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ABSTRACT

This ethnic studies unit for secondary grades offers students an opportunity to become familiar with a metropolis and its components as they relate to the ethnic and racial composition of its populous. The aim is for students to gain an understanding of the various contributions made by the composite ethnic groups to a city; to be aware of the various problems that groups have in their process of urbanization; and to work toward solving problems involving racial groups. Community field class programs expose students personally to the problems of minority groups. The major portion of the unit offers to teachers information arranged in content outline form on the history, development, and patterns of black settlement in a Chicago community. The essential linking components of the black community--housing, education, employment, social and political forces--are explained. The remainder of the unit focuses on a field class experience. Students analyze Operation Breadbasket, an agency located in Chicago, in order to gain an understanding of the rationale, objectives, and effectiveness of agencies trying to help urban minorities. Related documents are SO 003 074, SO 003 075, and SO 003 091. (Author/SJM)

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**SOCIAL ANATOMY OF THE METROPOLIS:
PEOPLE OF THE METROPOLITAN COMMUNITY**

Black Ethnic Study*

Sp 003 310

*Other studies in the unit available from Mr. Robert Johnson, Staff Assistant, Government Funded Programs, Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601.

PROJECT WINGSPREAD
EXPERIMENTAL FIELD TEST UNIT
PEOPLE OF THE METROPOLITAN COMMUNITY

INTRODUCTION

Wingspread units concentrate on a variety of social, political, economic and cultural resources as the primary tools for learning. This unit, "People of the Metropolitan Community," offers students an opportunity to become familiar with a metropolis and its components as they relate to the ethnic and racial composition of its populous. The unit is designed to assist the student toward an understanding of the following:

- That various ethnic and racial groups share many of the same problems in the process of urbanizing.
- That difficulties involved in the process of assimilating and accommodating to urban life by minorities often reveal greater similarities than differences between the various groups.
- That a metropolis is a composite of many ethnic groups - each contributing to the growth and development of an urban community.
- That the creation of a vibrant society depends upon the willingness of its members to work toward solutions of problems affecting its racial and ethnic groups.
- That agencies and organizations of the metropolitan community serve as facilitating instruments in the urbanizing process.

Field class experiences and related studies offer students exposure to some of the thoughts, feelings, hopes, desires, fears and frustrations of racial and ethnic groups of the metropolitan community. Through visits and seminars, students will investigate attempts being made by private and governmental agencies to assist urban minorities. Upon completion of the unit the student should have an understanding of and appreciation for all people of the metropolis and a greater awareness of his own role as a member of a complex urban society. Teachers are urged to use this as an experimental unit. Adjustments should be made where needed and improvements inserted into copy.

TEACHER INFORMATION

OUTLINE OF CONTENT

Jean Baptiste Pointe DuSable - first permanent Chicago settler - a black man

Black people lived in the Chicago area before the founding of the city. A.T. Andreas in History of Chicago, states that Jean Baptiste Pointe DeSaible, (DuSable) the descendent of a slave woman and a Frenchman, was the first permanent settler. DuSable and his family established residence in what was called Checagou in 1779. The house, later to be occupied by the Kinzie's, was located on the north bank of the Chicago River directly facing Fort Dearborn. (Michigan Avenue and the Chicago River)

Early black residents of the Chicago area

Long before 1837, when Chicago became a city, blacks constituted a small percentage of the community. Although the group was small its roots were as deep as any other settlers. The census of 1840 shows 53 blacks in a population of 4,470 or 1.2% of the population. As the city's population increased so did the number of blacks, but the ratio remained about 1.3%. The census of 1900 reveals the black population constituted 1.8% of the total or 30,150 of 1,698,575. The ratio increased to 2.0% by 1910 or 44,103 out of 2,183,283.

Residential patterns before World War I - the beginning of black migration - the rise of the ghetto

An examination of residential patterns of 1910 indicates that more than half of the black residents lived outside the then small Black Ghetto. World War I's demand for labor and the shutting off of European immigration attracted large numbers of blacks to Chicago. Thousands of rural Southern Blacks came to the city seeking war jobs. The new arrivals soon filled the old areas near the center of the city mainly on the South side, and began to expand southward between South Parkway (King Drive) and State Street.

Increase in the black population following World War I resulted in segregated housing patterns - the philosophy of expansion by contiguous blocks

The census of 1920 shows an increase in Black residents from 44,000 (1910) to 110,000 by 1920. Blacks now composed 4.1% of the city's population. The expansion of the black community brought on by the immigration resulted in the establishment of basic policies of racial segregation in housing. These policies have persisted until now. In 1917, a committee of the Chicago Real Estate Board declared 'The old Districts (black) are overflowing and new territory must be furnished. It is desirable in the interest of all, that each block shall be filled solidly and that further expansion shall be confined to contiguous blocks, and that the present method of

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The Chicago riot of 1919

obtaining a single building in scattered blocks be discontinued. Promiscuous sales and leases here and there means an unwarranted and unjustifiable destruction of values...." This statement was re-enforced by bombs and bullets as Chicago experienced a major riot and an average of one home bombing every 20 days.

The origin of racial restrictive covenants - their effect on residential housing patterns - the role of real estate agencies in establishing housing patterns

During the early 1920's, Chicago's real estate interests began an approach which was not overturned until 1948--the racial restrictive covenant. This was a mutual, written agreement among property owners in a given area whereby each signer agreed not to sell or lease his property to blacks. For 25 years local associations, land owners, real estate brokers and the courts adhered to the covenant. By the mid 1940's up to 80 percent of all white residential property in and around Chicago was covered by the covenants. The Shelley vs Kraemer case in 1948 tested the validity of the covenants and they were overturned by the Supreme Court. By 1948 the residential pattern of blacks had been so firmly entrenched that such laws were no longer needed to maintain the system of segregated housing.

The ghetto population bulge as a result of black migration during and following World War II. Although population boomed the land area remained the same.

World War I and World War II brought to Chicago a large migration of black labor needed for war production. A result of this migration was more pressure for living space at the borders of the ghetto. In 1940 the black population was 277,731 or 8% of the total of 3,396,808. In 1950, it rose to 492,000 or 14% of a total of 3,620,962. An interesting observation is although the black population almost doubled, the residential area remained about the same.

Population and land area explosion in the period 1950-1960

Between 1950 and 1960 the black population increased by 65% from 492,635 to over 810,000. The need for black housing was phenomenal. Chicago had become by 1950 a sponge for blacks of the South central region of the United States. They generally moved north by means of the Illinois Central R.R. linking New Orleans and Chicago. Points of entry were the 63rd and 12th Street stations. The problems of a rural agrarian people entering a complex urban society and finding the only shelter was in the ghetto establishes an interesting background for the study of the black man in an urban web--the Afro American in Chicago.

TEACHER INFORMATION

OUTLINE OF CONTENT

Guidelines toward an understanding of the black community

Sub-culture within the black community

An examination of housing, education and employment within the "black community"

Areas of black residence to 1950

Expansion of the ghetto 1950-1960

In order to understand black ethnology, one must realize that essential components of the black community (housing, education, employment, social and political forces) are inextricably linked. A second factor which will aid understanding is the awareness of the various sub-cultures within the black community. Too often the black community is studied from the stereotyped approach (attempting to look at the "black community"). There are inherent dangers in such an approach, but time and available material often does not lend itself to alternative approaches. The teacher should be cognizant of both the congealing as well as separating forces within the black community.

Housing, education, employment

Area of Black Residence 1950

The areas of black residence in 1950 consisted roughly on one continuous "upside down L" shape strip of land running from 67th Street northward between the Chicago-Rock Island and Pennsylvania RR., Federal Street on the west, Cottage Grove and the Outer Drive on the southeast to the downtown area. On the west between the C.B.Q. R.R. (16th Street) on the southwest to the Chicago & Northwestern R.R. (Kinzie on the Northwest). Outside this area there was a scattering of blacks on the far south side (Chatham-Roseland-Lilydale, Altgeld Gardens, Morgan Park) and a small area on the near North side. Within these areas, the black community was housed, educated, carried on its social activity and exercised its political influence but generally did not engage in gainful employment.

Between 1950 and 1960, a number of neighborhoods on the periphery of the black areas which were all white turned all black. The black ghetto expanded southward toward Roseland and included the areas between Cottage Grove and Halsted extending eastward in some areas to Stony Island. It also spread westward past Halsted to reach and extend beyond the old Englewood area. On the west side, the expansion took in North Lawndale and part of East Garfield Park.

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OUTLINE OF CONTENT

Growth of population since 1960 - spread of housing patterns

Since 1960 the black population has increased from 837,656 to over 1,000,000 or close to 30% of the city's total.

The ghetto has spread south and westward extending from the area around 79th beyond 103rd Street. This extension will soon link the black communities of Maple Park and Morgan Park with the southern flow of blacks. In the far south central area, between State Street and Cottage Grove, the ghetto is moving toward a link with the Altgeld Gardens area at the city limits. In the south east region growth has extended the black community from 67th Street south to 95th Street between Cottage Grove and Stony Island and into the South Shore area.

Other extensions took place in the Garfield Park Community areas, between Kinzie and the Congress Expressway.

Improvements in housing 1950-1960

The changes in housing conditions since 1950 represent some, but still largely insufficient, improvement. In 1960, two out of five, or 41 percent, of all units occupied by black families were considered substandard as compared to one out of five or 18 percent of all units occupied by white families. In 1960, one out of every four (27.4 percent) non-white families lived in households with more than one person per room, as compared to one out of every twelve (7.8 percent) of white families. This shows a slight improvement over the 1950 figures of 38.5% for non-whites and 12.2 percent for white families.

Analysis of black population patterns 1950-1960

Analysis of the 1950 and 1960 censuses show that the separation of the races has become sharper. During the 1950's and 1960's neighborhoods changed with very little mixing of blacks and whites. The pattern had been established long ago--as blacks move in, whites move out. A case in point is the North Lawndale area; 13 percent Negro in 1950, its population became 90 percent Negro in 1960. In April, 1960, approximately nine out of every ten Negroes were living in blocks that were 90 to 100 percent Negro-occupied. Dr. Karl Taeuber of the University of Wisconsin estimated that in 1960, residential segregation in Chicago had become so intense that in order to achieve integration in the city, 93 out of every 100 Negro households would have to move into blocks that were then white occupied.

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OUTLINE OF CONTENT

The effects of urban renewal on the black population

The outward extension of the ghetto was even greater than would be expected because of population increase alone. During the 1950's and the 1960's tens of thousands of families had to be relocated as a result of urban renewal, expressway construction, and slum clearance. An estimated eight out of ten persons relocated were Negro. In spite of these massive transfers of population and destruction of sections of the ghetto, the ghetto pattern has been effectively maintained by extending into new areas.

Non-dispersment of blacks in residential communities

In stark contrast to peasant immigrants from Eastern Europe and their descendants, American born Blacks, whether migrating from the South or native Chicagoans, are not free to disperse throughout the residential areas of the entire city. With few exceptions residential segregation effectively contains Black families within the ghetto regardless of income, occupation or social status.

The role of real estate agencies in establishing housing patterns

The restrictive practices of some real estate agencies operate in such a way as to foster racial transition in one community after another. They often play upon the legitimate demand of Negroes for quality housing and the fears and misconceptions of whites. Given the past consistent pattern of racial transition, whites operate on the assumption that the arrival of one Negro family in a community will mean that the whole neighborhood will soon change. Real estate agencies often operate in such a manner as to make this assumption come true. Accordingly, however weak a white's prejudice is initially, that prejudice is likely to be intensified by the process of racial transition that accompanies the system of racial ghettos. In this manner white prejudices are reinforced by such practices. Real estate people say that they discriminate only at the demand of their clients. But, by and large, their clients are demanding discrimination in order that they will not become involved in the process of community change.

An inevitable result of segregated housing patterns is the development of a dual housing market.

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Establishment of a dual housing market - the "color tax"

This means that Negroes and whites are charged different prices for accommodations of the same size and quality. According to a study now in progress at the Chicago Urban League, Negroes must pay a "color tax" of approximately \$10.00 per month more than do whites for comparable housing. The median monthly rent in 1960 was the same for both Negro and white families, i.e., \$69.00, but the quality of housing occupied by the Negro family was more likely to be inferior. In addition, Black home buyers generally have to pay higher interest rates on mortgages and/or contract purchases. Although Black families earned one-third less than did white families in 1960, they spent a higher portion of their take-home pay than did white families for comparable housing.

The effects of racial segregation - social, economic

Weighing all elements of residential segregation one must conclude that this type segregation not only has serious effects on the black community, but also on the city as a whole.

Employment

Restriction to the ghetto limits job opportunities of black workers - transportation costs cut into "take-home pay"

It reinforces segregated schools, complicates health and social problems in the city, and limits the access of Black workers to the full labor market. It further increases racial misunderstanding and hostility on both sides of the color line.

Employment

Blacks, who are limited in where they can live are accordingly limited in their access to available employment. There is a continuing pattern of movement of plants and offices to the suburbs and outlying parts of the city. Because of their confinement to racial ghettos, blacks are hampered from moving near these jobs. Black workers often must pay higher transportation costs to reach places of employment. When industries move to the suburbs they are soon surrounded by moderately priced housing developments--blacks are not to be found in these housing developments or the new plants. Unemployment in the new area is low, but in the area vacated by the plant the unemployment rate rises.

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OUTLINE OF CONTENT

"The mink lined ghetto"

M.L. King

Some blacks have earned a share of the prosperity following World War II, as evidenced by the blocks of well kept bungalows and three bedroom Georgians to be found on the far south and west sides of the ghetto areas of the city.

Black employment statistics and observations - 1960

An examination of the labor statistics from the 1960 census affords several strange paradoxes in the midst of unprecedented prosperity:

- A. Black males have a lower rate of labor market participation than whites - 82% of whites over 14 years of age are in the labor market compared to 77% non-white.
- B. Black women frequently have an easier time finding and keeping jobs than Black males.
- C. Black men, after suffering long periods of unemployment, will stop seeking employment and disappear from the government statistics of unemployment.
- D. During periods of economic growth unemployed non-whites are absorbed into jobs at a rate one fifth greater than that for whites. During downswings in the economy non-whites are cast into the pool of the unemployed at a rate twice that of whites.

Unemployment - uneducation syndrome

Apologists often try to explain away high rates of black unemployment in terms of the racial differences in educational and occupational experience. They point out that the most important and salable factors that a job seeker brings to the labor market are his training and his work experience, and that therefore the poorly educated and the unskilled will have higher rates of unemployment. This argument offers no solution to the unemployment problems, but rather affords the apologist an excuse for the existing situation. Given the education-training disparity, study indicates that at every educational level and in every occupational category blacks have a considerably higher rate of unemployment than whites.

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OUTLINE OF CONTENT

Status of black males and females in the Chicago labor market

In the Chicago labor market blacks are notably concentrated at the bottom of the occupational hierarchy. In 1960 three-fourths of the black males were in the lower paying unskilled and semi-skilled occupations as compared to only one-third of the white males. At the upper end of the occupational hierarchy, in the high paying professional and managerial jobs, one black male in twenty find positions, while one out of every four white males are in the better paying jobs. The occupational disparities for black women are not as great as for men. Recent developments in the labor market (e.g., black males entering better paying jobs) have not greatly affected these percentage figures.

Education

The effect of residential housing patterns on education

Segregation in education invariably occurs where races are residentially segregated and there is a neighborhood school policy. During the 1964-65 school term, the percentage of blacks attending segregated schools was 89.2% of the total elementary and 68% of the high school enrollment. This represented a 2% increase at the elementary level and a 5% increase in the high schools over the 1963-64 figures. The majority of white public school children also attended segregated schools in white neighborhoods.

Clues to avoiding stereotypes associated with the education of blacks

With this introduction to education in the black community, the teacher should attempt to avoid certain stereotypes concerning the education of black youngsters, and the educational values of the black community. Thousands of pages have been written about the disadvantages suffered by students in segregated schools - the authenticity of which will not be debated in this outline. There is also much literature on the apathy of black students and the lack of concern by black communities toward education. It is vital in the area of education more so than other components of the black community to examine various black subcultures in an attempt to assess the value placed on education. Given the same socio-economic base, the educational aspiration of blacks is no different than other groups. Again the teacher must be aware of the many strata within the black community.

Levels of educational aspirations within the "black community"

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OUTLINE OF CONTENT

The "black community" and the question of equal education

A growing concern within the black community has been the disparity in the progress of black students as opposed to that of white students when both are subjected to the same test instruments. Grappling for a solution to this dilemma, elements of the black community have moved in several directions: (1) a call for greater involvement in local school control vis-a-vis community control, (2) opposition to the "standardized" examination claiming that such examinations are geared to white middle class values. An attendant component to number one has been the rise of the separatist movement.

Over the past several years the Board of Education has proposed measures which might have decreased the tendency toward racial polarization. The Bowen-Hirsch Cluster plan and the permissive transfer policy were attempts to relieve overcrowding and thus reduce strain on faculty and facilities. Both proposals met with very limited success.

Political Structure

Black citizens and the myth of political apathy

For the last one hundred years in the northern cities the black citizen has had the franchise. He has exercised the franchise, but having to operate in narrow confines, black people have not been able to gain much political power. Contrary to some mythology, blacks have not neglected to exercise voting power in those places where he is not barred from the polls. In the presidential election of 1964, 72% of the blacks and 75% of the whites voted. (Angus Campbell - The American Voter)

The political in-put, out-put ratio for black citizens

Though there might not be much difference in respect to what the black man as a citizen puts into the political system, there is a vast difference as to what he gets out of it. The black political leadership or organization usually operates as a dependent element in the larger party organization and government administration. Since the days of the New Deal, blacks have overwhelmingly supported the Democratic party. Black politicians have become a minor ally in the councils of that party's course either at the local or national level.

TEACHER INFORMATION

OUTLINE OF CONTENT

Black "political leaders" in Chicago

James Q. Wilson in Negro Politics, The Search for Leadership refers to the black political organization in Chicago as a submachine within a larger city-wide machine. The relationship of this black political structure to the larger organization is such that black politicians cannot or fail to use their electoral strengths for important policy ends. The result is that not only are few blacks elected to office, but those who are elected generally find it necessary to be politicians first and blacks second.

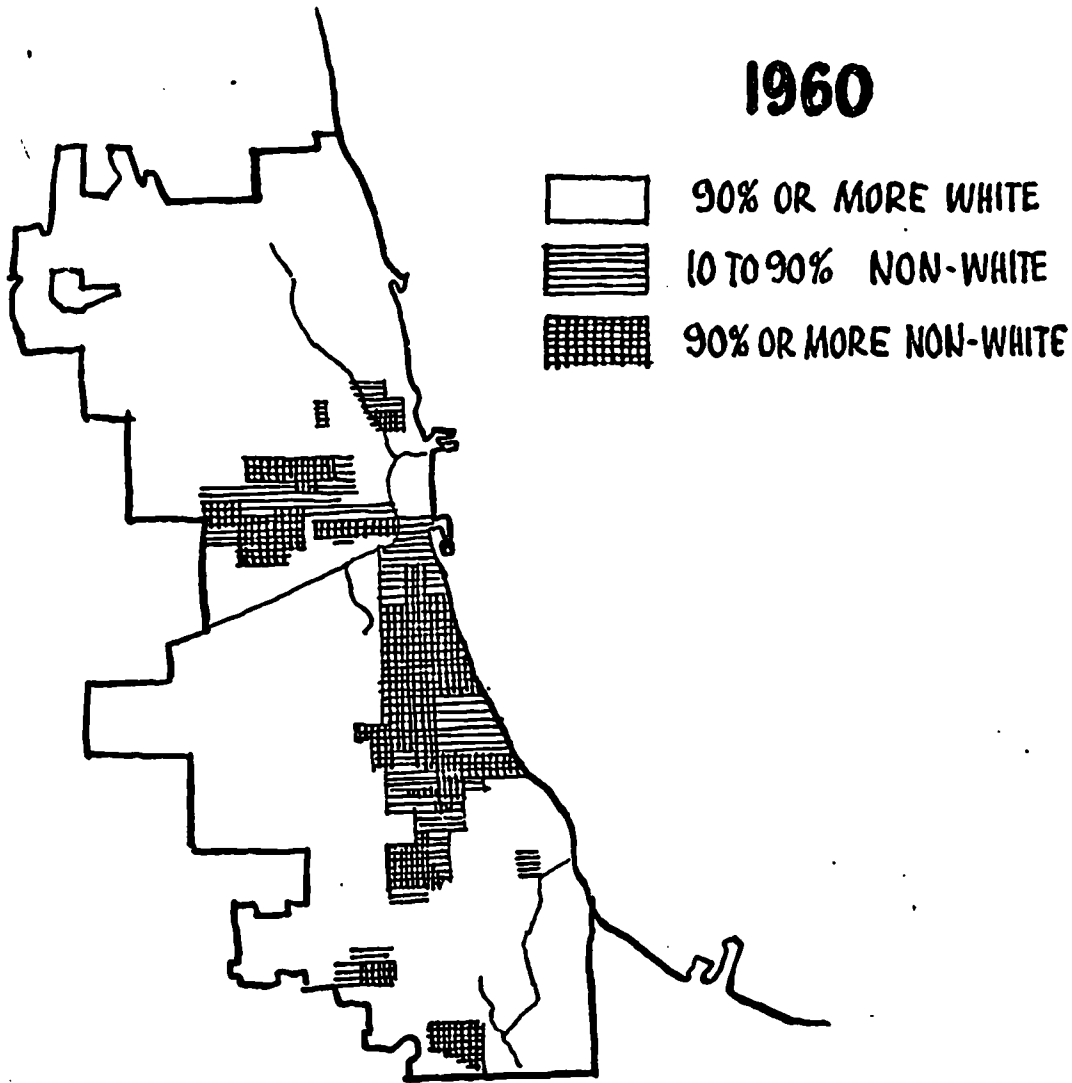
Political representation of the "black community" in city government

Black officeholders invariably come from electoral districts with a black majority among the voters. In ten of the largest non-southern cities, only two--Cleveland and Los Angeles--have greater representation in the city council than their proportion of the total population. For most of these cities, the council representation is about one-half the proportion of the black percentage in the total population. Chicago's population as of 1960 was 3,550,000 with six black council members. Since 1960, the number has increased to 10 councilmen out of a total of 50. The black councilmen represent about a million black people. Many members of the black community feel that black political leaders have failed to represent blacks thus forcing black people to seek other means of representing their interest. Protests, coalitions, civil rights organizations and civil disobedience have become surrogates for political efficacy.

Non-political organizations that influence the "black community"

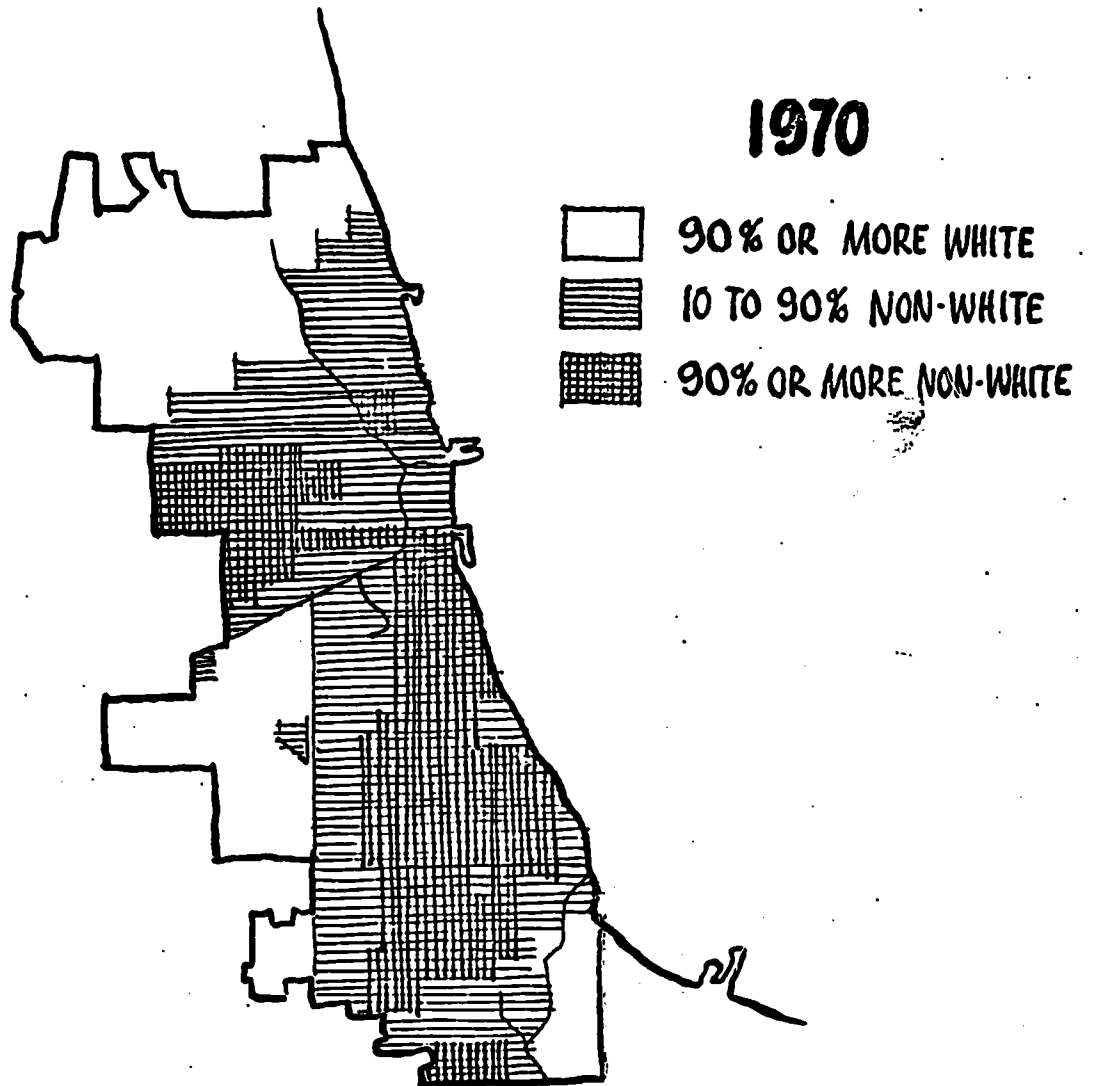
The role of black "non-political" organizations serve varying needs in the black community. The roles of these organizations should be investigated by the teachers and students. Such organizations would include National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC) and its economic branch, Operation Breadbasket, Congress of Racial Equality (CORE), Student Coordinating Committee (SCC), Black Coalition, Black Panthers, any of the several organized street gangs, the Urban League, the Black Muslims.

1960



Demography 1960

1970



Demography 1970

I. UNIT: PEOPLE OF THE METROPOLITAN COMMUNITY: THE AGENCIES WHICH SERVE THEM

II. FIELD CLASS: Operation Breadbasket
 M.L. King Workshop
 7941 South Halsted
 Chicago, Illinois
 RA 3-9288

 Southern Christian Leadership Conference
 5036 South State Street
 Chicago, Illinois
 924-5170
 Rev. Jessie L. Jackson, Director

III. OBJECTIVES:

- A. To gain an understanding and appreciation of the role of Operation Breadbasket in the Chicago Area.
- B. To become acquainted with the leader of Breadbasket, Rev. Jessie L. Jackson and his staff.
- C. To study the organization and structure of Breadbasket.
- D. To understand how Breadbasket meets the needs of the people it serves.
- E. To discover the relationship between Breadbasket and other ethnic organizations.

IV. SUGGESTED LEARNING ACTIVITIES:

A. Preparatory Activities

1. Have students research the history of the Southern Christian Leadership Conference and Breadbasket. Invite a speaker from Breadbasket to speak to students prior to their visit.
2. Have students construct a calendar of the significant events in the history of the Southern Christian Leadership Conference.
3. Assign selected readings from Stride Toward Freedom, by Dr. Martin Luther King.
4. Assign a student to do a biography of Rev. Jessie L. Jackson.
5. Assign students to contact the SCLC and Breadbasket offices to inquire about volunteer programs.

6. Inquiry

- a. What were the circumstances which led to the formation of Operation Breadbasket? What is its relation to SCLC?
- b. What successful economic campaigns have been carried out by Breadbasket?
- c. Who is Rev. Jessie Jackson and what is his role in Breadbasket? How is he viewed by his followers, his critics?
- d. Who are some of the other key people in the organization?
- e. Operation Breadbasket represents the economic arm of SCLC.
 - 1) Are its activities limited to economics?
 - 2) How has the organization functioned as a political social agency?
 - 3) How successful has it been in areas other than economics?
- f. How is the operation financed?

B. On-Site Activities

1. Who is the speaker - what is he saying - how is he received by the group?
2. What is the purpose of the Saturday gatherings? What is the follow-up to the Saturday meeting?
3. What is the role of the band, the choir?
4. What is the composition of the audience - racial - gender?
5. What are the current activities of the organization? How do these activities relate to the operations total program - how does the activity relate to the black community?
6. Arrange to interview Rev. Jackson or some other member of his staff. (Call the week before the visit.)

C. Follow-Up Activities

1. Compare the newspaper or TV accounts of the meeting to what the students observed. How do they differ? Why?

2. Students might want to organize groups in order to support one of the operation's activities.
3. Assign a research project on Breadbasket. Investigate its history, programs, effectiveness, leaders, etc.
4. Contact the North Shore Branch of Operation Breadbasket in Highland Park. What programs do they carry out?
5. What new insights were acquired as a result of the visit?

D. Bibliography

Stride Toward Freedom, Dr. Martin Luther King.

"Chicago's Operation Breadbasket is Seeking Racial Solution in Economic Problems," New York Times, June 2, 1969.

Report of the National Commission on Civil Disorders, Chapter Nine.

Filmstrip - available from Encyclopedia Brittanica Education Corporation.

Quest for Equality (1910 to present)

V. ADDITIONAL STUDY

- A. How does Breadbasket relate to other agencies operating in the black community - NAACP, Urban League, etc.?
- B. How does Breadbasket relate to other ethnic organizations?
- C. What programs and activities do students foresee as possible undertakings for Breadbasket?
- D. Other field classes: Afro Museum, Johnson Publications, Urban League, NAACP.
- E. Have students investigate several problems facing the black community:
 1. Housing
 2. Jobs
 3. Education

VI. NOTES AND ADVICE

The M.L. King Workshop is located on 79th and Halsted. The Wentworth bus takes you within 1/2 block of the theater. If taking the Dan Ryan 'el' exit at 79th and take the westbound 79th bus to Halsted.

Students should arrive early in order to secure good seats.