NPS Form 10-900
(Expires 5/31/2012)
Wisconsin Word Processing Format (Approved 1/92)

OMB No. 10024-0018

United States Department of Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900A). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name University of Wisconsin Memorial Union
other names/site number

2. Location

street & number	800 Langdon Street						N/A	**not for publication**	
city or town	Madison						N/A	**vicinity**	
state	Wisconsin	**code**	WI	**county**	Dane	**code**	025	**zip code**	53706

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets _ does not meet the National Register criteria. I recommend that this property be considered significant X nationally _ statewide X locally. (_ See continuation sheet for additional comments.)

Jim Draeger — 3/26/15

Signature of certifying official/Title — Date

State Historic Preservation Officer – Wisconsin

State or Federal agency and bureau

In my opinion, the property _ meets _ does not meet the National Register criteria.
(_ See continuation sheet for additional comments.)

Signature of commenting official/Title — Date

State or Federal agency and bureau

University of Wisconsin Memorial Union	Dane County	Wisconsin
Name of Property	County and State	

4. National Park Service Certification

I hereby certify that the property is:
x entered in the National Register.
___ See continuation sheet.
___ determined eligible for the National Register.
___ See continuation sheet.
___ determined not eligible for the National Register.
___ See continuation sheet.
___ removed from the National Register.
___ other, (explain:)

by Barbara Wyatt — 5-19-15

Signature of the Keeper — Date of Action

5. Classification

Ownership of Property
(check as many boxes as as apply)

	private
	public-local
x	public-State
	public-Federal

Category of Property
(Check only one box)

x	building(s)
	district
	structure
	site
	object

Number of Resources within Property
(Do not include previously listed resources in the count)

contributing	noncontributing	
		buildings
		sites
	1	structures
		objects
0	1	total

Name of related multiple property listing:
(Enter "N/A" if property not part of a multiple property listing.)
N/A

Number of contributing resources previously listed in the National Register
2 (Bascom Hill Historic District)

6. Function or Use

Historic Functions (Enter categories from instructions)	**Current Functions** (Enter categories from instructions)
EDUCATION/Education-related	EDUCATION/Education-related
SOCIAL/meeting hall	SOCIAL/meeting hall

7. Description

Architectural Classification
(Enter categories from instructions)

Italian Renaissance Revival
International
Moderne

Materials
(Enter categories from instructions)

Foundation	Concrete
Walls	Limestone
	Sandstone
Roof	Tile
Other	

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for the National Register listing.)

x A Property is associated with events that have made a significant contribution to the broad patterns of our history.

x B Property is associated with the lives of persons significant in our past.

x C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

_ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations
(Mark "x" in all the boxes that apply.)

Property is:

_ A owned by a religious institution or used for religious purposes.

_ B removed from its original location.

_ C a birthplace or grave.

_ D a cemetery.

_ E a reconstructed building, object, or structure.

_ F a commemorative property.

_ G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance
(Enter categories from instructions)

Education (A & B)
Architecture (C)

Period of Significance

1928 – 1968 (A & B)
1928 (C)

Significant Dates

1928; 1929; 1936-38; 1957; 1964-65

Significant Person
(Complete if Criterion B is marked)

Butts, Porter

Cultural Affiliation

N/A

Architect/Builder

Peabody, Arthur; Moulton, Frank; Peabody, Charlotte; Hare, Michael; Kaeser, William

Narrative Statement of Significance
(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographic References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous Documentation on File (National Park Service):
- _ preliminary determination of individual listing (36 CFR 67) has been requested
- X previously listed in the National Register
- _ previously determined eligible by the National Register
- _ designated a National Historic landmark
- _ recorded by Historic American Buildings Survey #
- _ recorded by Historic American Engineering Record #

Primary location of additional data:
- X State Historic Preservation Office
- _ Other State Agency
- _ Federal Agency
- _ Local government
- X University
- X Other

Name of repository: University of Wisconsin Memorial Union Technical Maintenance Unit

10. Geographical Data

Acreage of Property approximately 3.2 acres

UTM References (Place additional UTM references on a continuation sheet.)

	Zone	Easting	Northing
1	16	304640	4771840
2			
3			
4			

☐ See Continuation Sheet

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title	Elizabeth L. Miller, Historic Preservation Consultant				
organization				**date**	23 May 2014
street & number	4033 Tokay Blvd			**telephone**	608-233-5942
city or town	Madison	**state**	WI	**zip code**	53711

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name/title	Gary Brown, Facilities Planning and Management				
organization	Board of Regents of the University of Wisconsin System			**date**	23 May 2014
street & number	1220 Linden Drive			**telephone**	608-263-3023
city or town	Madison	**state**	WI	**zip code**	53706

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

INTRODUCTION

The University of Wisconsin Memorial Union is located at 800 Langdon Street on the campus of the University of Wisconsin – Madison, in the city of Madison, Dane County, Wisconsin. Set on the south shore of Lake Mendota, the property is composed of the Memorial Union (a contributing building), and the Memorial Union Terrace (a contributing site).[1] The Memorial Union and Terrace were previously listed in the National Register of Historic Places as part of the Bascom Hill Historic District (NR #74000065).

The *Memorial Union* was constructed in two phases: the Italian Renaissance Revival Central Core and Commons Wing (east, center and right in photo 1), erected in 1926-1928;[2] and the International style Theater Wing (west, far left in photo 1), built 1938-39.[3] Both sections are of steel-reinforced masonry construction, veneered with stone ashlar. In 1957 (during the period of significance for criteria A and B), the ground floor cafeteria in the Commons Wing was expanded beyond the envelope of the building.[4] In 2012-14, the southernmost section of the Theater Wing was replaced (and its appearance mostly replicated), and an addition (nearly all of which is underground) attached to the Theater Wing's north-facing facade.

The first section of the *Memorial Union Terrace* to be paved, which overlooks Lake Mendota north of the Central Core of the Memorial Union, was completed by the end of 1928 (center, photo 2).[5] The Terrace retains its original size; the portion that is paved has changed over time. Paving on the Terrace was expanded westward, north of the Theater Wing, in 1965.[6] In 1986-88, paving was

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[1] None of these resources are counted because they were previously listed as part of National Register of Historic Places, Bascom Hill Historic District, Madison, Dane County, Wisconsin, Reference Number 74000065.

[2] Arthur Peabody, "Memorial Union & Tripp Commons," August 1926, Technical Maintenance Unit, University of Wisconsin Memorial Union, Madison, Wisconsin (hereafter, Technical Maintenance Unit); and "Dedicate Memorial Union Building," *Wisconsin Alumni Magazine* 30 (November 1928): 43-46.

[3] Corbett & MacMurray, "Plans to the Third Wing to the Memorial Union," 5 February 1938, Technical Maintenance Unit; and "Theater Wing, Wisconsin Union," *Architectural Record* 84 (October 1938): 99.

[4] Kaeser & McLeod, "Proposed Addition: Memorial Union," 29 November 1955, Technical Maintenance Unit; and Weiler & Strang, "Alterations & Additions to the Memorial Union," 27 August 1956, finalized 1 January 1957, Technical Maintenance Unit.

[5] Arthur Peabody and Leon R. Pescheret, "The Union, How It Looks and Why," *Daily Cardinal*, 9 December 1928, Sunday Section.

[6] Weiler & Strang, "Memorial Union Boat Rental and Storage Facility and Site Renovation,"

expanded eastward along the Commons Wing, and seating areas, a brat stand (replaced 2013), and a stage were constructed on the Terrace overlooking the lake (far left, and background, photo 2).[7] The 1965 section of the Terrace, north of the Theater Wing, was reconstructed and expanded as part of the 2012-14 addition to the building.

DESCRIPTION

The University of Wisconsin Memorial Union property is oriented with the long axis running east-west, occupying the area between Langdon Street and the south shore of Lake Mendota, from North Park Street east to (and excluding) the parking lot between the Memorial Union and the University Armory & Gymnasium (1894, NHL). University buildings stand adjacent to the Memorial Union property, and contribute to the Bascom Hill Historic District: the Wisconsin State Historical Society (1900-01) and Library Mall (1956-58) across Langdon Street to the south; the University Armory and Gymnasium to the east; and the Helen C. White Library (1969-71) and Science Hall (1888, NHL) across Lake Street to the west. On site, the Memorial Union building extends along Langdon Street near the south edge of the property. Landscaping along Langdon Street was installed 2014.

The Memorial Union Terrace stretches north from the building to the south edge of the lakeshore path. The lakeshore path is part of the lakeshore structure (which was replaced in 2013 during the rehabilitation of that structure), and delineates the northern historic boundary of the property. It is not included in the property because it is not part of the social space of the Terrace (and does not contribute to the significance of the Memorial Union property), but rather, is a thoroughfare that passes by the Terrace, and continues along the lakeshore in both directions.

Memorial Union (contributing building)

Exterior

The Memorial Union is made up of three principal sections: the 1926-28 Central Core; the 1926-28 Commons Wing (east); and the 1938-39 Theater Wing (west). The Italian Renaissance Revival Central Core and Commons Wing were built from plans developed by Arthur Peabody, then Wisconsin State Architect. The chief designer in the State Architect's office, Frank Moulton, likely played the primary role in the final design. Influenced by classical architecture, the plans called for a

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December 1964, Technical Maintenance Unit. These facilities were underground, and the Upper Terrace was expanded on top of part of them.

[7] University of Wisconsin Department of Planning and Construction, "Memorial Union Terrace Improvement," January 1986, Technical Maintenance Unit; and Theodore Crabb, Emeritus Director, Wisconsin Union, "Construction History of the Wisconsin Union," 2004, History Binder, Office of Theodore Crabb, University of Wisconsin Memorial Union, Madison, Wisconsin.

main block flanked by symmetrical pavilions, separated by hyphens. The main block (Central Core) and the east pavilion (Commons Wing) were erected in 1926-28; construction on what would have been the west pavilion (intended to house a theater) was deferred. The massing and setback of the 1926-28 portion of the Memorial Union is hierarchical; the Central Core is the largest section, while the Commons Wing is smaller, and the hyphens are even smaller (center and right, photo 1). The 1926-28 sections give the appearance of a raised basement, surmounted by a piano nobile that rises the equivalent of two stories (and in the Commons Wing and hyphens, is two floors), and two stories above the piano nobile. For ease of description (and conforming to the current floor designations), the raised basement is hereafter called the "first floor," the piano nobile is the "second floor," and so on. The underground story is the "basement."

The Central Core is a five-story block, capped with a hip roof surfaced with green tile. The Commons Wing is four stories, with a tiled hip roof. Each hyphen is flat-roofed, and was initially three stories tall. The 1926-28 sections display smooth-faced, limestone ashlar at the first story. Above, each section exhibits limestone quoins, and limestone ashlar framing rock-faced, sandstone ashlar. Elaborate, intricate, classical ornamentation embellishes each section. The original, multi-paned, wooden sash windows have been retained throughout most of the 1926-28 sections. The Central Core and Commons Wing face south, overlooking Langdon Street. In contrast, the International Style Theater Wing, designed by Michael Hare of the New York architectural firm of Corbett and McMurray (who had been involved with the design for the Rockefeller Center), turns its back on Langdon Street and faces north toward Lake Mendota (photo 3). Three sections comprise the Theater Wing (photo 4): the Langdon Street façade, which imitates the Commons Wing; the stagehouse (center), which is a tall, rectangular, stone-veneered block with few openings; and the auditorium (north), which features walls of glass and a convex roofline that follows the curve of the ceiling in the auditorium. The Langdon Street façade of the Theater Wing, when completed in 1939, mimicked the Italian Renaissance Revival massing of the original sections, a compromise that attempted to complete the symmetrical composition of Peabody's plan, and provide a transition between the Italian Renaissance Revival Central Core and Commons Wing, and the International Style Theater Wing.[8] This was accomplished by extending the hyphen from the Central Core and conforming to the setback, height, width, wall materials, and tiled hip roof of the Commons Wing, while displaying minimal ornamentation. It is this hip-roofed, south section of the Theater Wing that was reconstructed in 2012-14 (photo 5). The exterior appearance of the 2012-14 south section of the Theater Wing is nearly identical to the 1938-39 section, replicating the footprint, massing, roof shape, materials, and windows of the original.

[8] Porter Butts, Former Director, Wisconsin Union, Interview with Donna T. Hartshorne, 1979, Tape Index 167, University of Wisconsin Madison Archives Oral History Project, Steenbock Library, Madison, Wisconsin (hereafter, Butts Interview).

The Langdon Street (south-facing) façade of the Memorial Union is dominated by the Central Core (photo 6), which retains its 1926-28 appearance. The Central Core projects beyond the plane of the Commons and Theater wings. The symmetrical façade features a Doric-columned, arcaded loggia flanked by three-story, flat-roofed, projecting end pavilions. A monumental, exterior, stone staircase in double, quarter-turn-with-landing configuration rises to the loggia (the Travertine marble steps were replaced with concrete in 2000). The loggia is enriched with medallions, scrolled keystones, and an egg-and-dart molding. Scrolled foliage is painted on the ceiling of the loggia. A stone balustrade with turned balusters, and square piers holding stone urns, can be seen above the loggia. Inside the loggia, are five round-arched openings framed with Doric pilasters and compound moldings. A pair of multi-paned, wooden doors, unified beneath a round-arched, multi-paned transom, is located in each of the central three openings, flanked by a round-arched window on either end. Each end pavilion is quoined and carries the arcade motif at the second story, with round arches accented with scrolled keystones over the two front windows. This configuration wraps around the outer wall of each pavilion, continues onto the Central Core, and across the east hyphen (which connects the Central Core to the Commons Wing, and is set back from both). A stone panel carved with a winged post appears above each window. The end pavilion cornices are further enriched with egg-and-dart and dentil moldings, and a projecting cornice. Cresting, composed of oval, terra cotta medallions with the letter "W" that alternate with stone swags, runs along the parapet. On the main block of the Central Core, the windows above the loggia display hoods that replicate the entablature on the end pavilions; matching ornamentation wraps around the main block of the Central Core. The "W" cresting is an intermittent embellishment.

The Langdon Street (south-facing) façade of the Commons Wing (right, photo 7) is symmetrical, five bays wide, and maintains most of its 1926-28 appearance. The central three bays feature three, round-arched openings at the first floor. Each holds a pair of multi-paned, wooden doors, surmounted by a round-arched, multi-paned transom. Above, scrolled brackets support a projecting cornice, embellished with a denticulated molding, and surmounted by a stone balconet with turned stone balusters. The same configuration appears above the third-story windows. A simple stone molding forms a continuous sill for the third story windows, creating the illusion that the second and third stories are a single, tall story, like the Central Core. Denticulated and egg-and-dart moldings, and a projecting cornice, with some "W" cresting, trace the roofline all the way around the Commons Wing.

At the first floor, the east hyphen connecting the Central Core and the Commons Wing was expanded southward toward Langdon Street in 1973-74 (left, photo 7).[9] It now matches the Commons Wing in setback and finish. The east hyphen's top story represents an enclosure of what was an open walkway

[9] Crabb; and Strang Partners, "Memorial Union Remodeling," 2 April 1973, Technical Maintenance Unit.

between the Central Core and the Commons Wing. It is flat roofed, finished with stucco, and dates to 1977.[10]

The Langdon Street (south-facing) facade of the Theater Wing and the west hyphen (set back from, and connecting, the Theater Wing and the Central Core) were rebuilt in 2012-14, but reflect an exterior appearance that closely matches the 1938-39 design (photo 4). The 2012-14 portion of the Theater Wing mirrors the massing of the Commons Wing. It is hip-roofed, and four stories tall. The west hyphen is set back, is five stories in height, and has a flat roof. Both are finished with smooth-faced limestone ashlar, enriched with quoining, and mostly reproduce the original fenestration pattern. The hip-roofed section possesses a three-story, flat-roofed bay projecting from the center of the facade. Regularly-spaced windows light the first story of the bay. Multi-paned windows appear on the hip-roofed section above the bay. At the base of the west hyphen is a projecting, enclosed, glass-and-metal entrance, with three pairs of glass-and-metal doors. Above, the Langdon Street façade of the west hyphen replicates the fenestration pattern of its 1938-39 predecessor, with two multi-paned windows at the second and third floors, and three at the fourth. A classical cornice appears above, carried over from the hip-roofed portion of the Theater Wing. The fifth floor of the hyphen is set back, and displays regularly-spaced, multi-paned windows. The exterior appearance of the 2012-14 reconstruction is different from the original in only two aspects: the hip-roofed section did not have a projecting bay; and the west hyphen did not have an entrance. These elements do not detract from the appearance of the Theater Wing, or diminish the excellent integrity of the Memorial Union. The projecting bay matches the main block in materials and details, and the small size and glass walls of the entrance, as well as its placement at the base of the hyphen (an auxiliary element in the Memorial Union plan) minimize their impact.

On the Lake Mendota (north-facing) façade of the Memorial Union, the Central Core is set back, while the Commons and Theater wings project toward the lake, enclosing part of the Memorial Union Terrace (photo 8). The lake façade of the Central Core is similar to the Langdon Street façade, and preserves most of its 1926-28 appearance, including many original multi-paned, wooden windows and doors (photo 9). The Central Core exhibits three-story, flat-roofed, end pavilions that project from the main block and match those on the Langdon Street façade, except that each end pavilion carries a flat-roofed, metal-and-glass room (added in 1947-48).[11] Instead of the loggia, a flat-roofed, central projecting pavilion with a stepped, rock-faced sandstone parapet rises the full height of the building. The quoined pavilion features a projecting, curvilinear, first story that creates a balcony around the

[10] Strang Partners, "Additions to & Remodeling of the Memorial Union," 24 May 1976, Technical Maintenance Unit.
[11] William Kaesar, "Planning Studies for the Memorial Union", July 1946, Technical Maintenance Unit; and Porter Butts, "Story of Wisconsin Union Decorations," 1948-49, 10, History Binder, Office of Theodore Crabb.

three-story, domed rotunda above. Regularly-spaced windows appear at the first floor, which is entered through a door in the west face. The balcony displays a stone balustrade with turned balusters. At the second story, the rotunda possesses evenly-distributed windows, surmounted by round-arched, multi-paned transoms embellished with scrolled keystones. The rotunda is enriched with tall, fluted Doric pilasters, moldings and cornice that match the end pavilions, and an attic story with a blind arcade. On either side of the rotunda, a pair of doors opens onto the balcony.

The Lake Mendota façade of the Commons Wing is symmetrical and reproduces the materials and ornamentation of the Langdon Street façade (photo 10). However, a narrow, metal-and-glass addition resting on a concrete base extends across the lake façade, wraps around the west-facing facade of the Commons Wing, and stretches across the east-facing façade. Proposed by noted local architect William Kaeser in 1946, and constructed in 1957, this addition displays a wide-eaved flat roof, which also serves as a balcony.[12] Intended to mirror the appearance of the Lake Mendota façade of the Theater Wing, this addition dates from the period of significance for Criteria A and B. At the second and third stories on the lake façade, are five bays of windows. Single and groups of three windows light the third story on the lake and west-facing facades of the Commons Wing.

The appearance of the Lake Mendota façade of the east hyphen, joining the Commons Wing to the Central Core, dates to 1977 (photo 9, left).[13] Flush with the plane of the Central Core, the east hyphen displays limestone quoining framing rock-faced sandstone ashlar, and carries simplified moldings and cornice. At the base of the hyphen, a bank of metal-and-glass doors is sheltered beneath a broad, flat roof. An exterior metal staircase descends from the roof to the Terrace. The 1977 east hyphen does not affect the excellent integrity of the Memorial Union because the hyphen is a secondary element in the Memorial Union plan.

The Lake Mendota (north-facing) façade of the International style Theater Wing is its front. The auditorium section of Theater Wing rests on a stone platform, with steps descending to the Terrace on the north- and east-facing facades. The north-facing façade of the auditorium section features a one-story, projecting vestibule. The space is enclosed in metal and glass and topped with a broad-eaved flat roof. This 1938-39 enclosure wraps around the east façade of the auditorium section, creating a gallery with glass block walls and metal-and-glass doors, while the flat roof is carried around the west (North Park Street) façade. In 2012-14, an addition was made to the enclosed vestibule, projecting from the center of the north-facing façade. Most of the 2012-14 addition is below ground, at the level of the lakeshore, reducing its impact on the lakeshore façade of the Memorial Union. At lakeshore level, this addition is finished with smooth-faced ashlar, and its flat roof is paved with concrete, creating an expansion of the Union Terrace. The north-facing facade of the addition curves slightly,

[12] Kaeser; and Weiler & Strang, "Alterations & Additions to the Memorial Union."
[13] Strang Partners, "Addition to & Remodeling of the Memorial Union."

and displays large, metal-and-glass windows, flanked by two pairs of metal-and-glass doors, overlooking the lake. Toward the west end of this façade are two garage doors. On the east-facing façade of the 2012-14 addition, a broad staircase ascends to the roof terrace, and the lounge addition. The addition to the vestibule, at the first story, matches the 1938-39 vestibule's metal-and-glass construction, and its flat roof (photo 3). Pairs of metal-and-glass doors open out of the addition on each of the lounge's facades. The roof of the vestibule and its addition serve as a balcony for the story above. The north-facing façade of the upper portion of the Theater Wing is slightly polygonal and five bays wide. Slender, metal, engaged buttresses articulate the façade. The three central bays hold banks of metal-and-glass doors, which open onto the balcony. A narrow, flat-roofed, metal canopy above the doors extends across the north-facing façade, and wraps around the east- and west-facing facades of the auditorium section. A group of three, broad, multi-paned windows appears beneath the canopy toward the north end of the east- and west-facing facades. The curving roofline of the auditorium, and the monolithic stagehouse are also visible on both the east- and west-facing facades. A narrow, two-story, flat-roofed, 2012-14 enclosed metal and glass staircase is located at the base of the stagehouse section on the east-facing façade of the Theater Wing (photo 9, right). It is joined to the 2012-14 west hyphen, which rises five stories, and matches the finish, ornamentation, setback, and fenestration pattern of the south-facing (Langdon Street) façade of the west hyphen, as well as replicating the original appearance of the 1938-39 west hyphen.

Only the Commons Wing can be seen on the east-facing façade (photo 12). Toward the north end of the glass-and-metal 1957 addition is a wide loading dock opening. Above, the Commons Wing retains most of its 1926-28 appearance, including materials, symmetrical façade, fenestration pattern, and ornamentation. These match the south-facing (front) façade, except that the east-facing façade is eleven bays wide. The three central bays display a continuous projecting cornice, surmounted by a stone balconet, at the second story, identical to the one at the second story on the south-facing façade. At the first story (above the addition), a metal-and-glass enclosed stairwell covers these bays. The stairwell is part of the 1957 addition, erected during the period of significance for Criteria A and B.[14]

The Theater Wing is the only portion of the Memorial Union that is visible on the west-facing façade. A narrow sidewalk separates the building from North Park Street (photo 4). The auditorium section (north) is described with the north-facing (Lake Mendota) façade. The stagehouse (center) has no openings, except for a pair of metal doors set off-center at its base. The small, hip-roofed section (south) dates from 2012-14, and mostly reproduces the 1938-39 appearance. A two-story, flat-roofed section with glass block walls set between a stone base and an entablature projects from the hip-roofed section. A flat metal canopy above the ground floor wraps around the projecting section and connects to the hip-roofed section. Beneath the canopy, stairs descend to metal-and-glass doors into the hip-

[14] Strang Partners, "Alterations & Additions to the Memorial Union."

roofed section. Above, a single window can be seen. Three groups of four windows appear at the fourth story.

Interior

The interior plan of the Memorial Union generally consists of a central corridor running east-west through all three sections of the building. The corridor turns and runs north through the Commons and Theater wings on most floors. Originally, dining rooms of various sizes, a main kitchen and service kitchens, and guestrooms occupied the Commons Wing. With the exception of the first floor, the Commons Wing floor plans are largely structurally intact, although the uses have changed. The private dining rooms, service kitchens, and most of the guestrooms have been converted to meeting rooms and offices. The Central Core floor plan is mostly original, and holds the grand, public spaces including the Rathskeller (a German-style tap room); Memorial Hall (honoring alumni who have died in war); the Main Lounge; and Great Hall (designed as a ballroom). Two grand, marble-finished, half-turn-with-landing staircases rise on either side of the Central Core. Games rooms, a library, and a music room (immediately converted to an art gallery) are other original spaces that remain in the Central Core. Support facilities occupy the basement of the Commons Wing and Central Core. In the Theater Wing, the auditorium and stagehouse sections retain their 1938-39 configuration, with the exception of the expansion of the first floor vestibule, and the north end of the basement (which houses the extensive facilities of the Hoofers Outing Club, a student organization devoted to recreational sports, founded in 1931). The 2012-14 hyphen and Langdon Street end of the Theater Wing created broad corridors, a first floor lobby for the theater, a new Play Circle (small) theater, and a new craftshop (basement). The interior of the Memorial Union exhibits a variety of finishes, including terrazzo, marble and wooden flooring as well as carpeting; plaster, wallpaper, wood paneling, tile on the walls; and plaster, and acoustical tile ceilings.

Spaces that merit further description include: the Rathskeller, Paul Bunyan Room, Memorial Hall, the Main Lounge, the Library, Great Hall, Tripp Commons, and the Wisconsin Union Theater. All maintain excellent integrity.

The Rathskeller, on the first floor of the Central Core, is the most distinctive space in the Memorial Union (photo 13). The décor is patterned after a rathskeller, a traditional German village hall cellar tavern, because Leon Pescheret, the decorator and artist who guided the design and furnishing of the interior, commented that the low, vaulted ceiling of the proposed taproom reminded him of the traditional German rathskeller. Heavy, square piers with capitals enriched with raised “W” medallions support segmental-arched vaults. Wood wainscoting capped with a glazed terra cotta chair rail enrich the piers and the walls. A round-arched fireplace, recessed within a round-arched niche, can be seen in either end of the south wall. Eugene Hausler, a German immigrant, painted *Alte Deutsche* (old German) scenes and mottoes over the fireplaces, and on the walls and the spandrels between the

arches.[15] The scene over the west fireplace shows students listening to a lecture, while students in the scene over the east fireplace offer a toast (photo 14). Paintings representing government, athletics, music, forensic, journalism, and music appear on the six spandrels between the arches. The original electric candle chandeliers hang from the ceiling on heavy chains. Cork tile was applied to the plaster ceiling in 1947-48, while the terrazzo flooring replaced original slate slabs in 1953.[16] The Trophy Room, south of the Rathskeller, was converted into overflow space for the tap room in 1947-48. The German theme was extended to the room just west of the Rathskeller in 1962, when the former billiards room was remodeled as the Stiftskeller, named after the Stiftskeller St. Peter in Salzburg, which claims to be the oldest restaurant in Europe. Kurt Schaldach, a Milwaukee artist, painted *Alte Deutsche* style murals in the Stiftskeller in 1978.[17] The Stiftskeller was remodeled in 2012-14: the south wall was moved northward to accommodate an elevator (accessed from the hallway); murals, which had been painted in 1978, were recreated and some booths were reinstalled. Schaldach's most prominent mural ("The Battle of Beer and Wine") was preserved (removed prior to the remodeling and reinstalled upon completion of the remodeling). Schaldach's other 1978 murals were recreated. Massive oak tables, chairs, benches, and booths in the Rathskeller, Stiftskeller, and the Trophy Room, as well as the imposing bar and shelves of beer steins, enhance the Germanic flavor of these spaces.

The Paul Bunyan Room is on the first floor of the Central Core across from the Rathskeller and adjacent to the Theater Wing. The space is labeled "card room" on the 1926 plans, which reminded Pescheret and the Union interior design committee of the "rugged card players of the north woods," inspiring decor resembling a lumber camp cabin, home to the mythical northwoodsman, Paul Bunyan (photo 15).[18] Applied, rough-sawn oak boards, pegged together to evoke nineteenth century frame buildings, form beams on the ceiling, and frame murals that illustrate several of the stories of Paul Bunyan. The painter James Watrous (1908-1999), a graduate student and later professor of art history at the University of Wisconsin, was commissioned to paint the murals in 1933. Painted in the style of social realism, which honored the everyday labor of the common man, the murals were completed in 1936. The work was partially funded by a federal grant from the Public Works Arts Project of the New Deal.[19] The Paul Bunyan Room exhibits flagstone flooring, and wooden doors with wrought iron strap hinges.

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[15] Mary Waters, "Der Rathskeller, It's Wunderbar," *Wisconsin Alumnus* 54 (February 1953): 22-23.
[16] Butts, "Story of Wisconsin Union Decorations," 7; and Crabb, "Construction History: The Wisconsin Union."
[17] Crabb, "Construction History: The Wisconsin Union."
[18] Butts Interview.
[19] "Paul Bunyan, Big Boy of the North Woods, Poses for His Picture," *Milwaukee Journal*, 12 August 1934; and James Watrous, "The Paul Bunyan Murals at Memorial Union in Madison," *Wisconsin Academy Review* 44 (winter 1997-98): 22-30.

The Memorial Hall is a broad corridor on the south side of the second floor of the Central Core, between the vestibule that opens onto the loggia (south) and the Main Lounge (north). Square piers clad with marble support the groin-vaulted, plaster ceiling (photo 16). Tablets commemorating the sacrifice the University of Wisconsin alumni who have died in war are found on the walls. The ceilings are richly painted with scrolled foliage, native Wisconsin leaves and plants, and Neo-classical motifs. Portraits of Indian men, intended to honor Wisconsin Indian nations, whom Pescheret described as "the first warriors of the state,"[20] appear in headdresses typical of Plains Indians (and not of any Wisconsin Indian nations) in the center of each vault. Birdcage chandeliers with frosted glass hang from the ceiling. Installed in the 2002 restoration of the Memorial Hall, these reproduce the original lighting.[21] The original marble flooring has been retained.

The Main Lounge is a large, two-story volume set north of Memorial Hall. Deep beams enlivened with compound moldings and dentils rest on square, marble columns (photo 17). The columns are ornamented with rope moldings. Frieze panels stenciled with foliage representing Wisconsin wildflowers further enrich the room. A fireplace is recessed within a niche at each of the east and west ends of the south wall. Each has a marble surround and a wooden mantelpiece with fluted pilasters and a simple entablature, dating from the 2003 restoration of the Main Lounge, which returned the space to its original appearance.[22] The flooring is terrazzo. Chandeliers with frosted bowls hang from the ceiling.

The Library lies just west of the Main Lounge in the Central Core. It preserves the original dark paneling and built-in bookshelves that are reminiscent of English style men's clubs found throughout the United States (photo 18). Above the paneling there is a cornice with egg-and-dart and bead-and-reel moldings. In the east wall of the library, a pair of multi-paned doors provides access to the Main Lounge. The simple, classical surround exhibits a running foliated scrollwork and an egg-and-dart molding. The original, elaborate ornamental plaster ceiling, which features a strapwork design, was restored in 2012-14.

Great Hall occupies the north side of the fourth floor in the Central Core. Designed primarily as a ballroom, it initially served as a lounge for women during the daytime as well. A lobby running east-west separates the Great Hall from its reception area to the south. Marble columns with Ionic capitals frame the principal entrance into the Great Hall (photo 19), and are repeated across the lobby and into the reception area. An entablature with compound moldings accented with a bead-and-reel cornice

[20] Leon Pescheret, "Decorations in the Memorial Union Building, University of Wisconsin, Madison, Wis.," *The American Architect*, 136 (5 July 1929): 10.
[21] Crabb, "Construction History: The Wisconsin Union"; and Butts, "Story of Wisconsin Union Decorations."
[22] Butts, "Story of Wisconsin Union Decorations."

molding rests on the columns and is carried around the reception area and the lobby. The main entrance into Great Hall consists of a broad flight of marble stairs, descending from the lobby to the wooden floor (reproduced in 2004).[23] Secondary entrances with narrower flights of marble stairs are found east and west of the main entrance. The raised stage, centered in the north wall opposite the main entrance, is semi-circular with a half-dome ceiling. Georgian Revival decorative details are found throughout Great Hall. A paneled wooden base encircles the space. Narrow plaster panels enriched with raised classical urns and foliage flank the main entrance and the stage, and embellish the wide cased opening between the central and flanking sections of Great Hall. Fluted pilasters and engaged columns with Corinthian capitals articulate the walls and frame the windows and entrances. Simple plaster panels enliven the walls and the ceilings. A broad entablature enriched with dentils and an egg-and-dart molding unifies the space while forming cased openings separating the central section from the spaces that flank it. The central section of Great Hall rises two stories beneath a coved ceiling. Large, round grilles with interlacing tracery appear in the cove, and the ceiling is further enriched with paired guilloche moldings and, in the center with an anthemion molding. The anthemion molding marks what was the opening for an elegant oval, domed skylight of multi-colored leaded glass, which was covered in the 1947-48 remodeling. The stage, which originally was semi-circular, was cut back to its current, shallower profile at that time.[24]

Tripp Commons is a two-story dining room located at the north end of the second floor of the Commons Wing. In keeping with the tradition of earlier university unions, inspired by Oxford and Cambridge universities, it is an English style banquet hall, with paneled wood wainscot, and beamed plaster ceilings (photo 20). The wainscot rises to the sills of the upper story windows, and is capped with a cornice and surmounted with wooden urns. Shouldered architraves frame the upper story windows. The beams and the ceiling are painted with scrolled foliage, and coats of arms that represent other universities with unions, as well as the alma maters of past presidents of the University of Wisconsin. The main entrance is composed of a pair of multi-paned doors (the originals were of leaded glass) in a slightly projecting surround embellished with simple moldings and a broken pediment holding a clock. The flooring is terrazzo in a checkerboard pattern.

The Wisconsin Union Theater, completed in 1939, occupies most of the auditorium and stagehouse sections of the Theater Wing, and includes the main auditorium, two foyers (one on the main floor and one in the balcony), and a basement lounge (Winkler Lounge). The auditorium is, as designed, a 1300-seat venue, but its size can be changed for different kinds of presentations. The vestibule (north, with its 2012-14 projecting addition) and gallery (east) wrap around the main auditorium on the first floor (photo 21). The principal entrance into the main auditorium has an Art Moderne flair. It is composed of three banks of metal-and-glass doors between polished marble columns. On either side

[23] Crabb, "Construction History: The Wisconsin Union."
[24] Crabb, "Construction History: The Wisconsin Union."

of the principal entrance, the curving walls hold small ticket offices. The main foyer is inside the principal entrance and is dominated by twin quarter-turn-with-landing staircases with sinuous metal railings; the smaller foyer at balcony level and the basement lounge have similar features. All three display Art Moderne curving walls, polished metal columns with slender vertical recessed lighting, and walls veneered with a type of African wood called "Kewazinga". Additional Art Moderne elements found in the Winkler Lounge are the elongated oval counter opening into the coatroom, and the porthole window in the coatroom door (photo 22). The walls and ceilings of the main auditorium also curve, to enhance the acoustics of the theater (photo 23). The stage is at the south end of the space, and the floor of the auditorium slopes upward from the stage. Rows of upholstered seats face the stage on the main floor, and in the balcony that extends across the north end of the auditorium. The seats and the carpeting were replaced in 2012-14. Pairs of metal doors open out from the auditorium in the east and west walls. The doors are 2012-14 reproductions.

Other spaces in the Memorial Union that retain noteworthy original features include: the Ladies' Parlor (Founder's Room) on the second floor southwest of the Main Lounge (Central Core), which retains Georgian Revival details such as paneled wainscot, plaster walls decorated with panels, simple medallions, and an elaborate cornice molding that blends with the ceiling molding and features floral, foliated and running-S designs; the Women's Drawing Room (Capitol View), on the fourth floor southeast of Great Hall (Central Core), which also preserves Georgian Revival features such as paneled wood wainscot, classical window and door surrounds, and a fireplace with a tall mantelpiece embellished with panels and a cornice with compound moldings; the Music Room (Art Gallery), just east of the Main Lounge in the Central Core, which retains its original crown molding with raised panels and plain medallions; and the Old Madison Room (designed as a private dining room), on the third floor of the Commons Wing, which conserves a series of murals of Madison as it appeared between the 1840s and the 1870s, painted by Curt Drewes in 1929, including views of Bascom Hill, the Capitol, and Camp Randall during the Civil War (photo 24).

Notable spaces and features that have been altered structurally include the cafeteria (Lakefront on Langdon), occupying the north end on the first floor of the Commons Wing. It originally featured brick piers and beams decorated with symbols said to reflect the art of Wisconsin Indian nations, as well as light fixtures shaped like inverted teepees (a type of housing in which no Wisconsin Indians ever lived). The cafeteria was gutted and expanded beyond the envelope of the Commons Wing in 1957 (and extensively remodeled in 2004). All but five of the guest rooms, at the north end of the fourth floor in the Commons Wing, have been converted to offices. The Bradley Lounge, in the basement of the Theater Wing, designed for the Hoofers, was expanded in the 2012-14 addition. The Play Circle, at the south end of the second floor in the Theater Wing, a small, 168-seat experimental theater was reconstructed in the 2012-14 addition.[25] In addition, the original finishes in a few rooms

[25] Crabb, "Construction History: The Wisconsin Union."

have been replaced: the Tea Room/Georgian Grill (Inn Wisconsin), on the second floor of the Commons Wing, designed with Georgian Revival details such as marble pilasters and beams, and Colonial-inspired silver and crystal chandeliers, and terrazzo flooring in checkerboard design (all removed in 1961); Lex Vobiscum (Profile Room), a small dining room near Tripp Commons on the second floor of the Commons Wing, was papered with pages from a 17th century law treatise once owned by Robert M. "Fighting Bob" La Follette (papers removed in 1957); and the Beefeaters and Round Table rooms, on the third floor in the Commons Wing, had English-inspired ornamentation. Nearly all these alterations took place during the period of significance for Criteria A and B, 1928-1968, so they do not diminish the excellent integrity of the Memorial Union.

Memorial Union Terrace (contributing site)

The Memorial Union Terrace (Terrace) extends just north of the Memorial Union building, overlooking Lake Mendota. There are two levels to the Terrace: the two sections of the upper Terrace are the original 1928 section, immediately adjacent to the Central Core, framed by the Commons and Theater wings, and the 2013 section north of the Theater Wing, on the roof of the 2012-14 basement addition; and the lower Terrace, extending in front of the Central Core and Commons Wing, initially installed in 1986-88, and remodeled in 2013-14. Low, rock-faced stone and concrete walls separate the two levels of the Terrace, and run along the south edge of the lakeshore path, marking the north historic boundary of the Memorial Union property. Flights of concrete stairs and gently-sloped concrete ramps connect the sections of the Terrace, and descend to the lakeshore path.

A low, rock-faced, curvilinear stone wall marks the north edge of the original 1928 section of the Upper Terrace; three long courses of stone steps pass through the wall. Similar walls protect several mature oak trees on the upper Terrace. This section was originally surfaced with flagstones; the flagstones were replaced with the existing Kasota stone and concrete panels in 1964.[26] The original section was extended east, in front of the Commons Wing, and west to the Theater Wing, in 1986-88, with seating areas surfaced with brick pavers.[27] An area of these brick pavers remains, joining the original section of the upper Terrace with the concrete steps leading up to the 2013 section on the roof of the basement addition. The 2013 upper Terrace is surfaced with aggregate panels and displays a simple metal railing.

[26] Susan Olsen Haswell, "The Memorial Union Terrace: A Landscape History," Report Prepared for the Wisconsin Union Building Association and the Brittingham Foundation, January 2008, 48.
[27] University of Wisconsin Department of Planning and Construction, "Memorial Union Terrace Improvement"; and Haswell, 55-56.

Brat Stand (non-contributing)
At the west end of the lower Terrace, the 2013 brat stand projects from the 2012-14 basement addition to the Theater Wing. The brat stand is largely open, with a random rock-faced half-height wall, beneath a metal canopy. East of the brat stand, the concrete-paved lower Terrace is curvilinear, creating a projecting overlook. The lower Terrace was initially installed in 1985-87. The current appearance dates from the 2012-14 reconfiguration.

ALTERATIONS and INTEGRITY

The Memorial Union site, composed of the Memorial Union building and Memorial Union Terrace, maintain excellent integrity to its period of significance under Criteria A, B and C. The property clearly conveys its historic association as a university union, the social center of the campus as well as its architectural character on both the exterior and interior of the building.

The overall exterior integrity of the Memorial Union building is outstanding; the original massing, materials, windows, doors, and ornamentation are largely intact. Exterior alterations to the Memorial Union building since the completion of the Theater Wing in 1939 were made to accommodate ever-increasing numbers of patrons, as well as the changing and multiplying events and activities the building hosted. There have been two major structural alterations, one in 1957 and the other in 2012-14. The 1957 expansion of the first floor cafeteria in the Commons Wing beyond the envelope of the building with a one-story, flat-roofed, metal-and-glass addition wrapping around the east and west facades of the Commons Wing opened up lake views and created a roof-top deck. However, this alteration took place during the period of significance, so it does not impair the building's integrity. The 2012-14 addition to the Theater Wing has three components. The 1939 hip-roofed section (Langdon Street façade) and the west hyphen were replaced, and the north end of the basement was enlarged (the south end of the basement was slightly enlarged). The effect of these elements is minimal because the new hip-roofed section and hyphen mostly recreate the 1939 appearance, including footprint, massing, and fenestration. The enlarged basement is underground, with one, unobtrusive, at-grade entrance that can only be seen from the lakeshore path. The third element, a metal-and-glass addition to the lobby of the theater, projecting from the center of the Theater Wing's front façade, has an adverse effect, but it does not compromise the integrity of the Memorial Union as whole, because it is one façade of one section of a sprawling and complex building. Other alterations to the exterior are smaller in scale, and their small size, materials matching the originals, and/or placement (either on the rear façade of the Central Core and Commons Wing, or set back from view) reduce their impact. These changes consist of the two metal-and-glass rooms on the north-facing (lake side) facade fifth floor (lake side) in the Central Core (1947-49, during the period of significance, so they do not affect the integrity of the building), the ramp and accessible entrance into the Commons Wing on the south-facing (Langdon Street) façade (1973-74), a stair tower infilling the north-facing (lake side) façade of the east hyphen (connecting the Central Core and the Commons Wing) (1977),

and the enclosed fourth floor corridor on the south-facing (Langdon Street) facade of the east hyphen (1977).

The interior of the Memorial Union also retains exceptional integrity. Interior structural alterations are mostly confined to secondary spaces, and consist of rooms installed into voids and mezzanines in the Central Core (mostly dating to 1947-49, during the period of significance), or in the area created by the 1977 construction of the stair tower and fourth floor corridor. A few rooms have been partitioned as their uses changed, but even the conversion of many of the 16 original guest rooms to office use was done with little structural change. Interior finishes have been updated, most notably during the major redecorating project of 1947-48, which installed drop ceilings (since removed) in the Main Lounge and Great Hall, and cork tile on the ceiling in the Rathskeller, and replaced many original light fixtures. Most of the grand public spaces, which are generally the most significant, retain a high degree of integrity, with the exception of the cafeteria (Lakefront on Langdon), extensively remodeled in 2004, and the lobby of the Theater (expanded in 2012-14). The 2012-14 addition also replaced the original Play Circle (a small, experimental theater) with an expanded version. These changes do not diminish the high integrity of the interior, particularly given the astonishing level of preservation displayed in the Rathskeller, the Paul Bunyan Room, the Main Lounge, Memorial Hall, the Library, Great Hall and its lobby and reception area, and the Wisconsin Union Theater and its foyers.

The Memorial Union Terrace is integral to the Memorial Union; it is a social space that was intended for enjoying the outdoors (an “undergraduate playground”) from the time the building opened in 1928. The dimensions of this outdoor social space have changed very little since the period of significance, during which time it became not only THE social center of the University of Wisconsin, as well as one of the leading social centers in the city of Madison, but gained international repute. The Terrace remains that area bounded by the south edge of the path along the shore of Lake Mendota (on the north), the Memorial Union building (on the south and the east), and North Park Street (on the west). What has changed over time is the proportion of the Terrace that is formalized with paved seating areas, walkways, and stairs, as opposed to the proportion that is green space. The original designed section of the Terrace, completed in 1928, is a small portion of the formal Terrace as it exists today, while most of the rest of the Terrace space was grass. The original flagstones of the 1928 section were replaced with the existing Kasota stone and concrete in 1964. The rest of the paved seating areas, ramps, walls, walkways, stairs, the brat stand, the bandstand, all were installed in 1986-88, or in 2012-14, after the period of significance. However, these are features that are materials in the setting, and a revision in the design, but they did not create or expand the social space of the Terrace—that was already in place and at its current size. The Terrace retains integrity of location, setting, feeling, and association.

___End of Description of Physical Appearance

Insert Statement of Significance

STATEMENT OF SIGNIFICANCE

The resources that comprise the University of Wisconsin Memorial Union, including the Memorial Union building, and the Memorial Union Terrace, were listed in the National Register of Historic Places as contributing elements in the Bascom Hill Historic District in 1974 (amended in 2012). The Bascom Hill Historic District is significant in education, politics/government, and architecture. The National Register nomination for the Bascom Hill Historic District (1974) states:

> [T]he Bascom Hill Historic District represents the most historic cluster of institutional buildings in Wisconsin. Even beyond this it is a sensitive mix of urban and natural spaces comprising a memorable and coherent whole significant in itself. The buildings themselves are of major statewide significance, but together in their interrelationships and their relation to "College Hill" and Madison's natural environment they become part of the greater identity that is the Bascom Hill Historic District.[28]

The present document nominates the University of Wisconsin Memorial Union individually to the National Register, and provides evidence of individual significance at the national level under Criteria A and B, in the area of Education, and at the local level under Criterion C in the area of Architecture. The Memorial Union and Terrace retain high integrity which reflects the University of Wisconsin's commitment to the preservation of the property. This commitment is also demonstrated through both the historic structure report and preservation plan the University commissioned which includes meticulous research about the building, exterior and interior spaces and finishes, and includes recommendations for preservation and restoration. The University uses these documents to faithfully restore areas of the Union as recommended in these plans.

Criterion A in the area of Education

Under Criterion A, the Memorial Union is nationally significant in the American college union movement, a trend in the broad pattern of history intended to provide a venue hosting social and recreational activities for students under the supervision of the university, and also to "unify" the student body by welcoming all students (and giving the college "union" its name), by breaking down class barriers. The rise of the American college union at the turn of the twentieth century followed the widespread elimination of student-centered elements of earlier institutions, notably faculty supervision of students' time outside of class, as well as guidance and discipline when youth led students astray. It

[28] National Register of Historic Places, Bascom Hill Historic District, Madison, Dane County, Wisconsin, Reference Number 74000065, 8:e.

also coincided with explosive growth in college attendance, which created large, impersonal institutions. The University of Wisconsin Memorial Union gains national significance in the college union movement because the Wisconsin Union expanded the purpose of the college union such that, in partnership with the university, it fulfilled the ideal of Progressive education at the university level. Progressive education supported the development of the whole student, socially, emotionally, and physically as well as academically, and encouraged each student to use what he/she had learned for the greater good, as a citizen contributing to our democratic society. The Wisconsin Union provided learning that promoted the personal development of the student, an informal extra-curriculum to supplement the formal university curriculum, together creating a Progressive university education. The University of Wisconsin officially recognized this role as central to the purpose of higher education in 1935 when the Wisconsin Union was designated the "Division of Social Education." The Wisconsin Union was the only university union to receive departmental status. The Wisconsin Union also gave students the lead role in governing and cooperatively managing programming and the building, preparing them for future community service.

Criterion B in the area of Education, association with Porter Butts

National significance under Criterion A is closely intertwined with national significance under Criterion B, for association with Porter Butts, Director of the Wisconsin Union from 1928 until 1968. Butts was the driving force guiding the evolution of the Wisconsin Union to fulfill the ideal of Progressive education, and exemplify a college union. Butts (1903-1991), called "Mr. Union," was also the most influential figure in the development of the college union movement in the United States. Through his leadership, the Wisconsin Union became a model for other college unions in its programming, services, and facility, which hundreds of people interested in college unions visited to observe.

Butts' national significance in the college union movement is demonstrated in the following four ways:
1. He articulated the purpose of the college union and his philosophy of what a college union should be through prolific writing disseminated through his books and the editorship of *The Bulletin of the Association of College Unions* (1936-1970), with the Wisconsin Union's programming, services, and facility providing the example of the ideal union;
2. He promoted the professionalization of college union staff, participating in the development of bachelor's and master's degrees in recreation leadership (1947 and 1954), and the first summer institute for college union administrators (1962) at the University of Wisconsin; Butts authored the first guide on the subject, *Standards in College Union Work* (1946). As a continuation of this work, he established a national employment service for college union professionals in 1940, which he operated until 1963;
3. As a member of the College Housing Advisory Committee (1957-59), he successfully lobbied for

federal legislation allowing federal loans to colleges and universities for institutional buildings to include unions, which brought federal loans of $414 million to aid in building 400 unions at institutions that might not otherwise have been able to afford one, and;
4. Butts personally consulted on the planning and programming of more than 110 college unions, in the United States and abroad, and authored the first manual on the topic, *Planning College Union Facilities for Multiple Use*, in 1966.

Butts was the foremost leader of the college union movement; no other person has had the influence and impact that Butts had. The period of significance for Criteria A and B extends from 1928, when the Memorial Union opened, until 1968, when Butts retired. He continued to serve as director emeritus, maintaining an office and a regular schedule in the Memorial Union until the early 1980s. The property retains excellent integrity to the period of significance for Criteria A and B.

Criterion C in the area of Architecture

The University of Wisconsin Memorial Union is also locally significant under Criterion C, as a fine and intact example of Italian Renaissance Revival design. The period of significance in architecture coincides with the completion of the original section of the building, 1928.

HISTORICAL CONTEXT

From Colonial College to Turn-of-the-Twentieth Century University: Higher Education in the U.S.
Prior to 1776, nine colleges were established in the North American English colonies. Harvard College, founded at Newtowne (soon changed to "Cambridge") in 1636, was the first. The early English colonists of Massachusetts included thirty-some Oxford men, and more than 100 men who had attended Cambridge, where Puritan theology and ideology held sway.[29] Idealizing Cambridge and Oxford universities, and looking to them for inspiration occurs repeatedly in the history of higher education in the United States. As Samuel Eliot Morison stated in *The Founding of Harvard College*, "…the two cardinal principles of English Puritanism which most profoundly affected the social development of New England and the United States were not religious tenets, but educational ideas: a learned clergy, and a lettered people."[30] The curriculum at the colonial college emphasized reading,

[29] Frederick Rudolph, *The American College and University: A History*, (New York: Alfred A. Knopf, 1968), 3-5.
[30] Samuel Eliot Morison, *The Founding of Harvard College,* (Cambridge: Harvard University Press, 1935), 45. Because Puritans believed that reading the Bible was necessary to live a godly life, educating children, that is, teaching them to read, was also promoted.

not only treatises of the Protestant Reformation, but also Greek and Latin classics, derived from the Renaissance ideal of the gentleman. In the eighteenth century, the rise of empiricism added science ("natural philosophy") and mathematics to the curriculum. All nine colonial colleges were associated with religious denominations, drew students from the elite of colonial society, were at least partially funded with public money, and had the same purposes: to train future clergy and statesmen (including government officials as well as political leaders), and inculcate them with a sense of obligation to public service, as well as the faith and conscience to lead a pious life. These students were to be both the masters and servants of society.[31]

In his seminal history of American colleges and universities, Frederick Rudolph describes the "collegiate way." This was the Cambridge-Oxford residential model, which dictated that books were only part of the education, that the social aspects of college life – students living together with their instructors, sharing meals, studying, playing, and worshipping as one big family – were integral to educating the young man and shepherding him into adulthood. In England, the collegiate way took the physical form of the quadrangle, a group of institutional buildings enclosing a courtyard. This made supervising students relatively easy; there were few exits, and a porter could be stationed at each one. However, colonial American colleges did not have the funds to duplicate the quadrangle, and were generally not residential. This exacerbated the natural conflict between faculty and students in these institutions, particularly over attempts to restrict students' extracurricular activities, placing college presidents and tutors in the role of constant disciplinarian, and adding to the romanticized myth of the idyllic residential college on the Cambridge-Oxford model that would be another theme in American higher education.[32]

The American Revolution gave higher education an expanded purpose: preparing young men not only for adulthood, but for citizenship in a democracy. Democracy, calling for an informed electorate, combined with the Enlightenment idea that man is perfectible (and therefore, capable of upward mobility), sparked the American belief that American society was capable of endless progress, and that education and progress were inextricably linked. The movement for universal public education grew out of this belief, and was led by Horace Mann (1796-1859), who served as Secretary of the Massachusetts State Board of Education (the first such body in the nation) from 1837 to 1848. Mann created a state-wide educational system, primary through college, based on the principles that everyone should be educated; that students from all backgrounds should be taught together; that school should be non-sectarian; and that all students should have well-trained, professional teachers. Many states,

[31] Rudolph, 7-18, 23, and 28.
[32] Rudolph, 90, and 139; and John R. Thelin, *A History of American Higher Education*, (Baltimore: The Johns Hopkins University Press, 2004), 8-9, and 20-22.

including Wisconsin, would adopt an educational system similar to Mann's.[33]

The perceived link between education and progress, and the growth of universal public education, inspired colleges to broaden their appeal to attract young men of modest means, as well as the elite. The number of colleges proliferated to accommodate growing numbers of college students, and to provide opportunities for higher education in the west as the country expanded westward. The total number of degree-granting institutions, public and private, grew from 25 in 1800, to 241 in 1860 (about two-thirds of which remain in operation). The college curriculum also grew during the period, beyond what was considered "liberal arts," to include subjects such as economics, chemistry, natural history, French, English, and later in the period, law, medicine, civil engineering, and agriculture. Other institutions, notably teachers' colleges ("normal" schools), opened beginning in the late 1830s. Many states opened state-supported colleges between the American Revolution and the Civil War, including Georgia (1785), North Carolina (1789), Vermont (1791), Tennessee (1794), Michigan (1817), Indiana (1820), Missouri (1839), Iowa (1847), and Wisconsin (1848).[34]

Established by the state legislature (as directed by the Wisconsin Constitution, Article X) in 1848, the year the state was admitted to the union, the University of Wisconsin reflected the educational currents of the time. Its first building plan, submitted in January 1850, displayed allegiance to the "collegiate way." The Board of Regents (regents) proposed one main building with recitation and lecture rooms, a library, and an astronomical observatory; two dwellings for instructors; and four dormitories, each housing 64 students (for a total of 256 students), and recommended that two dormitories be built first. A lack of funds limited construction to one building. The regents elected to build one of the dormitories: North Hall (extant, NHL). When North Hall opened in 1851, it housed the entire university. Twenty-four study rooms and bedrooms for 50 students occupied the lower floors of this four-story building; six public rooms were located on the fourth floor, for lectures, recitation, library, and a "cabinet" (natural history collection).[35]

The University of Wisconsin also subscribed to the notion of universal public education, drawing its first college students from local youth and providing preparatory coursework in arithmetic, geography, and grammar for younger students. The preparatory program opened first, in February 1850, in a rented building (not extant), with 20 students, all male. The university's charter called for four departments, reflecting the legislature's up-to-date view of a college curriculum: science, literature and the arts (liberal arts); law; medicine; and elementary instruction. However, only the liberal arts

[33] Thelin, 41-42; and Rudolph, 5-36, 41, and 63-64.
[34] Thelin, 41-42; and Rudolph, 5-36, 41, and 63-64.
[35] Reuben Gold Thwaites, *The University of Wisconsin: Its History and its Alumni,* (Madison: J.N. Purcell, 1900), 49, 52, 60, 62-64, 66, and 69.

department was funded initially. Six professors were to comprise this department, teaching: political science; philosophy and English; classical languages and literature; modern languages and literature; mathematics, science, and astronomy; and chemistry and natural history. Even this was more than the cash-strapped institution could afford, and it would be 1855 before all six professorships in the liberal arts department had been filled.[36]

During the early 1850s, Wisconsin was in the process of organizing its system of common (public) schools, prompting a growing demand for teachers with normal school training. This provided justification for funding the construction of the second university building, South Hall (extant), in 1855. However, South Hall, like North Hall, initially served as a dormitory, with classrooms, a dining room, and living quarters for several professors and their families. The teaching department would not open permanently until 1863. Attempts to open departments of medicine (1856), engineering (1857), and law (1857) failed because there were no monies to hire professors. The limited funds of this period were spent erecting the principal classroom building, Main Hall (now Bascom Hall, extant).[37] The University of Wisconsin would remain financially strapped, and its attempts at expanding the curriculum beyond the liberal arts department abortive, until its reorganization as a land-grant institution in 1866.

The Morrill Act, passed in 1862, permitted the establishment of "land-grant" colleges, by granting federal lands to states, which states could then sell to fund colleges with a curriculum that included, but was not limited to, courses in agriculture, engineering ("mechanic arts"), and military tactics. This act stimulated the growth in the number of colleges, and accelerated the expansion of the typical curriculum in the direction of technical and practical coursework.[38] The state of Wisconsin accepted a grant of land from the federal government in 1863, and reorganized the University of Wisconsin as a land-grant institution in 1866. This enabled the permanent establishment of the departments that would become the College of Agriculture (presently the College of Agriculture and Life Sciences), and the College of Engineering. The development of the University of Wisconsin's College of Agriculture exemplifies the popular, practical, technical current of late nineteenth century higher education. The College of Agriculture would soon extend its usefulness to Wisconsin farmers statewide by conducting problem-solving research and disseminating best farming practices through its publications, its "short courses" (hosting farmers on campus), and "farmers' institutes" (lectures presented around the state). The University of Wisconsin College of Agriculture would be a major factor in Wisconsin's rise to the

[36] Reuben Gold Thwaites, *The University of Wisconsin: Its History and its Alumni,* (Madison: J.N. Purcell, 1900), 49, 52, 60, 62-64, 66, and 69.
[37] Reuben Gold Thwaites, *The University of Wisconsin: Its History and its Alumni,* (Madison: J.N. Purcell, 1900), 49, 52, 60, 62-64, 66, and 69.
[38] Rudolph, 244.

leading dairying state in the nation.[39]

The 1866 act reorganizing the university also explicitly stated: "The University in all its departments shall be open to male and female students."[40] The regents had declared that female students were welcome to attend the university in 1857, and the first female students attended a summer teaching course in 1860. In 1863, the first female students enrolled for the academic year. However, opposition to female students was strong among male students and alumni, as well as some faculty, which had a dampening effect on the enrollment of females. Dr. Paul R. Chadbourne, whom the regents wished to employ as the chancellor of the reorganized institution, was so opposed to coeducation that he refused the appointment until the law was amended to read, "…open to male and female students, under such regulations and restrictions as the Board of Regents may deem necessary."[41]

Chadbourne took office in 1867. The Normal Department, housed in South Hall since its permanent establishment in 1863, and with an enrollment made up almost exclusively of women, was re-named the "Female College." At first, female students attended women-only classes in the Female College (which was also the women's dormitory). North Hall served as a men's dormitory, housing 90 students, which left some 150 male students looking for housing. In 1870, Ladies Hall (not extant) was constructed, with dormitories and classrooms for women, and South Hall reverted to male student living quarters. By 1873, Chadbourne had departed, women and men were taking classes together, and Ladies Hall became almost solely residential.[42]

Ladies Hall included a feature that reflected another state-of-the-art change in the American college curriculum: gymnastics equipment. The gymnasium, or "turnvereine," movement, brought by German immigrants of the late 1840s and 1850s, had gained widespread popularity among college students in the United States by the eve of the Civil War. At first, students built gymnasiums themselves, but by 1860, colleges had begun to establish physical education departments. At the University of Wisconsin, male students had had the opportunity for physical education since the completion of the 1870 armory and gymnasium (not extant), built for military instruction and drill, as well as gymnastics exercises and bowling.[43]

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[39] Robert C. Nesbit, *Wisconsin: A History*, (Madison: The University of Wisconsin Press, 1973), 288-294.
[40] Thwaites, 84.
[41] Thwaites, 86.
[42] Thwaites, 86-88. In an ironic tribute to the chancellor who so strenuously opposed coeducation, Ladies Hall was later named Chadbourne Hall. That building was replaced in 1957 with the current Chadbourne Hall.
[43] Thwaites, 102.

German influence on American higher education expanded in the late nineteenth century as colleges in the United States, especially state institutions, began to adopt elements of the "German university model." While Johns Hopkins University was the first to embrace the German university model in 1867, it was the midwestern state universities, notably the University of Michigan, the University of Minnesota, and the University of Wisconsin, that would become the leading centers of the scholarly, scientific inquiry that was the hallmark of the German university model. In addition, the German university model focused on the faculty. Under the German ideal, faculty were free to pursue their own investigations, and were only obliged to teach students who were "sufficiently well prepared to provide the faculty with challenging and rewarding stimulation."[44] It was, in effect, a system of professor-experts, training graduate students.

The German university model gained strength at colleges in the United States in the 1870s, producing two effects: first, education in scientific fields diversified; and second, the elements of the earlier, student-focused institutions were either delegated to a new educational institution, the high school (where college preparatory courses were taught) or were eliminated. The personal guidance and extracurricular supervision of students was eliminated because student management was not relevant to the German university model.[45] The University of Wisconsin, at the forefront in the adoption of the German university model, experienced both of these effects, although the problems inherent in the elimination of student guidance and supervision would not elicit much response from the university administration until the 1890s.

The increasing importance of science instruction at the University of Wisconsin is reflected in the next buildings constructed: the first Science Hall (1877, not extant); and the Washburn Observatory (1878, extant). Other science buildings would soon follow, including the present Science Hall (1888, extant), Agricultural Engineering (1907, extant), Horticulture (1910, extant), and Biochemistry (1912, extant). The prominence of science is also demonstrated in the addition of departments in such fields as geology, mining, and metallurgy (1871); astronomy (1878); agricultural bacteriology (later biochemistry, 1880); pharmacy (1883); dairy husbandry (later dairy science and food science, 1888); soil science (1888); physics (1889); horticulture (1894); veterinary science (1903); poultry science (1909); and genetics (1910).[46]

The second effect, the delegation of student-centered elements of the earlier college, was also evident at the University of Wisconsin. Article X of the Wisconsin Constitution (1848), which had established

[44] Rudolph, 271.
[45] Rudolph, 272.
[46] *Perspectives of A University*, (Madison: University of Wisconsin, 1978), appendices B and D.

the university, had also called for creating a system of public schools statewide. The first public high school in Wisconsin opened in Kenosha in 1849. The second was established in Racine in 1853. The expansion of high school programming in Wisconsin was slow, particularly in rural areas, until the legislature enacted the Free High School Law of 1875, which provided state aid to fund high schools. In concert with this legislation, the Wisconsin Superintendent of Schools, Edward Searing, worked with several professors at the University of Wisconsin to create two possible four-year high school curricula that would prepare students for college study. The university would certify, or accredit, any high school that adopted the curricula, and admit its graduates without further preparation. These efforts proved popular; by the end of 1875, 18 high schools received state aid. Twenty-four more took advantage of the incentives in 1876. By 1900, 209 Wisconsin school districts had high school programs.[47] The University of Wisconsin included a college preparatory program from 1849 until 1880, when it became clear that the state's high school programs had become well established.[48] The public high school contributed to democratizing universities by making college preparation accessible to anyone, and providing large numbers of potential university students.[49] Enrollment at the University of Wisconsin would swell from 539 in 1886-87 to more than 3,000 in 1903.[50] In the absence of university support, students would turn to the extra-curriculum to address their social-emotional needs.

The Extra-curriculum: Colonial College to Turn-of-the-Twentieth-Century University

The extra-curriculum has satisfied needs that the college curriculum has not fulfilled throughout the history of higher education in the United States. The first important extracurricular activity was the debating and literary society, a student-initiated organization. The debating and literary society addressed the students' need to engage in intellectual reasoning, which was absent in a typical classroom of the late eighteenth and early nineteenth centuries, where the prevailing instructional practice was reciting memorized text, and college libraries had small collections, to which student access was limited. The first of these was established at Yale in 1753, and at Princeton and Harvard soon thereafter. The debating and literary society hosted thoughtful discussions of political and social issues, taught parliamentary procedure, brought speakers to campus, and established libraries for their members. At eastern colleges, debating and literary societies declined in the early nineteenth century and had largely disappeared by the Civil War, while at western institutions, such as the University of Wisconsin, literary and debating societies did not reach full strength until after the Civil War, and declined in the 1890s. In both regions, student interest in literary and debating societies decreased as

[47] Barbara L. Wyatt, ed., *Cultural Resource Management in Wisconsin*, 3 vols. (Madison: State Historical Society of Wisconsin, 1986), III: 3-4 through 3-5.
[48] Thwaites, 114.
[49] Rudolph, 285.
[50] Merle Curti and Vernon Carstensen, *The University of Wisconsin: A History, 1848-1925*, 2 vols. (Madison: University of Wisconsin Press, 1949), I: 659-60.

the diversifying curriculum and growing college library collections eliminated the need to search for extracurricular intellectual stimulation, and as the Greek-letter fraternity and other social clubs were introduced.[51]

The Greek-letter fraternity was a student-initiated, extracurricular movement that began in the 1820s and 1830s and spread rapidly among eastern institutions, although it generally did not appear at western colleges until the 1870s. Intended as exclusive associations for the most sophisticated men on campus, the Greek-letter fraternities exasperated college authorities with their card-playing, smoking, drinking, singing, and womanizing, but the authorities eventually gave up trying to stamp them out.[52]

Another important extracurricular activity was athletics. College men of the early-to-mid nineteenth century participated in informal, student-organized physical activities such as swimming, fishing, foot races, dancing, boxing, marbles, bowling, fishing, and "free-for-all versions of football and baseball."[53] Colleges themselves did not assume responsibility for organized athletics until the 1860s, when the gymnasium movement took hold. During the 1870s, intercollegiate baseball spread across the country. Other sports, notably track and field, rowing, and football, would follow.[54]

Around the turn of the century, a new extracurricular program appeared: the college (or university) union. The idea of a union for a college or university had its roots in the men's clubs of England, especially those associated with Cambridge and Oxford. The Cambridge and Oxford unions were largely debating societies, where it was believed that thoughtful consideration of the issues of the day helped develop future political and intellectual leaders. The Cambridge and Oxford unions also had a social and recreational dimension, which was more characteristic of English men's clubs, providing reading rooms, hosting card games and billiards, and sponsoring sporting events. In Canada and the United States, college unions developed primarily as social and recreational centers, open to all male students (that is, they were generally not exclusive, unlike traditional men's clubs, or Greek-letter associations). However, university unions would rapidly expand beyond this role to provide more services for students, and more opportunities for students to work together, breaking down barriers between students and promoting the "union" of the diverse members of the student body.[55]

The extra-curriculum at the University of Wisconsin mirrored the national pattern. The first literary

[51] Rudolph, 145-47, and 156; and Curti and Carstensen, I: 423, and I: 433.
[52] Rudolph, 145-47, and 156; and Curti and Carstensen, I: 423, and I: 433.
[53] Rudolph, 152.
[54] Rudolph, 139, and 152-55.
[55] Butts Interview, 22; and Porter Butts, *The College Union Idea*, (Stanford, California: Association of College Unions-International, 1971), 1 and 8.

and debating society at the university was the Athenaean, formed in 1850. The Hesperian followed in 1854. The first women's literary and debating society was the Castalia, established in 1864. In the 1870s and 1880s, numerous short-lived men's literary and debating societies were established at the University of Wisconsin. Although the societies were gender-segregated, they were otherwise open to any student. In 1873, there were four literary and debating societies at the University of Wisconsin, each with 60 to 70 members. With a student body of some 300 students, nearly every student must have been participating. The "joint debate" between teams representing two of the societies was one of the highlights of the year, and was held annually from 1867 until 1926.[56]

Student publications were also initiated in the mid-nineteenth century. The Athenaean published a monthly magazine, *The Students' Miscellany*, in 1857 and 1858. The *University Press*, primarily written by students and frequently critical of the university, was printed from 1870 until 1886. The *Daily Cardinal* (still in publication) printed its first issue in April 1892, and initially reported primarily on student athletics and campus events. The 1880s and 1890s also saw the formation of special-interest clubs, such as the yearbook, drama, and musical clubs.[57] Academic clubs were also organized, including mathematics, natural history, engineering, and pharmacy, among others.[58] Special-interest and academic clubs continued to flourish in the twentieth century.

By the 1880s, Greek-letter associations were increasing in popularity at the University of Wisconsin. At first, these associations encountered opposition at Wisconsin, because of their morally-objectionable behavior, and because of their secretiveness and exclusivity, which was seen as undermining democracy.[59] However, by 1875, three fraternities had been established at the University of Wisconsin. Between 1876 and 1900, affiliation with Greek-letter associations increased, as enrollment multiplied nearly tenfold, the number of students from well-to-do families (who overwhelmingly made up the pledges to Greek-letter associations) increased, and the university built no dormitories. The first chapter house opened in 1888, and by 1894, ten of the 13 associations had established chapter houses, most on the east end of campus. The number of Greek-letter associations and chapter houses expanded through the 1920s, as they were "[p]roviding convivial meeting places, functioning as boarding and rooming clubs, [and] answering social and egotistical needs…"[60] For its members, fraternities and sororities offered housing, regular meals, and social prestige. To the other

[56] Curti and Carstensen, I: 423-26.
[57] Curti and Carstensen, I: 191, and I: 418-20.
[58] C. L. Allen, H. C. Hullinger, and E. D. Matts, eds., *Trochos*, Junior Class of the University of Wisconsin, 1885, http://digital.library.wisc.edu/1711.dl/US.USYearBk1885, (accessed October 6, 2013).
[59] Curti and Carstensen, I: 392.
[60] Curti and Carstensen, I: 667.

students, the university administration, and Progressive legislators, they were divisive, with the reputation as exclusive, undemocratic, and (in the case of fraternities) promoting immoral behavior.[61] Members of Greek-letter associations were also viewed as elitist, snobbish, intolerant, and cruel to those it rejected, whom they called "barbarians" or "barbs."[62]

There were no organized sports at the University of Wisconsin prior to Civil War, although students did play wicket, quoits and baseball.[63] Students arranged the university's first intercollegiate game, a baseball game with Beloit College held in June 1873. The success of the University of Wisconsin's baseball teams in intercollege contests during the mid-1880s, planned by students, inspired college spirit among students and alumni. The late 1880s saw the expansion of organized intercollegiate athletics at Wisconsin to include tennis, track and field, rowing, basketball, and football (1887). During the 1890s, the university became increasingly involved in administering and facilitating competitive athletics, purchasing Camp Randall for a playing field in 1893, and erecting a grandstand in 1896. By the turn of the century, Badger football dominated the university's athletic program, and it had become wildly popular, and one of the few common interests the diverse student body shared.[64]

Although participation in clubs, membership in fraternities and sororities, and cheering for Badger sports teams, especially football, satisfied some of the social and emotional needs of students, this did not entirely counteract the "impersonalized, machine-like quality of the university-oriented education,"[65] nor did it provide the *in loco parentis* supervision of the earlier "collegiate way" institutions. At the University of Wisconsin, President John Bascom, 1874-1887, believed that it was

> the University's duty to foster a wholesome moral life among the students, [but] he did not believe the faculty should 'follow the student, and intercept him in any mischief.' [66]

Instead, Bascom trusted that the students' own self-respect would prompt them to behave appropriately. Bascom's trust may have been well placed, and the relatively small size of the student body (rising from about 325 in 1874, to 539 in 1886-87) may have assisted,[67] but in any case, there were few disciplinary problems during his tenure. However, by 1893, with enrollment surpassing 1,000, the rowdy behavior of students, including drunkenness, gambling, and hazing, impelled the

[61] Curti and Carstensen, II: 500-01.
[62] Butts Interview, 6.
[63] Curti and Carstensen, I: 195.
[64] Curti and Carstensen, I: 389-90, 659, 694, and 697-99.
[65] Rudolph, 457.
[66] Curti and Carstensen, I: 385.
[67] Curti and Carstensen, I: 659.

faculty to intervene. The faculty demanded that

> all student houses, social organizations, fraternities, sororities and the residents of Ladies Hall… adopt social regulations…and have a house committee to require adherence to the rules...[68]

This initiative met with mixed success; generally, women students complied, and men did not.

Unlike other states, Wisconsin did not yet have a law that created a saloon-free zone ('cordon sanitaire') around its educational institutions. Beginning in the 1880s, the regents and the faculty lobbied the Madison Common Council to adopt a local ordinance that would prohibit saloons from locating near campus.[69] In 1897, the presence of nearly 2,000 students, combined with growing numbers of faculty and staff, augmented the economic and political influence of the university such that the Madison Common Council adopted an ordinance eliminating saloons in the immediate vicinity of the university. However, the number of saloons in the city continued to grow, rising from 81 in 1897, to 100 by 1900. A 1906 political campaign charging that brewery operators and saloon owners controlled the Madison Common Council, and preyed on university students, had a dampening effect on enrollment. Alarmed, University President Charles R. Van Hise worked with reformers and legislators across the state, and in June 1907 the Wisconsin legislature enacted a saloon-free zone within a half-mile of Bascom Hall. Gambling and prostitution, also a concern of university administration and parents, had been largely eliminated (at least temporarily) from within the city of Madison by 1904.[70]

The University of Wisconsin, like many large institutions of higher education, had also appointed a Dean of Women (1893), and would appoint a Dean of Men (1916), to supervise students' extracurricular activities, and to provide discipline and academic guidance. Counseling, faculty advisers, and orientation programs for new students would follow in the 1920s.[71] In his inaugural address in 1904, President Van Hise would be the first to advocate for a college union at the University of Wisconsin, which would come to play a role in the supervision of students in social situations, and to organize and host orientation events. Van Hise's leadership would also make Wisconsin the national model for Progressivism at the university level.

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[68] Curti and Carstensen, I: 668.
[69] Curti and Carstensen, I: 670-71.
[70] David V. Mollenhoff, *Madison: A History of the Formative Years*, 2d ed., (Madison: The University of Wisconsin Press, 2003), 185, 299-301, and footnote #113, 447; and Curti and Carstensen, I: 670-71.
[71] Curti and Carstensen, I: 609-10, 669, and II: 507; and Rudolph, 460.

Progressivism and the University of Wisconsin

By the 1890s, the American university had acquired much of its present character as a complex institution composed of a collection of professional schools, with well-equipped, special-purpose buildings, such as laboratories, and libraries with broad circulation. The American university had taken the German model of groups of faculties that trained students for the professions of law, theology, and medicine, while at the same time applying the democratic view that all careers were equally deserving of study and instruction, including such fields as business, music, art, nutrition, pharmacy, teaching, and farming. Increasingly, professors were viewed as experts in a field, and instruction came either in the form of the lecture, in front of a large audience, with little interaction between the professor and the students; or the seminar, composed of a small group of students discussing original research with a professor. Another distinguishing element of the American university was that of preparing students for citizenship, for service to the community. The service ideal was in part retained from earlier American and English precedents, but it was about to be boosted by the rise of Progressivism.[72] The University of Wisconsin was one of the leading models of an American university in the nation in the 1890s; it would soon exemplify Progressivism at the university level, of the university in service to all the people of the state, also known as the "Wisconsin Idea."

Progressivism was a political and social reform movement that was at its height from the 1890s through the 1920s. It was an awakening of social conscience in response to the rapid transformation of the country from an agrarian society to an industrialized, urban one, with a host of attendant issues: poverty, disease, crime, and squalid living conditions in urban slums; dangerous working conditions, long hours of repetitive tasks, and low wages in large-scale, factories; and political corruption and corporate monopolies that concentrated wealth among an elite few. All these issues were intensified by a flood of non-English speaking immigrants. Progressive-era reformers believed that the root of these problems was the faceless character of the urban-industrial society, which had destroyed the network of human connections inherent in agrarian communities, leaving people feeling alienated and isolated.[73] Progressivism was a political movement with political solutions, such as antitrust and federal income tax regulations; food and product safety, temperance, and labor legislation; direct primaries, secret ballots, referenda, initiative and recall petitions, suffrage for women; and the city manager-city commission form of municipal government.[74] However, Progressive-era reformers also firmly believed that education was key to achieving social change, to the benefit of society. At the

[72] Rudolph, 341-43; and Thelin, 127-30.
[73] Lawrence A. Cremin, *The Transformation of School: Progressivism in American Education, 1876-1957*, (New York: Alfred A. Knopf, 1962), viii, and 58-59.
[74] Rudolph, 357.

university level, this was primarily evident in the public service provided by academic experts, and mostly confined to state land-grant institutions.[75] The University of Wisconsin would embrace Progressivism to an extent no other university replicated.

State land-grant universities and colleges had been serving the people of their states to a varying degree since the 1860s through applied research that could be put to practical use, particularly in agriculture, mechanical engineering, and teacher training. At the University of Wisconsin, early public service efforts set the pattern for the Progressive era, and fell into two categories: first, the university provided guidance to state government. For example, professors from the university had worked with the State Superintendent of Schools to develop model high school curricula (1875), thereby helping to shape the state's public school system. The second category was practical research, disseminated through educational outreach. The University of Wisconsin established the Wisconsin Agricultural Experiment Station (1883), where much applied research took place. They also issued publications and began teaching best practices in farming at farmers' institutes held around the state (1885, the first in the nation), as well as holding short courses (1886, "continuing education") on campus for farmers. These efforts were very popular, and earned widespread public support for the university, and for the expansion of the university's public service initiatives during the Progressive era.[76]

Under the tenure of President Charles R. Van Hise, 1903-1918, the University of Wisconsin came to embody the public service ideal of Progressivism, also known as the Wisconsin Idea. Van Hise firmly believed that the state university had a moral obligation to serve the people of the state, and announced "Service to the Commonwealth" would be the motto of his administration. The two categories of public service the university had already initiated were greatly expanded. University experts worked with state politicians to craft legislation that benefited laborers, consumers, and the poor, and to establish a system of civil service, making Wisconsin a model of principled, open government. Research that had practical applications continued, and professors and instructors carried the university to the people, statewide, through the "extension service." The extension service built on the farmers' institutes, increasing the number of demonstrations and lectures, and expanding the range of topics covered to include nutrition, health, home economics, and farm management, among others. In 1912, the university, in cooperation with county governments, began placing agricultural experts in each county ("cooperative extension"). County agents provided advice to farm families, and developed youth programming, such as 4-H. In 1922, the university extended its educational outreach on WHA (formerly 9XM), the longest continuously-operating radio station in the nation. Other state universities emulated Wisconsin, but none embodied Progressivism and public service as the University of

[75] Cremin, viii.
[76] Nesbit, 288-294; and Thwaites, 126.

Wisconsin did.[77]

Another dimension of Progressivism in education was its effect on curriculum, rooted in the Progressive view that education should promote democracy, by breaking down class and gender barriers, and that schools should recreate the social educational aspects of agrarian life, lost in the urban-industrial society. John Dewey was the educator most closely associated with Progressive education. Dewey, while a professor at the University of Chicago, 1894-1904, founded the University of Chicago Laboratory Schools in 1896 to put Progressive education into practice, and wrote extensively. In *Democracy and Education: An Introduction to the Philosophy of Education,* (1916), Dewey wrote:

> To [recreate the social education inherent in agrarian life] means to make each one of our schools an embryonic community life, active with the types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child…into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious.[78]

Dewey believed that learning is social and interactive, and he promoted hands-on learning, not only manual training and domestic science, but also arts and crafts, art appreciation, music, nature study, sports and recreation. Integrating subjects thematically was another essential feature of the Progressive curriculum. Finally, Dewey advocated a "student-centered" rather than a "subject-centered" pedagogy, with the teacher acting as a facilitator. The purpose of education was not to acquire a certain group of skills, but rather to help every individual reach his/her full potential, academically and socially, and use what he/she had learned for the greater good.[79]

Progressivism transformed the curriculum and pedagogy at primary and secondary schools throughout the nation, with student-centered instruction of an integrated curriculum supporting the development of the whole child – physical, emotional, and social, as well as academic. While colleges and universities did address physical development of students by establishing physical education departments in the late nineteenth century, and some students participated in intercollegiate sports, few institutions of higher education developed a Progressive integrated curriculum. The University of Wisconsin did try

[77] Nesbit, 426-27; and Rudolph, 362-63.
[78] John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education*, (New York: The Macmillan Company, 1916), 43-44.
[79] Cremin, 103.

with Alexander Meiklejohn's Experimental College (1927-1932).

The Experimental College was an integrated program for the first two years of college, in which students took their classes together, and lived together in Adams Hall (extant), occupying half of the 1926 men's dormitory. The first cohort matriculated in 1927, and was composed of 119 freshmen, all male. The guiding principle of this "academic community" was that the students were free to develop intellectually and socially, with guidance (but no coercion) from the Experimental College faculty. The short-lived "Ex College," as it was called on campus, emphasized reading and discussion, and its failure was likely due to a combination of factors. First, Meiklejohn loved the classics, and his program was a return to the idea of the prescribed course of study: the first year focused on the Athens of Pericles and Plato; the second year on modern America. This curriculum did not appeal to many students, who preferred the option to take electives. Second, the experience of the first years caused concerns among parents and high school staff across the state, such that there were few Wisconsin applicants to the Experimental College. The lack of discipline, particularly in the face of the wild behavior for which the "Ex College guinea pigs," as they styled themselves, quickly became notorious, and alarmed parents and teachers of prospective students. A second concern was the prescribed, two-year course itself, which called into question whether an Experimental College student could finish the requirements of his or her major within four years. Third, the financial straits caused by the Depression led to a drop in university enrollment, especially among out-of-state students, whose tuition was higher, and who made up most of the Experimental College student body. With dwindling enrollment, the Experimental College closed in 1932. No other college or university imitated Meiklejohn's program.[80]

The social and emotional needs of college students went largely ignored, particularly at institutions that had embraced the German university model, which viewed student management as irrelevant, and had eliminated personal guidance and supervision of students. Left to their own devices, youthful exuberance landed many students in difficulties. Further, at state land-grant institutions such as the University of Wisconsin, the lack of student management characteristic of the German university model was aggravated by burgeoning enrollments, dehumanizing the university experience. At the University of Wisconsin, the situation was exacerbated because the first Science Hall had been destroyed by fire in 1884. As a result, North and South halls had been returned to classroom use, and male students were forced into off-campus housing, in rented rooms, boarding houses, and later, fraternity chapter houses (the first of which opened in 1888). The fact that the university would construct no dormitories between 1870 and the mid-1920s (except one for women, Barnard Hall, in 1912) worsened the situation. This was a deliberate policy begun by President Thomas C. Chamberlin,

[80] E. David Cronon and John W. Jenkins, *The University of Wisconsin: A History, 1925-1945*, (Madison: University of Wisconsin Press, 1994), 165-175; and Rudolph, 477-78.

1887—1892, who opined that

> large groups of young men living under the same roof encouraged those 'peculiar rowdy practices which characterize…and disgrace college life'.[81]

By 1903-04, when Charles R. Van Hise took office, the University of Wisconsin had 3,150 students, 228 faculty members, and 17 major buildings (none of them dormitories for men and only one for women). The university had experienced a ten-fold increase in student enrollment in twenty years, and it would more than double again in the next ten years, while all but a handful of students in Ladies Hall would live off campus.[82] To a certain extent, students took care of their own needs through extracurricular activities. But Van Hise was a Progressive who believed that the university needed humanizing, and needed to address students' social-emotional needs. His solution, first presented in his inaugural address in 1904, was extracurricular. Making reference to the residential colleges of Oxford and Cambridge, Van Hise recommended that Wisconsin adopt elements of the English university system that promoted casual socializing: on-campus dormitories for men, commons (dining halls), and a social center for men that lacked the exclusivity of the English version – a college union.[83]

Van Hise also advocated for a social and athletic center for women, who had no recreational facilities; the university's Armory & Gymnasium (1894, extant) was for men only. This was accomplished with the construction of Lathrop Hall in 1908. Lathrop Hall (extant) included a swimming pool, a running track, a large gymnasium, a bowling alley, a kitchen and dining rooms, and a laundry.[84]

Although Van Hise and his successors regularly requested funds for the construction of dormitories, commons, and a union for men, they were afraid that the legislators would not provide funding for both extracurricular and instructional facilities, and did not press the issue when the legislators rejected their request.[85]

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[81] Quoted in Mollenhoff, 184.
[82] Curti and Carstensen, I: 660.
[83] "Charles R. Van Hise Inaugural Address," *Wisconsin Alumni Magazine,* 6 (October 1904): 18.
[84] The legislature and the regents were more inclined to fund buildings that supported the university's role *in loco parentis* for female students; the first on-campus residence hall erected since Ladies Hall in 1870 would be Barnard Hall, for women, in 1912. The first residence halls for men, since South Hall in 1855, would not be built until the construction of Tripp and Adams halls in 1925-26. As late as 1930, fewer than one-eighth of the students were occupying University dormitories. Curti and Carstensen, II: 498.
[85] Mollenhoff, 184.

In his 1904 inaugural address, President Van Hise stressed the importance of promoting fellowship among (male) students, and enhancing their development as well-rounded men. Van Hise asserted that the university union was the mechanism for accomplishing this goal, because it provided a social outlet in an environment controlled by the university. Van Hise stated:

> …when the student goes out into the world, there is no other part of his education which is of such fundamental importance as his capacity to deal with men, to see the other fellow's point of view, to have sympathetic appreciation with all that may be good in that point of view, and yet to retain firmly his own ideas and to adjust the two in fair proportion. Nothing that the professor or the laboratory can do for the 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 and investigators, but in making men, it must once more have halls of residence, and to these must be added a commons and a union. At the commons the men meet one another each day; at the union they adjourn for close, wholesome, social intercourse. The union should be a commodious and beautiful building, comfortably, even artistically furnished. When the students are done with their work in the evening, the attractive union is at hand, where refreshments may be had, and a pleasant hour may be spent at games, with magazines, in a novel, or in social chat. The coarse attractions of the town have little power in comparison.[86]

Annually during his presidency, Van Hise asked the state to fund the construction of a college union, but the state continually refused on the grounds that it was not a classroom building. The social and emotional needs of students at the University of Wisconsin would receive little attention until the opening of the Memorial Union in 1928.

The First Wisconsin Union

Meanwhile, members of the senior men's honors society, the Iron Cross, took matters into their own hands in 1907. The Iron Cross Society had been established in 1902 to bring together male student leaders who had worked to improve the university, and who pledged to work on behalf of the university during their senior year. A professor, who sat on the board of the YMCA, which had recently opened on Langdon Street (just east of the existing Memorial Union), is said to have expressed his concern to Van Hise that the YMCA was likely to go into foreclosure because not enough students were renting rooms there. Van Hise, who met regularly with students, directed the professor to Willard Stephenson, a leader in the Iron Cross Society. Van Hise was aware that Stephenson had visited the new men's union at the University of Michigan, located in an older house

[86] "Charles R. Van Hise Inaugural Address," 18; and Porter Butts, "The Real 'Why' of Wisconsin's Student Union," *Wisconsin Alumnus* 48 (November 1946): 13-14.

near campus, while attending a football game in 1906. The professor suggested to Stephenson that the YMCA might consider renting space for a men's club, and that he hoped this would encourage more male students to occupy the YMCA dormitory. The Iron Cross Society formed the Men's Union Board (union board) and proposed that the union board lease the main floor of the YMCA for a men's club. The YMCA accepted, and the union board opened the "Wisconsin Men's Union" with a reading room, brought in billiard tables, and sold cigars. The Men's Union quickly became a popular place for male students to relax and visit with their friends. Its leaders organized social events as well, such as "smokers" for male freshmen to become acquainted with each other, dances at Lathrop Hall (the women's social center), and faculty-student get-togethers. The union board also sponsored variety shows, most notably "Union Vodvil." These events were well attended and filled a void among students who did not belong to a Greek letter association and were excluded from their social activities. [87]

By 1916, the YMCA had gained its financial footing and become uncomfortable with the sale of cigars and pool playing in the Men's Union. The YMCA terminated the Wisconsin Men's Union's lease, leaving the organization briefly homeless. In October 1916, the Wisconsin Union moved into what had been the George Raymer House at 752 Langdon Street, on the site of what is presently the Commons Wing of the Memorial Union, where it would remain until October 1925. The union board then relocated to the former University President's House at 762 Langdon Street, on the site of what is presently the Theater Wing, which it would occupy until the fall of 1928. The union board would continue to operate programs in the President's House after the opening of the Memorial Union. During the 1920s, despite the limited size of their quarters, the union board continued its programs and organized more events, including a quadrennial, week-long, exposition at which the various university departments showcased their work to students, the public, and especially, the state legislature. The union board also founded the university's concert series in 1920, bringing to Madison distinguished musicians such as Pablo Casals, Fritz Kreisler, Jascha Heifetz, and Sergei Rachmaninoff. However, the Wisconsin Men's Union had no space for hosting any of these activities. Dances were held in Lathrop Hall, while concerts and plays were presented in the Armory & Gymnasium, the Stock Pavilion, Bascom Hall, Music Hall, or at a downtown theater. The union board added its voice to Van Hise's, advocating for a building that would accommodate all of its programs.[88]

Building the University of Wisconsin Memorial Union

In 1913, the Wisconsin legislature approved funding for a men's residence hall and a men's union; in 1915, a new legislature revoked the funding. Proponents abandoned their pleas to the legislature. Soon after, the United States' involvement in World War I turned the university's attention away from

[87] Butts Interview, 9-10; Haswell, 21; and Cronon and Jenkins, 590.
[88] Butts Interview, 9-10; Haswell, 21; and Cronon and Jenkins, 590.

construction projects and toward supporting the war effort. The university provided housing, dining and classroom space for soldiers in training, including men who had recently been students at the university. At the close of the war, proponents of a men's union decided to pursue private donations to finance the construction of a union building. One week after the Armistice was signed in November 1918, President Van Hise died unexpectedly. However, Van Hise had recruited a new champion for the men's union, Walter J. Kohler, Sr., president of the board of regents, and owner of the Kohler Company. His highly successful company, located in Sheboygan, Wisconsin, manufactured plumbing fixtures. The progressive-minded Kohler believed that constructive recreational and social facilities were essential and had recently erected a large building on the site of his company, with dining rooms, living quarters, and a clubhouse (The American Club, extant) for his bachelor employees, most of whom were immigrants. Kohler was convinced that the university's rapid rise in enrollment had eroded campus camaraderie and spirit, and he would be a key figure in securing a college union for the University of Wisconsin. At the same time, universities around the country were planning memorials to students and faculty who had given their lives in World War I, and many believed that the University of Wisconsin should also have such a memorial. On December 4, 1918, the regents authorized the creation of the Memorial Union Building Committee (MUBC). On June 11, 1919, the regents appointed the members of the MUBC, and provided the committee with a list of facilities the building should include. Among the members of the MUBC were Kohler, and Scott H. Goodnight (the Dean of Men). The MUBC initiated the campaign to raise private funds to build a men's union that would be a memorial to the fallen.[89] This was the first time the University of Wisconsin would raise funds from private sources for a major building, and it would prove more difficult than anticipated. [90]

In 1919, members of the MUBC visited American university unions, paying particular attention to the two newest, which represented the state of the art at that time: Hart House (1919) at the University of Toronto, and the University of Michigan Union (1919). The MUBC also visited the earliest union building in the U.S., Houston Hall (erected 1894-96) at the University of Pennsylvania, as well as the second college union building, Harvard Union (1901). The "Report to the Faculty Committee of Undergraduate Social Needs," assessing the features of these four college union buildings, as well as the one proposed for Cornell University, reserves the greatest admiration for Hart House, "…the finest [college union] on the continent."[91] The Michigan Union was lauded for its popularity, and for its

[89] Lowell Frautschi, "The Memorial Union Building Committee, 1918-1950: A History," 5 November 1983, 1, History Binder, Office of Theodore Crabb; and Dr. S. H. Goodnight, "The Wisconsin Memorial Union Project," *Wisconsin Alumni Magazine*, 20 (August 1919): 297-98, http://digital.library.wisc.edu/1711.dl/UW.v20i10, (accessed 31 January 2014).
[90] Butts Interview, 30; and Cronon and Jenkins, 591.
[91] John Dollard, "Report to the Faculty Committee of Undergraduate Social Needs," October 1924, 5, History Binder, Office of Theodore Crabb.

success in creating student committees to operate the building and plan activities. However, the manager of the Michigan Union was criticized for his emphasis on finances, making him "…not the type that is effective in the social work of such a building…[but rather] he is a safety check on all expenses."[92] Houston Hall was dismissed, having "…little to offer us in the way of suggestions."[93] It was too small, too far away from student housing, and its manager had been unable to secure the co-operation of faculty and students. The report judges the Harvard Union even more harshly, stating that it is patronized mostly by students unable to qualify for any other Harvard club, and operated for students (and not by students), in addition to being too small. In contrast, Hart House possesses physical features that are second to none, including "…several lounge rooms, a great common dining hall, a large gymnasium and swimming pool, faculty commons and dining rooms, a library, a music room, a sketch room, a few alumni guest rooms,"[94] and a 500-seat theater. In addition, the report commends the exemplary manager of Hart House, who skillfully facilitates the numerous student committees that operate the building, and "…devotes his primary attention to the social side of the work."[95] The initial building program for Wisconsin's Memorial Union was nearly identical to that of Hart House, with the exception of a chapel and alumni guest rooms, the latter of which were soon added.[96]

The MUBC, uncertain how much construction would cost, decided to set a fund-raising goal of $500,000 to $750,000. This would prove problematic, as the construction costs were never formally estimated, and, somehow, the costs of finishing the interior and furnishing the building were overlooked entirely. The MUBC would encounter, and overcome, a series of roadblocks in its campaign. The committee recruited new members who were wealthy and influential men, with friends who could make substantial donations to the building fund. The MUBC formed a fund-raising committee, appointing students to be the president and vice-president, in order to demonstrate that this was a student effort and that the union building would be student-managed. The fund-raising committee divided the state into regions, with a chair for each region. Donors were promised that their gifts would be returned if the sum of $500,000 was not reached. The idea of a war memorial appealed to many, and the first $500,000 was secured within months. Emboldened by its success, the fund-raising committee decided to pursue collecting a total of $1,000,000.[97] The success of the fund-raising prompted the state of Wisconsin to give the university lots 1-4, block 2, in the original plat of

[92] Dollard, 3.
[93] Dollard, 4.
[94] Dollard, 6.
[95] Dollard, 7.
[96] Frautschi, 1.
[97] Butts Interview, 30; and Cronon and Jenkins, 591-92.

Madison as the site for the new union building in October 1921.[98] This was the west end of the 700 block of Langdon Street (between North Park Street and the then-extant YMCA building), where four houses stood: the Birge House, the Raymer House, the Olin House, and the former University President's House, three of which the Wisconsin Men's Union had occupied.

As the next step in the campaign, the MUBC made a further appeal to the patriotism of potential donors, called, "The 'Buddies' Need It." Dean Goodnight, who supervised this effort, prepared a promotional brochure in 1921, in which he noted that 150 disabled veterans who were attending the university needed a room of their own in which they could read government publications relating to their needs, and "visit, smoke, play cards, or do the Argonne Drive over again as they may wish."[99] The brochure stated that the principal elements of the Memorial Union would include a memorial and trophy room, reading and social rooms, a commons consisting of dining rooms of various sizes, rooms for the Union Board and the student government, areas for dancing, offices for various student organizations, billiard and bowling facilities, alumni headquarters, faculty rooms, and a 1500-seat theater.[100] The drive was launched on November 5, 1921, with a parade down State Street to the lower campus.

> The Stars and Stripes fluttered at half mast from a staff on the site of the Memorial Building, a volley sounded, and there floated out on the still air the most poignant notes a soldier knows, the music of "taps." Amid impressive ceremonies, the representatives of the state, the regents, the city, the alumni, the students and the university accepted the dedication – and with a roar of cannon from the lake front the drive was on.[101]

The first phase of the fund-raising campaign had essentially exhausted the pool of wealthy donors, so for this next stage in the campaign, the fund-raising committee turned its attention to alumni, students, faculty, and state residents. Edward H. Gardner, a professor of English, was given a three-semester leave of absence to administer this initiative, taking over from Dean Goodnight in 1922. Gardner criss-crossed the country seeking out alumni and gathering pledges and donations with the slogan, "Build a Home for the Wisconsin Spirit." The university had never compiled records on alumni, so Gardner hired John Dollard in 1923 to collect this information. Dollard began organizing the Alumni Records Bureau, and then succeeded Gardner as fundraising administrator in late 1923. In 1924,

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[98] "The Plans for the Memorial Union Building," *Wisconsin Alumni Magazine*, 23(January 1922): Memorial Union Supplement, 3.
[99] S. H. Goodnight, *A Memorial Union Building – Why?*, (Madison: no publisher, 1921), no page numbers.
[100] Goodnight.
[101] *The Memorial Union: The University of Wisconsin*, 23.

Dollard hired recent graduate Porter Butts to continue the work of the Alumni Records Bureau. Prior to his graduation, Butts had served as editor of the *Daily Cardinal*, advocating for the Memorial Union in article after article. As assistant fund-raising administrator, Butts also exhorted the union board, class presidents, and other student leaders and organizations to get donations and pledges from the current student body. The students competed to see which student society could raise the most money. The four student classes contended with one another, with every $500 raised by the seniors announced by firing a cannon on Observatory Hill. The union board contributed some of the proceeds from its concert series, Vodvil performances, and other activities as well as carrying out annual fund-raising initiatives among the students. All told, the students contributed more than the alumni. One of every two students pledged $50; in return, they received a life membership in a building that they knew would not be completed while they were students. Butts attributed this generosity on the part of students to the fact that

> …life was pretty grim on this campus unless you lived in a fraternity or a sorority and one of the advertised benefits of having a union would be a general social meeting place for everybody—a place to eat, a place to find your friends and talk…[102]

The fund drive continued for many years, led by Dollard (1923-1926), and then by Butts (1926-1928).[103]

The second campaign raised an additional $380,000. The city of Madison pledged $80,000 and the faculty gave $30,000. In addition, the university was surprised to discover that a man little known to them, J. Stephen Tripp, had willed $500,000 to the university. Tripp had been a successful banker in Sauk City and Prairie du Sac, Wisconsin. As a boy in New York state, he had worked to pay for his high school education, sometimes foregoing sleep to study. Having no heirs, Tripp left most of his estate to the University of Wisconsin, because he "disliked to think of any boy enduring what he did in his quest for knowledge." Kohler convinced the regents to designate $200,000 of Tripp's gift for the Memorial Union (the remainder would fund the first men's dormitory, Tripp Hall, 1925-26). By 1925, donors had pledged $880,000 (including Tripp's gift) for the Memorial Union, and the MUBC had approved the plans for the building, although "[M]any modifications will, however, be made before final plans are drawn."[104]

The Wisconsin State Architect, Arthur Peabody, had prepared the first design for the Memorial Union

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[102] Butts Interview, 5.
[103] Butts Interview, 30; and Cronon and Jenkins, 591-92.
[104] "Plans for New U.W. Building Are Approved," *Capital Times*, 12 June 1923, 4.

by January 1922.[105] The original buildings on campus – North (1851), South (1855), and Bascom (1857) halls – displayed classical influence in their Greek Revival/Italianate style. The State Historical Society/University Library (1900), across Langdon Street from the proposed site of the Memorial Union, was a Neo-classical Revival building. Peabody decided that the Memorial Union should complement it, without copying it, and harmonize with the original campus buildings, as well. Finally, it should be monumental and dignified to carry its role as a memorial building. As his inspiration, Peabody selected a design by Paul Phillippe Cret, a professor in the school of architecture at the University of Pennsylvania who had helped prepare a master plan for the University of Wisconsin, and had contributed to the design for Lathrop Hall. The model for the first plan of the Memorial Union was Cret's ca. 1910 Pan American Building in Washington, D.C., which had been proclaimed "the most beautiful building in America."[106] The plan was based on the Pan American Building, but large wings had been added to each side, and a campanile appeared on the North Park Street (west) side of the structure.[107]

On June 12, 1922, the MUBC recommended that the regents enter into a contract with Arthur Peabody, Wisconsin State Architect, and Alexander C. Eschweiler as consulting architect. Because Wisconsin law required all state buildings be designed by the office of the State Architect, Eschweiler, an accomplished architect from Milwaukee, was temporarily employed in the State Architect's office. On June 23, 1924, Peabody and Eschweiler presented separate design ideas to the MUBC. One of Peabody's ideas was selected; Eschweiler does not appear to have had any influence on the design.[108] Peabody's office prepared architectural plans, which the MUBC approved on April 9, 1925.[109] The plans for the Memorial Union created a monumental yet welcoming building with much of its present appearance. In addition to harmonizing with the existing, classically-influenced university buildings, the style of the Memorial Union was intended to evoke the summer waterfront villas built for wealthy families in northern Italy during the Renaissance. As Peabody later wrote:

> The treatment is in the rather light-hearted manner of the palaces erected during the seventeenth century on the Italian Campagna by the wealthy society domiciled in Venice and Padua to which the glorious company of the nobility and their retainers came in houseboats and gondolas

[105] "The Plans for the Memorial Union Building," 1 and 3.
[106] *The Memorial Union: The University of Wisconsin*, (Madison: Memorial Union Building Committee, 1922), 27.
[107] "The Plans for the Memorial Union Building," *Wisconsin Alumni Magazine* 23 (January 1922): Memorial Union Supplement, 3.
[108] A disgruntled Eschweiler subsequently sued; the MUBC settled with him in June 1926, according to Frautschi, 6..
[109] Frautschi, 5.

in the pleasant season of the year.[110]

Instead of the smooth, light-colored Bedford stone of the first design, the new iteration used Madison sandstone for the walls with a gray Bedford stone for the architectural details. To reduce the apparent mass, the building was divided into three blocks – the memorial unit (now the Central Core), the commons/dining wing (now the Commons Wing), and a theater wing (west). During the fund-raising campaign, the MUBC realized that the theater was going to be very expensive, and they were not certain they could raise the money. Rather than compromising the quality or size of the project, they decided to build the Central Core and Commons Wing, and postpone the theater wing. The final plans, prepared in August 1926, eliminated the theater wing. [111]

Who actually designed the Memorial Union remains something of an open question. It is highly likely that Frank Moulton, who worked for Arthur Peabody from 1916 to 1926 and rose to the post of chief designer, contributed significantly to the plans for the Memorial Union; Porter Butts describes Moulton as the primary architect. Moulton signed most of the drawings prepared for the Memorial Union and his obituary listed the building as one of his most important designs. However, Peabody's obituary credits Peabody with the design. The design may have been a collaborative effort.

In 1925, the fund-raising campaign hit a snag. The drive had dragged on long enough that donors were beginning to ask whether the Memorial Union would ever be built. However, the fund-raising committee only had about $400,000 to $500,000 in cash (including Tripp's gift); the rest was in unpaid pledges. The fund-raising committee and the new president of the university, Glenn Frank (an experienced publicist), decided to proceed with excavating and constructing the foundation, as a symbol that the project was underway and to inspire people to make good on their pledges. In a solemn ceremony held on Armistice Day in November 1925, in front of a crowd of about 5,000, the howitzers of the Reserve Officers Training Corps (ROTC) fired a salute, and President Frank turned the first shovelful of earth, breaking ground on the Memorial Union. However, work on the building would not begin in earnest until the fall of 1926.[112]

In the late summer of 1926, with the foundation in place, the regents solicited bids for completing the building. Even the lowest bid far exceeded the money raised. State law mandated that the contract be awarded to the lowest bidder. Labor unions were gaining strength in the 1920s, and most of the

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[110] Arthur Peabody, "The Memorial Union Building, University of Wisconsin, Madison, Wis.," *The American Architect* 136 (5 July 1929): 6.
[111] Porter Butts, "Highlights of the Wisconsin Union," April 1968, History Binder, Office of Theodore Crabb.
[112] Cronon and Jenkins, 592.

regents were pro-labor. However, the lowest bidder, Jacob Pfeffer of Duluth, Minnesota, operated an open shop. The MUBC, fearful that the regents would reject the low bid and force them either to cut corners on the Memorial Union to keep costs within the amount of funds raised, or delay construction, initiated an emergency fund drive. While John Dollard petitioned subscribers to increase their pledges, students organized a series of fund-raising activities, raising $23,000 in ten days. However, when the regents met October 13, 1926, the construction fund was still about $90,000 short of the $773,000 low bid. The regents were adamant that they would not accept the bid without having the full $773,000 in cash in the building fund, but did agree to delay their decision for a week. The MUBC worked with two alumni, George Haight and Israel Shrimski, to recruit a group of wealthy men to borrow $10,000 each to be used as an advance against unpaid pledges, making up the difference. When Haight dramatically delivered a bank draft that covered the $90,000 shortfall to the regents on October 22, 1925, the regents authorized the construction. The excavation contract was let on October 25, 1925.[113]

Excavation began immediately. The contract for the foundation was let on May 5, 1926. Construction proceeded smoothly until April 15, 1927, when 21 union men walked off the job and then picketers showed up. Union workers threw stones at the laborers on the job and at the taxicabs that brought them to work. The contractor reacted by building a shed on the lakeshore behind the building site, so that the workers would not have to cross picket lines. On May 20, 1927, a mob of 200 men dragged the occupants out, throwing them in the lake and demolishing the shed. Porter Butts, who had succeeded Dollard as administrator of the MUBC fund-raising committee in October 1926, repeatedly called the city of Madison police and fire departments, but got no response, perhaps because both departments were unionized. A few men were beaten and ink was thrown at the front masonry parapet wall of the Memorial Union. Minor incidents continued for a few days, but the violence turned local sentiment against the picketers, and the university obtained a restraining order against them, ending the disruptions. The cornerstone was laid on Memorial Day in 1927, with the military service records of university students and faculty, the names of 219 who had lost their lives in war, and a list of 10,000 donors to the Memorial Union who had paid their pledges sealed inside.[114]

As the opening of the new building grew closer, the name, “Wisconsin Men’s Union” was officially changed to the “Wisconsin Memorial Union.” The union board continued for a time, and then was succeeded by the Wisconsin Union Council (union council), composed of 15 members, 9 of them students (giving the students a majority). Both men and women were appointed to the union council. Initially, the Memorial Union had been planned as an all-male facility, as were most other university unions that had been built up to that time. Some universities, such as the University of Chicago,

[113] Cronon and Jenkins, 593-94.
[114] Cronon and Jenkins, 595; and “One Man Hurt in Laborers’ Scrap at Union,” *Daily Cardinal*, 20 May 1927.

realizing the inequity of a men-only center, built unions of equal size for each of the sexes. Women at the University of Wisconsin already had a social center in Lathrop Hall (1908). However, it could not compare to the facilities planned for the Memorial Union. Women students had labored as eagerly as men to raise funds, and had donated to and promoted the project even more successfully than had the men, and they were not to be denied access.[115] When the plans for the Memorial Union were finalized in August 1926, facilities for women were limited to the Ladies' Parlor (Founders' Room, southwest of the Main Lounge on the second floor), which had an adjacent, one-stall restroom, and two other, one-stall restrooms (one on the first floor, and another on the third floor).[116] The MUBC discussed access for women at its meeting on March 30, 1927.[117] As a result, the scheme for the Memorial Union was revised, creating the Women's Drawing Room (Capitol View, southeast of Great Hall on the fourth floor), permitting women in the Cafeteria and, during evening events, the Great Hall. Just before the Memorial Union opened, Great Hall was designated as a lounge reserved for women during the daytime. Once the building opened, most of the dining areas, the meeting rooms, and student offices would be open to women as well; only the games rooms, Paul Bunyan Room, Tripp Commons, and the Rathskeller would be closed to women for any length of time. The Rathskeller was the last male-only domain; full access would be granted to women in 1947. In 1929, only about half of the 25 university union buildings then in existence admitted women.[118] As President Glenn Frank noted,

> It was seen as the vision as the project developed…that a men's house would not be adequate in a University so decidedly co-educational…Wisconsin was one of the first to create the now common men's and women's union.[119]

As construction of the building proceeded, fund-raising continued, as there was no money to pay for furnishings or equipment, or to decorate the interior of the Union. George Haight, in collaboration with Philip F. La Follette (a former president of the union board), and regent Theodore Kronshage, proposed borrowing $400,000 through the Wisconsin University Building Corporation, a non-profit organization that had been established in 1925 to borrow money to build two men's dormitories, Tripp and Adams halls. The regents agreed to the plan, which included a provision by which all students would pay an annual $10 fee to the Wisconsin Union, garnering money to pay back the loan. This

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[115] Butts Interview, 22.
[116] Arthur Peabody, "Memorial Union & Tripp Commons."
[117] Frautschi, 6.
[118] Butts Interview, p. 23; Porter Butts, address, Association of College Unions, *The Tenth Annual Conference*, (Madison: Association of College Unions, 1930), 21; and Waters, 24.
[119] *The Opening Date*, 5 October 1928, University of Wisconsin Archives, Steenbock Library, Madison, Wisconsin.

scheme was successful, and the loan would be fully repaid in 1933.[120]

The original section, consisting of the Central Core (housing Memorial Hall) and the Commons Wing, was completed in September 1928. The grand opening celebration was held on October 5, 1928. Some five thousand gathered to hear speeches on the lakeshore terrace, and watch a display of fireworks over Lake Mendota. Speaking at the ceremony, President Frank expressed the essence of Progressivism in his hope that the Memorial Union would

> become the radiant center of a more valid college democracy in which snobbery shall die and the spirit of exclusiveness wither.[121]

The doors were opened, and the first visitors streamed in. The Memorial Union was immediately the social center of the university. In June 1929, Butts, as Director of the Wisconsin Union, would report that one million visitors had passed through the doors of the Memorial Union, making it the most heavily-used university union in the country.[122] By this time, students had discovered the Union Terrace. Food service had opened on the Terrace in May 1929.[123] In June, the *Capital Times* reported:

> Scores of students, when they are unrushed by classes, go to a certain window on the terrace side of Union building, seize a tray, order their toast, orange juice and coffee, and walk carefully over the grass outline stones to one of the little tables, and enjoy their view and coffee in idyllic contentment. As one student said, "Why dream of Heidelberg when you have this?"[124]

A terrace overlooking Lake Mendota had been a part of the earliest plan for the Memorial Union (by January 1922), although the early version was perfunctory and appears to have been included as an element typical of Italian villas, rather than to provide an outdoor space with a view of the lake.[125] However, it is clear that most of the parties involved in the planning of the Memorial Union valued the lakeshore for its potential recreational use, if not for its potential as a lovely view. In June 1925, the regents officially concurred with Peabody's recommendation to erect the building close to Langdon

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[120] Cronon and Jenkins, 595-96.
[121] *The Opening Date.*
[122] Cronon and Jenkins, 598; Butts Interview, 38-39.
[123] "Counter Service Made Available on Union Terrace," *Daily Cardinal*, 30 May 1929, quoted in Haswell, 31.
[124] *Capital Times*, 28 June 28 1929.
[125] *The Memorial Union: The University of Wisconsin*, 27.

Street, to provide "a wide lawn between the Union and the lake as an undergraduate playground."[126] The campus newspaper reported that the regents had stated that they would like a "long terrace stretching down from the Union to the Lake Mendota shore."[127]

In 1926, H. O. Jenkins drew a view of what the lake side of the Memorial Union could look like, showing a series of steps with classical balustrades descending from the building to an overlook. While the Memorial Union was still under construction, the architects began to consider the landscaping for the building. Arthur Peabody assigned the task of designing a landscape plan to his daughter, Charlotte, whom he hired to work in his office in the fall of 1928. Charlotte Peabody (1899-1975) had graduated from the University of Wisconsin in 1921, and completed the three-year program at the Cambridge School of Domestic Architecture and Landscape Architecture in 1927. The Cambridge School was associated with Harvard University (which did not admit women) and was the first school in the United States to provide graduate (professional) training in architecture and landscape architecture to women.[128]

Charlotte Peabody's plan created a rectangular patio, adjacent to the Rathskeller and the west wall of the cafeteria. Paved with flagstone, the patio was enclosed with low masonry walls. The plan preserved several large oaks, ringing each with a low, stone wall. Three broad steps descended to a wide, flagstone walkway divided by rectangles of grass, which led toward the lake to a stone-walled landing. Beyond was the lakeshore. West of the upper terrace, a flagstone path headed through the wooded backyard of the former University President's House, splitting in two and forming a V as it headed toward North Park Street. The first furniture set out on the Terrace was Adirondack style rustic hickory tables and chairs, shaded with striped umbrellas. G. W. Longenecker (1899-1969), instructor in horticulture at the university, designed a simple planting plan for the Terrace in 1930. A photograph taken soon after shows plants that generally conform to those specified.[129]

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[126] University of Wisconsin Memorial Union Building Association, Executive Committee, Minutes, Vol. 2 (1926-1950), 9 April 1925, quoted in Haswell, 22; and the regents voted on 22 June 1925 to site the Memorial Union in its current location, "…the north and south center line of the building to coincide with the north and south axis of the front portion of the State Historical Library, and the front of the building to be approximately 90' from the center line of Langdon Street," University of Wisconsin Board of Regents, Annual Meeting, Minutes, 22 June 1925, 21, http://digital.library.wisc.edu/1711.dl/UWBoR.June221925 (accessed 31 January 2014)..

[127] "Approval Given by Regents to New Union Site," *Daily Cardinal*, 27 June 1925, quoted in Haswell, 22.

[128] Haswell, 24.

[129] Haswell, 24, and Longenecker's plan appears on p. 33; and [Charlotte Peabody], "The Terrace Idea," *Architectural Progress* 4 (July 1930): 13.

The University of Wisconsin Memorial Union: 1928-1929

The final design for the Memorial Union was Italian Renaissance Revival in style, with a symmetrical plan composed of the five-story Central Core, flanked by four-story hyphens. The east hyphen joined the Commons Wing to the Central Core. The west hyphen was intended to connect the Central Core to the Theater Wing. The Commons Wing and the Theater Wing were intended to be mirror images of each other, but construction on the Theater Wing had to be delayed until more money could be raised. The west hyphen, completed in 1928, was initially used for offices. The former President's House just west of the Memorial Union remained, and was used as an annex (primarily housing the craftshop) until razed for the construction of the Theater Wing in 1937.

On the first floor, the Memorial Union featured two large rooms: a cafeteria (called the "Refectory") in the Commons Wing; and the Rathskeller, a tap room in Central Core. The principal kitchen was located in the basement of the Commons Wing. Just west of the Rathskeller was a billiards room, while a hall for displaying athletic trophies was set just south of the Rathskeller. A barbershop (east) and a card room (west) were adjacent to the trophy hall.

On the second floor of the Central Core was Memorial Hall (placed at the top of the monumental exterior stairway rising from Langdon Street), composed of the entrance and hallway in front of the Main Lounge. The Main Lounge, a large, two-story volume, was intended to be the social center of the Union. It was flanked by the Library (west) and the Art Gallery (east, the first in any university union in the United States; the plans initially called this a Music Room, and there was a piano in it, but by opening day it had become an art gallery).[130] Above the cafeteria in the Commons Wing was the main dining room, Tripp Commons, which began as a (men only) dining hall offering a daily meal plan, as a boarding house might; a smaller, private dining room (now Inn Wisconsin); and a service kitchen. The third floor, only present in the Commons Wing, contained small dining rooms (including "Old Madison Room" and "Beefeaters") and service kitchens.

The fourth floor of the Central Core was dominated by the "alumni hall," now called Great Hall, designed as a ballroom, and initially serving as a women's lounge during the day. The Commons Wing contained sixteen hotel rooms and a dormitory for visiting sports teams (never used).[131]

The Memorial Union's facilities exemplified the state-of-the-art university union of its time. Research efforts identified no resources that present the history of the union building type, or that identify and

[130] Butts Interview, 8; the piano was soon removed as hearing "Chopsticks" distracted patrons contemplating the artwork.
[131] Arthur Peabody, "Memorial Union & Tripp Commons."

evaluate the building type's distinguishing characteristics. However, the Memorial Union fund-raising literature and the reports of the annual conference of the Association of College Unions describe elements of other university unions recently completed, providing an idea of the kinds of spaces that characterize a university union planned and constructed during the 1920s. These include: a cafeteria, dining rooms of various sizes, kitchens, guest accommodations, a library and reading room, a ballroom, game rooms, lounges, student services such as a barbershop, and offices for student organizations.[132] The Memorial Union incorporated, and retains, all of these spaces. The Memorial Union also includes a feature characteristic of university unions erected in the United States between 1919 and 1929: a Memorial Hall, which honors alumni who lost their lives in military service from the Civil War through World War I. Ten of the 14 university unions built in the United States during this period feature a war memorial.[133] In addition, the Memorial Union was among the first to admit women; on opening in 1928, women were given equal access as men to all but the first floor (the Rathskeller, Paul Bunyan Room, and games rooms) and Tripp Commons, and there was a women-only lounge (in Great Hall) on the fourth floor. Only 11 of the 36 university union buildings that were members of the Association of College Unions in 1929 admitted women on any basis.[134] Finally, the Memorial Union possesses two features no other union building in the United States had in 1928: an art gallery (hosting the first art exhibition on opening day, October 5, 1928); and the Terrace, with its stunning lake view, which quickly became the premier social space in good weather.

Some of the design elements of the Memorial Union building have a didactic function, as was the case with many university union buildings of the early twentieth century. The idea that the architecture of the building could be morally instructive to its visitors was another influence, at least in part, of the Cambridge and Oxford examples. The Collegiate Gothic style, inspired by the medieval architecture of Cambridge and Oxford universities, was the most popular mode not only for college unions, but for all educational buildings erected in the United States between about 1890 and 1940. In evoking Cambridge and Oxford, this style conveys that the institution has a long tradition of high academic standards, and close faculty supervision of students, with the intention of inspiring students to live up to academic and behavioral expectations. For college union buildings, the Collegiate Gothic style suggests that students should emulate the example of the members of Cambridge and Oxford unions,

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[132] *The Memorial Union: The University of Wisconsin*; "The Union Building," *Wisconsin Alumni Magazine* 27 (January 1926): 86; "The Plans for the Memorial Union Building," 3; Association of College Unions, *Report of the Second Conference*, (Cambridge, Massachusetts: Association of College Unions, 1922), 23-26.
[133] Edith Ouzts Humphreys, *College Unions: A Handbook on Campus Community Centers,* (Ithaca, New York: Association of College Unions, 1946), 25.
[134] Association of College Unions, *Report of the Ninth Conference,* (Madison: Association of College and Unions, 1929), 32.

and strive to understand and respect their fellow students through discussion and debate. The didactic message of the Italian Renaissance Revival style of the Wisconsin Memorial Union is less apparent. The architect Arthur Peabody stated that he chose the style to complement the existing Greek Revival/Italianate style university buildings, as well as the Neoclassical Revival State Historical Society of Wisconsin, and to evoke the waterfront summer villas of the wealthy in northern Italy during the Renaissance.[135] All of these styles are based on classical architecture, often selected in the belief that physical surrounding have a spiritual influence, and that classical elements have an ennobling and enlightening effect on building users. President Van Hise may have had this belief in mind, when he stated, "The union should be a commodious and beautiful building, comfortably, even artistically furnished."[136] Peabody's reference to summer residences may also have been intended to encourage building users to engage in wholesome cultural and recreational leisure-time pursuits.

In the Memorial Union, the didactic function is most notable in the interior decoration. The Oxford Union set the precedent for morally instructive interior decoration in union buildings with the series of murals in the library illustrating events from the legends of King Arthur. Painted by artists such as Dante Gabriel Rosetti, William Morris, and Edward Burne-Jones between 1857 and 1859, the paintings were intended to impart the chivalry and idealism they portrayed.[137] Leon R. Pescheret (1892-1971), a decorator and artist then based in Chicago, worked with Porter Butts, and other representatives of the Wisconsin Union, to design and furnish the interior. The vision they developed gave the interior of the Memorial Union a didactic function that was unusual among university unions in the United States—teaching visitors about the history of the state.[138] Pescheret was born in England to French parents, and familiar with various European building traditions.[139] Walking through the first floor "tap room," Pescheret commented that the low, vaulted ceiling reminded him of a German rathskeller, a traditional village hall cellar space where city fathers would meet after work. Butts liked the idea of a room that was linked to Wisconsin's German heritage, and to the Milwaukee tradition of *Gemutlichkeit*, referring to sharing good times with friends, and hoped it would encourage fellowship

[135] Peabody, "The Memorial Union Building, University of Wisconsin, Madison, Wis.," 6.
[136] "Charles R. Van Hise Inaugural Address," 18.
[137] Humphreys, 14-15.
[138] The dining room at Faunce House, the Brown University Union, was decorated with murals depicting early Rhode Island history in 1922, www.brown.edu/Administration/News_Bureau/Databases/Encyclopedia/search.php?serial=B0530, (accessed 3 November 2013).
[139] Pescheret's studio was located in Whitewater, Wisconsin, from 1931 until his retirement in 1967, University of Wisconsin-Whitewater, Anderson Library, "Leon R. Pescheret Biography," https://library.uww.edu/special-collections/special-collections/pescheret-collection, (accessed 15 February 2014).

among students. The *Alte Deutsche* frescoes in the Rathskeller, painted by German immigrant Eugene Hausler, represent aspects of student life.[140] A huge, wooden bar (removed 1940) that had been in the Hausman Brewery was installed in the adjacent lunchroom. The Rathskeller inspired Pescheret and Butts to introduce décor reflecting various themes in Wisconsin history in other rooms in the Memorial Union. Tripp Commons was decorated to evoke the union tradition of Oxford and Cambridge universities, while the Beefeaters and Roundtable rooms referenced other aspects of English history. Images intended to honor Wisconsin Indian nations were painted on the ceiling in Memorial Hall, and on the frieze in the cafeteria, which also displayed light fixtures in the form of teepees (not extant). In retrospect, the elements selected, drawn from Plains Indians traditions, perpetuated the stereotype that all Native Americans wore feathered headdresses and lived in teepees. The frieze in the Main Lounge was enriched with representations of Wisconsin wild flowers. The Paul Bunyan Room recreated the atmosphere of a north woods lumber camp, its benches decorated with perforated motifs symbolizing legends associated with Paul Bunyan. In 1933, the Memorial Union would commission James Watrous (1908-1999), a young painter and later professor of art history at the University of Wisconsin, to paint a series of murals illustrating several of the tales of Paul Bunyan; these would be essentially complete in 1936.[141] Other spaces in the Union that honored Wisconsin history included the Lex Vobiscum (Profile Room, "May the Law Be With You," acknowledging the law and the legal career of noted Wisconsin Progressive politician, Robert "Fighting Bob" La Follette); and the Tea Room/Georgian Grill (Inn Wisconsin), the Ladies' Parlor (Founders' Room), Women's Drawing Room (Capitol View), and Great Hall, all of which employed Georgian Revival elements, evoking colonial American history. Finally, Curt Drewes painted the Old Madison Room with replicas of engravings and watercolors of the University and Madison dating from the nineteenth century.[142] Most of these spaces retain excellent integrity.

The Memorial Union was immediately successful and heavily patronized. As a result, the need to expand the facilities, and to add the deferred theater wing quickly became apparent. However, it was not until federal funds became available through the New Deal that expanding the Memorial Union became possible.

The Addition of the Theater Wing: 1937-1939

In 1920, before the Memorial Union was built, the Men's Union had established a concert series.

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[140] Waters, 22-23; Butts Interview, 55-56.
[141] These were partially funded by a federal grant from the Public Works of Art Project of the New Deal, "Paul Bunyan, Big Boy of the North Woods, Poses for His Picture"; and Watrous, 22-30.
[142] Leon Pescheret, "Decorations in the Memorial Union Building, University of Wisconsin, Madison, Wis.," *The American Architect* 136 (5 July 5 1929): 9-11; and Porter Butts, "The University Furnishes Its "Living Room," *Wisconsin Alumni Magazine* 29 (February 1928): 162-63.

Performances were held at the Armory and Gymnasium, the Stock Pavilion, Music Hall, or in a large lecture room in Bascom Hall. The Great Hall hosted the concert series and other productions once the Memorial Union opened in 1928, and seemed elegant compared to those locations. However, the noise from the jukebox in the Rathskeller was a problem, and the folding chairs in the Great Hall were less than comfortable. Porter Butts recalled the time a telephone rang on the stage in the middle of a baritone's aria. The baritone calmly stopped singing, answered the phone, said "you can't call now," signaled the pianist, and went back to his aria.[143] As early as 1931, the regents discussed the need for a theater.[144]

In September 1935, the Memorial Union and the university applied to the federal Public Works Administration (PWA) for funds to erect an "educational and recreational" addition to the building. This would be the Theater Wing. PWA funds would pay $266,825. This would be about one third of the cost; loans, gifts and union reserves would supply the remainder of the total of $986,000. Fully conscious that visiting university unions had not been enough to adequately plan for the Memorial Union in the 1920s, Butts and the union council had begun planning for the Theater Wing in September 1933 (in hopes of participating in the newly-created PWA program) by undertaking a comprehensive survey of needs, asking students, faculty, and alumni what kind of facilities they most wanted, and how often they would use it (this may have been the first such needs survey, and was later a hallmark of Butts' consulting services to other institutions planning union buildings).[145] The results clearly showed a theater to be the most critical need (bowling lanes were a distant second). Butts and the union council focused on outlining a program for the theater, working with faculty in the Music and Speech departments (which included dance and theater) to determine what would best serve their needs. Butts approached Arthur Peabody, still State Architect, who agreed that a theater was a specialized type of building, and one that he needed help to design. Butts had been impressed by the book, *The Stage is Set*, by the nationally prominent stage and set designer, Lee Simonson (1888-1967),[146] and had consulted with him on the survey of needs.[147] Butts wrote to Simonson, inviting him to serve as a consultant on the design of the theater, and asking him to recommend an architect. Simonson suggested a young architect by the name of Michael M. Hare (1909-1968), of the New York City architectural firm of (Harvey Wiley) Corbett and (William) MacMurray (which had been involved

[143] Butts Interview, 38 and 57.
[144] Theodore Crabb, Director Emeritus, Wisconsin Union, Personal Communication, 11 February 2014.
[145] The main study was called, "Student Use of Leisure Time at the University of Wisconsin," and based on interviews with 700-800 randomly-selected students, Butts Interview, 33.
[146] Lee Simonson Papers, 1919-1938 (MS Thr 103), Houghton Library, Harvard University. http://oasis.lib.harvard.edu/oasis/deliver/~hou01564, (accessed 15 February 2014).
[147] Crabb, 11 February 2014.

in the planning for Rockefeller Center), to design the theater section. Peabody's office agreed to employ Hare as a part-time consultant.[148] The regents authorized the hiring of an architect in November 1936.[149]

Hare and Simonson began meeting with the Union Building Planning Committee (UBPC) on May 3, 1937. The orientation of the entrance to the Theater Wing was discussed in June 1937. Hare and Simonson, who viewed the Theater Wing as a building separate from the existing Memorial Union, recommended that the addition be reversed, with its entrance toward the lakeshore, for several reasons: first, to place the massive stage house near the central section of the Memorial Union, instead of standing exposed near the lakeshore; second, to integrate the meeting and social units in the Theater Wing with the main corridor of the original building; and third, to give theater audiences access to the Terrace during pleasant weather. After extended discussion, the UBPC voted to orient the front of the theater toward the lakeshore.[150]

Hare presented the preliminary blueprints to the UBPC in August 1937.[151] Hare's design did not employ the Italian Renaissance Revival of the original building, but rather combined elements of the Art Moderne and International styles, incorporating only the existing building's use of Madison sandstone and Bedford limestone on the exterior. Hare also let the shape of the theater, with its sweeping, curved roof, become part of the design, rather than disguising it beneath a hipped, Italian Renaissance Revival roof. The state chief engineer, Charles Halbert, was a member of this committee. He expressed his dismay that the exterior of the Theater Wing did not relate to the architectural elements of the existing building. The UBPC considered Halbert's objection, and asked Hare to revise the plan. The UBPC approved Hare's revised plans on October 9, 1937.[152]

Hare's design was presented to the regents on October 12, 1937. The university's business manager, J.D. Phillips, speaking on behalf of state engineer Halbert, Arthur Peabody, and the university' superintendent of buildings and grounds, A.F. Gallistel, stated their opposition to the exterior

[148] Butts Interview, 51-58. Butts went to New York and met Hare at the offices of Corbett and MacMurray; apparently Hare's uncle was employed there, but Hare was not hired by the firm until he secured the contract for the Wisconsin Union Theater, Crabb, 11 February 2014.
[149] Crabb, 11 February 2014.
[150] Eugene Harley Cramer, "A Theater is Born: The Development, Construction, and Opening of the Third Wing of the Memorial Union," (Master of Science thesis, University of Wisconsin, 1968), 47.
[151] Livingstone Elder, an architect with whom Hare would later form a business, was involved in the design, particularly of the interior, although the extent of his involvement is uncertain; he did sign some of the blueprints. Crabb, 11 February 2014.
[152] Cramer, 50.

appearance of Hare's design. The regents concurred, commenting that "it looked like a silo, a woman's hat, and a grain elevator."[153] The regents also opposed Hare's design because the Langdon Street side projected almost to the sidewalk, beyond the façade of the existing building. Discussion of these two issues continued through a second regents meeting. After some back and forth, Hare redesigned the addition so that the Langdon Street façade of the addition was similar in appearance, and set back the same amount, as the Commons Wing. Under pressure to meet a deadline to secure the PWA grant, and assured that, "[i]n mass, size, front area, and roof design, the new plans provide for a treatment exactly the same as the original [Commons] wing," the regents approved the revised plans on October 29, 1937.[154]

Ground-breaking was held on January 1, 1938. The 1928-29 west hyphen, at the west end of the Memorial Union, was scheduled for demolition to make a new connection to the Theater Wing. The west wall of the original hyphen collapsed on July 12, 1938, killing two workmen. Construction continued without incident thereafter, and the Theater Wing, including a new west hyphen (reproduced 2012-14), was completed in October 1939. The formal opening took place on October 8, 1939. The inaugural performance was "The Taming of the Shrew," with the distinguished actors, Alfred Lunt and Lynn Fontanne.[155]

The principal feature of the Theater Wing was the main theater, Art Moderne in style, with sleek lines. It could seat 1300, but could also be reduced into three other sizes by drawing the curtains in the auditorium. Lee Simonson designed the state-of-the-art lighting. The sweeping curve of the ceiling and the scalloped walls were selected to create outstanding acoustics. A smaller theater, called the Play Circle (reconstructed 2012-14), seated 168, and was intended for experimental dramatic forms. The stage and seating could be arranged in different ways.[156] Local public radio WHA used the Play Circle for live broadcasts. Foreign, art and documentary films were regularly screened in the Play Circle as well. The Theater Wing included a full complement of theater-support spaces, such as dressing rooms, green room, rehearsal room, stage and costume shops, and theater and box offices. In addition, the plan included several craft shops for painting, poster design, weaving, clay modeling, metal work, wood working, and dark rooms. At basement level, there were bowling alleys, a game room, and a lounge and office for the Hoofers Outing Club.[157]

On the exterior, a broad walkway with a short flight of steps wrapped around the lakeside (front) and

[153] Quoted in Cramer, 53.
[154] *Capital Times*, 29 October 1937, quoted in Cramer, 56.
[155] Butts Interview, 58-60.
[156] "Theater Wing, Wisconsin Union," 99.
[157] Corbett & MacMurray.

east façades of the Theater Wing. North of the wing, what had previously been the wooded backyard of the former University President's House had been replanted with grass, giving a panoramic view of the lake from the theater entrance. From the bottom of the steps to the Theater Wing, a band of flagstones bordered the lawn. Along the west façade of the Theater Wing, an eight-foot sidewalk followed North Park Street up to Langdon Street. At the foot of North Park Street, the drive curved, to allow cars to drop off patrons and flow back into traffic easily.[158] A grass lawn separated the Theater Wing from Langdon Street on the south (rear) façade.

The design for the Theater Wing, and the Wisconsin Union Theater, received national attention. It was named one of the 25 "best contemporary buildings in America" at the San Francisco World's Fair in May 1940.[159] The *Architectural Record* called it, "… probably the most complete community theater center to date."[160] The Wisconsin Union Theater was the only true theater at the university until 1972, when Vilas Hall opened.[161] In its first few years, the theater was used an average of more than once a day. Until the 1970s, it was the center of Madison's cultural life, as it was the only good-sized stage for music, theater, dance, and nationally prominent speakers. With the completion of the Theater Wing, the Memorial Union was a state-of-the-art community center with comprehensive facilities for university students, faculty, alumni and guests that was second to none.

The Memorial Union: World War II and the Post-war Era

During World War II, enrollment at the university dropped as low as 5,904 (1943-44), while the Wisconsin Union extended membership to all servicemen and women training in the Madison area. [162] Meals were served to 2,000 members of the armed forces daily, and an average of 3,244 people used the Memorial Union every day during World War II.[163] After the war ended, the number of students at the University of Wisconsin increased dramatically as returning soldiers re-entered civilian life. Enrollment doubled between 1945-46, and 1946-47, reaching 18,598.[164] As many as 14,000 students passed through the Memorial Union every day, and the building finishes and furnishings were the worse for the wear. In 1948-49, Michael M. Hare, the architect of the Theater Wing, returned to oversee a major refurbishing and remodeling of the Memorial Union. Robert McKelvey, a local architect, assisted. William Heth, a lighting engineer from Milwaukee, provided advice. Corridors,

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[158] "Union Wing Soon Ready for Supervised Tours," *The Daily Cardinal*, 22 September 1939, 3.
[159] "New Theater Among Finest: Fair Exhibits Wing Mural," *The Daily Cardinal*, 11 May 1940.
[160] "Theater Wing, Wisconsin Union," 99.
[161] *Perspectives of a University*, 109.
[162] University of Wisconsin, *University of Wisconsin Data Digest*, http://registrar.wisc.edu/semester_enrollments.htm, (accessed 17 September 2013).
[163] "Highlights of the Wisconsin Union," 8-9.
[164] University of Wisconsin.

private dining rooms, and the theater were repainted according to color palettes Hare developed. Acoustical tile ceilings were installed in the hallways to make the building quieter. Local architect William Kaesar provided plans for turning voids and mezzanines in the Central Core into offices and meeting rooms.[165] By finishing these areas, and adding a small, additional story where the roofs were lower (on the lake side flanking the rotunda), usable space was created. The glass-and-metal finish of the latter reflected the appearance of the Theater Wing.

The need to accommodate ever more patrons and to periodically remodel the building due to wear and tear has been a recurring theme since that time. As early as 1946, planning for a new cafeteria and kitchens had begun, but lack of funds delayed the project. William Kaeser and his partner, Arthur McLeod, prepared the preliminary plans in 1955; these were substantially similar to what Kaesar had proposed for the cafeteria expansion in his 1946 planning studies.[166] In January 1956, the regents approved a $300,000 expansion that doubled the square footage of the cafeteria. The cafeteria and kitchen were gutted. The cafeteria was enlarged beyond the original building envelope on three sides (all but the front-facing, Langdon Street side), and echoed the style of the Theater Wing, with expanses of windows overlooking Lake Mendota and the Terrace. The broad, flat canopy of the Theater Wing was also reproduced. The local architectural firm of (Joe) Weiler and (Allen J.) Strang prepared the plans. Completed in 1957, the remodeled cafeteria provided a spectacular view of the lake.[167] This would be the only reconstruction that substantially altered the exterior appearance of the Memorial Union, and it was confined to the rear and side facades of the building, and took place during the period of significance.

During the late 1950s, the University of Wisconsin was expanding to the west and south side of the campus, away from the Memorial Union site. The Wisconsin Union had been operating the Breese Terrace cafeteria, near the present site of Engineering Centers Building, since the close of World War II. Its popularity demonstrated the need for a branch union that could serve the expanding student population, where the Colleges of Engineering and Agricultural and Life Sciences were located. Porter Butts was appointed chair of the planning committee for the facility in the early 1960s. The committee developed a building program and, over Butts' objection, selected the block that is bounded by Randall, Johnson, Orchard, and Dayton streets. Planning for Union South continued, and the Madison architectural firm of (Joe) Weiler, (Allen J.) Strang, and McMullin was appointed to design the building in May 1966. By October 1966, a majority of the planning committee had decided to erect Union South as a larger, more comprehensive community center, rather than the branch union that Butts had advocated. The regents approved the new concept in December 1966. As the leading expert

[165] "Story of Wisconsin Union Decorations," 1; and Kaeser.
[166] Kaeser and McLeod; and Kaesar.
[167] Weiler and Strang; and "Construction History: The Wisconsin Union," 1.

in the nation on college union planning, Butts was dismayed to find his counsel ignored, and overruled. Further, a large portion of the monies to purchase the Union South site was taken from the surplus that the Wisconsin Union had built up to rehabilitate the Memorial Union building. Butts withdrew from the committee. The final plans for Union South were completed in December 1968. Construction began in May 1969, and Union South (not extant, replaced 2011) opened in 1971.[168]

Meanwhile, alterations to the Memorial Union building between 1957 and 2012 were generally minor and not apparent on the exterior of the building. The most extensive of these were: the former Billiards Room was remodeled as an addition to the Rathskeller, called the Stiftskeller (1962); portions of the basement of the Theater Wing were remodeled (1964, altered 2012-14); the area north of the Theater Wing was excavated toward the lake to create the Hoofer's boathouse and storage (1965-67; replaced 2012-14); the basement at the south end of the Theater Wing was expanded to add a large mechanical room, and other spaces (2012-14); the Langdon Street entrance to the Commons Wing was altered to provide an accessible entrance and the lobby was remodeled with a deli and restrooms (1973-74, and again in 1991-92, extant); the smoke-proof stair tower visible on the lake side between the Central Core and the Commons Wing was added (1977, extant); several interior voids were filled, creating the Class of 1925 Gallery on the second floor, an expansion of the Beefeaters' Room on the third floor, the Class of 1924 Reception Room on the fourth floor, and the enclosed corridor between the Central Core and the Commons Wing (1977, extant); the women's drawing room on the fourth floor was converted into the Capitol View meeting room (1998-99, extant); the kitchen was remodeled (2001); and the cafeteria and adjacent restrooms were reconfigured (1982 and again in 2003-04).

During this time period the ratio of green space to paved areas of the Terrace changed, although dimensions of this outdoor social space are unaltered. The original flagstones of the 1928 section were replaced with the existing Kasota stone and concrete in 1964.[169] The rest of the paved seating areas, ramps, walls, walkways, stairs, and the bandstand, all were installed in 1986-88,[170] with some brick paving installed in 2010, and slight alterations in 2012-14. While these are features that are materials in the setting, and a revision in the design, they did not create or expand the social space of the Terrace—that was already in place and at its current size. The lakeshore (outside the historic boundary of the Memorial Union and the Terrace) has also been altered over time. Until 1970 the lakeshore was mostly broken concrete and riprap. In 1966, Peter Ker Walker, an associate of Dan Kiley, a landscape architect of national repute, produced a plan for a "Lakeshore Rehabilitation Structure," which was

[168] Butts Interview, 71-73; and Jim Feldman, *The Buildings of the University of Wisconsin*, (Madison: The University Archives, 1997), 413-414.
[169] Crabb, "Construction History of the Wisconsin Union," 1-5.
[170] University of Wisconsin Department of Planning and Construction.

carried out in 1969-70.[171] The design began just east of the Hoofers boathouse, and consisted of stone steps that descended into the lake and ran eastward past the Commons Wing, turned northward into the lake, and formed a rectangular pier. A path was laid alongside this structure (outside the historic boundary of the Memorial Union) east to North Lake Street. Part of the Lakeshore Rehabilitation Structure was rebuilt in 1985-87, and replaced in 2012-13.

In 2012-14 an addition was made to the Theater Wing. This addition has three components. The 1939 hip-roofed section and hyphen (Langdon Street façade) was replaced and the basement was enlarged (on the north end, as well as to the south and east). The effect of these two components is minimal because the new hip-roofed section and hyphen mostly replicate the 1939 appearance, including footprint, massing, and fenestration; and because the basement is mostly underground. The third element, a metal-and-glass addition to the lobby of the theater, projecting from the center of the Theater Wing's front façade, has an adverse effect, but it does not compromise the integrity of the Memorial Union as whole, because it is one façade of one section of a sprawling and complex building, which clearly retains its historic association as a university union, and continues in that use. Overall, the Memorial Union retains excellent integrity to it is period of significance under Criteria A and B, 1928-1968.

SIGNIFICANCE: EDUCATION

Criterion A in the Area of Education

The University of Wisconsin Memorial Union Expands the Purpose of the University Union and Evolves to Fulfill the Ideal of Progressive Education at the University Level

Under *Criterion A*, the University of Wisconsin Memorial Union is nationally significant in the American college union movement. The Wisconsin Union expanded the purpose of a college union beyond that of hosting social and recreational activities for students under the supervision of the university, and unifying the student body by welcoming all students. The Wisconsin Union fulfilled the ideal of Progressive education at the university level, by providing learning that promoted the personal development of the student, with an informal extra-curriculum that supplemented the formal academic curriculum the university offered. The Wisconsin Union also gave students the lead role in governing and cooperatively managing programming and the building, preparing them for future community service. Edith Ouzts Humphreys, author of *College Unions: A Handbook on Campus Community Centers*, (1946), describes the Wisconsin Union as the exemplar of what she terms the "Progressive" union, of the "Community Recreation" stage in the development of American college

[171] Peter Ker Walker, Office of Dan Kiley, "Revised, Lakeshore Rehabilitation," 26 August 1968, reproduced in Haswell, 51.

unions.

In *College Unions: A Handbook on Campus Community Centers*, Humphreys traces the rise of the college unions internationally, dividing the movement into four stages. The first she terms the Debate Stage, extending from 1815 (the date of the founding of the Cambridge Union) through 1894. The purpose of the college unions of this stage was primarily debate, promoting a "union" of members through understanding differences of opinion, by holding thoughtful discussions.[172] The first university union in the United States, Harvard Union, was organized during the Debate Stage, in 1880. However, union buildings were not constructed until the second phase, which Humphreys calls the Club Stage. Extending from 1895 through 1918, the Club Stage was also inspired by the Oxford and Cambridge precedents, but was more focused on the social and recreational aspects, and was managed by the students themselves. It was at this point that the American college union movement took on its own character. Unlike the English examples, the American university union was not private or exclusive, but was open to all male students (but not female students). Further, beginning in the Club Stage, the union building provided a facility where this could take place under the supervision of the university administration, assisting the university in its role *in loco parentis*. In contrast, in Britain, faculty had no involvement in university unions, and even actively disapproved of them. Several university unions were organized in the United States during the Club Stage: the University of Pennsylvania (1896); Brown University (1903); the University of Michigan (1904); the University of Wisconsin (1907); the University of Minnesota (1908); Ohio State University (1908); the University of Illinois (1909); Indiana University (1909); Purdue University (1912); and Case Western (1914).[173] Generally, the university union would lease rooms initially, often in a house near campus, with enough space for reading and socializing, and for playing card games and billiards. The first building erected as a university union in the United States was Houston Hall, at the University of Pennsylvania (originally called the Houston Club, 1894-96, it still serves its original use).

When President Van Hise first called for the construction of a union building in his 1904 inaugural address, it was a relatively new idea. There were only three university union organizations, and only two university union buildings then in existence in the United States: Houston Hall at the University of Pennsylvania (1894-96), and Harvard Union (1901).[174] One of the justifications for building a college union that Van Hise noted in his inaugural address was, "[t]he coarse attractions of the town have little power in comparison."[175] This sentiment echoed the brochure that presented Houston Hall, which "opened in January, 1896, with the purpose of providing for the students of the University on their own

[172] Humphreys, 11-13.
[173] Humphreys, 21.
[174] Faunce House at Brown University was under construction.
[175] "Charles R. Van Hise Inaugural Address," 18.

grounds all forms of wholesome recreation and amusement..."[176] Houston Hall was administered by the university but managed by a student committee (with one faculty member), and included a reading room, a billiard and pool room, meeting rooms for university clubs, baths, a book room, a news stand, a reception room, an auditorium with a stage and fixed seating, a trophy room, a music room, a bowling alley, a swimming pool, a gymnasium, and a dining room.[177] Two more union buildings were constructed during the Club Stage: Faunce House at Brown University (1904, remodeled 1931); and the Ohio Union at Ohio State University (1909, not extant).[178]

Humphreys names the third phase, running from 1919 through 1929, the Campus Democracy stage. This stage was distinguished by an ever-growing and diversifying student body, and the extension of the social activities of the university union beyond male students to include women students, and, in some cases, the whole college community—students, faculty, alumni, and guests. As a democratic social club, college unions of this period intended to unify the entire university community.

> This was an era of school spirit, of coeducation, of the biggest of the big dances, of bringing independent students up to a social par with fraternity students, of breaking down class barriers, and of co-operative student-faculty government.[179]

The University of Wisconsin's Memorial Union was planned and built during the Campus Democracy stage, and in some respects, embodied the Campus Democracy stage. On December 4, 1918, the regents, who had been debating a fitting memorial to students and alumni who had died during World War I, decided to build a college union as the memorial. The regents authorized the creation of the Memorial Union Building Committee (MUBC). On June 11, 1919, the regents appointed the members of the MUBC. The MUBC began with Van Hise's call for humanizing the university with a social center open to all male students in an environment controlled by the university. As the 1922 fund-raising pamphlet described it, the Union would be

> A new kind of class-room, a new department of the University, a laboratory of the spirit. A building not of stone and mortar only, but one whose walls shall be memories of college friendships…[180]

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[176] *The Houston Club, University of Pennsylvania, Philadelphia*, (Philadelphia: University of Pennsylvania, 1896), www.archives.upenn.edu/primdocs/upf/upf8_5/upf8_5i_houstoncllub1896.pdf, (accessed 29 October 2013), no page numbers.
[177] *The Houston Club, University of Pennsylvania, Philadelphia*; and Humphreys, 20-21.
[178] Humphreys, 21.
[179] Humphreys, 25.
[180] *The Memorial Union: The University of Wisconsin*, 10.

By 1923, the vision for the Memorial Union had expanded to serve the whole university community--students, faculty, and alumni (although women were not yet included). As the *Capital Times* reported that year,

> The dominant purpose of the architects has been to make the building homelike, so that it will be a place where students, alumni and visitors will want to go.[181]

The decision to allow women access to the Memorial Union came when the plans were finalized in 1926, and their access gradually expanded while the building was under construction in 1927 and 1928. By the time the Memorial Union opened in 1928, women were allowed access to many spaces (except for the Rathskeller, Tripp Commons, the Paul Bunyan Room, and the games rooms). President Glenn Frank noted on opening day, October 5, 1928,

> It was seen as the vision as the project developed…that a men's house would not be adequate in a University so decidedly co-educational.[182]

Co-operative faculty-student-alumni management of the Memorial Union was established in 1928, when the regents accepted the report of the Bradley Committee and approved the constitution of the Wisconsin Union, which established the Wisconsin Union Council (union council) as the governing board. The Bradley Committee was a forty-member body chaired by chemistry professor, Harold Bradley. The Bradley Committee's most difficult charge had been to decide how great a role students should have in programming and managing the Wisconsin Union. Bradley was an advocate of student self-government, and, supported by Dollard, Butts, and others, the Bradley Committee advocated awarding the primary responsibility for programming and management to students. This was embodied in the constitution of the Wisconsin Union, and in the student majority on the union council. The union council was composed of 15 members, 9 of them students. Both men and women were appointed to this body.[183]

Although the Wisconsin Union embodied the Campus Democracy stage in some respects, it exemplified Edith Ouzts Humphreys' fourth stage in university union development: the Community Recreation stage. Representing the culmination in union development in Humphreys' view, and beginning in 1930 (with no end date as of her writing in 1946), Humphreys terms the college union of this stage, the "progressive union," as it embodies Progressive political, social and educational ideals.

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[181] "Plans for New U.W. Building Are Approved."
[182] *The Opening Date.*
[183] Butts Interview, 22-23.

The university union of this stage is the common leisure time center for the entire college community, and contributes to the education of the whole individual—social and recreational, and not his intellect alone. It complements the university's academic curriculum with its extra-curriculum supporting the development and the welfare of each student, outside of class. Educating the whole person is the foundation of Progressive education, while concern for the welfare of each person underpins the Progressive political and social reform movement. Humphreys elaborates on the characteristics of the progressive union of the Community Recreation stage by contrasting it with the union of the Campus Democracy stage:

> Whereas the democracy of the preceding period was largely in terms of equal enjoyment of physical club services, now it is in terms of an experiencing of the democratic way of life…the individual participants [are now] more important than the activities themselves; determining and using information concerning the recreational interests and needs of the group—with accompanying flexibility of the program [is now paramount]; [and programming provides] for a rich variety of choice in leisure activities and some inducements to try new interests…By no means have all unions reached this stage—and by no means will many of them ever do so.[184]

Humphreys notes that Hart House (1919), the men's union at the University of Toronto, although built in the Campus Democracy stage, is "in many ways a forerunner of the union concept of [the] later and much advanced period," the Community Recreation stage.[185] However, it is the Wisconsin Union that Humphreys presents as the exemplar of the Community Recreation stage, primarily achieved through the vision of Butts, building on the ideas of Van Hise and Walter J. Kohler, among others.

Following the untimely death of Van Hise in 1918, Kohler championed the idea of a men's union for the University of Wisconsin. Kohler, president of the board of regents, and an industrialist who had constructed a clubhouse for his employees (many of them immigrants) where they could dine and relax together, make friends, and learn English, convinced the regents to pursue the project. Kohler was appointed to the Memorial Union Building Committee (MUBC) when the regents formed it on June 11, 1919. The regents presented the MUBC with a fund-raising goal of $500,000 and a list of facilities they recommended for inclusion in the building plan: a theater with 1,500 seats; a memorial and trophy room; reading and lounge rooms; a commons (with capacity for 1,500 to 2,000, and private dining rooms); editorial rooms for student publications; rooms for student government associations (such as the Student Senate); four rooms for debating societies (100 seats each); space for dancing; bowling alleys; billiard rooms; and faculty club rooms.[186] Members of the MUBC visited other university

[184] Humphreys, 28-29.
[185] Humphreys, 22.
[186] Frautschi, 1.

unions to learn more about what features should be included in such a building, and how much it might cost to build. The two newest unions, Hart House at the University of Toronto, and the Michigan Union, were the most complete and admired facilities at that time, and would have the most influence on the Memorial Union's design and programming. Both were male-only institutions. Hart House had a 500-seat theater, a studio sketch room (for exhibiting drawings), billiard rooms, a reading room, a 50-seat chapel, a great hall – a dining room for 1,600 that was decorated with the arms of the universities of the British Empire and of nations that were allies during World War I, a library, lecture rooms, a faculty union suite of rooms, a music room for recitals, rooms for the director, and guest rooms.[187] The Michigan Union building included a bowling alley, large and small dining rooms, a swimming pool, committee rooms, a billiard and games room, reading rooms, lounges, an assembly room, rooms for visiting alumni, and a tap room.[188] The building program for the Memorial Union would be nearly identical to that of Hart House, with the exception of the chapel (either omitted because of the separation of church and state, or because the director of Hart House had said, "I don't know what to do with it."[189]). One feature that the Memorial Union would soon incorporate from the Michigan Union was the taproom, which became the Rathskeller.

As early as 1921, the purpose of the Memorial Union had evolved in the direction of exemplar of the Community Recreation stage, by serving as a center that, as described by Kohler, would provide social, cultural, and recreational programs to maximize student learning during leisure hours, a "time-area most important in every student's development, but hitherto virtually neglected by every University."[190] This was more than providing social activities under the supervision of university administrators, but rather suggested a purposeful, informal extra-curriculum that would complement the formal curriculum of the university. In 1924, John Dollard expanded on the college union's role in providing an extra-curriculum to compliment the curriculum, with his list of the objectives of college union buildings, which included, "[t]o provide space for undergraduate activities and to stimulate them to their healthiest development"; and "…to quicken [students'] appreciation of music, sketches and the theater…"[191]

Dollard's list of objectives also included two that reflected the democratizing ideas of Progressivism: "[t]o lessen social distinctions in undergraduate society," and "[t]o make possible undergraduate

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[187] Association of College Unions, *Report of the Second Conference*, 23; and Butts Interview, 8 and 22.
[188] Michigan Union, "History of the Michigan Union," http://uunions.umich.edu/munion/about/history, (accessed 29 October 2013).
[189] Association of College Unions, *Report of the Second Conference*, 23.
[190] Walter J. Kohler, letter, 29 October 1921, Porter Butts Papers, Box 1, University of Wisconsin Archives, Steenbock Library, Madison, Wisconsin.
[191] Dollard, 1.

leadership of undergraduates."[192] The last objective, and Dollard's praise of the director ("warden") of Hart House, J. Burgon Bickersteth, for enabling student committees to plan programming and his skill as a facilitator of those student committees, suggests that at least part of the idea for the co-operative student governance and management of the Wisconsin Union was inspired by Hart House.

However, the university union concept was still new, and it would take the energetic and visionary leadership of Porter Butts, the first Director of the Wisconsin Union, and his experience in the day-to-day operations of the Memorial Union, to create the model progressive union of the Community Recreation stage. Butts, who had been involved in the Memorial Union building project since graduating from the University of Wisconsin in 1924, first as assistant to the fund-raising committee, and becoming fund-raising administrator in 1926, was named the first Director of the Wisconsin Union in 1928, a post he would hold for 40 years.

The University of Wisconsin Memorial Union opened on October 5, 1928. It was an immediate success. In June 1929, Butts reported that the Memorial Union had already counted over one million entries, making it the most heavily-used university union in the country.[193] In the *Director's First Annual Report, 1929-30*, Butts stated the four objectives of the Wisconsin Union as follows:

> First, the Union exists to make the large University a more human place…in the words of President [Glenn] Frank, "The union is a living room, which converts the University from a house of learning to a home of learning."
>
> Second, the Union can provide, in addition to the physical facilities where personal relations among students and teachers may naturally find expression, a comprehensive and well-considered program for the social life of the University.
>
> Third, the Union stands as the University's recognition of the importance of the leisure hour…[and] can deal [constructively] with all the hours outside the classroom.
>
> Fourth, the Union is a genuine student cooperative enterprise, aiming to give students experience in governing and managing their own affairs.

All of these objectives reflect Progressive beliefs. The first objective, of humanizing the large university and unifying the economically-diverse student body, relates to and mirrors the Progressive social concern of the alienating effect of the large, impersonal institution on an individual, and the

[192] Dollard, 1.
[193] Butts Interview, 38-39.

political desire of democratizing through breaking down social barriers. Under Butts' direction, this objective grew to address the Progressive concern for the welfare of each individual. The second objective, organizing a comprehensive social program, expanded to reflect the ideal of Progressive education of helping the student develop as a whole person, socially and physically as well as intellectually. The third objective, making constructive use of students' leisure hours, reflects the moral dimension of Progressivism, and the university's role *in loco parentis*, as well as the ideal of Progressive education, an integrated program to develop the whole person. The fourth objective, giving student experience in governing and cooperatively managing the Memorial Union, reflects the Progressivist goal of preparing students for citizenship and participation in a democratic society. The first and second objectives had been articulated by President Van Hise in 1904, and were typical of college unions. By expanding the interpretation of Van Hise's objectives, and through the third and fourth objectives, Butts would place the Wisconsin Union in an innovating, leadership position nationally. These will be highlighted, organized by objective, below, although some overlap.

The first objective of the Wisconsin Union was "…to make the large University a more human place…" The Wisconsin Union fulfilled (and fulfills) this objective in many ways. Since its inauguration in October 1928, the Memorial Union has been open to all students, faculty, alumni and guests of the university, without regard for gender, race, or class. Women were not permitted full access to the Memorial Union initially. This prohibition gradually eroded and ended completely ca. 1947. The Wisconsin Union has always sponsored events for new students to become acquainted with one another and the campus, as well as dances, mixers, and other social events for all students. The Wisconsin Union has also recognized and catered to the needs of specific sub-groups of students. For example, in 1933, the Wisconsin Union began sponsoring the International Club (which had been founded in 1903 by students from eleven nations), a club for foreign students, and students interested in learning about foreign cultures. To this end, the Memorial Union was the site of Sunday friendship hours, nationality nights, and International Week until the 1970s. The Memorial Union continues to host an annual Folk Ball.[194] In addition, through at least the 1950s, the Memorial Union remained open nearly every day of the year, including over Christmas and New Year's eve (with Butts in attendance), so that students who could not go home, especially foreign and graduate students, would have somewhere to go and something to do.[195]

During World War II, military units were located on and near campus, and all service men and women training near Madison were made members of the Wisconsin Union (membership was again extended

[194] *Wisconsin Union: Celebrating 100 Years*, (Madison: Wisconsin Union, 2007), http://issuu.com/wisconsinunion/docs/wisconsin_union_celebrating_100_years, (accessed 2 November 2013), no page numbers.
[195] Butts Interview, 32.

to service men and women during the Korean conflict). For the duration of the war, the Memorial Union never closed a day. Some 2,000 service men ate in Memorial Union dining rooms daily, and the Wisconsin Union hosted weekly parties and other recreational activities for service people. Army and Navy graduation exercises were also held in the Union Theater. After World War II, the Wisconsin Union developed programs and events for married students and young faculty and their families. For example, the Wisconsin Union provided high chairs in dining areas, granted membership to wives of students, and established recreation programs at Truax Field and at Badger Village (the former Badger Ammunition Plant, near Sauk City, Wisconsin), the off-campus housing facilities for veterans and their families.[196]

Butts expanded the objective of making the university a more human place through initiatives that supported the general welfare of students, by helping make student life more affordable. When the stock market crashed on October 24, 1929, banks in Madison closed, leaving many students with no cash. The Wisconsin Union responded by issuing credit vouchers for meals to some 300 students. Prices for meals were reduced, and kept low throughout the Depression, and food service was increased, even operating at a loss, to provide students low-cost meals, and help them stay in school. All students paid the membership fee to the Wisconsin Union, but beyond that, activities and services were free, or very inexpensive. For example, there was no charge to use the telephones (a policy that continued until the advent of cell phones). Students were also employed part-time in the Memorial Union, a program that continues to help students cover their expenses. Student workers earned a total of $35,000 through this program in 1939. In 1951, 425 student employees were paid a total of $115,000. In 1979, over 1,000 students worked part-time for the Wisconsin Union. The Wisconsin Union has also hosted job and career fairs since the 1930s, and began posting announcements of federal, state, and local civil service exams in 1937.[197]

The second objective of the Wisconsin Union was to promote personal relationships between students and teachers, and provide a comprehensive and well-considered program for the social life of the university (by 1956, this had become, "a well-considered plan for the community life" of the university). The Wisconsin Union helped students and faculty get to know one another by holding student-faculty coffee hours (until the early 1960s). Each Friday afternoon, the coffee hour was held for a different department; faculty wives often hosted.[198] The Wisconsin Union also sponsored "Dinner with Professor X," in which up to 25 students could sign up to have Sunday dinner with a

[196] Butts Interview, 89; and "Highlights of the Wisconsin Union," 8-11.
[197] Butts Interview, 33-39 and 88-89; Porter Butts, *In 1952…*, (Madison: Wisconsin Union, 1953), no page numbers; "Highlights of the Wisconsin Union," 8; and "Notices of Jobs," *The Bulletin of the Association of College Unions* V, no. 2 (May 1937): 5.
[198] "Highlights of the Wisconsin Union," 11.

particular faculty member. Instructors could also hold class meetings at the Memorial Union, once or twice a semester, and the Union would provide coffee.[199] The Wisconsin Union has also been a sponsor and host of Parents' Weekend, which began as Father's Day in the 1930s, and grew to include the whole family, presentations by all the departments at the university, dinners, luncheons, and a Badger football game. From the 1930s through at least the 1950s, the Wisconsin Union has offered more social, cultural and recreational programs than any other college union in the United States.[200] In 1952, for example, student committees presented 149 different types of programs, almost 5 times as many as were offered by the average university union; the union with the second highest number of kinds of programs offered 86.[201]

The most significant and innovative development occurred in 1935, when the board of regents designated the Wisconsin Union as the university's "Division of Social Education," through professor Harold Bradley's leadership.[202] Along with the Division of Physical Education, and the many academic departments, this allowed the University of Wisconsin to embody Progressive education at the college level, by providing learning that promoted the development of the whole student-- social-emotionally, physically, and intellectually. As Butts explained it, one of the intentions of designating the Wisconsin Union the Division of Social Education was

> To explore all the means possible of making the unscheduled time of students, the campus environment, and informal association of students and faculty outside the classroom contributing factors in the personal and educational development of students –thus adding an important dimension to education by expanding the time area in which the university educates, and the means by which it educates.[203]

Butts emphasized,

> The essence…is that it be informal teaching, without class registration and course credit, and

[199] Butts Interview, 32.
[200] Andrew G. Wolf, "Determining the Basic Designs for College Union Activity Programs," (Ph.D dissertation, University of Wisconsin, 1952), 19 and 333.
[201] Butts, *In 1952…*, no page numbers.
[202] Porter Butts, "Response following adoption by the Trustees of a resolution expressing appreciation of his service as fund raiser and officer of the Memorial Union Building Association," 27 April 1979, 3.
[203] Porter Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" 8 January 1965, 1, History Binder, Office of Theodore Crabb.

> without having to restrict participation to students enrolled in a given college.[204]

The Wisconsin Union was the only university union to receive departmental status, a designation it retains today. This recognized that the Wisconsin Union was a "laboratory for teaching," that, in addition to facilitating a myriad of activities and events, the staff conducted leadership seminars for members of the student committees that planned and managed programs, coached students, and supervised hundreds of hours of student fieldwork annually, in collaboration with the School of Education, and the departments of Sociology, Journalism, Home Economics, Art, Music, and Speech (which included drama). From 1935 until 1964, Wisconsin Union staff responsible for this work were accorded faculty status. Journalism students reported on events at the Memorial Union as part of their coursework; home economics students in institutional management received part of their training in the Memorial Union's kitchens and dining rooms; students in art museum administration used the Art Gallery, which also hosted exhibitions of art work for students in the master of fine arts program; and the Speech department's entire theater production organization was housed in the Union Theater (until moving to Vilas Hall in 1972), with hands-on practice in all aspects of drama, including costuming, lighting, and production. As Butts summarized it,

> The Union is an educational division of the University…with functions central to the purpose of higher education.[205]

Another reason that the Wisconsin Union was designated a Division of Social Education was because, beginning in the 1930s, there was increasing interest in developing a program of course work in community recreation. Representing the Wisconsin Union, Butts worked with representatives of the department of Social Work, and the School of Education, to create a bachelor's degree in "Community Leadership in Recreation" in 1947. Students in this program received practical training at the Memorial Union, including the craft workshops, the gallery, the games rooms, the theater, and working with the Hoofers outing club. A master's degree was instituted in 1954.[206]

The third objective was to "deal [constructively] with all the [leisure] hours outside the classroom." The Memorial Union instantly became the place to spend leisure hours, socializing in the Main Lounge, or the Rathskeller; playing billiards, or chess; attending a dance or a mixer in Great Hall; or

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[204] Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" 2.
[205] Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" 25.
[206] Butts Interview, 39-40; Butts, *In 1952…*, no page numbers; and Theodore Crabb, Emeritus Director, Wisconsin Union, personal communication, 18 November 2013.

eating in Tripp Commons. Butts increased learning opportunities for many of these activities, by bringing experts to demonstrate their skills and instruct students (which grew to become a regular program of classes), as well as holding tournaments and contests, in everything from billiards, to chess, to bridge, to social dancing. In 1933, in an effort to encourage students to stay on campus, and provide inexpensive entertainment, Club 770 (named after the Memorial Union's street address) in Tripp Commons opened every Saturday night. Club 770 was a nightclub, complete with floor shows and an orchestra for dancing, and continued through the late 1950s.[207] During the 1930s, weekly newsreels were screened in the Rathskeller. Forty new types of programs were made possible by the addition of the Theater Wing in 1939, bringing the total number of services and programs offered by the Wisconsin Union to 179.[208] The Memorial Union also became the only venue in Madison showing art, foreign, and documentary films. Internationally prominent artists appeared in the Union Theater, including the New York Philharmonic, Vladimir Horowitz, Marian Anderson, Louis Armstrong, Ella Fitzgerald, Pete Seeger, Joan Baez, productions of Shakespeare, and traveling Broadway shows,[209] as well as speakers, such as Robert Frost, and Frank Lloyd Wright.[210] In 1959-60, more than 214,900 people attended 414 events in the Union Theater.[211]

The Wisconsin Union continually altered and expanded its programming, in part in response to student requests, and the work of student committees, but also because Butts wanted the Wisconsin Union to offer more, to broaden horizons, to provide opportunities that would teach students how to engage in social, recreational and cultural activities that they could continue for a lifetime. For example, Butts promoted an appreciation for the arts. By the time the Memorial Union opened in October 1928, the space that had been planned as a music room had been converted into the Art Gallery, the first college union in the United States to include such a space.[212] Butts was also the driving force behind the state-wide Wisconsin Salon of Arts, a competitive, juried art show held annually from 1935 to 1971. The jurors were often prominent artists. Perhaps the most distinguished jury served in 1937, when architect Walter Gropius, painter John Steuart Curry (then artist-in-residence at UW), and sculptor Alexander Archipenko attended.[213] In 1948-49, the Wisconsin Union hosted a traveling exhibit of old masters on

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[207] Butts Interview, 38-39; Cronon and Jenkins, 605.
[208] "Highlights of the Wisconsin Union," 8.
[209] "Highlights of the Wisconsin Union," 10-14.
[210] "…in one of his acid and thought-provoking talks…" Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" Exhibit B, 3.
[211] *The Wisconsin Union*, (Madison: Wisconsin Union, 1978), http://digital.library.wisc.edu/1711.dl/UW.Spirit, (accessed 3 November 2013), 23.
[212] Hart House at the University of Toronto (1919) had a small exhibition space for drawings.
[213] "Architect, Sculptor, Painter to Comprise Madison Salon Jury," *Milwaukee Journal*, 31 October 1937, 27.

loan from the New York Metropolitan Museum of Art.[214] Butts collected art for the Wisconsin Union, and began a lending program that permitted students to borrow original artwork to hang in their rooms for a semester at a time, and which continued into the 1980s. Presently, the Wisconsin Union's art collection numbers over 1,450 pieces. At one time, the Memorial Union housed the largest collection of art by Wisconsin artists in the state. The literary arts were not neglected: an annual creative writing competition was organized by the Wisconsin Union, and the building hosted book talks by faculty members on the most significant books of a given year. Butts also wanted to encourage recreational crafts and hobbies, things a student could make or do him/herself. In 1930-31, Sally Owens Marshall, a graduating student in art education, approached Butts with the thesis she had written on the potential for a craft shop in a college union. She and Butts organized the Wisconsin Union craft shop, the first in any college union in the United States, and Butts saw that dedicated craft shops for metal work, woodworking, sketching, painting, block printing, weaving, ceramics, clay modeling, and photography were incorporated in the Theater Wing when it was constructed in 1939.[215] Butts also promoted outdoor recreation, helping to found the Hoofers Outing Club in 1931, to expose students to sports that they could enjoy all their lives. Skiing was the principal activity at first, but soon camping, hiking, archery, sailing, canoeing, and horseback-riding were added. The Hoofers provided instruction, and rented equipment, including skis, sailboats, and canoes. Student members of the Hoofers taught classes in each sport, and supervised and maintained the rental equipment. By 1979, some 5,500 students, alumni, faculty, staff, and community members were participating in Hoofers activities each year, making it the largest college outing club, with the most varied offerings, in the United States.[216]

The fourth objective of the Wisconsin Union was to be "a genuine student cooperative enterprise, aiming to give students experience in governing and managing their own affairs…" to prepare students for active and intelligent participation as citizens and leaders in a democratic society. Butts strongly believed that students should manage and plan programming for the Wisconsin Union. His conviction stemmed in part from the generous donations made by students and the dedication of students to fund-raising efforts. His was one of the voices calling for student self-government of the Wisconsin Union during the deliberations of the Bradley Committee. The report of the Bradley Committee, and the constitution of the Wisconsin Union, accepted by the regents on March 7, 1928,[217] established the Wisconsin Union Council (union council), which would govern the Wisconsin Union, with a student majority. The union council consisted of nine students, two faculty and two alumni members, plus the Wisconsin Union steward (Donald Halverson, the director of dormitories and commons) and the

[214] "Highlights of the Wisconsin Union," 10.
[215] Butts Interview, 37-38, 42, 85; and Humphreys, 107. It should be noted that Hart House at the University of Toronto (1919) did have a darkroom.
[216] Butts Interview, 42. Dartmouth College may have greater participation presently.
[217] Frautschi, 7.

director (Butts), giving the students a 9 to 6 majority.[218] Butts labored to make the Wisconsin Union "a laboratory for citizenship in which students learn by doing."[219] He worked skillfully and effectively with the student-dominated union council and student-run Union Directorate (the student chairmen of the many Wisconsin Union committees), and an ever-changing succession of student leaders.[220] From the beginning, students not only had the lead role in governing the Wisconsin Union, and in policy making, but also in initiating, organizing and presenting the social, cultural and recreational programs. The Wisconsin Union ran frequent leadership training and orientation sessions to ensure student committees functioned as smoothly as possible. One of the objectives of designating the Wisconsin Union the Division of Social Education was

> To make a positive advance at Wisconsin in educating students in citizenship and service fields and in contributing to heir personal development through a counseling and teaching program conducted during student free time and held at the campus community center [the Memorial Union], where all students are likely to be especially receptive to such instruction and where all students are eligible to participate.[221]

Reflecting in 1979, Butts noted that at times there had been as many as 700 students on committees, although 400-500 was more typical. In 1952, 600 students served on 16 major planning committees at the Wisconsin Union. In contrast, the 225 college unions nationally averaged six committees with 145 student members; the largest universities averaged 10 committees with a total of 250 student members.[222] The success of the Wisconsin Union's "laboratory for citizenship" was clearly demonstrated in Anne L. Minahan's 1957 master's thesis, "Relationship of Wisconsin Union Student Committee Experiences to Post-College Citizenship." Minahan sent questionnaires to two groups of alumni: former Wisconsin Union committee chairmen, and a control group with no Wisconsin Union experience but who otherwise matched the former committee chairmen. Her research showed that students who were active in Wisconsin Union committees participated more actively in civic organizations, and were more active politically, than the control group, and further, that the former committee chairmen attributed their involvement with the Wisconsin Union as the activity that made the most important contribution to their civic and community interests, as well as their job effectiveness.[223]

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[218] Cronon and Jenkins, 598.
[219] Butts Interview, 90.
[220] Cronon and Jenkins, 604.
[221] Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" 1-2.
[222] Butts Interview, 35, and 86-87; and Butts, *In 1952…*, no page numbers.
[223] Anne L. Minahan, "Relationship of Wisconsin Union Student Committee Experiences to Post-

As part of the effort to prepare students for active and intelligent participation as citizens in a democratic society, student committees such as the Union Forum Committee regularly sponsored lectures and debates on topics of current interest, and brought in speakers of national importance. Among the speakers were political leaders such as Indian Prime Minister Jawaharlal Nehru (1949), presidential candidates Harold Stassen (1952), Estes Kefauver (1952), and John F. Kennedy (1960); and prominent and/or controversial figures such as Senator Joseph McCarthy (1950), Owen Lattimore (who had served as US advisor to Chiang Kai-shek, Chinese Nationalist leader during World War II, and whom Senator McCarthy accused of being the leading Soviet spy in 1950), journalist Marquis Childs (1952), Eleanor Roosevelt (1953 and 1955), Arthur Schlesinger (1953), William F. Buckley (1962), and the Reverend Dr. Martin Luther King, Jr. (1962). Among the more contentious topics for debate: "The University of Wisconsin would have achieved greater fame if women had been excluded" (1950; the women won); and "The United States Should Adopt a Socialist Type of Economy" (1954). The Memorial Union has been, and is, also a site for voter registration and information, as well as a polling place.[224]

Butts also encouraged students to care about their community, by providing opportunities to volunteer with local agencies, such as hospitals, senior centers and nursing homes, and tutoring elementary, high school, and fellow college students.[225] When the Peace Corps was organized in 1961, the Wisconsin Union administered the recruiting program. The University of Wisconsin has produced the second-largest number of Peace Corps volunteers, behind only the University of California at Berkeley, with 3,000 by 2011.[226]

The importance of the Memorial Union in enriching campus life cannot be overstated. Writing in 1952, Butts stated,

> The presence of many students and faculty in the neighborhood of the campus does not itself constitute a bond, or a community. When, however, the informal, out-of-class activities of students and faculty are grouped around a recreative, cultural, and discussion center like the Union, the campus neighborhood can develop into a strong, culturally active, and socially

College Citizenship," (Master's thesis, University of Wisconsin, 1957), 98-106.
[224] "Highlights of the Wisconsin Union," 11-12.
[225] Butts Interview, 87.
[226] Butts Interview, 87; and Wisconsin Alumni Association, "50 Years of Peace Corps: How UW-Madison Alumni Have Helped Change the World," http://www.uwalumni.com//home/chaptersandaffiliates/microsites/150/alumnivoices_peacecorps/alumnivoices_peacecorps.aspx, (accessed 12 November 2013).

> conscious community. And when students and faculty take the further step of actively managing the affairs of the campus center themselves, as they have, learning thus to participate personally and responsibly in the conduct of community enterprise, a real advance is made in education for democracy, in the preparation of students to participate effectively in civic and governmental affairs.[227]

Criterion B in the Area of Education, Association with Porter Butts
The National Influence of the Wisconsin Union and Porter Butts

The University of Wisconsin Memorial Union is also nationally significant under *Criterion B* for its association with Porter Butts who served as director from 1928 until 1968. Butts guided the development of the Wisconsin Union as a unifying and educational institution integral to the social and cultural community life of the University of Wisconsin. He quickly became a nationally-recognized authority and innovator in the college union movement, and the national leader in articulating the role of the university union on the college campus, that it is not just a building, but an organization aimed at bringing together the campus community and enhancing student learning.[228] Through Butts' energetic and visionary leadership, the Wisconsin Union offered more programming and services, and became the laboratory of more innovation, than any other college union in the country. The Wisconsin Union exemplified the Progressive ideals of democratizing, demonstrating concern for the welfare of students, community service, preparation for citizenship, and student cooperative governance, as well as providing the social and recreational education for the whole individual advocated by Progressive educators and previously absent at the university level. Through his participation in the Association of College Unions, most notably as editor and frequent author of the association's publications, Butts' passionate and eloquent advocacy for the college union would spur the growth of college unions not only across the nation, but worldwide. This, together with his personal involvement as a consultant on the design and programming of over 110 college unions, would earn him the nickname, "Mr. Union," and give Butts national significance in the college union movement. When Butts retired in 1968, a representative of the Association of College Unions International called Butts "the most influential figure in the development of the college union movement in the United States."[229] In 1989, the Association of College Unions International stated,

> Without question Porter Butts influenced the college union movement far more than any individual. In his 34 years as editor for the Association, his philosophy of what a union should

[227] Butts, *In 1952…*, no page numbers.
[228] Cronon and Jenkins, 604-05.
[229] "Memorial Union Pioneer Dies," *Wisconsin State Journal*, 26 April 26 1991, 6c.

be permeated the thinking of most professionals in the field and profoundly influenced the planning and organization of many new unions.[230]

In 2012, the editors of the second edition of Butts' seminal work, *The College Union Idea*, reconfirmed this assessment stating, "Porter Butts arguably did more than any other individual to advance 'The College Union Idea.'"[231]

The Memorial Union is nationally significant under *Criterion B* in education, for its association with Butts, because it is the property most closely associated with his working life, as the practical laboratory for the development of his philosophy of the college union as an organization and as a facility, bringing together the campus community and enhancing student learning. During his tenure, Butts was at the Memorial Union nearly every day, and upon retiring in 1968, served as director emeritus, maintaining an office in the building into the 1980s. Butts' national significance in the college union movement is demonstrated in four ways: first, he articulated the purpose of the college union and his philosophy of what a college union should be through prolific, eloquent writing, with the Wisconsin Union's programming, services and facility providing the example of the ideal university union; second, he promoted the professionalization of college union staff, developing bachelor's and master's degrees in recreation leadership, as well as a summer institute for college union administrators, at the University of Wisconsin, and establishing a national employment service for college union professionals in 1940, which he ran until 1963; third, he successfully lobbied for federal legislation allowing federal loans to colleges and universities for institutional buildings to include unions; and fourth, he personally consulted on the planning and programming of more than 110 college unions in the United States and abroad.

Porter Butts (1903-1991) was born in Pana, Illinois, near Springfield. The family moved to Springfield when Butts was very young, and he attended public school there. In 1920, Butts enrolled at the University of Wisconsin, graduating with a Bachelor of Arts in English in 1924. In 1936, Butts earned the first Master of Arts in Art History granted by the University of Wisconsin. While an undergraduate, Butts first became involved in the fund-raising effort for the construction of the Memorial Union as a participant in a variety show called "Union Vodvil," organized by the union board. As editor of the student newspaper, *The Daily Cardinal*, Butts served on the campaign publicity committee for the Memorial Union, writing press releases and editorials lauding the project and urging readers to pledge to the building fund. Upon graduating, Butts was hired to assist the

[230] Obituary of Porter Butts, *Wisconsin State Journal*, 26 April 1991, 6c.
[231] Porter Butts, Elizabeth Beltramini, Mark Bourassa, Patrick Connelly, Robert Meyer, Sue Mitchell, Jeannette Smith, and T.J. Willis, eds., *The College Union Idea,"* 2nd ed., (Bloomington, Indiana: The Association of College Unions International, 2012), 249.

director of the fund-raising campaign, John Dollard. In that post, Butts assembled the first directory of the alumni of the University of Wisconsin, a laborious task. Butts succeeded Dollard as fund-raising campaign director in 1926, and was appointed house director of the Memorial Union in 1928 (while the building was still under construction). The Memorial Union opened on October 5, 1928. As director, Butts trained and guided student planning committees, and encouraged students to explore new ideas for programming that would expand the purpose of the Wisconsin Union, broaden the horizons of its members, engender a love of the arts, enhance citizenship participation and acknowledge the value of community service. Butts became very involved in the Association of College Unions (Association) serving as president in 1932-33. In 1936, the Association recruited him to edit *The Bulletin of the Association of College Unions*, a post he retained until 1970. In that position, Butts also sat on the executive committee of the Association, having a profound effect on ACU policy. Although Butts retired as director of the Wisconsin Union in 1968, he continued to write about the subject into the 1970s.[232]

Butts is nationally significant in the college union movement because he articulated the purpose of the college union, and was a leader and innovator in developing and extending the programming and facility design for the ideal union. Through his work, Butts developed a philosophy of what a college union should provide and what physical features it should have, disseminated through *The Bulletin of the Association of College Unions*, and the books he wrote. Butts' views permeated the college union movement. The Association was founded in 1914 by representatives of seven Midwestern colleges and universities, among them the University of Wisconsin. In 1920, the organization included 21 institutions. Institutional membership passed 100 in 1949, and 200 in 1951. Membership reached 476 colleges and universities in 1963. In 1965, the name was changed to the "Association of College Unions – International." In 2013, the Association of College Unions International included 522 university unions in seven countries.[233] *The Bulletin of the Association of College Unions*, which was established in 1932, and which Butts edited from 1936 through 1970, was a quarterly publication when Butts took the helm. Since the late 1950s, it has been issued more frequently. In the earlier years, *The Bulletin* generally included descriptions of new programming at existing college unions, news of union-sponsored events, highlights of the annual reports of the various university unions, and information about college unions in the planning or construction stages (often accompanied by

[232] Butts Interview, 1-8; Obituary of Porter Butts; and Harold Pride, "From Our Historian's Vantage Point," *The Bulletin of the Association of College Unions* XXXVIII, no. PB (March 1970): 10.
[233] Association of College Unions International, "Quick Facts," http://www.acui.org/membership/quick_facts, (accessed 24 November 2013); and Association of College Unions International, "History of ACUI," http://www.acui.org/100, (accessed 24 November 2013). The hyphen was dropped in 1996; the organization has been the Association of College Unions International since that time.

drawings or photos). Because the role and function of the college union was continuously questioned by faculty and donors in the early years, a short article explaining the importance of the college union, or some aspect of college union philosophy or administration, was also typical. In the late 1930s and the early 1940s, most of these articles, though generally unattributed, were written by Butts. From the mid-1940s on, Butts was a less-frequent contributor, but many of the articles were authored by other Wisconsin Union staff, or by former Wisconsin Union staff, then leading other college unions. A regular feature in the 1930s and early1940s was the "Question Box," in which Butts responded to questions about college union practice and programming.[234] In 1952, Butts reported, "Wisconsin's director has been author or editor of most books, journals, and published studies in the Union field since 1932."[235] Butts also encouraged students and staff to research elements of college union theory and history, which were subsequently excerpted in *The Bulletin*. Among these were: Andrew G. Wolf's 1952 Ph.D. dissertation, "Basic Designs in Union Programming"; Anne Minahan's 1957 Master's thesis, "Relationship of Wisconsin Union Student Committee Experience to Post-College Citizenship"; and Joel Skornicka's 1965 Master's thesis, "Federal Aid to College Unions: A Study in Interest Group Operations."

In April 1956, the general membership of the Association of College Unions unanimously adopted the statement of the "Role of the College Union," which Butts authored (and which echoes "The 4 Objectives of the Union," which Butts wrote for the Wisconsin Union in his first annual report, in 1929-30):

The Role of the College Union

1. The union is the community center of the college, for all the members of the college family—students, administration, faculty, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the "living room" or the "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.

3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility

[234] *The Bulletin of the Association of College Unions*, vols V (1937) through XXVIII (1960-61), was reviewed, University of Wisconsin Archives, Steenbock Library, Madison, Wisconsin.
[235] Butts, *In 1952*, no page numbers.

and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social and recreational program, aiming to make free time activity a cooperative factor with student in education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.[236]

This statement was reviewed and reaffirmed twice, remaining unchanged until 1996.[237]

Butts was also the sole author of the three standard reference books published by the Association in the 1960s. The first was *Planning College Union Facilities for Multiple-Use*, in 1966, which remained the standard work on the subject until 2002.[238] The second was *State of the College Union Around the World*, in 1967.[239] The third was *The College Union Idea*, in 1971, which was updated in 2012, long after Butts' death, but for which he is listed as primary author. In addition, Butts was so closely involved in the writing of the first book on the subject, *College Unions: A Handbook on Campus Community Centers*, that the author, Edith Ouzts Humphreys, dedicated the 1946 publication to Butts (and to her husband), stating "the handbook should be considered as a collaboration by the three of us."[240]

Butts also promoted the college union, its purpose and program, through motion pictures featuring the Wisconsin Union. In the May 1937 issue of *The Bulletin of the Association of College Unions*, Butts announced that a two-reel film titled, "A Day at the Wisconsin Union," was available for loan.[241] In

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[236] "The Role of the College Union," *The Bulletin of the Association of College Unions* XXIII, no. 3 (March 1956): 1.
[237] Association of College Unions International, "Quick Facts." The 1996 revision added, "The union values diversity." The statement is otherwise unaltered.
[238] Porter Butts, *Planning College Union Facilities for Multiple-Use*, (Ithaca, New York: Association of College Unions – International, 1966) was superseded by Dave Robertson, Alan Kirby, and Diana Roloff, eds., *From Vision to Reality*, (Bloomington, Indiana: Association of College Unions International, 2002).
[239] Porter Butts, *State of the College Union Around the World*, (Ithaca, New York: Association of College Unions – International, 1967).
[240] Humphreys, no page number.
[241] "Union Pictures for Loan," *The Bulletin of the Association of College Unions* V, no. 2 (May 1937):

1953, Butts wrote the script for, and produced, a film called, "The Living Room of the University: a Story of a Building and an Idea." This film won a Hollywood Screen Producer's Award, and was widely circulated. Butts presented it on his overseas tour promoting college unions in Taiwan, Hong Kong, the Philippines, Japan, and Puerto Rico in the mid-1960s. As late as 1979, Butts reported that he still occasionally received requests for it.[242]

In addition, Butts promoted the college union by frequently hosting representatives of other colleges and universities interested in establishing a college union, or in improving their programming, at the Wisconsin Union. Visitors arrived from the time the Memorial Union building opened in 1928. In 1952, Butts reported,

> Rarely a week goes by without a Wisconsin inspection tour by Union planners from other campuses (including recently the Universities of Cairo and New South Wales)…[243]

Butts' tireless efforts to define and promote the college union helped spur the increase in the number of union buildings at institutions of higher education nationally, and internationally. Initially considered a necessity only for large institutions, after World War II university unions were built at colleges and junior colleges with as few as 500 students, as well as at institutions with student enrollment exceeding 10,000. In 1952, Butts observed

> …there are 225 Unions and at least 75 more are being planned. A survey of all educational institutions…in 1947 showed that a larger increase in Union facilities, percentage-wise, was being planned than in any other type of college building construction – a greater proportionate increase in Union facilities on the way than dormitory facilities, libraries, classrooms, or any other form of college construction...Wherever large groups of students are gathered together away from home colleges have begun to see that a facility for serving them in their social life and in their daily needs like dining is essential...the Union is now…being considered as normal and necessary a part of the college equipment as a gymnasium.[244]

By 1963, the Association of College Unions counted 476 member institutions with a university union building. In 2013, the Association of College Unions International includes 522 university unions in seven countries.[245]

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[242] Butts Interview, 85.
[243] Butts, *In 1952…*, no page numbers.
[244] Butts, *In 1952…*, no page numbers.
[245] Association of College Unions International, "Quick Facts"; and Association of College Unions

Butts is also nationally significant because he supported the professionalization of college union staff by participating in the development of the first course for credit (1935), and the first four-year major (1947), as well as one of the first master's programs (1954), in community recreation leadership. Butts also developed the first summer institute for college union administrators (1962). During the late 1940s and the 1950s, the staff of many new college unions went through in-service training at the Wisconsin Union. In 1946, Butts authored the first treatise to discuss the qualifications and skills that college union professionals needed, and to guide their practice, *Standards in College Union Work*.[246] Butts also established a national employment service for college union professionals through the Association of College Unions in 1940, and ran it until 1963.

In 1935, faculty on the union council, with the support of the president of the university, proposed to the regents that the Wisconsin Union become an educational division. The regents approved the proposal, declaring

> …that the Wisconsin Union and the Memorial Union Building be designated as a university Division of Social Education, complementing other personnel agencies in (1) ministering to the social and recreational welfare of the student body, (2) counseling and instructing students in the administrative and professional aspects of community service, and (3) utilizing its facilities as laboratories for those academic departments wishing to give credit for practical work (in cultural, social, or administrative fields) that is successfully performed under the supervision jointly of the department instructor and the Union.[247]

As the Division of Social Education (a designation the Wisconsin Union retains), staff supervised hundreds of hours of student fieldwork annually, in collaboration with the School of Education, and the departments of Sociology, Journalism, Home Economics, Art, Music, Dance and Speech (which included drama). Initially, Butts devised a three-credit course entitled "Recreation Leadership and Group Work Practice," using the Memorial Union as its teaching laboratory. An increasing need for leaders in recreation for community centers, college unions, youth centers, and hospital and veteran rehabilitation programs inspired Butts to work with representatives of the Department of Social Work,

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International, "History of ACUI." The hyphen was dropped in 1996; the organization has been the Association of College Unions International since that time.

[246] Porter Butts, *Standards in College Union Work,* (Ithaca, New York: Association of College Unions, 1946). Note: Butts revised it in 1967.

[247] Quoted in "The Wisconsin Union as An Educational Division," *The Bulletin of the Association of College Unions* IX, no. 2 (May 1941): 5.

and the School of Education, to create a four-year major (as well as a minor) in "Community Leadership in Recreation" in 1947. The School of Education and the Wisconsin Union devised a master of science in recreation in 1954.[248] Butts also provided in-service training for staff from new university unions during the post-World War II era, establishing the first summer institute for college union administrators in 1962.[249] In 1965, Butts stated:

> …more union directors and program counselors have received their training for union work at Wisconsin than at any other university.[250]

In 1970, Howard Henry, the director of the Carolina Union at the University of North Carolina enumerated partial list of college union professionals who had served at the Wisconsin Union, noting

> I couldn't possibly name all of the staff or students who were part of the Wisconsin team and who went on to work in unions elsewhere…No other union can boast such a record of encouraging and producing Union staff members. And the prime motivator, without question, was one Porter Butts.[251]

In 1946, in response to the increasing complexity of the role of the college union, the Association of College Unions published *Standards in College Union Work*, which Butts wrote to guide the practice of college union professionals. This was the first publication that presented the skills and qualifications that college union professionals needed. Butts revised the document in 1967, with the title, *Standards for Professional Staff Preparation and Compensation in College Union Work*. The Association replaced the guide with *Standards for Professional Preparation in College Unions and Student Activities* in 1981.[252]

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[248] "The Wisconsin Union as An Educational Division"; "Student Training for Union Work Set," *The Bulletin of the Association of College Unions* XV, no. 3 (October 1947): 12; "Aims of Wisconsin Recreation Course," *The Bulletin of the Association of College Unions* XVII, no. 3 (October 1949): 5; and "Graduate Training Open to Union Staff," *The Bulletin of the Association of College Unions* XXII, no. 3 (October 1954): 5.
[249] Butts, *In 1952…*, no page numbers.
[250] Butts, "The Educational Functioning of the Wisconsin Union as the University's 'Division of Social Education,'" 14.
[251] Howard Henry, "We Came From Wisconsin," *The Bulletin of the Association of College Unions* XXXVII, no. PB (March 1970): 9.
[252] Association of College Unions – International, *Standards for Professional Preparation in College Unions and Student Activities*, (Bloomington, Indiana: Association of College Unions – International, 1981).

Butts gains additional national significance in the college union movement because of his assertive and successful lobbying to secure federal legislation that allowed colleges and universities to fund union buildings through federal loans. In August 1955, Congress amended Title IV of the Housing Act of 1950 such that educational institutions could apply for a federal loan for "other educational facilities," and defined this term to include "…student centers or student unions…"[253] This made college unions eligible for federal loans through the College Housing Program. In December 1955, Butts editorialized

> The significance of the inclusion of unions in the new federal college housing program as projects eligible for federal construction loans can hardly be overemphasized…[T]he fact that Congress has given legislative recognition to unions as an "essential service" along with housing and health services stands as a landmark in the acceptance of the idea that a building for the community life of a college is normal and necessary…[T]he union, for the first time, is established in the law of the land…as an educational facility deserving governmental encouragement and financial support…In a very real sense the federal housing act of August, 1955, marks the coming of age of the union idea in American higher education.[254]

The College Housing Amendments of 1955 set aside up to $100 million of the $500 million allocated for low-interest construction loans through the Housing and Home Financing Agency and the College Housing Program for "other educational facilities," including college unions. By May 1957, construction loans for 79 university unions had been approved.[255] However, the College Housing Advisory Committee, made up of representatives of various universities (including Butts and Edgar A.Whiting, director of the Cornell Union, representing the Association of College Unions), was preoccupied with housing and dining needs, and did not recommend any funding for college unions in the Housing Bill of 1958 (which President Eisenhower vetoed), or the Housing Bill of 1959. Community Facilities Commissioner Hazeltine, head of the federal Housing and Home Finance Agency, requested that Butts make a formal presentation to the College Housing Advisory Committee asking them to support the inclusion of university unions in the budget request for the College Housing Program. Butts' remarks, which he titled "The Case for Continued Federal Financing of College Union Buildings," persuaded the College Housing Advisory Committee to recommend that funding for construction loans for education-related facilities such as college unions be authorized as part of College Housing Program. President Eisenhower rejected the recommendation at first. Butts

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[253] Housing Act of 1950, 1955 Amendments, 12 USC 1749c, 646.
[254] Porter Butts, "Milestone," *The Bulletin of the Association of College Unions* XXIII, no. 2 (December 1955): 1-3.
[255] "Latest on the U.S. Loan Program," *The Bulletin of the Association of College Unions* XXV, no. 2 (May 1957): 1-2.

mobilized the membership of the Association of College Unions to conduct a letter-writing campaign urging the inclusion of college unions in any new housing bill. Both the Senate and the House budget bills included provisions earmarking money for construction loans to college unions. The budget bill for fiscal year 1960, passed on September 23, 1959, became Public Law 86-372, and authorized $25 million for college union loans.[256] By November, all $25 million had been committed, although the repayment of prior loans did make additional funds available. Butts and Whiting continued to energetically represent the Association of College Unions on the College Housing Advisory Committee, and in September 1960, Congress authorized $500 million in loan funds for the College Housing Program, including $50 million dedicated for college unions and service facilities. Combined with $120 million in repayments on previous loans, this gave a total of $170 million available for low-interest, federal construction loans for college unions.[257] In 1967, when the Association of College Unions - International created the Butts-Whiting Award, the preeminent award that recognizes outstanding leaders in the Association who have made a significant contribution to the college union movement, and named Butts and Whiting the first recipients, the testimonial read, in part,

> Perhaps the greatest tangible value has come from his services, along with Ed Whiting, representing the Association of College Unions-International on the federal College Housing Advisory Committee, where [Butts] has been instrumental in bringing about federal loans of $414 million to aid in building 400 unions…[258]

Finally, Butts is also nationally significant because he served as a consultant on the planning and programming of some 110 college unions beginning in the 1940s. Butts initiated the idea of consulting on university union buildings,[259] after working with Michael M. Hare, the principal designer of the Theater Wing of the Memorial Union. When the Theater Wing was completed in 1939, Michael M. Hare approached the executive committee of the Association of College Unions and offered to travel around the U.S. at his own expense to confer with union directors about what was and was not working well in their buildings. The executive committee, of which Butts was a member (as editor of *The Bulletin)*, commissioned Hare to conduct this study, and produce a report. The report was circulated among the members of the Association. In December 1940, the executive committee appointed Hare as "consulting architect" of the Association to advise on building planning and on the organization's

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[256] Joel Skornicka, "Federal Aid to College Unions: A Study in Interest Group Operations," (Master's thesis, University of Wisconsin, 1965), 52-54.
[257] "Housing Group Urges Long Term Program," *The Bulletin of the Association of College Unions* XXVIII, no. 6 (December 1960): 1-3.
[258] *Wisconsin Alumnus* 68, no. 10 (August 1967): 23.
[259] "He Helped Improve the Quality of Life," *The Bulletin of the Association of College Unions* XXXVIII, no. PB (March 1970): 3.

publications on the subject.[260] The first institution reported to have called on the Association's consulting architect (and on Butts) was Davidson College, in Davidson, North Carolina, in 1941, although the institution's David Owens College Union would not be completed until 1952.[261]

During World War II, Hare continued as consulting architect of the Association of College Unions. In 1943, Hare formed a partnership with Livingstone Elder.[262] Hare then enlisted in the U.S. Marine Corps, serving for the remainder of the war, while Elder conferred with colleges that were planning to build or expand their union building after the war.[263] Hare & Elder acted as consulting architects of the Association through at least 1947; Hare was sole architectural advisor of the Association thereafter until at least 1955.[264] During this time, Michael Hare did have other commissions. He joined with Donald Hatch, another New York architect, and opened an office in Caracas, Venezuela, where they built a variety of buildings including a large hotel. That partnership ended in 1954, and Hare was appointed by the President's Commission to design the U.S. Embassy buildings, including a chancery and residence, in Tegucigalpa, Honduras.[265] While in Honduras, Hare had a series of mystical experiences, which inspired him to abandon his architectural practice in favor of studying philosophy, psychology, and psychic phenomena.[266]

Although a number of institutions turned to Hare for architectural advice while planning their unions, many universities were committed to their own state or campus architect, and what they really needed was someone who could guide them in conducting a needs survey, determining how to structure their

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[260] "Building Planning Service Offered," *The Bulletin of the Association of College Unions* IX, no. 1 (March 1941): 1.
[261] "Davidson College," *The Bulletin of the Association of College Unions* IX, no. 3 (October 1941): 5; and "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIII, no. 3 (March 1956): 6.
[262] "Hare & Elder," *The Bulletin of the Association of College Unions* XI, no. 5 (December 1943): 5. Elder apparently worked with Hare on planning the Theater Wing in 1937-39.
[263] "14 Planning Post War Union," *The Bulletin of the Association of College Unions* XII, no. 2 (May 1944): 4.
[264] "Association Architects Helping," *The Bulletin of the Association of College Unions* XIII, no. 3 (July 1945): 5; "Green Light on Montana," *The Bulletin of the Association of College Unions* XV, no. 3 (October 1947): 11; and advertisement, *The Bulletin of the Association of College Unions* XXIII, no. 1 (March 1955): 3.
[265] Jane Loeffler, *The Architecture of Diplomacy: Building America's Embassies,* (Princeton, New Jersey: Princeton Architectural Press, 1998), 157-58.
[266] Michael Meredith Hare Papers, (MS 6), Manuscripts and Archives, Yale University, http://drs.library.yale.edu:8083, (accessed 29 November 2013).

operations, figuring out the appropriate size and use of spaces, and other programming issues. In other words, institutions needed the advice of an experienced college union director. Butts was not the only university union director who consulted; however, he consulted on two to three times as many as the next major consultant, Edgar A. Whiting (Cornell University). Butts' greatest influence on university union planning may have been the guide, *Planning College Union Facilities for Multiple Use* (1966).[267] Butts consulted on some 110 college unions for institutions including the following, among others: University of California (Berkeley, planned 1947); Montana State University (Bozeman, addition planned 1947); University of Utah (Salt Lake City, planned 1947); Utah State College (Logan, planned 1947); University of Idaho (Moscow, planned 1947); University of Montana (Missoula, planned 1947); Southern Methodist University (Dallas, Texas, planned 1949); Carleton College (Northfield, Minnesota, planned 1948); Washington State College (Pullman, planned 1948); University of New Hampshire (Durham, planned 1948); South East Missouri State College (Cape Girardeau, built 1950); University of Oregon (Eugene, built 1950); University of Arizona (Tucson, built 1950-51); Texas A & M (College Station, built 1951); Wheaton College (Wheaton, Illinois, built 1951); Kansas State University (Manhattan, planned 1951); Washburn University (Topeka, Kansas, planned 1952); Davidson College (North Carolina, built 1952); DePauw University (Greencastle, Indiana, built 1951); North Carolina State University (Raleigh, built 1952); University of Rochester (New York, addition to Todd Union planned 1952); Lamar State College of Technology (Beaumont, Texas, planned 1953); University of Colorado (Boulder, built 1953, addition 1964); Boston University (planned 1954); Rice Institute (Houston, Texas, planned 1954); Texas Tech (Lubbock, addition planned 1954); University of Delaware (Newark, planned 1955); Pratt Institute (Brooklyn, New York, planned 1955); Valparaiso University (Indiana, built 1955); University of Nebraska (Lincoln, addition planned 1955); Kansas State Teachers College (Emporia, addition planned 1955); University of Virginia (Charlottesville, planned 1947 and 1956); University of Massachusetts (Amherst, built 1957); William Jewell College (Liberty, Missouri, built 1957); Louisiana State University (Baton Rouge, built 1959, addition 1964); University of Puerto Rico (Rio Piedras, planned 1956); University of Puerto Rico (Mayaguez, planned 1956); University of Texas (Austin, planned 1957); University of Dacca (Pakistan, planned 1959); Hokkaido University (Japan, built 1960); seven more planned in Japan (1960); and Virginia Polytechnic Institute (Blacksburg, built 1966).[268] Butts also consulted on a union building for the

[267] "He Helped Improve the Quality of Life."
[268] "DePauw on the Way," *The Bulletin of the Association of College Unions* XIII, no. 5 (December 1945): 4; "State Pays Half in Missouri," *The Bulletin of the Association of College Unions* XIV, no. 4 (December 1946): 5; "OK $2,5000,000 Oregon Sketches," *The Bulletin of the Association of College Unions* XV, no. 1 (March 1947): 2; "Green Light on Montana"; "2 Utah Plans on the Way," *The Bulletin of the Association of College Unions* XV, no. 3 (October 1947): 11; "Business and Pleasure?", *The Bulletin of the Association of College Unions* XV, no. 3 (October 1947): 12; "California's Comprehensive Plan," *The Bulletin of the Association of College Unions* XV, no. 4 (December 1947):

California Medical Center (a teaching hospital, Berkeley, built 1955-56), and the Milwaukee County War Memorial Art Center (built 1957).[269]

Criteria A and B: Conclusion

The University of Wisconsin Memorial Union is significant at the national level, in the category of education, under *Criteria A* and *B* for its association with Porter Butts, "Mr. Union," the most influential person in the evolution of the college union movement. The college union movement is nationally important because it represents the response of the Progressive political and social

6; "Carleton College," *The Bulletin of the Association of College Unions* XVI, no. 1 (March 1948): 8; "Building Plans Proceed Apace," *The Bulletin of the Association of College Unions* XVI, no. 2 (May 1948): 8; "University of New Hampshire," *The Bulletin of the Association of College Unions* XVI, no. 4 (December 1948): 3; "A Union Sans Ballroom," *The Bulletin of the Association of College Unions* XVII, no. 1 (March 1949): 11; "Gym May Go in California Medical Union," *The Bulletin of the Association of College Unions* XVII, no. 3 (October 1949): 10; "California Aiming for $6,000,000," *The Bulletin of the Association of College Unions* XVII, no. 3 (October 1949): 10; "SMU Plans Taking Shape," *The Bulletin of the Association of College Unions* XVII, no. 3 (October 1949): 10; "Arizona gets $300,000," *The Bulletin of the Association of College Unions* XVII, no. 3 (October 1949): 11; "Designed for Southwest Living," *The Bulletin of the Association of College Unions* XVIII, no. 4 (December 1950): 6; "Kansas State Starting Over," *The Bulletin of the Association of College Unions* XIX, no. 1 (March 1951): 10; "Washburn Union Built by Town and Gown," *The Bulletin of the Association of College Unions* XX, no. 1 (March 1952): 7; "News of New Buildings," *The Bulletin of the Association of College Unions* XX, no. 4 (December 1952): 8; "Lamar State College," *The Bulletin of the Association of College Unions* XXI, no. 1 (March 1953): 6; "Boston University," *The Bulletin of the Association of College Unions* XXII, no. 1 (March 1954): 6; "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXII, no. 3 (October 1954): 8; "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIII, no. 1 (October 1955): 3; "Building Interest Steps Up," *The Bulletin of the Association of College Unions* XXIII, no. 2 (December 1955): 8; "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIII, no. 3 (March 1956): 6-7; "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIII, no. 5 (May 1956): 6; "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIV, no. 2 (December 1956): 6; "$2,350,000 Addition for Texas Union," *The Bulletin of the Association of College Unions* XXV, no. 3 (October 1957): 8; "Pakistan," *The Bulletin of the Association of College Unions* XXVII, no. 1 (February 1959): 10; "Japan," *The Bulletin of the Association of College Unions* XXVIII, no. 1 (February 1960): 7; and Theodore Crabb, Emeritus Director, Wisconsin Union, Personal Communication, 21 August 2013.

[269] "Latest From the Building Front," *The Bulletin of the Association of College Unions* XXIII, no. 1 (March 1956): 7; and Crabb, Personal Communication, 21 August 2013.

movement to the alienation of students at the university of the late nineteenth century, which did not involve itself in student life outside of class. Further, the college union fulfills the ideals of Progressive education at the university level, by providing social and recreational education through the informal extra-curriculum, complementing the intellectual education of the formal curriculum, which together address the development of the whole individual, as well as achieving the goal of Progressive political reform to develop an informed citizenry and leaders for our democratic society. Through the leadership of Butts, the first Wisconsin Union Director, the Wisconsin Union became a model for other college unions in its programming, services and facility, which hundreds of people interested in the college union movement visited to observe. Butts' national significance in the college union movement is demonstrated in four ways: first, he articulated the purpose of the college union and his philosophy of what a college union should be through prolific writing disseminated through his publications and the editorship of *The Bulletin of the Association of College Unions* (1936-1970), with the Wisconsin Union's programming, services and facility providing the example of the ideal union; second, he promoted the professionalization of college union staff, spearheading the development courses, bachelor's and master's degrees in recreation leadership at the University of Wisconsin, as well as the first summer institute for college union administrators, and establishing a national employment service for college union professionals in 1940, which he operated until 1963; third, he successfully lobbied for federal legislation allowing federal loans to colleges and universities for institutional buildings include unions, which brought federal loans of $414 million to aid in building 400 unions at institutions that might not otherwise have been able to afford one; and fourth, he personally consulted on the planning and programming for more than 110 college unions, not only in the United States, but also abroad.

When Butts retired in 1968, the Association of College Unions-International called Butts, "the most influential figure in the development of the college union movement in the United States."[270] On his death in 1991, the Association issued the following statement:

> Without question, Porter Butts influenced the college union far more than any other individual. In his 34 years as editor for the Association, his philosophy of what a union should be permeated the thinking of most professionals in the field and profoundly influenced the planning and organization of many new unions.[271]

Only two other figures and buildings in the history of North American university unions have had an influence that can be compared to that of Porter Butts and the University of Wisconsin Memorial Union: J. Burgon Bickersteth and Hart House at the University of Toronto; and Edgar A. Whiting and

[270] "Memorial Union Pioneer Dies."
[271] Obituary of Porter Butts.

Willard Straight Hall at Cornell University. J. Burgon Bickersteth (1888-1979) was Warden of Hart House at the University of Toronto from 1921 until retiring in 1947. Construction on the Collegiate Gothic Hart House began in 1910 and was completed in 1919.[272] American university unions erected before 1940 looked to Hart House as the model when planning what facilities to include in their buildings. The Memorial Union, the Michigan Union, and Willard Straight Hall at Cornell University, all of them state-of-the-art buildings for their time, incorporated as many of the features of Hart House's plan as their budgets allowed.[273] Warden Bickersteth, whose management of the many student committees that operated and planned activities for Hart House, and whose social work among students led John Dollard to describe him as exemplary in his 1924 review of college unions, was a model and a mentor to Butts, and other early union directors. However, Bickersteth and Hart House are a Canadian example, and primarily influential in the pre-1940 era of the college union movement. Bickersteth led by his example; unlike Butts, Bickersteth did not write about university unions. Further, he enlisted in the military during World War II, and was absent from Hart House from1939 until 1945, retiring and returning to his native England in 1947. In contrast, Edgar A. Whiting (1908-2006) was a contemporary of Butts. Whiting graduated from Cornell University in 1929, becoming assistant director of Willard Straight Hall in 1930. In 1954, Whiting was named associate director, and then served as director from 1954 until retiring in 1971. Whiting was the secretary of the Association of College Unions-International from 1941 until 1968. As secretary, he planned the annual Association conferences, and promoted the growth of the Association by communicating with prospective members.[274] Whiting also sat on the College Housing Advisory Committee with Butts in the late 1950s, representing the Association and successfully lobbying for federal loans to aid in building college unions. Finally, Whiting was a consultant on the planning and programming of college unions around the country in the late 1950s and the 1960s, second only to Butts in the number of colleges that he assisted. However, Butts consulted on 110 university unions, two to three times as many Whiting, and it was Butts who initiated the idea of providing such services. Further, through Butts' prolific writing in, and editorship of, the Association's *Bulletin*, and his various publications, he became the national voice for the college union movement, a role neither Whiting, nor any other

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[272] University of Toronto Archives and Records Management, "J. Burgon Bickersteth, Warden of Hart House," http://utarms.library.utoronto.ca/research/John-Burgon-Bickersteth, (accessed 25 May 2014).
[273] It should be noted that while the Michigan Union, which opened in 1919, was a state-of-the-art college union building, it did not have a leader like Bickersteth or Butts. In the 1924 review of college unions, John Dollard derided the manager of the Michigan Union as concerned with finances, rather than the social needs of students. Dollard, 5.
[274] "Association Loses a Legend: Edgar Whiting," *The Bulletin* 74, no. 6 (November 2006), http://www.acui.org/publications, (accessed 25 May 2014); and "E. A. Whiting Named Head of Straight," *Cornell Daily Sun*, LXXV, no. 140, 15 May 1958, http://cdsun.library.cornell.edu, (accessed 25 May 2014).

university union professional, could match. Porter Butts remains the most influential individual in the American college union movement.

The University of Wisconsin Memorial Union retains excellent integrity to the period of significance, 1928-1968, in appearance and clearly retains its association as exemplar of the progressive university union and with Porter Butts. It is therefore eligible for the National Register of Historic Places, at the national level of significance. The alterations to the Theater Wing in 2012-2014 do not affect integrity as the sections facing Landgon Street (the Union's primary façade) and Park Street were reconstructed using the same massing, materials, and setback, faithfully following the original design as closely as possible.

Criterion C in the Area of Architecture

The University of Wisconsin Memorial Union is locally significant under *Criterion C*, in the area of Architecture, as a fine and intact example of Italian Renaissance Revival design, a high style variant of Mediterranean Revival style that is uncommon in Wisconsin. In the United States, the Italian Renaissance Revival (also called Second Renaissance Revival) was launched with McKim, Mead & White's 1883 design for the Villard Houses in New York. With elements drawn from classical Italian architecture, the formality of the style provided a dramatic departure from the picturesque Queen Anne and Shingle styles then in fashion. Erected in Wisconsin between about 1910 and 1935, the Italian Renaissance Revival is characterized by a symmetrical façade, round arches above first floor openings and smaller, simpler windows on the upper stories, classical columns or pilasters accenting the entrance, belt courses, and a tiled hip roof with wide eaves embellished with brackets. The finish can be brick, stone, or stucco. High-style examples may have a central, recessed or projecting section with projecting wings at either end, a parapeted flat roof, a rusticated first story, a prominent cornice, and classical ornamentation.[275] The Memorial Union is an outstanding, high style example of Italian Renaissance Revival, composed of a central, projecting section with hyphens connecting to projecting wings. The building is finished with stone, the hip roofs are surfaced with tile, and the flat-roofed sections display cresting. An arcaded loggia shelters the principal entrance, the first floor is rusticated, and the building is embellished with elaborate, intricate classical ornamentation including medallions, quoining, denticulated moldings, and scrolled keystones. The 1939 Theater Wing addition is compatible with the Italian Renaissance Revival on the Langdon Street (front) façade, reducing its impact on the original design of the building. Despite the expansion of the first floor of the Commons Wing in 1957, and the reconstruction of the Langdon Street section of the Theater Wing in 2012-14,

[275] Virginia Savage McAlester, *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture*, (New York: Alfred A. Knopf, 2013), 496-508; and Wyatt, II:2-32.

the Memorial Union possesses very good integrity in architecture. It is clearly an Italian Renaissance Revival design, retaining its original massing, fenestration, materials, and ornamentation.

The Architecture/History Inventory (AHI) database maintained by the Wisconsin Division of Historic Preservation (SHPO) enumerates 62 Mediterranean Revival buildings in the city of Madison. Of these, only seven are Italian Renaissance Revival in style, and only one approaches the high style features that the Memorial Union displays. The Children's Hospital/Orthopedic Hospital at 1415 Linden Drive (1931, AHI #160484) was designed by Arthur Peabody. This three-story, brick-veneered edifice features a symmetrical façade with the centrally-placed entrance recessed in a round-arched portal, round-arched first-floor openings with pairs of multi-paned casement windows, medallions, quoining, denticulated molding and bracketed cornice, and a tiled, hip-with-deck roof (photo 26). A large, compatible, 1962 addition is appended to the side of the Children's Hospital/Orthopedic Hospital. However, this building is not nearly as large or elaborate as the Memorial Union. The other five examples show the influence of the Italianate Renaissance Revival style, generally confined to a symmetrical façade, some round-arched elements, and a tiled, hip roof. All are contributing resources in National Register-listed historic districts. These are: the Pinckney Apartments at 204 North Pinckney Street (1911, AHI #37526, Mansion Hill Historic District); the Acacia Fraternity at 108 Langdon Street (Law and Law, 1925, AHI #101632, Langdon Street Historic District), the Zeta Psi Fraternity at 1820 Summit Avenue (1922, AHI #106561, University Heights Historic District), Gamma Phi Beta Sorority at 270 Langdon Street (Frank Riley, 1926, AHI #101886), and Beta Theta Pi Fraternity (Law and Law, 1925, AHI #101898, Langdon Street Historic District). In comparison, the Memorial Union is the best example of Italian Renaissance Revival design in the city of Madison, and it displays very good integrity to the period of significance under Criterion C, 1928.

PRESERVATION ACTIVITY

This nomination was prepared at the conclusion of the first of two phases in the rehabilitation of the University of Wisconsin Memorial Union, as a mitigation measure to address the effect of the glass-and-steel addition to the vestibule in the Theater Wing in phase one. The physical impact of phase two is limited to the basement, kitchen, loading dock, and a few small offices and meeting rooms. All are secondary, auxiliary spaces, and there will be no effect to any major or significant spaces in the building. Mechanical equipment will also be upgraded. As part of phase two, there will be minimal changes to the east end of the Union Terrace to connect it with Alumni Park, a greenspace that will be constructed on the current site of the parking lot (outside the historic boundary of the Memorial Union). The SHPO has reviewed both phases in the rehabilitation of the Memorial Union.

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End of References

___Insert Boundary Descriptions

VERBAL BOUNDARY DESCRIPTION

The University of Wisconsin Memorial Union is located in the city of Madison, Dane County, Wisconsin, on a site that coincides, more or less, with Lots 1 through 5, block 2, original plat of Madison, and is more particularly described as: beginning at a point on the back line of the north sidewalk along Langdon Street 2 feet East of the southeast corner of Lot 5, Block 2; then running approximately 370 feet West along the back line of the north sidewalk along Langdon Street to the back line of the east sidewalk along North Park Street (extended); then approximately 410 feet North along the back line of the east sidewalk along North Park Street (extended) to the northeast corner of the Memorial Union building; then approximately 375 east-southeast along the south edge of the Lakeshore Rehabilitation Structure (lakeshore path) to the point where the lakeshore path intersects with a line that is 2 feet East of the east line of Lot 5, Block 2; then about 345 feet South along the line that is 2 feet East of the east line of lot 5, Block 2 (and runs parallel to it) to the point of beginning. The site encompasses about 3.2 acres.

BOUNDARY JUSTIFICATION

The boundary of the University of Wisconsin Memorial Union encompasses all those resources that are historically associated with it and that contribute to its significance (the Memorial Union building, and the Memorial Union Terrace), while excluding resources that are not directly associated with it, lack integrity, or do not contribute to its significance (parking lot and Lakeshore Rehabilitation Structure). The boundary generally coincides with the legal boundary on which the University of Wisconsin Memorial Union sits. The nominated boundary diverges from the legal boundary at the lakeshore; the legal boundary continues to the water's edge while the nominated boundary terminates at the south edge of, and excludes, the lakeshore path.

___End of Boundary Descriptions

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Insert Photo Descriptions

Name of Property:	University of Wisconsin Memorial Union
City or Vicinity:	Madison
County:	Dane County
State:	WI
Name of Photographers:	Elizabeth L. Miller (color); Zane Williams (black and white)
Dates of Photos:	March-June 2014 (Miller); May-June, 2012 (Williams)
Location of Original Data Files:	Wisconsin Historical Society, 816 State Street, Madison, WI 53706

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0001
South façade Memorial Union showing Central Core (center), Commons Wing (right), and Theater Wing (far left), camera facing northwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0002
Union Terrace, camera facing northeast. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0003
North façade Memorial Union Theater Wing, camera facing southeast (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0004
East elevation Memorial Union Theater Wing, showing auditorium (left), stagehouse (center), and Langdon Street section (right), camera facing northeast (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0005
South façade Memorial Union showing Theater Wing (left) and west hyphen (right), camera facing northeast (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0006
South façade, Central Core, camera facing north-northwest. (Williams, 2012)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0007
South façade, Commons Wing (center) and east hyphen (set back, left), camera facing north-northwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0008
North elevation, showing Commons Wing (left), Central Core (set back, center), Theater Wing (right), and Terrace (foreground behind asphalt path), camera facing southwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0009
North elevation, showing Central Core (center), west hyphen (set back, far right), east hyphen (left), Commons Wing (far left), and Terrace (foreground), camera facing south-southeast. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0010
North elevation, showing Commons Wing (center), east hyphen (set back, right), and Terrace (foreground), camera facing southeast. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0011
East elevation (left) and north façade (right), Theater Wing, camera facing southwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0012
East elevation, Commons Wing, camera facing west-southwest. (Williams, 2012)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0013
Rathskeller, camera facing northeast. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0014
Rathskeller, showing Alte Deutsch mural over east fireplace in south wall, camera facing south. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0015
Paul Bunyan Room, camera facing southwest. (July 2012, Staff, Memorial Union, http://www.
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WI_DaneCounty_UniversityofWisconsinMemorialUnion_0016
Memorial Hall, camera facing west. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0017
Main Lounge, camera facing north. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0018
Library, camera facing north. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0019
Great Hall, showing columns framing entrance, and stage (center), camera facing north. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0020
Tripp Commons, showing main entrance with clock (right), camera facing southwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0021
Wisconsin Union Theater, showing vestibule (left) and main entrance (right), camera facing east (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0022
Wisconsin Union Theater, Winkler Lounge, camera facing east. (Williams, 2012)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0023
Wisconsin Union Theater, auditorium, camera facing southeast. (Williams, 2012)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0024
Old Madison Room, camera facing northwest. (Miller, 2014)

WI_DaneCounty_UniversityofWisconsinMemorialUnion_0025
Terrace, camera facing west. (Miller, 2014)

Insert Figures

Figure 1
University of Wisconsin Memorial Union Site Plan, with Photo Key

Figure 2
University of Wisconsin Memorial Union USGS Map, with UTM References

Figure 3a
University of Wisconsin Memorial Union Current First Floor Plan, with Photo Key

Figure 3b
University of Wisconsin Memorial Union Current Second Floor Plan, with Photo Key

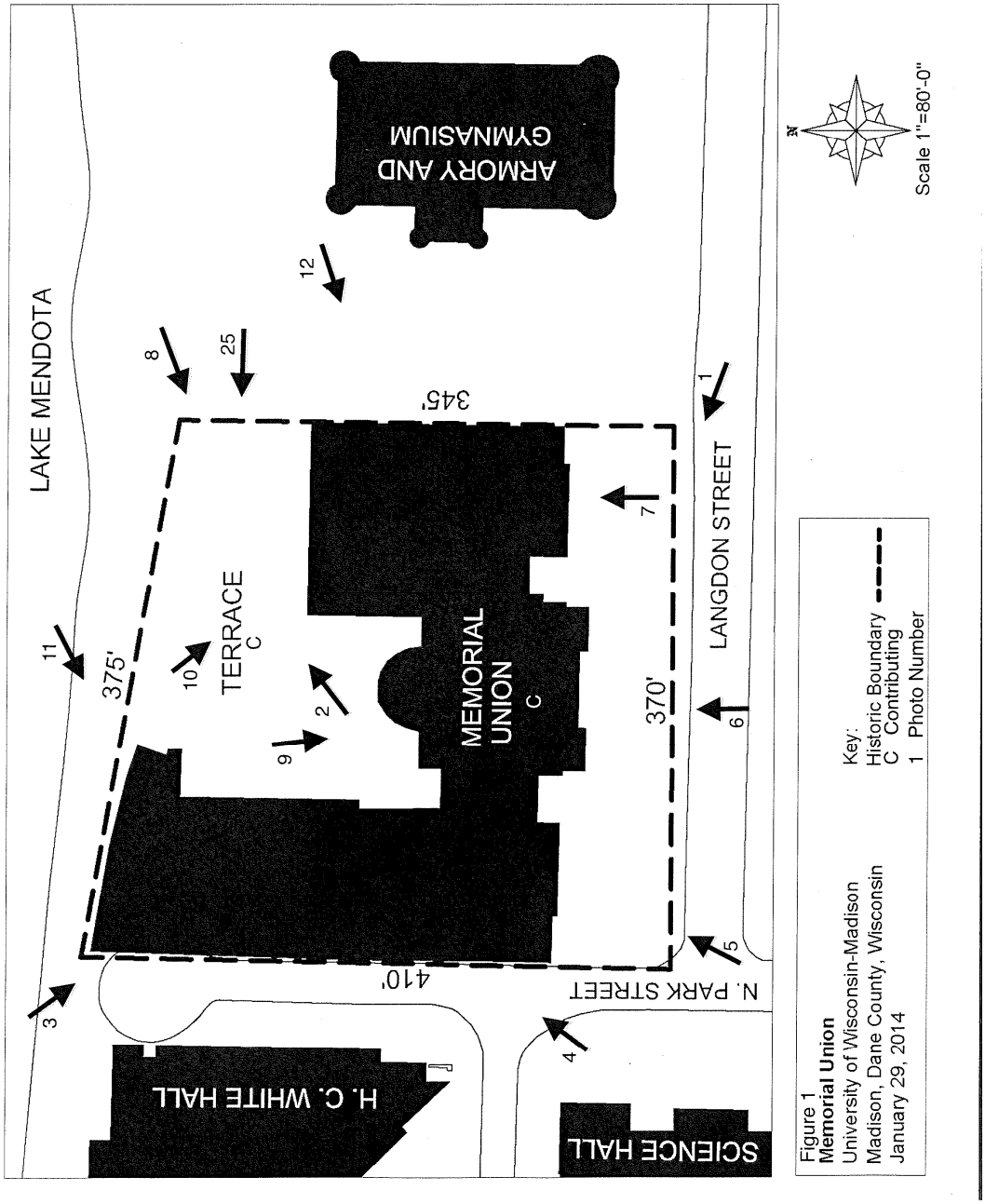
Figure 3c
University of Wisconsin Memorial Union Current Third Floor Plan, with Photo Key

Figure 3d
University of Wisconsin Memorial Union Current Fourth Floor Plan, with Photo Key

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

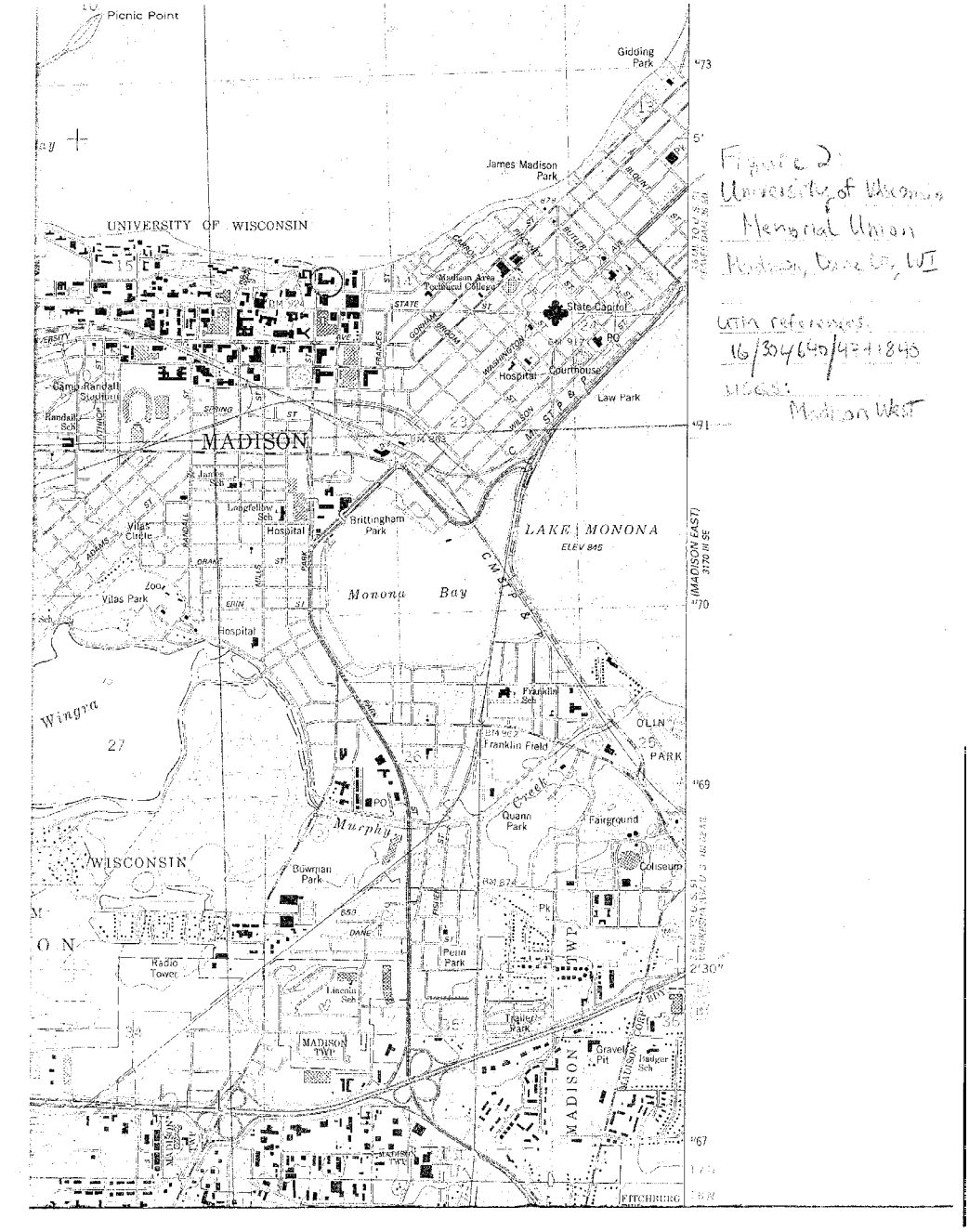
Figure 1
University of Wisconsin Memorial Union Site Plan, with Photo Key



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

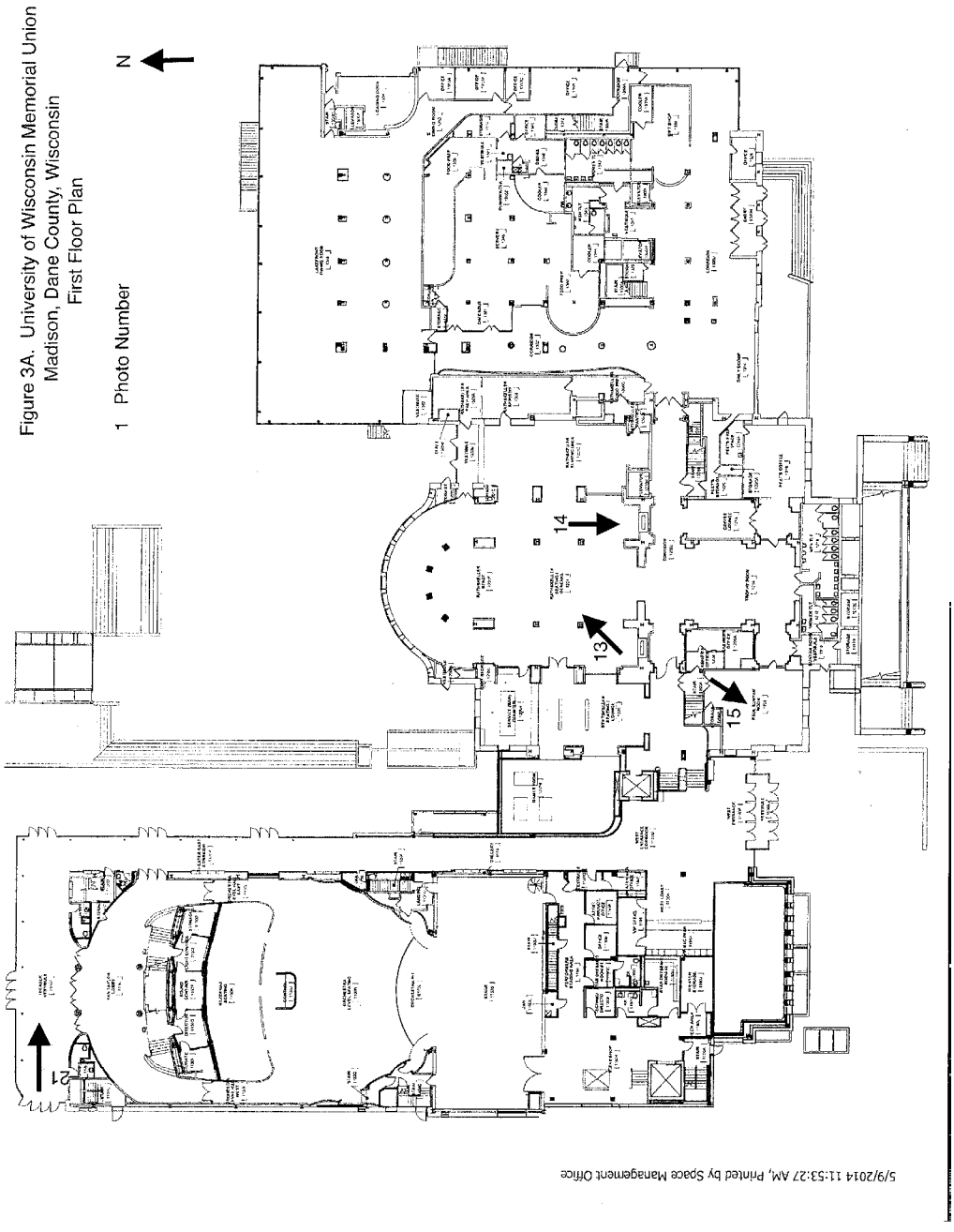
Figure 2
University of Wisconsin Memorial Union USGS Map, with UTM References



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

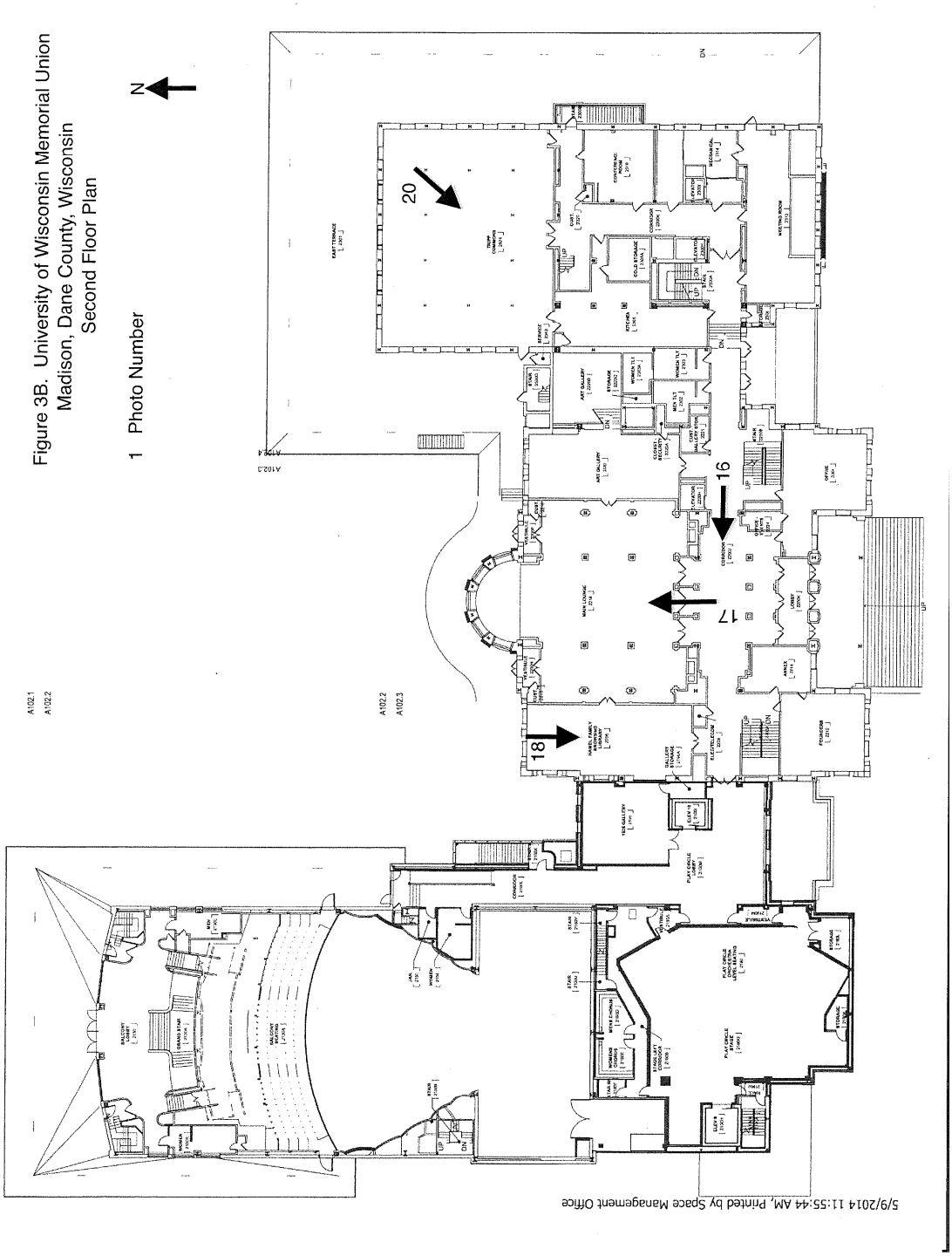
Figure 3a
University of Wisconsin Memorial Union Current First Floor Plan, with Photo Key



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Figure 3b
University of Wisconsin Memorial Union Current Second Floor Plan, with Photo Key



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Figure 3c
University of Wisconsin Memorial Union Current Third Floor Plan, with Photo Key

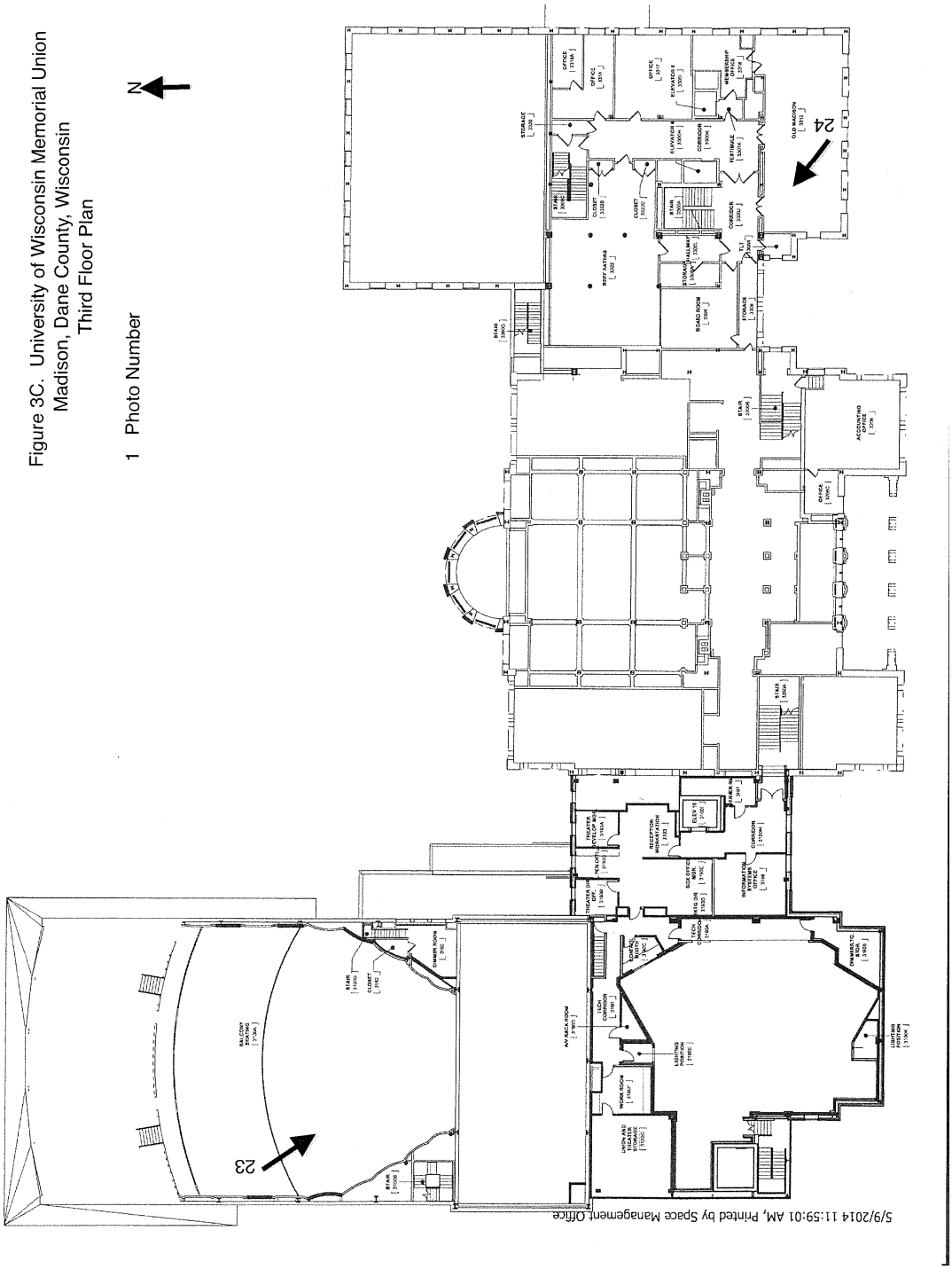
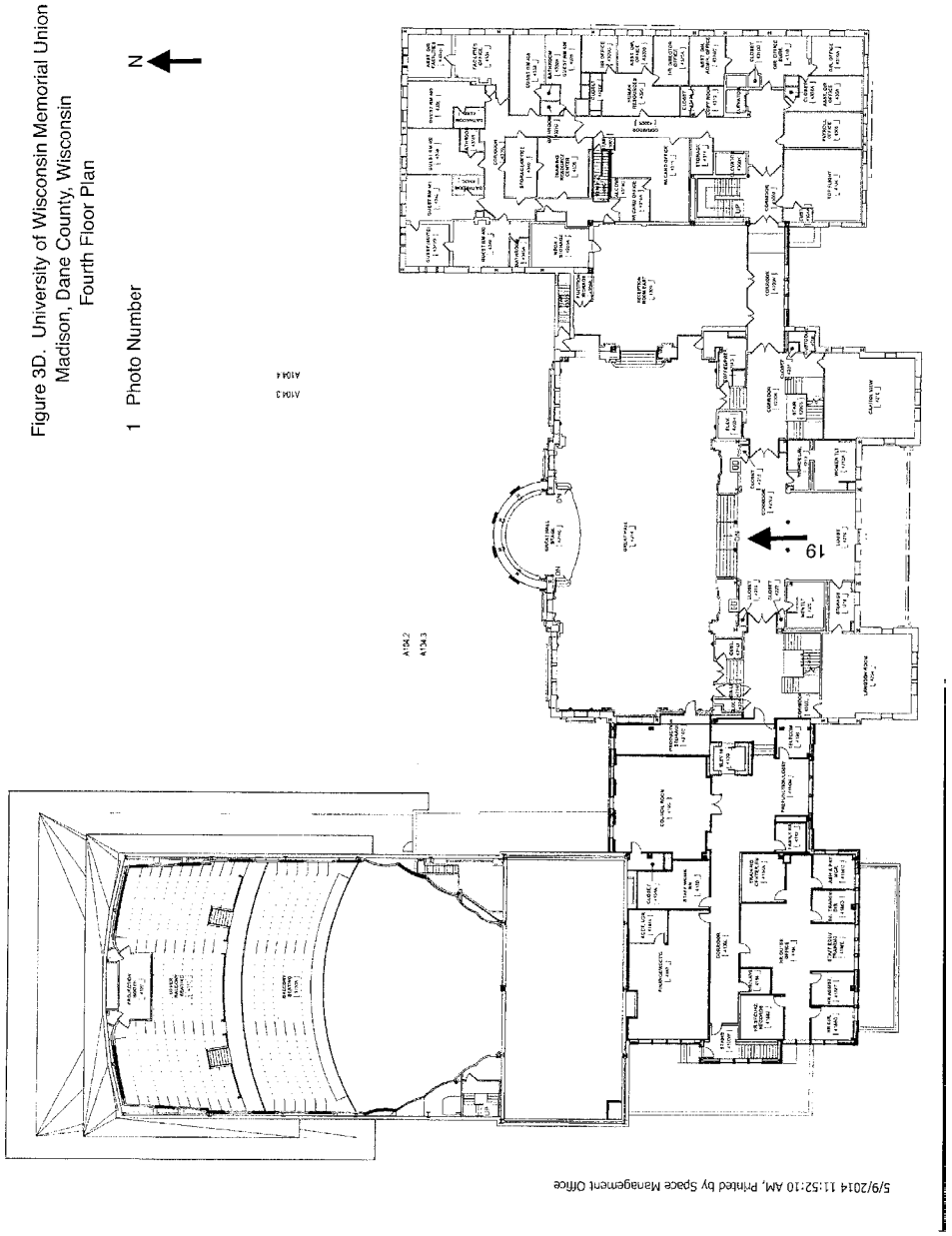


Figure 3d
University of Wisconsin Memorial Union Current Fourth Floor Plan, with Photo Key

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TERRACE
MEMORIAL UNION REINVESTMENT


SEATING CAPACITY 325
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incipitur!
Auf die Fröhlichkeit
und Burschenschaft
Das Faulthier


RESTROOMS

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: University of Wisconsin Memorial Union

MULTIPLE NAME:

STATE & COUNTY: WISCONSIN, Dane

DATE RECEIVED: 4/03/15 DATE OF PENDING LIST: 4/24/15
DATE OF 16TH DAY: 5/11/15 DATE OF 45TH DAY: 5/19/15
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000255

REASONS FOR REVIEW:

APPEAL:	N	DATA PROBLEM:	N	LANDSCAPE:	N	LESS THAN 50 YEARS:	N
OTHER:	N	PDIL:	N	PERIOD:	N	PROGRAM UNAPPROVED:	N
REQUEST:	N	SAMPLE:	N	SLR DRAFT:	N	NATIONAL:	Y

COMMENT WAIVER: N

X ACCEPT ___RETURN ___REJECT _____DATE

ABSTRACT/SUMMARY COMMENTS:
The University of Wisconsin Memorial Union is nationally significant for its role in the institutionalization of student unions in American college campus development and student life. It is also significant for its association with Porter Butts, who was pivotal in the development and operation of the UW Memorial Union and in the definition of student unions nationwide through his writing and consultation with other universities. The period of significance is 1928 to 1968, reflecting the year of construction (and the beginning of Porter Butts' association) and Butts' retirement as director. It is listed in the National Register under criteria A and B for significance in Education. The union is locally significant under Criterion C as a representative example of Italian Renaissance Revival design, a "style that is uncommon in Wisconsin," according to the nomination. Although nationally significant by National Register standards, the UW Memorial Union is not a strong candidate for National Historic Landmark designation because of the impact of recent additions and reconstruction on the integrity of the theater wing at the west end of the building.

RECOM./CRITERIA A, B, C
REVIEWER Barbara Wyatt DISCIPLINE Historian
TELEPHONE 202-354-2252 DATE 5-19-15

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.

Department of Planning & Community & Economic Development
Planning Division
Katherine Cornwell, Director
Madison Municipal Building, Suite LL-100
215 Martin Luther King, Jr. Boulevard
P.O. Box 2985
Madison, Wisconsin 53701-2985
Phone: (608) 266-4635
Fax (608) 267-8739
www.cityofmadison.com

February 2, 2015

Ms. Peggy Veregin, Interim National Register Coordinator
Wisconsin Historical Society
816 State Street
Madison, WI 53706

Re: University of Wisconsin Memorial Union National Register of Historic Places nomination

Ms. Veregin,

The City of Madison Landmarks Commission is pleased to review the University of Wisconsin Memorial Union National Register of Historic Places nomination and provide the following report.

The nomination shows that the Memorial Union is eligible for listing on the Wisconsin State Register and the National Register because the building is associated with events that have made significant contributions to the patterns of history and because the building's architecture embodies distinctive characteristics of a period and possesses high artistic values.

The City of Madison Landmarks Commission fully agrees, and enthusiastically supports the nomination. Thank you for the opportunity to provide comments.

Sincerely,

Stuart Levitan
Landmarks Commission Chairperson

Amy Loewenstein Scanlon, Registered Architect
Preservation Planner, Planning Division
Landmarks Commission Secretary

cc: City preservation file
Mayor Paul Soglin

WISCONSIN HISTORICAL SOCIETY

TO: Keeper
National Register of Historic Places

FROM: Peggy Veregin

SUBJECT: National Register Nomination

The following materials are submitted on this 27th day of March 2015, for the nomination of the University of Wisconsin Memorial Union to the National Register of Historic Places:

1 Original National Register of Historic Places Nomination Form

1 CD with NRHP Nomination Form Word Document

_____ Multiple Property Nomination form

25 Photograph(s)

1 CD with electronic images

1 USGS map(s)

6 Sketch map(s)/figure(s)/exhibit(s)

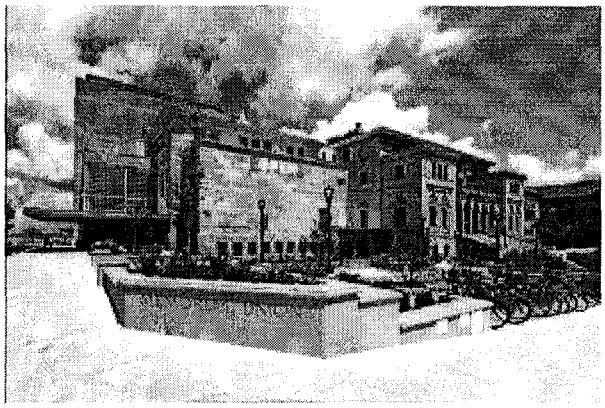
1 Piece(s) of correspondence

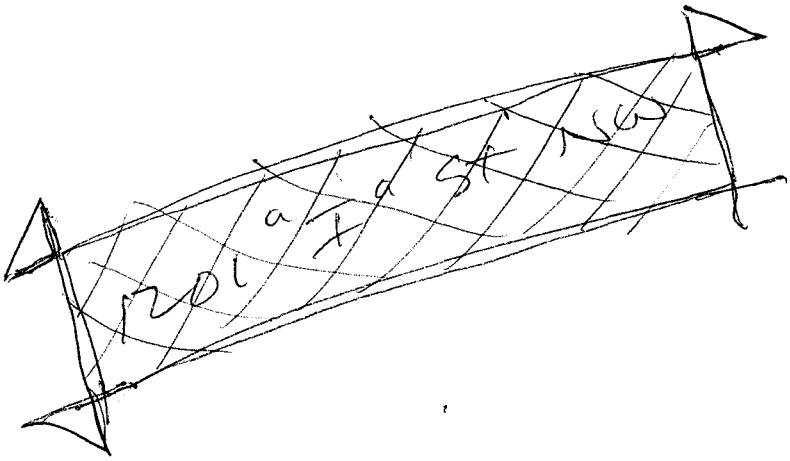
_____ Other _____

COMMENTS:

_____ Please insure that this nomination is reviewed

_____ This property has been certified under 36 CFR 67
_____ The enclosed owner objection(s) do_____ do not_____ constitute a majority of property owners.
_____ Other: _____
_____





CCAV emergency shelter

202-
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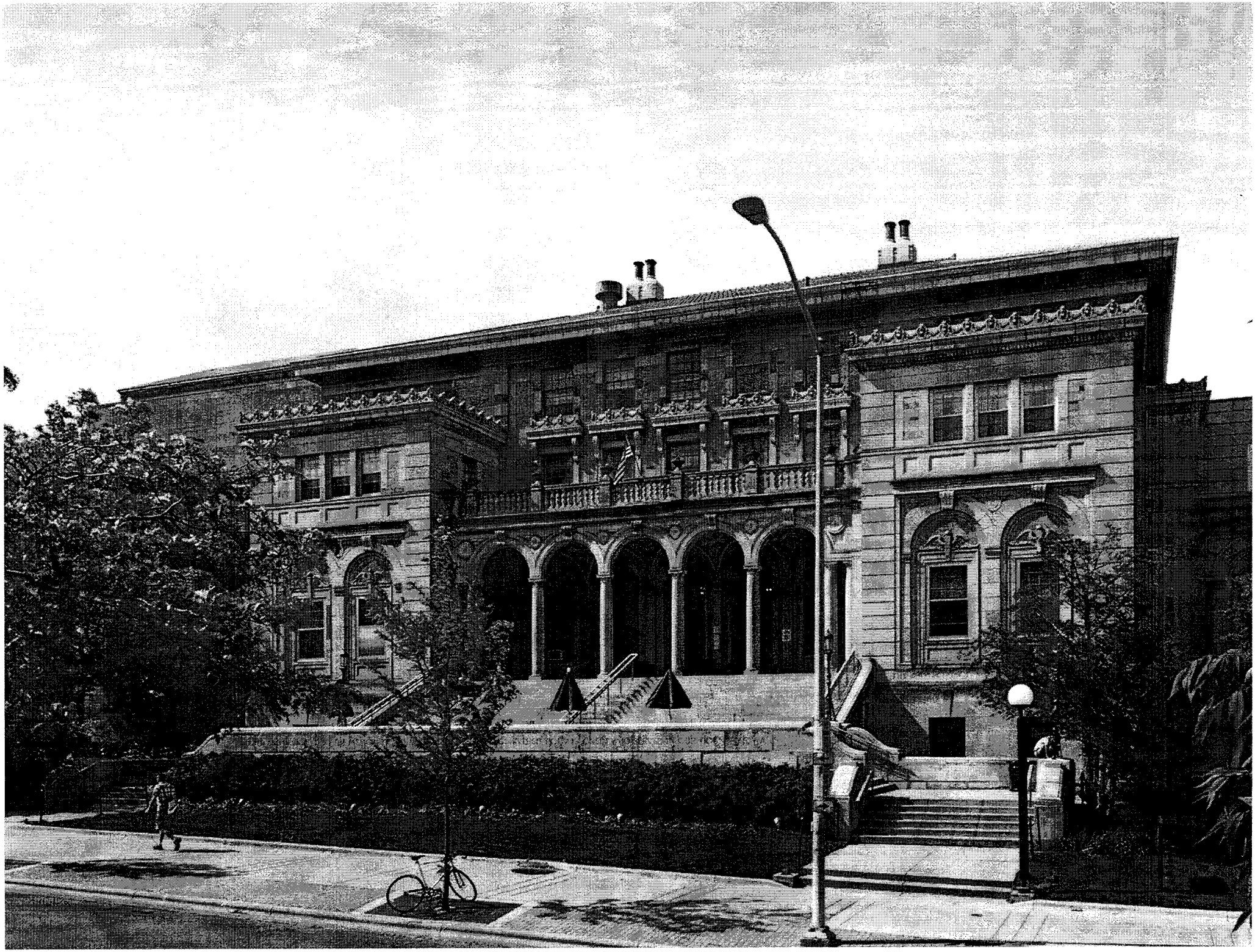
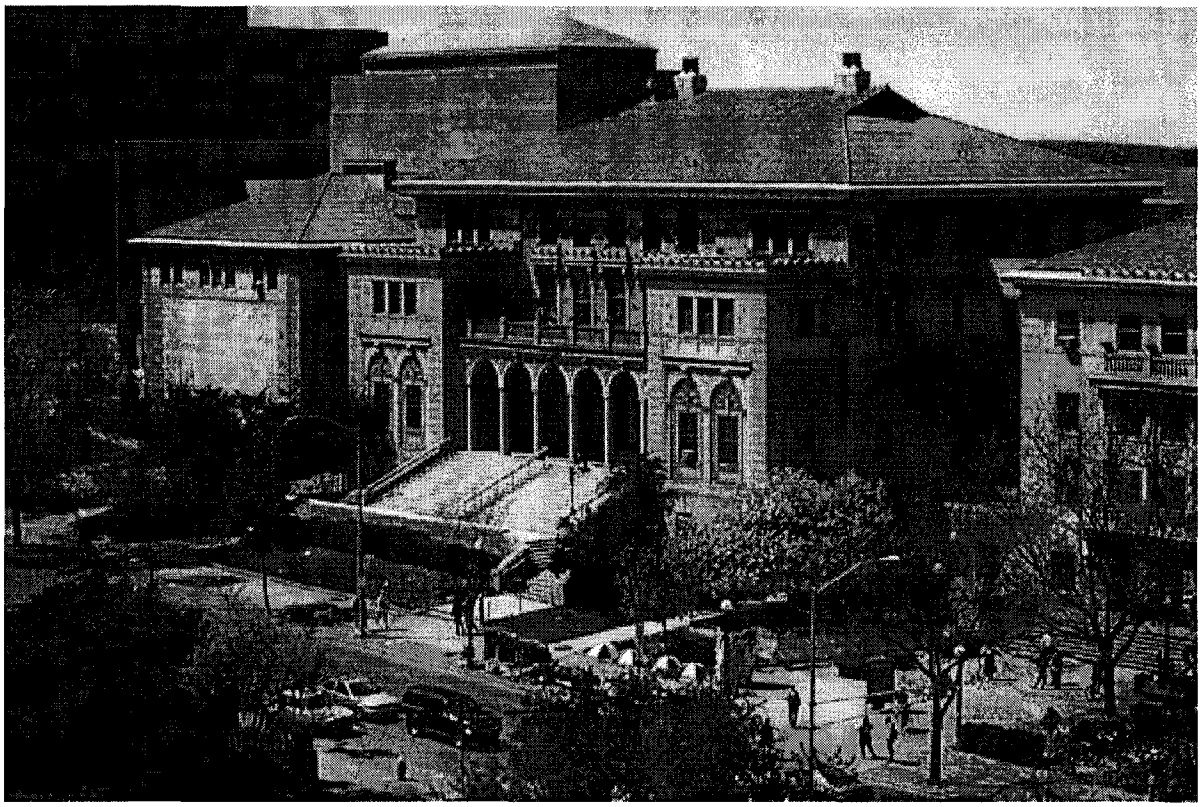
1909

425 2nd St.





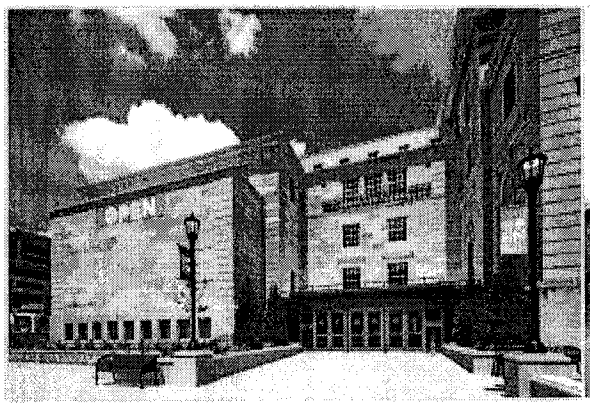
memorial uni
reinvestment

HOME ABOUT» NEWS & UPDATES SUPPORT T

Phase I

The Memorial Union is one of the most beloved and historic buildings on campus. The social activities since 1928 when it opened. After generations of heavy use the Memori accessibility issues, and limited space for programming, all while maintaining the histor Reinvestment (MUR) addressed these concerns in the west wing and the 5th floor, mo Wisconsin Union Theater, Wheelhouse Studios and the Wisconsin Union Directorate (\

To see more photos of the completed Phase I renovation, click here.



Design Process

Students have been and continue to be an integral part of the design process by consistently

Project Architect F

Uihlein Wilson: based in Milwa most recent UW-Madison proj