively, and the trustees are appreciative of the high degree of professional responsibility that characterized the action of the police.

“In view of previous actions of the trustees and the University administration, there can be no uncertainty, within the University community or outside of it, that the Board of Trustees considers acts of violence, disruption and interference with the rights of others to be wholly antagonistic to the spirit and purpose of the University of Illinois. Such actions constitute unacceptable behavior on the part of any University student or member of the faculty and staff. It is equally true that the principle of due process and the maintenance of procedures guaranteeing equitable treatment for all who are charged with such behavior are constitutional precepts by which this University must continue to be operated.

‘Project 500 Worthy Of Continued Support’

“The trustees do not expect on the one hand that illegal acts will be tolerated; neither on the other hand do they expect that those who are accused of such acts will receive capricious judgment. Therefore, the board heartily endorses the firm for transfers. The remaining 74 were admitted on a special admissions basis when they were able to present other evidence of academic success (a fairly common procedure for students not in this special program).

Supportive services offered include financial aid, academic support, and counseling and guidance. Of the 565 registrants, 423 receive all these services, and 142 are making use of one or more.

Educational Opportunity Grants totaling $274,475 are going to 420 students; 492 are borrowing a total of $336,750 from the National Defense Loan Program. Nonresident students receive financial aid from their home states.

Although a small percentage of the students do hold jobs, outside work is discouraged during the initial year so program participants will have more time for study.

Most important, a student employment official said, is summer jobs to help the students prepare financially for next year.

King Fund Provides $28,500 for Program

Another source of aid is the Martin Luther King Jr. fund in the U. of I. Foundation, to which $28,564.18 has been contributed since last spring.

What of the future? As for Project 500 students, Chancellor Peltason expressed what probably was one of the prime needs when he urged “let’s move the program off the front pages and into the classroom.”

Sentiment in the Faculty Senate has favored continuation and expansion of the special educational opportunities program, and it is estimated for the work is sought in the 1969-70 budget approved recently by the Board of Trustees.

One thing friends of the University needed to keep in mind in months to come was that educational institutions, for all their laudable efforts to fulfill the wants of individuals, rest in the service of society as a whole. It is on such a basis that their programs must be judged.
The Special Ed. Op. Program at the Univ. of Illinois ... is one of several ex. programs at univ.s across the country designed to offer young people from disadvantaged backgrounds -- those whose class/cultural characteristics and financial need place them in a disadvantage in competition with the majority of students -- an opportunity to continue their formal education beyond high school. A parallel program exists at Chicago Circle.

Participants in the program personally contribute toward their expenses through (family, work, or loans). In addition, they, like many other students, receive financial support from federal gov't. grants and through tuition waiver by the State Schlcrp and Grnt Prog. or the University. Fincd aid also from private funds. Supportive services from feds and foundations and by Univ. contrib. in form of staff time and use of facilities.

Early last spring, Adm. & Records, with assistance of students already enrolled who received special orientation and training, efforts began to recruit participants for the SBOP. Superintendents, principals, counselors and teachers were involved in the recruitment process and no students were admitted who did not meet the minimum U. admission requirements. Students already enrolled in the University were used to encourage prospective participants to take advantage of the opportunity. In anticipation of communication difficulties with students for whom the program was designed, the Black Students Association was called upon to suggest people who would work as part-time employees, under the Fed. grant, to assist in the interpretation.

Students admitted for the program came to U-C campus for special orientation one wk/ prior to normal registration period. Near the close of this orientation, some participants voiced grievances concerning room assignments or other aspects of the program.

At a meeting Monday evening, Sept. 9, '68 at ISR, solutions proposed by responsible U. officials to alleviate the grievances were not accepted by the students. Later that evening they gathered in the Illini Union. It was this gathering which led to the subsequent demonstration.

There is this program for kids who are not competitive. It isn't very special or exciting; other people are doing similar things.

The kids pay some of their own way, but they also get help from federal, state, and private sources as well as from the Univ. out of operating expenses, diverted.

In the spring the administration started work on the project. It hired some students to help. Also involved were high school officials.

Everybody admitted met minimum requirements.

Students already at the UI were hired to sell qualified applicants on the program.

The program was designed for blacks. They apparently have trouble understanding the University or in being understood by it, so the UI hired a third group of students, this time all black.

The kids came down a week early, apparently because they need more 'orientation', whatever that is, than most kids. They got fussy about their rooms and didn't like other details of the program.

The administration had solutions, offered them. The kids refused to listen.

They went to the Union to demonstrate.
Chancellor's statement

The general situation in the Union deteriorated to the point that there was actual damage to property in two lounges, and a fear of additional dangers to persons and property.

Upon receiving this report, Peltason ordered police in to restore order and as soon as an adequate force could be assembled, a total of 244 persons were placed under arrest. Civil charges of mob action have been filed against those arrested and hearings have been set.

Our most recent estimate of damage to the Illini Union is approx. $4000, depending upon the actual replacement cost of some of the items destroyed.

In accordance with established procedures, admitted students were allowed to register for classes and attend them pending resolution of their cases by the Discipline Committees. At the same time, the Senate Com. on Disc. made quite clear -- in a statement of direction issued to the sub-committees which will hear the cases -- "That individuals guilty of acts of violence and vandalism as well as instigators of the incident who deliberately urged others to violate Univ. rules and regulations and who by their acts of agitation created the mob action which necessitated the use of police should be dismissed from the U." The Senate committee also called for appropriate discipline for others who were involved in the incident.

On 9/18, the Board of Trustees of UI said: "In view of the previous actions of (us) and the U. admin., there can be no uncertainty inside the U or out that the Board considers acts of violence ... to be wholly antagonistic ... unacceptable, no matter who does it... It is equally true that the principle of due process and the maintenance of procedures guaranteeing equitable treatment for all who are charged with such behavior are constitutional precepts by which this U. must continue to be operated."

A thorough investigation of the incident is under way. Every effort will be made to determine promptly and fairly responsibility and to discipline those involved.

Outsider's reading of it

The kids broke up stuff and threatened to harm people.

Peltason sent in the cops. In order to restore order, they had to arrest 244 people.

The kids were acting as a mob ("a disorderly or riotous crowd of people") and have been charged accordingly.

The kids destroyed a mess of stuff equal to the cost of the furnishings of my house.

We are operating on "innocent until proven guilty", but...

...we are going to come down hard on those who started this thing and those who broke things up.

There were leaders who egged the others on, agitated, and created a mob ("a disorderly or riotous crowd ... etc.").

We will also deal firmly with those who allowed themselves to be caught up in this outrage.

The Board assures you that we will not coddle criminals and trouble-makers.

But have patience; we have to kick them out legally and it will take time.

We are looking into the exact details of the incident itself and we will find the agitators and troublemakers.
What is read by the BSA

University implies that setting up this program was routine, and that this is a common and inevitable sort of thing, whereas they would never have moved if we had not put pressure on.

And what is this "cultural deprivation" stuff?

Lots of stuff about how the U. is contributing, but actually departments are not really re-examining priorities, or cutting into other projects at all. No real cooperation is visible.

We get no credit for planning the project or working on it.

Instead this shit about supers, principals, and teachers gets shoved in here. A lie deliberately calculated to rob BSA of its rightful credit for successfully recruiting the kids.

What is this LIE?!?!

The U is going to blame everything on blacks, never admitting that they screwed up. They never really intended to do a good job on this project and now they are covering up.

Lie. Solutions were never offered; only explanations of how you had bungled and why nothing could be done. You always represent your explanations as solutions, because in your minds they are "solutions": once you explain, you can just forget about it and do nothing.

What is read by Eisenman

We are soft-peddling the program. "This is something, people of Illinois, of which you should be neither proud nor ashamed. Ignore it; it really isn't interesting."

"It isn't costing you extra; we're not coddling the lower elements. They have to help themselves. Don't worry, we're not getting soft. If you don't like this kind of program, don't blame us; blame the federal government. We're not leading; we're just tapping all sources, doing what those who supply funds are supplying funds for this year."

"Of course, you have to give a little to get a little, so we're paying a bit to get these funds."

"We added extra staff, trained them specially!" But you won't admit that they were from the BSA and that their suggestions were very important in designing the boundaries of the program. You stress the role of school personnel, even though it pales in comparison with that of the BSA types. You want to down-play the role of BSA as much as possible, even to the point of developing this fiction about you going to them (!?) for assistance in "interpreting". Fantastic!!!

The white-wash of real failures of the bureaucracy in providing both substantive necessities and non-material, personal services set in. You never mention that the financial situation is, in fact, poor, and that it got that way -- regardless of what pressures were on you -- in full knowledge of your staff, and that you never attempted to admit that you were in a bind or reassure the kids.

You portray the events as a case of troublemakers stirring up ignorant dupes. You suggest that you had solutions to the complaints, by implication minor, which they had, and portray the students as unreasonably rejecting these solutions.
BSA's Reading

You never say why the situation in the Union
deteriorated. You are as responsible as anyone
for it, and you cutely ignore your culpability.

Eisenman's reading

No effort is made to suggest that a mob did not
in fact exist; in fact one is led to believe that
police had to subdue an angry, milling, threatening
crowd when they entered.

No effort is made to bring home to people how
little damage was done, really, and how likely it
is that this damage is the work of a very few.
Itemizing the damaged items, and pointing out that
few things were actually destroyed would give a
much better idea of the character of the disorders.

The stress on "agitators" and on punishment
definitely implies that there were no grounds
for the thing in the first place. Did it ever
occur to you that people might be agitated by
actual things gone wrong? Certainly your reader
associates the idea of "agitation" with a situation
in which idle and impressionable people are led
with no outside provocation into anti-social
acts after the inflammatory efforts of some
troublemakers.

While you stress the importance of "justice"
you, by omitting any reference at all to the
things over which the disorders began, imply that
there is nothing substantive to the charges
made by the "agitators."

You certainly give no indication that you are at
work on anything other than punishing criminals.
By your omissions you imply that there is no
money to be raised, no program to be developed.

The Board, those same bastards who voted only
100 tuition waivers when you asked for 500,
sanctioningly condemns us for complaining
when your commitments are violated as a
result of their actions, at least partly.
They, too, are covering up their part in
the failure to meet commitments. They, too,
want to pass all blame off on blacks, the
traditional American scapegoat. Fuck them.'

How about a thorough investigation of how you
made promises it turned out you couldn't keep,
and of how you then just started covering up
and making explanations?
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"Tell me more! What actually went on?"

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Eventually accepted.

"There is a lot of trouble. The last few days have been serious. I don't think we can accept the actions of the U."

"They are trying to lie about the situation. The U. is trying to avoid responsibility."

"The U. is not following procedure."

"Some are going to get kicked out. Bad things happened and someone must be punished."

"We're going to do it fairly, but we're going to get them."

"Summary: The university needs to make the things seem much more malicious."