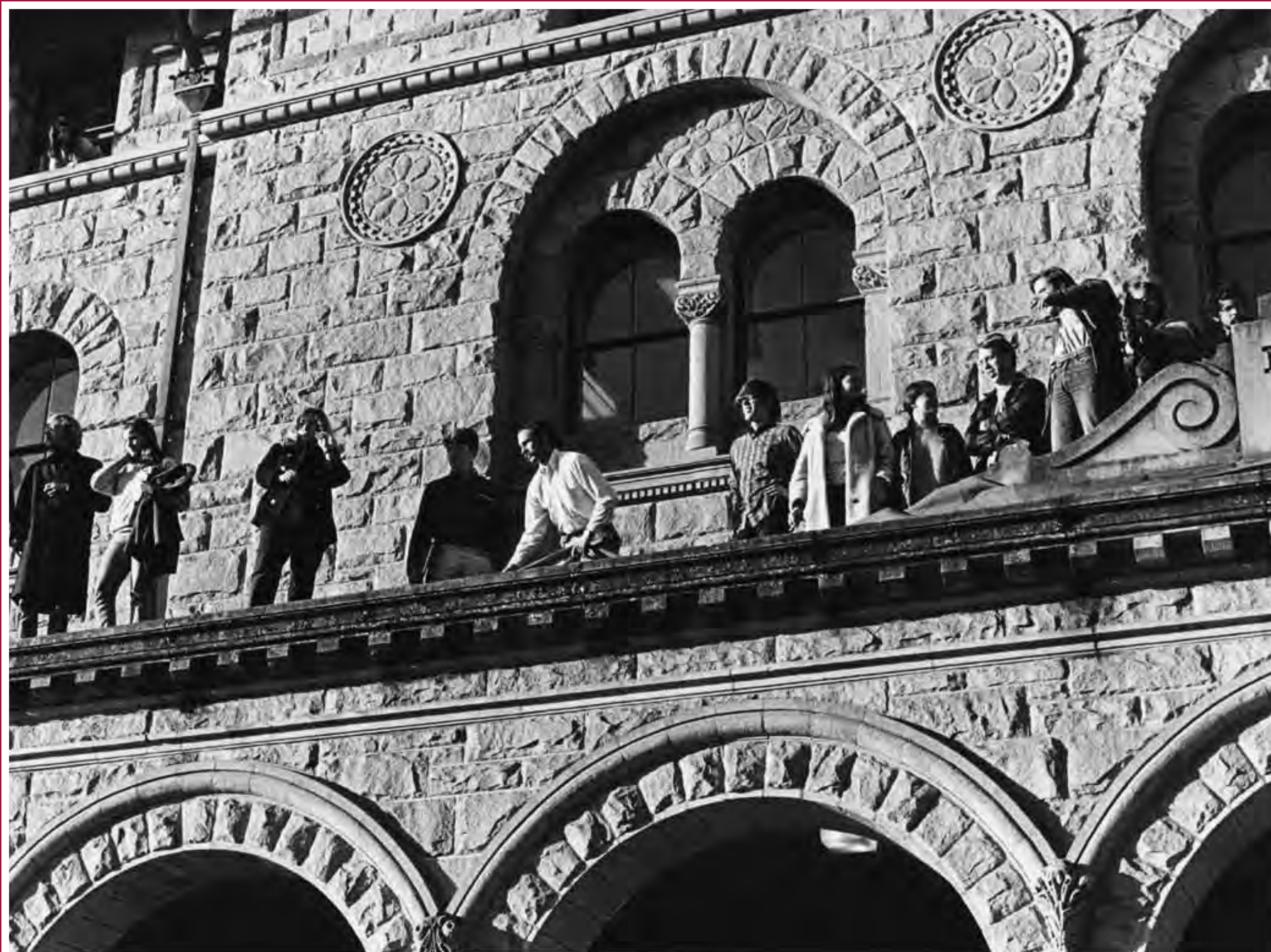
Sandstone & Tile

Winter 2011 Stanford Historical Society Volume 35, Number 1

Stanford in Turmoil

The Roots of the Stanford Peace Movement



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Above: In May 1969, students from the April 3rd Movement, protesting classified, war-related research at Stanford, occupied the balcony of Encina Hall.

CHUCK PAINTER/STANFORD NEWS SERVICE

Cover: In April that year, Provost Richard Lyman addressed students counter-demonstrating in the Quad against the April 3rd Movement.

CHUCK PAINTER/STANFORD NEWS SERVICE

The Troubles at Stanford:

Student Uprisings in the 1960s and '70s

Change was in the wind at Stanford in the 1960s. New aculty members were migrating to Stanford from other universities, and enrollment, especially of graduate students, expanded by some 40 percent between 1948 and 1968. The emerging civil rights movement and war in Vietnam added to a growing sense of restlessness on the Stanford campus.

In 1963, the posting of signs identifying newly stocked campus fallout shelters sparked Stanford's first political protest of the era, a peaceful 24-hour vigil. Then, in April 1964, the Reverend Martin Luther King Jr. gave the first of two addresses at Stanford. The speech inspired some 40 Stanford students—the biggest contingent from any university—to head east to Mississippi as civil rights workers in "Freedom Summer," mobilizing to staff voter registration programs and community projects.

CHARGED POLITICAL CLIMATE

By 1966, antiwar protests were spreading, and the political climate at Stanford was increasingly charged. Activist students challenged university policies on issues such as defense research, ROTC, and free speech and staged the first campus sit-in, a three-day occupation of President Sterling's office, protesting Selective Service testing. The next year, 2,000 protesters took part in an all-night peace vigil at Memorial Church. After the assassination of Martin Luther King Jr., in April 1968, student militancy grew more strident. Then-provost Richard Lyman was giving a speech at Memorial Auditorium when members of the Black Student Union surrounded him on stage, demanding increased minority enrollment, hiring, and financial aid. In response, Sterling and Lyman agreed to double minority-group enrollment by the next academic year and set Stanford, Lyman explained, "on the road toward diversity after many decades of injustice and exclusion."

President Sterling retired that September, and he was succeeded by nationally respected chemist Kenneth Pitzer. The war in Vietnam was intensifying, and Stanford protests against the war, ROTC, and defense-related research escalated from peaceful sit-ins to increasingly disruptive confrontations. "It was," Lyman later remarked, "pretty much a descent into hell between 1968 and 1970."

By 1966, antiwar protests were spreading, and the political climate at Stanford was increasingly charged

Insurrections reached a new level in spring 1969, when police were summoned to Stanford for the first time to end a student occupation of Encina Hall and tear-gassed protesters at a Stanford Research Institute office near the university. The next spring, violence raged at Stanford following the invasion of Cambodia and the killing of four students by National Guardsmen at Kent State

The inauguration of Stanford President Kenneth Pitzer in June 1969 took place two days after a bomb exploded near Frost Amphitheater.

COURTESY STANFORD NEWS SERVICE

Radicals threaten inaugural

By JAY THORWALDSON

A telephone booth was bombed and folding chairs were broken early today at Stanford University's Frost Amphitheater, where Kenneth Pitzer is to be inaugurated as university president Saturday and commencement exercises are set for Sunday.

Student militants have threatened to disrupt both events.

Stanford Police Patrolman Jorge Moura said he heard an explosion while on patrol about 3:30 a.m. and found the shattered phone booth just outside the amphitheater near Galvez Street.

Glass and metal fragments were blown up to 30 feet by the blast. Santa Clara County sheriff's deputies investigating the incident said they have not determined the nature of the explosive used.

A company ad remained attached to the warped booth frame, bearing an ironic message: "Find help fast."

Inside the amphitheater about 150 folding chairs were knocked down, tossed about or broken up, according to university officials. Damage was estimated at about $1,500.

Sheriff's department officials said today they plan to have a large force of deputies on hand Saturday morning for the inaugural of Pitzer to control any attempted disruption.

(Times photo by Gene Tupper)

An ominous message

Repairman Gary Green surveys the shattered telephone booth.

University. Decades of research by a prominent scholar from India were destroyed in an arson attack on the Center for Advanced Study in the Behavioral Sciences. Rock-throwing protesters battled police riot squads in White Plaza, and campus buildings were sprayed with political graffiti, their windows smashed by rocks and railroad spikes. In April and May 1970, police were called to campus 13 times, and at least 20 students and 43 officers were injured.

In response to the violence and disruption, President Pitzer announced his resignation in June 1970. Richard Lyman was named Stanford's seventh president and quickly drew clear lines between activities that would not be tolerated and those that were considered acceptable on campus. Violence, however, continued. In February 1971, students seized the Computation Center in a 12-hour confrontation aimed at shutting down the university. A sit-in at Stanford hospital, protesting the firing of an African American employee, resulted in at least 22 injuries and 23 arrests. In January 1972, Associate Professor of English H. Bruce Franklin was dismissed from the Stanford faculty for encouraging violence. President Lyman's office was damaged by an explosion, the Junipero House lounge in Wilbur Hall was gutted by a suspected arson fire, and two students were wounded by an unknown gunman in a student-police clash near Meyer Library.

This issue of *Sandstone & Tile* presents a range of perspectives on those troubled times by several eyewitnesses: former president Richard Lyman and a panel of former Stanford activists including Jeanne Friedman, Georgia Kelly, and Lenny Siegel. Lyman's article, "Stanford in Turmoil," is adapted from a talk he gave to the society in March 2009. The second article in this issue, "The Roots of the Stanford Peace Movement," is adapted from a panel discussion that the society presented in April 2010.

—SUSAN WELS, EDITOR

Stanford in Turmoil

RICHARD W. LYMAN

Today's students cannot believe what a mess Stanford was in from 1968 through 1972, with its boarded-up windows, police actions, violence, and arson. It seemed possible to us in those difficult days that the university might be greatly reduced in capacity, perhaps even closed completely. Even I find it difficult to recapture the fears and passions of that turbulent time.

Clearly, Stanford was not as close to being destroyed as we thought it was, but I don't think anyone, myself included, has a satisfactory explanation of why the tumult of those times occurred. Explanations based on the Vietnam War seem to me insufficient, since the troubles erupted all across the globe, in many countries that had no involvement in Vietnam. Generational explanations aren't a whole lot better. Generational conflict is a constant in human history; why should it have loomed so much larger all of a sudden in the mid-1960s and then disappeared equally suddenly in the early '70s?

CHUCK PAINTER/STANFORD NEWS SERVICE

Richard Lyman, shown here in 1970, served as Stanford's provost from 1967 to 1970 and its president from 1970 to 1980.

A SPECIAL CASE

Stanford's experience of the turmoil of the late '60s was in some ways typical, with its emphasis on participatory democracy, the mixture of civil rights and antiwar elements, and the periodical reliance on police to restore order. But in other ways, Stanford was unusual or unique. Nowhere else was a meteoric rise to institutional greatness sustained through such major upheavals. And although our use of police was certainly not anything wonderful, we did manage it somewhat better than most universities. There was never, for example, a brutal police riot here in the fashion of Columbia or Harvard. The troubles, which moved through several stages, also persisted longer at Stanford than they did elsewhere.

At first, activists here mounted small challenges, relative to what was to come, and the university's response was strong and immediate. In the spring of 1963, members of the Stanford Peace Caucus

attempted to hold a vigil outside President Wallace Sterling's office to protest fallout shelters on campus, which they viewed as a symbol of the university's cooperation with U.S. military policy. Campus security officers arrived, demanded their student body cards, and threatened the activists with dismissal in a confrontation in which, the *Stanford Daily* reported, "the peaceful atmosphere of the farm was violently upset." Six weeks later, a graduating senior heading for medical school showed up at commencement with a sign protesting the choice of retired Air Force General Lauris Norstad, a former NATO Commander, as commencement speaker. Some university trustees questioned how the Stanford Medical School could admit a student who showed "such an obvious lack of judgment."

The spring of 1966 saw the university's first sit-in. A few dozen students occupied the President's Office in Building 10, protesting the fact that Stanford was administering standardized Selective Service examinations through which students could qualify for continued exemption from the draft. The Stanford Committee for Peace in Vietnam (SCPV) objected that the exams signified cooperation with the war effort and aided privileged university students. Other Stanford students marched in the Quad to protest the protest and outnumbered the sitters-in.

But it was in the spring of 1968 that things really got serious. First, the Black Student Union dramatically presented a list of 10 demands following the assassination of the Reverend Martin Luther King that, to varying degrees, met with the enthusiastic support of the administration. Then, a few weeks later, there was a massive Old Union sit-in connected with antiwar protests. The sitters-in were granted amnesty and, in effect, had their demands met.

CHUCK PAINTER/STANFORD NEWS SERVICE

In April 1969, several hundred protesters occupied Stanford's Applied Electronics Laboratory, where most of the classified research on campus took place, disrupting its operations for nine days.

The next year, 1969, was in some ways the climax of Stanford's ordeal. Once again, spring was the time for action. The dependence on fair weather somewhat undercut the radicals' claims to credibility, it always seemed to me—they were fair-weather revolutionaries, you might say. At a meeting in Memorial Auditorium in March 1969, a group of trustees appeared for the purpose of answering questions, hearing the demands and charges of the radicals, and responding to them. But trustees were totally unaccustomed to having to account for their motives, and they made a feeble showing. By the end of the meeting, the group Students for a Democratic Society (SDS), which was crumbling elsewhere in the country, was back in business at Stanford. On April 3, a mass

"The spring of 1966 saw the university's first sit-in...Other Stanford students marched in the Quad to protest the protest and outnumbered the sitters-in."

meeting involving some 700 people met in Dinkelpiel Auditorium and drew up demands that Stanford abandon classified research for the U.S. government. That was the beginning of what at Stanford came to be known as the April 3rd Movement.

Six days later, there ensued a legendary, peaceful sit-in at Stanford's Applied Electronics Laboratory (AEL), in support of the movement and its demands. A feeling of virtuous community predominated, and it was even the site of a wedding, without benefit of clergy, between two radical leaders. In contrast, a sit-in at Harvard that same week came to a violent conclusion when Cambridge police squads stormed the building, leading to many injuries and arrests. Though the Stanford AEL sit-in was nonviolent, however, it was certainly coercive. The work of the labs was effectively shut down, and the income from the sponsoring agency was therefore suspended. After nine days, the sit-in itself was suspended, as rumors circulated that federal marshals might be sent in to protect the government's interest in the lab. There was a possibility that the decision to call in the police would be taken out of Stanford University's hands.

A couple of weeks later, another sit-in, this one at Encina Hall, started on a more ominous note. Protesters broke into the building, ridiculed and jostled faculty who were sent in to demand their identification, rifled files, and carried off their contents in Volkswagen bugs. As it happened, Stanford's president at the time, Ken Pitzer, was on a trip to Los Angeles that night to talk to an alumni audience, and

(continued on page 10)

CHUCK PAINTER/STANFORD NEWS SERVICE

In early 1969, students organized by the Young Republicans and Young Americans for Freedom disrupted a rally by Students for a Democratic Society (SDS) in the courtyard of the Old Union.

Calling Police to Campus: May 1969

On the afternoon of May 1, 1969, as Stanford's provost under President Kenneth Pitzer, I gave a speech to the Academic Council after we had called the police to campus for the first time to end a student sit-in at Encina Hall. The speech touches on many questions about why we reacted the way we did, and it gives a sense of the drama and import of the decision. Here is an excerpt:

I hope that the Council will forgive me for any lack of rhetorical verve that may derive from having been up all night.

It occurred to me, as I was considering what needed saying this afternoon, that a good many deans, provosts, and presidents have gone through something resembling this experience over the past few years...I hope—I profoundly hope—that the Council will recognize the deep reluctance with which I, in full consultation with the President's Faculty Consultative Group, took the decision at 4 a.m. today to summon the forces at the disposal of the Sheriff of Santa Clara County to the campus for the purpose of clearing Encina Hall, which had been occupied by members of the April 3rd Movement since 1 a.m. There are probably rumors…to the effect that I have been yearning for the opportunity to do something more or less like this for some time, perhaps even since last May. It is perhaps a mistake to dignify such rumors with a denial, but that is a risk I believe I must take. At no time—until I picked up the telephone in my office at 4 this morning to call the President at his home and report the recommendation unanimously reached by the Faculty Consultative Group, the Dean of Students, the Associate Provost, and myself—did I urge or recommend that police be called to Stanford.

Why then last night?...We have tried—President Pitzer has tried, the Judicial Council has tried, you have tried, to the utmost of your ability—to make the on-campus procedures work. The careful labors of faculty and students in creating the Stanford Judicial and Legislative Charters last year have been dismissed by the SDS and by many, if not most, members of the April 3rd coalition as a hopeless if not downright silly exercise in liberal self-delusion aimed at suppressing dissent rather than achieving justice…This Council, by its approval of the Statement on Community Responsibility a few weeks ago, recognized that the alternatives available to us are stark and few: make the campus system work, or call in outside elements to restore a tolerable degree of peace to the campus.

A second reason why we decided to call upon the Sheriff's office was the character of the Encina occupation. From the outset, it was violent; students who attempted to stand in the doorways and peaceably block the entry of demonstrators were roughly shoved aside and in some cases manhandled. Locked doors, both on the exterior of the building and later, inside, were broken open; so were windows. Once inside, the demonstrators opened desks and files in many parts of the building and were seen seizing documents from those files. Given the fact that Encina contains not one but a wide variety of sensitive and important repositories of information, this was highly ominous. In the Planning Office, soon broken into and occupied, is kept information on the routes of sewers, steam lines, power lines and the like, without which we might well spend an interesting if unprofitable decade or so conducting amateur archeological expeditions in an attempt to rediscover where these things are. In the Payroll Office is information the nature and significance of which I need not pause to describe. The very machinery for paying all university employees is in jeopardy when Encina Hall is occupied by hostile and unpredictable forces. Serious disruption of the General Secretary's office would imperil the means

> *"I hope...that the Council will recognize the deep reluctance with which I, in full consultation with the President's Faculty Consultative Group, took the decision at 4 a.m. today to summon the forces at the disposal of the Sheriff of Santa Clara County to the campus for the purpose of clearing Encina Hall."*

by which a private university sustains itself through gifts—a crassly materialistic matter, one may say, but crucial to our capacity to function as a university… Continuing risk to vital information and vital university functions was a strong consideration, then.

Linked with that was the fact, of which we'd been aware since we first discussed possible police action on the campus a year ago, that the Sheriff's Office can best act in the early hours of the morning. The presence of large crowds, including many not directly involved in the demonstration, has been a potent cause of confusion in other campus police actions around the country. Such confusion contributes to the likelihood of personal injury. It cannot be contemplated lightly.

"No institution, not even a university, can continue indefinitely working in an atmosphere of coercion."

I should also make clear that the intention of the police, and of ourselves in asking for their help, was to clear the building, not to accumulate victims of arrest. This is amply borne out by the result, as you know: no injuries, no arrests. To ensure that we were as well-prepared to obtain this result as possible, we have had numerous conversations with Sheriff Prelsnik and his people over the past twelve months. Their understanding of campus problems, and of the sensitivity to police action that exists on campus, has always been of the utmost help to us. Their cooperation in our plans to involve faculty as observers going along with arrest teams, and as general observers, is something for which we're also most grateful. Like most of us, policemen would rather operate on their own terms and in their own established fashion. The Sheriff of Santa Clara County has understood and accepted the need for limitations on this autonomy of action.

A further reason for our decision lay in the fact that the Encina occupation comes so rapidly upon the heels of the AEL sit-in. At some point, nearly every member of this Council will agree, defenses must be invoked against wanton, indiscriminate, and arbitrary actions designed to force university acquiescence in the views of any campus groups, no matter how high-minded. It is not a matter of patience being exhausted; it is a matter of sheer credibility. No institution, not even a university, can continue indefinitely working in an atmosphere of coercion, indeed with the fact of coercive interruption daily demonstrated. Substantial numbers of university people, from distinguished members of this body to employees in many branches of the university service functions—and most certainly including students—have complained that without effective deterrence to disruptive forces, life at Stanford would soon become intolerable, and the university's essential functions would cease to be performed, or their performance would be damaged so severely as to threaten our capacity to consider ourselves an effective institution.

On the other hand, an effective effort to curb such forces would restore credibility to Stanford's determination and capacity to run its affairs and carry out its educational mission… The Faculty Consultative Group was unanimous in its conclusion that this course of action was not only justified but necessary…

One further word, if I may. No one is entitled to consider the clearing of Encina Hall a victory. Any time it becomes necessary for a university to summon the police, a defeat has taken place. I'm reminded of Winston Churchill's declaration after Dunkerque, when too many of his fellow countrymen imagined that Hitler was on the downward path: Wars are not won by successful evacuations. The victory we seek at Stanford is not like a military victory; it is a victory of reason and the examined life over unreason and the tyranny of coercion. To be forced into coercive acts in order to meet coercive acts is in itself a setback on the path that leads to our kind of victory.

But surrender does not produce victory either, whether in war or in the personal struggle that each and every one of us carries on from the cradle to the grave. The French say, *Reculer pour mieux sauter*—draw back to jump better. Maybe that is what we have done. It is not going to be easy to jump—or even to creep—forward in the conditions facing universities today. A brutal and senseless war abroad; brutal and senseless oppression at home; a feeling of desperation among the young and their powerlessness to remedy these things—these conditions limit our chances for success…I wish us all well as we labor to reconstruct the mutual confidence without which no human enterprise can long succeed.

(continued from page 7)

I found myself in charge as provost of the university. All night long, I met with the Faculty Consultative Group on Campus Disruption, a body created by the Faculty Senate to share in decision-making on such occasions. By 4 a.m., it was clear to us that for the very first time, we would have to summon the police to Stanford. In case President Pitzer had returned from Los Angeles without checking in, I telephoned him at the Hoover House and roused him from a sound sleep. Naturally, he was taken aback to discover that we were on the verge of taking such a momentous step. But hearing that we were unanimous, he assented.

"No attempts at arrests were made. No one was hurt. The contrast with Columbia's violent police action in 1968 and Harvard's recent experience was obvious."

When the Santa Clara sheriff's deputies arrived, they went into the building accompanied by faculty observers, as we had planned, and the demonstrators departed. No attempts at arrests were made. No one was hurt. The contrast with Columbia's violent police action in 1968 and Harvard's recent experience was obvious. That afternoon, a packed Academic Council meeting greeted my account of the night's events with a standing ovation—quite a contrast to the preceding spring, when the faculty was unwilling to confront campus radicals. Now, they had looked into the abyss and recognized that the administration could not be expected to manage crises without being given a free hand to decide whether and when outside help was needed.

CAMBODIA SPRING

The 1969–70 year began quietly, as had other years, but the spring of 1970 saw the climax of Vietnam protests nationwide, provoked by the

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On May 1, 1969, sheriff's riot police, accompanied by faculty observers, entered Encina Hall at 7:15 a.m. to clear demonstrators who had broken into the administrative nerve center at 1 a.m. to protest classified war-related research at Stanford.

CHUCK PAINTER/STANFORD NEWS SERVICE

The protesters peacefully left Encina Hall. There were no arrests.

Nixon Administration's invasion of Cambodia. During "Cambodia Spring," the police were summoned repeatedly to Stanford, and there were running battles between police and rock-throwing demonstrators. Substantial damage was done to university buildings. For a time, many buildings were blockaded and classes canceled, even when the students enrolled in them wanted to meet. The school year ended in chaos, and a month later, Ken Pitzer resigned. While he denied that he had been fired, and the trustees let him do so, it was generally recognized that, in fact, he had had no choice. After a brief but intensive search, I became president of Stanford in September 1970.

That autumn, most of the country's institutions of higher learning suddenly became calm. The tragic shooting of students at Kent State and Jackson State universities—and the bombing of a mathematics building at the University of Wisconsin, in which a graduate student died—had sobered all but the most irreconcilable radicals. At Stanford, however, the kettle continued to boil. In the fall, there was a bizarre episode my wife, Jing, will never forget. In a locker at the San Francisco Greyhound Bus station, police found a threat to bomb the Stanford Stadium unless we postponed Stanford's football game against USC the following day. We searched the stadium that night, as well as everyone coming to the game, but there was no bomb. My wife remembers acutely that after Stanford scored the first goal, there was the customary firing of a cannon. Had the roof been a little closer, I think Jing would have jumped through it.

CHUCK PAINTER/STANFORD NEWS SERVICE

Right and opposite page: In February 1971, after the U.S. sponsored the invasion of Laos, police confronted protesters who had seized the Stanford Computation Center at Pine Hall.

THE FRANKLIN CASE

Early in 1971, the events took place that gave rise to the H. Bruce Franklin case. In January, Franklin, an associate professor of English, allegedly helped lead hecklers who prevented Ambassador Henry Cabot Lodge from speaking at Dinkelspiel Auditorium. Shortly afterward, students occupied the Stanford Computation Center, at the instigation of Franklin and others. The police were able to clear the building quickly, but that evening, a provocative speech by Franklin in the Old Union Courtyard led to fights and destruction of property all over campus. It seemed that Bruce Franklin had overstepped the line between advocacy and incitement. I moved to dismiss him. He appealed to the Academic Council's Advisory Board, as was his right. And in the spring, both sides were busy preparing for the hearings before that body, scheduled for the following fall. During those hearings, Franklin defended himself at great length, educating us all in Marxism-Leninism and maintaining that his speeches were all protected under the First Amendment. Our charges were that he overstepped the line between protected speech and incitement to violence. Our presentation of this case, however, was hampered when we asked to present witnesses to assaults and fighting that followed Franklin's Old Union Courtyard speech, to show that he had participated in the fighting

By the fall of 1970, "the tragic shooting of students at Kent State and Jackson State universities...had sobered all but the most irreconcilable radicals."

chuck painter/stanford news service

afterwards or sort of refereed it. The chair upheld Franklin's objection that this constituted a new charge after the deadline for filing charges. That left us less able to demonstrate what Franklin had meant during his speech by showing how he himself behaved following the speech.

The Advisory Board released its decision on New Year's Day 1972. By a vote of five to two, the board supported our decision to fire Franklin. The minority thought that suspension for a quarter or two would be sufficient. There was concern on everyone's part that Stanford's dismissal of Franklin would tempt other institutions less well protected by due process to get rid of faculty members whose presence was a goad to conservative alumni. In fact, however, there was no rush to judgment, and the decision to dismiss Franklin withstood his challenge in the courts.

jose mercado/stanford news service

Associate Professor of English H. Bruce Franklin argued with a police captain during the melee.

CALM RETURNS

The remainder of the 1971–72 year saw rumbles from time to time, but nothing like the furious assaults of the previous spring. In the fall of 1972, Jing and I took a one-quarter leave—supported by the Danforth Foundation for exhausted university presidents—and spent most of it in London. Toward the end of it, we went out to Cliveden, which was then the site of Stanford in Britain, to have dinner with students. They, of course, had left campus months earlier and had the surly attitude toward the administration that prevailed at Stanford. As we drove back to London, Jing and I thought unhappily about returning to more of the same when we left England and returned to campus. To our amazement, however, when we got back, we found that civility had broken out everywhere. I could even walk or ride my bike to my office from the Hoover House without being harangued by angry radicals. The mood was completely changed, and Stanford was enjoying, somewhat belatedly, the kind of normalcy that had returned to most other campuses two years earlier.

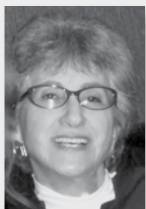
"The remainder of the 1971–72 year saw rumbles from time to time, but nothing like the furious assault of the previous spring."

Richard W. Lyman is president emeritus of Stanford as well as J. E. Wallace Sterling Professor of Humanities Emeritus in the History Department. He has also served as president of the Rockefeller Foundation and founder and director of Stanford's Institute for International Studies. His book Stanford in Turmoil: Campus Unrest, 1966–1972*, was published by Stanford University Press in 2009.*

The Roots of the Stanford Peace Movement

In this article, three former Stanford antiwar activists from the 1960s— Jeanne Friedman, Georgia Kelly, and Lenny Siegel—discuss the reasons for their involvement in student protests in the 1960s and the impact that they believe their actions had on Stanford University and their own lives.

JEANNE FRIEDMAN



A philanthropy consultant focused on peace and community development, regional arts, and conservation, Friedman came to Stanford as a political science graduate student in 1963 and a year later joined an arms control project at the Hoover Institution. In response to the 1964 Free Speech Movement, she helped found the Graduate Coordinating Committee, a mission that quickly expanded into antiwar mobilizing. In 1965, she began her doctoral studies with a teaching assistantship, a position she held for five years. She worked in the Free University of Palo Alto and helped form the April 3rd Movement. Since 1969, she has worked with antiwar GIs and veterans and today seeks justice and remediation for victims of Agent Orange in Vietnam and the United States.

In the fall of 1963, Stanford was at a turning point. The Farm was still idyllic. Outside of two wide crossing paths, the Quad was packed dirt, and most of the campus was undeveloped. Computers were found in only a few buildings, and the faculty was almost entirely male. Undergraduates were generally blond and primarily from California. There were rumors of a freshman arriving on campus that year towing his horse trailer.

But President Sterling's great leap was transforming the university into one with national scope and prominence. There was an influx of faculty lured from prestigious Eastern and Midwestern schools and, I was later told, an overadmission of graduate students from the East.

Not only was I from New York City, but I had also earned my degree from The City College of New York, a school that rarely sent liberal arts graduates to Stanford. We Easterners were often dark-haired, making it easy to tell the different between first-year graduate students and seniors. Coming to Stanford to study political science, I unhappily discovered a department that was increasingly behavioral in its methodology—not the type of political scholarship I had anticipated. Working as little as possible with the new behaviorists, in time I completed my doctoral coursework and exams.

POLITICALLY ENGAGED CAMPUS

Finding the study of what I called "politics" in short supply, and unsure about continuing in graduate school, I accepted a research position in arms control at the Hoover Institution in spring 1964. That fall, three months after the manufactured Gulf of Tonkin incident and the Congressional resolution to escalate the war in Vietnam, Lyndon Johnson was elected president. The director of the Hoover Institution was a Goldwater campaign advisor; I wore a button that said, "Part of the way with LBJ."

CHUCK PAINTER/STANFORD NEWS SERVICE

In May 1968, 1,500 students gathered in the Old Union courtyard protesting the proposed suspension of seven students who had demonstrated against campus recruiting by the CIA.

Locally, the Free Speech Movement (FSM) at Berkeley was erupting. One FSM group, the Graduate Coordinating Committee (GCC), was particularly interesting, and a few graduate students resolved to create a similar organization at Stanford. We couldn't think of a name, so I suggested we use the same—the GCC. Our first leaflet was titled "The Truth About Berkeley."

As I recall, four of us put out that leaflet—three English Department graduate students and me. Our core group never numbered more than 25 students and included both of Stanford's future poet laureates, Bob Hass and Robert Pinsky. At the time, there were no campus-wide organizations for graduate students; the GCC was the only one. We attracted students interested in local, national, and international politics and became a springboard for organizing, especially about the war.

I now had good reasons to return to full-time graduate studies on a campus that was politically engaged—to complete my studies and continue antiwar organizing. In the fall of 1965, I began my doctoral studies as a teaching assistant. From that time until I left in June 1969, there was a virtual explosion of campus organizing and activity among faculty, students, and staff.

BRINGING THE WAR HOME

The war in Indochina was a constant call to action. Unlike the sharply curtailed war news of today, our daily news was graphic, filled with haunting images that demanded a response—a young girl trying to flee her own napalm flames, our South Vietnamese ally throwing prisoners out of helicopters.

In May 1965, the first campus teach-in took place, and we formed the Stanford Committee for Peace in Vietnam. In January 1966, classes began at the Free University of Palo Alto, where anyone could offer or attend classes on any subject. There was an alternative community newspaper, *The MidPeninsula Observer*, and a Stanford chapter of Students for a Democratic Society (SDS). In 1966, reflecting their

widespread horror at atrocities in Vietnam, students elected David Harris, an antiwar undergraduate, the president of the ASSU. A year later, Harris founded an antidraft organization called The Resistance.

Students and faculty worked on other issues as well. Supporters of farm workers called for a grape boycott on campus and in surrounding towns, and the teaching and research assistants formed a union. There had long been a civil rights presence on campus, from the time of the Civil Rights Act of 1964 and the Selma-Montgomery March and Voting Rights Act of 1965 to the formation of the Black Panther Party in Oakland in 1966 and the Detroit and Newark riots in 1967. In 1968, when Martin Luther King and Robert Kennedy were assassinated, Stanford undergraduate and graduate students gathered around televisions and wept together.

> *"Key issues electrified the community: the presence of classified research on campus—chemical and biological warfare research in particular—amd the connections between the university trustees and the war."*

That year, the presidential election was focused on the war. It was, overwhelmingly, the central issue on campus. The national slogan of SDS was "Bring the War Home!" And that's what we did. First, Stanford students and faculty questioned the university's connections to the war. The Internet didn't exist, and information about research at the Stanford Research Institute was not readily available, nor was it easy to discover the connections of university trustees to companies that parallel today's Blackwater. But research was completed that directly and indirectly linked Stanford—the university and SRI—to the execution of the war. The antiwar movement brought the matter to the entire Stanford community to determine whether such work should remain part of our university. Our tools were leafleting, debates, and endless rallies and meetings.

Second, we brought the war home by disturbing the peace. In the face of a murderous and illegal war in Southeast Asia, we felt morally obliged to stop business as usual and end the university's complicity in the war. For most of us, though not all, this meant nonviolent protest. Key issues electrified the community: the presence of classified research on campus—chemical and biological warfare research in particular—and the connections between university trustees and the war. When we concluded that classified research had no place at Stanford, we were accused of opposing academic freedom. In October 1967, following the exposure of CIA misdeeds in Vietnam, SDS formally asked President Sterling to ban CIA recruiting, but the administration held that this would be a denial of free speech.

By 1968–69, most students, many faculty, and even members of the trustees and administration no longer believed in the justness or likely success of the war. But the administration remained unbending. Neither polite debate accompanied by documents demonstrating complicity nor noisy confrontations moved the university. What we saw as the rightful decision of the entire Stanford community, the administration saw as an attack on its power. This was never clearer than in the winter of 1969. SDS demanded access to the trustees meeting on January 14. Entry was denied, and seven students were suspended.

Five trustees, however, agreed to meet with antiwar students at a forum that took place on March 11 in Memorial Auditorium. In front of a vocal audience of 1,500, broadcast live on KZSU,

the trustees were candid. They would take no responsibility for war research. Students could not participate in or observe their decision-making. Horrific though the war might be, ethically repugnant and murderous research, like chemical and biological warfare, would continue. We were free to protest, preferably politely. Faced with what was the most unpopular war in our nation's history, the trustees and administration told us, in effect, that they would remain on the other side.

That forum turned what had been the demands of the relatively small SDS chapter into those of the much broader community. As one SDS leader said, "We started that meeting with maybe a quarter of the audience on our side. We ended with almost everyone." The resulting April 3rd Movement was a broad-based coalition of campus groups. Its nine-day occupation of the Applied Electronics Lab was effective and popular, the occupiers scrupulously polite and clean. Most importantly, the AEL occupation halted objectionable research, explicitly the plotting of bombing runs over North Vietnam and along the Ho Chi Minh trail. By then, most of the campus—indeed, most of the country—opposed the war.

"The battle over the university's involvement in the war was one we ultimately won."

Our focus on proving the unjustness of the war and the criminality of its perpetrators ultimately led Stanford to halt classified research. Although Stanford's divestiture of SRI ensured that war research could continue there with no campus oversight, the battle over the university's involvement in the war was one we ultimately won.

GEORGIA KELLY

The founder and director of Praxis Peace Institute in Sonoma, Kelly has produced several conferences on peace-related themes, including The Economics of Peace, a five-day meeting that took place in 2009. In the mid-1960s, she worked at Stanford Research Institute and as a result of that work became active in the Stanford antiwar movement and the Free University of Palo Alto.

I was not a student at Stanford but was employed by Stanford Research Institute (SRI) in 1965 and '66. I was educated in Catholic girls' schools and a Catholic women's college, so I entered the work world a little naïve. However, my education had instilled a strong code of ethics and a sense of social justice, although that term wasn't used much at the time.

I applied for a proofreading position at SRI in 1965 and was hired after passing a written test and getting security clearance. I was very happy to be working at SRI. I loved the community, the people I met there, and the conversations we had. I thought it was a fabulous work environment and planned to stay for at least a few years.

SRI placed me in the Economics Department to proofread proposals and documents for projects prepared by their research staff. Some of the activities at SRI at the time were projects for the Naval Warfare Research Center, the Combat Development Experimentation Center, the Strategic Studies Center, the Pentagon, the CIA, and the government of South Vietnam. For the army's Electronic Material Agency, SRI was involved in mapping, surveillance, reconnaissance systems, and jungle communications, specifically for the war in Vietnam. For the U.S. Army Chemical Corps, SRI was doing research and testing of incapacitating chemical and biological warfare materials. There was a proving ground in Utah for field-testing chemical and biological munitions.

I was conflicted. I appreciated the job and enjoyed the work environment, but I was troubled by some of the work that SRI was conducting. I was quite surprised to learn that a prestigious university was so involved in war work. Before taking the job at SRI, I didn't even know about chemical and biological warfare. But my interest was piqued, and I decided to research the subject in SRI's library. I found badly translated articles from Russia claiming that the U.S. had used chemical warfare in the Korean War. I couldn't understand why I had never heard of this type of warfare prior to my job at SRI, especially since it didn't seem to be something new.

Many of the documents I read set off alarm bells in my mind. My naïve world was collapsing day by day. I had opposed the war in Vietnam from the beginning, but I hadn't seen that as a problem when I started working at SRI. I was yet to connect the proverbial dots.

CHUCK PAINTER/STANFORD NEWS SERVICE

More than 200 students staged a three-day sit-in at the Old Union in May 1968 to protest the proposed suspension of students who had demonstrated against CIA recruiting.

THE FREE UNIVERSITY

Some of the books recommended to me by friends at the Free University of Palo Alto illuminated how economic policies shaped wars. They also helped explain the injustice I had seen on summer jobs in other work places. The Free University was an extraordinary place where graduate students and faculty members from Stanford organized classes that were essential for understanding what was going on in our country at the time. These classes helped us put all the pieces together and understand how specific corporations were benefiting and profiting from war. The discussions and recommended reading material provided a context for the war in Vietnam. We learned about the policies and biases that were setting our foreign and domestic priorities.

The people I met in the antiwar movement shared my belief in social justice and were motivated by a sense of fairness and empathy with the people our country was killing thousands of miles from our homes.

Statements made by SRI trustees made their beliefs clear too. David Packard, who was a Stanford trustee and later Deputy Secretary of Defense, stated, "Profit is the monetary measurement of our contribution to society." I had been educated to value service as our contribution to society, not profit. Jesse Hobson, who was president of SRI from 1948 to 1955, asserted, "This nation occupies 6 percent of the land area of the world, has 7 percent of the world's population, produces 50 percent of the world's goods, and possesses 67 percent of the world's wealth. Research must be the heart, the foundation, and the lifeblood of our present defense economy if we are to maintain this position." Maintaining this position, of course, did not seem at all equitable to me, and it certainly wasn't desirable to other countries in the world.

Much of the material I read at SRI, including what appeared to be the most damning information, wasn't classified. So I started copying unclassified

"In the 1960s and early '70s, many of us were called 'rebellious,' but it was never rebelliousness for its own sake. We shared a deep-felt concern about Stanford's connections to the war."

pages of proposals and documents about projects that were particularly alarming to me. I was careful not to copy classified pages, because I knew the consequences, but some of the most inflammatory information was not classified at all. I could not determine what merited a classified stamp because it seemed so arbitrary.

I had no idea what I was going to do with the documents when I left SRI, but a year later I gave them to David Ransom, who was then editor of the *MidPeninsula Observer*. Recently, I had the opportunity to go through boxes of old clippings in Ransom's basement and was able to locate the articles he researched and wrote about from the SRI material. He had made excellent use of the information, and he further researched some of the proposals and wrote articles about them for several publications.

When I learned that my security clearance was going to be cancelled due to my antiwar activities, I decided to leave SRI. Maybe it was time to return to music, which had been my area of study. So, for the next 30 years, I embarked on a career as a professional harpist, composer, and recording artist.

In the 1960s and early '70s, many of us were called "rebellious," but it was never rebelliousness for its own sake. We shared a deep-felt concern about Stanford's connections to the war. SRI, the Applied Electronics Lab, and many of Stanford University's departments were directly involved in helping the war effort. We believed the war was wrong and that a university should be about educating, not conducting corporate and military war business.

Our question was this: Did we want to support war and war work, or did we want to be part of the solution and change the direction of the university and our country? The goals, ethics, beliefs, and commitment of the Stanford antiwar movement were very inspiring to me. In fact, those connections and experiences were the basis for my second career, founding and directing Praxis Peace Institute, a nonprofit peace education organization.

The quest for peace has become deeper and more involved over the years. And by now, it is clear to me that peace cannot be a goal in itself. Peace is the result of certain practices: social and economic justice, respect for the planet and its peoples, sustainable land use, clean energy policies, and an economic system that does not reward one class at the expense of the others or value profits above people. It also means becoming educated in respectful communication and conflict resolution skills. Putting these ideas and policies into practice is what the '60s generation was and is still about.

LENNY SIEGEL

Executive director of the Center for Public Environmental Oversight since 1994, Siegel is one of the environmental movement's leading experts on military facility contamination and the vapor intrusion pathway. He entered Stanford as a physics major in 1966, but he was not allowed to register in spring 1969 as a result of his efforts, with about 40 other students, to participate in a university Board of Trustees meeting on campus.

In my view, the Stanford movement of the late 1960s and early '70s emerged in the form that it did because of the contradictory roles that Stanford played in American and world society. Stanford's role was contradictory in that the university was training a new group of technical, political, economic, and

CHUCK PAINTER/STANFORD NEWS SERVICE

In April 1969, members of the April 3rd Movement voted to end the occupation of Stanford's Applied Electronics Laboratory.

social leaders and needed to promote free thought, free discussion, and free debate in order to do that. On the other hand, Stanford was one of the great research universities that provided the technologies and strategies for the war.

I came to Stanford because of its advanced research and technology in electronics and computing. When I was about nine years old, Sputnik, the Soviet satellite, went up. And it created a great fear throughout the United States that we had fallen behind the communists in the development of modern technology. And so I was one of those kids who was tracked to do the latest and greatest math and science in middle and high school. I learned how to program on a Bendix G-15, a refrigerator-size computer with the computing power of my watch. Then, when I was in high school I read a *Reader's Digest* article about Stanford University and how people like Frederick Terman, Bill Hewlett, and David Packard had created a community of technical scholars here, linking the university and its laboratories with the companies in the Stanford Industrial Park to develop new technologies. I came here because I wanted to be part of that.

COURTESY LENNY SIEGEL

In January 1969, undergraduate Lenny Siegel was one of 40 students who broke into a Board of Trustees meeting at the Faculty Club, demanding open trustee meetings and that Stanford halt all war-related economic and military projects.

Now, I was from a leftist family. My parents were activists in the peace movement, and in middle school, I had been in the Student Committee for a Sane Nuclear Policy. My brother went to Mississippi in 1964, in the civil rights movement. My sister was arrested in the Free Speech Movement in Berkeley in 1965. Stanford's antiwar movement was connected to the civil rights movement, and I thought I could come to Stanford and be an activist as well as part of this community of technical scholars.

But I learned that Stanford's community of technical scholars was dominated by the military. Stanford received millions and millions of dollars, and Stanford Research Institute even more, to

develop technologies for warfare. Chances were that if I got my degree at Stanford, I would end up working in the military-industrial complex. So, as a physics undergraduate, I lost my enthusiasm for doing physics and instead started spending a lot of time in the Business School library—researching Stanford's connections with the military-industrial complex—and in the Engineering library researching the contracts that Stanford had and how they were part of the war effort.

MOVEMENT FOCUSED ON RESEARCH

We were among the best and brightest of our generation. We were selected to attend Stanford, and at Stanford, we were taught to think. We were taught to do research. And we did it, and we found that the institution that was teaching us was doing some things that we didn't believe in. And that's what made the Stanford movement so effective and so persistent, and what makes many of us who were part of that movement proud of what we did in the late 1960s and early '70s. We accused the leaders of Stanford University, the trustees, and the administration of being part of the war effort, and we backed up those charges with facts.

But it was the closing off of the nonviolent tactics that led to the breaking of windows and property destruction on campus—when the police were ousting people from the nonviolent sit-ins.

> *"The Stanford movement may be remembered for some of its more militant actions...but what stands out to me in our history is the research that we did and disseminated to the Stanford community."*

The people in the movement had tried elections, had tried leafleting, and had tried sit-ins. They hadn't worked, so the tactics evolved. The Stanford movement may be remembered for some of its more militant actions, and everybody has their own views about whether that was right or wrong. But what stands out to me in our history is the research that we did and disseminated to the Stanford community.

We were part of a movement that helped get the United States government out of making chemical and biological weapons. And what's ironic is that some of the most advanced nonmilitary uses of technologies known to men and women—including the Internet and personal computing—came out of the Stanford antiwar movement and counterculture. And so, in a sense, the movement was not only a success in helping ending the war, but also in reshaping the technology. It also helped launch liberation movements including women's liberation and gay rights. We didn't go as far as we would have liked in changing the economic system, the roots of the war, but we were able to bring forward a sense of participatory democracy that many of us are still organizing around to this day.

As a result of my experience in the Stanford antiwar movement, I dropped out of science and became a researcher about science. The work I do daily all over the country is organizing people to clean up military and other contamination sites through a form of participatory democracy. I was fortunate enough just a few years ago, as a member of a National Academies of Sciences committee, to help supervise the dismantling of a chemical weapons plant. So I feel, personally, that we were in many ways successful. We didn't do everything we wanted to do, and maybe some of the things we wanted to do were pretty farfetched. But we did make a difference, and not only at Stanford. We learned how to adapt the research and organizing strategies we developed at Stanford and use them for the rest of our lives.

Stanford through the Century 1911–2011

100 YEARS AGO (1911)

On his second visit to Stanford, on March 24, **President Theodore Roosevelt** toured the campus with President David Starr Jordan and Professor John Casper Branner. In a campus lecture, he encouraged students to acquire more than expert technical training. He also had come to Stanford in 1903.

Letter grades were introduced for the first time. At the beginning, in 1891, only four grades were given: excellent, passed, conditioned, and failed. By 1903, excellent, good, fair, and poor were in use, but a student report card would only show "passed" or "failed."

STANFORD UNIVERSITY ARCHIVES

In March 1911, President Theodore Roosevelt toured the campus with Stanford Professor John Casper Branner, left, and President David Starr Jordan, in the background.

75 YEARS AGO (1936)

The **Vow Boys** ended their careers with a 7-0 victory over Southern Methodist University in the Rose Bowl. During their first varsity year, in 1933, the team began redeeming a much-publicized pledge never to lose to USC (after Stanford's fifth straight loss, in 1932); their 13–7 defeat of the Trojans ended that team's 27-game winning streak. In their three varsity years, the Vow Boys compiled a 25-4-2 overall record, allowed opponents only 99 points, shut out opponents 20 times, never lost to USC, and played in three Rose Bowls. Five players were named All-Americans.

Faced with a static to declining **endowment** of about $30 million—invested mostly in low-yield rail and public utility bonds, many in default—the trustees, urged on by Herbert Hoover, petitioned the Santa Clara County Superior Court for permission to shift part of the endowment to corporate stocks and real estate. Hoover personally presented the petition; the judge quickly granted the request. By the end of August, 10 percent of the endowment was

in common and preferred stocks. Four years later, the total had risen to 24 percent, with an announced goal of 40 percent.

50 YEARS AGO (1961)

In the first of several conflicts between **national fraternities** and their Stanford chapters, Alpha Tau Omega had its charter rescinded by the national for pledging four men of Jewish faith. With university support, ATO continued as a local organization. Meanwhile, Sigma Nu began a two-year effort to end discriminatory racial clauses at the national level. The group gave up in 1965, voting unanimously to become a local fraternity.

Leland Stanford's **red brick winery**, situated on the edge of the Stanford Shopping Center, near the Medical Center, was converted to house a bank, a group of international restaurants, and other tenants. Constructed for the Palo Alto Winery around 1886, the building was used after 1915 as a dairy barn and to stable bulls as part of an artificial insemination program. It is now called the Stanford Barn.

COURTESY STANFORD NEWS SERVICE

In 1961, the Stanford Winery, which had been used as a dairy barn for decades, was remodeled and renamed the Stanford Barn.

25 YEARS AGO (1986)

South African Bishop Desmond Tutu, a leader of the anti-apartheid movement in his country, told an overflow crowd at Memorial Auditorium that the United States has "an extraordinary penchant for backing the wrong horse" in its reluctance to end economic ties with the white South African government.

The University Libraries acquired a large **collection on Jewish culture, history, and religion**. The 20,000 volumes were collected by Salo Wittmayer Baron, professor emeritus at Columbia University, and purchased with funds from several groups and Stanford alumnus Tad Taube. It became known as the Taube-Baron collection. The acquisition supported establishment of the Jewish Studies Program, inaugurated in October. At the time, about one-third of the faculty and 15 percent of the student body were Jewish.

Freshman premed student **Debi Thomas** won the ladies' division at the United States Figure Skating Championships in January, then the world title in March in Geneva, Switzerland. Two years later, she won a bronze medal at the 1988 Winter Olympics. She is now an orthopedic surgeon.

—KAREN BARTHOLOMEW

SHS News

House and Garden Tour To Focus on Old Campus

On Sunday, May 1, from 1 to 4 p.m., the annual tour by the Stanford Historical Society's Historic Houses Project will offer a rare glimpse into the history and architecture of Old Campus. Anticipating National Preservation Month in May, this year's tour features three pre-1930 houses from the San Juan Neighborhood, published in the society's *Historic Houses* book series, as well as two 1936 residences that blend house and garden. Architects represented include Frank Lloyd Wright, Charles K. Sumner, and A. B. and Birge Clark.

A SAMPLING OF STANFORD ARCHITECTURE

The tour will include the 1936 Hanna House, acclaimed as one of Frank Lloyd Wright's most original and important works, which has been newly refurbished since last year's tour. Two of the houses were designed with elegant detailing by Charles K. Sumner; one is a 1926 Tudor period-style castle with a storybook stone entrance tower, and the other is an updated 1936 early modern stucco house with a white-flowered formal garden. A third house is a classic 1921 Craftsman-style California bungalow. Back from earlier tours by popular demand is a 1921 Spanish eclectic period-style house designed by art professor A. B. Clark, likely with input from his son, Birge, who was just beginning his architectural practice.

Proceeds from the tour support the work of the Stanford Historic Houses Project, whose members are documenting early campus houses and whose work was awarded a Governor's Historic Preservation Award in 2007. Advance tickets cost $25 each; checks must be received by April 16. Mail checks (payable to Stanford Historical Society) to Stanford Historical Society, c/o Sweeney, P.O. Box 19290, Stanford, CA 94309. Advance tickets will be mailed. After April 16, including the day of the tour, tickets will cost $30.

The tour registration desk will be located near the Munger Residences, at the corner of Campus Drive East and Arguello Way. Parking will be available at Parking Structure 6, at 560 Wilbur Way. There will be a shuttle stop adjacent to the registration desk.

For additional information and a map, please consult the Stanford Historical Society's Web site at http://histsoc.stanford.edu/programs.shtml. For further information, call Susan Sweeney at (650) 324-1653 or Charlotte Glasser at (650) 725-3332 or e-mail susan.sweeney@stanford.edu or cglasser@stanford.edu.

SUNNY SCOTT

Houses featured on the May 1 tour will include this pre-1930 residence at 562 Gerona.

Preserving Stanford's Oral History

Since 2005–06, a group of society volunteers has been hard at work relaunching the 1980s oral history collaboration between the SHS and University Archives. Our goal is to record the memories and perspectives of faculty, staff, alumni, and others who have contributed to Stanford's transformative post–World War II excellence, with a present emphasis on the cohort of individuals who played pivotal roles in the 1950s, '60s, and '70s.

Over the past five years, we have established standards and best practices, trained more than 20 active volunteers, and conducted more than a hundred interviews with individuals including former provosts Albert Hastorf and William Miller; former Dean of Engineering James Gibbons; Music Department faculty members John Chowning and Albert Cohen; studio artists Nathan Oliveira, Frank Lobdell, Matt Kahn, and Leo Holub; history pioneer George Knoles, who is now 103 and still going strong; and psychologist Eleanor Maccoby. We look forward to conducting hundreds of additional, fascinating interviews.

This exciting work has recently received a major boost, with five-year funding commitments from both President John Hennessy and Provost John Etchemendy

NEW FUNDING

This exciting work has recently received a major boost, with five-year funding commitments from both President John Hennessy and Provost John Etchemendy. We are gratified that they share our understanding of the critical timeliness of oral history interviews. Many of the people who have been instrumental in shaping Stanford as one of the world's great universities carry untold stories and nuanced memories of their own contributions and those of their colleagues. We regard it as an obligation and a privilege to secure these memories before they are lost, to enter them into the University Archives, and to make them available in a variety of ways to interested parties.

We are now seeking additional, external support to permit us to add a part-time oral historian to our volunteer team who can oversee and ensure a comprehensive, high-quality five-year program. From direct experience, we know that each interview hour can require 10 to 18 project hours for research, preparation, editing, fact checking, review, indexing, and archiving. Far more is involved than just turning on a microphone for an hour or so and asking questions!

We are eager to take this major step forward in collecting the many personal narratives that shape the complex evolution of Stanford's post–World War II history. Anyone interested in learning more, volunteering, or helping to fund this ambitious program should contact Charlotte Glasser, cglasser@stanford.edu, or Susan Schofield, schofield@stanford.edu.

—SUSAN SCHOFIELD, CO-CHAIR,
SHS ORAL HISTORY PROGRAM

Follow SHS on Facebook and Twitter!

You can become a fan of the society's Facebook page, called **Friends of the Stanford Historical Society**, or get SHS updates with Twitter. Follow @farmhistory for periodic "Tweets" on interesting facts about Stanford history and the latest news about society events. Sign up by visiting http://www.twitter.com; then choose to follow @farmhistory. For questions about SHS on Twitter, email farmhistory@gmail.com.

Sponsor a Gift Membership!

Do you enjoy being a member of the Stanford Historical Society?

Would you like to do something extra to promote its mission?

Please consider sharing your pleasure and commitment by sponsoring a gift membership for a family member, friend, colleague, or neighbor. Your recipient will receive invitations to all of the society's programs and events, a subscription to *Sandstone & Tile*, and the gratification of knowing that they are helping to promote the preservation of Stanford's rich heritage. Gift memberships may be made at the $50 level or higher. You can use the envelope inserted into this issue of *Sandstone & Tile*. Or, if you prefer, go on-line to our Web site at http://histsoc.stanford.edu to give one or more Stanford Historical Society gift memberships. Simply note in the "Special Instructions" box that this is a gift membership and include the name and address of your recipient(s). We will send your recipient(s) a notification of your gift. If you need assistance email Charlotte Glasser at cglasser@stanford.edu or call her at the society's office at (650) 725-3332.

Stanford Historical Society 35th Annual Meeting

Don't miss the program and reception co-sponsored by the Stanford Alumni Association!

TUESDAY, MAY 17, 4:30 PM | MCCAW HALL, ARRILLAGA ALUMNI CENTER

FEATURED PROGRAM

When the World Changed: The Impact of World War II on Women at Stanford

What was it like to be a female student at Stanford during World War II? Professor Estelle Freedman, Edgar E. Robinson Professor in United States History, will moderate a panel of five extraordinary women who share poignant and often humorous stories of how they rewrote the rules about gender roles on campus during a period of profound change.

SPACE IS LIMITED!

Reserve your seat before Tuesday, May 3,
by contacting the SHS at stanfordhist@stanford.edu or (650) 725-3332.

Sandstone & Tile

Winter 2011
Volume 35, Number 1

Susan Wels, *Editor*
Stuart Chan/Ison Design, *Designer*

Stanford Historical Society

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Membership is open to all who are interested in Stanford history and includes the following benefits:

- annual subscription to the society's journal, *Sandstone & Tile*, mailed to members three times a year
- invitations to free on-campus programs on aspects of Stanford history.

Membership Categories

- Current Stanford Student $10
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- Contributing Member $150
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- Benefactor Circle $1,000
- Historian Circle $5,000

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To join or renew by credit card, visit our Web site at http://histsoc.stanford.edu. Click on the Membership link at the left and then click on the "Make a gift now" link to the Development Office Web site. You may also make out a check to the Stanford Historical Society and mail it to the society office (*see lower left on this page for address*). Please use the enclosed envelope for additional donation or gift membership only.

UPCOMING SOCIETY ACTIVITIES

April 21 Albert Hastorf on the history of psychology at Stanford

May 1 Annual Historic House and Garden Tour

May 17 35th annual meeting and reception, featuring a panel on World War II and its impact on women at Stanford