

THE HISTORICAL DEVELOPMENT
OF STUDENT ACTIVITIES AND STUDENT CENTERS
AT THE UNIVERSITY OF WISCONSIN-LA CROSSE
FROM 1909 - 1973

A Thesis
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University of Wisconsin-La Crosse

In Partial Fulfillment
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Masters of Science in Education-
Student Personnel Services
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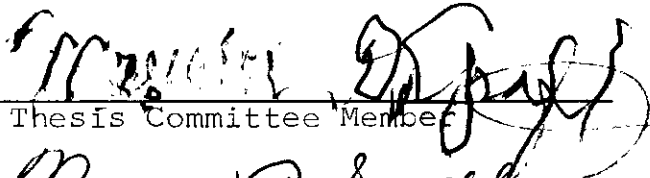

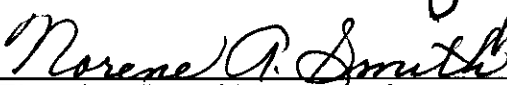
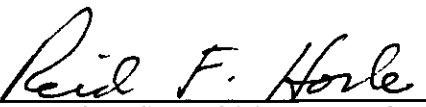
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by Stephen Richard Adams

ABSTRACT

This study presented the historical development of the student affairs units of student centers and student activities. This development covered the period of the inception of the La Crosse Normal School in 1909 to the present title University of Wisconsin - La Crosse in 1973.

The primary purpose of this study was to record the contributions of past faculty, students, administrators, and supportive staff members and their effect on the development of student activities and student centers. Further, the intent of this study was to relate the influences of the following factors in the University's past; faculty size, student enrollment, student interests and social change, and the effects they had on the growth and development of these two units from 1909-1973.

This study is depicted chronologically in three developmental periods. The first spans the early years of La Crosse Normal School from 1909-1939. The second period covers 1940-1958 which includes the war years up to the development of Cartwright Center. The final period covers 1959-1973

beginning with the opening of Cartwright Center to the development of student activities and student centers in 1973.

In each period a summary is presented which gives the reader an historical overview of the development of the units of student activities and student centers within the Division of Student Affairs.

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CHAPTER I

Introduction

On September 7, 1909, La Crosse Normal School opened its doors. From its founding La Crosse Normal School was concerned with the development of the student as a total person. In the early years of development, the school's first President, Fassett A. Cotton (1909-1924) expressed his philosophy of education; "The school should seek to discover and develop the talents and interests of the students; it should educate the whole person."⁽¹⁾ From its very beginning as La Crosse Normal School, this philosophy provided a basis for the development of the units of Student Activities and Student Centers under the division of Student Affairs at the University of Wisconsin-La Crosse.

Many factors have influenced the past and present structure of Student Activities and Student Centers at the University of Wisconsin-La Crosse. Past administrators, faculty, students, staff, facilities, student needs, and social change were only a few factors which brought about the development of these two areas.

The writer chronologically traced the cultural, social, physical and recreational factors which have contributed to the present development of Student Activities and Student Centers at this University. Further, the writer pointed out the individual contributions and foresight of both past

and present administrators, faculty, students, and staff who were supportive in developing the present Student Activities and Student Centers units at the University of Wisconsin-La Crosse.

Purpose of the Study

The purpose of this study was to convey the historical growth and development of Student Activities and Student Centers at the University of Wisconsin-La Crosse from 1909 to 1973. A second purpose was to relate the contributions of past and present administrators, faculty, students and staff and their influences that determined the present structure of these two units. A third purpose was to relate the influences of the following factors in the university's past; faculty size, student enrollment, student needs, and social change and the effect they had on the growth and development of these two units today. The fourth and final purpose of this study was to provide a resource and supplement for future study and development of Student Activities and Student Centers units at the University.

Need for the Study

There was very little organized information related to the development of the units of Student Activities and Student Centers within the division of Student Affairs at the University of Wisconsin-La Crosse. The present trends of decreased student enrollment, budget and staff reductions, and re-evaluation of University priorities further

necessitated this study. This study described how and why these two units developed. The study could be utilized as a basis for the evaluation of the present units and may be instrumental in their future development at the University.

The timing of this study was critical because many of the early leaders in the development of these two areas have recently retired or were in the process of doing so. There was very little recorded history of their contributions and philosophies which had a primary influence upon the present structure of these two units. This study acknowledged the contributions of these early University leaders so that the primary sources of the University's past will be preserved for the present and the future.

The fact that the University had a graduate program in Student Personnel Services further facilitated the need for this study. The study provided a reference for the development of a Student Activities and Student Centers philosophy for students interested in these areas.

Procedure

The study presented in chronological order the growth and development of the units of Student Activities and Student Centers within the division of Student Affairs from La Crosse Normal School to the University of Wisconsin-La Crosse, 1909 to 1973.

A number of sources were utilized in the development and writing of this study. Audio-taped personal interviews

conducted with past and present administrators, faculty, alumni, and staff provide primary sources of information for this study.

Additional information was obtained through a research of materials related to the study in Murphy Library Archives. Further materials were obtained from the following offices at the University: Student Affairs, Student Activities, Student Centers, Informational Services, Alumni Office, Chancellor, Vice Chancellor, and Assistant to the Chancellor's Office.

Secondary sources of information included the Student Handbook, Racquet, alumni briefs, minutes of Student Centers Board, minutes of Student Centers Operations and Procedure Board, minutes of the Faculty Senate meetings 1909-1973, The La Crosse Tribune, Indian Handbook, The La Crosse Alumnus, The La Crosse, Student Directory and Handbook, minutes of the Apportionment Board, minutes of Organizations Board, minutes of Lectures and Concerts Committee, Summer Session Bulletin, and General Catalog. Certain significant printed materials and information were obtained from individual faculty members.

Delimitations of the Study

The study was conducted at the University of Wisconsin-La Crosse during the spring semester of 1972-1973 academic year and the findings are not applicable to any other college or university.

All information and data for this study were related only to the development of the units of Student Activities and Student Centers within the division of Student Affairs at the University of Wisconsin-La Crosse.

Definition of Terms

Apportionment Board consisted of five students selected by the study body and five faculty members appointed by the Chancellor. The Board was responsible for recommendations to the Chancellor through the Office of Student Affairs for the manner in which funds collected by the state for support of student activities are to be distributed among eligible student organizations.

Operations and Procedures Council was composed of the committee chairman and members of the Student Center Board. It coordinated and acted on suggestions made by other standing committees.

Organizations Board consisted of six students selected by the student body and six faculty appointed by the Chancellor. The Board was responsible for recommendations to the Chancellor through the Office of Student Affairs for formulation of general policies which governed student organizations and coordinate their activities. The Board recognized student groups, scheduled times and places for regular meetings on the campus, coordinated the activities of student groups, sponsored or authorized the sponsorship of activities of an all-university character, and underwrote

any funds required for support of such activities. The Board also maintained the official calendar of campus events. The Director of Student Activities served as chairman and administrative officer of the Board.

Organizational Structure was the organization of staff members in the units of Student Activities and Student Centers.

Student Activities Office was the unit within the division of Student Affairs that provided information and resources to individual students or student organizations for the development of cultural, educational, recreational, and social activities.

Student Affairs was the centralized divisional organization that coordinated all of the units in Student Affairs particularly the units of Student Activities and Student Centers.

Student Center referred to Cartwright Center and Whitney Center which were the physical facilities that house various Student Center services.

Student Center Board consisted of five students from which three were selected by the student body and two were selected by the Student Centers Operation and Procedures Committee. The Chancellor appointed four faculty members, one of whom is the Director of Student Centers. The board was responsible for recommendations to the Chancellor through the Office of Student Affairs for the formulation of general policies concerning the Student Centers.

Student Coordinating Committee consisted of one elected student representative from each student faculty board and committee and was responsible for:

- A. Coordinating information between the various boards and committees,
- B. Disseminating information to the study body, and
- C. Serving as an audience for student suggestions and concerns.

Student Life Council consisted of five students selected by the student body and six faculty members appointed by the Chancellor; the Dean of Student Affairs acted as chairman. The Student Affairs staff was responsible for the review and referral of recommendations to the council of non-academic university policies originating from student-faculty boards which concern student life. All student faculty boards made recommendations to the Chancellor through the Office of Student Affairs.

Student Personnel Services were those services which facilitated the out of classroom development of the student. The services on the La Crosse campus included: Counseling and Testing Center, Financial Aids, Health Services, Housing, Placement and Career Advising, Student Activities and Student Centers.

CHAPTER II

The Years of Development 1909-1939

The discussion of the development of student activities and student centers during the early years of development at the La Crosse Normal School, was preceded by a brief historical overview of the school's background, which gave the reader some insight into how this educational institution evolved in La Crosse, Wisconsin.

Early History of the School

Gilkey in his book, La Crosse, A Half Century of Higher Education in Wisconsin's Coulee Region (1900-1966), described the development of the school.

In 1905 the State of Wisconsin received a million dollar refund on Civil War expenditures which made it easier to obtain appropriation for the expansion of the Normal School System. Thomas Morris, the State Senator from the La Crosse district and a member of the State Education Committee, together with J. J. Durand and Thomas Johnson, Assemblymen from the La Crosse area, gained support from other districts for the bill to establish the next Normal School at La Crosse. The bill introduced by Senator Morris passed on April 26, 1905.⁽¹⁾

In 1940, an article in the La Crosse Tribune further described the early development of the school.

The Board of Regents was directed to locate a State Normal School in the City of La Crosse. An appropriation of \$10,000 for the purchase and improvement of the site was provided. The La Crosse City Council contributed an additional \$15,000 to purchase a sandy tract of land encompassing two blocks in the southeast part of the city.⁽³⁸⁾

Gilkey further described that:

In 1907 an appropriation of \$210,000 for building the school was made by the State Legislature. Construction of the school began in the fall of 1907. 'Old Main,' a red brick building which was three stories high and approximately two hundred feet square. The building stood alone on the prairie in the then southeastern corner of the city. It was praised as the 'finest building in the City, a model of modern construction and a magnificent structure'.⁽²⁾

The first session of the school began on September 7, 1909 before construction was completed. An article in the La Crosse Tribune in 1940 gave this brief description of the campus; "A narrow boardwalk extended from State Street to the main door. Those who stepped off the walks often found their shoes full of sand or their stockings covered with burrs." ⁽³⁷⁾

Administration

During this period of 39 years La Crosse had three presidents, all of whom made significant contributions toward the development of student activities, and the eventual development of student centers. The three presidents were: Fassett A. Cotton (1909-1924), Ernest A. Smith (1925-1926), and George M. Snodgrass (1927-1939).

Dr. Fassett Allen Cotton was appointed to the position of president and accepted the position on March 10, 1909. Cotton came from Indiana where he had already established a national reputation in the field of education. Dr. Cotton was a very progressive person in the field of education and was noted for his foresight. His educational interests were

numerous and extensive. Dr. Cotton believed in educating the whole child as well as every child. According to him: "Complete education demands that head, heart, and hand be trained to act together."⁽⁷⁾

Cotton's philosophy of education was best described by Gilkey:

In Cotton's view three areas ought to be a part of every person's education: what he called direct and indirect instruction in morals, music education, and art education. By Morals he explained, he meant instruction in sex education, social manners and amenities, in the virtues of silence and order in the classroom, and in sanitary practices. Music he thought would teach children.. 'to appreciate beauty' and art would help them develop the 'habits of observation.'⁽¹⁾

President Cotton, upon the acceptance of his position, set out to select a faculty, develop a curriculum and publish the college's first catalogue. In the fall of 1909, President Cotton had hired 14 faculty to teach the first class of 176 students.

President Cotton, during his tenure, was responsible for the development of a special school for training teachers in physical education. With the development of this special program, a gymnasium was built in the north end of Old Main in 1920. This facility was the center of most social and recreational activities until 1930.

In 1924 President Cotton resigned and in the spring of 1925, Ernest A. Smith became La Crosse's second president. Tragedy shortened President Smith's tenure as he died 18 months after his inauguration. He did, however, make a significant influence upon students and student activities

in his short tenure. In 1926 the school newspaper, The Racquet, described him as follows.

Dr. Smith brought into vogue the popularly accepted distinguished service award, which recognized students involved in all activities of student life. He took an active interest in both forensics and athletics. But Dr. Smith's activities were not limited to athletic. He was behind every play, debate, lecture, and other enterprises of the school and he materially aided in building up all phases of school life. Dr. Smith initiated the idea of an "All Freshman Week. A summary of Dr. Smith's activities at La Crosse Normal School would have shown an active, willing participation in every form and activity of student life."⁽⁴⁶⁾

In 1927 George M. Snodgrass was appointed the third president of La Crosse Normal School. During his 12 years tenure the school grew rapidly.

He persisted in the quest for new building and saw the erection of a women's gymnasium for physical education, a heating plant and the beginning of a campus school. Also as a result of his efforts, La Crosse was accredited in the spring of 1928 as a teacher-training institution by the North Central Accreditation Board.⁽¹⁾

Upon his death in 1939 The Racquet (newspaper) stated that: "President Snodgrass, 'Prexy', as he was known to the students, will always be remembered for the interest he took in student activities and student life."⁽⁴⁹⁾

During this 30 year period (1909-1939) of history, these three administrators, Fassett A. Cotton, Ernest A. Smith, and George M. Snodgrass, consistently supported the development of student activities and the concept of educating the student as a whole person. Through their insight and foresight, the basic philosophy of total education was embedded in the educational process at La Crosse.

Faculty

The faculty in these early years of development was very supportive of student activities. The following statement in the 1912-1931 Catalog best exemplified the faculty's attitude toward student activities.

The value of a college education to any student is not measured alone by the work which he does in prescribed courses of the school. A vast amount of practical training comes to him through the various student societies and clubs to which he belongs and which he helps to manage. In these various student organizations, he broadens his interest and develops leadership. (13)

During this period (1909-1939) most faculty members had responsibilities for student organization and activities. Following are some of the major contributions of faculty members during this period of development. Although not all faculty members of this period have been cited, those selected provide some insight into the dedication and devotion that most of these early educators had toward the total education of their students.

In 1926 an article appeared in The Racquet (newspaper) which describes the early faculty in 1909 as:

A little band of 14 ardent souls coming together under the leadership of President Cotton: Our school was small and we had no organizations, all social functions, lectures, musicales or demonstrations were a school affair and we all attended. (47)

In the early years of development individual faculty members initiated and sponsored the development of student activities and organizations.

In 1922 The Racquet (yearbook) was dedicated in honor of Mr. A. H. Sanford, an instructor of history and one of the original members of the faculty. The citation in the yearbook stated:

Mr. Sanford is a champion of real and honest scholarship, a teacher whose scholars leave him with a desire to learn more. As chairman of the Lecture Course Committee, Mr. Sanford is responsible for making it possible to present to appreciative audiences such noted persons as John Drickwater, Robert Frost, Carl Akeley and such notable organizations as the Minneapolis Symphony.(30)

Mr. D. O. Coate was probably the strongest supporter of student dramatics and journalism during this period of history (1909-1939). Mr. Coate was interested in all facets of education both in and out of the classroom. The Racquet (newspaper) in 1938 described Mr. Coate's involvement in student activities with the following statement:

A fine sportsman, a good teacher, and the best kind of a friend, Mr. Coate occupies a big part of every student's college life. There seldom is any activity around here without his presence. Mr. Coate is a large part of the college. Besides his work as head of the English Department, Mr. Coate has had charge of dramatics from 1909-1935 and The Racquet (newspaper) through 1911-1938. (50)

During this period of history in the school's development, there appeared a very strong influence of support for student activities and student organizations from faculty members in the Physical Education Department. Several of these faculty members made valuable contributions toward the development of social and recreational activities for students.

Mr. Walter Wittich was head of the Physical Education Department for many years. Mr. Wittich was vitally interested

in his students personal and professional growth. Several contributions made by Mr. Wittich in the area of student activities were cited by Anna Beth Culver in her biographical study of Mr. Wittich in 1967.

The Physical Education Club under Mr. Walter Wittich's sponsorship took an active part in civic as well as college events through the years. In order to keep his department and the undergraduates informed he brought to campus such noted speakers as James Rogers, a National Recreation Field Representative; George Wittich, his father and a pioneer in physical education; Dr. Morris G. Caldwell, National Chairman of the Council on Juvenile Delinquency. Mr. Wittich was also instrumental in organizing the Nu Chapter of the Phi Epsilon Kappa fraternity. This, the oldest men's national honorary physical education fraternity, was the first fraternity on LaCrosse campus.⁽³⁾

Another faculty member of the Physical Educational Department who was very active in the development of student activities was Mr. Hans Christopher Reuter. Mr. Reuter based his philosophy of education upon the "Principles of the Turners, a German gymnastic movement upon which the La Crosse Physical Education Department was founded."⁽⁷⁴⁾ Mr. Reuter believed strongly that students should have a well-rounded social life to compliment their academic development. Vera Estelle Williams in her biographical study of Mr. Reuter in 1969 recorded in an interview with Mr. Leon Miller in 1969 that, "He and Mr. Wittich were very good friends and saw eye to eye on most things, but they did debate about support of student activities with the result being that Mr. Reuter was key to the social aspect of student life."⁽⁷⁶⁾

Mr. Reuter was chairman of the Faculty Social Committee several years throughout his tenure and was a member throughout most of his entire tenure.

In an interview with Mr. Miller in May of 1973, Mr. Miller related that: "he and Mr. Reuter usually cooked the meal for the Annual All-School Picnic which was a program sponsored by the Faculty Social Committee each spring."⁽⁷⁴⁾

Another staunch supporter of student activities was Miss Emma Lou Wilder. Linda Jean Thompson wrote a biographical study of Miss Wilder in 1970 and described her contribution to student activities. "Miss Wilder was influential in the development of the Women's Athletic Association which she helped to organize in 1923."⁽⁶⁾ Miss Wilder's support brought about the development of a wide range of recreational activities for women. She displayed a tremendous amount of insight into the future development of student activities. Thompson related a statement made by Miss Wilder which indicates her insight, "Miss Wilder stated that the trend in activities is to expand activities so as to include many individual sports and also add creative activities that may lead to permanent hobby interests."⁽⁶⁾

In the area of musical activities for students, Mr. Thomas Annett of the Music Department excelled. In 1936 Mr. Annett was given recognition by The Racquet (newspaper) for his contribution to student organizations.

Mr. Annett began as a faculty member in 1926. "Mr. Annett has consistently enjoyed the reputation of being one

of the friendliest and most democratic instructors in this school. His constant good humor and limitless energy has made him well qualified to handle the many activities which come under his supervision."⁽⁵⁶⁾ From 1926-1939 Mr. Annett was director of all three musical organizations; band, glee club, and orchestra. These were a tremendous amount of work when one realized that he also taught music classes on a full time basis.

These faculty members were just a few of the many who contributed to the development of student activities and organizations during the period from 1909-1939. They represented the attitudes and sentiments that most faculty members displayed toward student activities during this period of the college's history.

Organizations and Student Activities

Student organizations provided the base for the development of student activities during this period of development of the school. Individual faculty members usually sponsored student organizations and the faculty committee for student organizations and events maintained strict control over them.

In Gilkey's historical study of the University he used the following description of student organizations:

For scarcely had the first students settled into the academic routine than they, with the aid of the patriarchal faculty, organized groups of all sorts to make their school careers more complete. Frequently they practiced segregation, providing separate clubs for men and women to promote similar activities.⁽¹⁾

The following article appeared in The Racquet (newspaper) in 1925 gives the reader some insight into how and why student organizations were established.

A Normal School is primarily a school for the training of teachers, necessarily therefore, it is a professional school, a school for specialization. However, the training of teachers, should differ from that in purely vocational, industrial, or other types of specialized schools. The teacher's interest should reach beyond the classroom to school activities and community affairs. Of course, it should not be necessary that a prospective teacher be induced to cultivate a variety of interests.

Our school has been cognizant of these facts and has sponsored men's and women's literary societies, dramatics, debate, oratory, athletics, musical organizations and lecture courses bringing the best of talent of miscellaneous types right to the school.(43)

The faculty was very concerned about the student development outside of the classroom. Activities and organizations were nurtured by faculty members.

Faculty committees that were related to student activities and organizations were as follows: Social Committee, Student Organizations and Events Committee and Lecture Course Committee. These three committees functioned throughout this entire period of history.

The Social Committee planned social activities for the student body throughout the entire school year. A typical program of activities included: "The Frosh Mixer, Old Time Dance, Christmas Party, Semi-Formal and the All School Picnic."
(60)

The Student Organizations and Events Committee was responsible for all student organizations and activities.

This committee was described in the student handbook (1921-1922) as: "A standing committee of the faculty, including the President, has general control over student organizations.

This committee

- (a) Authorizes formation of new organizations.
- (b) Approves the constitutions and general policy of each organization as well as subsequent amendments to constitutions.
- (c) Recommends to the faculty the discontinuance of any organization when that action seems advisable.
- (d) Arranges for faculty sponsors for each organization.
- (e) Visits the regular meetings of organizations.
- (f) Causes a check of individual membership to be made each semester.
- (g) Keeps a check on the indebtedness of each organization through the sponsors, not allowing debts beyond a reasonable amount.

Students are reminded that it is the general impression that there are already quite enough organizations formed and that no procedure to form a new organization should be undertaken without first consulting the Committee.

No student activities shall be held on any evening except Monday, Friday and Saturday. The building must be vacated not later than 10:00 P.M. after meetings."⁽³⁴⁾

The Lecture Course Committee was established the first year the school opened its doors. The following description from the Bulletin in 1925 explained the purpose of the Lecture Course.

A committee of the faculty has charge of this enterprise. Usually a course of four numbers, two lectures and two concerts is provided. The

liberal patronage of this course by citizens of La Crosse and surrounding towns had made it possible to bring to the school the most excellent talent.(12)

The following statement from The Racquet (yearbook) indicates how students viewed student organizations in 1922.

There are three outstanding benefits received by the individual through organizations. First, the ability of the students is developed along various lines such as debate, oratory, dramatics, and music. Secondly, leadership is developed, which is indeed of great importance to the teacher. The final benefit derived through organization work is cooperation among students.(30)

With the purpose and benefits of student activities and organizations thus reviewed, the writer then proceeded to trace the development of organizations during this period.

Development of Organizations 1909-1939

The historical development of organizations was traced chronologically from 1909-1939. The organizations are classified into various categories as they were listed in Annual Bulletin of 1938-1939. The founding date was determined by checking through The Racquets (yearbooks) from 1911-1939. In 1939 the name of the yearbook was changed from The Racquet to The La Crosse to avoid confusion between the annual and the school newspaper also called the Racquet. Each year the student organization section of each annual was checked for new organizations and founding dates for each organization was listed after the organization's name. In some instances the founding date could not be obtained so a date was not listed. The categories of student organizations were as follows:

Literary and Forensic

Forum changed to Alpha Phi Pi (1910) and Sapphonian changed to Sigma Lambda Sigma (1910): were literary societies for women.

Kappa Delta Phi (1930): A national honor society in education.

Eclectic Debating Club (1910): For men interested in debating.

Websterian Debate Club (1911): For men.

Oratorical Association (1915): An oratory club for men.

Teacher's College Forensic Association: Open to all students interested in oratory.

Dramatic

Freshman Players: Open to all freshmen interested in dramatics.

Buskin Drama Club (1909): The oldest organization on campus open to upperclassmen interested in dramatics.

Alpha Psi Omega (1933): A national honorary dramatic fraternity. A student had to be a member of the Buskin Club to become a member.

Athletic

Athletic Board of Controls (1911): Governed all athletic contests scheduled in the Wisconsin Conference of Teachers Colleges during this period of history.

Women's Recreation Association (1923): Open to all woman students and offered a wide variety of recreational and social activities.

Men's Intramural Athletic Association (1928): Open to all men and offered a wide variety of recreational activities.

Trident (1924) was a women's swim club.

Orchesis (1932) was a women's dance group.

Musical

Band (1911): This organization was open to all students and was sponsored by President Fassett Cotton.

Junior Male Quartette (1911): Four male members.

Women's Glee Club (1911): Open to women interested in choral music.

Mozart Glee Club (1912): For women.

Normal School Orchestra (1913): Was made up of students interested in concert music.

Men's Glee Club (1914): Open to men interested in choral music.

Treble Clef (1918) was an organization interested in studying music.

Triolet Club (1918): A women's choir made up of 12 members only.

Religious

Young Women's Christian Association (1911): Open to all women. This group engaged in devotional and social activities.

Neuman Club (1928): Open to all Catholic students.

Lutheran Club (1930): Was open to all Lutheran students.

Graduate Club (1933): Organized for all Presbyterian students.

Miscellaneous

The Racquet (newspaper) (1911): This paper appeared in weekly issues and was composed entirely of student staff.

The La Crosse Annual (1911): The original name was The Racquet, however, the name was changed in 1931. This publication was sponsored by the senior class with a student staff.

Social Ethics Club for Women (1911): Open to all women and was concerned about the moral character and social grace of its members.

Heavyweight Club (1911): "Coeducational group which was purely social."

Kickapooqian (1912): A social club made up of all students from the Kickapoo Valley Area.

Der Deutsche Klub (1912): For students interested in the German language and customs.

Rural Life Course (1912): Open to all students in the Country School Course and interested in rural life.

Science Club (1913): This was an organization devoted to the study of natural science.

Physical Education Club (1914): Open to Physical Education majors and minors and was concerned with the development of professional growth in Physical Education.

Den Norske Klub (1915): Open to students interested in the Norwegian language and customs.

Women's League (1916): Composed of all women of the college.

Socialist Study Club (1916): Open to students interested in discussing the philosophy of socialism.

LaSocied Ad Hispania (1918): The Spanish Club open to students interested in the Spanish language and customs.

Men's League (1919): Open to all male students.

Girls Tennis Club (1921): Open to all women interested in tennis as a form of recreation.

College Club (1912): An organization that programmed activities for the entire campus but dissolved in 1923.

Secondary Education Club (1921): Originally called High School Club for all students interested in Secondary Education.

Booster Club (1921): Supported and further enhanced school spirit.

Student Council (1923): Student Government body which kept communications open with the faculty and administration.

L-Club (1923): Open to all students who had received a letter in athletic or forensic activities.

Phi Epsilon Kappa (1927): A National Honor Society for men in Physical Education.

Elementary Club (1927): Any student enrolled in teaching the elementary grades was a member of this club.

History Club (1927): Open to all students interested in various facets of history.

Student Senate (1927): Another form of student government.

4-H Club (1930): Open to all students interested in rural life.

Kappa Delta Pi (1931): A National Honor Society for women in Physical Education.

Foreign Relations Club (1934): This club replaced the History Club. This organization was interested in foreign studies.

Beta Sigma Chi (1934): The first social fraternity for men.

Lambda Sigma Chi (1935): A fine arts sorority for women.

Phi Kappa Epsilon (1935): The second men's social fraternity on campus.

Chi Lambda Chi Club (1937): Formed for students interested in rural life and leadership.

Alpha Delta Theta (1939): Was the third men's social fraternity formed on campus.

The reader clearly saw that organizations and societies flourished during the school's development from 1909-1939. Student organizations provided intellectual growth and exposure which were their primary purpose. The secondary benefits of these organizations were seen best in the development of student activities which offered the students a wide variety of social, cultural and recreational activities during this period.

Social and recreational activities for the most part during this period of development in the school's history were planned and initiated by the Faculty Social Committee. A typical year of events was published in an article in The Racquet in 1936.

With a schedule of eight programs, the Social Committee provides students with leisure-time attractions throughout the school year. On Friday, November 20, the Committee sponsors an old-time dance in the women's gymnasium. Friday night, December 11, the annual Christmas party will be held in the same building. One of the outstanding social events of the school year - The All-College Formal - is scheduled for January 16. A special games night is listed for Friday, February 26.

With the coming of Spring, the social events increase. On April 12, an April Fool's Dance is on the program. Thursday, May 20, the annual All-College Picnic will be held.

A new innovation - an outdoor dance - may be held on May 28. The Senior Swing Out will be set by the Commencement Committee.⁽⁵⁹⁾

These activities were planned annually and were open to all students. One interesting point was that many organizations sponsored dances, socials, teas, and entertainment throughout these early years for both their members and the school. The Faculty Social Committee and student organizations provided a wide variety of social and recreational activities for the entire student body.

Traditional events did develop in these early years. "At the very beginning of the school year, two of our most important traditions took place, the Class Rush and Homecoming.

Homecoming is perhaps the outstanding tradition because it is the one that carries over, and is one that is cherished always by the alumni."⁽⁵²⁾ The first homecoming was initiated in 1923 and described in The Racquet (yearbook) in 1924 as follows:

You see, the year 1923 marked the fourteeneth anniversary of the establishment of our school, as well as the tenth anniversary of the founding

of the Physical Education Department, here; so it was altogether fitting and proper that we should celebrate these events in a suitable manner.

Committees were chosen from the faculty and students, and I doubt if there was anyone in school who didn't help in some capacity (from making clown suits to nailing coffins), to put the first homecoming across.(31)

One of the most traditional recreational events of the year was first started in 1916. This was the senior vaudeville show and was described as follows in The Racquet (newspaper) in 1916:

The first annual vaudeville given by the seniors last Friday, February 18, 1916, was the biggest local talent success of the season. After the overture played by our orchestra in the vaudeville style, we were treated to the 'latest comedy movies.'(58)

The All-School Picnic was another tradition carried on annually throughout these early years of development. Mr. Hans Reuter in an interview, described this activity,

The All-School Picnic was open to all faculty, students, and administration. Mr. Miller and I usually were the cooks. At one picnic we cooked for 300 people. The cost was 25¢ and tickets had to be purchased in advance so we would have an idea of how much we should prepare. The typical menu included a tenderloin steak sandwich, salad, dessert and coffee. Following the meal, musical and recreational activities were held.(76)

Throughout the early years of development, it became quite obvious that the Physical Education Department was very influential in developing recreational activities. One traditional event was started by the Women's Athletic Association. Thompson related several of these events and activities in her biographical study of Miss Emma Lou Wilder.

Recreational programs were another part of the student activity programs and were developed mainly through the influence of the Physical Education Department.

In 1923 the Women's Athletic Association was organized under the sponsorship and direction of Miss Emma Lou Wilder.

In February of 1924, the Women's Athletic Association sponsored the school's first Ice Carnival which proved to be a big success and was continued for many years. Presently, the occasion is known as the Winter Carnival, and its sponsorship is rotated among various organizations each year.⁽⁶⁾

This organization's purpose and activities were described in the 1930 The La Crosse (yearbook).

The Women's Athletic Association has gained a reputation in this school which is unequalled. Reaching girls in all departments and featuring in every phase of activity, it has been a leading and influential factor in the program of the school. Although primarily organized to give every woman a chance to practice, play and enjoy athletic activities, it also sponsors several social events. Who will forget the All Sports⁽³²⁾ Banquet, the mixer, or the Boy and Girl Party.

The men were not far behind in developing recreational activities for the male population of the school. The Racquet (newspaper) in 1930 described how mens intramurals started.

Announcement of work on plans for an intramural program had been made by the Physical Education Department. Mr. Wittich has requested that Mr. Lipovitz organize the play of the college and as a result, the first plans of this kind are being drawn up. They call for an organization of all college men into a Men's Intramural Athletic Association.⁽⁵⁵⁾

The Racquet newspaper described the various activities in 1936. This organization's activities included "speedball, tennis, golf, bowling, touch football, swimming, basketball, softball

kittenball, ping pong and others throughout the fall, winter and spring months."⁽⁵³⁾

Both the Women's Athletic Association, changed to Women's Recreation Association in 1933, and Men's Intramural Athletic Association played a very influential role in the development of recreational activities for students at La Crosse during these early years of development.

The cultural area of student activities was another area that developed from the inception of the school. The Faculty Lecture Course Committee and the Faculty Assemblies Committee were responsible for this area of student activities during this period.

The Bulletin in 1913 stated that the cost of the lecture course was covered by "an entertainment fee of \$1.00 a year and is collected from each student. This admits the student to all lectures, musicals, etc., free."⁽²³⁾ Also according to Miss Laura Chase, a 1911 alumni, this ticket could be used by students in the local theatres in downtown La Crosse, one theatre in particular was the Majestic Theatre for plays. (71)

The Lecture Course Committee was dissolved in 1934 and the Assembly Committee was developed. A partial explanation which may explain this was given in an interview with Dr. Thomas Annett.

In 1928 the lecture course was supported by the townspeople as they could purchase a town and gown ticket for the programs of the lecture course. In 1934 the community started a Community Concert Series which was open to students at a reduced price.

The auditorium used was the Coleman Vocational School Auditorium. Weekly assemblies replaced⁽⁶⁶⁾ the Lecture and Concert Series at the College.

In 1934 an article appeared in The Racquet (newspaper) which further explained this change.

Since the evening lecture course program has been abandoned, the money coming from the students' incidental fee has been spent on assemblies. At the morning programs no arrangements have been made for the admittance of the general public, since the assembly is already overcrowded. However, the college is always glad to welcome anyone coming at the invitation of some particular student or faculty member. The students are assigned regular seats and our guests should respect this regulation by occupying only those seats not regularly used by students. Unless the public can abide by these courtesies, it seems that some action must be taken to exclude them from the assemblies.⁽⁴⁸⁾

Both of these accounts seem to indicate that there was a breakdown of town and gown relations. It appeared that both the College and the City had developed separate lecture and concerts programs.

The assemblies were a supplement to the lecture course and in the early years of the school the schedule for assemblies prior to 1923 and after were described as follows in The Racquet (newspaper).

The assembly schedule has been reorganized this year - only two meetings being held each week. Hitherto, Monday, Wednesday and Friday were the regular assembly days but under the new plan, the students gather in the auditorium only Tuesdays and Thursdays. Although the number of meetings has been reduced, the assembly periods are longer, and there will be less conflict with the recitations.⁽⁴⁰⁾

The assemblies according to Dr. Thomas Annett "were used for daily announcements, concerts by student musical

organizations, guest lectures, faculty lectures, student recognition and entertainment."⁽⁶⁶⁾

Pinkston, in her study of Extramural Speaker Programming in 1969 gave the following description:

A lecture course accommodated the complete student body of 176 students in 1909. While most of the special programs, not of a musical nature, were lectures by President Cotton or his faculty, the college engaged numerous speakers from outside sources. The lecturers included educators from other institutions or ministers from local congregations as well as speakers with notable reputations. Compulsory attendance and assigned seats reflected the importance the school attached to special lectures at assemblies.⁽⁵⁾

This period of Lecture Course and assemblies from 1909-1939 was one of rapid growth and development and was described by Pinkston in her study of Extramural Speaker programming as follows:

For the eight years from 1909 to the Spring of 1917, students heard seventy-three speakers. Topics favored by guest lectures reflected the school's function of training teachers and relied heavily on ministers and others who gave inspirational talks and comments upon a philosophy of life. Examples of topics during the first few years at La Crosse Normal School were: 'The Big Brotherhood Movement', 'Women Suffrage', 'Poor Conditions in the Cities', 'Modern Boys and Girls', and 'An Era of Conscience'.⁽⁵⁾

The period from 1918-1933 saw even further growth and expansion in the development of the lecture and assembly programs. The Racquet recorded the highest record of guest lectures in proportion to the size of the student body that this institution has ever experienced. Speakers averaged over twelve per year. This period was also noteworthy for the fame of some of the personalities who came to La Crosse. In 1922-1923, for example, students saw and heard Robert Frost,

Hamlin Garland, Vachel Lindsay and Prince Raphael Emmanuel. Others to appear during this period were: Carl Sandburg, Edgar Lee Masters, Lowell Thomas, and Thornton Wilder.

During the middle and late 1930's, the lecture course and assemblies' quality and number dropped in both number and attendance. "The growing influence of the radio and movies acted to diminish the appeal of guest lectures."⁽⁵⁾

Facilities and Services

Facilities and services were very limited for students during this period of development. "In the faculty minutes of October, 1909, the faculty passed a motion to have a man run a store of supplies."⁽⁸⁶⁾ Mr. Thomas Annett recalled that the supply room was across from the Library on the second floor of "Old Main" Hall.⁽⁶⁶⁾ This was the predecessor of our present bookstore in Cartwright Center.

A school cafeteria was also available to students upon the opening of the school in 1910. The Bulletin, in 1913, included the following description on the school cafeteria. "Persons desiring to do so may arrange to secure meals in the Normal School Building at actual cost. These meals are prepared under the direction of the school."⁽¹⁰⁾ The school cafeteria's location and menu was related by the Racquet in 1940.

January, 1910, a school lunch room was opened on the third floor by Mrs. Marshall, wife of one of the janitors. Here is an example of the menu with prices: oyster soup and wafers, 5 cents; potatoes,

3 cents; sandwiches, 2 cents; doughnuts or cupcakes, 2 cents; apple pie or pumpkin pie, 2 cents; coffee or cocoa, 5 cents. (51)

It is interesting to note that both the supply room and the cafeteria were opened prior to the following statement from the Board of Regents. "It is hereby declared to be the policy of the Board of Regents that each cafeteria and stationery stand shall be self-supporting, and that all profits shall not be used for any other purpose than the operations and upkeep of such cafeteria and stationery stand."

(64) La Crosse Normal School was ahead of its time even in the early years of development in terms of services for its students.

The cafeteria continued until 1939. The La Crosse Tribune published an article in 1940 which gave a history of the cafeteria.

The old cafeteria which was closed in 1939 had operated successfully for a number of years under a revolving fund. It was completely self-sustaining and all the equipment which is part of the present cafeteria was bought with the profits.

For a time, the old cafeteria served three meals a day and at one time required the services of three full-time cooks. With the depression, however, more students began to do their own cooking. The cafeteria became unprofitable and was closed. (35)

The school cafeteria had been in operation from 1910-1939 under the direction of the school. With the closing of the old cafeteria not all was lost as the following Racquet (newspaper) described.

The old school cafeteria was closed on October 27, 1939. On October 30, 1939, a Cafeteria Board made up of four girls re-opened the cafeteria.

Daily hot dishes were served at lunch and students carrying lunches are free to eat in the cafeteria. A small surplus fund which has been accumulated by the Board is kept for emergencies. The girls hope to branch out as a tea room or coffee shop, and if their present rate of success continues, it may be a reality.⁽³⁵⁾

This was the beginning of the snack bar, social room and cooperative movement which started in the early 1940's.

The only facilities for students was the women's lounge which has no specific date of origin. The male students expressed a complaint in the Student Voice section of the Racquet which described their needs and a brief description of the women's lounge.

Have you ever stopped to think of a restroom for men in the La Crosse Normal? It is very easily seen that we need one for the men. The rules here will not permit them to smoke on campus. If we had a restroom, the men would not go out on the street and give a bad impression of the school. Girls have a restroom where they may exchange choice bits of gossip. Men are clearly on a par with women, so why can't they have a restroom where they may stop and rest from the daily grind.⁽³⁹⁾

This protest was made in 1926 but, "it was not until 1936 that the Student Council established a men's restroom."⁽⁶²⁾ The only other facilities available were the "athletic field and the new gymnasium which was opened in 1920."⁽³³⁾

Trends in Student Activities 1909-1939

The following trends were formulated during the research stage of this study by the writer. The faculty and administration were very patriarchial toward student control of organizations until the early 1930's. Many of the early organizations were academic and cultural in nature and

obviously were the extensions of total education. The Physical Education Department was very influential in the development of a vast majority of social and recreational activities during this period as a direct result of the strong emphasis on physical education. Students did not become involved in basic planning of activities until the early 1930's. Student Government, although organized during this period, had very little influence or input into the planning of student activities or all school events. The women during that early period of development were more organized and involved in student activities. Social organizations were not organized until the 1930's. The physical needs of the student were met only on a partial basis with the school cafeteria and men's and women's restrooms. There appeared to be a need for a social center for students during this period. Most organizations provided social, cultural, and recreational activities for their prospective members which complemented the planned activities sponsored by the faculty. The student activities and organizations were developed with the purpose of extending the total education of the student as a total person.

This period from 1909-1939 was one of growth and development in the area of student activities. There were 61 organizations developed during this time. Most faculty members were actively involved in the development and support of cultural, social, and recreational activities for students. Although organizations were under strict faculty control, it

was basically necessary for their development in those early years. The administration was very cognizant of the need for student activities and they were also concerned for the physical needs of the students at this time. A broad foundation was developed during this period and was to provide a further basis for future growth of student activities and the eventual development of student centers.

CHAPTER III

The Years of Growth 1940-1958

Administration

On August 12, 1939 Dr. Rexford S. Mitchell was appointed as the fourth President of the La Crosse State Teachers College by the Board of Regents. Dr. Mitchell had taught at both Saint Lawrence College and River Falls State Teachers College prior to his acceptance of the Presidency at La Crosse.

He was described in the Alumni Briefs of 1966 as:

A trim, good-looking man of 43 with crisp, close-cut grey hair, twinkling blue eyes, and a smile that made you smile too. That's Dr. Rexford Mitchell, new president of LaCrosse State Teachers College. (15)

Dr. Gilkey described this period of growth under President Mitchell's tenure as follows:

What was a small school when he came expanded beyond the most thoughtful expectations of 1939. The war years saw enrollment fall, and the faculty depart for service, but as soon as the sounds of battle ceased, many a student, now a veteran, returned to resume his education. President Mitchell wrestled with the problems common to expanding institutions. The acquisition of land, determination of building priorities, and dormitory expansion all occupied long hours of the president, vice president, and the deans. (2)

He had been Dean of Men at River Falls State College prior to his arrival at La Crosse, so he had a basic understanding of student activities and organizations.

Carol Bassuener in her study of the "Development of Student Affairs" stated:

President Mitchell delegated many responsibilities to individuals in administrative positions. Outstanding in this regard were Dr. Maurice Graff, Miss Edith J. Cartwright, Mr. Clyde Smith, Dr. Milford Cowley, and Mr. Richard J. Gunning.⁽²⁾

These individuals set a new direction for the development of student activities during President Mitchell's tenure.

President Mitchell, according to Mr. R. J. Gunning, retired Dean of Men, "felt that the institution should serve the student and that this was the goal of the faculty and administration,"⁽⁶⁹⁾

President Mitchell described his feeling about students in a La Crosse Tribune article in 1940: "I have a theory, that if you treat people as adults, they'll act like adults." (36) This theory explained President Mitchell's belief that students should have a role in the decision making of the college. During this portion of President Mitchell's tenure, Florence Wing Library was erected in 1955, and a women's dormitory, Trowbridge Hall in 1951 and a men's dormitory, Reuter Hall in 1957. Also, the planning for the development of a student center was in process during this period of history.

An example of President Mitchell's interest in students was given by Mrs. Helen Hinz (Teckam) in an interview. Following the closing of the school cafeteria, Mrs. Hinz and three other girls went to Dr. Mitchell for support in starting a student co-operative cafeteria. "Dr. Mitchell met us with

strong support"⁽⁷¹⁾ and the co-operative cafeteria was started because Dr. Mitchell felt that the service should be continued.

President Mitchell was described in The La Crosse in 1948 by a student as follows:

Dr. Rexford Mitchell has acted as president of the college, his unassuming friendliness, his keen sense of responsibility, and his sincere interest, not only in La Crosse itself, but in each student, has made him a popular prexy.⁽²⁷⁾

Faculty

During this period of growth 1940-1958, Dr. Mitchell selected key faculty members to assume the responsibility of student activities outside of the classroom. These people were given full responsibility and strongly supported in their efforts by President Mitchell.

Dr. Maurice Graff was one of the first administrative staff members appointed by Dr. Mitchell. Dr. Graff was selected to fill a social science position along with being appointed Dean of the College. Dr. Graff stated that he was on the student-faculty boards for both the Co-operative Cafeteria and the Snack Bar throughout this period of development.

Dr. Graff was also Chairman of the Catalogue Committee, Special Assemblies and the Organizations Committees as well as a member of the Administrative Committee, Advanced Standing, Curricula, and Summer Session Committees. Dr. Graff was truly dedicated to all facets of student development both in and

out of the classroom. Dr. Graff stated in an interview that "I was hired by President Mitchell to teach and to direct some areas of student services in 1941."⁽⁶⁸⁾ Teaching meant that Dr. Graff taught three courses in addition to his administrative responsibilities for student services.

Dr. Reid Horle probably best described Dr. Graff's feeling about students. "He really believed in students and thoroughly enjoyed working with them."⁽⁷²⁾

Mr. Clyde Smith was another influential faculty and staff member that supported the development of student activities and services that met student's physical needs. "Mr. Smith was appointed as dean of men in 1942."⁽¹⁰⁾

Mr. Gunning stated in an interview that, "Mr. Smith was extremely concerned with the physical well being of the students, especially the men. He was very supportive of food services for men. He was instrumental in establishing the veteran's co-op cafeteria."⁽⁶⁹⁾

A further description of Mr. Smith's interest and involvement was in The Cooperator, a handbook explaining the Co-op Cafeteria in 1950.

In 1942 Clyde Smith, then Dean of Men and Athletic Director, set about the job of providing better eating facilities for more students. He conceived the idea of operating a cooperative, with each student member sharing in the work. Accordingly, such a Co-op was organized.⁽²⁶⁾

Miss Edith Cartwright was appointed by President Mitchell as the fifth Dean of Women at La Crosse State Teachers College in 1941. Miss Cartwright was extremely interested in the

development of student activities and student organizations throughout her tenure at the College from 1941-1969.

Patricia Mertens in her biographical study of Miss Cartwright described her as follows:

She wanted students to be given the opportunity and experience in leadership, followership, and associations with the faculty and other students. Dean Cartwright believed that extra-curricular activities contributed to a balanced college experience.⁽⁴⁾

Mertens further stated the contributions and impact that Miss Cartwright had upon the growth and development of student activities and organizations.

Among the organizations under her tutelage were the Women's Self Government Association, the Panhellenic Council, Ratom, a senior women's honor society, and the residence hall staff program in the women's residence halls.⁽⁴⁾

As an administrator, Dean Cartwright's position put her on numerous boards and committees which dealt with student welfare. "Some of those responsibilities included the Snack Bar Board, Cooperative Cafeteria Board, Organizations Board, Social Committee, and the Administrative Council."⁽⁴⁾ Miss Cartwright was directly responsible and very influential in the development of student activities and organizations during this period of history from 1940-1958.

Mr. Richard J. Gunning became Dean of Men in 1947. "He came to La Crosse after twenty years of service to the Wisconsin Public Schools."⁽²⁾

Mr. Gunning was very interested in students and worked diligently night and day helping students develop their interests.

Mr. Gunning was a member of the Cooperative Cafeteria Board and the Snack Bar Committee. He was instrumental in developing the Vets Club and Veterans Co-op Cafeteria. Also, Mr. Gunning helped establish the Alpha Phi Omega Service Fraternity on campus. Dr. Graff described Dean Gunning as "always willing to listen to students ideas and interests."⁽⁶⁸⁾ During Mr. Gunning's tenure from 1947-1971, he consistently supported and nurtured the development of student activities and organizations.

In Bassuener's historical study of student affairs, Dean Gunning stated his goal and the goal of the staff which included Miss Cartwright and Dr. Graff. "We were student oriented. Our direction was to guide the student in self discipline; a think for yourself goal."⁽²⁾

Dr. Graff, Miss Cartwright, and Mr. Gunning were the people that were most influential in the growth of student activities, organizations and the planning and development of student centers during this era from 1940-1958. The organization and structure of student activities was established through long hours of work, patience and the perseverance of these three people.

Other faculty that were supportive in that era of growth, and mentioned throughout the years in The La Crosse (yearbook) were Mr. Floyd Gautch, Miss Emma Lou Wilder, and Mr. Leon Miller in the area of men's and women's recreation. Strong supporters of lectures and concerts were Mr. Emerson Wulling and Dr. Thomas Annett. In the area of social development

Mr. Hans Reuter and Mr. Leon Miller were outstanding. Faculty members that were instrumental in the growth of facilities for student activities included Dr. Margaret Chew, Dr. Ernest Gershon and Dr. Milford Cowley.

Organizations and Student Activities

With the appointment in 1939 of Dr. Rexford Mitchell as President, a new direction developed in the area of student activities and organizations. Dr. Mitchell wanted the students to be involved in the decision making process, especially in the areas of their activities and organizations.

In the early 1940's the faculty still governed student organizations and activities. For a detailed description of the Governance of Student Organizations during this time please see Appendix A.

The faculty had complete control over all student organizations in that they recommended formation or discontinuance of all organizations. The faculty standing committee appointed sponsors for all organizations and kept a watchful eye on all spending. The social calendar was determined by the standing committee and all student activities were governed by the social calendar.

In 1947 Dr. Mitchell's wish that students become involved in the control of their own activities became a reality. A detailed description of the change can be found in Appendix B.

Students could recommend formation of new organizations and select their own advisors. Further social organizations

were governed by students. Students were not involved in the decision making process involving their organizations and activities.

This major change in the governance of student activities and organizations was primarily the result of the development of Campus Controls Council. The following article in The La Crosse in 1948 gives a description of the transition from a Student Council to the Campus Controls Council.

At a general student meeting on March 18, 1947, a committee of five students was elected at large for the purpose of drawing up a student government constitution that would better the conditions of student government existing at that time at La Crosse State Teachers College. The old Student Council was comprised of organizational and class representatives. This new committee submitted a democratic campus-wide election procedure which was adopted unanimously. On Tuesday, May 13, 1947, the new Campus Controls Council was installed into office in a formal auditorium program by President Rexford S. Mitchell. (28)

Joint student-faculty committees were governing student activities from 1940 on, with the exception of student organizations which was handled jointly after 1947.

The 1958-1960 Indian Handbook gave the following description of how student activities and organizations were governed and regulated:

The Organization Committee makes the social calendar for the entire college and regulates the organization and activities of all student groups except the social fraternities and sororities. The latter are regulated by the inter-fraternity and inter-sorority councils.

The Organization Committee is made up of five students selected by the Campus Controls Council and a Faculty Advisor selected by the president of the college. (19)

Regulations governing student organizations and activities from 1953-1958 were developed in conjunction with the Faculty Administrative Committee and the Joint Student-Faculty Organizations Committee. One interesting regulation was that national social fraternities and sororities were not allowed on campus. Also, the Organization Committee was responsible for the All Campus Social Calendar which resulted in a coordinated campus calendar for all student organizations. All campus social functions were only held on campus. Alcoholic beverages were not allowed at any campus function. These were a few of the regulations that governed student organizations during the 1950's. A detailed description of how student organizations were regulated can be found in Appendix C.

Development of Organizations and Student Activities 1940-1958

Information regarding the development and founding of new student organizations during this era from 1940-1958 was obtained from The La Crosse yearbooks and the Racquet newspapers from 1940-1958. The Indian Handbook from 1949-1960 was also utilized as a reference for obtaining founding dates for new organizations. The organizations are also listed in categories described in 1958-1960 Indian Handbook. Founding dates are listed when they could be documented.

Government

Campus Control Council (1947): was the student governing body run entirely by students. It had a council

member in charge of organizations, publications, social committee, assembly committee, men's and women's intramural boards, and the dramatics and music committees. The council consisted of 20 members including four elected officers and 16 representatives.

Women's Self Government Association (1948) was open to every woman student. It sponsored social events for women and was a very strong organization and facilitated a great portion of social programming for the campus during this era.

Dramatics

Silver Masque (1940) was an honorary dramatic organization which purpose was to award recognition to those students active in dramatic products.

Music

Betty's Co-eds (1945) was the girls dance band.

All School Orchestra (1944) performed at various college events and provided interests students an opportunity to develop their musical talents.

String Sinfonia (1948) was a small string group which made several public appearances during each year.

Collegiates (1950): Mixed eight-voice musical group.

Iota Xi Omega (1951): A women's musical sorority.

Jazz Club (1957) was for all students interested in jazz.

Honorary Societies

Sigma Delta Pi (1950): A national organization for men of high standing in physical education who could meet prescribed standards.

Eta Phi Alpha (1953): An honor fraternity founded for the purpose of recognizing students of outstanding scholarship in the Division of Letters and Science. Its primary objection was to provide a source of social, cultural, and intellectual stimulation through lectures and discussions.

Services Societies

Alpha Phi Omega (1951): An organization dedicated to service and fellowship. It is composed of former scouts and scouters who felt a desire to carry on principles of scouting. The fraternity performed many community and college services.

Women's Service Organization (1955): A local society for those women who desired to render service to the college and the community.

Departmental and Professional Clubs

LeCerele Francais (1942): Provided the student of French an opportunity to become better acquainted with life, language, and the culture of France.

Catalina Club (1948): Chose its members on the basis of swimming skill and sponsored a water show each spring.

Tumbling Club (1949): Members had to pass a test before being selected as a member. Women gave special demonstrations throughout the year.

Oty Kwa (1949): Open to students interested in hunting and fishing.

Major Club (1953): Organized to further professional growth among men and women majoring in Physical Education.

Drakels (1958): For students who had been out of college for a number of years and were returning to complete their education.

Biology Club (1958): For students majoring in Biology.

Jeks: Elementary club was for freshmen and sophomores interested in teaching elementary children.

Lambda Chi: For students majoring in rural education.

Los Parlanchine (The Catterers): For the advanced students in Spanish interested in practical experience in using the language.

Economics Club: For students interested in the field of economics.

Indian Block: Was open to all students interested in providing a visual spectacle to support athletic teams.

Coulee Trekkers: Outdoor recreation club which was open to all students.

Social Societies

Pi Tau Epsilon (1944): Social sorority for women.

Lambda Tau Gamma (1950): Social fraternity for men.

Iota Xi Omega (1951): Social sorority for women.

Sigma Zeta Phi (1953): Social fraternity for men.

Inter-fraternity Council (1955): Presidents of each social fraternity were members and coordinated fraternity efforts campus wide.

Inter-sorority Council: Presidents of sororities formed this organization and coordinated all campus activities sponsored by sororities for the campus.

Religious Organizations

Wesley Foundation (1947): Offered its services to all Methodist students.

Press Club (1955): Was organized for all Presbyterian students.

Gamma Delta (1950): Was an international fraternity for Synodical Conference Lutherans.

Canterbury Club (1957): Was for students of the Episcopal faith.

United Student Fellowship (1957): Was made up of students who attended the Congregational and Evangelical and Reform Churches.

Cana Club: Was for Catholic married students.

Political Groups

Young Democrats: Was open to all students interested in the Democratic Party.

Young Republicans: Was open to all students interested in the Republican Party.

Miscellaneous Organizations

Veterans Club (1946): All men who were veterans of the Armed Forces.

Public Discussion Club (1948): For all students interested in current affairs.

Pledging (1948): The campus literary magazine.

Camera Club (1950): Open to all students interested in photography.

L-X Square Dancing Group (1952): Group of students who gave folk dance demonstration around the state.

Officials Club (1957): Open to all men interested in officiating high school and college intramural athletic contests.

This period of growth from 1940-1958 was extremely significant for the development of student activities. Organizations did continue to grow and special interest groups flourished. The development of joint faculty-student committees and boards along with student input into the governance of student activities brought about even further growth.

Social and recreational activities in this era of the college's history were jointly planned and implemented by both the faculty and students. The social committee was described in the 1958-1960 Indian Handbook as:

A joint committee of five faculty and ten or more students. The students either represent campus organizations or are acting as individuals desiring to contribute to the planning of the social life of the calendar.

The committee adds to the social calendar with various informal activities from time to time in addition to the regularly scheduled events which it sponsors annually. (19)

Further description of the types of events and the purpose of the Social Committee in 1956 in The La Crosse.

The purpose of the Social Committee is to subsidize organizations that sponsor all school non-profit activities and to sponsor directly such activities as the freshman reception, Sadie Hawkins Dance, Senior Convocation, Song Fest, Christmas Program, Games Night and various teas. (29)

With the involvement of students in the planning of social activities for the entire campus the Social Committee eventually delegated the responsibility of all campus events. This transition from the social committee was described in a copy of the Notes and Recommendations concerning the Social Committee in the faculty minutes of 1955.

Events which the social committee sponsored in the past and which have already been absorbed by different groups.

Carnival	P. E. club
Card party	Recreation class
School teas	Sororities
School dances	Individual groups
Freshman mixer	CCC
Decoration of Social room	

(picnics for large groups at present food prices are almost prohibitive)

Present functions which could be absorbed by other groups which are already a cohesive, social group

with easy contacts with other members of the group.

Christmas program	The fine arts
Song Fest	department
Folk festival	Inter-sorority, inter-
Dances, dinner dances	fraternity council
Special convocations	L Bar X group
Thanksgiving, Easter	Individual groups
Freshman week activities	Inter-Faith groups
Senior faculty tea	Freshman week committee
	Commencement committee ⁽⁶³⁾

Social activities were almost entirely the responsibility of student organizations with the result being a student initiated program. Recreational activities were for the most part an out-growth of the Men's Intramural Athletic Association and the Women's Recreation Association.

Activities sponsored by the Men's Intramural Athletic Association included a well rounded program of sports for men. The 1958-1960 Indian Handbook described these activities as: "golf, tennis, touch football, basketball, swimming, volleyball, badminton, track, bowling, softball, gymnastics, and any other field in which there is sufficient interest."⁽³⁰⁾

The Women's Recreation Association was also very influential in the growth of recreational activities for women. Sports included were: "bowling, tennis, tumbling, field hockey, basketball, swimming, golf, and others as a demand developed."⁽¹⁹⁾

During this period from 1940-1959 there was a wide variety of both social and recreational activities sponsored by most clubs and organizations. Dances and teas continued to flourish throughout this era.

Cultural activities continued as part of the student activity program at the college but Pinkston, in her study of Extramural Programming, described the following trends during this era.

President Mitchell's early years at La Crosse were marked by turbulent national conditions, World War II disrupted student enrollment and faculty tenure on the assembly committees. These conditions caused a drop in the average number of outside lecturers and an irregular year-to-year pattern of speaker programming through 1946.⁽⁵⁾

The cultural activities were to reach their weakest period from 1946 to 1954. Pinkston stated that: "After the war, rapidly increasing enrollments accompanied by an increase in faculty failed to increase the rate of appearance of extramural programming."⁽⁵⁾

From 1954-1959 the number of extramural speakers increased: "The trend in extramural speaker programming finally began to follow the upward swing of institutional growth that began at the close of World War II."⁽⁵⁾

The topics of the lectures ranked in the following order: inspirational, socio-political and professional education.

Pinkston offered the following trends as reason for the decline in lectures.

The availability of immediate and high quality news coverage by radio commentators. The early 1950's were also a time when television first became a significant in La Crosse and this detracted from interest in extramural lectures. Regular assembly committees which had been responsible for bringing so many speakers to campus no longer functioned. The administration discontinued the regularly scheduled assembly hour during 1949-50 and held assemblies just for special events or holidays. Compulsory attendance was no longer required of students.⁽⁵⁾

These trends along with the following statement by Mr. Gunning regarding President Mitchell's philosophy toward compulsory attendance explain in part the decline of cultural activities. "Dr. Mitchell felt students should have a choice as to what activities they wished to attend."⁽⁶⁹⁾ There was a definite decline in cultural programming and activities during this period from 1940-1958.

Prior to the end of World War II there had been little if any mention of how student activities were funded but in 1947 there appeared this description in the 1947-48 Catalogue which stated:

Each student is required to pay student activity fees which at present (1947) are \$11.00 per semester. The funds so selected are used for the support of the athletic teams, intramural programs, publications, dramatic and forensic activities, student health services, social committee, maintenance of the student lounge, assemblies, and other student activities.⁽²⁹⁾

In the 1949-50 Indian Handbook the following statement explained the Student Activity Card:

You will find this little card which you get at registration time to be a very good investment. You receive one each semester and it is your admission card to any of our college athletic events, plays, assemblies and social events during that time. You receive your college paper and annual through your card and also health services, Intramural programs, forensic activities, the social committee, the student lounge, and the student government are all supported by the activity fee which you pay each semester.

Several of the La Crosse theatres will honor your card by giving you student rates.⁽¹⁷⁾

The student activity fee provided a financial base from which organizations and activities and facilities could be supported. The student activity fee increased throughout this period of growth and by 1954 it was \$12.00 per semester. At the close of this era of growth in 1958 the activity fee was \$14.50.

Facilities and Services

During these years of growth the students' physical, social, and recreational needs were of great concern to both the faculty and the administration. One major concern was food services for students. Prior to World War II there had been a College Cafeteria but it was closed because it was not self-sustaining.

The following description was found in The Cooperator which was published by the Co-op Cafeteria Board in 1950.

In 1942, Mr. Clyde Smith, then Dean of Men and Athletic Direction, became very concerned about the improper eating habits of students. He felt that students should have better eating facilities where a balanced diet could be maintained.

"He conceived the idea of operating a cafeteria as a cooperative, with each student member sharing in the work."⁽²⁶⁾ Surplus food was obtained through the Federal Government. The cost of meals the first year was \$3.50 to \$4.00 per week.

Throughout the war years the Co-op was largely utilized by the women. In 1945 the men returned in force and by 1949 the Co-op had more than 200 student members.

"One of the fundamental ideas of the Co-op was to re-invest its earnings in the premises and improve the rooms and equipment."⁽²⁶⁾ Patrons were given dividends at the end of the college years in the form of free meal tickets.

Students were able to work in the Co-op to offset the cost of their meals. The Cooperator describes the duties of the Co-op members: "Each student who joins the Co-op is assigned by the Student Works Manager to a work crew which will take about three hours of his time a week. Such student work helps to keep the meal cost down."⁽²⁶⁾

There was a membership fee requirement for membership in the Co-op. In 1949, the fee was \$10.00. In 1954, further explanation of the costs were described in the 1954-55 Catalogue. "If you eat in the students Co-operative Cafeteria, you pay a membership fee of \$12.00 and your meals will cost you approximately \$8.00 per week for 19 meals."⁽¹⁸⁾ Miss Cartwright related in her speech about the development of the union that: "In 1958 the Co-op Cafeteria had 318 members. Slater Food Company was contracted in 1958 to manage the Snack Bar and the Co-op Cafeteria."⁽⁶⁵⁾

Faculty members who were influential on the Cooperative Cafeteria Board were Mr. Gunning, Miss Cartwright, Dr. Graff, and Dr. Cowley. These faculty members devoted endless hours to the success of the Co-op Cafeteria and their devotion and dedication were cited in The Cooperator in 1949 as follows:

The four faculty members are appointed by the President of the College. Co-op Affairs takes a considerable amount of their time. In addition

they assume rather heavy risks and responsibilities in this \$40,000 a year enterprise. Without their willingness to assume these risks and responsibilities the Co-op would not be able to operate on State property.(26)

The need for a social center for students was also recognized during this period of time. The Racquet in 1940 described the early development of social room. "Dr. Marie Toland is Chairman of the faculty committee assigned to convert the kindergarten room into a social room for both boys and girls." (45) This area was in the northwest corner of Main Hall and was later used by the Music Department for office space and practice rooms.

In October of 1941 the Social Room was opened and the hours and code of conduct for students was described in the Racquet in 1941 as follows:

The Social Room will be open from 7:45 A.M. to 5:00 P.M. on school days and 8:00 A.M. to 12 noon on Saturdays. The students know what is gentlemanly and ladylike and will be expected to adhere to such conduct.(61)

The Social Room was very successful and a wide variety of social activities were held in it through this period. Miss Cartwright was chairman of the Social Room Committee throughout its existence until 1959 when the Student Union was opened.

The Snack Bar was opened in February of 1947 and was located in Main Hall. It was open to all students and faculty. The Snack Bar was located where the present faculty lounge is housed on the first floor of Main Hall. The Racquet in 1941 described the opening:

Whether its a leisurely cigarette, a book, sandwich, or a sundae, faculty and students may enjoy it while listening to the latest recordings from the near-by juke box. The Snack Bar will be operated during school hours from 9:30 A.M. to 5:00 P.M.⁽⁴²⁾

The Snack Bar was financed through the Student Welfare Board and was managed by Mrs. L. M. Scheck. The board of directors was made up of three students and four faculty members. Faculty members were: Dr. Graff, President; Dr. Margaret Chew, Vice-President; Dr. Beatric Baird, Secretary; Miss Hirschimer and Robert Carey.⁽⁴²⁾ Other faculty members involved with the development of the Snack Bar were Mr. Gunning and Dr. Gershon. Again, all profits were recycled into maintenance and remodeling of the area.

Dr. Robert Steuck was the first student manager of the Snack Bar and gave the following description:

Many social activities were held and the Snack Bar which was really a place to let off steam and relax with friends. The Snack Bar was a very popular place and at one jam session (dance) there were over 400 people in the facility. Faculty groups would meet with students and discuss various topics of interest to the students. Also the Faculty Board entertained the students on several occasions.⁽⁸⁰⁾

In 1947 according to Miss Cartwright the students realized that they needed an informal place to have a cup of coffee and socialize. After a search the old girl's locker room in the basement of Main Hall was selected as the location for the Snack Bar. The Snack Bar was an instant success and was the forerunner to the development of a student union in 1959. Further detail pertaining to the development of the Snack Bar can be found in Appendix D.

The Vet's Co-op Cafeteria was another facility that developed during this era. Mr. Gunning, in an interview, described the historical development of the Vets Co-op.

In 1946 Mr. Clyde Smith worked with a group of veterans on the planning of this facility. The Cooperative Cafeteria was being utilized to capacity and with the return of the men from the war there was not enough room to handle everybody. The Vet's Co-op was located at the Fair Grounds in an American Legion Building near the Curling Club. The Co-op was very successful and was self-sustaining until about 1951 - then it was closed because it was not supporting itself.(69)

With the closing of the Vet's Co-op Cafeteria, the need for a Student Center increased because the cooperative cafeteria could not handle the large number of students. The idea of a student union had been thought of throughout the development of the Cooperative Cafeteria, and the Snack Bar. Money was set aside for the development of a student union by both boards of the Co-op Cafeteria and the Snack Bar.

According to Miss Cartwright thoughts of a new student union began to develop in 1954. Both the Co-op Board and the Snack Bar Board met jointly and began planning the new student union. A detailed description of the planning for the student union is described in Appendix D. The trend was set and the Student Union became a reality in 1959 through the dedication of faculty members such as Dr. Graff, Miss Cartwright, and Mr. Gunning.

Trends in Student Activities 1940-1958

The Administration valued student input in the decision making process regarding the development of their activities

and organizations. Social organizations set the pace for campus wide activities. Student Government; the Campus Controls Council and the Women's Self Governance Association had a direct effect upon the growth and organizational structure of student activities. Full-time faculty members were appointed and were directly responsible for organizations and student activities. The students and faculty worked on a very cooperative basis during this era. Student centers were established with the development of the Social Room, Snack Bar, Cooperative Cafeteria, and the Veteran's Cooperative Cafeteria. The faculty involved in student activities and the development of student organizations were key people who believed in the philosophy of educating the student as a whole person. Enrollment also set a trend in the development facilities for student activities and organizations.

This period of growth from 1940-1958 provided the organizational structure for student organizations and activities and the development of student center facilities. This period marked the beginning of the involvement of students in their own educational development.

CHAPTER IV

The Years of Expansion 1959-1973

Administration and Faculty

Dr. Rexford Mitchell (1939-1966) was directly responsible for the development of Student Centers, Cartwright Center (1959) and Whitney Center (1967).

Mr. R. J. Gunning stated that:

President Mitchell was always supportive of student activities and the development of student facilities, because of his background and his belief in students.⁽⁶⁹⁾

Throughout his tenure, President Mitchell appointed key people to assume the responsibility of student activities and student centers.

Bassuener gave this brief synopsis of President Mitchell's attitude toward student activities and student centers:

President Mitchell's belief in the student and cooperation he received from his deans and faculty enabled him to provide 27 years of progressive education, leadership, and expansion for Wisconsin State University - La Crosse.⁽²⁾

Dr. Samuel G. Gates (1966-1971), former dean of the graduate school at Colorado State College, Greeley, became the fifth president of La Crosse State University in February of 1966.

Gilkey gave this description of President Gates:

Administration:

Progressive programs which began during the tenure of Dr. Mitchell were continued, expanded, and developed more fully under the direction of President Gates. Faculty participation in administrative areas, student participation on policy making committees, and a creation of a functional organization became policy and practice under Dr. Gates.⁽¹⁾

Dr. Gates was very concerned for the welfare of the student and expressed his concern in the 1967-68 Indian Handbook.

I am hopeful that you will feel the same warmth, interest, and concern about your general welfare that I felt since assuming office on February 1, 1966. This is a university with a family orientation. The student is an important person who may expect to be treated with respect and dignity.⁽²³⁾

In 1970 Dr. Kenneth E. Lindner, a former member of the faculty, was appointed as the institution's sixth president. During his tenure the two Wisconsin systems of higher education, the State University System and the University of Wisconsin, merged on October 8, 1971. Wisconsin State University became the University of Wisconsin-La Crosse.

President Lindner indicated his concern for students in an interview with a Racquet reporter in December of 1970. President Lindner stated that "All students are a part of the University and a vehicle by which I can get input from students must be developed which will really reflect what the whole student body thinks".⁽⁵⁴⁾

During this period of expansion, 1959-1973, several faculty members made outstanding contributions toward the

development of student activities and student centers. Dean Cartwright, Dean Gunning, and Dr. Graff were still key people during these years.

Dean Cartwright was cited in the Racquet in 1969 for her contributions to the development of student activities and student centers following her resignation as Dean of Women.

Miss Cartwright's resignation was accepted with reluctance by President Samuel G. Gates, who referred to her as dean among deans, who has no peer as dean of women.

The Student Union was renamed Cartwright Center in her honor. The action by the Board of Regents of the State Universities was recommended by the Student Union Board, the student-faculty policy making organization for the student centers, in recognition of her outstanding leadership and contributions to the student life program.⁽⁴⁴⁾

Miss Cartwright was a member of several student faculty organizations, which included Student Life Council, Apportionment Board, the President's Council and the Student Union Board. In 1963 she had been appointed Director of Student Services and was very influential in the development of the student activities throughout her tenure.

Dean Gunning was also very influential during this period of expansion. He was very helpful in the development of the student centers as one of the original members of the Student Union Board, Student Life Council and the Interfraternity Council. Dr. Graff stated that "Mr. Gunning had excellent organizational ability and a tremendous rapport with students."⁽⁶⁸⁾ This was indicated when Dean Gunning was appointed Director of Student Activities in 1963.

Dr. Graff was another key figure during these years of expansion. He was Chairman of the Student Centers Board and Advisor to the Campus Controls Council. Even after Dr. Graff became more involved with the faculty as vice chancellor, he continued his interest in student development.

Mr. Don Strand further cited Dr. Graff with the following statement: "Dr. Graff was instrumental in the organizational development of Cartwright Center and its relationship with the total educational process at the university."⁽⁷⁹⁾

Dr. Robert H. Steuck was the first appointed student union director in 1959. He had been Assistant Dean of Men and Director of Men's Intramurals prior to his appointment. Dr. Steuck was very enthusiastic and was noted for his organizational abilities. Mr. Don Strand gave the following description of him.

Dr. Steuck was a catalyst that motivated and coordinated all areas of expertise in the area of student activities. He was willing to work endless hours and was dedicated to students and the university. His endless enthusiasm was felt throughout the campus.⁽⁷⁹⁾

Further testimony to Dr. Steuck was given by Mr. Roy Stafslein who was manager of the Snack Bar until its closing in 1958. "Bob was a person who respected all people no matter what their position, he made you feel that you were contributing something."⁽⁷⁸⁾

History of Student Center and Student Activity
Staff Members 1959-1973

As stated previously Dr. Robert Steuck was appointed the first Director of the College Union in 1959. Dr. Steuck had a dual role during his tenure from 1959-1964. He was Director of the Student Union and Director of Student Activities as the union was the central facility on campus that housed most student activities and organizations.⁽¹⁾

In 1963 Dean Gunning and Dean Cartwright, the Dean of Men and Dean of Women, were given the additional titles by President Mitchell.

In October 1963, the Administrative organization of Student Affairs was characterized by the dean of student services and dean of student activities being in direct relation to the president. Dean Cartwright, the dean of student services, acted as chairman and administrative officer of the Student Services Council, which was responsible for general policy concerning student services and coordination of those services. She also acted as dean of women.

Dean Gunning, the dean of student activities, was the chairman and the administrative officer of student activities council. The council was responsible for determining general policy regarding student activities and for coordinating these activities so that they served the educational purposes of the institution. He also acted as dean of men.⁽²⁾

In 1964 Dr. Steuck was appointed Dean of Student Affairs and Mr. Donald Strand was appointed the second Director of the Student Center. Mr. Strand had served as Assistant Director since 1959. He was instrumental in developing the strong recreation program that was a vital facet of the student activities program at the University. Mr. Strand's greatest assets were his organizational ability and fiscal

knowledge which further enhanced the growth and development of the Student Centers.

In the fall of 1966 Dr. Steuck decided that Student Activities should be a separate unit in itself, and he appointed Mr. Charles Walters as the first Director of Student Activities. This resulted in the division between student activities and student centers. Programming in the student center was the responsibility of Mrs. Judith Pinkston, who had been appointed Program Director of Student Center in 1964. Mr. Walters was responsible for all student activities and organizations for the entire campus, with the exception of student centers. In 1967 Mr. Walters was drafted into the Army and Dr. Robert Mullally was appointed Director of Student Activities and is presently in that capacity.

In 1968 Dr. David Hogue, Assistant Dean of Men from 1961-1968, became the second Dean of Student Affairs. Dr. Hogue reorganized the division of student affairs and in the spring of 1970 appointed two associate deans of students, Dr. Norene Smith and Dr. Reid Horle. Dr. Horle was given the administrative responsibility for student centers, student activities, and financial aids. Under Dr. Horle these three units expanded. With the reorganization of the Division of Student Affairs, Mr. Strand was appointed as an Administrative Assistant for Finance for the entire Student Affairs Division and Mr. Calvin Helming became the third Director of Student Centers in 1969, and is presently acting in that capacity as Director of Student Centers.

This brief historical overview of staff members involved in student activities and student centers will give the reader a better understanding of how student centers and student activities developed as separate units within the division of student affairs.

Organizations and Student Activities

In September, 1959 the student center was opened. This facility was the first of its kind on campus and was to have a tremendous impact on the development of student activities and organizations during this Period of Expansion, 1959-1973.

The regulation of student organizations and activities was under the joint supervision of the Faculty Administrative Committee and the Organizations Committee. The Organizations Committee worked with the Director of Student Centers in coordinating the all-campus social calendar. The Organizations Committee regulated the activities of all student organizations except the social fraternities and sororities. The Greek organizations were regulated by the interfraternity and intersorority councils. With the opening of the Student Union the members of the Faculty Administrative Committee revised, clarified and restated the policies and regulations for student organizations during the early years of Expansion 1960-1968.

The responsibility for the regulations that governed student organizations was shifted to the Director of the Student Union and the Student Organizations Committee. A

detailed description of the background and policy statement that regulated student organizations from 1959 to 1968 can be found in Appendix D. These regulations were evidently reorganized with the thought of bringing student organizations under the roof of the student centers and the supervision of the Student Center Director.

Student activities and organizations were, indeed, regulated under the Student Union Director with each organization having a faculty advisor. Any college social event open to students required that at least three chaperones be in attendance and each event had to be held on campus. Student Activities were also regulated by the policy of the Student Activity Council. The Council was responsible for determining general policies regarding the educational purposes of the University. Along with the Student Activities Council, student activities were regulated by the Boards of Control and Joint Student-Faculty Committees. A detailed description of these regulations committees and boards is found in Appendix E.

From 1968-1970 further changes occurred in the regulation and governance of student activities and regulations. These changes were the direct result of the nationwide student protest and rebellion toward the Federal Government and the Vietnam War. A Speakers Policy was issued in 1968 by the University administration. Authorized student organizations could invite speakers to campus but they had to properly complete and file a scheduling form with the Director

of Student Activities. The advisors and officers of the organizations were responsible for the speakers they invited to the campus. Advisors and officers had to consult with the University President if security or risk of a possible disturbance seemed inevitable due to the nature of the program.

In 1968 a Student Life Council was formed. This Council was responsible for the formulation, review, and recommendations of all nonacademic University policies related to student life. The student members were involved in formulation and review of policies but were not present in cases involving student discipline.

In 1970 two Boards of Control were added. The Intramural and Recreational Activities Board was established to coordinate all intramural activities on campus. This Board coordinated the activities of the Recreation Activities Program, Men's Intramural Sports, Women's Physical Education Commission, Women's Recreation Association, Student Center Recreation Program and Inter-School Competitive Activities not governed by the Athletic Board. The second Board was the Publications Board. This Board was concerned with the quality and policies of various student publications.

In 1970-1973 there were several changes made in the area of regulation for student organizations and guidelines for recognition of student organizations. Student groups desiring to function on campus were given provisional recognition by the Organizations Board. Provisionally

recognized student organizations had to seek official recognition within one semester. A more in-depth description of procedures for recognition of student groups can be found in Appendix G.

In 1972 student groups were given further flexibility in that short-term movements which were less than a one-year movement could utilize university facilities. The Organizations Board required only descriptive information relative to the purpose and objectives of the movement, state of the national organizations, and how funds were to be distributed.

It is the hope of the writer that this rather detailed description of the governance and regulations of Student Activities and Student Organizations will give some insight into the expansion of these two areas. Students and faculty worked jointly in developing regulations and policies that helped organizations maximize their purpose. Students eventually were given more responsibility for their own affairs.

Development of Organizations and Student Activities 1959-1973

During this period of expansion student organizations flourished. Information pertaining to the founding and development of organizations was obtained from the La Crosse (yearbooks), the Racquet (newspapers) and the Indian Handbook from 1959-1973. The founding dates are listed when they could be documented. This list of organizations pertains only to organizations recognized by the University during this era.

Honorary Societies

Alpha Psi Omega (1933) is the national honorary dramatics fraternity. Membership is based upon outstanding contributions to various phases of the production of plays and gained through a point system for active participation in acting, direction, and crew work.

Blue Key (1968) is a national honor fraternity for men who have displayed outstanding scholarship, character, and leadership qualities. Members must have junior standing and have an accumulated minimum grade point of 3.25.

Delta Psi Kappa (1963) is the national professional society for women in health, recreation and physical education. Membership is based on scholarship and professional status.

Eta Phi Alpha (1953) is a local honor fraternity founded for the purpose of recognizing students of outstanding scholarship in the College of Letters and Science.

Kappa Delta Pi (1931) is a national honorary society for men and women in the field of education. Membership eligibility is limited to juniors and seniors in teacher education (elementary, secondary, physical education) who attain a cumulative grade point average of 3.25 or one in the upper 20% of their class, whichever is higher.

Phi Epsilon Kappa (1927) is the national honorary fraternity in physical education. Membership is based on scholarship.

Phi Kappa Delta is a national honorary fraternity in forensics. Membership is based on scholarship and outstanding participation in forensic activities.

Ratom is a local senior women's honorary society. Membership is based on scholarship, leadership, and participation in student activities.

Sigma Delta Pi (1950) is the national Spanish honor society. Membership is based on scholarship.

Sigma Lambda Sigma (1910) is the honorary professional recreation fraternity for students enrolled in professional recreation training. Membership is based on high scholastic attainment (3.2 for all professional work), leadership and service.

Religious Organizations

The Baha'i Club is an organization for students interested in the Baha'i faith.

Campus Crusade for Christ is an international student organization devoted to the fostering of a more personal relationship with Jesus Christ.

Christian Bible Study Group (1966) is organized by students under the auspices of the Church of Christ.

Christian Science Organization is an organization for students interested in the Christian Science Faith.

Lutheran Campus Center (1966) is a place where students, faculty, and staff meet for worship, dialogue and social events. Everyone is welcome.

Lutheran Collegians (1930) is a national organization for Lutheran students under the auspices of the Wisconsin Evangelical Lutheran Synod.

Newman Club (1929) is for Catholic students.

The United Campus Ministry (1960) is an ecumenical ministry sponsored by the United Ministries in higher education of the United Church of Christ, United Methodist, United Presbyterian Church USA, Disciples of Christ, and Moravian Churches, and the American Baptist Church and the Episcopal Church.

Service Organizations

Alpha Phi Omega (1951) is a service fraternity composed of men who have been Scouts or Scouters, and offers an opportunity for the development of leadership qualities in a fraternal atmosphere through a service motivation.

Gamma Sigma Sigma (1955) is a local society for those desiring to render service to the University through proctoring for examinations and ushering.

Social Sororities and Fraternities

Social Sororities are Alpha Omicron Pi (1963), Alpha Phi (1963), Alpha Xi Delta (1967), and Delta Zeta (1963).

Social Fraternities are Alpha Kappa Lambda (1965), Delta Sigma Phi (1966), Phi Sigma Epsilon (1962), Sigma Pi, Sigma Tau Gamma (1953), and Tau Kappa Epsilon (1953).

Departmental, Professional, and Special Interest Groups

The Afro-American Association. Promotes the welfare of black students.

Alethean Society (1967). Augmentation of free and open expression of students through concerning cultural and philosophical concepts.

American Chemical Society, Student Chapter. Practical experience for future careers.

Art Club. For all students interested in Art.

Associated Social Work Majors. For all students majoring in Social work.

Biology Club (1958). Explore fields of the biological science.

Campus Gold. Continuous involvement in girl scouting.

The Campus Vet's Club (1946). Organization for all veterans on campus.

Catalina Club (1948). To enrich skill in swimming and water ballet.

Cheerleader's Club (1959). Composed of cheerleaders or past cheerleaders who are still students.

Coulee Trekkers (1958). Recreational organization of outdoor sports.

Council for a Better Environment. Concerned with environmental problems on campus and in the community.

Delta Sigma Pi (1966). Economics and Business Administration professional fraternity.

Geography Club. Develop professionalism of students in geography.

German Club (1912). Open to students of the German language and culture.

Gymnastiques (1967). Qualified women gymnasts.

International Student Organization (1964). Foster better international relationships.

L Bar X (1952). Advancement of dance skills and professionalism in Physical Education.

La Crosse Campus Voter Registration.

L Club (1923). Organization of varsity lettermen.

The La Crosse Board of Women Officials (1965). Composed of women having earned a rating in one or more sports. (Affiliated with the Officiating Services Area of the Division for Girls and Women's Sports.)

La Crosse State Officials Club (1957). Provides experience in refereeing in a variety of sports.

Le Cercle Francais (1942). Organization for students of French.

Math Club. Organization for students of mathematics.

Music Educators National Conference. Professional development as future music educators.

Orchesis (1932). Modern Dance Organization.

Physical Education Major-Minor Club (1914). Professional and social interaction of physical education students.

Political Science Association. Political science interest organization.

Pom Pom Girls (1962). Provides team backing at athletic events.

Rangers. For men enrolled in the R.O.T.C. Program.

Recreation and Parks Association. For students majoring in the professional recreation curriculum.

Residence Hall Association.

Ski Club (1966). Assists members in learning skills and sponsors outings.

Student's International Meditation Society. Devoted to principles and practice of Transcendental Meditation.

Student National Education Association (1966). Action group for students interested in education.

Student Mobilization Committee. Denotes peaceful and non-violent action against the war in Vietnam.

University Cyclists (1970).

Women's Liberation. Promotes awareness of minority status of women and redefinition of basic male-female roles.

Women's Recreation Association (1923). Provides a varied sports program for all women students.

The period of expansion from 1959-1973 was unique in that students were sharing in the planning and development of their own activities. With the opening of the Student Center in September of 1959, student Organizations and student Activities were housed in a centralized facility. This was designed to provide students with a wide variety of social, recreational and cultural activities.

Traditionally, all campus activities sponsored various student organizations that continued through this era. These were:

- Freshman Convocation
- Dad's Day
- Homecoming
- Men's Smoker
- Aquacade
- Song Fest
- Beta Sigma Chi Variety Show
- Alpha Phi Style Show
- Sadie Hawkins Dance
- Spring Concerts

One facet of the recreational activities of student life continued to grow - the Men's Intramural Athletic Association. The program was very well rounded and included the following sports for men; golf, tennis, touch football, basketball, swimming, volleyball, badminton, track, bowling, softball, and gymnastics.

Further, the Women's Recreation Association continued its strong program which included the following sports;

bowling, tennis, tumbling, field hockey, basketball, swimming, golf, and playday for high school seniors and women from other colleges and universities.

The majority of student activities during this period of time were held in the Student Center. The 1960-1966 Indian Handbook gave the reader some insight into the various Student Center Board Committees.

Along with the opening of the new Student Union (Student Center) came the appointment of Union Board Committees. These Committees were organized in May of 1959 to aid the Union Board of Directors in the Administration of Activities.

The first committees were set up from active student groups working in various areas and from such departments as music, recreation, art, audio-visual, English and physical education. (20)

Through this period the Student Center Committees reflected the changes in students' interest and social change of the sixties and early seventies. The committees that were first established in the Student Center in 1959 were as follows:

Operation and Procedure. This committee was composed of all the chairmen of the other union committees, the student board members and representatives at large.

Forum Committee. This committee sponsored guest speakers and programs that reflected social issues.

The Student Center Board. This was a joint student-faculty committee that established and coordinated policy for the Student Center.

Entertainment Committee. This committee was composed of students with special interest in providing the campus with cultural and social events.

• Food Committee. This committee, coordinated with the food service and union staff, entertained new ideas and recommendations for the operation of the food facilities.

Public Relations Committee. This committee was represented by students from the Racquet, yearbook staff, and interested students from the English Department. It was organized to promote an understanding of the center operations and activities.

Dance Committee. This committee was responsible for planning and scheduling all campus dances that were held in the student center.

Music Committee. The committee selected and maintained the music for the listening room which could be scheduled by students.

Arts and Crafts Committee. This committee governed the operation of the Arts and Crafts room, Dark Room and Student Offices.

In 1963 a new student center committee emerged. The Entertainment Committee, an umbrella committee, planned and scheduled all types of recreational activities such as dances and films.

In 1965 the Recreation Committee emerged as an offshoot of the Entertainment Committee. This committee sponsored leagues, tournaments, and special center events.

In 1967, under the direction of Mr. Charles Walters, Director of Student Activities, the first Cultural Arts Committee was organized. This committee sponsored various art displays and other student centers.

In 1970 a Black Cultural Committee was established as a center committee. In 1971 this committee was renamed the Blackscope Committee. The committee sponsored activities and programs created in black culture and minority groups.

The expansion of these student center committees reflects the social changes and diversified interests of the student body during this era. The references used to obtain the development of student center committees were obtained from the La Crosse Yearbook and Minutes of the Student Center

Board meetings during this Period of Expansion from 1959-1973. These committees were responsible for the development of very diversified social, cultural and recreational programming.

One area of the student activities program that deserved special recognition during this era was the development of the Lectures Series.

Pinkston in her study of EXTRAMURAL SPEAKER PROGRAMMING - Wisconsin State University, 1909-1969 gave further insight to the development of student activities. She found that 95 per cent of the lecturers through 1969 were male. Many of the lecturers were politicians who began to realize the potential of students as future voters. Another observation was that 68 per cent of the outside speakers were brought to campus through the efforts of student organizations and academic departments.

Prior to this period of the expansion of 1959-1973, most lecturers were sponsored by the faculty assembly committee or lecture course committees. Pinkston felt that the increased power of students and a decentralized faculty were key factors for setting this trend. Growth of academic departments and organizations favored the forum or institute arrangement for guest lecturers during this era.

The Lectures and Concerts Committee was still active during this period and encouraged scheduling of more lectures due to an increased budget from student fee allocations.

Pinkston describes the subject matter for lectures during this period as follows:

The dominant subject area for extramural speeches during this 1959-1960 period was socio-political commentary with over 40 per cent, which was twice the amount for the 50 years preceding.⁽⁵⁾

Ranking lectures in order of subject category were as follows according to Pinkston: Journalists and news commentators, speakers on scientific topics, speakers providing cultural enrichment, art, music and dance, and speakers on topics in professional education.

One interesting characteristic of the lecture speaker during this period was the evolution of the controversial speaker. This type of speaker resulted in the adoption of a speakers policy for Wisconsin State University in 1966.

Although there appeared to be an overemphasis of lecturers in the socio-political category during this period of expansion 1959-1973, it is interesting to note that in the early seventies more balance was provided by Lectures and Concerts at the University in the area of concerts, drama and other areas of cultural enrichment.

The student activity fee for this era was utilized to support athletic teams, intramural programs, publications, dramatic and forensic activities, all college social events, assemblies, and other activity projects.

Each full-time student was assessed the following student activity fee:

<u>Year</u>	<u>Student Activity Fee Per Semester</u>	<u>Student Union Fee</u>
1959	\$16.00	\$ 9.00
1960	16.00	9.00
1961	16.00	9.00
1962	16.50	9.00
1963	16.50	9.00
1964	18.50	12.00
1965	18.50	12.00
1966	20.00	15.00
1967	20.00	15.00
1968	20.00	15.00
1969	20.00	15.00
1970	63.25*	
1971	63.25*	
1972	63.25*	
1973	63.25*	

In 1970 the student activity fee was combined with the student union fee and was called a services fee. This services fee funded textbook rentals, health services, student union and student activities. The services fee, once paid, provided the student with an activity card which entitled him or her admission to all athletic contests, lectures, musical programs, dramatic productions, and other activities financed by the student activity fee. From 1970-1973 this also included textbook rental, health services and the amortization of the cost of the Student Union Building, construction of which began in 1958.

The student activity fees were found in the Catalogues from 1958-1973. These fees partially offset the cost of the student activity program.

Facilities and Services

According to Dean Cartwright, the first thought given to a Student Union was in 1954. All renovations had been

completed in both the cafeteria and the snack bar, and the boards of both areas decided to put aside money for a new Student Union. In the 1950's the Board of Regents saw a need for student unions on the state campuses and funds were appropriated for construction of the Student Union in 1958. In the spring of 1959, both boards dissolved and turned \$70,000 over to the Student Union Building Fund. This money allowed for extras in the Student Union. The third floor was started and the complete basement was excavated. A more detailed description of how student centers evolved can be found in Appendix G which is Miss Cartwright's recognition speech.

The Student Union was officially dedicated on September 17, 1959. The Union had a floor area of 58,248 square feet and was constructed at a cost of \$920,000.

The basement was basically a recreation area. The area included pool, table tennis, bowling and table games. Other areas in the basement included the Racquet (newspaper) Office, The La Crosse (yearbook) Office and the Arts and Crafts Room. The food service kitchen and storage was also located in the basement.

The first floor of the Student Union included a snack bar which was managed by Saga Food Service. The snack bar had a seating capacity of 400. The area could be cleared and all school dances could be held in the area. Also, an information desk was located in the southwest corner of the first floor. Visitors could obtain a wide spectrum of information from this area. Degen-Berglund Drug Store

leased the bookstore space on the first floor and provided everything from paper and notebooks to clothing. Also in the southeast corner, a Television Lounge was set up. The main cafeteria was also located on the first floor and provided meals for all campus residents.

The second floor included a balcony lounge and a study area. Also, there was a commutor lounge for both men and women. Meeting rooms for various student groups and conference rooms were located on the second floor. Also, Student Government Offices and Organization Offices were located along with the Union Director and Assistant Director Office on the second floor. The Program Director and Scheduling Office were located near the student offices and provided easy access for student groups to schedule activities in the Student Union.

In March of 1962, plans were announced that the Student Union would be remodeled and a new addition would be built and completed by 1964. This expansion was the direct result of increased student enrollment. A new cafeteria was added on the first floor. Also a large lecture room was added on the second floor along with additional meeting rooms. The games area in the Union was expanded with more area for table games.

In 1966 the Student Union underwent further remodeling. There was need for more space for both meetings and offices. Another large lecture room was added on the third floor of the Union. A formal dining room was open to both faculty and

students on the second floor, and a snack bar was opened in the basement near the games area.

In 1968 Dean Edith Cartwright retired. As she had been a key factor in the development of the Student Union, the Union was named in her honor in 1968 and became Cartwright Center.

In September of 1966 another student center was opened. The center was named Whitney Center and was constructed to feed the growing number of students living in residence halls. Whitney Center was built at a cost of \$1.5 million and was designed to provide dining facilities for 2800 students. The main floor of Whitney Center had four dining halls, each having a seating capacity for 350 students. In the basement there was a snack bar and a recreation area.

With the opening of Cartwright Center and Whitney Center, excellent facilities were available for student activities. These Centers provided centralized facilities that complimented the physical, social, recreational and cultural needs of the students and their organizations.

Trends in Student Activities 1959-1973

During this era of expansion, two student centers were constructed and the units of student activities and student centers became key facets within the Division of Student Affairs. Student organizations flourished and students continued to handle a larger portion of their own affairs. National sororities and fraternities developed and matured during this period.

Student Centers developed as a direct result of increased enrollment and increased state funds. These facilities provided a centralized area for student organizations to develop and expand the student activity program. With increased enrollment the student body as a whole was extremely diversified. The various interests of a larger student body resulted in many new student interest groups.

The years of expansion (1959-1973) provide a very solid base for a totally balanced student activities program that was nourished by the willingness of the faculty and administration and staff to allow students to handle a large portion of their own affairs.

CHAPTER V

Summary

This study has presented the chronological development of student activities and student centers from La Crosse Normal School to the University of Wisconsin-La Crosse. The study has covered the growth and development of student activities and student centers from 1909 to 1973.

During the years of development (1909-1939), student organizations and activities flourished. Many organizations that developed were established to cultivate a wide variety of interests which were carried over to community life upon graduation.

Sixty-one organizations were developed during this era from 1909-1939. The administration and faculty were very involved in the development of student activities and had a genuine concern for student development. Student organizations were under strict faculty control at this time. This was helpful in establishing a solid student activity program.

During the period of growth (1939-1959), key faculty members were assigned the responsibility of student activities outside the classroom. These key faculty members included: Dr. Maurice Graff, Miss Edith Cartwright, Mr. R. J. Gunning, and Mr. Clyde Smith.

Student organizations developed slowly during the war years. After the war ended enrollments increased, men returned to campus, and student organizations and activities flourished again.

Facilities began to develop during this era. In 1941, a social room was opened for students. The social room was the center of most social activities for the students and the first facility established specifically for students in which to socialize. Key faculty members instrumental in the development of student activities and student organizations during this era were: Dr. Rexford Mitchell, Dean Cartwright, Dean Gunning, and Dr. Graff.

During the period of expansion (1959-1973), student enrollment mushroomed and student activities and student centers grew significantly. Cartwright Center was opened in 1959 and was specifically built as a student center. Some of the key administrators during the era of expansion were: Dr. Robert Steuck, Mr. Donald Strand, Mr. Calvin Helming, and Dr. Reid Horle.

In 1966 student activities and student centers were separate as both units had grown tremendously during the early sixties. With the opening of the student center a much broader student activity program developed. With a centralized center on campus, student organizations continued to expand. The Student Center Committees were responsible for providing a wide range of social, cultural

and recreational programs with a broad base of appeal to the many students utilizing the facilities.

With the opening of both Cartwright Center and Whitney Center, the units of student activities and student centers had developed within the division of Student Affairs. The tremendous increase in enrollment and social change were dominant factors in the expansion of these units as they are today.

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APPENDIX A

Governance of Student Organizations 1940

The Indian Handbook 1940-41 gave the following description of student organizations.

1. A standing committee of the faculty has general control over student organizations.

This committee --

- a. Recommends formation of new organizations.
- b. Approves the constitution and general policy of each organization as well as subsequent amendments to the constitutions.
- c. Recommends to the faculty the discontinuance of any organization when that action seems advisable.
- d. Arranges for faculty sponsors for each organization..
- e. Visits the regular meetings of organizations.
- f. Causes a check of individual membership to be made each semester.
- g. Keeps a check on the finances of each organization through the sponsors.

Treasurers of societies must have their books audited by Mr. Goff, the faculty auditor, before the close of each semester.

2. No student activities shall be held on any evening except Monday, Friday, and Saturday, without consent of the committee.
3. The number of these organizations of which a student may become a member is subject to control by a faculty committee. Participation in their activities will not be allowed to interfere with the regular work in the preparation of lessons. Students are warned against joining too many organizations, lest they be asked to resign from some under the pressure of more important duties.
4. Follow the school calendar for all social engagements. (16)

APPENDIX B

Governance of Student Organizations 1947

In the faculty minutes of 1947 the following description of Student Organizations indicates a major change which stated:

1. A standing committee of students has general charge of student organizations.
2. Duties of the committee
 1. Recommends formation of new organizations.
 2. Passes on and approves the constitution and general policy of each organization.
 3. Recommends the discontinuance of any organization when that action seems advisable.
 4. Causes a check of officers and individual membership to be made each semester.
 5. Keeps a check on the finances of each organization. Two weeks before the close of each semester, the treasurer's report must be submitted to the college auditor.
3. Regulations for Bid Organizations
 1. Initiation
 1. Invitations to pledges must be issued the third Tuesday of each semester.
 2. All invitations must be sent through the organizations committee.
 3. All formal initiation must take place within two weeks from the date of issuing the invitations.
 4. Public informal initiation other than colors for pledges must be confined to two days which will be designed at the Committee on Organizations.
 5. No pledging activity is to be carried out in or near the library or training school.
 6. No pledge is to enter the library in costume.
 7. Violations shall be taken up by the committee and brought to attention of the CCC for action.
 8. These initiation regulations apply to all organizations other than Honorary.

2. Each organization must have a faculty advisor. Organizations are free to select own sponsors with permission of sponsor concerned. New sponsors, or change in sponsor must be reported to organization committee as soon as possible.
3. An organization must confine its activities to the purpose for which it was formed.
4. Time of meetings
 1. Monday, Friday, and Saturday nights shall be the regular evening for meetings. No exception will be allowed except by permission of the committee.
 2. All evening meetings other than weekend meetings must adjourn by 9:00 P.M.
 3. No meetings may be held except those listed on the official calendar or special meetings that have been OK'd.
 4. No meetings may be held during the two weeks prior to the close of the semester.
 5. All evening social meetings must be held during the weekend except by special permission.
 6. All special events should be listed on the college calendar.
5. Place of meetings
 1. Any organization desiring to use the auditorium, the gymnasium, or the rest rooms for a reception, dance, or any kind of a program, must first secure the privilege by arrangements with the chairman of the calendar committee and Chairman of Committee on Organization.
 2. The annual calendar for the place of regular meetings will be made out each year by the Committee on Organizations.
 3. Social events as dances, dinners, etc. must be held on the campus except by permission of the Committee on Organization.
6. All organizations using college buildings must comply with college administrative regulations with respect to chaperones, janitors service and fees, and orchestras. (63)

APPENDIX C

Regulations Governing Student Organizations From 1953-1960

These regulations were developed and adopted in 1953 by the Faculty Administrative Committee which was made up of Dr. Graff, Miss Cartwright, Mr. Gunning, and President Mitchell. These regulations were obtained from the 1958-1960 Indian Handbook.

1. Each organization desiring to function on the campus must be recognized and approved by the Faculty Administrative Committee. All organizations recognized and active on the campus as of October 31, 1953, are recognized and approved automatically. Organizations desiring recognition and approval must file applications for recognition and statements of their purposes and a copy of their constitutions and by-laws with the Dean of the College. National social fraternities and sororities will not be approved.
2. Names and local addresses of all officers must be filed with the Dean of the College at the beginning of each semester.
3. Each organization must have a faculty advisor of its own choosing. The advisor must be a regular member of the faculty or a person approved by the Administrative Committee. Advisors serving as of October 31, 1953, are approved automatically. Advisors shall be invited to all meetings and consulted at the planning stage for all organization functions.
4. The schedule of regular non-social meeting times and places for campus organizations and the calendar for all social events sponsored by campus organizations will be made by the Organization Committee.
5. Application blanks for all campus social functions involving the membership of more than two groups or the general student body are to be obtained from the office of the Dean of Women, completed and filed with her not later than two days before the events are to be taken place. The blanks are designed to provide a check list of arrangements

for social events, including purpose, approval of advisor, place and time, custodial or janitorial help, price of admission, tax liability and signatures of chaperones.

6. All-college social events (those for which tickets are sold and/or to which the general student body is invited) require the presence of not less than three chaperones. Of these, not less than two are to be members of the faculty.
7. Plans for all-college social events are to be discussed with and approved by the advisor of the group. The advisor, or a faculty member approved by him, should be present during the event.
8. All-college social events must be held on Friday or Saturday except by special permission of the Faculty Administrative Committee.
9. Approval will not be given to social functions during the week of semester examinations.
10. All-college social functions must be held on the campus. The college administration feels that the risk of embarrassing incidents either during or after off-campus parties is too great to justify the responsibility which would accompany their approval. See paragraph (6) for definition of "all-college" social functions.
11. Off-campus social events limited to the membership of one campus organization, or mixed parties limited to the membership of not more than two such groups, may be held if each advisor concerned is consulted in advance, approves the plans, and agrees to be present or to have another member of the faculty present in his or her place. Other regulations for all-college parties do not apply to these events except they are not to be scheduled during mid-week or during examination weeks.
12. It is particularly important that those planning any off-campus events provide no inducement for anyone to violate any applicable laws or ordinances, particularly with respect to the use of alcoholic beverages. Instead, it is expected that planners and participants alike will conduct themselves in a manner which will reflect credit on themselves and La Crosse State College.

13. The organization of Inter-fraternity and Inter-sorority councils approved by the faculty in May, 1955, provides that, effective at the beginning of the college year 1955-56, the calendar for pledging activities and regulations and policies concerning social fraternities and sororities shall be the functions of the Inter-fraternity councils. The Organizations Committee will continue to make the all-college calendar for student organizations and activities. (Revised September 14, 1955).
14. Additional regulations or changes in these regulations may be made by the Faculty Administrative Committee from time to time. Also, as circumstances permit, the committee may delegate to responsible student groups powers of self-government with respect to campus organizations affairs.

Each student organization is expected to keep accurate records of its finances and to submit its books and financial records to the college auditor for examination before the close of each year. Student groups are expected to keep their funds on deposit in one of the local banks and to pay bills by check whenever possible, otherwise to obtain receipts. (19)

The governance of student organizations was shared by joint student-faculty committees following the organization of the Campus Controls Council in 1947.

Boards of Control that Governed Student Organizations

Joint Student-Faculty Committees.

Lectures and Entertainment - three faculty and three students.

Special Assemblies - three faculty and three students.

Publicity - four faculty and two students.

Organizations - one faculty and five students.

Social - five faculty and ten students.

Faculty members of joint committees are named by the President of the college.

Student members are named by the Campus Controls Council and are usually members of standing committees with similar titles.

Board of Control

The La Crosse - two students and two faculty with student editor or editors.

Racquet - two students and two faculty with student editor or editors.

Women's Lounge - Dean of Women and two students.

Social Room - Dean of Women and two students.

Forensics - three students and two faculty.

Student Health - five faculty and three students with college nurse and college auditor.

Athletics - four faculty and three students with the athletic director.

Student Union - a new board established to formulate policy for management and or student affairs in the new Student Union.

Faculty members of the joint Boards of Control are named by the President. Students are named by the Campus Controls Council and are usually members of standing council committees with similar titles. (19)

APPENDIX D

Regulations that Governed Student Activities from 1959-1968

A. Background and Policy Statement

Because there have been numerous questions concerning various regulations for student organizations and since regulations have been altered with the opening of the Student Union, members of the Faculty Administrative Committee have undertaken to revise, clarify, and restate the policies and regulations so that all concerned may know what is expected.

In some instances the statements which follow are designed to remove conflicts and inconsistencies for which the administration and faculty of the college are responsible. Others represent revisions in statements formulated by the Organizations Committee several years ago when it was last active. Still others are designed to fill gaps which have developed recently.

The administration of the college has no desire to dominate student organizations and activities. However, it is responsible to parents, the Board of Regents, the State Legislature, and to the citizens of Wisconsin for the health, morals and safety, as well as the education, of the students while they are on the campus or engaged in college activities elsewhere. That responsibility cannot be delegated to others. Obviously, it must be accompanied by authority to make and enforce certain regulations designed to provide the most wholesome climate possible for student living and learning.

The Faculty Administrative Committee expects compliance with the regulations which follow, and those additions, revisions, and clarifications which may be made and communicated to students from time to time. It will be glad to discuss these with representative student groups and to consider carefully any suggestions for changes.

B. Regulations for Student Organizations.

1. Each organization desiring to function on the campus must be recognized and approved by the Student Organizations Committee. All organizations active and recognized on the campus as of October 31, 1959, are recognized and approved automatically. Organizations desiring recognition and approval must file

applications for recognition and statements of their purpose and a copy of their constitutions and by-laws with the Student Union Director.

2. Names and local addresses of all officers must be filed with Student Union Director at the beginning of each semester.
3. Each organization must have a faculty advisor of its own choosing. The advisor must be a regular member of the faculty or a person approved by the Student Organization Committee. Advisors serving as of October 31, 1959, are approved automatically. Advisors shall be invited to all meetings and consulted at the planning stage for all organization functions.
4. The schedule of regular non-social meeting times and places for campus organizations and the calendar for all social events sponsored by campus organizations will be maintained at the office of the Student Union Director. Requests for reservations for regular or special meetings may be made one full semester in advance. Reservations for major college functions may be established one calendar year in advance. Requests for reservations made later than 48 hours in advance will depend purely on the availability of rooms.
5. Application blanks for all campus social functions involving the membership of two or more groups of the general student body are to be obtained from the office of the Student Union Director and filed with him not later than two days before the event is to take place. The blanks are designed to provide a check list of arrangements for social events, including purpose, approval of advisor, place and time, custodial or janitorial help, price of admission, tax liability, music arrangements, refreshments, and signatures of chaperones.
6. All-College social events (those for which tickets are sold and/or to which the general student body is invited) require the presence of not less than three chaperones. Of these, not less than two are to be members of the faculty. It is suggested that three faculty members be invited to chaperone each event so in case emergency prevents one from attending, two would still be present.
7. Plans for All-College social events are to be discussed with and approved by the advisor of the group. The advisor, or a faculty member approved by him, should be present during the event.

8. All-College social events extending beyond 10:30 p. m. must be held on Friday or Saturday, except by special permission of the Dean of Women or the Faculty Administrative Committee.
9. Approval will not be given to social functions during the week of semester examinations.
10. All-College social functions must be held on the campus. The college administration feels that the risk of embarrassing incidents either during or after off-campus parties is too great to justify the responsibility which would accompany their approval. See paragraph (6) for definition of "all-college" social functions.
11. Off-campus social events, limited to the membership of one campus organization or mixed parties limited to the membership of not more than two such groups, may be held if each advisor concerned is consulted in advance, approves the plans, and agrees to be present or to have another member of the faculty present in his place. Other regulations for all-college parties do not apply to these events except they are not to be scheduled during mid-week or during examination weeks.
12. It is particularly important that those planning any off-campus events provide no inducement for anyone to violate any applicable laws or ordinances, particularly with respect to the use of alcoholic beverages. Instead, it is expected that planners and participants alike will conduct themselves in a manner which will reflect credit on themselves and Wisconsin State College at La Crosse.
13. Additional regulations or changes in these regulations may be made by the Faculty Administrative Committee from time to time. Also, as circumstances permit, the committee may delegate, to responsible student groups, powers of self-government with respect to campus organization affairs.
14. Interfraternity and Intersorority councils regulate the affairs of the fraternities and sororities. They make a pledging calendar and prescribe the general regulations for their organizations. All meetings and the activities of social fraternities and sororities are to conform to the regulations for Student Organizations as prescribed by the Faculty Administrative Committee as set forth above.

15. All meetings and activities scheduled in the Student Union or other buildings of the campus will be governed by the policies and regulations established for the use of such facilities.

Each student organization is expected to keep accurate records of its finances and to submit its books and financial records to the college auditor for examination before the close of each year. Student groups are expected to keep their funds on deposit in one of the local banks and to pay bills by check whenever possible or to obtain original receipts. (20)

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APPENDIX E

Boards and Committees that Regulated
Student Activities in 1968

Boards of Control

Appointment Board. Consisting of four students appointed by the Campus Controls Council and four faculty members appointed by the president, it is responsible for recommending to the president the manner in which funds collected by the state for support of student activities are to be distributed among eligible organizations.

Athletic Board. Consisting of the director, three other faculty members appointed by the president, and three students appointed by the Campus Controls Council, it is responsible within the framework of conference and university regulations for policies governing athletic programs.

Forensics Board. It is composed of the forensic coach who serves as chairman and administrative officer of the board, one other faculty member appointed by the president, and three students selected by the Campus Controls Council. It is responsible for the forensic program.

Publications Board. The board consists of four students appointed by the Campus Controls Council and the dean of student affairs, the advisors of the Racquet and the LaCrosse, and two other faculty members appointed by the president. Its function is to determine general policy regarding publications. Within this framework, the detailed operation is the responsibility of the editors and their advisors.

Student Health Board. The board, consisting of five faculty members appointed by the president and three students appointed by Campus Controls Council, is responsible for definition of objectives and determination of general policy with regard to services to be provided and for the budgeting of funds available to the Health Center. The campus physician and the university nurses are advisors to the board and the physician is the administrative officer of the Health Center.

Student Union Board. This board formulates general policies for the Student Union. It consists of three students selected by the Campus Controls Council, four faculty members appointed by the president of the university, who presently are the vice president for business affairs, the dean of student affairs, the dean of men and dean of women. The Student Union director, assistant director, program director, and the student chairman of the operation and procedures committee act as ex-officio members of the board.

Joint Committees

Lectures and Concerts. This committee consists of four faculty members and three students. Its functions are to plan lectures and entertainment to supplement and curricular and extra-curricular programs of students and faculty, to make arrangements for presentations, and to budget the funds allotted from the student activity fees.

Organizations. This committee is made up of five students selected by the Campus Controls Council, the dean of student affairs and four faculty members appointed by the Faculty Steering Committee. Its functions are:

1. To determine the basis on which student groups are recognized as university organizations and to recognize petitioning groups as university organizations on the basis of these regulations.
2. To administer and coordinate the activities of all university organizations except sororities and fraternities within the framework of the policies determined by the Student Activities Council. Sorority and fraternity activity shall be regulated by the Panhellenic and Interfraternity councils respectively, also within the framework of the policies established by the Student Activities Council.
3. To sponsor activities of an all-university character or authorize organizations to sponsor those activities and to allocate funds to such sponsors from the student activity fees assigned to the committee for this purpose.
4. To prepare the college activities calendar as follows: Events on the social calendar are recorded on the official calendar at the Program Director's Office in the Student Union. These, and the other petitions for major university events, are to be turned in no later than the second Friday in March for the following school year beginning in September. The approved dates will appear on the calendar sold by the Delta Zeta sorority in the fall. With the help of the Women's Service Organization, a bi-monthly calendar will be published by the Student Union to show all scheduled events which include those appearing on the annual calendar and any change in events previously scheduled on the social calendar.
5. To maintain a record of all campus organizations including their constitutions, meeting time and place, officers and advisors.

Petitioning Procedure: Organizations planning all-school events are reminded to petition the Organizations Committee for funds needed to underwrite the cost of sponsoring their specific activities. Petitions are to be turned in at the program director's office on or before the second Friday in March. Special consideration will be given any new petition turned in at least one month before the event. Petitions should include:

1. Tentative plans regarding the event, possible theme, financial budget, number of members willing to work, and any other information that would assure success.
2. An indication of the financial support (if any) needed from the Organizations Committee.
3. List of previously petitioned events sponsored with follow-up reports on file.
4. A first, second, and third choice of dates for the event, keeping in mind when similar events were held in previous years.
5. Signatures of your organization's advisor and president.

Payment of Bills and Written Reports: The sponsoring organization must assume responsibility for the payment of all bills. The Organizations Committee will underwrite the activity to the extent and under the conditions agreed upon in advance. One of these conditions is that all bills be approved by the advisor and treasurer and submitted in proper form to the Organizations Committee, together with the complete written report and financial report, within sixty (60) days following the date of the event. "Proper form" means that the bills are dated and itemized with the approval of the advisor and treasurer noted on each bill.

The Organizations Committee chairman will forward the bills to the Business Office together with his recommendation concerning item number 2 above. All receipts will be deposited to the account of the sponsoring organization.

Three written and financial reports are required, one for the Organizations Committee files, one for the program director's file, and the other to be available as a work file for organizations wishing to sponsor the particular event in the future. It is recommended that the sponsoring organization keep a fourth copy of the written and financial reports.

Radio and Television. This committee consists of several faculty members and students. Its functions are to record university programs suitable for re-broadcast, and to plan and coordinate radio and television programs of the university. (23)

APPENDIX F

Procedures for Recognition of Student Organizations

- A. Recognition Procedures: Student groups desiring to function on the campus must be recognized and approved by the Organizations Board, subsequent to final recognition by the President of the University. Official University recognition of a student organization does not necessarily entail specific approval and encouragement of the ideals of that organization; it does, however, entitle an organization to specific privileges listed below:
1. Provisional Recognition: Granted to student groups by the Board for the purpose of establishing the formal organization of the group. The Board may grant such provisional recognition upon the following conditions:
 - a. Submit to the Board through the Director of Student Activities a "Letter of Intent to Organize" containing the following information:
 - (1) Purpose and objectives of the group
 - (2) Statement of need
 - (3) Name(s) of organizing students
 - (4) Name(s) of faculty sponsor
 - b. University facilities may be used for organizational meetings; however, no other activities may be held prior to recognition.
 2. Official Recognition: Provisionally recognized student organizations must seek official recognition within one semester by submitting the following to the Board:
 - a. Twelve copies of a constitution of by-laws (state and/or national constitutions must also be submitted if applicable).
 - b. A list of officers.
 - c. Name(s) of faculty advisors.
 - d. Number of student and non-student members.
 - e. Time and location of meetings.

B. Guidelines for Recognition of Student Organizations:

1. Student organizations are free to nominate and select members without regard to questions of race, color, religion, or national origin and that freedom shall in no way be restricted or modified by national or local constitutions, by-laws, rituals, or any other controlling rules. Further, that freedom shall in no way be restricted or modified by national officers, alumni, advisors or others from off campus through exclusive privileges or recommendation, approval privileges, and veto power.
2. Recognition will not be granted to any organization whether national or local in origin, whose stated purpose, intent, or likely consequence of activities is anarchistic, subversive, or disruptive to University activities. (Board of Regents Resolution 3161, 6-21-68)

C. Continuing Recognition will be granted by completion of the following:

1. Submit to the Student Activities Office each semester changes in officers, advisors, meeting time and location, or constitution.
2. Recognition privileges and funds may be withheld from any organization which fails to comply with its constitution or stated purpose or violates University policy.
3. A recognized organization will lose its status of University recognition if it becomes inactive for a period of two semesters.
4. Inactive organizations must follow procedures outlined in Paragraph A to regain official recognition status.

Privileges of Recognition

University recognition provides student groups the opportunity to enjoy the privileges listed below:

- A. The use of the name of the University in the title of the organization.
- B. The use of meeting rooms, bulletin boards, plaques, mailboxes, Arts and Crafts Center, Audio-Visual Center, Information Services Office, public address system, and other University services and facilities.

- C. To request dates for activities and sponsoring of events on the activities calendar.
- D. To request financial support.
- E. The use of the business office for financial advising and banking services.
- F. Assistance from University staff members.

APPENDIX G

Dean Cartwright's Recognition Speech 1968

In 1954, now we get to thinking about the Student Union, we had put our money into making this a rather good looking place; the cafeteria had been painted, we put acoustical tile, we had put new lighting in, so we decided that we would not have many more expenditures and we would earmark all monies toward the new Student Union so that we could help with some of the things that we wanted in the Student Union. This motion was made in 1954 and immediately the snack bar set aside \$1,000 for the new Student Union. Then our next step was to get together and have the two boards meet, work with the architect because we knew from word from President Mitchell and the Board of Regents they saw the need of Student Unions on the campuses and the two boards worked together with regular meetings deciding what we wanted in this Student Union. This was a big step. President Mitchell appointed a special board; and you might be interested at the time that Rollo Taylor was the student representative and he is on the physical education staff now, and he helped us plan the new Student Union. We went to different schools, not state universities, because they did not have them but we went to some of the private schools and other schools that had Student Unions and checked them out thoroughly. Then we would come back and we would make our long lists of how we wanted this and that and then we invited the architect down and we had quite a time as I recall getting them to see what we wanted. They had one set of plans we weren't satisfied with, we invited them to come out to go down and sit in the snack bar and to also go into the co-op and eat and see the room. They wanted us to have a much larger cafeteria and a smaller snack bar. We felt the need of a large snack bar. So many hours were spent on planning of the Student Union and we knew that at the time we had to have preliminary plans, we had to have the railroad tracks and some of the land given to us so that we could build the Student Union where it is now. The old CB&Q railroad tracks went through and they were not being used to haul the coal to the heating plant then and so this was not too difficult to get them removed and the coal was trucked in to the heating plant. It was agreeable with the city and railroad that we should use this land for the Student Union and about \$850,000 was the approximate estimate of the cost of our new Student Union. However, when the furnishings and equipment finally got through we knew we had over \$920,000. This was made possible by the amount of money given by the co-op cafeteria and the snack bar. I found at one place at one time \$70,000 had been earmarked and put aside from the snack bar and the co-op and on talking to Mr. Gunning he said that altogether with the assets that we turned over both boards in the spring of 1959 met and

dissolved and turned their assets over to the Student Welfare Fund or to the Student Union and all monies were to be used for the Student Union.

In the plans of the building we knew that the estimates were more than the money we had without the Student Union money but we had the alternates put down, they were not going to put on the third floor and if they did put the third floor it would not be finished and the completed basement was not to be excavated. There wasn't money for that. So with the money from the co-op and snack bar we had the third floor put on immediately although it could not be partitioned off and completely finished. It was usable and we did get draperies for that space for many of the dances.

In the spring of 1959 President Mitchell appointed the board that would begin operating the Student Union and this was Dr. Graff who became the chairman, Mr. Langfelt, Mr. Gunning, and myself and the students were appointed by the C.C.C. We had a great deal of work to do that spring in order to be set up for fall. However, with our experiences in the co-op and the snack bar, we were pretty well agreed on the committees and the action we should take, the outline that we should have, the types of committees, and chairmen for the Student Union. This was interesting work and we enjoyed it because actually for many of us who had been thinking about it for a long time, it was a reality.⁽⁶⁵⁾

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