



October 1975
Vol. XLIII, No. 4

THE BULLETIN OF THE ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Nutrition program for the elderly nets profit for union food services

Thousands of older U.S. citizens can afford to eat better, thanks to the Nutrition Program for the Elderly. The program provides congregate feeding of older persons, particularly those with low incomes or those unable to select and prepare nourishing and well-balanced meals. Of particular interest to college unions is the opportunity to provide such a needed service while increasing the ever-important gross sales of food.

Operated through individual state governments, the program is funded jointly by the federal government (under Title VII of the Older Americans Act of 1965, amended in March of 1973), local governments, and sponsoring community agencies.

Two years ago the Erb Memorial Union Food Service at the University of Oregon contracted with the federally funded Elderly Nutrition Program in Lane County to serve high-nutrition meals to the county's elderly at nominal prices.

For those who can pay, each project has a suggested donation, usually ranging from 25 to 75 cents daily. No one may be turned away for inability to pay.

The program is financed by the Administration on Aging, a division of the U.S. Department of Health, Education and Welfare.

According to Ken Larsen, director of EMU's food service operation, the program grosses about \$300 a

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Union director rescues masterpiece

A piano owned by the College Union of California State University, Fresno (CSUF) will be seen by an estimated 16 million persons during the next two years as part of the Bicentennial Exhibition at the Smithsonian Institution in Washington, D.C.

The piano, once considered worthless, is an 1876 Steinway centennial grand of the same vintage as and


nearly identical to the instrument designed for the 1876 U.S. Centennial Exhibition in Philadelphia. That piano was the most elaborate ever built by Steinway. Only about 1,000 were made and the one at CSUF is in the finest condition of the very few in existence.

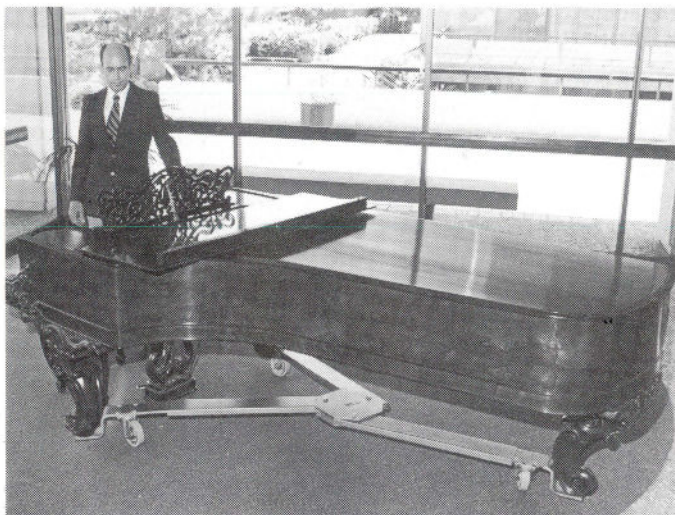
How the piano made its way to CSUF is unknown. When the university moved in the mid-1950s the piano was left behind on the old campus. In 1964 officials of the school occupying the old campus site asked CSUF administrators to pick up the piano unless they wanted it disposed of.

A letter was circulated asking if any department wanted to claim it. None did.

However, Earl Whitfield, director of the College Union, asked a man who services pianos to inspect this one and determine if it could be salvaged and refinished for the new College Union. E.R. Dungan peeled off numerous layers of house paint and found a rosewood piano with soundboard and basic mechanical parts intact. Whitfield noted later:

"We were satisfied that we had an old masterpiece that would be a beautiful addition to the College Union Lounge and grow more valuable with time."

Whitfield was able to get the University's Fine Arts Division to donate the piano to the CSUF Association for use in the College Union. The rebuilding and refinishing project finally got under way in 1968, under the direction of Dungan, and was completed in August of that year at a cost of about \$1,300. It has been housed in the College Union since then. 



Earl Whitfield and the centennial piano

Editorial

Delivering educational services a fundamental Association goal

By Ernest Bebb

On July 4th the Executive Committee began establishing ACU-I's new Commission for Educational Programs and Services including a full-time coordinator for those programs and services. In so doing, the appreciation of the Association's history of educational programs and services became impressive. It is this history which the commission and the coordinator must continue, expand, and accelerate. Not an easy task, but a very necessary one. Despite a discouraging job market, professional staff positions in college and university unions are more and more available. For sure, new positions are not appearing in the numbers they did 10 years ago; but unions and student centers have long provided entry level and training ground for many of us who work in higher education; vacancies continue to occur. While the temporary nature of some staff is certainly a burden to many of us who seek to build and develop experienced and competent teams, it speaks well for the value of the experience. A dean of students or a university business manager who has had a positive experience in a union is invaluable to the operation of the union on his/her campus.

As the Self-Study states, college union personnel do not emerge from a unique or recognized profession with established credentials and courses of study. Therefore, the Association has had a unique opportunity to provide programs designed to assist students and staff in the direction and operation of college unions.

Sixty-three years of association history reflect an enviable contribution to the opportunities available for union professionals to gain knowledge, exchange expertise, and develop skills. ACU-I has a unique record among professional associations in higher education of delivering programs and seminars directly to students, through annual regional conferences, regional workshops, and seven student-staff assemblies.

There have been over 50 annual international conferences and 20 years with 15 to 21 regions having annual student staff conferences bringing new and experienced staffs together. Our publications are as varied as are a union's responsibilities and concerns. Some are timely and many serve as long-term resources. Professional development seminars have occurred every year, often several each year, since faculties of Indiana, Cornell, and Harvard universities first individually sponsored professional

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Educational programs and services to be augmented

Prospects for a much expanded and more varied educational program in which professional development and student leadership go hand-in-hand proved to be heady stuff for the Executive Committee at its July meeting in Cincinnati. Despite the tempering effects of the budget and the realization that a responsible, well-founded program requires months of planning by the Education Commission and the full-time coordinator, the varied possibilities for improving staff and student capabilities were exciting.

Workshops, seminars, summer meetings

Such possibilities ranged from local one-day, drive-in workshops for all sorts of specialties — maintenance supervisors, night managers, recreation supervisors, creative arts chairpersons — through area or regional week-end seminars, a variety of pre-conference sessions to international sessions designed for experienced senior executives. Particularly intriguing was the concept of a "Chautauqua" summer meeting on a central campus where the learning experiences, the resource persons, the teaching materials and the learners themselves will be as varied as college unions. Simultaneous sessions on arts, building management, minicourses, PPBS, budget building, and publicity and promotion might follow sessions on recreation administration, union board leadership, crafts, student activity coordination, room scheduling, and the cinema. Student leaders of unions and of regions will learn how to do a better job back home. Perhaps this will become the student-staff assembly from which student participation in the Association, including the student member of the Executive Committee, stems. Also envisioned along with face-to-face sessions was the development of materials such as monographs, workbooks, cassette and video tapes.

Commission and coordinator

The first recommendation of the Self-Study called for a Commission on Educational Programs and Services. The second recommended "that a full-time professional Coordinator of Educational Programs and Services be employed as soon as possible" and the third suggested an interim commission on Educational Programs and Services be established to bridge the gap between the interim and the permanent commissions. Much of the July meeting was devoted to the implementation of these recommendations. An interim commission had already been appointed. Membership on a search committee charged with seeking candidates for the position of Coordinator of Educational Programs and Services was nearly completed. The timetable established by the *Priorities for Effectiveness* was confirmed. Budgets and programs were recast. Much time was spent on an effort to determine what proportion of the

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Assembly Delegate

Roger Myers, Western Carolina University

Interim Education Commission Coordinator

Shirley Bird Perry, University of Texas-Austin

Executive Secretary and Acting Editor

Chester A. Berry, Box 7286, Stanford, California 94305

Publications Assistant

Carol I. Vartanian, Box 7286, Stanford, California 94305

Book Review Editor

Richard Judd, Central Connecticut State College

Second class postage paid at Palo Alto, California. Issued five times a year, in February, March, June, October, and December. Annual subscription \$2. Individual copies 50 cents.

October 1975

Vol. XLIII, No. 4

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All unions are invited to submit copy to the **Bulletin**. Manuscripts should be typed double-spaced. News articles should not exceed 400 words, special articles 1500 words. Send all material to Editor of Publications, ACU-I Box 7286, Stanford, California 94305. Photos are especially welcome.

Printing deadlines make it necessary for **Bulletin** copy to be ready at least six weeks in advance of publication. Deadlines are:

Dec. 18 for February issue

Jan. 18 for March issue

April 18 for June issue

Aug. 18 for October issue

Oct. 18 for December issue



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ASSOCIATION OF COLLEGE UNIONS—INTERNATIONAL

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Nutrition program for the elderly is financial and community asset for food services at Oregon universities. Page 1.

Plans laid for the establishment of the Commission on Educational Programs and Services. Executive Committee meets; fiscal year report. Pages 2, 6, and 7.

Texas Union staffers strain creative talents to plan programs for two years without a union building. Page 8.

Two surveys: Research and Two-Year College Committees identify trends in programming. Page 10.



Participants at the first multi-regional workshop (see story on page 16).
First row, l.-r.: Gale Parisi, Jim Stansbury, Barb White, Cindy Ramert, Lynn Mercer, Ron Loomis, Wilda Shaw Jackson, Linda Wright-Simmons, Lisa Haines.

Second row, l.-r.: Bill Johnston, Jim Ramert, Bill Spelman, Bill Gerich, Dave Ross, B.J. Wells.

Third row, l.-r.: Bill Foster, Dave Seamans, Robbie Robinson, Steve Racine, Alec Stephens, Lee Kimball, Archie Copeland, Julie Calzone, Paty Eiffe.

In Memoriam

Three past presidents die

Three former presidents of the Association died during the summer. Two of them, Edwin Siggelkow and Duane Lake, were union directors and active ACU-I contributors at the time of their passing. The third, James Patrick, left the union field in 1942 for a career in banking.

Edwin O. Siggelkow

Edwin O. Siggelkow was president of ACU-I for 1968-69. His entire professional career, starting in 1948, was devoted to working with students. From 1950 until his sudden death of a heart attack on August 11, 1975 he was a member of the staff of the University of Minnesota, in either Minneapolis or Duluth. At the time of his death he was the director of the Minnesota Unions and Coordinator of Student Activities. A *Minnesota Daily* editorial told of his competence as an administrator, of his ACU-I presidency, and of his recent Butts-Whiting Award but it described him best when it said, "But his forte was people not awards. His easy informality and innate friendliness was often the catalyst which defused difficult situations. 'Call me Ed,' he was quick to say and he dealt with the thousands of students he met with the same respect and concern he used with fellow administrators and faculty members."

Chairperson of Self-Study Commission

Edwin Siggelkow's list of contributions to the Association of College Unions-International is long and impressive but not nearly as long or impressive as the breadth and the quality of his informal gifts to his colleagues. The thank-you telephone call or the thoughtful, if indecipherable, note was a Siggelkow trademark. He was a patient listener whose addition of an always constructive "Yes, but..." at the end of the listening brought additional and valuable insights to both personal and professional discussions.

Any mere listing must overlook the quality and diversity of his contributions to the union field. His leadership of the old Professional Development Committee showed what volunteers could achieve. The Student-Staff Assembly was Ed Siggelkow's child. His article on leadership development in the Golden Anniversary Yearbook is a classic. He was a most valued member of the Core Consultation Team. The *Proceedings* of every conference since 1959 bear the Siggelkow stamp somewhere. His recently completed chairpersonship of the Self-Study Commission received appropriate recognition but few persons knew how many bone-tired hours he devoted to beating the enormous piles of paper into the Commission's final succinct and readable *Priorities for Effectiveness*.



Butts-Whiting Award recipient

Last April Shirley Bird Perry presented Ed Siggelkow with the Association's biggest accolade — the Butts-Whiting Award. In doing so she said "This colleague has always made us pause and think. He has made us return — again and again — to fundamental philosophies, to essentials, to the basic goals of the college union in the total educational process... His perceptions, his perspectives, his probing have kept us alive, vital, renewed. He has an unwavering, unshakable commitment to the student and to the significance of the student-staff relationship in the union's mission... Even when he might have legitimately begged off and rested comfortably on his past record, his past accomplishments, he has retained his commitment to service to the Association."

Most fittingly, Mrs. Perry spoke for the Association at the memorial services which were held in Coffman Memorial Union on August 14. The uniform theme which rings through telephone calls and correspondence has been "Not Ed, he still had so much to do." And, again fittingly, he was doing it to the end. On August sixth he had sent out a six-page memo to those who were helping him on a new Education Commission assignment. The last letter he wrote was to ACU-I headquarters; it was a full response to some minor questions we'd asked about his replica of the Butts-Whiting medallion. The last sentence was pure Siggelkow. "If I can help routinize more of what goes with this, I think it will be a help to all."

A help to all — indeed!

Plans are being laid for a memorial. Gifts may be sent to the University of Minnesota Foundation, 107 Walter Library, University of Minnesota, Minneapolis, Minnesota 55455.



Duane Lake

Duane Lake, president of ACU-I in 1950-51 and director of the University Center of the University of South Florida, died on June seventh, 1975. ACU-I President C. Shaw Smith presided over the memorial service on June eleventh in the ballroom of the center. William Rion, director of the J. Wayne Reitz Union at the University of Florida and ACU-I President in 1954-55, spoke briefly about Mr. Lake's contributions to the union field. Mrs. Rena Ezell, who later became the center's program director, and Joseph Howell, vice president for student affairs of the university, told of Mr. Lake's importance to the South Florida community. Ernest Bebb, current president of ACU-I, sent a message which also dwelt on Mr. Lake's importance to the union movement and which noted that "I would not be in this exciting field today if it were not for Duane when I was a union board and staff member at the University of Nebraska."

Duane Lake was the only director (from 1960) of the South Florida center. Before moving to Florida he had been union director at the University of Nebraska and, before that, at South Dakota State College. His initial union experience was at the University of Minnesota. He was a navy pilot during World War II.

Mr. Lake's service to the Association continued during the 25 years that followed his presidency. Most of his service befitted his quiet, conscientious personality and included membership on several of the anonymous committees that select the winners of the Butts-Whiting Award. He served with distinction as the chairman of the first Nominations Committee to wrestle with the many problems presented by the change to a dual slate election process. In Mr. Rion's

words "he worked continuously and tirelessly to make the Association more meaningful to its members. Time and again he was called upon by the organization's leaders to accept delicate and difficult tasks, calls to which he responded quickly and thoroughly."

Again, quoting Rion, "Duane's first love was students. True, he was a manager, an administrator, a director, but the trials and tribulations of those titles he endured for the sole purpose of making it better for students." Any individual or union which wishes to do so may express appreciation by sending contributions to the International Association of Cancer Victims and Friends, 10218 Cliff Circle, Tampa, Florida 33602.

James Patrick

James E. Patrick was president of the Association of College Unions in 1939-40, at which time he had been the director of the Indiana Memorial Union for three years and an alumnus of Indiana University for nine years. He left Indiana in 1942 for Phoenix, Arizona on a ten-month leave of absence. He remained in Phoenix where he became president and then chairman of the board of directors of the Valley National Bank. He died in Phoenix on August sixth, 1975.

Survey, Continued from page 10

proposes where the emphasis in conference programming should be. The Two-Year College Committee annually confronts this question when suggesting programs for the annual conference.

Response was equally divided as to whether a difference of philosophy exists between programming for two-year and four-year colleges. In an apparent contradiction, respondents also felt that two-year and four-year programming are beneficial to and supplement each other. A difference is perceived between the underlying philosophy of programming and the actual programs. The question of similarities and differences in union philosophy and programming between two-year and four-year institutions remains a moot question, in need of further research. In this respect, the survey reflected the larger college union/student activities population.

Are two-year colleges more similar to than different from four-year institutions? Should the similarities or differences be stressed in conference programs? These are the larger questions which still need to be answered.

The survey of regional conference programs was conducted by the Two-Year College Committee through its regional coordinators in the fall 1974. It was coordinated by Jack Romanek (Casper College) to determine the number, content, need, participation, and success of two-year oriented program sessions. Twelve of the 15 ACU-I Regions responded to the survey, and the results and interpretation of the data were based on the information supplied by the 12 regions.

Executive Committee meets to implement education program, offset inflation

In a meeting devoid of fireworks, despite the July 4 through 7 dates, the Association's Executive Committee met for four days and nights in Cincinnati, Ohio. The agenda mixed the usual business items with a variety of new items precipitated by *Priorities For Effectiveness*, the summary volume of the Self-Study Commission's findings and recommendations. The birth of a virtually new constitution and by-laws presented a host of challenges and questions. Among these were:

+ The implementation of the educational program. The Executive Committee, as did *Priorities For*

Editorial, Continued from page 2

development seminars with ACU-I in 1960 and 1961. Seven student-staff assemblies have brought student and staff leadership together from all 15 regions as the Association has sought to regain the interchange of students and staff which was lost beginning in 1954 when the annual international conferences directed their programs toward staff.

Annual conferences, professional development seminars, and student-staff assemblies, together with the introduction of the *Union Wire* in 1968, have not left a decade in recent history without the introduction of a new program resulting in expanded and continuing effort to provide the best overall educational programs and services to our membership. The Seventies have already been identified with the phenomenally successful CORE consultation team in college union programming. The establishment of the Educational Commission and of the Coordinator for Educational Programs and Services should add two more success models before this decade ends.

Considering all we have done with almost exclusively volunteer effort, why do we need to add a new commission and an additional full-time staff member to the central office? Because our membership needs all the educational programs and services possible, not just the most we can give with our present capabilities and structure. The Self-Study confirmed this high priority and the Association is now acting on it. It is time for us to define clearly our ability to contribute to the development of the professional in all areas of the college union operation.

In the period before us we need to redirect some of our fiscal resources and a great deal of the voluntary time of many of our members. It is hoped that new resources will be identified within the regions and the standing committees so that we don't lose our momentum as we add additional support through the Commission and the Coordinator.

It is important for us to be aware of what we have done. For if our new thrusts bear no relation to our past they will be in danger of bearing no relation to the future either.

Effectiveness, assigned first rank to the development of union leadership on all levels. (See adjacent story.)

+ Balancing new ventures against the inroads of inflation. (Some projects were revised to produce more income, others were delayed, and the present tight budgeting procedures will continue until sufficient reserves warrant the launching of the education program.)

+ Retention of present members and recruitment of new members. (Strenuous efforts will be made this fall to explain fully the opportunities that the new dues structure will present.)

+ The continuing evolution of the Student-Staff Assembly. (The Assembly shall be part of the new educational program and consideration shall be given to a comprehensive training program for the student leaders of unions and regions.)

+ Eventual establishment of a data bank. (John Ketter will coordinate an effort to determine kinds of information needed by union administrators.)

+ Computation of dues in instances where enrollment includes large numbers of part-time students. (The present system whereby four part-timers equal one full-timer was reviewed at length and will be continued as the most equitable method of calculation.)

+ Reconciliation of the provisions in the new constitution that call for appointed members to the Executive Committee with the fact that Jack Sturgell and Rufus Simmons have been elected under the former constitution. (Achieved by appointment of Sturgell and Simmons to the Executive Committee as well as reaffirming their elected status. Shirley Bird Perry had already been appointed chairperson of the Interim Commission.)

Items of a more routine nature included:

+ Continuation of the budget struggle. (See separate story.)

+ Confirmed November 29-December 3 dates for the Student-Staff Assembly with Lee Kimball of Southern Connecticut State College in charge. Site remains Pere Marquette State Park in Grafton, Illinois. Additional sites for future programs have been identified by the Regional Representatives.

+ Established a registration fee of \$85 per delegate, including three luncheons and two banquets, for the Kansas City conference at the Muehlebach Hotel, March 28-31, 1976.

+ Chose Cincinnati, Ohio as the site for the 1979 conference.

+ Studied the question of non-member participation in international and regional activities of the Association and promulgated a tentative policy statement for study by regional representatives and chairpersons of standing committees. The statement recognizes the importance of both the fiscal and volunteer contributions of members and recommends additional charges for non-member participation to compensate in part for such contributions.

Educational programs, Continued from page 2

educational program and services might be self-supporting.

The Interim

Chairperson of the Interim Commission on Educational Programs and Services, Shirley Bird Perry of the University of Texas, described the Commission's plans to continue the educational planning up to the time when the Coordinator for Educational Programs and Services assumes the full-time responsibilities of that position and when a permanent Commission is appointed. All members of the interim commission have accepted assignments, as follows:

- A review of the Association's past efforts and the development of an inventory of sites, resources, and objectives is now underway. Working on this in the area of programs and processes are Adell McMillan, University of Oregon, and Ann Hicks, University of Buffalo. Richard Towner of the University of Cincinnati and Richard Blackburn of Indiana University are in charge of the management aspects of these past efforts; Rufus Simmons of the University of Minnesota is working on past conferences and Sidney McQueen of Texas Tech University is investigating programs offered by other organizations.
- John Ketter of the University of Northern Iowa is in charge of reviewing earlier education endeavors of the committees, while Dorothy Pijan of North Texas State University and William Spelman III of the University of Rochester are doing the same thing for regional efforts. Stayton Wood of Mountain View College is reviewing the Student-Staff Assembly history.
- McQueen and Ketter will attempt to ascertain via research the specific educational needs and Mrs. Perry has worked with Executive Secretary Chester Berry on the job description for the position of coordinator.
- A Publications Committee remains to be formed. The chairperson of that committee will be an *ex officio* member of the interim commission, along with the chairperson of the 1978 annual conference in New Orleans.

Search for Educational Coordinator

A call for nominations from Ronald Barrett, chairperson of the search committee, accompanied the *August Union Wire*. This asked for either nominations of others or for direct applications. A job description accompanied the call. Highlights of the job description included:

- Serve as an integral member of the Association's staff team.
 - Provide leadership and assistance in the development of educational programs and materials.
 - Act as a resource person for Association members in the development of educational programs.
- Among the criteria desired:
- Experienced and knowledgeable professional in the union field

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Fiscal year ends in deficit; dues increase should help

The Association's fiscal year 1974-75 was a frugal one, yet the goal of a balanced budget was not quite achieved. That goal included the modest return of \$5,000 to the reserves to replenish some of the investments made in the Self-Study, Women's and Education Commissions, and publications. Omitting those replacements, the year ended with a deficit of \$2,637. With them the deficit was, of course, \$5,000 larger or \$7,637.

Dues increase

During the fiscal year 1975-76 income from dues will rise, thanks to the new dues structure. Some membership attrition may result and the Executive Committee chose to estimate such attrition at 10 per cent.

Education program

The time schedule calls for selecting an education coordinator by March 1976 with the appointment starting six months later, in September. The education program will realize little or no income prior to the following fiscal year, 1976-77. The present very tight budget procedures are continued in the projections for the near future in order to build reserves sufficient to support the new position of coordinator until the various educational programs are initiated and can become partially self-supporting. The projected surplus for 1975-76 will assist in underwriting the start-up of the educational program and assure that the Association can meet whatever commitments it makes to the professional who becomes the educational coordinator.

	Actual 1974-75	Projected 1975-76
Income		
Dues	\$ 97,325	\$131,950
Publications	8,767	7,100
Assembly	14,772	6,300
Other (includes conference net)	29,044	34,850
	<u>149,908</u>	<u>180,200</u>
Expenses		
Payroll	67,774	71,500
Supplies & Operations	31,865	33,590
Publications	16,912	16,700
Committees & Regions	10,384	10,250
Education	4,132	4,000
Assembly	12,408	14,000
Other	9,070	12,485
	<u>+ \$152,545</u>	<u>++ \$162,525</u>
Net	(2,637)	\$ 17,675
		+ No contribution to reserves
		++ \$5,000 to reserves

Programming in exile: Texas Union improvises without a home

By Susan Clagett

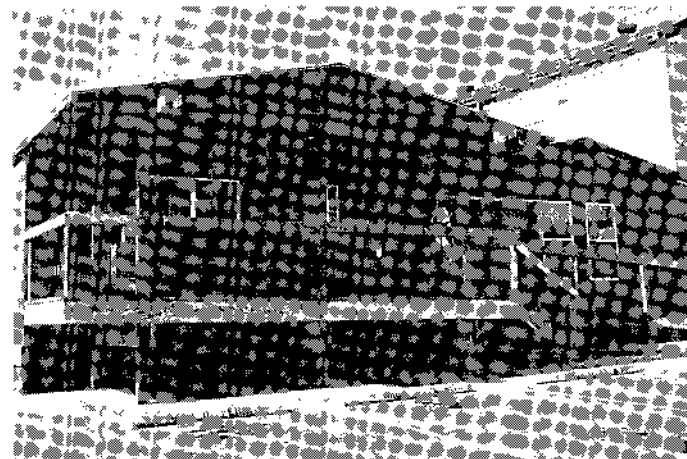
The University of Texas at Austin

Will anyone ever write a comprehensive job description for a college union professional? Standing on the service dock of the Texas Union last October, I found myself contemplating this question as I served my shift, checking and verifying the building's inventory while it was methodically loaded into awaiting moving vans. In the weeks prior to this final stage of moving, all of us on the union staff had been actively involved in closing down the original building, Texas Union West, in preparation for a two-year renovation program. As I watched the furnishings and equipment file past, I was amused to realize that some action in higher education can move with dispatch!

Remodeling and new facilities

When the Board of Regents of The University of Texas met on February 1, 1974 and approved a long-range plan for the growth and development of the Texas Union, students and staff members did not fully realize the impact this decision would have on their lives. Everyone was excited about the approval of the Texas Union Board of Directors' five-part proposal which included an extensive remodeling of Texas Union West, construction of a new facility on the east side of the campus, development of a possible facility to serve the southeast section of the campus, acquisition of a lakeside wilderness retreat site, and permission to serve and sell alcoholic beverages in Texas Union facilities.

This plan was the culmination of an eight-month study begun in the summer of 1973 when the newly-selected union director, Shirley Bird Perry, and a special student-faculty-administration study committee appointed by the policy-making Texas Union Board of Directors began the collaborative process of determining options for the future of the Texas Union. Subsequently, this group was asked by the UT-Austin President to continue as consultants for the \$5.7 million renovation program.



Texas Union South, temporary headquarters of the Texas Union

That segment of the expansion program which had an immediate impact on union staff members and students was the recommendation to renovate Union West. As a result of more than 40 years of use, and late-Sixties abuse, the building was in need of considerable refurbishing, especially in the dining service areas. Declining student use of certain sections of the building and the substantive loss of dining service customers and revenue were major indicators that extensive renovation was essential.

"Union on wheels"

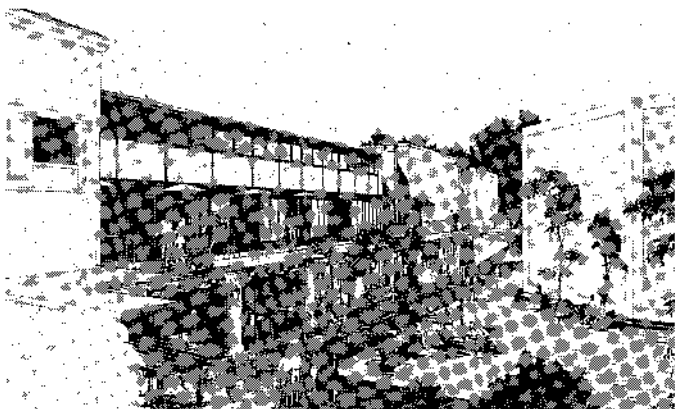
When plans for an interim facility were announced, there was considerable skepticism that four "modular units" (commonly termed "double-wide trailers") would suffice as a temporary union facility. Fortunately, our sense of humor served us well; the prospect of a "union on wheels" became a source of amusement. These units, which came to be known as "Texas Union South" provide approximately 6,000 square feet of space, including offices for Union Program, Student Government, Coordinator of Student Activities, two service organizations, as well as the union's Information Center, a TV lounge area, and two meeting rooms.

The units were connected by an archway to a long-vacated athletic dining room and basement storage area which, after extensive face-lifting, became "The Texas Tavern" (the first facility licensed for sale of alcoholic beverages on any state college or university campus in Texas), a copy center, another meeting room, and the union's administrative offices.

A program without a building

Although preoccupation with the details of the move and concern with the temporary union facilities were important, we recognized that the long-term implications for the Texas Union program were particularly significant. Despite the fact that the Texas Union had always been both a building and a program, the modest nature of the union facilities for the next two years would place an internal and external emphasis on the union's program functions. The strength of the union program would be severely tested. One of the rationales for the renovated union had been the obvious imbalance between the quality of the building and its services and the diverse and strong program. We faced philosophical, practical, and political challenges: With limited union facilities, could we offer high quality programs and meet the needs of the university community?

We recognized that the union program would be well served by the tradition of students and staff working together to produce programs of quality. The continuous emphasis on training, direct communication, skill development, and deep commitment would assist in bridging the difficult period ahead. Our ability to face problems was openly discussed and we developed strategies for coping.



Sketch of remodeled courtyard, Texas Union West

It is said that a mark of a creative person is his/her ability to tolerate ambiguity. If this is so, our creative talents were strained to the maximum!

Although the union has always depended on other university agencies and organizations for some services, program cooperation with these campus offices has been more occasional than routine. With the loss of the union building and its accompanying manpower and equipment, the union has become greatly dependent on the support and good will of others. Forced creativity resulting from the relocation has helped to broaden our knowledge of the campus physical plant and university personnel.

Survey of campus facilities

In order to gain "instant expertise" regarding on-campus facilities, the 200 members of Texas Union committees were armed with survey cards and sent out to 345 university classrooms with instructions to collect information regarding the environment of the space, furnishings, lighting, and equipment. Too, a special study of university seminar and conference rooms, lecture halls, and reception spaces was compiled. In addition, telephone surveys were conducted to gain information about off-campus facilities, including religious centers, theaters, dance halls, and auditoria. Phone calls were also made to bakeries, catering services, sandwich suppliers, restaurants, and soft drink distributors to determine what food we could buy where at the lowest prices. (The loss of the dining services was felt not only by the union but also by other campus groups who soon found the prices in private establishments far exceeded those charged by the union.)

Unique locations for union programs

During the past year, union programs were held in a variety of unique locations. A short course in bellydancing met at the R.O.T.C. Rifle Range. Our art gallery is housed in the foyer of the undergraduate library. Small discussions and seminars have been scheduled in the Alumni Center, the university Conference Center, and in rooms housing special collections in the undergraduate library. Concert performances have been booked at the Municipal Auditorium and a downtown movie house. Films are shown in auditoria in a dormitory complex and in a classroom building. Dances and musical concerts have been held on the patio of a new communications

center complex on the campus as well as in neighboring parks and community centers around the city. Drama productions have been staged in the town hall of a shopping center as well as in "The Texas Tavern" and the lab theatre of the drama department. Distinguished lecturers have been presented in a variety of campus auditoria.

Informal classes increase

With the loss of space for arts and crafts programs in Union West, the number of informal classes in this area has been increased, offered at both on- and off-campus sites. An instructional crafts program has been held at the community center of a married student housing complex while photography has utilized rented commercial darkrooms. A temporary games room with billiards, table tennis, and coin-operated machines was established in unfinished space in Memorial Stadium; the ACU-I bowling competition was held in private lanes near the campus.

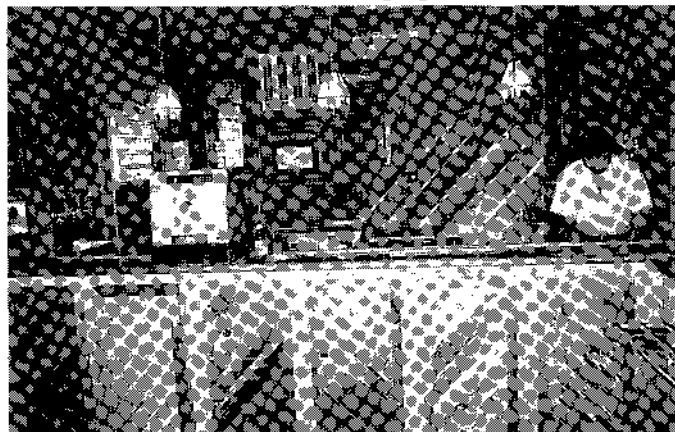
Two Texas culture rooms formerly located in the union are now temporarily housed in rented space in a religious center across the street from the university. The Afro-American and Mexican-American culture rooms have received frequent usage from union and university groups stimulating valuable interaction among student constituencies.

In this year of programming without a union we have been forced to leave the more comfortable, more readily available confines of a building to seek more diverse locations. Quite literally, we have "delivered" the union program to the campus consumers.

Advance planning necessary

Since the union is no longer under one roof and is increasingly reliant on support services, planning can less easily be conducted on a short-term basis. Advance planning is mandatory, thus cutting down the frequency of spontaneous, last-minute programs. Attention to detail and thoroughness is essential, necessitating an increased amount of paperwork. A familiar sight this year was that of a program advisor setting out with track shoes in order to manage two simultaneous programs in different sections of the 400-acre campus! The physical presence of advisors at programs was extremely important in the event

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"The Texas Tavern"

Survey Reports

Research Committee uses audio survey to determine trends in programming

Program budgets have not been drastically reduced, except by the inroads of inflation. Fewer high-priced entertainers figure in the campus scene. Union boards and committees still suffer from the "one-shot" syndrome. Staff professionals are doing much of the planning. Student governments do little programming and those that do are usually unsuccessful. Union program planning by students, despite the transient nature of their contributions, can be an important factor in the growth of the planners. Ambivalence exists on the subject of paying student leaders.

These are some of the findings of John Ketter, union director at Northern Michigan University. Ketter, chairperson of the ACU-I Research Committee from 1972-75, used a unique approach to compile his data.

The purpose of the survey was to determine some of the current characteristics of union programming. The technique used to gather information was an "audio survey" — cassette tapes were used by respondents rather than written survey forms. Because of the time-consuming nature of the analysis of results, a limited number of respondents was asked to participate.

Fifteen responses were used. Length of service in the union field of the respondents ranged from 5 to 15 years; age of college union building from 4 to 15 years; size of facilities from 30,000 to roughly 300,000 sq. ft. (one respondent reported no building). Ten respondents program for the union only while five have additional campus responsibilities. Two are from two-year campuses.

Student and volunteer time diminishing

One trend that appeared in the responses was that more staff time is being devoted to planning and operating events while student and volunteer time is diminishing. Student leadership is temporary, generally limited to a single event. Thus there is a high turnover of members on program boards and committees.

Most of the responses on the values of union programming involved working with students who are volunteer leaders and participants.


Major time segments are devoted to administration of programs, including budgeting and attending meetings. Other segments of staff time are spent in supervising and coordinating facilities, long-range planning, and meeting with student committees.

Several of the practitioners with eight or more years of experience said that affiliation with professional organizations occupies a sizeable portion of their time over the calendar year. Almost every

respondent noted large segments of time spent in attending or supervising program events, including weekend activities. Many said that there seems to be more of a requirement for doing this in contrast to several years ago. Very few discussed time expended in personal counseling with students. Rather, there seems to be more work done of a problem-solving nature at the group level. No respondent talked about any time used in pursuing academic course work.

Program interests are headed by high interest in outdoor recreation activities. Live entertainment at the grass roots level is of more interest than big name performers. Several respondents indicated that big name films were on the wane. Arts and crafts are increasing in popularity. Political activities are at a low ebb. Cost-consciousness is paramount.

The major insights of the survey were in the areas of participation by student volunteers and staff values. There may be a shift away from long-term organizational commitment by students to more temporary planning and operating of events. Hence, staffers must spend more time actually operating programs.

Copies of this report and/or the actual questionnaire used for this research can be obtained by writing to the central office. 

Program needs for two-year campuses

By Frank L. Borelli
William Rainey Harper College

A survey of 1974 regional programs confirmed a long-standing, never-resolved dilemma: what are the specific needs of "different" campuses — two-year, commuter, low-enrollment — and from what do they differ — the larger, four-year resident university?

The survey indicated there was an expressed need for program sessions related specifically to the two-year colleges. Twenty-eight different program topics were offered across the twelve regions participating in the survey, ranging from two topics in one region to seven topics in another. The content of the topics covered was evaluated as "quite complete" to "very complete." Attendance at the program sessions was judged to be satisfactory; however, this is a value judgment in terms of the number of participants necessary for a program to be worthwhile. Participation was undoubtedly influenced by the number of two-year colleges present relative to the total attendance. Respondents also indicated the program sessions were "fairly well" to "well" received by those in attendance.

The need for program sessions related specifically to the two-year colleges seems to be expressed more by staff members than by students. The question of whether it is more beneficial to mix with counterparts from similar institutions rather than with others from different backgrounds still persists. This is not a mutually exclusive proposition, but one which

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Consortium approach to aquatics

By Suzanne Choney
San Diego State University

San Diego State University's student union, Aztec Center, has a well-earned reputation for innovative ideas in student programming, and its Aquatic Center is no exception.

From a program that began in 1971 with \$1,700 and six boats, the Aquatic Center, located on San Diego's Mission Bay, has mushroomed into a \$90,000-a-year operation, with 60 boats, including Sabots, Lasers, Omegas, Hobie Cats, waterskiing boats and water-skiis, surfing and recreational rowing equipment, plus other water-related equipment.

The aquatics program, which is operated year-round, currently serves about 3,000 students from SDSU, the University of California at San Diego (UCSD) and the University of San Diego (USD). Non-credit classes offered at the center include sailing, sailboat racing, recreational sailing, scuba diving, surfing, Hobie Cat sailing, waterskiing and sweep rowing. Costs for classes range from \$10 to \$60 per class, and class sessions are four weeks long.

Recently, the Aztec Center Board, the Associated Students decision-making body for the student union, approved renovation and expansion of the Aquatic Center's facilities. The center has, until now, been operating out of a portion of the City of San Diego's Boat House. This space is leased to the center on a yearly basis.

The Aztec Center Board commissioned architects to prepare schematics and cost estimates in November 1974. The approximate cost for renovating the structure will be about \$379,000, with construction to begin in November 1975 and completion scheduled for May 1976.

Once remodeled the Aquatic Center will serve students from nine other local colleges. The Center also provides activities and classes for San Diego youth groups such as the Campfire Girls, YMCA, Boy Scouts and Girl Scouts. Extra room will mean extra back-up space for public meetings, in conjunction with the city's facilities.

Aztec Center is funding the majority of the renovation, and will administer the day-to-day operation of the Aquatic Center. The Aquatic Center will contract with other colleges (both two- and four-year) in the area for services to offset the cost of the operation.

With resources shrinking and budgets tightening,


Computerized scheduling system

The Norman Topping Student Activities Center (SAC) at the University of Southern California has implemented a computerized scheduling system to aid in scheduling co-curricular campus events. The computerized system is designed to speed up the reservation confirmation process and increase staff efficiency. Its most notable feature is that it combines the reservation confirmation process with the provision of a hard-copy listing of all events in the university's master calendar file.

The scheduling coordinator at the SAC inputs scheduling data into a telephone dictation system. The belts are recorded at the central word processing center where the operator then transcribes and records them on an IBM communicating magnetic card typewriter keyboard. After being proofread, the magnetic cards are processed at the university computer center overnight (to take advantage of the lower rate).

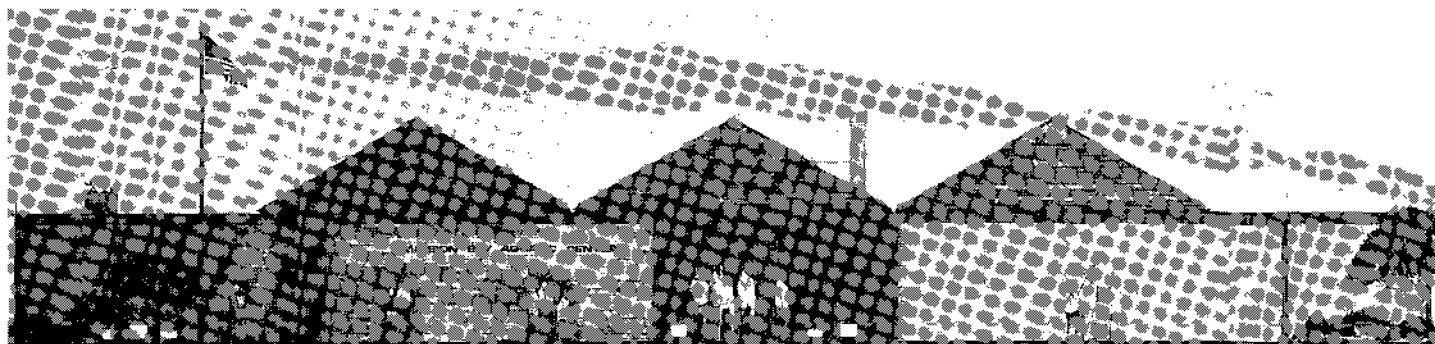
Every work day morning following, a printout listing all entries on the master calendar file is delivered to the scheduling coordinator. All information for a given event is printed chronologically from the date of the current report as far into the future as events have been recorded.

Three additional reports are generated giving lists of: all facilities scheduled at the SAC, on a grid; all events for a given day only for the SAC; all events for a given day open to the general public. This report is the only source of calendar information for the campus daily newspaper.

By use of the printouts, the scheduling coordinator is able to confirm routine reservations immediately, making handwritten entries during the working day when approval is given. Updates are handled in the same way as new entries. With additional financial support, the printouts could be replaced by a video display terminal at the SAC main desk and information could be available on-line around the campus. 

the Aquatic Center project may be an example for the future. As Aztec Center Director Jim Carruthers said, "Cooperative use and funding of facilities such as the Aquatic Center may be the only way that we can continue to offer new and varied programs for our students."

Architect's conception of the remodeled front of the Aquatic Center, below.



1st New York City Post Card Show available for rental

By Sally Ann Giese
New York University


In response to over 1500 mimeographed invitations mailed in February, some 400 artists and art groups all over the world contributed thousands of unusual postcards, rubber stamps, photographs, pieces of found art and junk art, dream notations, and other Dada works of endless variety to the "1st New York City Post Card Show" sponsored in May by the Loeb Student Center Art Committee at New York University.

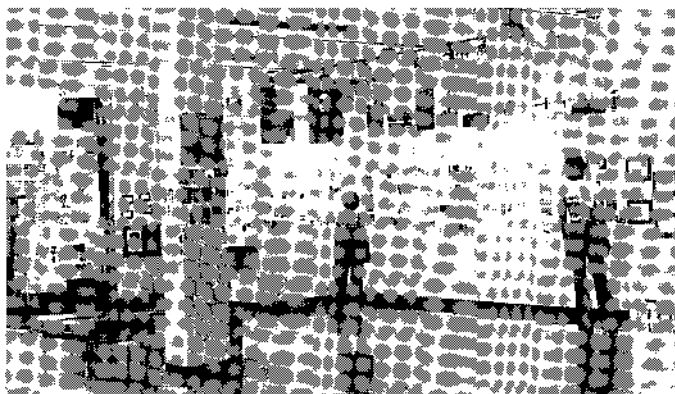
Items mailed to Loeb's Contemporary Arts Gallery include original drawings and prints, modified and original postcards, manifestos, poetry, posters, announcements of shows and events past and present, Dada digests, collages, and objects.

Representative of the unusual contributions on exhibit was a blue patent-leather high-heeled shoe with a mailing label on the sole and a stamp on the heel that arrived "as is" via first class mail. A box of chocolate covered raisins, a bag of peanut shells, and a hair piece in a hair net are other items that survived the rigors of the postal service.

Artist and show organizer Fletcher Copp came to Loeb with his idea at about the same time the Art Committee realized the futility of competing with commercial galleries and planned to embark on a new policy of utilizing local resources such as avant garde art, crafts, lectures, demonstrations, slide shows, outdoor sculpture, and student competitions.

The "1st New York City Post Card Show" is now available as a super-low-cost traveling show for three-week periods in 1976. Further information about the traveling show, or about how to "do it yourself" can

be obtained by writing to Sally Anne Giese, Activities Coordinator, Loeb Student Center, 566 La Guardia Place, New York, N.Y. 10012. 



Courtesy rewarded on campus

Union council members at Ohio State university have a unique way of rewarding courtesy on campus. When council members (students and non-students alike) see a person perform a courteous act, such as hold a door for someone with arms full or pick up some trash from the sidewalk, they present the person with a red card (shown here) redeemable for \$.25 when making a purchase at the Ohio Union.

The cost of the program, which is charged to the Ohio Union Council budget, is minimal — between \$5 and \$10 per month — but results in valuable good will on campus.

Educational programs, Continued from page 7

- Competent organizer
- Administrative leader
- Knowledge of the teaching/learning process
- Good communicator, particularly via long-distance media
- Philosophically flexible
- Familiarity with budget and cost control
- Ability to use human and material resources and to work with both students and staff
- Special awareness of higher education and of the Association

Salary — comparable to that of union directors in the middle range, from \$15,000 to \$22,000 annually, plus employee benefits.

In addition to Barrett members of the search committee are Blackburn; Robert Alexander, University of California-San Francisco; J. Dan Lawson, California Polytechnic State University; Susan Fedo, Wellesley College; LeNorman Strong, Tarrant County Junior College-Northwest; and Roger Rodzen, California State University, Los Angeles.

Thank You

Members of The Ohio Union Council and the Ohio Union Staff appreciate the courtesy you have just shown.

To show our appreciation you may redeem this card for 25c in making a purchase at the Ohio Union.


Invitation to debate

Debate and free discussion of ideas are activities that have been promoted by college unions ever since the founding of the Oxford Union in the last century. Debate and discussion will play an important role in the 1976 bicentennial events of the Illini Union at the University of Illinois at Champaign-Urbana. On February 27-28, 1976 the Illini Union, in cooperation with the university's student debating society, the Illini Forensic Association, will hold an intercollegiate Bicentennial Student Congress. Every college union in ACU-I is invited to send undergraduate student delegates to this two-day affair. The task of the congress will be to write a new Bill of Rights for the U.S. Constitution.

Just as Gladstone, Lloyd George, and Churchill debated in the Oxford Union, American student delegates will participate in committee discussions and parliamentary debates over whether the Bill of Rights should be changed. The delegates will have to

decide whether modern technology in communications, medicine, and weapons has made our old protection of rights obsolete. A wide range of issues will undoubtedly be debated: Should the right to bear arms be limited? Should Americans be protected against government spying? Should the freedom of speech be limited to allow control of pornography? Should a fetus be granted protection under the Bill of Rights?

As delegates discuss these and other issues, they will make the bicentennial more than just a national birthday party. For them, it will be an opportunity to reflect upon where we, as a nation, have been and an opportunity to debate over where we should go in the future.

For more information on the Bicentennial Student Congress, contact Peggie Kubisiak, Assistant Program Director, 284 Illini Union, University of Illinois, Urbana, Illinois 61801, 217-333-3662 or Kurt Ritter, Assistant Professor of Speech Communications, 244 Lincoln Hall, University of Illinois, 217-333-2683. 

Nutrition program for the elderly, Continued from page one

day for the food service. Food is prepared for some 200 to 250 persons each day.

Larsen, a registered dietician, says the EMU follows a specified diet formula of 800 calories a day; special diabetic and low-salt meals are also prepared.

The basic diet formula consists of four ounces of fruit juice, three ounces of cooked meat, a vegetable and/or fruit, one serving of bread and butter, one-half cup dessert, and one-half pint milk, plus coffee and tea. A typical meal may consist of pineapple juice, roast beef with gravy, mashed potatoes, green beans, roll and butter, canned apricots and cookies, and milk. The diabetic and low-salt diets both require frequent substitutions.

A second program at Oregon State

In February of 1974 the Memorial Union Food Service at Oregon State University expanded its operations to include a hot meal service for the elderly of Benton County. The M.U. Food Service bid for and was awarded a Title VII contract by Aging Services Incorporated, administered by the Administration on Aging.


The contract provides for meals to be served Monday through Friday at the noon hour to three communities in the County. Corvallis is serviced three times per week, with Monroe and Philomath each provided meals twice a week. An average weekly output from the M.U. Food Service kitchen produces 400 to 500 hot meals for local senior citizens.

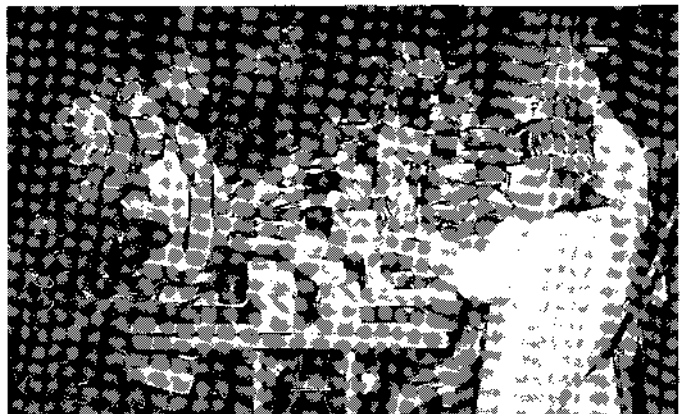
The food is prepared by regular staff in the M.U. Food Service kitchen. HEW guidelines are maintained, including the assurance of temperature requirements which need special consideration during transportation. The temperature control of meals is insured by insulated buffet carriers specifically designed for hot food delivery by Thermovac-Continental Plastics of Oklahoma City, Oklahoma.

The M.U. Food Service is responsible for delivery of the food to a designated site in each community. Vehicles for transportation are provided by the university motor pool on a daily rental basis. Delivery is made to both Corvallis and Philomath within 10 minutes; the trip to Monroe requires almost 30 minutes.

Each delivery site has a designated site manager who serves under the auspices of the Agency on Aging. Duties include coordinating the activities of the elderly at each meeting as well as various social activities and useful community service information. The nutrition program is only part of the range of services provided at the meetings that are aimed at alleviating the feeling of alienation experienced by many members of our aged.

College unions are particularly well suited to meet the needs of the Nutrition Program for the Elderly in that most of them prepare food throughout the year — as opposed to school lunch programs or residence hall kitchens.

More information regarding the program can be obtained from state or local offices for the Aging. 



Buildings

Stern Student Center opens at Charleston

Dedication ceremonies for the Theodore S. Stern Student Center at the College of Charleston (S.C.) were held on March 22.

The four-story, 61,000 sq. ft. brick building will serve as a central location for student services, including the offices of the Student Government Association, student publications, other official student activities, and ticket sales.

The Student Center will also house the college post office, campus store, snack bar, and vending machines area as well as the T.S. Stern Reading Room, the Cougar's Den, and the commuter students' lounge. There is a six-lane, intercollegiate-size swimming pool and a fully equipped game room.

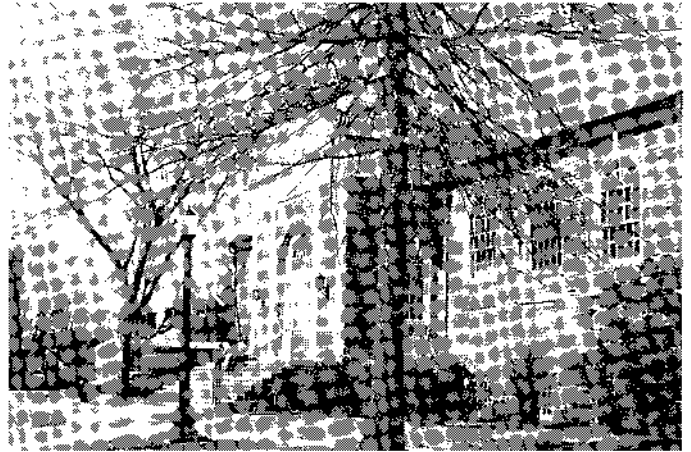
Students help turn library into union at Ursinus

By Richard P. Richter
Ursinus College

Students played a major role in the planning for the renovation of an old library building into a college union at Ursinus College (Pa.). The result was a highly functional facility that met with instantaneous success not only with students but with faculty and staff as well. The success of the union was attributable only in part to the building ideas of the students. Equally important was the students' role in the management of the newly opened union.

When the renovation plan nearly became a casualty of inflation, the student committee members took two constructive steps. First, they went back to their drawing boards and came up with a less elaborate scheme for the renovation of the 50-year-old Georgian structure that alumni had built as a memorial to their fellows who served in World War I. Second, they formed a "College Union Pilot Group," the purpose of which was to plan the organization of students in the union when it opened. The Pilot Group studied the organization of unions at comparable colleges and drew up a draft constitution and a blueprint for the possible role of the Ursinus union in the social life of students on the campus.

Their constitution provided for a governing board made up of representatives of the students, faculty, administration, Board of Directors, and alumni. Most important, it provided for a powerful Program Board, made up entirely of students, responsible to the



Renovated Georgian-style library now union building at Ursinus College

governing board, and responsible for the creation of social programs that would fill the gap long complained about by those who saw Ursinus as a "suitcase college."

After building plans were revised again, a foundation grant broke the financial knot and permitted the renovation project, nearly two years late, to begin.

After the first week of operation, the student newspaper editorialized: "Great numbers of people from all segments of the campus community have continued to use the building steadily. In only a week this steady use has changed the atmosphere of the school to an astonishing extent."

Unique tables decorate Stevens Point addition

Students from The University of Wisconsin-Stevens Point created a local sensation with table tops. The 50 tables bear such diverse themes as a 36-in. pizza, a four-ft. stick of Dentyne gum, and a collage of campus photos vintage 1895.

Designs were created on plywood circles, squares, and rectangles by students working on an assignment for a furniture design course, or, in some cases, a course in basic design. The unique tops were sent to Johnson Industries, Inc., Elgin, Ill. to be immersed in polyester plastic, rendering them functional and permanent.

The tables are located in the "Coffeehouse," a student programming facility and snack and beer bar located in the recently completed 2.3 million dollar addition to the University Center. The 70,000 sq. ft. addition also includes a new university store, the textbook rental services, expanded indoor recreation, and an outdoor recreation equipment storage area. A multi-purpose room seating 600 is complemented by seven additional meeting rooms. A communications

room with video origination capability for telecasting meetings and holding press conferences is a unique addition. Two TV lounges, music listening areas, a typewriter and calculator room, and a general educational and leisure reading and listening materials check-out service are located adjacent to a new general purpose student lounge.

The new facility has enabled the center to begin developing a student activities complex and an arts and crafts service in vacated areas of the original building. It also enabled the University Activities Board to increase activities programming. A weekly program of "Coffeehouse" concerts ranging from student to professional talent is now a common occurrence.

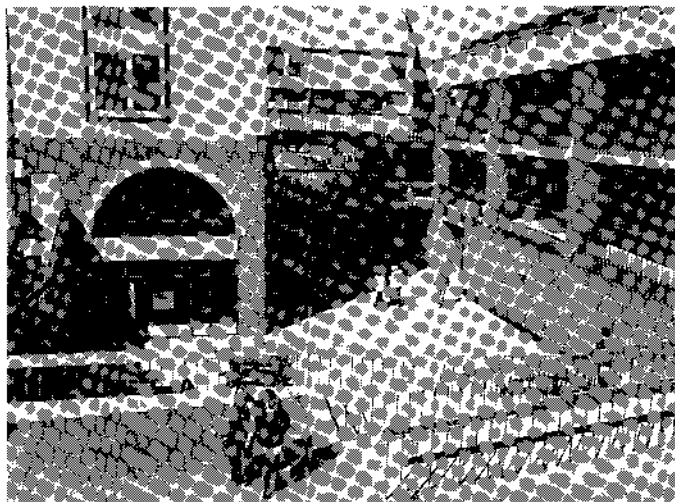
University of the Pacific dedicates student center

The \$3.2 million University Center at University of the Pacific was officially dedicated last April.

The multi-story center, which contains some 70,000 square feet, incorporates a variety of student service facilities with living accommodations. It was constructed over a 20-month period, and the principal funding was a \$2.5 million federal government loan.

Included on the lower level and first floor are a bookstore, dining area, rathskellar, crafts center, program planning center and work area for student clubs and organizations, 240-seat theater, record store, recreational game room, art gallery/lounge/browsing library, grocery store, information center, snack bar, and student government offices. The top two floors of the building house apartment-type living accommodations for approximately 150 students.

The entire structure includes exterior courtyards, approaching ramps, deck areas, and an open arcade in the center of the building. One of the special features of the complex is an outdoor deck area for dining in a redwood grove adjacent to one section of the building.



University Center at University of the Pacific

Texas Union, Continued from page 9

that something did go wrong and contact with various university agencies was necessary to correct a situation.

While the original union building is on a main artery of the campus, Texas Union South is in a less well-traveled area. (One of our brochures illustrates that it requires an Eagle Scout armed with a map and compass to find us!) Students no longer "drop by" to see what is happening; they come to take care of business, to attend programs, or to visit "The Texas Tavern." That fact, along with the scheduling of programs in scattered locations around the campus, has forced increased publicity and other efforts to encourage participation.

"Total union program"

Although the Texas Union espoused the philosophy that a college union is *both* a building and a program, it has not been easy to convince the campus consumer that one exists without the other. No longer could the union committees function somewhat independently of one another, as the program had to appear a compact unit. Staff and students determined that a major effort must be made through union publicity to present the "total union program."

There is no doubt that the Texas Union achieved increased public awareness during this transitional year. All ads in the campus newspaper were collected under a daily composite Texas Union advertisement. A bi-monthly calendar listing all committee events under a common masthead was distributed through university information centers and appeared in the student newspaper. An extensive effort to evaluate the 1974-75 program was conducted and publicized, not only to elicit ideas for new programs, but to call attention to the scope and quantity of union program offerings. The quality of graphics for brochures and other printed materials was stressed.

Interdependence overcomes obstacles

Never before have students and staff members been so interdependent. A pulling in and pulling together has been essential in overcoming all of the unknown factors and the fears of programming without guaranteed space. Because of the unique experiences of the past year, both staff and students seem more aware of each other and are more knowledgeable and understanding of job responsibilities and special pressures. In what was considered a time of crisis, the combined efforts of students and staff helped to overcome the many obstacles and produce one of the more outstanding Texas Union programs in recent years.

Although we are in midpassage and have another year of "programming in exile," it seems appropriate to share with colleagues the dilemmas and delights of our experience thus far. It is reassuring to know that a program can survive and be sustained while independent of a permanent facility.

Examples of "programs in exile" are available on microfiche from the central office for \$1.00.



DODIE BETZ
STUDENT ACTIVITIES CENTER
CALIFORNIA STATE UNIVERSITY
NORTHRIDGE, CA. 91324

Popular culture ideas for union programmers

The Popular Culture Association (P.C.A.) was founded six years ago to study both artistic and commercial productions designed for mass consumption. The founders were convinced that the vast body of material in print, film, television, comics, advertising, and graphics reflects the values, convictions, and patterns of thought and feeling dispersed through American society.

Of particular interest to union programmers are studies being done in folklore and ethnic music, minorities cultures, architecture, the popular music industry, sports, religion, death, the occult, the new journalism, the women's movement, films, nostalgia, science fiction, pop art, television, comics, automobiles, and musicals and popular theater.

P.C.A. held their fifth national convention in St. Louis, Missouri last March. Jack Sturgell attended as a representative of ACU-I to investigate the possibilities of adapting for union programs some of the research being done by faculty involved in popular culture areas of research at schools throughout the U.S.

Sturgell is planning a session on the activities of the P.C.A. for the ACU-I conference in Kansas City next March.



Jack Sturgell (l.) at the P.C.A. convention with George Basalla (University of Delaware) and (r.) Marshall Fishwick (Lincoln and Temple Universities) who is on the advisory board of the P.C.A.

First multi-regional workshop meets in Pocono Mountains

The first multi-regional workshop, a Regional Action Training Session, was held June 27-29 in Region 4, at the Pocono Environmental Education Center in eastern Pennsylvania. The gathering brought together the primary regional leaders, both students and staff, from the six eastern-most regions of ACU-I. Region 7 was invited but was unable to participate. Twenty-four persons attended.

Region 4 was host for the workshop, with Regional Representative Paty Eiffe in charge and former Representative James Stansbury as coordinator. Others on the host planning team were: David Seamans, William Johnston, Richard Robinson, Barbara White, and Ramona Arthur. The host region also gave on-site financial support to the workshop.

The rustic setting provided a perfect atmosphere for the participants to share experiences. The primary goal of the conclave was to provide an informal opportunity to share regional concerns in the areas of finances, organization, membership, student leadership, and communication-cohesiveness. Each regional team had an opportunity to explore possible plans for regional development in these areas.

For further information on this type of workshop, get in touch with Paty Eiffe (Moravian College) or James Stansbury (West Virginia Wesleyan College).

(Photo of participants appears on page 3.)

ACU-I outdoor slide shows are available for rental from mid-November. *Cooperative Wilderness Adventures* is a 24-minute, multi-projector slide show with taped music and narration. *Operational Definition and Description of College Outdoor Programs* runs 29 minutes. (The two must be ordered together.) Two trays of slides and both a reel-to-reel and a cassette tape are provided. There is a rental charge of \$30 for the combined shows and the renter is responsible for shipment to the next scheduled school.