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Porter F. Butts.

[Madison, Wisconsin]: [s.n.], [s.d.]

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Date: Thu, 11 Jan 2001 11:51:06 -0600
From: Nick Weaver <releases@news.wisc.edu>
To: Anna Dahlstein <akdahlstein@students.wisc.edu>
Reply-To: Nick Weaver <releases@news.wisc.edu>
Subject: UW-Madison News Release--Crabb announces retirement

FOR IMMEDIATE RELEASE

1/11/2001

CONTACT: Marc Kennedy, (608) 262-5079, mhkenned@facstaff.wisc.edu

NOTE TO PHOTO EDITORS: A high-resolution photo of Ted Crabb is available for downloading at:
<http://www.news.wisc.edu/newsphotos/crabb.html>

WISCONSIN UNION DIRECTOR ANNOUNCES RETIREMENT

MADISON -- Theodore (Ted) Crabb, Wisconsin Union director for 33 years, plans to retire this year.

Crabb, only the second director of the Union in its 73-year history at the University of Wisconsin-Madison, announced his plans today, Jan. 11, to Union employees, Union Council members and the Wisconsin Union Directorate. He is expected to remain as director while the university seeks a successor.

"We are grateful for Ted's extraordinary years of service to UW-Madison and his dedication to enriching the university community," says Chancellor John Wiley.

Crabb has been a fixture of the Union since he was elected its student president in 1953. He was advisor to the Wisconsin Hoofers, reservations supervisor and assistant director before he succeeded the Union's first director, Porter Butts, in July 1968. He also served as director of the UW-Milwaukee Union from 1964-68.

"I have enjoyed every one of those jobs and the opportunity each gave me to help provide an expanding array of social and educational programs and services for all members of the university community," Crabb says.

"It has given me great satisfaction to be able to help students develop leadership skills, to improve and expand Union facilities and to lead a dedicated staff," Crabb adds.

The Wisconsin Union operates Memorial Union and Union South, two gathering places regarded as the heart and soul of UW-Madison. Day and night, the Union acts as a social, cultural and educational hub where university community members can meet, eat, talk, view art, enjoy live music or theater performances, take in a lecture or participate in many other activities. The Union is a membership organization with more than 75,000 annual and lifetime members in addition to all enrolled students.

"The unions are a home for Wisconsin spirit," Wiley says. "Ted's commitment to the original idea of the Wisconsin Union -- that we at the university have a responsibility not only to produce scholars but well-rounded individuals -- has paid off for innumerable graduates in a myriad of ways."

Crabb says he is choosing to retire now for several reasons:

-- To give a new director time to plan activities for Memorial Union's 75th anniversary in 2003-04.

-- Top leadership at the university is changing, and a change in Union director now will give the new director a chance to work with Chancellor John Wiley almost from the start. Wiley assumed his post Jan. 1.

-- Decisions needed this year will set the scope and nature of Union activities for the long term, and a new director should be in place to set the goals for those initiatives.

The time is right for other reasons as well, Crabb says. The Union Council, which governs the Union, and Wisconsin Union Directorate, the student-run programming board that plans Union activities, are "strong and vibrant," Crabb says. A fund drive to raise \$1 million for improvements is nearly

complete, and many major improvements to Union facilities, including the theater and kitchens, are already under way.

"I feel comfortable about turning the job over to a new director," Crabb says. "I think it's time to let someone else have the privilege of serving as director of this inimitable institution."

The Chancellor's Office plans to appoint a group of faculty, staff, students and alumni to search for a new director.

Crabb is married to federal judge Barbara B. Crabb. They have two children.

#

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University Communications
University of Wisconsin-Madison
27 Bascom Hall
500 Lincoln Drive
Madison, WI 53706

Phone: (608) 262-3571

Fax: (608) 262-2331

feature story

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

12/6/84

CONTACT: Laura Smail (608) 262-2777

NOTE TO EDITORS: Sidebar to Oral History Project story.

UW-MADISON'S MEMORIAL UNION ORIGINALLY DESIGNED AS A MEN'S CLUB

MADISON--Women would have been permitted in only three rooms of University of Wisconsin-Madison's Memorial Union -- if the original blueprints for the student center had been followed.

"The facilities for women were, in the blueprints, fairly limited," said the union's former director, (Porter Butts,) in an interview for UW-Madison's Oral History Project.

The blueprints, drawn up in the 1920s, patterned the union after other popular men's clubs of the time. The design included plans for "Der Rathskeller," which was originally intended to be a "sacrosanct" place for men to gather and play chess or billiards.

Butts' interview addresses the early struggle to establish a student union. Butts, who still lives in Madison, played a key role in starting the union during his 1920-24 tenure as an undergraduate, and later served as union director from 1928-68. From 1968 to 1978 Butts coordinated membership drives and fundraising efforts. The interview, recorded in 1979, is one of about 300 contained in the Oral History Project archives.

Butts told his interviewer that early plans for the union would have restricted women to one cafeteria, a parlor on the second floor off the Great Hall ballroom and the ballroom itself, "where women were expected to be for

dancing."

But he said women changed all that, even before the union opened.

For one thing, women students did better at fundraising for the union than the men did, he said. They personally gave money in greater proportion to their numbers than the men and were more active than men in soliciting donations from groups such as alumni.

Pressure from the women themselves also helped increase their access to the union, he continued. In the beginning, women did not object to the idea of a men's club, because they already had a tea room in Lathrop Hall. But Butts said as the building neared completion, the women decided they'd rather be where the men were.

"As far as the men were concerned, I think they preferred to have the women over here, too, but not in all parts of the building," he said.

When the building opened in 1928, all the dining rooms were open to women as were meeting rooms and student offices for the drama club and student publications. During weekdays, the ballroom in Great Hall served as a women's lounge complete with women's magazines and tea service in the afternoon. However, much of Memorial Union's ground floor, including der Rathskeller, remained closed to women.

Butts said the tea room in Lathrop Hall was also maintained during this time as a "satellite union" for women only. Student fees of \$5 per semester paid for both unions, he said.

"We were sure that we had to and wanted to provide equal services for women and men," Butts said, adding that more sections of the union gradually became shared.

"The ground floor of the building, the Rathskeller, the game rooms, were exclusively for men," he said. The middle floor -- the main lounge and the gallery -- were for both, kind of a middle sex room where they could come together. And of course they did come together, at dances, meetings and social affairs."

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WISCONSIN UNION ORGANIZATION
OBSERVES 75TH ANNIVERSARY
JAS
10-21-82

MEDIA INFO ONLY:
for further information
call 263-3924
Jody Schmitz

FOR IMMEDIATE RELEASE:

The Wisconsin Union at the University of Wisconsin-Madison is observing its 75th anniversary this fall. In 1907 a handful of men students got together to form a "union" where UW students would be able to come together for social, cultural and recreational activities and where they could interact, relax and meet other students.

Until that time there was no such communal life on campus. Students lived in their rooms and attended classes but there was little social life. President Van Hise, in his inaugural address in 1904, had suggested the formation of such a union, saying that "nothing that the professor or laboratory can do for the student can take the place of daily close companionship with hundreds of his fellows."

The fledgling organization moved into the University YMCA on Langdon Street and the newly formed Men's Union Board started operating a reading room and billiard parlor, a soda fountain, shoe shine stand, meeting rooms and offices for student organizations. They sponsored an all-campus social-recreational program including mixers, low cost dances, "smokers" for men, faculty-student mixers and many other activities.

It was not until 1928 that the Wisconsin Union was able to build its own building next door to the YMCA after making several moves to neighboring houses along that block. The new Memorial Union soon became

(more)

the center of activity for the campus. (Porter Butts), first director of the Memorial Union, recalls ... "We began to see the Union as a means of building a better kind of community -- making the University a more human place, doing something about the economic welfare of students, providing a general social-cultural-recreational program -- with the Union building the center of campus community life in all its aspects."

The Men's Union Board has long since been replaced by a coeducational programming body of students called the Union Directorate. This group of twelve students oversees all of the programs sponsored by the Directorate's eight committees and the Wisconsin Hoofers outing club -- a total of several hundred programs each year. They not only have the 54-year old Memorial Union building in which to stage their activities; but since 1971 they also have a second Union located on the southwestern end of the campus.

Over the years thousands of students have volunteered their time as committee members and chairs to put on programs in the Wisconsin Union, proving that a Wisconsin learning does not just occur in the classroom. These students learned the techniques of community leadership through their Union service and have transferred that training to their future lives.

Butts, who retired in 1968 from the Union directorship, summed up the Union's educational role: "One of the greatest values that has come out of the development of unions has been the opportunity afforded the college to train students in self-government and in leadership of community affairs."

University of Wisconsin Archives
Oral History Project
B 134 Memorial Library
262-2777, 262-3290

There is an oral history interview with P.F. Butts #167.
It was done in 1979.

The interview is not restricted:

The interview is restricted until _____. Written permission
from the interviewee is necessary for access to the
interview.

The interview has been transcribed and bound: _____

There is a rough transcript of some or all of the interview: _____

The interview has not been transcribed:

Transcripts, summaries of each interview, and interview tapes
are filed in the University Archives. Also in the Archives
is a Master Index to the Oral History Collection. Please
give 24 hours notice for access to the interview tapes.

UW news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

8/7/73 mcg

29 EMERITUS PROFESSORS NAMED

MADISON--Valuable service to the University of Wisconsin-Madison has been recognized with conferral of emeritus status on 29 retired professors.

The emeritus professors honored by UW System regents are:

College of Agricultural and Life Sciences : Profs. O.N. Allen, Elizabeth McCoy, and Perry W. Wilson, bacteriology; C.W. Burch, veterinary science; Robert J. Muckenhirn, soil science; Stanley W. Witzel, agricultural engineering; and Aaron Bohrod, artist-in-residence;

School of Business: Profs. Charles C. Center, Harold E. Kubly, and Erwin A. Gaumnitz (also Dean Emeritus);

School of Education: Prof. Bruno Balke (also Medical School);

College of Engineering: Profs. L. Donovan Clark, metallurgy and mining; and Lloyd F. Rader, civil and environmental engineering;

Law School: Prof. Nathan P. Feinsinger;

College of Letters and Science: Profs. Kuo-Ping Chou, East Asian Languages and Literature; Lester L. Hawkes, journalism and mass communications; John P. Heironimus, classics; Raymond G. Herb, physics; Fredrick A. Mote, psychology; William H. McShan, zoology; Gian N.G. Orsini, comparative literature; Isaac J. Schoenberg, mathematics; John F. Stauffer, botany; and Henry S. Sterling, geography;

Library: Asst. Prof. Emily K. Brown;

Medical School: Profs. Frank F. Gollin, radiology; Gerald W. Lawton, preventive medicine and Hygiene Laboratory; and Peter Duehr, ophthalmology;

Wisconsin Union: (Prof. Porter Butts.)
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UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

5/28/69 mcg

MADISON [Porter Butts], professor of social education at the University of Wisconsin, has been re-elected editor of publications of the Association of College Unions for the 33rd time.

A professional organization of 800 member college unions, the association was founded in 1914 and has expanded to include affiliates in Canada, Japan, the British Isles, South America, and the Middle East.

Prof. Butts was director of the Wisconsin Union from the time it opened more than 40 years ago until last May, when he withdrew to devote his time to teaching, research, and special projects. His publications on the founding and operating of college unions have been translated into several languages.

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UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: AFTER 10 P.M., SATURDAY, MAY 25

5/24/68 aw

MADISON--In recognition of his 40 years as director of the Memorial Union, a special fund has been established at the University of Wisconsin to support a Porter Butts Creative Arts Award program. The fund already stands at \$2,500 and contributions continue to come in.

The awards will be administered by the Union and will be presented annually to encourage student participation in Union arts programs.

Announcement of the new award highlighted a reception and dinner honoring Butts Saturday evening in the Union. Nearly 300 guests from 15 states and Canada gathered to celebrate Prof. Butts' 40th anniversary year. He has been Union director since the building opened in 1928.

Lowell Frautschi, vice chairman of the Union Trustees who established the award, made the announcement. He told Prof. Butts that "contributions to this fund have come from many individuals, who wish in this way to express their admiration and affection for you and for your role in making the Wisconsin Union a vital center of the community life on this campus, with an unparalleled renown in the world of college and university unions."

On behalf of the University, President Fred Harvey Harrington presented the veteran Union director with a citation thanking and saluting him for his accomplishments here and around the world.

On July 1, Prof. Butts moves from the directorship to concentrate on union research and consulting. He will continue with the University in his present rank of professor of social education.

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UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

4/29/69 ns

MADISON—Porter Butts, professor of social education and a staff member of the University of Wisconsin Union, has written chapters on the college union for two books to be published later this year: Readings for Student Personnel Administrators and College and University Administration.

Butts, former director of the Wisconsin Union, has written numerous articles, papers, and books on unions, including The State of The College Union Around the World and The College Union Story.

In March, Butts was re-elected editor of publications of the Association of College Unions-International. ACU-I, one of the oldest intercollegiate educational organizations, has more than 840 member institutions, representing 15 countries.

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NEWS FROM THE UNIVERSITY OF WISCONSIN

Statewide Communications Service, 10 Bascom Hall, Madison, 53706

2/16/68 vh

RELEASE Immediately

UNION DIRECTOR

MILWAUKEE--Theodore E. Crabb, director of the Union on the University of Wisconsin's Milwaukee campus, will become director of the Wisconsin Union at Madison, effective July 1.

University regents approved his appointment Friday and also okayed a change in status, effective on the same date, for Prof. Porter Butts whom Crabb succeeds. Butts, who is both Union director and professor of social education, will become professor of social education on a half-time basis.

The Madison campus Union will not be new territory for Crabb, 36-year-old Janesville native and Wisconsin alumnus. He served as assistant director under Porter Butts from 1958 until 1964 when he accepted his present Milwaukee post, was an assistant to the director from 1955 to 1957, and was the Union's outing director during 1954. While earning his 1954 B.S. degree from Wisconsin, Crabb also served as student president of the Union during his senior year.

The returning administrator, a one-time reporter for the Janesville Gazette, also served for a time as student union program director at Cornell University.

Porter Butts, internationally recognized leader in the Union concept, has been director of the Union on the Madison campus since its building on Langdon Street was opened more than 40 years ago, and helped raise the funds for the original construction.

Prof. Butts will devote his time to teaching, research, and development of special Union projects following withdrawal from the directorship of active operations.

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UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

9/28/67 hb

MADISON--A seven-member search and screen committee to pick a new director of the University of Wisconsin Memorial Union was appointed Thursday by Joseph Kauffman, dean of student affairs.

Prof. Porter Butts, who has been director of the Union since the building was opened 40 years ago, will withdraw as head of operations next year to devote his time to teaching, research, and special projects.

Co-chairmen of the committee named to choose a successor are Prof. James Bower, head of the accounting department in the School of Business, and Bruce Russell, a junior from Fort Atkinson.

Committee members include Supreme Court Justice Nathan Heffernan, alumni representative on the Union Council; Prof. Clarence Schoenfeld, summer sessions director and a former member of the Union Council; Lowell Frautschi, a Madison businessman and a Union Council trustee; Ann Prisland, a junior from Evanston, Ill., and vice president of the Union Council, and Michael Fullwood of Madison, president of the Wisconsin Student Association.

Dean Kauffman told the committee to "search inside and outside the University" for qualified candidates and said he hoped a recommendation would be ready for presentation to the Board of Regents no later than February.

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UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

7/5/67 ns

MADISON--Porter Butts, professor of social education and director of the Wisconsin Union at the University of Wisconsin, has announced he will withdraw from the directorship of active operations of the Union a year from now.

Prof. Butts, the only director of the Union since the building was opened, plans to devote his time to teaching, research, and development of special projects.

He has been invited to lecture at 13 Australian and New Zealand universities next summer and early fall, and to give the dedication address at the opening of the new University of Melbourne Union.

Upon returning to Madison he expects to organize special Union staff and student leadership training programs, continuing the summer course in Union operations he initiated several years ago. He will also carry forward general research as editor of publications for the Association of College Unions-International. The Association this year published his books on Union planning and on the development of social-cultural centers in 60 countries.

A search committee will be named to consider a successor to Butts so that a new director may be appointed by the regents by January.

###



The
Wisconsin
Union

Porter Butts

THE UNIVERSITY OF WISCONSIN • MADISON 53706

June 27, 1967

Mrs. Hazel McGrath
Room 15
Bascom Hall

Dear Mrs. McGrath:

I am sending, enclosed, a draft of a possible news release embodying the main elements of the confirming letter I have received from Chancellor Fleming.

A key item is to use the phrase "withdraw from the directorship of active operations of the Union building" rather than "retire" since this is not retirement from the Union or University staff.

Inasmuch as I need to confer this week with my staff associates before there is a press release, and the long 4th of July weekend is usually not a favorable time for an announcement of this kind, I would suggest the release date of July 5.

If you have suggestions for revisions of the story, I would be glad to see them before the story is issued, as mentioned in our phone conversation.

Sincerely,

Porter Butts
M

Director

July 1967

Porter Butts, director of the Wisconsin Union since 1927 and professor of social education, announced at a meeting of the Union Trustees last week he will withdraw from the directorship of active operations of the Union building a year from now to devote his time to teaching, research, and the development of special Union projects.

He has been invited to lecture at 13 Australian and New Zealand universities next summer and early fall, including giving the dedication address at the opening of the new University of Melbourne Union.

Upon returning he will organize special Union staff and student leadership training programs, continuing the summer course in Union operations he initiated several years ago. He will also carry forward general research in the Union field as editor of publications for the Association of College Unions - International. The Association this year published his books on Union planning and on the development of social-cultural centers in some 60 countries.

It is anticipated that a search committee will be named in the fall to consider a successor and that a director-designate will be appointed by the regents by January.

The University of Wisconsin

MADISON, WISCONSIN 53706

DIVISION OF STUDENT AFFAIRS
OFFICE OF THE DEAN
123 BASCOM HALL

June 22, 1967

release after July 4 -

Mr. Harvey Breuscher
7 Bascom Hall

Dear Harvey:

Will you or someone on your staff please talk to Porter Butts and prepare a statement concerning his announced intention to "retire" as Director of the Union in June, 1968?

As you may know, Porter is the only Director the Memorial Union has had since its inception. With our new policy of major administrative heads retiring at age 65, Porter will be making plans to withdraw a year hence. This fall, a search committee will be appointed to select a new Director.

Porter prefers to announce that he plans to withdraw from the directorship of the operations of the Union on June 30, 1968. At that time he will remain on the University staff on a one-half time basis in his capacity as Professor of Social Education. He will devote himself to the conduct of summer training courses for Union staff persons in cooperation with the Extension Division and with the Association of College Unions. He will also be setting up the Union's archives and assisting in special projects.

In the fall of 1967, I will establish a search committee representing students, faculty and Union trustees to recommend to me and Chancellor Sewell a new Director. Hopefully, such a recommendation can be presented to the Regents by January, 1968.

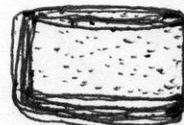
Will you please arrange to see Porter Butts and draft such an announcement? I would like to have the opportunity to give it my final approval as to accuracy of facts. Thank you.

22263

Sincerely,



JOSEPH F. KAUFFMAN
Dean



JKmab

The University of Wisconsin

MADISON CAMPUS

OFFICE OF THE CHANCELLOR
MADISON CAMPUS
BASCOM HALL
MADISON 53706

June 21, 1967

Mr. Porter Butts
Director
The Wisconsin Union

Dear Porter:

This will confirm the conversation which you, Dean Kauffman and I had on the afternoon of June 19.

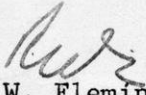
You will discuss with the Union Trustees when they meet on June 23 your withdrawal from the directorship of active operations of the Memorial Union as of June 30, 1968. Effective July 1, 1968 you will go on one-half time salary as a Professor of Social Education. Thereafter we anticipate that you will develop some Union staff training projects, and some short courses for Union staff personnel on a national basis. Most of the latter will presumably be on a self-sustaining basis. You will doubtless also want to undertake some other assignments, perhaps having to do with fund-raising or the archives, but these will be by agreement with your successor as Director of the Union.

We anticipate that you will, sometime within the next ten days or so, work out a public announcement of the above with the help of Harvey Breuscher and Joe Kauffman.

In the early fall, Dean Kauffman, working with the new Chancellor, will establish a Search Committee for your successor, and it is our hope that he can be named not later than the January meeting of the Regents. Dean Kauffman will, of course, discuss this committee with the student president.

Since I shall not be here when you leave the Directorship of the Union next year, may I express my admiration for the devotion and care which you have lavished on the Union all these years, and for the excellent reputation which you have given to it both locally and nationally. It is a great tribute to you.

Sincerely,


R. W. Fleming
Chancellor

ep

cc: Joseph F. Kauffman ✓
William H. Sewell

UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571
Immediately 10/3/66 ns

Release:

MADISON, Wis.--A new book by Porter Butts, director of the Wisconsin Union at the University of Wisconsin, could save colleges and universities up to 12 per cent of the construction costs of new union buildings.

That was the assessment this week of the Association of College Unions - International, publisher of the study.

With union construction going forward at the rate of \$90 million to \$110 million a year, this could amount to collective savings, according to the association, of more than \$11 million annually.

Entitled "Planning College Union Facilities for Multiple Use," the publication culminates two years of research covering studies of the plans for more than 250 union buildings in 10 countries. It was financed by a grant from the Educational Facilities Laboratories, New York, a Ford foundation promoting better physical planning for educational institutions.

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uw news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

5/29/67 ns

MADISON--Student turmoil at overseas universities, boycotts of union buildings, and contrasts in student life in 60 countries are described in a new book, "State of the College Union Around the World," by [Porter Butts], director of the University of Wisconsin Union.

Published this week, the illustrated book is described as the most extensive publication on college unions, or campus social-cultural centers, and the first global report of its kind.

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THE UNION IDEA

A talk at the annual "Changing of the Guard" dinner given for incoming and outgoing Union committee chairmen and their parents -- May 15, 1966, at the Memorial Union building -- reproduced by request of those attending the dinner.

By Porter Butts

Director of the Wisconsin Union
and Division of Social Education

- - -

There has been reference tonight by your president to the "union idea." I'd like to say something about that.

The union is undoubtedly thought of by many as a building, a place. It is that, to be sure -- and a very useful place. 15,000 people come here each day, as many as live in Wisconsin Rapids; they're not just marching through -- each comes to get something he needs. It's thought of by others as an organization which elects officers, arranges programs, makes budgets, petitions the University administration to do things, gets in trouble sometimes, and renders certain services, for better or for worse.

But when you come down to it, the Union fundamentally is just another name for the people of the University at leisure -- 30,000 students, the faculty, and 38,000 former students who have liked it here well enough to donate funds, become life members.

Whatever interests these some 75,000 members of Wisconsin's large family, whatever is important to them outside their working time becomes interesting and important also at the center of their campus life we call the Union.

So the days when the Union was merely "a place to meet" and a place to eat -- a kind of service station, filling accidental gaps in the provisions for out-of-class needs -- are long since gone. The Union has become an all-purpose community center of the first order, with an identity and meaning of its own.

It is a lounge, dining room, information center, student organization headquarters, reading room, art gallery, workshop, theater, music room, forum, game room, dance and party center, public relations agency, outing center, ticket bureau, faculty gathering place, and conference headquarters -- all brought together in one place so that physical proximity does its part in furthering for Wisconsin a sense of community.

It is an active encourager of student initiative and self-expression; caterer to the campus at large, housing the bulk of its meetings and serving its dinners; advisor to student committees; teacher of the arts of leisure and recreation; advocate of creative and constructive endeavors which lift the quality of student life.

It is a priceless tool for shaping an authentic "community of teachers and students" and, perhaps above all, shaping the individual student's sense of social responsibility.

Hence, we bolster the Peace Corps and Vista recruiting (and it is common for four or five chairmen to enlist themselves).

We bring Martin Luther King to hear what he has to say about civil rights.

-- arrange it so students can freely protest the war in Viet Nam, or support it. And we stage a debate about it ourselves.

-- we struggle over the issue of how to preserve the rights of individual expression without interfering with the rights of others.

-- examine pop art and the price of food.

-- buy and show Charlie Chaplin film classics so they won't be lost to this generation . . . help students find summer camp counseling jobs.

-- bring the Metropolitan Opera, Broadway shows, the Philadelphia Symphony, and a couple hundred other concerts, plays, films, and lectures so that the informal cultural life of the campus is as rich as the academic. And students and faculty respond. About 275,000 attend each year.

We go to the legislature to offer evidence in support of realistic drinking laws.

We build a boat house to help make the lake truly a part of the campus.

-- teach novices how to sail and ski.

-- work to acquire an outdoor recreation area of our own an hour from Madison -- for skiers, horse riders, rock climbers, bikers, and campers.

We stage a special night for married student couples and their children. And take care of the nose bleeds.

-- arrange discussion and music programs at the dorms, and shape plans for a family recreation center at Eagle Heights and a new Union of the southwest side of the campus -- all with the view to taking the Union to where students are.

We do something about making 7000 graduate students feel they belong here; arrange programs in the middle of the day for commuters, who can't come back at night.

We work at better parking, places for bikes and motor scooters, the removal of traffic hazards -- and pass resolutions. Some of which have an effect.

We daily pursue the cause of international smity here on the campus, including somehow resolving the protests of Soviet Russia students that Latvia and Lithuania aren't entitled to displays of their own in our International Festival.

And, in the interests of faculty-student togetherness, we invite faculty members to bring their classes to the Union and have coffee, on the house. They come, and they like it.

The list is endless. And in a sense this is our trouble. There's an infinity of things that concern 30,000 people, plus. But time is finite.

Whenever I, or the student officers or the staff advisors, pick up a newspaper, or read a report, or scan the Saturday Review or Life or Time -- or, more accurately, the life of our times -- we say to ourselves, "We could do something about that."

And then, before we can talk to each other about it, we're waited upon by protestors or see the complaints in the complaint box -- euphemistically called the "suggestion box" -- and we say "We have to do something about that."

This is the eternal dilemma facing the University itself, or any community of people: how to balance one's time and effort between what you have to do -- putting out fires, as it were -- and what you could do, would like to do.

So, of all the golden opportunities that lie around us, we keep trying to choose the things that matter most.

One of the things that matter most, in these times of continuing crisis at home and abroad, is, most all agree, cultivating in students, those we expect to be the future leaders, the will to volunteer to do something about our common problems, small and large, and the skill for doing it -- in short, making our kind of democracy work well, so that it excels, and is cherished, here and everywhere. In a democracy there must be leaders, and those who can lead, must lead.

Some say if the colleges do not succeed in training students for participation in public affairs, it may make little difference what else they do. The new problems of our changing society, of the faltering democratic process, or of war may engulf us all, including universities as we have known them or want them to be. All that it takes for the forces of evil to win in the world, as Edmund Burke, the British statesman, said long ago, is for enough good men to do nothing.

Now the making of good, actively participating citizens, and of leaders of our common life together, happens to be the first function of education in a democracy, and the avowed purpose of almost every institution of higher learning, including this one.

But the fateful fact is that universities aren't coming anywhere near the achievement of this part of their purpose. It isn't that students aren't willing and able. Rather, the curious circumstance is that universities themselves are immunizing a high proportion of our most gifted young people against any tendencies to social leadership by administering day by day what John W. Gardner calls "the anti-leadership vaccine."

John Gardner is the new commissioner of education in the President's cabinet. This is what he said, shortly before taking office:

"It is generally agreed that we need enlightened and responsible leaders -- at every level and in every phase of our national life. Everyone says so. But the nature of leadership in our society is very imperfectly understood, and many of the public statements about it are utter nonsense.

"This is unfortunate because there are serious issues of leadership facing this society, and we had better understand them.

"Any question that cannot be dealt with by one of the special leadership groups -- that is, any question that cuts across special fields -- tends to end up being dealt with by government. Most Americans value the role played by non-governmental leadership in this country and would wish it to continue. In my judgment it will not continue under the present conditions.

"We are no longer in much danger, in this society, from Men of Destiny (the dictators). But we are in danger of falling under the leadership of men who lack the ability to lead. And we are in danger of destroying the effectiveness of those who have a natural gift for leadership.

"The young person today is acutely aware of the fact that he is an anonymous member of a mass society. The processes by which leadership is exercised are not visible to him. Very little in his experience encourages him to think that he might some day exercise a role of leadership himself.

"This unfocused discouragement, however, is of little consequence compared with the expert dissuasion the young person will encounter if he is sufficiently bright to attend a college. In those institutions today, the best students are carefully schooled to avoid leadership responsibilities.

"They are introduced to -- or, more correctly, powerfully indoctrinated in -- a set of attitudes appropriate to scholars, scientists, and professional men. This is all to the good. The students learn to identify themselves strongly with their calling and its ideals. They acquire a conception of what a good scholar, scientist, or professional man is like.

"As things stand now, however, that conception leaves little room for leadership in the normal sense. Entry into what most of us would regard as the leadership roles in the society at large is discouraged.

"In the early stages of a career, there is a good reason for this: becoming a first-class scholar or professional requires single-minded dedication. Unfortunately, by the time the individual is sufficiently far along in his career to afford a broadening of interests, he often finds himself irrevocably set in a narrow mold.

"The anti-leadership vaccine has other more subtle and powerful ingredients.

"Many scientific and professional people are accustomed to the kinds of problems that can be solved by expert technical advice. It is easy for them to imagine that any social enterprise could be managed in the same way. They envisage a world that does not need leaders, only experts.

"Needless to say, the student picks up such attitudes. It is not that professors propound these views and students learn them. Rather, they are in the air and students absorb them.

"As a result the academic world appears to be approaching a point at which everyone will want to educate the technical expert who advises the leader, or the intellectual who stands off and criticizes the leader, but no one will want to educate the leader himself."

This is what the head of our American educational system said.

And it reminds us at the Union, as the University's Division of Social Education, and as we work at sorting out what matters most, that here is our special mission -- to be the one, or one of the ones, who will want to educate the leader himself, by mustering all the unparalleled resources of a community center like this -- building, teaching staff, and budget -- to give students themselves the opportunities to shape the conditions of their life together and thus learn the ways of leadership. This is in harmony, as you may know, with the original central mission of a college union. The very first ones -- at Oxford and Cambridge, founded in the early 19th century -- set out, primarily through debate and free discussion of any proposition, to infuse students with the idea that they are responsible for the welfare of their country. And these unions have become known, with good reason, as the "cradle of the British parliament."

I think it is fair to say that training for leadership, and the evidences of student leadership, are with us at Wisconsin now, and on a not insignificant scale.

Despite the increasing pressures of studies, grades, jobs -- and the draft -- and despite the anti-leadership vaccine that, all unintended perhaps, is present at Wisconsin, too, 650 students on Union committees have spent thousands of man-hours, voluntarily, to make life at Wisconsin rich and good. And our colleagues in student government on the fifth floor -- the Wisconsin Student Association -- account for as many more.

The leaders of these 650 volunteers are sitting here tonight, including the president and officers of student government -- and we can claim of part of them and their success, too, because the president and several others started their careers on Union committees. I could say quite a little about each committee chairman. But Monday is coming.

Just let me affirm, in case you didn't all know, that this is a blue ribbon assembly, as measured by the University's various yardsticks of leadership and excellence -- five of the thirteen selected by the faculty as outstanding juniors and seniors of the year; ten of the men's and women's honor society members, chosen by fellow students; the outstanding man in the College of Agriculture; innumerable members of Phi Beta Kappa, Phi Kappa Phi, and other scholastic honor groups. It happens this way every year.

The Union would be the last to say the presence of this building, with opportunity beckoning through its open doors, did it all. You who are parents did the indispensable first job of providing good seed, and early training. What the Union has provided, perhaps, is a favoring environment for growth, more encouragement, and some show-how.

This flare for doing something about the common good while not neglecting to attend to studies and personal affairs -- showing it can be done, and that the anti-leadership vaccine doesn't always take, by any means -- is epitomized by President Dave Knox.

There was a time when, as a sophomore, he almost didn't get elected as chairman of the Forum Committee -- because, some said, he was too young and inexperienced, and maybe not that interested in spending time outside his studies.

Now, while Dave hardly ever makes an appointment on time and usually can't remember to reserve a room for a meeting, I would guess that this year he has averaged 40-50 hours a week working in the interests of a better union and a

better student-faculty community -- conferring daily with chairmen; making program budgets of about \$300,000 come out right (best results in our 40 year history, by the way); sizing up building construction proposals; seeing the Chancellor and Dean; attending innumerable meetings of the Senate and Life and Interests Committee to register judgments on what is in the student body's best interests; leading a campaign to gain recognition that students drive cars; dealing endlessly with a sticky problem of how to reconcile the rights and responsibilities of the general Union of students and faculty with those of one of its clubs; and shaping a sensible course of action with respect to student political protest and individual freedom of expression.

(Student government and leadership in the Union isn't an easy bed of roses, or just playing at it. It's the real thing -- a large sized sample of what it takes to make a community of 30,000 go well anywhere).

And, at the same time, along the way Dave convinced the faculty in his junior year he was Phi Beta Kappa material; became a novice sculptor; was chosen Viking scholar for a summer of study in Sweden; won the Rhodes scholarship for two years at Oxford in competition with the best in the Mid-west (he is the third or fourth Union president to do it -- I'm beginning to believe the Wisconsin Union is becoming the cradle of Oxford); and a few days ago was tapped as top senior man.

What's more, he's handsome. 6 ft. 2 with eyes of -- brown. And no beard. What more could anybody ask?

For all this, David, and for those special qualities of infinite patience, but firmness in the clutches, and for that engaging, ever-ready smile, we're willing to sign you up as a member of the Union for life.

And this is our symbolic way, too, of adding the thanks of the staff and the University to your vice-presidents, and to all your chairmen who resisted the anti-leadership vaccine and saw us through a very exciting, rewarding year.

U.W. NEWS

From The University of Wisconsin News and Publications Service, Observatory Hill Office, Madison 53706

Telephone (Area Code 608) 262-3571
3/24/65 ns

Release: Immediate ly

Prof. Clay Schoenfeld, associate director of the University of Wisconsin Summer Sessions at Madison, will be among the speakers at the 16th annual meeting of the North Central Conference on Summer Schools in Chicago Monday (March 29). Prof. Schoenfeld will report on "Organizing for the Administration of Summer Programs." The University of Wisconsin Summer Sessions are among the 10 largest in the country.

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Prof. Porter Butts, director of the University of Wisconsin Union in Madison, will be a keynote speaker at the 42nd annual conference of the Association of College Unions-International in San Francisco April 4-7.

Prof. Butts will discuss "State of the College Union Around the World," based on his study of 250 unions in foreign lands and visits to 39 universities in the Far East last summer. He also will join in a panel discussion on the topic, "Unions Around the World--What Can We Learn from Each Other?"

Prof. Fannie Taylor, director of the Union Theater, will speak on "Broadening the Union's Music Horizons" at the same meeting.

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U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

3/31/64 mb

RELEASE:

Immediately

By MOLLIE BUCKLEY

MADISON--The University of Wisconsin Memorial Union in Madison and other college unions throughout the state will be represented among some 700 delegates at the Golden Anniversary Conference of the Association of College Unions-International, to be held April 19-22 at Indiana University, Bloomington.

Seven colleges, including the University of Wisconsin, founded the Association of College Unions in 1914. The association has grown to a membership of 550, including a number of unions from other countries.

The association estimates there are approximately 350 U.S. unions not presently members of the association, making a total, world-wide, including the 250 overseas, of at least 1,150 campus community centers in operation or in the active planning stage.

Other Wisconsin members of the association include Beloit College, Carroll College at Waukesha, Lawrence College at Appleton, Marquette University and the University of Wisconsin in Milwaukee; Milwaukee School of Engineering, Ripon College, Saint Norbert College at West DePere, Stout State College in Menomonie, and Wisconsin State Colleges in Eau Claire, LaCrosse, Oshkosh, River Falls, Stevens Point, Superior and Whitewater.

Porter Butts, director of the Wisconsin Union in Madison and a member of the association's executive committee, reports the theme of the conference will be "Last 50 Years and the Next."

-more-

Add one--college unions

More than 30 research papers, panel presentations and workshops will be presented. Subjects will include the academic community, planning and construction of unions, personnel training, food service facilities, unions abroad, the fine arts, games programs, the performing arts, foreign student programs, leadership training and the union outdoors.

Emphasizing the influence of the union in cultural activity, the conference also will include an exhibit of twentieth century American art, organized by the association and the Indiana University fine arts department. The exhibition, designed to show development of American art during the half century of the association's existence, will include 70 works by 50 of America's best-known artists.

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U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

3/11/64 mb-jb

RELEASE:

Immediately

MADISON, Wis.--A research project expected to net savings upwards of \$70 million in construction cost of more than 400 college union buildings will get underway at the University of Wisconsin in Madison this week.

A special \$31,000 grant, from the Association of College Unions (ACU), has been accepted by UW regents for the study. The grant in turn was made available to the association by the Educational Facilities Laboratories, New York, financed by the Ford Foundation.

The UW was selected for the study because of its sponsorship of the University Facilities Research Center, directed by Dr. Byron C. Bloomfield, and because of the extensive experience of [Prof. Porter Butts], Wisconsin Union director, a member of the ACU executive committee for 28 years, in planning union facilities. His preliminary findings on cost-saving approaches led to the study project.

Both Profs. Butts and Bloomfield will meet with other college union directors in Chicago this weekend to map plans for initiating the research project, titled "Planning College Union Facilities for Multiple Use Flexibility."

"This implies a study of how to do the same necessary things in one space, or in a slightly expanded space, rather than in two areas," Prof. Butts explained. "The planning approaches also bring in making best use of personnel in a multiple-use facility."

-more-

Add one--union research project

The estimated cost of the 400 union buildings, expected to be erected before 1970, is \$550 million. Prof. Butts' preliminary studies indicate that as much as 15 per cent in construction costs may be saved by institutions making use of appropriate multi-purpose information.

Among facilities to be reported on in the study are auditoria, book stores, cafeteria-snack bar areas, ballrooms, meeting areas, student office space, adult conference areas, and rooms for faculty use.

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Each spring the old and new chairmen of Wisconsin Union committees, together with their parents and the chief officers of the University, gather at dinner to celebrate what has become known as the "Changing of the Guard." The student president presents a life membership in the Union to each departing chairman in recognition of a year of service. The evening culminates with the award of a life membership to the president by the Union director. The presentation at the May, 1963, Changeover was accompanied by these remarks.

The Meaning Of Union Committee Work

By PORTER BUTTS

Director of The Wisconsin Union

This is the time of year we have a chance to say something about a select company of students — and to say it especially to the parents who selected them in the first place.

I use the word "select" advisedly — selected for Phi Beta Kappa (4 of them); for the senior women's honorary (2); for the senior men's honorary (2); for the junior women's honorary (4); selected as "most outstanding" of their class (3); as "most effective" in combining self-support with university service (2); selected for important graduate fellowships because of distinguished scholarship. And the bookkeeping is not yet complete.

We seem to have some kind of special affinity for Phi Beta Kappas, the honor societies, and the most outstanding. I don't know just how this comes about, unless it is that our early detection system — talent detection — is working well. All I know for sure is that they got to be Phi Beta Kappas and most outstanding after they got to be Union committeemen and chairmen. So at least their Union work didn't hurt their chances.

I can't say we're exactly surprised — not when it happens this way every year, and with two parents, chairmen of a generation ago, sitting here tonight as exhibits of this continuing tradition . . . Horace Wilkie and Myron Gordon . . . who were also Phi Betes and who have since received, as supreme court justices, about the highest honor the state can bestow. And, of course, the Watrouses, Mr. and Mrs. . . . both former chairmen, both former staff members . . . each with a long list of distinctions of his, or her, own. We've come to expect it this way.

I refer to all this to illustrate something.

Some of you heard Margaret Mead, the anthropologist, give her perceptive address for the Forum Committee a couple of weeks ago, pointing up the prevailing, desolating fact that most of our young people live "partial lives," seeking only what is called "getting something out of life" — in a hurry, while there is still time — and not much concerned with putting something back. Margaret Mead, unfortunately, is right. Recent studies of student attitudes across the country show that student goals in life are couched almost entirely in terms of self-reference; getting a job and personal acceptability (which usually means marrying well) head the rewards students seek from their higher education. Only 17% expect that being active in their communities will be even one of three goals really important in their outlook.

Well, Union chairmen — this company tonight and the chairmen before them — are **not** living partial lives. They are clearly among the 17% who care. And this the Union has something explicitly to do with. Because showing how to put something back is what the Union exists for.

We don't advertise it in the Daily Cardinal or on our posters, but the other official name for the Union is the Division of Social Education. Now this doesn't mean education in the social amenities, though some of the inhabitants of the campus and this building could stand a five credit course in this, or even the development of personal social competence in the sense our President Van Hise meant when, appealing for a Union 60 years ago, he said "No other part of a student's education is of such fundamental importance as the capacity to deal with other men," though that is surely part of it. It means, in short, education in bringing one's personal talents to bear as social forces — learning, as Margaret Mead urged, how to help to carry civilization forward.

The question the Union enterprise poses, in effect, is: "Phi Beta Kappa, 'most outstanding,' honors, law degree, commerce degree — so what? What does this mean to anybody else, to society? What else do you plan to do — by way of putting something back?"

The Union chairmen — these chairmen — don't wait to answer the question some other time. College, to them, is not just a "preparation for citizenship," as the saying goes — something to get at sometime in the future, maybe. Taking on social responsibility, the full versus the partial life, is here and now.

So — President Carole and Greg Gallo appear at a legislative hearing to help establish a sensible approach to the state's legislation on beer drinking, and together set out to arouse their boards and the student body to action on the proposed university budget cuts and student fee hikes; Stephanie Ogden in about 50 minutes flat enlists more volunteers to help the Peace Corps in its record-breaking recruiting mission here than even that fast moving team can use, and hustles on her new red bike back and forth between innumerable meetings helping shape up a decent orientation program for foreign students; Gib Peters and the outing club sponsor legislation to preserve the Wolf River in its natural state, getting petitions signed, appearing at legislative hearings; Mary Mansnerus devises a whole new system of women's hours designed to remind students that the responsibility for conduct is theirs; Farooq and the International Club spend untold hours to staff a reception center for foreign students, aiming to give them a

humane induction into their new life at Wisconsin, and arrange an International Festival that last week gave 7,000 a chance to see the customs and crafts of other countries; Sharon Hadary and her committee arouse the campus to a new, phenomenal enthusiasm for poetry; LaVerne Wanish beats the bushes all over the state to raise hundreds of dollars in awards for promising student artists; and Dick Halverson does more of the same, collecting record sums so that Wisconsin now has one of the most extensive, most rewarding forum and open discussion programs of any campus.

I wish there were time to take you through the whole list of chairmen. But this much perhaps will remind us that there are avenues right here through which students can learn to bring their personal talents to bear as social forces. And that they do it. Our early detection system, like the radar line on the Canadian border, could well be called a "Do" line, too.

This building, placed here originally through student initiative and deliberately organized to encourage student leadership is, of course, the great facilitator — a visible, matchless opportunity for giving as well as getting — with all the doors wide open for students to come together to make good things happen.

But why in the end, we may well ask ourselves again, should anyone respond to the call for long hours of volunteer service? Why should you, who are about to begin your Union work as chairmen? Why not just hit the books, get the grades? Or get married, settle down, and forget it all?

Some, no doubt, seek a sense of accomplishment, a change of pace from the workaday world, maybe self-expression, or only to belong. There is no better way, indeed, to avoid feelings of futility or to counteract the depressing effects of world crises, or personal crises, then by engaging in thoughtful work with or for others. Our richest experiences come when we are acting with other people to achieve some common goal. Voluntary work for social ends can be the greatest good a person can do himself. The end result is self-fulfillment — which is different from self-interest and on a higher plane.

But there is more to it than self-fulfillment, or even the romantic idea of giving one's self to a cause. Self-fulfillment cannot be separated from the interests of the rest of the community. The contribution made by individuals and groups voluntarily is the real foundation of a democratic society.

Democracy is not only a legislative exercise. The distinguishing characteristic of the American democracy, in contrast to almost all others, and the reason for its success, is its genius for community action by way of volunteer effort — groups of citizens coming together to form a community welfare chest or a civic music association, to get a stoplight installed at a dangerous intersection, to raise the pay of their teachers, to work against local discrimination, or whatever needs doing — including working against university budget cuts and preserving the Wolf River. Recall that the first move of a dictatorship is to suppress volunteer activity of this kind and you will realize that this is so.

It is fundamental in democracy that citizens must take part. Every person in a free society can help in his individual way to shape it — by working with others on a social need and offering the help it is in his power to give. We do what we can because it is the right thing to do — the essence of a self-governing society. And it counts. The unofficial Peace Corps motto, borrowed from Edward Everett Hale, is “I am only one, but still I am one. I cannot do everything, but still I can do something.” And Longfellow said: “Give what you have. To someone, it may be better than you dare think.”

This is the meaning of your committee work and the long hours you spend. And remember that what the leaders of the first unions — at Oxford and Cambridge — have been able, over the years, to give has been much more than anyone dared think. These unions are well known to be the cradle of the British Parliament. Their leaders have largely shaped the destiny of England.

And all this is central to the purposes of higher education. There is scarcely a university, including our own, that doesn't say one of its primary reasons for being is to educate for good citizenship, for accepting and discharging the social responsibilities of life. Indeed, in these perilous times, when making democracy work well, and making it cherished here and throughout the world, has become a matter of surpassing necessity, some say that if colleges do not succeed in training students — from whom we expect the most and who have the most to give — for participation in public affairs, it may make little difference what else they do.

The happy thing we recite tonight is that this year's chairmen have again been motivated to use their talent and intelligence for the common good.

As the leader of our leaders, Carole — always thoughtful of others, patient, sharp in getting at the issues, always there when needed, devotedly ready to take on a problem and do her part, and initiating causes of her own, with a broad smile that makes the proposition irresistible — exemplifies what we mean.

Indeed, she carried this matter of affinity with the Union and Union people, as most of you know, a little further than usual — by affiliating herself for life with one of our staff members, a former Union president. We've had a good many presidents encourage committee members by marrying them. But this is the first time two presidents have married each other.

Carole, we want to present to you another kind of life-long affiliation, not only as a token of the esteem we all feel for your own leadership, but also as a symbolic way of thanking, through you, your sixteen chairmen for one of the best years of student accomplishment the Union has ever had — confident that willing service to others and to good causes will continue wherever you all may go.

WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

5/17/63 rt

MADISON--The University of Wisconsin Campus Planning Committee Friday delayed plans for replacing the flagstones on the Wisconsin Union Terrace at Madison until further studies can be made.

The action came in response to student and faculty protests against the change.

University regents last week authorized their executive committee to award a contract for replacing part of the stone floor with poured concrete. The move had been favored by the Union Council because the rough terrace is difficult to walk on, causes tables and chairs to tip, and is a tremendous cleaning problem.

Students immediately organized a protest and began gathering names on a petition.

The Campus Planning Committee, meeting with [Prof. Porter Butts,] Union director, and the associate director, Prof. Douglas Osterheld, decided to delay awarding contracts.

They set up a small sub-committee to meet with all concerned including University planners and designers and the State Bureau of Engineering to study possible alternatives to a cement terrace.

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U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

3/11/63 mb

RELEASE:

Immediately

MADISON--Prof. Porter Butts, director of the University of Wisconsin Union, and Prof. Douglas Osterheld, associate director, joined more than 400 delegates at the 1963 Association of College Unions' conference in White Sulphur Springs, W. Va., this week (March 10-14).

Prof. Butts, editor of the association bulletin and a member of the executive board, presented a conference paper, "The Union Field as a Career." Prof. Osterheld led the session on "Organization and Administration of Food Services."

The association, international in scope, and one of the oldest inter-college educational organizations, will shortly celebrate the fiftieth anniversary of its founding in 1914. These centers of college community life now number more than 600, with another 200 in the planning or construction stages.

The Wisconsin Union was the sixth to be established in this country, being organized in 1907. Its building, opening in 1928, was financed through contributions by students, alumni and friends, a small federal public works grant in the 1930s, and borrowed funds. Most unions, like Wisconsin's, are constructed and operated without cost to taxpayers.

After starting in England as debate organizations at Oxford and Cambridge in 1815, unions in America, including Wisconsin's, have evolved as general centers to meet the out-of-class needs of all students and faculty, and in recent years have shown a marked trend to include such cultural facilities as music rooms, theaters, browsing rooms, art facilities and craft shops.

MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1/30/63 mb

RELEASE:

Immediately

MADISON--Three members of the Wisconsin Union staff have been named to assist in organizing the 50th anniversary observance of the founding of the Association of College Unions, an international organization of more than 500 unions, it was announced Wednesday.

(Porter Butts, Wisconsin Union director and member of the association's executive committee for the past 27 years, is a member of the central steering committee for the 1964 anniversary year. He also is a member of the advisory committee on preparation of the history of the college union movement and will be author of the history's chapter on the development of unions overseas.

Douglas Osterheld, associate director, is a member of the anniversary advisory committee and will be the author of a special publication on food service operations.

Theodore Crabb, assistant director, is preparing another publication on development of union outing activities.

The association ranks as one of the oldest intercollege educational organizations. The 50th anniversary of the association's founding in this country also marks the 150th anniversary of the founding of the first union at Cambridge University, England. Today there are more than 600 unions, with at least 200 more currently planned or under construction.

The Wisconsin Union on the University campus at Madison, established in 1907, is the sixth oldest union in this country and was one of the founders of the association in 1914.

-more-

Add one--Union anniversary

The golden anniversary observance will be highlighted by an international conference at Indiana University with more than 500 union staff members, college presidents, and deans attending, including educators from abroad.

The new book on unions, according to Prof. Butts, will include the 50-year history of the association, tracing evolution of the union from a student debating society in England to the general campus center of today. The modern union provides a comprehensive program for the cultural and social life of the college community and aims to make out-of-class activity of educational significance.

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The Wisconsin Union

UNIVERSITY OF WISCONSIN • MADISON

*File
Butts, Pater*

August 7, 1962

Dear Bob:

Because of your special interest in the Union, I thought you might like to know the outcome of the special "Summer Course in College Union Operations" which was conducted here on the campus in the latter part of July.

It was something of a landmark in the Union development in this country, considering that in the fifty year history of the international Association of College Unions this is the first time that a course for Union staff members has been organized specifically for the purpose of giving a general overview of Union purposes and the elements of Union operations, with a view to assisting in the professional growth of people working in the Union field.

The course was presented jointly by the University Extension Division, the Association of College Unions, and The Wisconsin Union. The Wisconsin Union was chosen as the locale, I believe, because of the comprehensiveness of its social-cultural program and the wide range of facilities that could be used for laboratory demonstration.

Fifty-one Union staff members from all parts of this country and from Taiwan, Japan, and Puerto Rico attended the course. The enrollment quota was filled by April 1 and a long waiting list developed, indicating something of the desire among Union people for further professional preparation.

All told, some 32 papers on Union purpose and methods of operation were presented by members of our staff, supplemented by discussions led by the chairmen of the Association's committees on Professional Development and Professional Relations. You may be interested in how the Union idea has been developing as given in the opening address for the course, which is enclosed.

Cordially,

Pater

Director

Porter Butts
dl1

GOALS OF THE COLLEGE UNION - -

HISTORICAL BACKGROUND, CURRENT TRENDS

By Porter Butts
Director, The Wisconsin Union, University of Wisconsin

The film, as you see, begins and ends on a note of purpose. This is not accidental. Nor is it accidental that we should start this week of considering together how to operate a union by looking first at what a union is for. Because it is of the essence, many of us believe, that there be a controlling purpose and philosophy for a union -- right out in plain view -- so that the basic functions of the building are understood by all who have anything to do with it. If the fundamental guiding purposes of a union can be agreed upon, many corollary decisions -- what kinds of facilities to emphasize, what funds are needed, what kind of a staff to assemble and how large, what kinds of a program to try for, what to watch for day by day, and who makes the plans and decisions -- will more readily fall in place.

Now there are many kinds of unions, with many variations of purposes -- and some, regretfully, with no apparent purpose at all. This is because a union, at bottom, is, as the film suggests, an expression of the needs of the people of a college at leisure. A union couldn't be, even if it wanted to be, a specialized college division with a single meaning, like, say, chemistry. Because people are diverse, their life together is diverse, and colleges themselves are diverse, in what they choose to emphasize and to be.

But nevertheless there are certain common denominators, certain unities, in this diversity. So it is also with unions. These more common

purposes are what we want to examine as we start this week together.

Here the origins of the union and the early development are illuminating; history, as always, foreshadows and helps explain.

The union is an ancient and honorable institution. It had its beginnings at Cambridge in 1815, as you now know well, if you have done your homework. What happened then tells us something about why unions are what they are today.

The members of three Cambridge debating societies used to gather before a debate to compare notes and afterwards to carry on the argument -- usually in a dingy back room of the Red Lion Inn, where they could have something to eat and drink. This was the forerunner of the snack bar or taproom that almost every union has. But the Red Lion Inn wasn't very satisfactory. Students needed more elbow room and they wanted a place of their own. So they said to each other, as students on countless campuses have said since, "Why don't we join and build our own hall and club rooms?" And so they did. The first union was literally the uniting, or "union," of three debate societies to establish their own quarters. This is where the name came from -- 50 years, by the way, before there was such a thing as a labor union.

The emphasis in the British unions was, and still is, on debate and discussion, on independence of student thought and action. The Oxford and Cambridge Unions have played such an important part in the discussion of national political and social issues and in training students to take part in public life that they came to be known as the "cradle of the British parliament." A long line of prime ministers and members of parliament, from Gladstone to Clement Atlee, got their first start and practice in union debates. The British political parties still send scouts to the union debates

to recruit promising young men, much as the professional leagues scout our college football teams. The presidency of the union is the highest honor a student can attain. The unions, on their part, call in government leaders to defend their policies. And these debates carry such prestige and influence that even at the height of the last war, when he had plenty of other things on his mind, Winston Churchill didn't dare turn down an invitation to debate the government's stand with students at the Oxford Union.

But the British unions weren't only debate halls. They gradually added reference libraries, dining rooms, meeting rooms, lounges, and offices. The buildings took on the character of men's clubs. And they emphasized good paintings in their decoration, books of poetry and philosophy in the library. So unions came to be known also as centers of good taste and social acquaintanceship.

They became, in fact, a symbol of the traditional British two-fold goal in education: to promote the art of living, and especially of living together -- of civilized behavior as well as knowledge -- and to infuse students with the idea that they are responsible for the welfare of their country.

American colleges at the turn of the century saw in the British unions an element needed in American education.

President Van Hise of Wisconsin, in what turned out to be an epoch-making inaugural address in 1904, was one of the first to advance the British idea in this country. He said:

"If one were to name the most fundamental characteristic of these English institutions (Oxford and Cambridge), it would be the system of halls of residence, involving commons, unions, and athletic fields. The communal life

of instructors and students in work, in play, and in social relations is the very essence of the spirit of Oxford and Cambridge. It might almost be said that this constitutes Oxford and Cambridge. . .

"If the University of Wisconsin is to do for the sons of the state what Oxford and Cambridge are doing for the sons of England, not only in producing scholars but in making men, it must once more have halls of residence and to these there must be added a commons and union. For when a student goes out into the world, no other part of his education is of such fundamental importance as capacity to deal with men. Nothing that the professor or laboratory can do for the student can take the place of daily close companionship with hundreds of his fellows."

It was a time when the social agencies which once seemed to humanize, enrich, and unify college life -- the chapel, the convocation, the debating society, the boarding house, the literary and music clubs, the informal and spontaneous gathering of teachers and students -- confronted by a many-fold increase in students, became inadequate or impossible.

Van Hise saw that whatever the difficulties involved, the communal living which had grown naturally and spontaneously in the fledgling college ought not to be lost in its populous successor.

Then came Pres. Woodrow Wilson of Princeton, propounding in his famous Phi Beta Kappa address of 1909 a similar idea -- a proposition that

largely re-shaped the course of educational emphasis at Princeton and at many other institutions:

"The chief and characteristic mistake which the teachers and governors of our colleges have made in these latter days has been that they have devoted themselves and their plans too exclusively to the business, the very commonplace business, of instruction, and have not enough regarded the life of the mind. The mind does not live by instruction. The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures . . .

"Contact, companionship, familiar intercourse is the law of life for the mind . . . So long as instruction and life do not merge in our colleges, so long as what the undergraduates do and what they are taught occupy two separate, air-tight compartments in their consciousness, so long will the college be ineffectual. . .

"If you wish to create a college, therefore, and are wise, you will seek to create a life . . . and fill it with the things of the mind and of the spirit . . .

"My plea, then, is this: that we now deliberately set ourselves to make a home for the spirit of learning; that we reorganize our colleges on the lines of this

simple conception, that a college is not only a body of studies but a mode of association; that its courses are only its formal side, its contacts and contagions, its realities. It must become a community of scholars and pupils."

Note how this conception spread. This from an address by President Lovett at the dedication of Rice Institute in 1912:

"It was at Princeton that President Wilson proposed the reorganization of the social life of that ancient seat of learning. The programme there suggested was an adaptation of the English residential college to American undergraduate life . . . From Oxford and Cambridge the idea goes back to the University of Paris, the mother university of all modern ones, which consisted originally of residential colleges . . .

"In the residential college men grow in wisdom, not alone in the wisdom of books but also in the wisdom of work and service; here they find the incomparable fellowship, warm comradeship, and joyous companionships of college years . . .

"It is hoped that ultimately all students (at Rice) will be housed in halls of residence . . . in a great quadrangle whose main axis terminates at one end by a great gymnasium and at the other by a great union club . . .

The union will offer many opportunities open by competition to members of all colleges . . . the liveliest sort

of rivalry in scholastic standing, in musical, literary, and debating activities. To those students who for one reason or another are obliged to live in the city the union will afford many of the opportunities of the residential hall . . . Side by side with the building of halls of instruction, is to proceed the building of these collegiate homes for human living."

And most of you know of Stephen Leacock's much quoted pronouncement of the same era:

"As a college teacher, I have long since realized that the most that the teacher, as such, can do for the student is a very limited matter. The real thing for the student is the life and environment that surround him.

All that he really learns, in a sense, he learns by the active operation of his own intellect and not as the

passive recipient of lectures. And for this active operation what he needs most is the continued and intimate contact with his fellows. Students must live

together and eat together, talk and smoke together. Experience shows that that is how their minds really grow

. . . If a student is to get from his college what it should give him, a life in common with other students is his absolute right . . . A college that fails to give it to him is cheating him."

It was into this climate of ideas about what constitutes an education that the union came, in America. I think you can see why the union became what it did, and, in large measure, still is -- a place for students to get together and talk among themselves, a place for comradeship.

The first unions in this country were organized at Harvard (in 1832), Rensselaer (in 1890), and Pennsylvania. The very first building erected explicitly for union purposes was Houston Hall at Pennsylvania; and the dedication address in 1896 stressed the importance of a "place where all may meet on common ground." Then came the unions, as men's clubs, at Brown, Michigan, Wisconsin, Minnesota, Ohio State, Illinois, Indiana, Case, and Toronto, in about that order. The debate activity tapered off; greater provisions were made for games, for meetings, and for food. The American union took on more the aspect of a social center, a place to meet friends, and a place to eat. For a time -- the first quarter of the century -- this seemed to be a good idea only for men. Again, the British influence, no doubt.

But along in the 1920's, when women's suffrage appeared and the ancient tradition of education-for-men only began to dissolve, students saw that it was odd for men and women to eye each other across the campus from their respective strongholds, when they really wanted to be together; so unions turned into social centers for everybody, and have, with few exceptions, been thoroughly coeducational ever since. The idea of campus unity, of a union for all, became an even stronger motivating force.

At this juncture, in the '20's, two circumstances came together to launch the massive union development we have seen in the last 30 years.

There was a great post-war upsurge in enrollment then, as after the second war, and as now. Students were forced into rooming house hovels and a fairly grim social existence. It was hard to find a place to eat. Colleges had seen what the war canteen and recreation centers had meant to the servicemen away from home. A counterpart on the campus -- a union -- now loomed importantly as an answer to the many problems of life on the campus.

And the answer to the problem of how to get a building also came out of the war. What better type of living memorial to honor those who served in the war? What better way to serve the cause of democracy they served than to create a new campus democracy? The memorial theme was joined to the felt need, and this fund appeal coming in a time of prosperity gave a sudden and successful impetus to the slow-maturing union movement on a wide front.

In the middle '20's there were barely a dozen unions. Now, after 35 years there are more than 800, built or being planned. And the junior colleges, 700 strong and multiplying fast, are just starting to get interested -- not to mention the multitude of unions already built, or being planned overseas -- in all the British Isles and dominions, Norway, Sweden, Germany, Puerto Rico, Mexico, Venezuela, Columbia, Iran, India, East and West Pakistan, Burma, Thailand, Malaya, Taiwan, Japan.

Basically, this vast growth traces to the realization -- almost unpardonably slow in coming as one thinks of it -- that the student is a person as well as an intellect, that he has elementary human needs -- to eat, to associate with his fellows -- which the college town can satisfy in only limited ways. Many universities abroad explicitly build their unions to level down costs and thus make it possible for more students to get a college education. Many see the implications for better student morale.

Some frankly say they are trying to ward off rebellion, subversion; it's as simple, and urgent, as that.

In short, almost every college, overseas as well as here, small as well as large, though it may not always see the educational implications as did Wilson and Leacock, has nevertheless become concerned with the living problems of its students, and now recognizes that wherever young people are gathered together away from home, a center and program for their out-of-class life are needed if the college is to fulfill the needs of living along with learning -- that the union is as normal and necessary a part of the college equipment as a gymnasium, dormitories, and library.

For whatever combination of reasons, the union, which once waited upon gifts, now assumes a high priority in the campus plan. This is most notably apparent when a new college is created or an old one moves to a new campus. The union is often the second or third building built -- sometimes ahead of the library.

This brings us, then, to what is perhaps the most universally acknowledged function of a union -- expressed in the Association's statement of the "Role of the Union" in these terms:

"As the 'living room' or 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom."

To spell this out in terms of specifics, in case you have occasion to elaborate on the implications to your administration, your students, or your friends or skeptics -- as you almost surely will:

The impacts of good teaching, and the student's regard for the college, should not be blurred or negated by the lack of adequate informal out-of-class gathering places and ordinary conveniences, unpleasant difficulties in getting meals, the cutting of campus life and activity up into small unrelated segments, a poverty of meeting and discussion opportunities, or unfavorable social relationships with the faculty or other students.

Students and faculty need a common meeting ground to further informal association outside the classroom, to personalize relations between students and teachers, and to create an intellectual environment outside as well as inside the classroom. This calls for much more than students and faculty meeting by chance in dining halls or classroom corridors, or coming together at convocations.

Students need a common meeting ground. Whenever a survey of needs for a union is conducted, students on almost every campus still register as their main request "a central place to get together." If students are to meet informally and to share common interests beyond drinking a coke together in an overcrowded, noisy, untidy corner drug store, a union becomes essential.

Commuting students particularly need a place to headquarter on the campus and an adequate place to dine. And the administration and student organizations need an effective way to communicate with them. The commuters' ties to the central student body, their participation in the life of the campus, and their satisfaction with their college experience increase immeasurably when there is an adequate social-dining-activities center.

Faculty and alumni always want to entertain at dinners, receptions, and parties. Visitors, parents, and alumni need a central place to go when they come to the campus . . . an information center, lounge, places to meet and visit with friends in a congenial social atmosphere.

Serving as a living room for the campus in the above ways is an elementary function of a union. It is a function which has continuing important relevance at any college, representing as it does the answer to needs which exist regardless of the size of a college, its location, or its plan for housing.

Sometimes obscured by that felicitous phrase, "living room," is the fact that the union is also the "dining room" of the campus -- usually the principal, and often the only, dining center for students and faculty who do not dine where they live, and more and more in recent years, on the smaller campuses, the dining hall for all or part of the dormitory students, too.

Since students, like everyone else, have to eat, whatever else they do, the dining room function of the union in many ways is the most important service of all. If you consult students you will find this is strictly true from their point of view. In all the surveys of what students want most and need most in a union, conducted on campuses large or small, residential or non-residential, liberal arts or technical, co-ed or men only, a place to eat is the number one demand among all the union possibilities.

If a union were to consist of only one facility, it would be a lunch room and snack bar. Many unions on small campuses are just that. And if you take all unions together, you will find that more than half of the

total building area and up to around 70% of the building investment is devoted to dining and dining-related space.

This role of the union as dining room is not likely to diminish. We see and hear a lot about the vast expansion of college housing, but the U. S. Office of Education reports that the total pattern of college development is such that most of the students who attend college in the future will commute from their own homes; and they will rely on the union for their meals.

This heavy emphasis on dining is not a digression from the social purposes of a union. Quite the contrary. Just as the dining table is universally the symbol and the center of family social life -- the natural and necessary daily gathering place where the influence of conversation and contact are continuous and most effective -- so is it also with college family life. In the union dining halls the student gains not only his daily bread or morning coffee, but also a wider circle of friends and a sense of community. And much of what a union does, or can do, by way of programmed social activity is done to the accompaniment of food and drink.

Finally, besides dining and living space there are the countless other services and conveniences which a union can provide and which simply make life easier: a place to check your things, an information desk that answers all the questions, telephones, a handy place to get supplies and books and mail, maybe guest rooms where you can put up a visiting friend overnight.

Now all of this is what some call, sometimes deprecatingly, the "service station" role of the union. I wouldn't deprecate. It is the indispensable pre-condition to the success of a union in all that it undertakes. If a union is surely and regularly to gather together the populace of a campus,

for whatever purpose, it will provide first for the things that human beings do, and need, in their more elemental daily activity: places and means for meeting friends, for conversation, for resting, for reading the newspapers, for dining and refreshment. In addition, and for young people especially, it will provide for dating and social occasions, and for games.

But I think we see now that this is only the beginning. If a union is content merely to be an inanimate shelter and a dispenser of service, no matter how well dispensed, it's mission is only half fulfilled. There are other basic functions for a union to perform. Consider the Association's statement:

"The union serves as a unifying force in the life of the college."

This phrase -- "unifying force" -- supports rather better than anything else, I think, the meaning of the word "union" and the concept of a union as a positive contributor to college life, rather than just a convenient place to gather, or a physical facility giving service. It is not a new phrase. Like "living room" it is rooted in the past. I first heard it at the dedication of our own Union in 1928 when J. Burgon Bickersteth, warden of Hart House at Toronto and an inspiring man of great influence in the early union movement, said: "Here, then, is an instrument of no ordinary kind, sensitive and delicate to handle as all fine instruments are, but capable of creating new forces in this university. In the first place this House will become a great unifying force. In these days when vast numbers of students through our universities it becomes increasingly difficult for the individual to realize he is part of a great academic brotherhood, bound

together by common traditions and common ideals."

Bickersteth was referring particularly to the large university and bringing into touch with one another men of different schools and professional interests. (Note again the emphasis of the 1920's on "men.")

But there is always a risk, even in the small colleges, as you well know, that special interest groups and the living unit groups -- the fraternities, the dormitories, the church centers, the clubs, or the commuters -- will become insular, withdrawing into themselves, splitting the campus socially.

One college administrator has said: "The more students tend to be separated into socially limited units (i.e., fraternities and dormitories), the more important the union's function to assist in the integration of the student body."

It is here, indeed, that the union can render a special service as a unifying force. Because of its centralized social-cultural-dining facilities and because all students are members equally, the union becomes the common meeting ground for all. It encourages and strengthens the special interest groups, but on occasion, by conscious design, it brings all together -- at open houses and mixers, game tournaments, parties, receptions, and audience programs. Often there is a union representative in each house or group whose special business it is to encourage the members to participate in all-campus functions. In such ways the strengths of separate special interest and house groups can be combined to produce a strong single student body, with all students widening their acquaintanceships and sharing the feeling of belonging to the larger college community.

Then there is the obstacle to campus cohesion that comes from the familiar week-end exodus, or, in the case of urban colleges, the daily exodus. And the prevalence of student cars and high mobility doesn't help. At many colleges the typical student has a car or his roommate has.

Every college recognizes the values -- to the student and to the institution -- of having student life and activity centered on the campus. When students, after classes, disappear into the town or leave for the week-end, they miss identification with the college community as a whole; a college life and spirit has mounting difficulty in touching all in common.

In the past, as we have seen, Van Hise, Wilson, and many others sought the values of a campus-centered fellowship principally by way of recreating the Oxford kind of residential college, with the union as the supplement which counteracted the attractions of the town and facilitated interchange among the several college residences. But the residence halls are no longer the answer -- not when non-residents, as we have seen, are beginning to outnumber all resident students put together. For the increasing number of commuters the residence halls are simply of no significance.

This spectacular turn of events in who goes to college assigns to the union the role of creating a common life for students that educators once anticipated the residence halls, mainly, would fulfill. For it is the union that largely now supplies the reasons and attractions for staying on the campus or returning to the campus -- a congenial club atmosphere that invites lingering, movies, theater performances, active games and tournaments, all kinds of dances and parties, club meetings and dinners, variety shows, rehearsals, work parties, sings, discussions and lectures, music listening

hours, and a pleasant snack bar always open for conversation and refreshments -- even informal dancing.

In discussing the commuters and how the university can best play its educational role, Henry Steele Commager, professor of American history at Amherst, recently wrote:

"Clearly the urban university has to make a special effort to keep the rest of the student body (commuters) on the campus. It can do this by building unions, and making them more than convenient places to install juke boxes; by providing for games and recreation, music, drama, lectures, conferences, exhibits -- all the things designed to catch the imagination of the young."

This all represents a very tough problem, as every union director confronted with the daily or weekend exodus knows; but when the effort succeeds, even in part, the student's college experience is extended and enriched and the union becomes one of the principal agencies through which a sense of commitment to the college and belonging to it comes about.

And not to be overlooked is what this can mean in cultivating, as the Association role statement phrases it, "enduring regard for and loyalty to the college." Many unions, urban and non-urban, were built with the avowed intention of "making better alumni while they are students," and these institutions believe they have succeeded.

Wisconsin is a case in point. Before there was a union, Wisconsin students had a pretty thin time; they resented it; they left feeling they owed the university nothing. We found out how true this was when we tried to raise funds for the union.

Now, with the union, students live a pretty satisfying, even exciting, existence; they have reason to feel someone cares about their welfare; hundreds are drawn into an active concern with union and university affairs as union committeemen; there is an easy line of communication, via the union, between students and the administration; there are countless joint student-faculty social occasions. The result is that one out of six seniors subscribes for a life membership in the union as he leaves the campus; former union committeemen constantly appear as alumni club officers and fund drive chairmen, and many of them keep in constant touch with us by correspondence or by dropping in when they come to Madison. I believe, too, that it's no accident Wisconsin has the third largest number of alumni association members among all universities, though Wisconsin is far from being the third largest university. Wisconsin is not an isolated case. Many colleges and alumni associations would say that their unions have been an invaluable aid in creating continuing alumni interest and loyalty.

Now we come to that part of the Association statement of purpose which says "the union is part of the educational program of the college."

If one reads only the accounts of unions in the popular magazines, he is led to believe they are merely playhouses, fun factories -- "a rallying point for snacking, dalliance, and amusement."

Well, unions are for fun, and that's all right. We can do much worse than provide a measure of cheer in these troubled times when every day the headlines announce some new morale-shattering crisis. Some fun between headlines is a way of staying sane. And the "pursuit of happiness" in our country, in every country, is entirely legitimate -- in fact, we say, an inalienable right. We don't have to apologize for this part of the union.

outcome.

But a union is not built merely to make the undergraduate years pleasurable and picturesque. The ultimate justification of a union is that it has something to do with education. As the union enterprise has unfolded, many have perceived -- dimly at first, but now more clearly than ever -- that the union has something very important to do with the central purposes of education.

First, with respect to the development of the student as an individual.

The problem here, as one writer has put it, is that "educational institutions have been producing grade A physicists and grade B humans."

The union, as the center of the social life of students, is in an especially strategic position to contribute at least a little, perhaps a great deal, to the personal social competence of a student -- to his ability to work and live congenially among other people, with confidence and personal effectiveness.

Three-fourths of those who failed in military and production work during the war failed because of their inability to get along with other people and not because of inability to fulfill the technical requirements of their jobs. More than three-fourths of those who succeeded owed their promotions to acceptable personal qualities. This is the continuing story, as almost every college placement officer and personnel manager of a business firm knows.

The social experiences, such as a union may provide, which prepare men to live and work well together are an essential to individual success. As our President Van Hise said sixty years ago -- and the evidence still

supports him -- "no other part of a student's education is of such fundamental importance as capacity to deal with -- to get along with -- other men."

If he doesn't have this aptitude, all else that he knows from the classroom, or whatever he may wish to do in his vocation or as a leader, may count for nothing.

It is especially revealing that the Air Force Academy says this of the great social-recreational center, or union, it has built:

"Our organized activities serve the purpose of the Academy mission (a) by providing an opportunity for cadets to distinguish themselves as leaders; (b) by introducing interests that the individual cadet may maintain throughout his later career; (c) by giving the cadet a chance at practical application of classroom theory in areas of funding, logistics, and staff organization.

"The program relies on cadet initiative; it is pointed especially toward the preparation of the future Air Force officer in his all important role of leadership.

"Emphasis throughout is placed on the social graces; cadets are virtually required to participate in the program. Inasmuch as the Air Force officer represents his country in foreign countries or before the American public, mirroring his social and cultural background, the impression he creates is important. It is here that the

social center shows its true worth, for it is in this facility that the cadets apply in a practical sense the social graces and amenities that are an inherent part of the basic Airmanship program."

So unions have had reason to be persistently watchful for the ways of assisting all students entering the union toward social orientation, personal development, and self-realization of latent interests. Hence a program of social and cultural activities through which a student can express himself fully and find personally satisfying uses of his leisure time. Hence, the teaching on a rather wide scale of social and recreational skills to cultivate the social competence that helps a student win status in his group and confidence in himself. Hence, also, the encouragement of useful, acceptable patterns of group and individual behavior, and aids in meeting personal social problems.

Don't discount what this means to students. Students bring all sorts of personal problems, insecurities, and confusions to college with them, or develop them there. Mental health difficulties aren't something apart from the college. Some say that, quite aside from the normal problems of normal students in adjusting to their new campus world, fifteen percent suffer from decided mental difficulties which in their aggravated forms call for psychiatric care and which, at best, seriously diminish academic performance and lessen the benefits of college experience.

So, psychologists see special merit in student participation in the kind of social and recreational program the union offers:

To relieve, at a crucial period, the anxieties that go with growing up, by providing a substitute for family and neighborhood which, prior to

college entrance, presented to young students a familiar world of security and ordered activity;

To enable students to make satisfactory adjustments to the opposite sex (on this score alone many students suffer intensely);

To give students the security that comes from a sense of "belonging;"

To enable students to learn how to "put themselves across" in socially desirable ways;

To lead students to work cooperatively for the common good, to give them a larger purpose by sharing in the purposes of the community;

To help students achieve a balanced, healthy life through rewarding recreation. (Dr. William Menninger, the famous psychiatrist, says: "An effective community recreation program is just as important to mental health as sanitation is to physical health.").

Then there is the opportunity to broaden personal horizons, to shape beliefs, and to choose new goals that comes from social association with other students. You recall that a half century ago Van Hise, Wilson, Leacock and many others were saying that much of what students learn, they learn from each other, and from faculty through informal association outside the classroom. This isn't only an early speculation -- a throwback to Oxonian education -- or incidental. This may be, Henry Commager, one of our most respected historians of American institutions, said quite recently, the most important part of college education. And if the comprehensive studies of today's students by Philip Jacob, Edward Eddy, and others mean anything they mean that essential student attitudes, beliefs, and values are formed not by the kind of curriculum they take, not by what the teachers say in the

classroom, or by the teaching method, but by the "value-climate" they are exposed to in their life with other students outside the classroom. Remember that Wilson, with extraordinary prescience, in the light of today's findings, said: "The mind does not live by instruction. The real intellectual life of a body of undergraduates, if there be any, manifests itself not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures."

What we now know is that students are learning at all hours of the day; they are becoming what they are doing and accepting at all hours of the day. In sum, the total environment educates. And since only a small part of the student's day is spent in formal classes, it follows that every campus has a vast range of learnings -- an informal curriculum -- which is of tremendous importance. These learnings, of course, can be poor as well as good. It takes the right sort of environment to yield the right sort of experiences which in turn yield the right sort of learnings. And the kinds of constructive and creative endeavors that are the sure sign of a good environment, as Dr. Karl Menninger has said, "need encouragement, example, direction, facilitation." What a challenge to the perceptive and imaginative union!

The union has a unique and superlative opportunity to create an environment for creative and constructive endeavors, to bridge the gap between the classroom and student life, and to enhance the quality of student leisure, because it is precisely in the area of student life and student leisure time that it operates. But if the union is really to do something about taste and intelligence in the use of free time, it has to offer the right kinds of facilities and programs. This means, for one thing, an emphasis on the arts. For the arts are the starting point in lifting the

quality of our life. If there are to be choices beyond juke boxes and television, students need the opportunities readily at hand which point them in the direction of the better, more rewarding uses of leisure -- music rooms, art gallery, browsing room, craft shop, theater. When, besides accessible facilities, students receive a hand from enlightened staff and student leaders in moving toward some standards of excellence in what is done in these rooms for leisure, students rise to the occasion by the hundreds, and the college suddenly finds that it has, through the presence of such a union, a new dimension in education -- a vast expansion of the time area and means by which it educates.

With one of the primary functions of a college being to introduce students to the arts and to get them to try out in their daily living the cultural interests the college so painstakingly cultivates in the classroom, the more cultural opportunities placed before students the better. Presenting such opportunities in the place where students are, as in their social center, is likely to result in more interest and participation than expecting them to seek out cultural activity elsewhere on the campus or in the city. The experience on almost every campus confirms this.

Hence, easy exposure to the arts and ideas ought to be lurking around every corner of a union -- good books in a browsing room, good paintings in a gallery, good music, films, plays, important lectures and free discussion of ideas. There's an old Chinese proverb that says "Whom you don't meet, you don't marry." This applies to ideas and interests, too. You can't expect students to marry an interest they never encountered in person.

With a union that arranges such exposures with intelligence a student life of much greater richness and cultural value can be the result. There is mounting evidence that the whole pattern and tone of student interests can be substantially changed -- away from the often trivial, time-consuming "collegiate activities" of an earlier era toward serious, rewarding cultural pursuits -- by the presence of a union that has good cultural facilities and effective leadership.

All of this has a significance far beyond the confines of the campus. It has to do with universal human purpose in living, and, in a direct way, with our current urgent struggle to win the cold war for survival.

Aristotle centuries ago spoke of leisure as "the end of all labor," "the main content of a free life," "the nurse of civilization." How people use their free time is the true measure of the civilization we have.

Never since history began have so many men had so many hours of leisure for high achievement as now, in America. The leisure we have gained truly could mean, social and cultural historians agree, personal happiness and a better civilization -- if we could come by quality in the use of it.

But how have we used our hard-won leisure? All too much, sad to say, in aimless amusement. Dreadful TV shows the current hallmark. "Over the air by word and image," says August Hecksher, director of the Twentieth Century Fund, "comes a flow of triviality broken only now and then by some inkling of what these marvelous inventions might bring . . . Isolated achievements in American culture cannot outweigh the triviality." Confirmation of this from all informed observers. "No people in history," says Clinton Rossiter, professor of American Institutions at Cornell, "has ever had to put

up with so much vulgarity, bad taste, and ugliness . . . Let us be honest about it: we have the wealth and leisure and techniques to make a great culture an essential part of our lives, an inspiration to the world -- and we have not even come close to the mark."

Does this make a difference now, as we search for the common national purposes which will help us in the grapple with communism to win the allegiance of other nations? It does indeed.

In his provocative discussion of the urgencies of an exemplary democratic way of life Rossiter goes on to say, "No great nation can be said to be worth respecting or imitating if it has not achieved a high level of culture."

This, too, is why we need to care about the arts, and why the statement of the Association on the role of the union lays stress on providing a "cultural program."

The special role of the union -- and a vital role -- can be, and already often is, to provide the supporting audience for the arts.

Agnes de Mille, world figure in the field of creative dance, reminds us: "There has never been great art without great audiences. The one depends upon the other."

But where will the great audience come from, in this contemporary welter of triviality? From the universities, says Miss deMille: "Universities presently constitute our only practical hope."

The whole process of liberal arts instruction, of course, is concerned with carrying out this mission of the college. But classroom instruction, of itself, is not enough. The number reached is too limited, the period of exposure too short, and the approach too bookish. If the college

is to nurture a great audience for the arts, it must reach all students, whether enrolled in liberal arts or not.

The essential role of bringing into being the actual audience for the arts, at the same time asserting standards of excellence and taste, is a role that can be performed on the campus primarily by the union, if it chooses. And union after union is showing what can be done: more people attending programs associated with the union theater on one campus than attended all home football games in a championship year . . . another union raising \$50,000 for a community concert series . . . surprisingly large audiences for book talks . . . music festivals, dance festivals springing up because the union made them spring.

The second goal of the union as part of the educational program is to strengthen our kind of society and the cause of democracy in another way -- by serving as an effective community center which becomes a "laboratory of citizenship, training students for social responsibility and leadership."

We have heard a good deal about the union as a "community center" in recent years. And rightly so. There is probably no better way to describe in two words the increasing multitude of functions the union serves -- living and dining room of the campus community; center for fellowship; force for unity; active encourager of student self-expression and self-directed activity; teacher of the arts of leisure and recreation, exploring all the possibilities of making study and free time cooperative factors in education; social and cultural heart of the campus.

But above all, a union is a priceless tool for shaping an authentic community of teachers and students of the kind which helps prepare stu-

dents to contribute intelligently and positively to the welfare of each other and of society.

The study committee of the Ford Foundation -- a representative group of respected national leaders in all fields of endeavor, called together to advise the Foundation on how to deploy its hundreds of millions in resources where the need was greatest -- developed in 1949 what has been called "one of the most thorough and significant inquiries ever made into the whole broad question of public welfare and human needs." The committee concluded that "man's most crucial problems are social rather than physical -- those which arise in man's relation to man, in the intricate relationships between human beings and social organizations. Here is the realm where the greatest problems exist, where the least progress is being made, and where the gravest threat to democracy and human welfare lies."

Thus, the main task of all of us now, in broadest terms, I believe we too can agree, is to achieve a better world, in which men can live and work together peacefully and fruitfully.

This achievement is an individual and a world task. But above all it is a community task. Only a community is both large enough and small enough to assert a pattern of fruitful living which influences deeply the individual citizen and to forge the common will to have the kind of a world we want. As President Dodd of Princeton has said: "Unless local government and community civic activities of a non-governmental nature are continued in full vigor, democracy in any accurate sense of the term will vanish before we know it has gone."

But so often in this century the community, including the college

community, has been impotent to do what it can do because the community itself has been shattered. A true community exists only when there is a common feeling among its members, and the common feeling is born out of social give and take, out of face-to-face relationships.

Industrialization has brought large populations together, but deprived people of the communal and creative life which human beings need. The dispersive influence of the automobile and telephone, the radio and airplane, all have hastened the disintegration of community life.

Existing in a kind of artificial solitude, the individual too often has become separated from responsibilities for the general welfare and left untouched by community purpose. Now, when they are most needed, unity and direction, common feeling and power for good among people are gone.

The college, when it does not take decisive steps, suffers the same fragmentation. Each special interest or residence group functions by itself. Many students, not members of any group, go their way alone. Sheer numbers and the transiency of the college population have further conspired to keep students strangers to each other and to the faculty.

If a college or any other community is to dedicate itself to the building of a better world, it must first of all become again a true community, one that is itself strong and good, capable of satisfying human wants. And as a starting point it needs to be sure there is a focus, a sheltering home, for its community life -- in short, a community center. A center which fosters democratic social intercourse, discussion leading to common action on a problem, the joys of play and creative activity, friendships, understanding of others, a sense of community, unselfish service --

things we all have reason to hope for.

Such a center presents a matchless opportunity in the great task remaining -- to affirm an ideal of human understanding and a gracious, fruitful way of living together.

The community center is not a new idea and its influence on men and the course of events is not theoretical. One need only recall that it was on the acropolis of the Greek city that men discussed and matured their civic and ethical ideas; that the Roman forum was the vitalizing center of the Roman republic and later of a world empire; that in the church and its introductory square in the medieval town every person shared in the pageantry and neighborliness and spiritual dedication of the age; and that in the town meeting halls our early American villages found the focus and inspiration of much of our own democratic community life.

These were not necessarily governmental centers. It is especially instructive, as we search for the thing that will promote unity and strength in the local neighborhood, that they were centers where people employed their leisure hours. Rarely were these centers of the town life confined to one activity. They remained community centers because they served a diversity of interests. All the people of the town came into close contact with each other, gained a sense of participation in communal life.

Once there is such a center, a favoring climate for social interchange and for self-directed activity, then people can, and do, participate personally and responsibly in the conduct of their common affairs.

So it is that the community center has been seen again as a basic need in our American democracy, more relevant today than ever, and especially relevant in the centers of higher education to which we look as the best

source of our future cultural, civic, and political leadership.

President Eisenhower has said: "The first function of our educational system is education for citizenship."

Others speak with even greater urgency in these times when making democracy work well, and making it cherished here and throughout the world, has become a matter of surpassing necessity.

The now famous Reed report to the Citizenship Clearing House says: "If the colleges do not succeed in training students for participation in public affairs, it may make little difference what else they do."

Whatever may have appealed to us in the union program before, there is now so much at stake if we are to have the kind of world we want that no effort of a college agency can be spared, the union's included in the job of producing active, effective citizens -- students who want to use, and know how to use, their college training, not for themselves alone, but for the common welfare.

Good citizens, we know well, are not made merely by reading about citizenship in courses, still less by catalogue statements of college purpose or hopeful exhortations at commencement time. Good citizens are made by the experience of citizenship.

On the campus there is perhaps no better place for this experience than in the union -- the campus counterpart of the civic, political, and social life of the thousands of communities into which students will move after graduation. In the college the lessons of citizenship, many believe, are often best learned where students work and play together, where they meet to discuss freely and act responsibly to solve, as members of a student community, their own group problems.

There are encouraging signs that if the student learns, in his out-of-class life, the habit of volunteering to act in terms of what is best for the group, if he learns how to help make his campus community good, even though it is a special kind and he is here only a while, he may attain the skill and the motivation that will help him do it again another time in another place.

It is not an easy task to secure this outcome, but it is a crucially important task.

The Ford Foundation study committee underscored that one of the pressing dangers to our democracy and to our central principle of self-government is that talent is in short supply and apathy is in over-supply. It is all too evident, the Ford report said, that our political system does not attract sufficient numbers of competent public-spirited persons to government as a career, and that the large proportion of our citizens fails to participate in the processes of self-government or to lend a hand in community enterprises or to assist in the shaping of public policy.

The problem, as the Ford report makes clear, is not one solely of encouraging students to prepare for public office, or to vote. Democracy is not only a constitutional and legislative exercise. The distinguishing characteristic of the American democracy, in contrast to almost all others, and the reason for its success, is its genius for community action by way of volunteer effort -- groups of citizens coming together to form a community welfare chest or a civic music association, to create a teen-age center, to get a stoplight installed at a dangerous intersection, to raise the pay of their teachers, to work against local discrimination, or whatever needs doing.

But the alarming evidence is that only a small fraction of those from whom we expect the most, our college graduates, have been sustaining the burden of public leadership, either at the top or bottom of the ladder of civic affairs.

"All too often," the President's Commission on Higher Education said a number of years ago, "the benefits of education have been sought and used for personal and private profit, to the neglect of public and social service."

This is still tragically true. Current studies of student attitudes show that their goals in life are couched almost entirely in terms of self-reference; vocational preparation and personal social acceptability head the rewards students seek from their higher education. Only 3% give top priority to being active in national affairs or being useful as a citizen; only 17% expect that participation in the affairs of their community will be even one of three activities giving them the most satisfaction in life; and only 12% expect activity directed toward national or international betterment will be among their three most satisfying activities.

We simply can't afford any longer to have it this way, not when the basic purpose of higher education, as set forth by the American Council on Education and affirmed in almost every college catalogue, is "to provide opportunity for each individual to discharge the personal and social responsibilities of life," and when the common transcending purpose of us all is making democracy work, so that it survives, and so that it excels in men's minds everywhere.

As John Gardner, president of the Carnegie Corporation, said in describing the main tasks confronting this country: "We agree on our more

important aims, we know what the problems are. So what is lacking? The answer is simple: we lack leadership on the part of our leaders, and commitment on the part of every American. . . . In a democracy leaders must lead . . . The survival of the idea for which this nation stands is not inevitable. It may survive if enough Americans care enough."

And it is in our colleges that are produced, or can be produced, the leaders we need.

There, then, is our ultimate mission, as it was the original, central mission at Oxford and Cambridge: to muster as best we can all the unparalleled resources of the union for influencing students to become the leaders who care enough.

Such are the goals of the college union as currently advanced by consensus of the members of our Association of unions, and the ramifications of opportunity as I discern them.

Which of these, or which combinations of these, you elect to emphasize will largely determine the character of your union and its value.

They do not exclude or contradict each other. All are inter-related. It will be best, I would say, if you can pursue -- so far as your facilities and capabilities permit -- all of them. But if you have to select, select those purposes that matter most. Don't rest content with being just a service station, valuable though that may be. Consider how the union can become a positive force for good in the life of your campus and in our society as a whole.

If I were to have to choose where the main emphasis of a union should lie, I think I would say:

1. Associate the union firmly with the purposes of education, because of what this will do to validate the union in achieving goals your administration also seeks and to help it succeed in all its endeavors. As President Hancher of Iowa told us at our 1954 conference: "If the union does not justify itself as an educational enterprise, we have made a major error in our thinking."

2. Find the ways, modest though they be, to make a contribution to national and international well being, for if our nation and its values, and a measure of international understanding and amity, do not prevail, it may, indeed, make little difference what else we do.

How to go about giving effect to these multiple union purposes -- by way of use of facilities, prosaic day-to-day administration, program planning, organization of student and staff effort -- is what we will be concerned with during this coming week. We hope that together we can light up some useful courses of action.

U. W. NEWS

4/10/62 aw

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN
Immediately

RELEASE:

MADISON--The Wisconsin Memorial Union will be the setting and the Union staff will provide the faculty for the first summer course in college union operation ever offered in the field.

Sponsored by the Wisconsin Union and the University Extension Division, in cooperation with the Association of College Unions, the sessions will be held July 22-28. Present and prospective staff members from this country and from others where there are college unions, including Japan, Australia, Norway, and Hawaii, are eligible for the course.

The course is geared to keep the training of union staff members in line with the growing demand for more administrative and program personnel in the field. One of the most rapidly developing educational resources, college unions have marked a four-fold increase in the past decade.

Current goals of the college union, educational potentialities, the role of student committees and staff advising, and building facilities and equipment which strengthen the union program will be covered.

Also under discussion will be the recruiting and training of student volunteers, developing student leadership and citizenship, and the potential of the union program and practical aids in planning and presenting programs in many areas.

Wisconsin Union staff members teaching sessions will be Porter Butts, Douglas Osterheld, Mrs. Fannie Taylor, Ted Crabb, Wallace Douma, Elliott Starks, Rita Peterson, James Wockenfuss, Alyce Weck, Joel Skornicka, Mrs. Nancy Stearns, Ron Loomis, and Paul Cleary. John Shaw, manager of the University Co-op, will also serve on the staff, along with others to be announced.

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MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

3/29/62 aw

Immediately

Four staff members of the Wisconsin Union will participate in the annual international conference of the Association of College Unions at Purdue University next week, April 1- 4.

Union Director Porter Butts, past president of the association and currently a member of the executive committee and editor of publications, will aid in final planning for the conference.

Mrs. Fannie T. Taylor, Union Theater director, will be a panelist in a conference discussion, "The Arts in the Union." Mrs. Taylor is a member of the association's committee on the arts.

Mrs. Charles Stearns, Union social director and member of the association committee on international relations, and Joel Skornicka, assistant to the associate director, are other Wisconsin representatives.

Some 300 delegates from unions in this country and abroad are expected to attend the conference.

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MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

3/9/62 aw

Immediately

MADISON--Newell Smith, director of UW Residence Halls, and Porter Butts, director of the Wisconsin Union, will attend meetings of the College Housing Advisory Board of the Federal Housing and Home Finance Agency at Washington Tuesday, March 13, the first meeting of the board with Robert C. Weaver, the new housing administrator.

Smith will represent the Association of College Housing Officers, of which he is president, and Butts will represent the Association of College Unions, for which he is editor of publications.

Topics to be covered in the Washington meeting include housing problems of newly created institutions, emerging patterns in college union design and construction, loan policies under the new four-year housing loan program, fall-out shelters, and small group housing.

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U. W. NEWS

4/19/61 aw

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN
RELEASE: Immediately

COLORADO SPRINGS, Colo.--Producing student leaders "who care enough" to serve their communities and the nation, "making democracy work, so that it excels in men's minds everywhere," was cited by a Wisconsin educator as the primary role of college unions in the opening address of the international conference of the Association of College Unions here this week.

"Our national purpose of extending freedom throughout the world--our national survival--demands it," Prof. [Porter Butts], director of the University of Wisconsin Union and association editor and past president, told some 420 union staff members representing 200 colleges and universities.

Is higher education reaching this purpose? "Not yet," Butts said. "Careful studies of student attitudes show that their goals in life are couched almost entirely in terms of self-reference."

Butts expressed hope that college unions, by giving students training and experience in campus leadership, will "help see to it that thousands upon thousands of students leave our doors socially minded, ready and able to serve the common welfare, contributing freely to the imperative cause of a successful, respected democracy."

Butts also pointed to responsibility of college unions for emphasizing the arts as the "starting point in lifting the quality of our life" and achieving a level of culture which commands respect in the world.

"The leisure we have gained truly could mean, social and cultural historians agree, a better civilization--if we would come by quality in the use of it," he said.

MADISON NEWS

4/12/61 hd

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON--Porter Butts, director of the University of Wisconsin Union since 1928, editor of publications and past president of the international Association of College Unions, will deliver the keynote address of the 38th annual association conference April 16-19 at Colorado Springs, Colo.

He will speak at 9 a.m. Monday, April 17. His address is entitled, "State of the Union - 1961."

Butts was ACU president in 1932-33 and has served as editor of publications and a member of the executive committee since 1936. He was influential in establishing these ACU activities: intercollegiate billiards competition; building planning consultant service; and the regional representative system.

He has been listed in: "America's Young Men" (1938-39); "Who's Who in America"; "Who's Who in the Central States"; "Who's Who in the Mid-west"; "Who's Who in American Art"; and "Who's Who in American Education."

Approximately 325 delegates representing many of the 410 member-institutions of the Association of College Unions in the U.S., Canada, Mexico, Puerto Rico, England, Australia, Japan, and the Phillipines will attend the four-day conference.

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MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

3/27/61 ns

MADISON--Prof. Alberto M. Rosa, director of the University of Wisconsin Center for Luzo-Brazilian Studies, and William P. Glade, Jr., assistant professor of commerce and hispanic studies, attended a meeting of the American Council on Education, in Washington, D.C., March 13-14.

The conference was the first in a series to study the various language centers located at universities and colleges throughout the country. Wisconsin, which has the largest Luzo-Brazilian Studies program, was represented in the group studying African languages and Portuguese.

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Two UW faculty members, [Porter Butts] and Theodore Crabb, will take part in the Association of College Unions international conference at Colorado Springs, Colo., April 16-19.

Butts, director of the Wisconsin Union and ACU editor of publications, will deliver the conference keynote address. Crabb, assistant director of the Wisconsin Union, will speak on "The Union Moves Outdoors."

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Harry D. Wolfe, UW professor of commerce and journalism, will speak to the San Francisco, Calif., chapter of the American Statistical Association on Thursday, April 6, on the subject, "Sales Forecasting: Simple Statistical Tools Make It Easy."

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MADISON NEWS

11/7/60 ns

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN
Immediately
RELEASE:

MADISON--A manual on "Planning and Operating College Union Buildings" authored by [Porter Butts], director of the Wisconsin Union, and recently published by the Association of College Unions, is being translated into the Japanese language this fall by Kwansai Gakuin University, Nisinomiya, for distribution to colleges and universities in Japan.

Three Japanese unions have already been built and several others are in the planning stage.

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Prof. Scott M. Cutlip, of the UW School of Journalism, addressed the 13th National Conference of the Public Relations Society of America Friday, Nov. 4, at Chicago. He discussed "The Beginnings of Public Relations Counseling in the United States."

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Five members of the staff of the UW department of French and Italian attended the annual meeting of the Wisconsin Association of Modern Foreign Language Teachers and a business meeting of the American Association of Teachers of French, held Nov. 4 in Milwaukee.

Attending were Profs. Germaine Mercier, Joseph Tucker, E. E. Milligan, Alex Kroff, and Karl Bottke. Prof. Kroff spoke on "France 1960" at the AATF meeting.

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U. W. NEWS

6/21/60

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--No longer merely a place to meet and eat, the college union's highest value is as a community center, where students have an opportunity to practice democracy, writes Porter Butts, director of the University of Wisconsin Memorial Union.

Butts contributed the keynote article for a special 32-page section of "College and University Business" as well as an article on "What the Students Need and Want in a College Union." The articles were published in the June issue of the magazine, distributed nationally to administrative officials of colleges and universities.

"If college students are to be the future leaders of our democracy, somewhere they must have a chance to practice it. On the campus there is no better place than in the union, the campus counterpart of the civic, political and social life of the thousands of communities into which students will move after graduation," he says in introducing the keynote section.

"The days when the union was merely a place to meet and a place to eat, a kind of service station filling accidental gaps in the provisions for out-of-class needs, are long since gone."

"The union is now a community center of the first order, with an identity and meaning of its own."

Butts should know. He has been director since Wisconsin's Union opened in 1928, and past-president and member of the executive board of the International Association of College Unions.

-more-

add one--Porter Butts on Unions

"First of all," he continues, "students need a place for leisure." But, something more than sitting and social rooms should be available, he points out.

He suggests that "presenting cultural activities and opportunities in the place where students are, in their social center, is likely to result in more interest and participation than in a situation where we are expecting them to seek out such opportunities elsewhere on the campus or in the college town."

"The union is a priceless tool for shaping an authentic 'community of teachers and students' and the individual student's sense of social responsibility. ...In this kind of social and service institution, it can immediately be apparent that the ideals of democracy are practiced and that they work," he says.

In the second article in the magazine, Butts reports on the results of a group of surveys conducted on the same basis among students on 20 campuses where college unions were being planned from 1950 to 1959.

He found that a snack bar comes first with students, but that a theater is growing in importance, and facilities are needed for adult conferences.

"If a union were to include only one facility, it would properly be a snack bar; many unions at small colleges are just that."

However, "most noteworthy outcome of the 20 student surveys in many ways is the high priority given to the theater and small auditorium; these facilities rank seventh and tenth among the 38 wanted items. This confirms a trend of student interest as yet not sufficiently recognized in union planning, Butts writes.

The ten top student wants he listed, in order of importance, were: snack bar, bookstore, general lounge, ballrooms, cafeteria, parking, large theater, information desk, bowling, and small auditorium.

Another article, "Wisconsin Builds Nine in 59," told of the simultaneous planning of new unions at Wisconsin's state colleges.

MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

5/6/60 aw

Immediately

MADISON--Porter Butts, director of the Wisconsin Union at the University of Wisconsin, was elected to the Association of College Unions executive committee for the 25th year at the international union conference last week. He will also serve as editor of publications.

More than 400 delegates from 206 institutions in 47 states, Canada, and Puerto Rico attended the meetings held at the University of Indiana. Theme of the conference was the college union's part in the university's educational program.

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MEMO

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE

TO:

Vol. X No. 19

1 May 1959

THE AGES OF OUR STUDENTS on the Madison campus this year range from 16 to 64.5 years, Associate Registrar L. Joseph Lins reports. Here's a condensed version of his age average tables:

	Men	Women	Single	Married	Total
Freshmen	19.19	18.54	18.76	24.26	18.92
Sophomores	20.85	19.83	20.10	24.91	20.49
Juniors	22.20	20.81	21.27	24.78	21.77
Seniors	23.76	22.10	22.51	25.61	23.28
All Undergrads	21.55	20.10	20.47	25.19	21.05
Grad School	28.17	29.65	26.69	30.00	28.45
Law	25.56	33.90	24.79	26.82	25.65
Medicine	24.47	23.18	23.50	25.70	24.39
All Students	23.61	21.59	21.52	27.93	23.02

It is interesting to note, in connection with local beer and liquor laws among other things, that only 197 of our students are under 18, that 7,106 are under 21.

A FACULTY DINNER, welcoming new members and honoring those who will retire during the year, will be held, probably next October, on the Madison campus. Whether similar dinners will be held, in Milwaukee and at the Extension Centers hasn't been determined. Prof. Henry Ahlgren (Ag Ext, Agron) heads the committee planning the Madison campus event. The occasion was prompted by the success of the Inaugural Luncheon, and the planners hope to make it a festive and annual event.

HARPERS MAGAZINE had David Boroff on the campus some days ago gathering impressions for a piece on the University scheduled for Fall. Among the quotations he is taking back is this one from a veteran member of our faculty: "One thing you must remember, young man, when you picture this University, for I have seen it happen--the University of Wisconsin has changed the world."

ANYONE FOR A CENTENNIAL? The Land Grant System, to which this University owes some of its character (and from which it receives some of its support) will be 100 years old in 1962. Ideas on how Wisconsin could join in the nationwide observance would be welcome by the UW Land Grant Centennial Committee: Dean V. E. Kivlin (Ag), Profs. John A. Duffie (Engin), and Robert Taylor (News Svc), chairman.

NOT FOR PUBLICATION

FACULTY MEMBERS and representatives of various state departments interested in obtaining phenological data on a statewide basis and correlating it with climatological records met April 20 and organized a study committee with Prof. Reid Bryson (Meteor) as chairman and Philip Smith of the State Department of Agriculture as secretary. Another meeting will be held at 9 a.m. May 13 at the D of A Plant Industry Office, 448 W. Washington Ave., and faculty interested may attend.

THE FACULTY COMMITTEE for Housing of Graduate and Professional Students has adopted changes in assignment policies for the married student apartments. Members of the academic staff in certain categories now are eligible to apply for the Eagle Heights or Harvey Street Apartments. Here is the order of priority for acceptance of the applications:

- (1) Students in the Medical, Law, or Graduate School, whose primary work is that of student--including teaching assistants carrying six credits of academic work;
- (2) Academic staff below the rank of fulltime instructor and possessing doctorates;
- (3) Interns from University Hospitals;
- (4) Academic staff below the rank of fulltime instructor and without doctorates;
- (5) Undergraduates.

Division of Residence Halls reports that with the addition of 400 apartments this summer and fall, it appears that applicants probably will be accepted below the top priority and possibly as far as No. 5.

Also of interest to faculty members is the change by Residence Halls Faculty Committee which suspends the existing restriction on assigning Madison residents to the Residence Halls. A number of faculty members have expressed desire to have their children live in the Residence Halls.

THE FUND FOR ADULT EDUCATION wants us to tell you how to win a \$1,000 award for a speech or article on public leadership, either this year or next. Winners will, the Fund says, "yield insights into such questions as the nature of executive leadership, the ways in which it emerges and is exercised in American society, the major problems which executive leaders face in common, and the kind of education which can best motivate individuals to assume the responsibilities of leadership and best equip them to understand the challenges of the times and meet them creatively and with informed devotion to the public welfare." Send speeches, articles, or inquiries to Office of Information, Fund for Adult Education, 200 Bloomingdale Rd., White Plains, N.Y.

RECENT FACULTY HONORS AND AWARDS INCLUDE:

Pres. Emer. E. B. Fred received Citation for meritorious service from Virginia Polytechnic Institute, from which he received his bachelor's degree in 1907 and his master's in 1908.

Prof. Ruth Mary Fox (Eng. UW-M) received 1959 Magnificat Medal of Mundelein College from Archbishop Albert G. Meyer of Chicago.

Prof. May L. Cowles (Home Ec) received distinguished service award from alma mater, Kansas State University.

Prof. Helen C. White (English) has been named honorary officer of the Most Excellent Order of British Empire by Queen Elizabeth.

Dean Kurt F. Wendt (Engr) has received citation from Wisconsin Society of Professional Engineers for outstanding contributions.

Prof. James W. Cleary (Speech) has been named "outstanding young teacher of speech" by Central States Speech Association.

FACULTY NAMES IN THE NEWS:

Prof. Charles A. Wedemeyer (Dir Corres Study Ext.), appointed to the governor's educational advisory committee.

Dr. Charles Heidelberger (Oncology), elected to board of directors of the American Association for Cancer Research.

* Prof. Porter F. Butts (Dir Wis Union), re-elected to executive committee of the Association of College Unions.

Prof. Arthur M. Swanson (Dairy & Food Ind), named to board of Research and Development Associates Food & Container Institute.

Profs. Charles T. Horngren and J. Arthur Leer (Com UW-M) are co-authors of "CPA Problems and Approach to Solutions," published by Prentice-Hall, Inc.

Prof. Robert E. Gard (Dir Wis Idea Th Ext) has been awarded a Fulbright grant to study Finnish theater in Helsinki, 1959-60

Prof. Howard Becker (Soc) will give two lectures at the German Sociological Society's 50th anniversary meeting in Berlin in May.

Vice Pres. Fred H. Harrington has been elected to honorary membership in Wisconsin chapter of Phi Beta Kappa.

Dean Erwin A. Gaumnitz (Com), Dean John E. Willard (Grad), and Profs. Herbert Howe (Classics) and Gerard Rohlich (Civ Engr) have been initiated into Wisconsin chapter of Phi Kappa Phi.

ORDERS MAY BE PLACED NOW at the Wisconsin Union Theater box office for the 40th Union Concert Series. Ticket orders for the Red and White Series will be filled in the fall. Checks that are postdated to May 10 will be accepted.

NEW EXHIBITS: Art Education--through May, art work by Masters degree candidates, Art Education Gallery, Educ. Bldg. Memorial Library, through May 15, Midwestern Amateur Art Exhibit, Art Gallery, 4th Floor.

Memorial Union, May 6-25, 31st Annual Student Art Show, Main & Theater Galleries and Lounge.

State Historical Society, through May 15, Button Collection 4th Floor Corridor; permanent exhibit: 20th Century Gallery.

CALENDAR OF EVENTS (May 1-14)

- 1 Engineers Day Banquet, Great Hall, Union, 6 p.m.
- 1 Sigma Alpha Iota Sinfonia Concert, Music Hall, 8 p.m.
- 1 Evening of Song, Lutheran Student Center, 8 p.m.
- 2 State Solo and Ensemble Contest, Music Hall, all day.
- 2 Lecture, "The Doctrine of a Pure Aesthetic," Balcomb Greene
Great Hall, 9:45 a.m.
- 2 Crew Race, Jr. Varsity & Freshman-Purdue, L. Mendota, 11 a.m.
- 2 UW-M Campus Carnival, Bakers Fieldhouse, 4:30-10 p.m.
- 2 Campus Carnival, Athletic Practice Bldg., 7 p.m.
- 2 Dinner-Dance (final), Univ. Club., 7:15-12:30 a.m.
- 3 UW-M Recital, Schubert series, Union Lounge, 3:30 p.m.
- 3 Faculty Recital, Chamber Music, Music Hall, 8 p.m.
- 3 UW-M Pro Arte String Quartet, Union Lounge, 8 p.m.
- 3 Lecture, "Battle for the Mind," E. Merrill Root, professor
of English, Earlham Coll., Indiana, 116 Educ. Bldg. 8 p.m.
- 4 Faculty meeting, Birge Hall Aud., 4:30 p.m.
- 5-9 Wisconsin Players, "The Corn is Green," Union Theater, 8 p.m.
- 6 Lecture, "Struggle between Cellular Path. & Neural Path. in
19th Cent.," Dr. Gernot Rath, Bardeen Lab. Aud., 4 p.m.
- 6 Dinner-Lecture, with slides, "Campus Architecture," Leo
Jakobson, University Club, 6 p.m.
- 6 Opening Reception, 31st Student Art Show, Union, 8 p.m.
- 7 Lecture, "The Planning Process," H. F. Wise, planning con-
sultant, Palo Alto, Calif., Top Flight Rm., Union, 4 p.m.
- 8 Law School Banquet, Great Hall, 6 p.m.
- 8 Concert, Women's Chorus & Men's Glee Club, Music Hall, 8 p.m.
- 8 Lecture, "Man & Water in the Amazon Floodplain," Hilgard
O'Reilly Sternberg, Univ. of Brazil, 119 Science H., 4 p.m.
- 9 Crew Race, Wis.-Columbia, MIT & Wayne State, L. Mendota, 2 p.m.
- 9 Varsity-Alumni Football, Camp Randall, 1:30 p.m.
- 9 Joint Voice Recital, Ann Parker & Susan McLaren, 508 State
St. Aud., 8 p.m.
- 10 UW-M Choir Concert, Union Lounge, 8:15 p.m.
- 10 Lecture, "The Tree of Knowledge," Dr. J. Robert Oppenheimer,
Union Theater, 8 p.m.
- 10 Concert, Gunnar Johansen, pianist, Music Hall, 8 p.m.
- 11 Medical Lecture, "The Medical Effects of Ionizing Radiation,"
Maj. Gen. Elbert DeCoursey, USA, Medical Corps. SMI Aud., 8 p.m.
- 12 School of Education Banquet, Great Hall, 6:30 p.m.
- 12 Lecture, "Main Currents of German Literature since World
War II," Hans Egon Holthusen, Wis. Center Aud., 8 p.m.
- 13 Medical Field Day & lecture, "Peptic Ulcer Problem," Dr. Owen
H. Wangensteen (surgery), Univ. Minn., SMI Aud., all day.
- 13 Senior Piano Recital, Jamil Cavanaugh, Music Hall, 8 p.m.
- 13 Metta Bean Lecture, "Wherein Lies the Future of Social Work,"
Rev. Swithun Bowers, Old Madison Rm., Union, 8 p.m.
- 14 UW-M Classical Guitar Concert, Folk Song Club, Union, 8 p.m.
- 14-16 UW-M Univ. Theater, "An Evening of Opera & Dance," Dido &
Aeneas, by Henry Purcell, Main Bldg. Aud., 8:15 p.m.

MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

3/23/59 ns

RELEASE: Immediately

MADISON--Germaine Mercier, University of Wisconsin professor of French, has been elected a member of the national advisory council of the Massachusetts Council for Public Schools, Boston, Mass.

Prof. Mercier also has accepted an invitation to teach at the summer language institute of the College of St. Teresa and the College of St. Mary, Winona, Minn.

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Porter Butts, director of the Wisconsin Union, will attend meetings of the College Housing Advisory Council at Washington early in April.

His presentation of the case for continued federal financing of union buildings last fall won endorsement of the council and the federal housing agency, resulting in an administration budget bill to authorize \$25 million in loans for union construction. Amendments now before Congress would increase the sum to \$40 million.

In conjunction with his trip Butts will attend the national conference of the Association of College Unions where he will lead a session on "The Role of the Union Director."

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Three members of the University staff attended joint annual meetings of the National Association of Women's Deans and Counselors and the American Personnel and Guidance Association last week at Cleveland, Ohio.

They are UW Dean of Women, Martha Peterson, Miss Emily Chervenik, coordinator of UW placement services, and Prof. L. E. Drake, director of the

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Statement by Porter Butts on Death of George I. Haight
October 1, 1955

The appreciation of thousands of students and alumni for Mr. Haight's key part in the Memorial Union project was expressed by Porter Butts, director of the Union and executive secretary of the Memorial Union Building Association:

"In many ways the Memorial Union is a monument to George Haight.

"He was on the fund raising committee continuously since 1921 and for almost 25 years was its chairman. He personally led the campaign—the first concerted fund raising for the University on the part of alumni and friends of the University ever undertaken, which has resulted in \$1,200,000 in gifts for the Union from 30,000 people and prepared the way for the widespread interest in and support of the University that has taken place since.

"In one time of financial crisis he personally raised \$90,000 for the Union almost overnight, insuring immediate construction of the building.

"No matter how great the difficulty, his leadership and confident assurance inspired all associated with the project and won a successful outcome.

"His ideal of a better education for students by way of close association and learning from one another is still the controlling goal of the Union."

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Add one--Faculty Items

of a National University Extension Association correspondence study division committee on radio-TV, Wedemeyer spoke on "The Role of the Supervisor in Correspondence Study-Television Courses."

Wedemeyer is director of correspondence study for the UW Extension Division.

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Prof. Clarence W. Olmstead of the University geography department attended the meeting in Milwaukee Friday of the Wisconsin Council for Geographic Education.

Olmstead is coordinator for the National Council in Wisconsin.

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Chemistry Prof. John D. Ferry of the University is attending the annual meeting of the Society of Rheology this week in Philadelphia, and presides at one of the sessions.

Rheology is the science concerned with deformation and flow of matter under stress.

Two Wisconsin men, Dr. Donald Plazek and Peter Saunders, will deliver papers at the meeting.

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[Prof. Porter Butts,] director of the Wisconsin Union at the University, has been invited to address a national conference on planning and design of facilities for adult education at Purdue University this month.

Butts has also been asked to advise the University of Dacca, East Pakistan, on the planning of a new Teacher-Student Center.

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Prof. Norman B. Ryder of the University department of sociology discussed "A Demographic Perspective on Aging" during the "Farm Family" luncheon at the Loraine Hotel Friday.

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U. W. NEWS

11/12/53

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON--Greetings from Gov. Walter J. Kohler Jr. and University of Wisconsin Pres. E. B. Fred are among the hundreds of congratulatory messages which the Wisconsin Union has received on the occasion of its 25th anniversary celebration this weekend.

From former students, from university officials, and directors of college unions throughout the country the greetings are pouring in.

Gov. Kohler wrote:

"The Wisconsin Union for 25 years has been a vital center of student activity. It has also been a forum for many of the protagonists in the great drama of world affairs. There we have met the artists, statesmen, and philosophers who are shaping the future. The splendid facilities and enlightened policies of the Union have helped Wisconsin youth discover their own potentialities for understanding and enjoying the world about them. The Union has helped them realize that learning is no dull task, but an exciting adventure.

"On behalf of the people of Wisconsin, I congratulate all those who have had a hand in the success of the Memorial Union. My best wish to them for the future is to carry on the great tradition of the past."

Pres. Fred, pointing to the importance of the Memorial Union in the educational program on the Madison campus, said:

"In the 25 years since the opening of our Memorial Union, this building has become one of the most important on our campus."

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ad one--union anniversary

The statement continues:

"The keen foresight and sound management of Union activities throughout the years has made possible the development of a strong educational program. This important development is the result of close cooperation between students and faculty.

"As a building for the cultural and recreational activities of our educational program, the Wisconsin Memorial Union has served as a pattern for the development of similar centers on campuses across the nation.

"May I extend my personal congratulations to the Union, and the generations of students who have made it a 'living room' of the University during the past 25 years."

The anniversary weekend, which includes informal gatherings, tours, movies, meetings, and the College Quiz Bowl NBC coast-to-coast broadcast from the Union Lounge, will get under way Friday noon when the Union's birthday cake goes on display in the Union Lobby. Thousands of individual birthday cakes are ready for distribution during the Friday lunch hour in the Union's five dining rooms.

Both Gov. Kohler and Pres. Fred will be present at the silver anniversary banquet Friday night, and along with the Union student president, Theodore Crabb, Janesville, they will cut the huge 24-inch birthday cake. A gala anniversary ball featuring Freddy Martin's Orchestra will follow the dinner.

Officiating at the banquet will be [Porter Butts,] Union Director since its opening in 1928. Butts, who is recognized by directors throughout the country as the leader in the college union movement, has been associated with the Wisconsin Union for 33 years, from its pioneering stages to the present.

Hundreds of University alumni, returning from all over the country for the anniversary celebration are arriving in Madison for the silver letter weekend.

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U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

10/13/53

10 p.m., Nov. 13

MADISON (Nov. 13)--Gifts, hundreds of congratulatory messages to the Wisconsin Union and its director, [Prof. Porter Butts,] and the story of the Union's first 25 years were disclosed Friday night at the 25th anniversary banquet of the University of Wisconsin Memorial Union.

The anniversary banquet was attended by 270 former and present Union student committee chairmen, University and state officials, and Union trustees. Four men who played prominent roles in the campaign for the Union building reminisced about the history of the Union at Wisconsin.

The principal speaker of the evening, George I. Haight, Chicago, chairman of the Memorial Union Building Association Trustees, could not appear in person because of the critical condition of a relative injured in an accident Thursday night. His address was read by UW Prof. Raymond J. Stanley.

Theodore Crabb, Janesville, student president of the Union, spoke on the 25th year.

"No other university has had more faith in the capabilities of its students," Crabb said, "and no other Union has been as justified in placing responsibility in the hands of its student workers."

On the subject of Wisconsin's place in the Union field, Crabb said, "All of these advances, all of these outstanding achievements, all of these Wisconsin 'firsts' have been possible because of the start you former chairmen gave us.... Tonight as we complete our first quarter century...I want to thank you all, and report to you that you need not fear about the future of the Union. We aim to keep this building, and this program, as the outstanding example of student unions in the country.

ad one--union anniversary

John Dollard, one-time Union campaign director now professor of psychology at Yale, told the festive banquet-goers about the part the late Gov. Walter Kohler Sr. played in the Union history.

"When Ned Gardner brought me into the campaign staff of the Memorial Union in 1923 the economic times were hard. The Union campaign was lagging. There was even a meeting when a dispirited Board of Regents heard talk of dissolving the campaign and returning the pledges. But Walter Kohler, then regent president and campaign leader, would have none of it. Quaking in the hall outside the regents' room, I heard him smash the table and roar that the campaign would go on and the building would be built, hopefully with the help of those present but by him alone if all else failed. Mild enough in daily life, Kohler was indomitable when his passionate strength was mobilized in the service of a great idea."

Scott H. Goodnight, UW emeritus dean of men and former campaign director, told of his experiences with the beginnings of the Union and praised its progress.

"Born in the travail of postwar demoralization and away to a sadly unpromising start in the first years, the project eventually met with a generous response and has been crowned by a success almost beyond our fondest dreams. Today, it is one of the foremost college unions in the United States and is most ably conducted by a director who is the acknowledged leader of them all," Goodnight said.

"I'd come from Amherst, where everybody knew everybody else," Edward H. Gardner, Gaylordsville, Conn., and campaign director in the 1920s, said in opening his story of the growth of the Union. He'd seen the need for a Union. "I'd seen a group of men and women meet at my house . . . and read their stuff, prose and verse," Gardner, who had been a professor of English here, said.

"These and others taught me what students could do under their own power, not spoon-fed by the faculty. I thought the Union ought to be a place for free activity, especially in the arts . . . I went on the road . . . Mostly it was

ad two--union anniversary

dogged hard work, a hundred dollars a throw and not too many to a town. Hold a meeting, get wonderful, loyal response, but not very many people and not very many towns," he said.

"Association with the Union has been, next to my family, the greatest privilege of my life," he concluded. "Above all I am grateful to Porter Butts, who has made this dream a glorious reality."

Butts presented the Union birthday gifts - a color sound film of the anniversary year, the \$2,000 central television system which was a gift of the Class of 1928, the 1954 Badger dedication, a gavel made from 18 ivory billiard balls from Charlie Petersen, billiard expert, and originator of inter-collegiate billiards.

Butts himself was given a handmade tile and birchwood tray. The tiles, designed by Prof. James Watrous, University art history department, represent amusing motifs of the Union scene. One of the tiles bears the inscription - "In celebration of 25 years of creative activity, from the Union Family."

Prof. Butts, who is known by others in the union field as "dean of the college union," was congratulated in hundreds of telegrams and letters from alumni and directors of other college unions for his work not only at Wisconsin but for his contribution to the college union movement throughout the country. He acted as master of ceremonies at the banquet.

After the banquet, celebrators went up to Great Hall of the Union to join University students who were dancing to the music of Freddy Martin in the Union's gala 25th anniversary ball.

Before the banquet, students and alumni had gathered for a coffee hour in the Union Main Lounge, for tours of the bedecked building, and for a football rally. All day Friday, hundreds of alumni from all over the country streamed into the building to see again their campus community center and to meet their former classmates.

Activities scheduled Saturday include a Memorial Union Building Association Trustees meeting, the Wisconsin-Illinois game, an after-game coffee hour, the College Quiz Bowl coast-to-coast broadcast in the Union Lounge, and the Union's Campa dance.

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U. W. NEWS

1/10/53

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN
RELEASE: Immediately

MADISON, Wis.--Ten University of Wisconsin faculty members were granted leaves of absence by the UW regents Saturday. Most have requested the leave to continue research projects or teach at other institutions.

Norman Cameron, professor^{of} psychology, will conduct research at the Chicago Psychoanalytical Institute for the second semester. Fred A. Clarenbach, professor of political science, will continue his current leave to complete his assignment on the program staff of the Secretary of the Interior.

[Porter Butts,] director of the Memorial Union, has requested a two-weeks leave to consult with administrators and architects at other universities throughout the nation on planning student unions. Frederick J. Hoffman, professor of English, will teach at Harvard for the second semester, and Joaquin M. Luttinger, professor of physics, has been invited to the Institute for Advanced Study at Princeton for the second semester. Martin Joos, professor of German, will organize a book publishing project for the American Council of Learned Societies.

John H. Kolb, professor of rural sociology, will serve as an agricultural officer and rural sociologist for the Brazilian government during the period March 1 to June 30.

Other Wisconsin faculty members granted leaves by the regents were Norris Hall, professor of chemistry; Fayette H. Elwell, dean of the School of Commerce; and Ineva R. Meyer, assistant dean of the College of Letters and Science.

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File Butts)
[Porter Butts]

Regards
Porter Butts

WHAT THE
Union
IS FOR



What The Union Is For

by

Porter Butts

Director, Student Union, University of Wisconsin

Delivered at the dedication ceremonies of the
Erb Memorial Union, University of Oregon

November 3, 1950



What The Union Is For

J DID not have the privilege of knowing the man whose name and leadership this building honors and remembers. But I do know something of the spirit which animated those who have planned the building and brought it into being. It is of them and their work that I would like to speak for a moment.

This Union is a pioneer in a very special and important way. There are perhaps two hundred Unions in this country. They have existed in the British Isles for almost a century and a half. They are to be found in Canada, South Africa, Hawaii, Puerto Rico, Australia, New Zealand, and even in Malaya. But this is the first time that anyone really undertook, in a careful and comprehensive way, to find out what a Union should be before building it.

I remember that Professor Will Norris and Abbott Lawrence, the architect, in 1944 spent the better part of six months travelling across the country from one university to another, examining their social cen-

ters, watching them in operation, conferring with anyone who knew anything about Unions. This had never before been done on such a scale and with such care and intelligent understanding.

But it could all still have come to a poor result if the findings had been squeezed into the precast mold of a traditional campus style of architecture. It is to the credit of Oregon and of the planners of the Erb Union that social and educational goals and the convenience and comfort of the users were allowed freely to determine the form of the structure. The rooms are where they ought to be and of the kind they ought to be. No part of the design, inside or out, exists without a purpose.

As a result you have the first genuinely contemporary Union—contemporary in the sense that there was thoughtful determination of what the function of the building was to be, and contemporary in terms of a design which most simply, economically, and appropriately serves the uses which have been foreseen.

It is quite a notable achievement, when one considers how much the life of students and the desires of the institution have elsewhere been constricted and frustrated by symmetrical Renaissance wings and replicas of Colonial interiors. Already this building, widely pictured and publicized as it has been, has had quite an influence on what others are doing. I could name a half-dozen Unions in the planning stage or about to open which even look like Oregon's.

THERE is another element in the planning of a building of this kind which is hidden from view but without which the building doesn't happen. One who hasn't lived through it can scarcely know the disappointments, the minor and major crises, the fantastic multitude of questions to get answered, drawings to check, orders to write, arrangements for staff and equipment to be made, and people to keep happy that start when you find you haven't the money to build the building you hoped for.

What is this building supposed to do? What is any Union for?

When our President Glenn Frank spoke at the dedication of our building twenty-two years ago, he said: "The Union gives us the living room that will convert the university from a *house* of learning into a *home* of learning." Iowa calls its union "the hearthstone of the University." Almost every university that has one recognizes, in these days when size and impersonality come easily, and witheringly, that the Union does make the large university a more human place.

Oregon's Union also will be a living room, a hearthstone, and I think you can confidently expect that, with such a living room, you can re-

store the personal relationship among students, and between students and faculty, that once graced and unified the smaller campus community.

Time magazine, writing about the Wisconsin Union last year, said: "It is almost impossible *not* to have a good time at Wisconsin. Without leaving the Union building, and with only 80 cents in his pocket a student could take his pick last weekend of an art exhibit, a student musical show, three dances, a concert by the university band, a community sing, a movie or bowling—one or all of them." We can do worse, in these times of strain and fighting and disruption, than to provide a good measure of cheer and fun.

A UNION is not built, however, to gain a comfortable living room or to make the undergraduate years pleasureable and picturesque. It engages the attention of the college administration also because it is a necessary educational complement of the classroom and laboratory. A student cannot be educated in an academic vacuum; he must develop as a person as well as an intellect.

Stephen Leacock, grand old man of McGill University, some years ago put it this way: "The real thing for the student is the life and environment that surround him. All that he really learns, in a sense, he learns by the active operation of his own intellect and not as the passive recipient of lectures. And for this active operation what he needs most is the continued and intimate contact with his fellows. Students must live together and eat together, talk and smoke together. Experience shows that that is how their minds really grow . . . If a student is to get from his college what is should give him, a life in common with other students is his absolute right."

President Conant, I'm sure, meant the same thing when he addressed his first freshman class at Harvard, saying: "More souls are saved around the dinner table than through courses."

And both echoed the theme of our President Van Hise when, in his inaugural address in 1904, he urged a Union for Wisconsin: "When a student goes out into the world, there is no other part of his education which is of such fundamental importance as capacity to deal with—to get along with—other men. Nothing that the professor or laboratory can do for a student can take the place of daily close companionship with hundreds of his fellows. If Wisconsin is to do for the sons of the state what Oxford and Cambridge are doing for the sons of England, not only in producing scholars but in making men, it must have a Union."

Oregon, too, now has a new opportunity to engage further in the essential enterprise of making men as well as producing scholars.

BUT a Union has still another purpose. This Union has in it an art gallery, a browsing library, music rooms, game rooms and party rooms. This is because a Union, in the best sense, is not just a place to meet and a place to eat. It is not merely a building of any given kind. In the best sense—and the sense which Oregon has intended—it is a well-considered plan for the social and cultural life of the college.

It is now apparent that the Union probably couldn't be, even if it wanted to be, a specialized department with a single meaning—like, say, chemistry. This is because the Union, at bottom, is just another name for the people of the college at leisure. Whatever interests them, whatever is important to them outside their working time, becomes interesting and important also at the center of their campus life we call the Union.

If a Union is to respond effectively to the wide range of needs and interests of a college population at leisure, if it is to become genuinely a community center—the social and cultural heart of the campus—it will draw together in one place those facilities and activities which give everyone in the college family a reason for coming to the center.

It provides first—as this building does—for the things that human beings do in their more elemental daily activity: places and means for meeting friends, for conversation, for lounging and smoking, for reading the newspapers, for dining and refreshment. For young people especially, it provides for dating and dancing, and for active games. It provides rooms and equipment that incite activity and encourage the congeniality and friendships that come from working together on common projects. And finally it offers facilities that introduce students to the enduring satisfaction of the arts, of books, and generally the creative use of leisure.

I think you will find that provisions for personal and social needs will heavily populate the Union. The presence and the message of the arts will add grace and purpose to social activity. Coming to the Union for one activity, students will be exposed to, and perhaps inspired by, another activity. They will find in the concerts, the art exhibitions, the books, and the discussion groups at the Union a chance to do something, for a change, about the cultural interests the University so painstakingly sets out to develop in the classroom. How pointless it seems sometimes to arouse in the classroom a student's interest in the arts and then, on the same campus, to provide no means for applying that interest.

Here in the Union will be joined the learnings of the classroom, the practice of the arts, and daily social life in an art of living, one and indivisible.

THERE is one thing more: The Union is a priceless tool for shaping community solidarity and the individual student's sense of social responsibility—a natural laboratory where all who will may have a part in the direction of community enterprise, the kind of social and service institution where it can immediately be apparent that the ideals of democracy are practiced and that they work. The Union, as much as any college institution, has a part in the present educational job of surpassing necessity—the job of enlisting every student possible in a personal concern for the general welfare. Increasingly the center line objective of the Union is this one of training students for leadership in a democracy—by providing the maximum means and tools for practicing leadership of their common life together on the campus. If, as we all argue, students are to be the future leaders of a democracy, somewhere they must have the chance to practice it. On the campus there is no better place than in the Union, the community center—the campus counterpart of the civic, political, and social life of the thousands of communities into which the students will move after graduation.

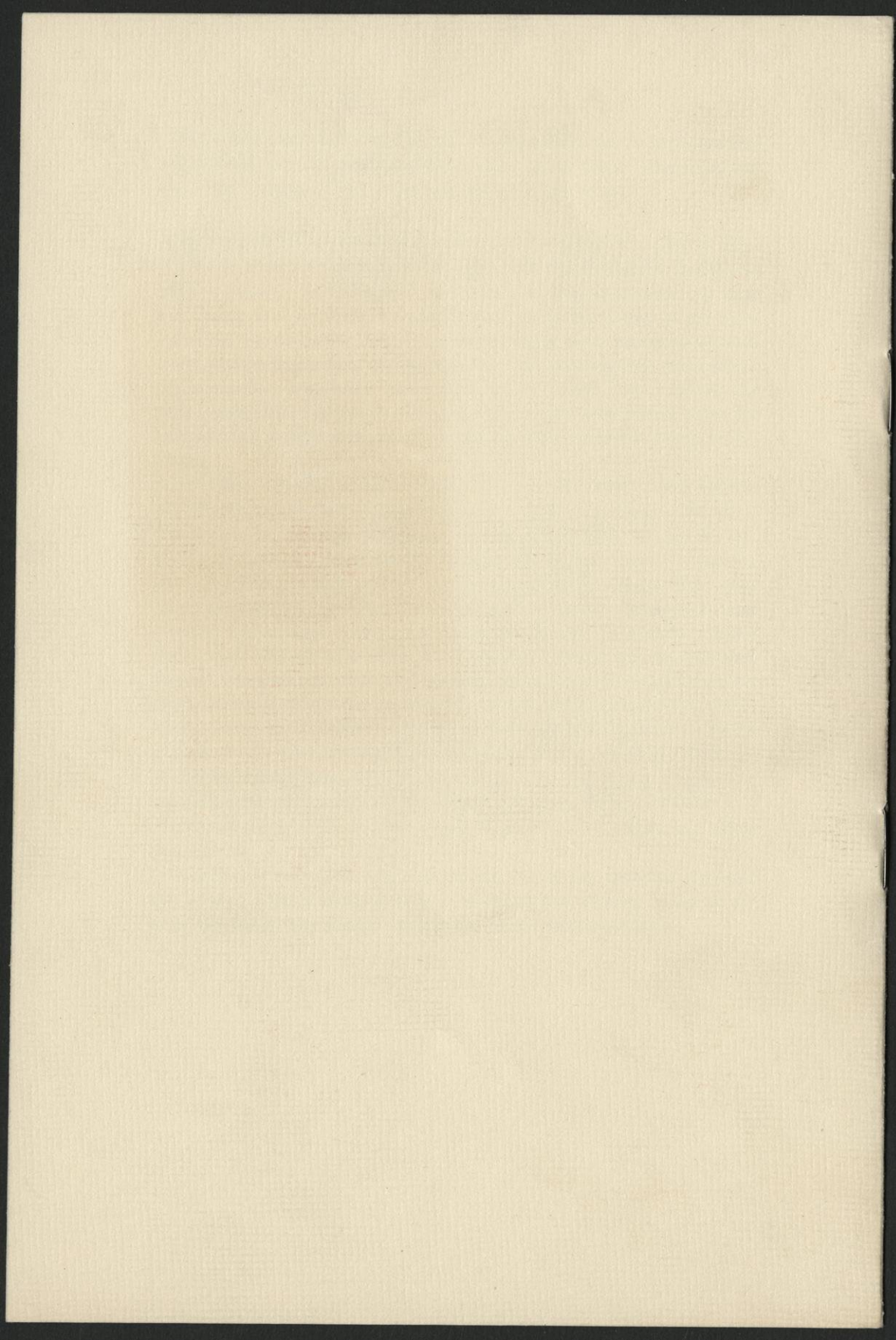
A FEW days before I came here I was called on by a faculty member from the East,—a very perceptive one, I thought—who had been a visiting professor on our campus for the summer and was about to leave. He said to me, “We don't have a Union; I've been watching what happens at yours; I've been here almost every day. It's an amazing place. The food is good and inexpensive. The employees are cordial and go out of their way to help us. There's a place to leave your things. There's an air of informality and cheer about the place. Everybody seems happy. We've watched Negro and white students, Chinese and Canadians, sitting on the terrace laughing and talking together as though it were the most natural thing in the world. There are paintings to see, music to listen to, good books to read. The movies are excellent. We've taken in all the lectures and concerts. We sat on the floor and sang with students at almost every Sunday evening sing. And the other night we stopped to watch the square dancing and were invited in on that. We feel as if we belonged. In fact, the Union has made this the best summer we've had. It's really all very wonderful. We've said to ourselves many times, this is the way things ought to be.”

I suddenly saw that what he was saying embraced, in a simple and very special way, all of what a Union is for—all of what I have been trying to say tonight. "This is the way things ought to be."

WE SPEND so much of our time and our substance—almost all of it, it seems sometimes—arranging for the necessities that let us exist, repairing the damage of past wars and worrying about the next one, being annoyed with our neighbors or our political leadership, quarreling on the economic front as to who shall get what, stalemating each other, struggling to hold things together, just keeping even with where we are—what somebody picturesquely has called just keeping the plumbing of life in order—always having to postpone to another time, for one pressing reason or another, the things that make life really worth living.

And then one day there suddenly bursts on the scene a new institution like this one—where people can come together to enjoy each other; where people treat each other considerately; where there are a multitude of services and conveniences which make the day go easier; where the prices for doing things and for dining are probably cheaper than anywhere else, except at another Union; where it is in order, and natural and pleasurable, to stop to see good paintings, listen to a concert, read a book, and hear or talk about ideas; where having fun and making friends comes easily; where old feelings about race and religion dissolve around a game table or in a committee that does things together; where students can meet readily in groups to exchange ideas or shape a course of action; where social mindedness becomes a habit and people work together for the common welfare as a matter of course; where students by the thousands can engage in what Prime Minister Nehru calls the most important thing in the world—to get to know and to understand other people.

I think in a very short time you will be able to say, because you have the Union: This is what we've been working and waiting for all of the time, this is the way things ought to be—here and everywhere.



To *Porter Butts*

*From the Trustees of the Memorial Union
Building Association*

The suggestion was made to the Trustees at their last meeting that some of them should put into words our appreciation of Porter Butts.

Since that day, Porter has received hundreds of letters from those who attended the Silver Anniversary Banquet, many of them heartfelt tributes to him.

We the Trustees to whom he is responsible, who have a unique opportunity of understanding his work, wish to make our appreciation a matter of record.

In the twenty-five years of its existence the Union has known one Director, Porter Butts. During those years it has grown into unparalleled eminence as a center for student life. The multitude of its types of program far exceeds those of any other union; the high intelligence with which these programs are conceived and carried out is the measure of the unchallenged superiority of the Wisconsin Union.

Men and women have gone out from the Union to become directors and assistant directors of other unions, or in various ways to undertake leadership in them, choosing union work as a high calling.

Not only they, but uncounted thousands who have felt the influence of the Union have carried into their communities the strong stimulus of its challenging idea, that community life can be richer because men and women associate themselves in activities that have meaning as well as delight.

This great tide of influence, flowing out from the Wisconsin Union through Wisconsin people, is matched by another great tide of influence from those unions to which the Wisconsin Union has been example and inspiration.

The enrichment of American life from this source during twenty-five years is impossible to calculate.

Excellence is the measure of superiority, the slight margin by which an artist, an athlete, excels.

At the center of the effort to maintain excellence in all activities of the Union is the intense, unceasing vigilance of its director. He brings his own high cultural standards to the criticism of performance.

This should not surprise us. Great effects do not come about without causes. Those who know the Union understand that the primary cause is Porter Butts.

If the Union were merely a playground, it could be run by a manager and staff. But the Union is that greater thing, a training ground. The students really do conduct these immense and multiform activities, learning from each other, which in the immortal idea of Van Hise is the truest education.

The extraordinary efficiency of Union operations, despite their astounding complexity, was learned by the Trustees two years ago. Wisconsin Union food is the best among all unions, its prices the lowest - barring one union where accounting methods are not comparable. Staff members of many years' standing are numerous; is there a truer touchstone of the quality of an organization?

At our meetings we are accustomed to receive agenda faultlessly prepared. From them we learn that not only the daily work of the Union, but the problems of its relation to the developing plans of the university, and the problem of keeping the university aware of this vital educational function of the Union, have been fully envisaged.

Last year this foresight took form in a Report on the Wisconsin Union, widely distributed. Besides describing the services of the Union, it emphasized the need for *unity*, that there shall be only one Union, of all students; and *proximity*, the need to have students living quarters near the Union, to provide the essential "drop-in" attendance. Both goals must be attained, it pointed out, or the educational function of the Union, its service in enabling students to learn from each other, would be lost.

This brochure in idea and execution was the work of Porter Butts, an instance of his unsleeping watchfulness. His minute attention to detail is coupled with capacity to envision the great plan.

The full faculty status that Porter holds is known to the Trustees; they may know that the major in Community Leadership, designed and supervised by him and taught by him and his staff, is the active center of thinking in America on the idea expressed in the Union; that the literature of the subject has been written by Porter Butts.

But we are astonished to learn that besides all else, Porter has for a long time devoted from a third to a half of his time to general university concerns -- the various committees, the vast array of enterprises and problems to which the Union is directly or obliquely related; besides broad problems of university policy, into which he is drawn by virtue of being a professor of marked ability and twenty-five years experience. This is one measure of the way the Union interpenetrates University life.

When the people of a town in Texas sent for the Rangers to quell a riot they were dismayed to see one young man get off the train. "Did they send only one ranger?" they asked. "Well, there's only one riot, isn't there," was the answer.

The Texas Rangers could learn from Porter. All these undertakings add up to a good many riots - and one Director.

Porter's manner is deceptively quiet. He lacks flamboyance. These qualities do not obscure from those who know him the fact that he possesses true eminence.

These are the qualities that have helped him to live long in his position, despite exacting duties.

They are the qualities that enable him to subordinate his role to that of the students, to make them feel that they are really in the driver's seat, not just holding the ends of the reins. Each division of Union activity has the attention of a staff member; but at the elbow of student leaders and staff alike stands Porter, his quiet word ensuring unflagging endeavor, ensuring excellence.

Finally, we recognize that it was Porter's foresight that called into being this incorporated body of Trustees, providing the Union with a strong body of advisers in perpetuity.

This statement, prepared by some of our number and now approved by all, is addressed as much to ourselves, as a reminder, as it is addressed to the man we honor.

Signed,

Stanley Allyn

Don Anderson

John L. Bergstresser

Ray Black

Harold C. Bradley

Timothy Brown

Chas. L. Byron

John Dollard

V. S. Falk

Lowell Frautschi

Edward H. Gardner

George I. Haight

John M. Kohler

John S. Lord

Barbara Manley

Fredric March

A. W. Peterson

Irving Seaman

Donald C. Slichter

Guy Sundt

Mr. Butts is editor of publications of the International Association of College Unions and author of a manual on "Planning and Operating College Union Buildings" which has been translated into Japanese, ^{and a book, "Art in Wisconsin";} as well as articles in professional journals. He ~~is~~ has been a member of the executive committee of the Association of College Unions for more than 25 years. He has also been consultant in the building of college unions ~~throughout the nation~~.

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1/24/50

RELEASE: Immediately

file

Madison, Wis.--The Wisconsin Union art program at the University of Wisconsin is featured in this month's issue of "College Art Journal," a nationally-circulated art magazine.

The unique Union plan of "art experience in a situation as friendly and congenial as one's own living room" is described in an article by Kenneth R. Hopkins, Union art director.

Noting that the Union is familiarly known as "the University's living room," Hopkins points out that the campus community center is engaged in education in a practical if informal manner and that the long-time success of its art program is due to "the Union's own belief in art as a basic value in educational experience."

Hopkins credits [Porter Butts], director of the Union and a leading regional art historian, as being the guiding force for a greater local interest in art "by integrating art as part and parcel of the Union's educational and social program."

Unique among college unions in having two art galleries, Wisconsin's Union takes full advantage of its opportunities for offering worthwhile artistic experience to Union visitors, five million strong a year, Hopkins says. "With two galleries it is possible for the Union Gallery committee to select discriminatingly exhibitions of great contrast in content and technique," he explains.

In addition to three annual competitive shows for state artists, student artists, and rural artists, the Union program in the last year included an exhibition of Old Masters from the Metropolitan Museum of Art, a Frank Lloyd Wright exhibition (Wright also lectured to a standing-room-only audience in the theater), a Portinari show including work from Helena Rubenstein's collection, a Kathe Kollwitz show, paintings by Aaron Bohrod (Wisconsin's artist-in-residence) and Joseph Albers, the Wisconsin State Centennial exhibition, a show from the Bertha Schaefer gallery in New York, the Moholy-Nagy Memorial exhibition, and water color and print shows.

"A great deal of time is spent by the student Gallery committee," Hopkins points out, "in culling over possible shows, handling the voluminous correspondence that must go with selection, doing the research and investigation into artists' backgrounds and techniques to . . . determine the relative importance of a particular artist for exhibition value to the visitors."

Hopkins selects as the "rule of thumb" of the Gallery committee the factor of the general value of a show to a great number of heterogeneous people, for Union art audiences range from freshmen from India to alumni from Milwaukee. Art students represent only a small percentage of total University enrollment, so the Gallery committee must watch its tendency to present an overabundance of the more advanced trends in art, Hopkins says.

Commenting on the Old Masters' exhibition shown last year at the Union, Hopkins puts the Union on record as hoping to repeat this kind of show every two or three years. "The enthusiasm for this exhibition was so far beyond expectations that it is possible the demand will bring about some sort of permanent plan for more masterpieces shows. People coming into the Union are often heard to say, 'This is the place where the Old Masters were,' and the small fry still look into the gallery in vain for the armed guards."

Add two -- Gallery Program

Hopkins also describes in detail another special feature of the Union's art program, the Union Loan collection. Consisting of hundreds of original paintings and graphics, the Loan collection is made available each semester to students for selection of pieces for their rooms or lodging houses.

"Needless to say, the response to this painting rental service is tremendous each semester." (Rental is 50 cents a semester for any piece.) "It is wonderful to see students rushing to stand in line awaiting the chance to select a work of art. A painting on the wall of a fraternity house constantly viewed and enjoyed as something which students have picked out and like is doing its job; whereas, it serves no purpose at all packed away in our basement storeroom.

"Linking this comprehensive art appreciation idea with the constant procession of other cultural and social activities in the theater, the library, the lounges, and the ballroom will give some idea of the possibilities utilized in a program of artistic experience in one college union," Hopkins concludes.

#

J-School Bureau
 Bernard Ury
 A May 2, 1949
 Butts interview

"But how do you get ^{a job} ~~working~~ if you don't like people?"

Porter Butts, director of the Wisconsin Union, was consulted for an answer to this question, which might well be asked by anyone who hears the speakers at the various university job and career conferences. ^{most of} these speakers emphasize the need of a likeable personality and an ability to get along with people as prime requisites in landing and holding a job.

"A person who doesn't like people can do one of two things," Butts said when interviewed in his office in the Union. "Either he can realize that there is more to liking people than he thought, or else he can get a job in which he doesn't have to meet people."

Butts, who heads an organization in which social relations are the main thing, doesn't think it's impossible for a college student or anyone else to learn to like people. He says that people are growing and changing all the time.

"I've seen lots of students change right here in the Union," he remarked. "They come to college not caring for anybody. Then they join a Union committee just to see what it's like, and pretty soon they learn to see things that they've been missing a lot of the pleasures that good personal relations bring. It's never too late to change."

J-School Bureau
 Bernard Ury
 May 2, 1949
 Butts interview

"I'm not saying that it's easy to alter your attitudes toward ~~people~~ people," Butts said. "It may not happen overnight, but from ^(my) own observations, people change rapidly and much."

Yet, if a student can't change his opinions of the human race, Butts pointed out that there are many jobs he can fit in ~~into~~ to, such as research, commercial designing, painting, and engineering. Any solitary job will do, he said.

The Union director, who has spent years dealing with people, thinks it important that a liking of people should come from "down deep," and not be ~~made~~ artificial. He turned thumbs down on the superficiality of the "how to win friends and influence people" approach.

"That stuff's good for a few tricks, but not much else," he said. "Liking people must come from the inside. It can't be superimposed by reading a chapter out of a book."

Butts doesn't think that many misanthropes actually dislike people.

"It may ~~just~~ simply be a question of not being aware of people rather than a habit of disliking them," he said.

He pointed out that being accepted by others is more important in life than inherent skills, knowledge, and technical abilities.

Then he recommended a few tips for students who think they need ~~improving~~ to improve themselves.

"Try to understand others," he said, "and cultivate your own behavior and acceptability. Look yourself over for flaws -- the way you dress, talk, shake hands, what you talk about, your willingness to help others. Brush up on your weak points."

It may take a long time to change, Butts said, but it can be done.

FEATURE STORY

4/7/49

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE: Immediately

Madison, Wis.--Picture the entire population of a small city entering one building to eat, lounge, play games, attend meetings, and you have an idea of the average use of the Wisconsin Memorial Union, the student activities center at the University of Wisconsin.

The annual traffic count just completed indicated that 14,964 people enter the Union doors on an average day. The Wisconsin enrollment on the Madison campus this semester totals 17,621.

Almost 13,000 people entered the building on the day of the count for what Union Director Porter Butts terms "informal use--dining, lounging, games, errands, reading, and office visits. About 2,000 entered to attend organized group events such as meetings, lectures, parties, and theater events.

The Union, a memorial dedicated to Wisconsin's war dead, provides recreational activities for Wisconsin students ranging from concerts to art workshops, from bowling to forums.

In addition to the 14,964 who entered the Union during the test day, 1,792 visited the Union's branch cafeteria located about a mile away from the Union on the far side of the campus.

ad one--memorial union

With the Memorial Union open 324 days during the 1948-49 year, the branch cafeteria open 171 days, and considering the test day an average day, the number of uses of Union facilities during the school year will reach a grand total of more than five million.

The traffic count is made annually on the same Thursday of March, a day and a month which Union officials believe is as close to average as possible. This year's count reached an all-time record high, despite a small drop in University enrollment under last year's campus population.

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National Educational Conference
Memorial Union
University of Wisconsin
October 8, 9, 10, 1948
Round Table II, D

EDUCATION OUTSIDE THE CLASSROOM

A Goal

Porter Butts
Director of the Wisconsin Union and
Professor of Social Education
University of Wisconsin

This is a time when we need to relate what we do, in or out of the classroom, to the things that matter most.

One of the things that matters most -- indeed it is hard to think of anything else now of more surpassing necessity -- is making democracy work well, making it cherished here and throughout the world.

Upon the outcome depends whether or not men are going to have freedom. And we are talking not merely about a competition of political ideas in the abstract; it is plain that we are now talking about life or death of peoples, including our own.

Democracy is predicted upon the universal education of its citizens. The whole educational process in America, fundamentally, was and is intended to prepare young people to make democracy work, to prepare them for intelligent participation and effective leadership in our common life together. This is why, above all else, is it not, that our society makes the investment it does in education?

But the alarming evidence is that only a small fraction of those from whom we expect the most, our college graduates, have been sustaining the burden of public leadership, either at the top or the bottom of the ladder of civic affairs.

"All too often," the President's Commission on Higher Education recently noted, "the benefits of education have been sought and used for personal and private profit, to the neglect of public and social service - - - Teaching and learning must be invested with public purpose."

Whatever may have appealed to us as a way of life before, there is now so much

at stake if we are to have the kind of world we want that the effort of no one, and especially no college graduate, can be spared in using his talents and training for the common welfare.

And yet at this critical juncture more and more college students are removing themselves as far as it is possible to get from the classroom courses that might help most.

Last year American colleges awarded more bachelors degrees in business than in any other field of concentration. Engineering was second.

Even the student-veterans, who have more reason than anyone never to want to see war repeated or to see our society ineffectual in taking care of human needs, are turning, nevertheless, largely to the self-centered, job-getting studies of engineering, commerce, law, or other specialties in making a living.

The demands of these courses are such that there is little or no room ^eleft, in classes, for them to consider the destiny of our society or to prepare themselves for their part in it.

Until there is a realization of the desperate urgencies confronting all of us, or a change in the rewards now given for the way a student spends his time in classroom work, the job to be done will need to be done in large part through education outside the classroom. And some things can be done only outside the classroom.

How? This is the subject of our afternoon's discussion.

May I suggest two avenues of emphasis?

First, we need more than ever to concern ourselves with the kind of person the student is becoming.

It has been reported that three-fourths of those who failed in military and production work during the war failed because of their inability to get along with other people and not because of inability to understand and fulfill the technical requirements of their jobs. More than three-fourths of those who succeeded owed their promotions to acceptable personal qualities.

One writer has said sharply, "Educational institutions have been producing grade A physicists and grade D humans." Too simple a judgment, perhaps, but a challenge not to be ignored.

For at least fifty years the college has realized it was in a strategic position to contribute to the personal social competence of students, to his ability to work and live congenially among other people. At no other school level can the school authority so fully determine the conditions of group life and environmental influences on individual growth.

In 1904 our own President Van Hise, typical of many others, pleading for residence halls and a Union, said: "When a student goes out into the world there is no other part of his education which is of such fundamental importance as capacity to deal with -- to get along with -- other men."

He saw then, as we see now, that if a student doesn't have this aptitude, all else that he knows from the classroom, or whatever he may wish to do as a leader, may count for nothing.

But physical facilities for living together do not of themselves produce the desired personal development, the best experiences, the right social attitudes and behavior. How will we use them and guide them? This is the matter of prime importance.

Granted the physical means for group life and activity, how can leisure and social association be made an effective channel for a student's self-expression and self-realization?

How can the social center and housing units be made valuable as a laboratory for social living as science laboratories are valuable for scientific discovery?

How can every student be provided with the kind of group esteem which gives him self-esteem and self-confidence?

How can a student be provided example and practice in the amenities of social living which give life an added grace and make the student more attractive personally?

How can the countless special interest groups of the campus be encouraged to contribute to the social whole?

How, actually, can a student be provided example and practice in social relationships -- consideration of others, the wish to serve the common good -- so that he may live harmoniously with others?

If we can find the right answers, even in part, we are on our way.

Second, we need to concern ourselves closely and continuously with the college's increasingly central and transcending purpose: the making of effective citizens.

I wish to say again, as many have said before: the basic idea at the root of American society is the elimination of reliance upon external authority of any sort, and investing authority and responsibility in the ordinary person himself as a good citizen.

Good citizens, you know, are not made through the advancement of science or by reading the history of our democratic past, still less by hopeful exhortations at commencement time. Citizens are made when men begin to feel a responsibility for the general welfare; when their interests include not merely vocational matters, or personal gains, or one's household affairs, but the destiny of the group to which they belong. Citizens are made by the experience of citizenship. Good citizenship happens when men know how to, and actually do, bring their personal talents to bear as social forces.

But somewhere those people training for leadership in a democracy must have a chance to practice it. If they cannot practice it, where can they learn it?

The college has in its residence halls, its unions, its playing fields, and its life and activity generally outside the classroom the natural laboratories where all who will may have a part in the direction of community enterprises. Here is where democracy and individual responsibility may be continuously practiced. To me this is the shining answer.

It is not, of course, a new idea in the history of education. In the British university, as you know, for a very long time all students of the same college have lived together in a residence hall; many of the teachers, or fellows, do too; and all teachers hold their student conferences there, and dine there at least once a week. The British college is in fact, a residential hall, from which students emerge from time to time to attend lectures. They may cut lectures at will, It is living together with other students and with teachers, learning civilized, responsible behavior and how to use one's mind, that is considered the important thing.

The prime British aim is to infuse students with the idea that they, not someone else, are responsible for their country. For this purpose, unions have existed at Oxford and Cambridge since 1815, primarily as centers of student discussion and debate; and so many later public leaders, including Gladstone, got their start in union debates, that the Oxford and Cambridge unions have come to be known as the cradle of the British parliament.

Then, as you have all heard, the Battle of Waterloo was won on the playing fields of Eton. A slight romantic exaggeration possibly. But the British do value highly the traits of character and of team work and the will to win through that are fostered by sports, and few of their prep schools or colleges fail to provide for students a playing field. The British, as you have seen, have had reason again in their great trial of the war to be glad of the contribution of the sports field to the national resolve to win in the face of desperate adversity.

The American college has borrowed much from the British in making more than curriculum provisions for the education of its students.

But attention to the student outside the classroom, to the welfare of the college community, and to the student as a functioning leader in his society, has come comparatively slowly because of the grip of the German scholastic and research tradition on educational thinking, from which we also borrowed heavily. The point of departure for the German university has been a body of knowledge, and not the

student as an individual, what happens to him, or what he does with his new-found knowledge. The approach, if I may paraphrase, was: "We have the experts in science, language, art. Come and get it, if you can." No provision for shelter, food, social life, recreation. No common meeting center. No campus, in fact. No student employment opportunities for those who couldn't afford college. No student self-government. No implications of using university training for the benefit of anyone but yourself. Just more expertness in specialized subject fields, if you could survive

Continental Europe has had occasion to regret bitterly the German university tradition of scholarship and research as an end in itself. When the supreme test of the years before and during the war came, the nation's leaders, especially in Germany, were not, as in England and America, university graduates and faculty members. The products of the German university were men who functioned by and large as highly trained intellectual machines moving about doing an assigned job without any sense of social responsibility or practice in discharging it. So the uneducated or half-educated hoodlums ran away with the show.

We need to be sure that we do differently in American colleges. We need to be sure that students begin to practice democratic living, and its responsibilities, as life habits.

But the question will be asked, as it is always asked: "Do students have the time; will not group life and out-of-class activity take away from performance in the classroom? Course work is what students are here for primarily. Many have to work at part time jobs to come to college at all."

The answers are yes, there is the time; and no, academic work, all students considered, will not suffer.

A few years ago students here told us in a campus-wide survey how much time they had and what they did with it. The results check pretty closely with similar studies at other universities.

College students devote as much or more time to leisure as the average adult in civil life, about 42 hours a week, -- and this holds for the working as well as the non-working student. The hours spent each week in leisure pursuits by the average student -- forty-two -- almost equal the time he invests in study and classes together, far exceed the time he works at a job, and are second only to the time he sleeps.

Most of our average student's 42 hours a week goes into, and most students by far are occupied with, what writers on recreation sometimes classify as largely passive, sensory leisure: movies, radio listening, "bull sessions," dating, watching sports events, and just plain loafing. The so-called motor activities, including outdoor exercise, competitive sports, dancing, and games take a middle place; and intellectual or cultural recreation is a poor last.

Only about one-third of the student body spend time in organized student activities; only one-third are identified with an organized student group of any kind. This is the vocal section of the student body, whose serious and often enlightened editorials we read, who manage junior proms, and who join in making plans for world peace. But what of the two-thirds who give no time whatever to helping out in the organized pursuits of the campus?

Out-of-class organized activities, contrary to a common misapprehension, are neither extensive nor intensive enough to constitute a threat to academic performance; the threat, if there is one, lies within the much broader area of aimless amusements.

Actually it is often found -- whether it be cause and effect, or a pre-selection process, we do not yet know -- that scholastic averages in socially organized houses, for both men and women, are not only higher than for ordinary rooming houses but also higher than for students living in their own homes. The frequent participants in community center activity like the union's have higher scholarship than the infrequent or non-participants.

But regardless of questions of available student hours or of outcomes in other directions, we should make time for what is imperative. I repeat: we all need to relate what we do to the things that matter most.

The main task now for all of us is to achieve a world in which men can be assured of survival as free men, and proceed to live and work together peacefully and fruitfully.

This achievement is an individual and a world task. But above all it is a community task. The community, where people live together, is the unit building block, the key to strength or weakness. Only a community is both large enough and small enough to assert a pattern of fruitful living which influences deeply the individual citizen, both large enough and small enough to forge the common will to have the kind of a world we want.

The ancient home of democracy, as philosopher John Dewey has said, is in the local neighborhood; the place where you are is where democracy -- and equality and understanding among people -- ought to begin. Paraphrasing the New Testament, "If I do not live my neighbor whom I have seen, how can I love mankind whom I have not seen?"

We cannot hope for world well-being until we have created the climate in which all are encouraged to care about the idea of the well-being of others, whether they be our neighbors or whether they be in Europe or Asia.

For the student, the campus is the present reality. Here he will see whether or not the basic questions of what men need -- personally, physically, socially -- are being faced. Here he will see whether he has a part in the process, or whether these things are settled by outside authority.

Here, in short, at the threshold of his participation in adult affairs, he will find out how well democracy works. And his attitudes, his feelings of personal obligation to do his part, will be substantially shaped accordingly.

Porter Butts

-9-

If a student learns, in his out-of-class life, the habit of volunteering to act in terms of what is best for the group, if he learns how to help make his campus community good, even though it is a special kind and he is here only a while, he will have attained practice and skill and the motivation that will help him do it again another time in another place.

The reassuring evidence is accumulating every day that this is so.

Madison, Wis.--If a student learns, in his out-of-class life on the campus, how to make his campus community good, he will have attained practice and the motivation that will help him do it again elsewhere, Porter Butts, director of the Wisconsin Union and professor of social education at the University of Wisconsin declared in a talk prepared for the Friday afternoon forum of the National Educational conference at the University of Wisconsin.

The conference, Oct. 8-10, is the formal opening event of the University's Centennial-year program of educational and cultural activities. Professor Butts was chairman of a round-table discussion on "Education Outside the Classroom."

"We need more than ever to concern ourselves with the kind of person the student is becoming...and with the college's increasingly central and transcending purpose: the making of effective citizens," Professor Butts pointed out to the educators.

"Good citizens," he said, "are not made through the advancement of science or by reading the history of our democratic past; still less by hopeful exhortations at commencement time. Citizens are made when men begin to feel a responsibility for the general welfare."

Young men and women training for leadership in a democracy must have a chance to practice it, Professor Butts maintained. "The college has in its residence halls, its unions, its playing fields, and its life and activity generally outside the classroom the natural

laboratories where all who will may have a part in the direction of community enterprises. Here is where democracy and individual responsibility may be continuously practiced."

In pointing out the debt American colleges owe to the British system, Professor Butts emphasized that "It is living together with other students and with teachers, learning civilized, responsible behavior and how to use one's mind, that is considered the important thing in England."

Attention to the student outside the classroom, to the welfare of the college community, and to the student as a functioning leader in his society, has come comparatively slowly because of the grip of the German scholastic and research tradition on educational thinking, from which we also borrowed heavily, Professor Butts maintained.

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U.W. MAN'S STORY OF CENTURY OF WISCONSIN ART WINS PRAISE

The story of a hundred years of Wisconsin art is told for the first time in a new book just published at the State University in conjunction with the centennial art exhibition held during the past few weeks at the Memorial Union building on the campus.

The book, entitled "Art in Wisconsin" and numbering more than 200 pages, with many illustrations of the paintings in the exhibition, is the work of Porter Butts, assistant professor at the University, who was chairman of the centennial art committee.

It has been published cooperatively by the Madison Art association, the centennial committee, and the University Division of Social Education, and is one of the highlights of the permanent centennial contributions which the University is making to education and history in the state.

Among the questions which Mr. Butts discusses in the book are: What are the sources of culture in the Middle West?; Did the frontier, as in economics and politics, affect the development of art?; What function did the artist serve before modern times?; Has the development in the Middle West been behind or ahead of the main, recognized American development?; What contribution has this community made to American art, either in artists, method, or idealology?

Besides the history of art in Wisconsin, the book includes the catalogue of the 1936 Wisconsin Centennial Art Exhibition (125 paintings); a discussion of the 27 artists of the past century represented in the centennial exhibition and of seven notable paintings from Wisconsin public collections; biographical notes of 50 contemporary Wisconsin artists; a complete bibliography and index; 38 illustrations; and a cover in three colors.

(more)

"The people of the State of Wisconsin and all those interested in the growth of cultural values in the Middle West should welcome this book," says Dr. Oskar F. L. Hagen, professor of art history, University of Wisconsin, in the preface. "It is the first scholarly study of the origin and development of art in our state.

"On the basis of his material of facts, the author is in a position to disparage unfounded opinions, for instance that until quite recently the frontier states were an artless wilderness. Mr. Butts thoroughly destroys such myths not only for Wisconsin, but also for Ohio, Indiana, and Kentucky.

The author includes a vast number of personal histories never before represented with such completeness in American art volumes. Some of them are high-spots in history; the lives of the two Durwards, George Catlin, Seth Eastman, Henry Lewis, and Vinnie Ream."

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The Wisconsin Union

UNIVERSITY OF WISCONSIN • MADISON

6-19-62

Additional Biography - Porter F. Butts

Has served as Secretary of the Memorial Union Building Association since 1926.

In addition to his work as planning consultant for the Milwaukee War Memorial Cultural Center, he has worked in this capacity for over 85 college unions.

Additional services to Association of College Unions

In charge of Association Employment Services since 1948

Initiated building planning consulting service (1941)

Member of Research, Professional Relations, and other committees

Panel member or discussion leader at various national and regional conferences

Dedication addresses, University of Oregon Union (1950) and Washington

State Union (1952)

Representative of Assn. on College Housing Advisory Committee (1956-)

Presented "The Case for the Continued Federal Financing of College Union

Buildings" at Washington (1958)

Other Activities, Memberships

Who's Who in the Mid-West (1950-)

Who's Who in American Education (1959-)

National Advisory Council, National Student Assn. (1952-1956)

Secy-Treas., Madison Community Welfare Council (1950-55) (awarded Red

Feather oscar for community service, 1955)

Madison Canoe Club (1960-)

Articles or books written

Editorial board, College and University Business Magazine (1949-1953)

Periodicals - "State of the College Union" (Journal of Higher Education) and numerous articles in College and University Business, New York Times, Recreation Magazine, etc.

Film script - "Living Room of the University - the story of a Building and an Idea."

Editor, "The College Union and Reparation for Citizenship" (1957)

"Ivan Ho": (Musical play)

Porter Freeman Butts
Director, Wisconsin Union
Professor of Social Education,
University of Wisconsin
6/18/62

Prof. Butts earned his B.A. degree in 1924 and his M.A. in 1936, both from the University of Wisconsin. His work for the Memorial Union began in the early 1920's, when as sophomore publicity director for the Octopus campus magazine he built the float that won first prize in a Union fund-raising parade. He was made assistant to the campaign director upon graduation, and in 1926 he became director of the campaign. He became the first Union director in 1928.

Prof. Butts served as president of the Association of College Unions in 1932, and since 1937 he has been a member of the executive committee of the Association. He has also been editor of the Association's publications since 1937, and of the "Handbook on College Unions" written by Edith Humphreys.

In 1936 Prof. Butts published a book entitled "Art in Wisconsin. He is also author of "A Study of Student Residence and Student Use of Leisure Time at the University of Wisconsin" and "Planning and Operating College Union Buildings," published in 1954. In 1947 he helped to organize the new four-year major in Community Leadership in Recreation.

Prof. Butts is a member of the Madison Rotary Club, Sigma Delta Chi, Phi Kappa Phi, and the Federation of National and Professional Organizations for Recreation. He has been planning consultant for many/unions throughout the country and for the Milwaukee War Memorial Cultural Center.

Married to the former Mary Louise Campbell, he is the father of two daughters, Sherill and Priscilla.

FACULTY INFORMATION SHEET
University News Service
The University of Wisconsin

RECEIVED

MAY 18 1949

NEWS SERVICE

NAME PORTER FREEMAN BUTTS

POSITION (academic rank, department, date of appointment, etc.)

Director of Wisconsin Union (since 1925)

Director Division of Social Education (since 1935); professor of social education

PREVIOUS POSITIONS YOU HAVE HELD (please give status, institution, dates)

Alumni Recorder, 1925-27

Secretary of Memorial Union Building Committee (since 1922)

EDUCATION (please give dates of degrees granted or dates of attendance)

Undergraduate college Univ. of Wisconsin, B.A., 1924

Graduate college Univ. of Wisconsin, M.A., 1936

SPECIAL FIELD(S) OF STUDY OR RESEARCH (give dates of completion of any major projects)

Study of Student Residence and Student Use of Leisure Time at the University of Wisconsin (1935)

Regional art history

War Memorials (1947)

Community cultural centers and college unions (continuing)

The Eisenhower War Memorial (1945)

IF YOU HAVE A FAVORITE PHOTOGRAPH OF YOURSELF, PLEASE ATTACH A GLOSSY PRINT, OR INDICATE WHERE WE CAN SECURE ONE.

In Union News Bureau files

PUBLICATIONS (dates) "Arbitration in Wisconsin: the last Experience of the Middle West Frontier" (1936)

"The Union as a Division of Social Education" (1947)

"State of the Union in 1949" (1949)

Editor of Association of College Unions "Bulletin" (1936 -)

Editor of Handbook on "College Community Centers" (1946)

Editorial Board, "College and University Business" (1946 -)

HONORS AND/OR AWARDS YOU HAVE RECEIVED (dates)

HONORARY FRATERNITIES, SOCIETIES, CLUBS TO WHICH YOU BELONG (list dates of offices held) Phi Kappa Phi; Sigma Delta Chi;

National Collegiate Players; Alpha Tau Omega; Rotary Club;

Iron Cross

Association of College Unions (member president 1932; member executive committee and editor of publications, 1936 -)

National Business Congress (member board of directors, 1947 -)

DATE AND PLACE OF BIRTH Pana, Ill., 1903

IF MARRIED, GIVE WIFE'S MAIDEN NAME AND NAMES AND AGES OF CHILDREN

Mary Louise Campbell

Shevill (13)

Proville (11)

IN ADDITION TO THE ABOVE "WHO'S WHO" TYPE INFORMATION, WE WOULD APPRECIATE A FEW INFORMAL NOTES ON THE CLASSES YOU TEACH, YOUR HOBBIES, YOUR SERVICE OR WAR WORK, U.S. PUBLIC SERVICE, ETC.

Classes: Organized and teach the Recreation Laboratory of recreation leadership majors

Hobbies: art history; billiards; skiing

Service: Madison Recreation Council (member of executive committee and chairman of Social Planning Committee)

U.S.O. board of directors

Madison War Memorial (trustee, 1947 -)

Madison Community Welfare Council (board of directors, 1948 -)

(please use reverse side of these pages for additional information)

(over)

University Centennial Art Commission (Chairman, 1948-49)

Student Life and Interests Committee (1947-)

University Auditoriums Committee (1947-)

University Residence Halls Committee (1928-)

Planning consultant, war memorial cultural ~~and~~ ^{center} for city of Milwaukee

Planning and program consultant for twenty new college union buildings, all parts of U.S.

May 14, 1949

1903

Smith (11)
Smith (11)

IN ADDITION TO THE ABOVE "WHO'S WHO" TYPE INFORMATION, WE WOULD APPRECIATE A FEW INFORMAL NOTES ON THE CLASSES YOU TEACH, YOUR HOBBIES, YOUR SERVICE OR WAR WORK, ETC., & PUBLIC SERVICE, ETC.

FACULTY INFORMATION SHEET

Note: It is requested that you fill out these blanks accurately and completely so that accurate information may be furnished to the press and public whenever your name appears in the news.

DATE March 1, 1948

NAME (in full) PORTER FREEMAN BUTTS

POSITION (dept., rank) Director of Wisconsin Union
and Division of Social Education; Assoc. prof.

FAMILY wife's maiden name Mary-Louise Campbell

Children Sherrill
Priscilla

Brothers and Sisters R. Freeman Butts
Robert P. Butts

Parents Mr. & Mrs. R. G. Butts
(If deceased, so state)

BIRTH (place and date) Pana, Ill., Feb 23, 1903

EDUCATION high school Springfield, Ill.

College (give degrees obtained at each)

B.A., Univ. of Wis.

M.A., " "

25 yrs at U.W.

PREVIOUS POSITIONS (give name of institution and your status)

1924-26, Alumni Recorder, U. of Wis.
1926 - ~~to~~ to date, Secretary, Memorial
Union Building Committee, U. of Wis.

SPECIAL FIELD OF STUDY OR RESEARCH (within your general field)

Wisconsin art history; community center planning; student life

PUBLICATIONS (books, theses, scholarly papers, etc.)

"Art in Wisconsin; the Art Experience of the Middle West Frontier" (1936)

"Regional Art Studies"

"A Study of Student Residence and Student Use of Leisure

Time at the University of Wisconsin" (1935)

"The Milwaukee War Memorial" (1945)

SOCIETIES, HONORS etc.

Phi Kappa Phi, Sigma Delta Phi; "Who's Who in American Art";

"America's Young Men"

OTHER INFORMATION (anything else you think might be of interest to the public; e.g. Military Service)

member of executive committee and editor of "Bulletin", Assn. of College Unions

Editor of "College Unions, a Handbook on Campus Community Centers"

Editorial Advisory Board, "College and University Business"

Planning consultant, Milwaukee War Memorial and about 15 college unions.