EDITH J. CARTWRIGHT: DEAN AMONG DEANS

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In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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I recommend acceptance of this seminar paper to the Graduate College in partial fulfillment of this candidate's requirements for the degree Master of Science in Education. The candidate has completed her oral seminar report.

January 19, 1971  Marene A. Smith
Date  Seminar Paper Advisor

This seminar paper is approved for the Graduate College:

January 21, 1971  James W. Erickson
Date  Dean, Graduate College
This biographical study is concerned with the life and contributions of Miss Edith J. Cartwright, Dean of Women 1941-1969, to the field of student personnel at Wisconsin State University, La Crosse. The primary purpose of this study was to present the life and career of Miss Edith J. Cartwright through a combination of audio and visual means. Video-tape recorded interviews with Miss Cartwright and with professional associates were held in the Television Studio, Florence Wing Communication Center, Wisconsin State University, La Crosse.

Miss Cartwright was graduated from La Crosse State Teachers College with a Bachelor of Education degree in physical education and from Northwestern University with a Master of Arts degree in personnel and guidance. Thirteen years of teaching experience and varied activities provided her with a background of experience which she brought to the La Crosse campus in 1941.

Dean Edith J. Cartwright exemplified her genuine concern through her contributions to the student life program of the University. For twenty-eight years, Dean Cartwright served Wisconsin State University, La Crosse, and assisted in the growth and development of the physical facilities as well as in the growth and development of student personnel. The Student Union building which bears the name, Cartwright Center, is a constant reminder of her importance to the students and faculty at Wisconsin State University, La Crosse.
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Figure 1. Edith J. Cartwright: Dean of Women
CHAPTER I

INTRODUCTION

Student personnel at Wisconsin State University, La Crosse, Wisconsin has an interesting past which may be studied through the persons who have contributed to its development. Biographical studies of student personnel leaders at Wisconsin State University, La Crosse, are a means of understanding better the student personnel structure as well as a means for understanding the contribution of this form of education.

During the last ten years, physical educators have become interested in biographical studies of the leaders in health, physical education and recreation on the La Crosse campus. The various biographical studies which have been written about leaders in the field of physical education at La Crosse include: "Walter J. Wittich: Physical Educator, 1885-1953" by Culver (5) and "The Contributions of Hans Christopher Reuter to Physical Education at La Crosse and in the State of Wisconsin" by Williams (6). Biographies of women leaders on the La Crosse campus include: "Beatrice Allinson Baird: Her Life and Work" by Bowden (2), and "Emma Lou Wilder: She Came to Teach", by Thompson (4). To date, biographical studies of administrative leaders at Wisconsin State University, La Crosse include "The Work and Influence of Fassett Allen Cotton in Education", by Wayman (5), but no biographical studies have been devoted to women leaders in the area of student personnel.
A study of the life and career of Edith J. Cartwright, Dean of Women 1941-1969, was chosen as a supplement to the other biographies of faculty leaders at Wisconsin State University, La Crosse and as a contribution to the historical knowledge about student personnel leaders. Miss Cartwright was born in 1906 in Eau Claire, Wisconsin (40). She graduated in the three-year physical education course from La Crosse State Teachers College in 1928 and upon completion of the fourth year, graduated with a Bachelor of Education degree in March, 1933 (37). Thirteen years of teaching experience and varied activities provided her with a background of experiences which she brought to La Crosse when she returned in 1941 as a teacher and Dean of Women.

The Institution

In the autumn of 1909, the eighth Wisconsin state normal school opened its doors in La Crosse, Wisconsin (1). The school's first president, Fassett A. Cotton (1909-1924) was a firm believer in the education of the whole person (1).

As early as 1910, President Cotton was concerned about the welfare of the women students.

In his report to the Board of Regents he pointed out the three needs of the young college: Better equipment for the library, something to cover the sand so that the trees and shrubs would grow, and a dormitory for women. In his 1914 report, he reiterated the need for a dormitory and asked that he be permitted to appoint a dean of women, saying, "Without these we cannot fill our duty to the young women entrusted to our care". At that time, coeds outnumbered men students three to one (21).

It was during President Cotton's administration that La Crosse Normal School was designated as the special school for training teachers of physical education (1).
... First came the training of elementary and secondary teachers and the offering of courses for non-teaching students. After 1913, the training of teachers for physical education was added. In 1930, the then State Teachers College was organized into divisions for administrative and curricular purposes—a pattern which remained until 1956 when a graduate division was added. In the spring of 1964, these five divisions—rural, elementary, secondary, physical education, and graduate—metamorphosed into four schools. These four were the schools of teacher education, letters and science, physical education, and graduate. In 1966, under new organization, the four "schools" were designated as "colleges," and a single undergraduate curriculum committee established. ... (1).

The College of Health, Physical Education and Recreation at Wisconsin State University, La Crosse, has taken great pride in its program for the training of teachers in health, physical education and recreation. The physical education curriculum which was established in 1913 grew until it became synonymous with the school itself (1). With the arrival of Walter J. Wittich in the spring of 1917, Hans Christopher Reuter in 1920 and Emma Lou Wilder in 1921, the physical education departments began to assume their outstanding heritage (4).

From the time of the school's first faculty meeting in September, 1909, until the present day, the administration and faculty of the La Crosse institution continually has concerned itself with general policy, curriculum and student life (1). The school's first president was particularly interested in the welfare of the women students. Wisconsin State University, La Crosse, and specifically its student personnel workers, have been known for their concern with the total range of students' experiences on campus. This total concern for students was exemplified in Dean Edith J. Cartwright's years of distinguished service to the University. Dean Cartwright continually showed this genuine care for the students, especially the women students, and emphasized the need for improved facilities on the La Crosse campus.
For twenty-eight years, Edith J. Cartwright served Wisconsin State University, La Crosse, and assisted in the growth and development of the physical facilities as well as in the growth and development of the student personnel structure. The student union building which bears the title, Cartwright Center, is a constant reminder of her importance to the students and faculty at Wisconsin State University, La Crosse.

Purpose of The Study

It was the purpose of this study:

1) To present the life and career of Miss Edith J. Cartwright through a combination of audio-visual material and through the printed page.

2) To investigate Miss Cartwright's contributions to the growth and development of the student personnel services at Wisconsin State University, La Crosse.

3) To understand the philosophy of Miss Edith J. Cartwright.

4) To describe Miss Cartwright's influence upon students and professional associates.

Procedure

A recent innovation in historical research has been the use of oral history as a means of gathering valuable historical information which has not been previously recorded (9). "The home of the Oral History Association is located at Columbia University, where Allan Nevins, in 1948, conducted the first interview for the Oral History Collection at that University" (8).
It is most important that the voices and physical images as well as the experiences and knowledges of the faculty members who have made important contributions to the University at La Crosse be preserved. Consequently, this researcher approached the biographical study of Edith J. Cartwright orally, by audio and video means, to make a contribution to the student personnel profession as well as to the University, as she recorded the "person" of a woman leader in the field of student personnel at Wisconsin State University, La Crosse.

During Edith J. Cartwright's twenty-eight years of dedicated service, several articles were written about the growth and development of Wisconsin State University, La Crosse, and consequently with Miss Cartwright's involvement with those developments. Newspaper articles for The La Crosse Tribune provided useful information. Miss Cartwright furnished the primary source material for this study.

Original source materials used for this study consisted of:

1) Letters, articles, photographs and scrapbooks belonging to Miss Cartwright.

2) Audio tape interviews made by the researcher with Miss Edith J. Cartwright.

3) Video tape interviews with Miss Cartwright and with professional associates produced by the Audio Visual Center at Wisconsin State University, La Crosse.

Additional information was obtained from yearbooks, student handbooks, residence hall scrapbooks, Student Centers scrapbooks, minutes of Student Centers Board meetings, and materials at the Murphy Library Archives, Wisconsin State University, La Crosse.
CHAPTER II

EDITH J. CARTWRIGHT - HER LIFE AND CAREER

In the city of Eau Claire, Wisconsin, Edith Jane Cartwright was born just after midnight on November 5, 1906, to William Douglas Cartwright and Edith Ellen Wing Cartwright (40). Mr. and Mrs. Cartwright then had three children, Miss Cartwright's twin brother, Edmund Lysle, who was born just before midnight on November 4, William Hugh, and Edith Jane (31). Miss Cartwright was the youngest, and the only girl in the family. Miss Cartwright's parents were of English and Scottish descent and had grown up in the rural area of Eau Claire, although her father was born in East Pepin, Wisconsin, and her mother in Elkart, Indiana (31). Her father was employed by W. H. Hobbs Supply Company for many years and her mother had taught in a rural school before her marriage. "Although neither of them had the opportunity to attend high school or college they not only made it possible for the three of us to attend college but encouraged us to continue our education" (40).

As a child, Edith Cartwright was exposed to Christian teachings, for the Cartwright family were practicing Presbyterians, attending and participating in church services, Sunday school and Christian Endeavor. Miss Cartwright's life exemplifies her early association with the beliefs in Christian living.

Personal relationships among the members of the Cartwright family were very close. Miss Cartwright wrote of her parents, "They gave us a
normal and happy home life and because their marriage had been so happy we knew little of cross and harsh words or unhappiness. "We have grown up with unusual love and interest for each other" (32). Recalling her childhood, she wrote:

I find that it was a very happy one. Not everyone has the opportunity to have a twin brother. We were inseparable for many years and I find it difficult to write about myself during those early years. The happy hours together, experiences in growing up together and the happy times and sad times experienced together up to our college age developed a close bond that has continued through our lives (32).

Birthdays and holidays were joyous occasions for the Cartwright family.

... There weren't many Cartwrights within any distance that I was close to, except for an aunt and uncle who lived about a block from us, and double cousins. This was a very happy part of my life growing up because they had two boys and a girl, although we were not exactly the same age. However, we celebrated birthdays and all holidays together. So there were always ten of us and we would go from one house to the other. It was quite a real happy affair (40). ...

Edith Cartwright attended the Third Ward public school which was located on the lower east side of Eau Claire. Upon completion of the fourth grade, she and her twin enrolled in the training school of Eau Claire State Normal (40). Miss Cartwright describes her training school days as being advantageous from the standpoint of the varied opportunities for art, music and physical education instruction from the professors at the Normal School. She preferred having one teacher and therefore did not enjoy the practice teaching system of the Normal School. After a family discussion, Miss Cartwright entered the ninth grade of the public high school in Eau Claire.

Two years of physical education were required during Miss Cartwright's high school days, however, her interest in sports prompted her to take physical education for four years. She believes her interests in sports
was partially due to the influence of her father and her older brother, Hugh. In the description of her high school experiences she wrote:

Four happy years were spent in high school and I was able to maintain a high average graduating in the upper ten of the class. I was the type of student who enjoyed studying and doing the best possible job that I would. Although I was a member of the dramatic club and had taken speech I had never thought of being in the senior class play. Much to my surprise I was notified that I had the leading part. Indeed this was a big moment in my life.

I took part in many of the extra-curricular activities offered. Some of them were: glee club, French club, class functions and social activities. At this time or really at the beginning of my sophomore year I became very interested in physical education. I admired the physical education teacher and although we only were scheduled to take physical education for the first two years I continued to spend as many of my free hours in the gym as I could arrange for. Because my teacher knew that I was interested in this work she gave me many of the responsibilities of the class and often let me take complete charge of the class. This experience helped to give me a complete picture of the vocation I wanted to enter.

At the end of the senior year I found myself very interested in becoming a nurse. As I graduated with a mid-year class I had time to consider the two vocations that I was interested in. I also found myself a part-time job in an office of a large meat market. This work experience I realized later was of great value to me. I came in contact with all kinds of people, learned how to make change and run the cash register, to take telephone orders, and to do some bookkeeping. I learned the value of money for the first time. I deposited every check earned into my college fund and was thrilled to think that I was helping to finance my college education (32).

Edith J. Cartwright graduated from Eau Claire High School on January 26, 1925 (37).

Edith Cartwright's desire for a higher education came true in September, 1925, when she enrolled at La Crosse State Normal School in the last class to be certified under the three-year physical education program (1). Main Hall and Wittich Hall were the two structures on the campus when she arrived that fall. The enrollment of the school was
six hundred and forty-one, with two hundred and ninety-four enrolled in the physical education program (37). At that time, Ernest A. Smith was the school's president, its second one, and Dr. Sylvia Bangsberg was the school's physician and Dean of Women (14).

Because there were no dormitory facilities available, the young student from Eau Claire lived in a new home at 1526 State Street (40). This home is presently owned by Dr. and Mrs. Ernest Gershon. There were three girls living at the home of Mrs. Samuel Grant, housemother, and each of the girls had her own private room. In private residences students paid according to the quality of the home. The prices ranged $1.50 to $3.00 per week (16).

The Student Handbook of La Crosse Normal School for 1926-1927 read:

The office keeps on file a list of approved rooming places, and assistance will gladly be given to prospective students in finding suitable locations. These rooming places are under the supervision of the Dean of Women, and students will not be permitted to remain in places that are not on the approved list. The list may be revised at any time to exclude places where accommodations are not suitable and those where the conduct of students is not properly controlled (16).

Eating accommodations were provided for twenty-five women who selected a boarding house which was operated by Mrs. Lilah Sholes. This boarding house was located on the southwest corner of Sixteenth and State Streets. Miss Cartwright commented about the boarding house:

As I recall it was a dollar a day, seven dollars a week for our meals. I ate there all three years because of the convenience and because it was marvelous, home cooked food. ... We had a lot of happy times there together. It was a nice eating place, it was a home where manners and courtesies were practiced (40).

According to the student handbook of that day, "The School Cafeteria serves meals to students morning and noon and in the evening,
if the demand warrants it. The purpose is to furnish food at actual cost (16).

Miss Cartwright was skilled, physically, and participated in the activities offered by the Physical Education Department. Believing in the importance of increasing one's physical skill, she took an extremely active part in the Women's Athletic Association. The "WAA" at La Crosse was organized in 1923 under the leadership of Miss Emma Lou Wilder (4).

"The Women's Athletic Association did a great deal in developing sportsmanship and good fellowship among the girls of the various departments of the school, which was an aim of its enthusiastic founder and sponsor, Miss Wilder (4). Today the association is known as the Women's Recreation Association and continues to be one of the outstanding organizations on the La Crosse campus.

I was completely happy in my choice of vocation and thoroughly enjoyed every day there. Perhaps the most outstanding accomplishment to me then was that I was able to make the class swimming team every year. My biggest thrill while in school was when I was elected president of the Women's Recreational Association. I was active in nearly all the sports, belonged to a sorority and took part in the social events offered by the college and the various clubs (32).

The Racquet, 1928, listed Edith J. Cartwright's activities as: Physical Education Club, Outing Club, Trident, a swimming sub-group of WAA, Women's Athletic Association president, and Phi Sigma Phi, a society which later became Delta Psi Kappa, the professional fraternity in physical education for women.

During her college days, Miss Cartwright was influenced by an outstanding woman at La Crosse. She was impressed with the teaching methods of Miss Emma Lou Wilder and with her abilities to understand and counsel students. Miss Cartwright recalled that:
It was a thrill to get Miss Wilder to know you. When you were a freshman you were Miss Cartwright, and probably your sophomore year, but by your senior year then it was your nickname, like "Carty". That was quite a thrill, then she would call you Carty instead of Miss (40).

When asked to comment about the ways in which students of the middle twenties expressed differences with their teachers and with the administration, Miss Cartwright responded:

College was a very serious thing. I think definitely it was a privilege to be able to go to college. ... I can't recall of much unhappiness, unless it would be about grades. ... We were so busy making our grades, our grades were very important to us. Not only the grade but getting the experience, we wanted to do that. I just wasn't with a group that was unhappy. If you didn't get a certain grade, you felt, well, you didn't deserve it or you didn't make it on the test. Maybe we accepted things as they were more. I think we probably did, which maybe isn't too good, without questioning some of the things. ... We had quite abit of freedom too. They wouldn't think so now (40).

Miss Cartwright felt that the student-faculty relations during her college days were very open and friendly. She felt that the teachers were very much a part of the school, as they had the responsibilities for many of the activities. "The faculty came and were involved with the students" (40).

Edith J. Cartwright completed the three year physical education course and was therefore certified to teach. She was graduated with honors from La Crosse State Teachers College at the school's nineteenth annual commencement exercises on Friday, June 8, 1928 at nine-thirty o'clock in the morning in the college auditorium (30).

During the summer of 1928, Miss Cartwright was the recreational director for the Young Women's Christian Association summer camp at West Channel (23). Edith J. Cartwright began her teaching career in September, 1928 when she was employed by the Antigo Public School System, Antigo, Wisconsin (40).
Miss Cartwright entered the teaching profession when the status of teachers was improving, but in comparison to other professions they were fairly low on the pay scale. She recalls that her monthly salary was one-hundred thirty-three dollars and thirty-three cents (40). Miss Cartwright's assignment in Antigo was to teach physical education and health in the senior and junior high school, and physical education in the six grammar schools in the city.

The opportunity to leave Antigo presented itself in 1934 when she was offered a teaching position in Wisconsin Rapids, Wisconsin (40). This was an eleven month contract which included teaching high school physical education and health, supervising the summer playground, and instructing swimming. Miss Cartwright accepted the position in Wisconsin Rapids and worked for the school system for two years after which time she was invited to return to Antigo. She returned to Antigo in the fall of 1936 and remained there for an additional five years as dean of girls and girls' physical education teacher in the senior high school (40).

During Miss Cartwright's years of dedicated service to the Antigo schools, she continued her educational training by completing extension courses from the University of Wisconsin and enrolling in the summer sessions at La Crosse State Teachers College in 1929, 1931 and 1932 (37). She completed the fourth year of the physical education course and the requirements for her academic minor, English, and graduated with honors on March 14, 1933, with a Bachelor of Education degree (37).

Miss Cartwright's position as Dean of Girls at Antigo high school gave her the experience of working with students in the specific capacity of the one to one counseling relationship. It was during the summer of
1939 while a student at the University of Michigan, Ann Arbor, Michigan, that Miss Cartwright became interested in another profession. She was uncertain about pursuing an advanced degree in physical education and was beginning to consider seriously the area of personnel and guidance. During the summer of 1941, Miss Cartwright chose to begin her graduate work in personnel and guidance at Northwestern University, Evanston, Illinois (32). Little did she know that the summer of 1941 would begin a career in her new chosen field which would provide twenty-eight years of rich and rewarding work. Additional summer sessions at Northwestern University enabled Edith J. Cartwright to receive a Master of Arts degree in personnel and guidance in 1943 (40).

Miss Cartwright must have been quite excited in the fall of 1941 when she returned to her alma mater as the fifth Dean of Women at La Crosse State Teacher's College. Her talent for working with young women had been recognized, and she had much to offer the students, especially the women students at the La Crosse school. When she accepted the position, she was assigned to teach health in addition to her responsibilities as Dean of Women. In 1954 a Board of Regents policy established a system of faculty rank (27). At that time Miss Cartwright was granted the rank of full professor (33).

From that first day in September, 1941, to June 30, 1969, Dean Cartwright's efforts were in the interests of providing the best for the students at Wisconsin State University, La Crosse. She had an eager interest in getting to know each girl personally and had a feeling of responsibility for each of "her girls". She wanted students to be given the opportunity and experience in leadership, followership, and the
associations with the faculty and other students. Dean Cartwright believed that extra-curricular activities contributed to a balanced college experience.

Dean Cartwright was a believer in femininity and felt strongly that women students who majored in physical education should set a good example in dress and appearance (19). When asked about her personal feelings about dress and how she enforced her convictions, Dean Cartwright responded:

Dress was very important. We didn't have much trouble really, about dress, it was accepted that no slacks or shorts or anything like that would be on campus or in Main Hall. ... I was terrifically interested in the dress of the girls and later my secretaries were told that I would wait any hour for a girl to go home and put a skirt on, but I wouldn't see her unless she was dressed. I just didn't approve (41). ...

In an article in the La Crosse Tribune in July, 1967, Dean Cartwright remarked that there had been a terrific change in the clothing styles over the years and that she had to change with the times (19).

Dean Cartwright was always ready to help "her girls" develop their social graces at teas and coffees, and ready to guide them through those difficult times, whether it be academic, financial or social matters. When financial emergencies arose, Dean Cartwright was always one person who seemed to know where students could get aid quickly. The Dean of Women's office was also responsible for the placing of women students in jobs, such as in private homes, stores or offices (21). It would be impossible to estimate the number of students who sought Dean Cartwright's help and understanding.

As Dean of Women, she informed President Rexford Mitchell, the University's fourth president, 1939-1966, of the needs for improved living facilities for women (1). Dean Cartwright's efforts in this matter were
realized during her tenth year as Dean of Women, when Emma Lou Wilder Hall was completed. The women's residence halls were planned, furnished and supervised under Dean Cartwright's leadership (18). These include: Emma Lou Wilder Hall, 1951, third floor of Wilder Hall, 1956, Myrtle Trowbridge Hall, 1959, Betty Baird Hall, 1963, Anna Wentz Hall, 1964, Rena Angell Hall, 1966, Alice Drake Hall, 1966, and Bessie B. Hutchinson Hall, 1967 (12). Dean Cartwright spoke of residence hall living experiences as "A wonderful educational experience. Girls who do not have that miss a lot because it is learning to live with others, understand others and really understand yourself and the kind of person you are" (41) ...

Dean Cartwright encouraged the women students to accept responsibilities and is credited, along with her staff, for the growth and development of various women's organizations. The one-woman office grew until there were four assistant deans of women when Dean Cartwright began to rely on a highly qualified staff to accomplish the aims of her department and to "keep in step" with the times.

Among the organizations under her tutelage were the Associated Women Students, which was preceded by the Women's Self Government Association, the Panhellenic Council which consists of representatives of the national sororities on campus, Raton, a senior women's honor society, and the residence hall staff program in the women's residence halls (41).

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 Health Committee, Snack Bar Board, Cooperative Cafeteria Board, Student Centers Board, Organizations Board, Apportionment Board, Social Committee, Student Life Council, Committee on
Academic Policies and the Administrative Council, currently known as the President's Council.

Miss Cartwright's interests went beyond the confines of the La Crosse campus for she was an active member in several professional organizations which aimed to support high educational standards. Some of these educational organizations include the La Crosse, Western Wisconsin, Wisconsin, and National Education Associations (11). Another organization which provided great interest for Miss Cartwright was the National Association of Women Deans and Counselors. This organization recognized her years of service at their annual convention in Los Angeles, April 10, 1970, by presenting her with a special citation. A news release from the National Association of Women Deans and Counselors read as follows:

Twenty-five women who have devoted their lives to education were given special citations today for outstanding service by the National Association of Women Deans and Counselors at their national convention in Los Angeles. The citations, given annually by the Association, were presented at the 54th anniversary luncheon by Ruth Weimer Mount, president of the organization. To qualify for one of the special awards, the women must have spent at least 35 years in education, 25 of them in the guidance-personnel area (34).

The Wisconsin Association of Deans of Women and Delta Kappa Gamma were other professional organizations in which Miss Cartwright took an active part (40). Miss Cartwright was active, also, in the P.E.O. Sisterhood, a "philanthropic and educational organization interested in bringing to women increased opportunities for higher education" (7). In the January, 1970 issue of the organization's journal, Miss Cartwright was cited as having "served in all offices of Chapter AL, including that of president, and has brought the attention of the chapter to many girls worthy of loans and scholarships from P.E.O." (7).
Miss Cartwright was very pleased with the establishment of a $500 scholarship, given in her honor for significant service by another professional organization, the La Crosse branch of the American Association of University Women (41). This presentation was made in May, 1969 (28).

Miss Cartwright has continued to serve the University through her service and contributions to the board of directors for Wisconsin State University, La Crosse Foundation, Inc. and through her active participation in the La Crosse State University Alumni Association (10).

Miss Cartwright has been a leader who dedicated her life to helping people. She believed that through her participation in professional organizations she could enhance the educational opportunities for many.

It is with some hesitancy that Miss Cartwright talked about the honors and awards she received. Additional recognitions included a Meritorious Service Certificate from the Board of Regents of Wisconsin State University on July 10, 1969, which read, "a token of appreciation for your twenty-eight years of service to the Wisconsin State University System at La Crosse, and your contribution to the cause of higher education as a means of betterment for all mankind" (27). On that same day she received the Governor's Service Award, "in behalf of the people of Wisconsin, in acknowledgment of and grateful appreciation for twenty-eight years of devoted service and individual contribution toward the efficient and effective operation of our State government" (39).

The two honors which were most thrilling for Miss Cartwright included the dedication of the school's annual Mother's Day Weekend, in May, 1967, and the naming of the Student Union in February, 1969 (17).
On her twenty-fifth anniversary as Dean of Women, the Associated Women Students dedicated the annual Mother's Day Weekend to Miss Cartwright.

On February 26, 1969, at a student-faculty reception in honor of Dean Cartwright, a portrait of Edith J. Cartwright was presented to the Student Centers, signifying the naming of the Center in her honor (26). Michael Beronja, president of the Student Centers Board made the presentation, and Dr. Robert Steuck, Coordinator of Special Projects, explained the many activities which Dean Cartwright participated in as a member of the Student Centers Board (26). Dean Cartwright has served on the Student Centers Board since its beginning in 1959 (41). This reception for Dean Cartwright also marked the one-hundredth meeting of the Student Centers Board (26).

The Student Union was named, Cartwright Center, by action of the Board of Regents of State Universities, at the recommendation of the Students Centers Board, the student-faculty policy making organization for the Student Centers, "in recognition of her outstanding leadership and contributions to the student life program" (17). The portrait of Edith J. Cartwright, Dean of Women, 1941-1969, hangs in the main entrance of Cartwright Center, just ten yards away from the location of the University's organizations plaques.

Dean Cartwright also was honored at a recognition dinner on June 1, 1968, along with Dr. Rexford Mitchell, Dr. Milford Cowley, and Regent Eugene W. Murphy, for whom the physical education, science building, and new library have been named (11).

Shortly after the time of her resignation which "was accepted with great reluctance" by President Samuel G. Gates, who referred to
her as 'a dean among deans, who has no peer as a dean of women,' the title, "Dean Emeritus" was conferred upon Miss Cartwright (11). This took place during the fifth annual summer commencement at Wisconsin State University, La Crosse (35).
Figure 2. Cartwright Center
CHAPTER III
IMPRESSIONS AND REFLECTIONS

Miss Cartwright's life and work at Wisconsin State University, La Crosse, was people: the faculty, students, secretarial staffs, maintenance staffs, friends and visitors. "She was always pleasant to talk to and always had a smile for you" (55).

Miss Cartwright's achievements have been outstanding because of her genuine interest and concern for everyone as shown through her personal qualities of warmth, sensitivity, honesty, empathic understanding, sense of humor, joyous spirit, graciousness, selfless commitment to responsibilities, and her ability to meet the changing needs of the students, by changing with the times (Composite of Questionnaires). Professional associates, former students and friends when commenting on Miss Cartwright's personal traits as Dean of Women said:

She had the interest of the girls at heart. She tried to bring out the best in each girl (42).

Miss Cartwright's outstanding trait as a Dean of Women was her ability to relate in a positive way to all students—the poor ones as well as the rich ones, the men as well as the women. Miss Cartwright genuinely cared about the welfare of students on the W3U - La Crosse campus (58).

Miss Cartwright's personal characteristics were exemplified on the campus, at home, in the community and any place where she happened to be. Two former students recalled Miss Cartwright's outstanding traits as Dean of Women:
Her ability to listen with sincerity, to understand the problems of college age women, and to keep up with the changes in the young society. She stood on firm ground for what standards she felt should be maintained by the girls, but was open minded enough to accept the changing mores. Of course, her friendly personality should not be overlooked. She did not hesitate to let it be known if she disagreed with anything (56).

The one word that I associate with Miss Cartwright is "gracious." I can recall that just before we held the Mother's Day Weekend that we dedicated to her we held a luncheon for her at the Corise - a surprise. She was so honored that we had dedicated the event to her and she presided over the weekend apparently very proud of "her girls" for having been so thoughtful. She was very modest about her own accomplishments over the past years and instead praised the girls for planning such a lovely event. She is truly a great lady. A gracious lady (51).

A former teacher and faculty colleague reflecting on Miss Cartwright's outstanding trait as Dean of Women said:

The same traits that made her an outstanding teacher: an honest concern for the girl as a person with potentials to be discovered and developed; a professionally dedicated person; a person with convictions not willing to sacrifice for possible popularity; a good team member (61).

Miss Cartwright loved to be with people and people loved to visit with her. "She seemed to have an uncommon knack of placing people at ease as she talked with them" (46). Her high standards of femininity made her a lady in the broadest sense of the term...dress, appearance, taste, conduct...one which the women students could look to as a fine example (Composite of Questionnaires).

Besides her outstanding personal traits as Dean of Women, Miss Cartwright's administrative skills were apparent by the contributions she made to Student Personnel and thereby to the University. Professional associates and students expressed their appreciation of her competencies by responding:
Robert O. Le Roy, Registrar, commented:

Miss Cartwright for nearly 30 years has poured a great deal of energy, love and understanding into her job and - hence - into this university. She many times offered guidance and stability to many student organizations. She has been influential in the establishment of many policies, procedures and areas of student personnel services. She worked, travelled and studied - trying to keep "up-to-date" - "abreast-of-the-times" - etc. I think that the "on-the-job-training" that she helped foster for younger people in the personnel offices has been a great contribution because so many that have worked with her and learned from her are out in responsible positions - contributing greatly to higher education (52).

No area of college life escaped Miss Cartwright's attention or care. "In trying to understand the students and their problems, she believed in attacking the problems and we had to start with meeting as many of the needs as possible through providing services and activities for the students" (47). Miss Cartwright was deeply concerned about the out-of-class life of the students and worked diligently in the development of new organizations and programs. Included, but not limited to, were such organizations as Associated Women Students, Panhellenic Council, Ratom, Organizations Board, and Apportionment Board. Miss Cartwright initially was involved in and provided the major leadership for the development of the residence halls as well as the student centers' facilities and programs. A long time friend and faculty associate contributed these thoughts:

She added the "finer touch" to the campus by planning attractive places for social affairs, ordering finer dishes and silverware for campus affairs. She had an interest in the whole university family and let them know of her interest—the student, the faculty, the secretarial and maintenance staff, the head resident, the cafeteria worker, etc. She was the friend of all! She was interested in high standards in both the academic and social life (42).
Combining a sense of humor with inspiring leadership, Miss Cartwright influenced women students over the years. Diane Louret, a former house president and AWS president commented:

She carried out her responsibilities in a professional manner which I'm sure was admired by her colleagues. The Associated Women Students organization was well organized which I attribute to Miss Cartwright's leadership. I worked closely with Miss Cartwright as president of AWS. She was always very willing to give suggestions, but allowed me to take responsibility and make decisions. In retrospect, I believe this experience helped me to gain confidence in meeting and working with people in my post-college life (53).

Jeanne Curran, a 1961 graduate recalled that Miss Cartwright was, "Always a joy to travel with when she accompanied us to the AWS conventions" (43).

A more recent graduate and also former AWS president expressed the following feeling:

Basically, the fact that she had so much experience at LSU gave her insights into various situations that the rest of us could not perceive. She always made decisions based on what she felt was best for the student (51).

Miss Cartwright's personality and philosophy was exemplified in her high standards and in her sensitivity toward student needs. Her office featured the open door policy. A young staff member in the Women's Physical Education Department who worked with Miss Cartwright as an undergraduate student as well as a graduate student expressed these recollections:

Her cheerfulness, personality and charm spread through the Student Personnel Office. Many students recognized the atmosphere that existed as one of genuine concern and weren't hesitant about going to the Dean's office for help or conferences. She was a very easy person "to open up to". She was the first person that I could really communicate with about myself, future goals and mutual friends (60).
Despite Miss Cartwright's twenty-four-hour-a-day, seven-day-a-week job, she was ready willing and able to show her concern or her interest in the students:

She always checked on anyone who was sick. When anyone needed guidance she was just great—a mother to them. I've personally called her my second mother. She guided and helped me during my four years (44).

Mrs. Florence Hazlehurst, head resident at Wentz Hall commented:
"She never missed visiting each dormitory to see the Christmas decorations and chat with the students" (49). Mrs. Ruth Nixon added, "...her philosophy and personality were always exemplified in attendance at all student events, plays, games and the like; a living model of correct dress and behavior;"... (54).

Dean Cartwright's interest in "her girls" was not limited to the four years they spent at La Crosse. Through her annual Christmas Letter, Miss Cartwright keeps in touch with "her girls" and informs them about the women's activities at La Crosse. "As busy as she has been I've heard from her at Christmas for seventeen years" (44).

Dean Cartwright had to also interweave the role of disciplinarian into her responsibilities as Dean of Women and remarked that, "no one person made the decisions when it came to discipline. Students appreciated and knew what they had learned by the discipline. The door was always left open" (41). Recently a former student expressed her feelings:

Every year when its spring and I receive a copy of Alumni Briefs from La Crosse, I have to stop to take a few moments to contemplate my undergraduate days at La Crosse. They were certainly hectic and almost tragic, had it not been for your patience and understanding. You could have dismissed me from school, and with good reason, but you didn't and because of this, I have dedicated most of my time since to teaching and education ... I received my masters degree in 1961 and this May, I will receive the Doctor of Education degree ... In back of this has been the desire to help any student who seemed to
be heading in the wrong direction, just as you did for me when I was a student. I just thought I would take this opportunity to let you know that after all these years, I have not forgotten, and certainly do appreciate the chances you gave -- way back then -- and hope that I have the foresight to do the same for some student someday. Again, you have been appreciated. (36).

Miss Cartwright was a leader in the social activities for the faculty as well as for the students. "The numerous faculty and student teas and coffees which were very much a part of Carty's era at WSU-La Crosse almost always bore the marks of her personal attention to attractive table settings, friendly greetings, and the informality which characterized Carty's life. Miss Cartwright loved social gatherings of any kind.

Miss Cartwright's personality was also shown in her concern for new faculty:

She was one who would take time to help co-workers. She would take time to go over procedures and practices of the University for me when I was new on the faculty. You could always seek her advice and counsel when needed. She never refused and always had time to listen and offer assistance. (47).

Norene A. Smith, Associate Dean of Students, related her interpretation of Miss Cartwright's philosophy and personality:

Miss Cartwright's outstanding trait was her genuine care for others. I have been a recipient of this care from the time of my arrival on campus. Miss Cartwright was concerned that I meet many people and included me in many social events. She also was concerned that I know other members of the faculty professionally, and made it possible for me to participate in many University affairs including high level policy-making bodies. She did this in an unselfish way and this contributed to whatever success I have experienced here. Although Miss Cartwright and I did not always agree in specific philosophy I felt very free to voice my disagreement to her, often found her to be receptive of my opinions and probably more often discovered that her way of thinking was better than mine. (58).

Since her retirement in July, 1969, Miss Cartwright has continued to show her genuine concern for others. Combining a delightful sense of
humor with her gifts of kindness, understanding and patience, Miss Cartwright has continued to make the way easier for those in need. She has devoted hours of volunteer service as a clerk in the gift shop of the Lutheran Hospital, brought love and understanding to those in the Bethany Home and assisted former colleagues who were ill. Additional volunteer work has been offered graciously to a service organization known as Fish. "A summary of Fish and its efforts goes like this: a group of volunteer workers who remain anonymous, perform emergency services without accepting pay while extending their humanitarianism to anyone in need—regardless of religious beliefs" (25). Miss Cartwright's specific type of volunteer work with Fish is in the area of transportation. She has helped drive individuals to the clinic for their treatments or for their appointments with their physician.

Miss Cartwright's life has been rich and rewarding because she continually helped those in need. Her interest, concern and love for others had no limits. "In a real sense, minus the fanfare, she has been and continues to be a kind of modern day Good Samaritan" (62).

In addition to her many hours of volunteer service, Miss Cartwright has maintained an active role in the Presbyterian Church, P.E.O. Sisterhood, American Association of University Women, Book Club, Wisconsin State University, La Crosse Foundation, Inc. and the La Crosse State University Alumni Association. She has now found time for the recreational type of activities which have always been of interest to her. These include, reading, golfing, vacationing at the cottage and traveling to Oregon, California and Arizona to visit with her brothers and friends. Miss Cartwright commented about retirement, "I have a full life and each day
is so wonderful. Each day I'm so thankful for everything and for good health" (41).

This researcher has been honored to recognize the person of Miss Cartwright, her contributions to Student Personnel and, consequently, to Wisconsin State University, La Crosse. Essentially, Miss Cartwright lived her work through her twenty-eight years of distinguished service to this University.

... the image of friendliness, enthusiasm and an obvious genuine interest in her work and in people most certainly have constituted an image which many of the students who worked with her have sought to emulate after leaving this institution. A world filled with people like Carty would be a wonderful world indeed (48).

"Bless her——she really cared" (52)!
A CONVERSATION WITH MISS CARTWRIGHT

The following is a transcription of the video-tape recorded interview with Miss Edith J. Cartwright made by the writer. The interview took place on December 11, 1970, in the Television Studio, Florence Wing Communication Center, Wisconsin State University, La Crosse.

MERTENS: Miss Cartwright, when you returned to the La Crosse campus in the Fall of 1941 as a member of the La Crosse State Teachers College faculty, what were your feelings back in August, 1941, as you were appointed the fifth Dean of Women at your Alma Mater?

CARTWRIGHT: I could certainly say that my feelings were rather mixed. I had never planned on becoming a Dean of Women. I was attending Northwestern Graduate School in student personnel and guidance. In the Spring of 1941, my superintendent in Antigo told me that I was being considered for another position. He seemed very interested in it and I said oh, I don't think anything will come of that. Then during the summer while I was at Northwestern, I had a call from the placement office and they wanted me to come over the next day to meet President Mitchell. I said I would and I went over the next morning. It was very hot and we were placed in a little room and we had this interview. I still was not sure at all that I wanted to be a Dean of Women, although we did reminisce about the campus and my days at La Crosse. He left, and I went back to my classes and I really didn't give it much more thought. I went home and then went up to the cottage before going back to work, and while up there, there was a call for me to appear in La Crosse. I
did drive down and before I knew it, I was the new Dean of Women and I was to report in September, which meant that I had to resign, pack up and get down here in a hurry. I had mixed feelings about being a Dean of Women.

MERTENS: Why did you have those mixed feelings?

CARTWRIGHT: Well I had certain ideas in mind about the usual Dean of Women and I didn’t know if I really cared for that role. I liked my work that I was doing.

MERTENS: While you were adjusting to your new role on the La Crosse campus, what were your specific responsibilities during those early 40’s?

CARTWRIGHT: Well it wasn’t very long before I realized that I was responsible for all the activities and the general welfare of the women on the campus. This took in practically everything; housing, the food, loans, jobs, curriculum, class work, advising in so many areas that I didn’t really realize were going to be involved, but I learned from day to day with all the activities an advisor advising many groups.

MERTENS: Now through the years, of course, you started out as one person in the office of Dean of Women weren’t you, and over the years it grew and developed. What was the size of your office?

CARTWRIGHT: Well, for many years I was the only one in the office and had student help once in a while for secretarial work, and I believe that was on the program where they were paid something, and that probably lasted for about eight to ten years before I had any help outside of myself.
MERTENS: Then what size did your staff grow and develop into?

CARTWRIGHT: Finally we had about four or five assistant Dean of Women to work with me on all the areas of the welfare of the women on campus.

MERTENS: So, they were helping you handle all the things that you had originally taken care of by yourself when you first arrived on campus. Over the years the term "in loco parentis" has had different interpretations. What was your interpretation and the University's interpretation in those early times?

CARTWRIGHT: That certainly has changed. I think when I first came, the parents gave us that responsibility. They wanted their daughter or son to come to a college where somebody would be responsible for their welfare, and we seemed to assume that by rules and regulations that parents and students agreed to upon their arrival here.

MERTENS: What was the student conduct code at that time, and what were your feelings on dress and smoking and drinking?

CARTWRIGHT: The student conduct code was more or less unwritten, but there were certain regulations and rules that gradually appeared in the handbooks. We were rather strict. Now as I look back, I think very strict. Students had hours in the halls. They were supposed to have them in the homes when they were outside of the campus area, and originally, of course, they all lived off campus until about '49 or '50 rather. We had to set these rules which were more or less made by the administrative committee I think, or myself and they were very, I would say, strict. Dress was entirely different. No one appeared on the campus for classes
in slacks or shorts. Of course smoking was not accepted. This was certainly done off the campus. Drinking was very serious and one could be sent home very much in a hurry if this was discovered.

HERTH: If this was discovered, how did you specifically handle it in those days?

CARTWRIGHT: Well, most of them were brought before me probably first to discuss the breaking of the rule, then they appeared, they usually had a hearing in front of the administrative or faculty committee, and also the parents were notified and they were asked to come and see us and very often they took their daughter home with them.

HERTH: Now, I know that you have or had done much work in working with women as far as self-government was concerned and presently on our campus we have a women's organization known as AWS, which originally was referred to as Women's Self Government. How did this organization come about?

CARTWRIGHT: I became very interested in the WSGA through our meetings with our state Deans of Women. They were mostly from the ... one of the groups in this State organization was the Deans of Women from the State Colleges, and we met at least once a year and discussed our mutual problems. I learned that they had the Women's Self Government Association on their campus, and I realized the value and what this organization could do for the women on our campus. So I talked to a group of the leaders and had them come for several meetings and we discussed the possibility of having this on our campus. They were interested, and we were finally
given permission to have an all-women assembly in the campus school, which we did, and we invited some of the women faculty and through the Milwaukee State College we got the president of their WACA to come and talk to our women, and she did a very fine job. I was not sure that it would pass. It seemed the only group that was 'agin' it were the senior women, and they felt that we might be taking power away from them or some of their privileges. However, the vote went through and we were authorized to start an organization, which we did in, I think, 1949. Really, it was taking much of the responsibility in decisions from my office and giving them to the women and they could discuss them and decide on the things that they would like to have in regard to rules and regulations and everything that pertained to the women. We also tried to initiate new programs for them of interest. Then gradually we learned of the national organization, after some time, and we applied for admission into this group, and that group is still on the campus; however, their role has changed, I think, greatly through the years.

MERTENS: What about some of the other women's organizations, such as the sororities and Ratom?

CARTWRIGHT: Yes, we had at least four or five originally—five I think—local sororities on the campus when I came. They were good organizations. I think, however, there came a time when they had fulfilled their plans and there really wasn't too much to work for, and some of them became interested in national sororities. At about the time their interest became evident, the national sororities became interested in us. I never tried to influence the women on the campus either way. However,
I could see many good things about the national sororities on our campus, and I would truthfully say that I think they have made a fine contribution to our women on campus. They are active now and doing some very fine work. Ratom was organized when Miss Smith came. We both were interested in forming an honor organization for senior women, which might eventually develop into Mortarboard, which is a national organization. We, together, worked out a plan and with students worked out a system of points and we have now quite well established an honor society for senior women on the campus.

MARTENS: Miss Cartwright, we know that you felt it was extremely important to get to know each student personally, and that you had a special talent for relating to college students in a very firm but understanding way. How did you go about getting to know the many hundreds of young women who were entrusted to you?

CARTWRIGHT: I think when I first taught physical education I realized that I had to learn how to get to know names of the girls that I taught. This was very important to them that I knew them by name and I kept realizing how much more important this was then some of the other things. So, through association in different ways, I was able to learn their names and then when I came here, of course, you have to realize the student body was much smaller, and then very often the parents would come with the girls to look at the campus, and one of my jobs it seemed to be, was to walk over the campus, which wasn't so large, and show the parents and the daughter the school and what it offered and the different buildings and visit with them. In this way I could associate this girl
with either her school, her town, her teacher that she had that might have graduated from La Crosse, and I was usually able—at least I was for many years—to remember the girls, and I still remember some of them coming to the campus and I remember their parents too.

HEITLENS: Yes, I know you do. How did you go about getting to know the men students on campus?

CARTWRIGHT: Of course when the school was smaller, we had more contact with committees I think and I grew to know many of the fellows and their names. Lots of times with some of the other things that will go on on a campus, I called in a man or a fellow to tell me—help me—ask him help with some girl that needed assistance, and in this way they suggested many things and we got acquainted through personal contact—that is being in together on the committees and working out various plans for the year.

HEITLENS: What about the town-gown relationship when you were on the campus. Did you feel that the city itself recognized the value of the university?

CARTWRIGHT: I doubt that it always—I think that definitely it does more so now than when I first came. I remember one instance. I belonged to a small book group in La Crosse and most of these women—twelve or fifteen—were from the La Crosse area, not teachers, and I remember one that was a graduate of Ohio State University, and she had lived in town just a few years before I came, and she had had a letter from a friend mentioning the physical education department at La Crosse and how well it was known. In fact, nationally known. This girl was much surprised
to know that we had this in La Crosse at the college. They were all
fine supporters of the University, of the college, even then, but I
think that the interest in the college and the many things that we can
offer and in many ways, they are interested in helping the students in
getting to know the college and university better now. I have definitely
that feeling that there has been a better relationship.

HARTMANN: The area of student housing I know, Miss Cartwright, has
always been of interest to you and an area into which much of your time
and energies were directed either to the planning, furnishing and super-
vising of women's housing. Could you trace the trends in housing
conditions for women as you observed them and as you developed them
from the days of off-campus housing to Conn Hall to Wilder Hall and then
to the residence hall system as we have it today.

CARTWRIGHT: When I first came to the campus, we probably had about
sixty to seventy or possibly more houses for women off campus. That is
sometimes two girls will live in a house, maybe eight, maybe six, and my
job was to meet each house mother and to inspect the rooms. This was an
awesome job at first and of course I had to get to know the girls and I
had to get them sort of to be on my side and why the reasons I was
inspecting their rooms, not to have them move but to see how they were
living. I found some conditions, of course, that were not good. We had
no housing to offer the students. At one time, one of the early years,
there were a few students that could live on third floor of Grandview
Dormitory. This was continually a problem because the nurses lived on
first and second and our girls would be a little noisy at night and many
of the nurses would want to sleep, or during the day maybe they would want to sleep, and our girls would be noisy coming in and it was sort of a battle continually until we acquired the whole hall several years later. But, I remember in one home across the street from the college, one of the girls, whom you know real well, Toby Ralston, that I can see her yet, hanging over the railing after I had talked to the house mother and she said "Oh, so you're the new Dean of Women", and I said well I guess that is what they are going to call me, and I hope I get to know you and see you more, which I certainly did throughout the years. She was a delightful person. It was interesting to go around to the houses and meet the girls. Some of them—most of them had some type of a cooking privilege, and some of these were make-shift—that is, they would be a closet with a hot plate in, which could have been very dangerous of course if they left it on, but somehow we got through those years without too many big problems, and at least no fires, one or two later, but not too bad. Then we had the few girls and each year it seemed to me each year we might get one or two more rooms at Grandview Hall. In the early 50's and 60's we had a great deal of housing shortage I think. Our first attempt to correct this—we knew eventually we would get a residence hall—parents had a great part in this because they would bring students to the campus and did not want to leave them in unsupervised housing. The houses, of course, were as good as the house mothers were. That is, the responsibility they wanted to take with the student. We decided to buy a house on West Avenue—the old Higby house—and this was our first cooperative housing. It was very interesting—I had not worked on anything like that before or lived in one, but I did considerable reading in
August before we opened we had a number of changes that had to be made and fire escapes from the floors, everything had to be safe—we used all three floors—so that we could house I think it was between maybe thirty and forty girls. The faculty realized the time was so short that we got a number of the men and women to come over to the hall and help us clean. We scrubbed and did all the cleaning possible. We couldn't get it done in time for the girls to live in there unless a group of us did—some of the women cooked lunches and we had a great time—mostly at night scrubbing and cleaning this place. At the same time, we had some girls living in the YWCA and then in '51 Emma Lou Wilder Hall was completed and in January at the end of the first semester, we moved up at least a floor or two of the girls to Wilder Hall although it was not completely finished and Miss Antes moved up there with the girls and I went down to Conn Hall and lived with the girls for about a month or six weeks—the ones who had to wait until the rest of the hall was finished. That was quite an experience for me. To work all day and then to stay up most half of the night with them. But it was interesting too and I truly enjoyed it. And then, of course, we went from Wilder Hall and then we were given Trowbridge Hall and down through the list, Wertz Hall, Baird Hall, Angell Hall, Hutchinson and Drake. It has been an interesting project. I learned a lot. I realize too that all my ideas could not be put into the building, but we did the best we could with the housing.

MERTENS: What about the residence hall staff? You started out with house mothers in the various homes throughout the city and how did the idea of a residence hall staff get under way?
We tried various ways at first. We would have a woman who had—a young woman perhaps—who had finished her Masters in guidance and possibly had a major in either—one girl had physical education, another one had sociology, and they would be at the residence hall as the head resident, and then they would teach one or two classes. This took them away from the hall sometimes when they were really needed there and too, it is a very confining life for a young person we discovered and I know that they realized that. It was wonderful experience for them going on to other jobs, but it meant a turn-over every year, two years or three years for most of them. And then we decided we would try older women who had perhaps raised their family, were too young to retire, or quit working completely, and many of them just came and applied and were interested in that type of work. It wasn't hard to decide whether they really wanted that kind of work or not or if they really liked girls.

We were very fortunate—we have had some of the finest women that anybody could ever find in our residence halls who really are interested in girls. They were alone at first in running the halls, and this was quite a big job, especially night and day work, because a housemother is on the job twenty-four hours a day. We realized they had to have help, particularly as the halls grew larger, and we developed the system of what you call now residence assistants—at one time they were probably guides and then they were counselors. The name changes too. Then the residence assistants have assistants and we would have so many on each floor, maybe one would start out—if it were a large hall we would have two—and these people worked directly with the head resident and have regular meetings. I think that they are key people in the set-up. We found that to be
true and most valuable to the Dean of Women's office in that they knew
the girls on their floor, they knew when they needed help, they could
advise them or send them really more to people who could help them and
I think that they are invaluable to a Dean's office when you are working
with the housing.

HARTNESS: Yes, they definitely are a definite link between the student
and the University itself. We talked about the crucial years in women's
housing, back in the '50s and early '60s. How did you go about deciding
who was going to be able to live in the residence halls if there was
more demand than there were spaces available?

CARTWRIGHT: This happened particularly during the time when we had
Grandview Hall and Wilder Hall, and we could only accept so many students
at Wilder and at Grandview—some rooms that were at Grandview were single
we made into doubles, and Wilder we made into triples or four in a room
some for a while in the fall in September. But in the spring we knew we
could only accept so many, so we had drawings and this was a big night
for everybody concerned. We couldn't figure out just how to do this
fairly. It wasn't fair to have some girls come in and say I want to live
at Wilder next year when you had all the rest of them that wanted to the
first one in could live, so we decided that we would have drawings and
they agreed that this was fair and probably the only way to settle the
problem. It was very exciting and it was sad for many when they didn't
get in, but sometimes during the year or at semesters, we would have room
for them, but we would have to help them find approved housing out in
the community until we could take them.
Ehricke: How another area that you spent a great deal of time and energy and also was in the planning and developing of our luxurious and beautiful Cartwright Center, our student union, which has been named in your honor. What do you see as the role of the student union on campus, and maybe could you tell us something about how we got our present Cartwright Center?

Cartwright: That goes back a long ways too. When I first arrived a few years, maybe two or three, Clyde Smith the coach was still here, and he was interested in a cooperative cafeteria for our students. I think, too, he realized that his football men and basketball men could not get the good food that he thought they should have running all around after or not eating, so he involved several of us in this project; there was Dean Graff, Dr. Cowley and Dean Cunning, I think and myself, as I recall, who worked many many hours on this project. It was terribly exciting because we took over the old cafeteria and we arranged the use of many of the old tables and chairs that had been left there, we had to have the kitchen all put into shape, and we hired a cook, a Mrs. Voller, and she was a terrific cook. But the cook, of course, couldn't do all the work for the students, so there were crews. There was a student manager who took charge of making out the crews from the pot and pan washers, the dishwashers, the clean-up after the meals, just any number of grievance committees, and food menu committees, and these students, of course, really did get their food very cheaply there, and we also were a part of the surplus program until we realized that it was too cheap, that we shouldn't be accepting that, the students should be paying
some of the fare on this food. This was really an experience that I will
never forget. I had my office then on first floor across from the
cafeteria and it was a great place for students to meet each other, to
laugh and talk and after they finished their meals while they were
working there were different quartets and singing, you couldn't hear
yourself think. It really was a lot of fun. Then at the same time we
realized we needed a snack bar for them to have a cup of coffee, of
course the faculty too. But, we got to planning on the where you would
have a snack bar. Then we located the old locker room that used to be
the girls locker room, on the lower floor, and we arranged so that we
could have a snack bar in there and we hired another women to take charge
of that and soon we really outgrew that. It was so crowded that you just
could not get a place to sit even for five minutes. Then we got to
thinking, of course, about our student union or center. We needed it
so badly. Our cafeteria also had outgrown its limited space, and I
think for four or five years President Mitchell, by the way he was the
first group too in planning the cooperative cafeteria, he was always
behind us pushing a little bit or giving us his support, and with him
and Dr. Graff and Dr. Cowley and Dean Cunning, we worked many many hours
making plans for the student center. We had the architects come over
and go through the cafeteria line and we had them go down in the snack
bar and see what that was like, and we had a real interest in this
building and getting as much space as possible and yet making it a
place that students would like to come, that they would have room, and
that they would have a big, large snack bar so no one would be too
crowded. Of course, since the original plan, there has been an addition
added, and I think that the center should be a place that students can go to relax and enjoy and really have a place that is theirs.

MERTENS: Now over the years, the twenty-eight years, you have received numerous awards and recognition because of your devotion to the students and your concern for the students, and their education, what were some of the most thrilling awards which were presented to you?

CAPTWAIGHT: I guess I had too many. Anyway, I think probably the first one well, I did have big surprises, the one was the Mother's Day—the 25th anniversary of my being on the campus was most exciting and it started on Valentines Day when I came to work and I saw these huge valentines around and I couldn't quite figure out and I tried to get my secretaries to tell me who put them up, I got no help there. Then I went in my office and found more and then things began really popping and it was a day completely that was mine and many of my friends from the community also entered the celebration and I had a very very happy day and a most exciting day. Then on Mother's Day weekend when the parents were here, there was the assembly and many exciting things happened. Probably the other one was something I never dreamed of in my life. I thought perhaps after I was gone many years there might be a dormitory named for me, but I just didn't even give that any thought. Afterwards, I thought well maybe they would have named a dormitory, but when the student center was named for me, that was beyond all comprehension. I just couldn't believe. It was very exciting.

MERTENS: Do you have any additional comments of any sort that you would like to make to us today?
CARTWRIGHT: Nothing except that I was most fortunate person to be at La Crosse at this period of time I think because it was a time of expansion and I had the most wonderful women and girls to work with. It has been a very rewarding job and a very happy life for me.

MENTORS: And as a former student and having you as my Dean of Women, I feel, too, that I was most fortunate in having you for a Dean of Women when I was in school, and I want to thank you for those years and thank you for this afternoon, Miss Cartwright.

CARTWRIGHT: Thank you.
A CONVERSATION WITH MISS CARTWRIGHT AND ASSOCIATES

The following is a transcription of the second of a two-part series of video-tape recorded interviews with Miss Edith J. Cartwright. This session included Vice President, Maurice Graff, Dr. Robert Steuck, Assistant to the President and the researcher. The interview was held on December 11, 1970, in the Television Studio, Florence Wing Communication Center, Wisconsin State University, La Crosse.

KERTING: Miss Cartwright, we have talked about your ability to relate with the students and your perception of the La Crosse community. Another very important part of your work was your administrative faculty relationships. Today we are in the midst of two people who have worked very closely with you over the years. Vice President Maurice Graff, what do you recall about your first impressions of Miss Cartwright and what are some of the recollections that you have in your working with her?

GRAFF: I think Carty won't mind my saying that my recollections go back quite a way in our relationship. We arrived on the campus the same year and we very quickly discovered that we were just about the same age and so we know a good bit about each other personally that we haven't shared with the rest of the faculty. But, we came to a very large institution, we thought, in 1941, September. There were almost six hundred students here at that time, and this place was getting so large that some additional help was needed and we needed a new Dean of Women and we needed somebody to help with what was then the student affairs or student counseling program because the Dean of Men also was the coach and so I got involved
in this immediately and my first impressions of Carty, I suppose, were
that she was confused, as I was, and somewhat overwhelmed by a new job.
We were both new to college work, but my first impressions of her certainly
were that she was indeed a competent workman with an almost unlimited
enthusiasm and willingness to put in long hours to do whatever needed
to be done at that time.

MERTENS: Do you remember some specific—maybe some humorous things that
happened as you were working with Miss Cartwright?

GRAFF: One occurs to me. At that time, a very close associate was the
Dean of Men, the three of us were responsible for planning the Freshman
program in the Fall for these seemingly millions of young people who
would descend on us, which we could put in one of our classrooms quite
easily now. But these were large numbers to us, and we had to plan the
orientation program for these people in the Fall and then make them feel
comfortable and happy and looking forward to their year of work on the
campus, well-adjusted after the first week, and so on. I remember, in
particular, Carty and Clyde Smith who then was the Dean of Men, and I
sitting in our home, the Graff home, one evening making some very precise
plans about how we were going to manage these hordes of freshmen. There
must have been two hundred or three hundred of them at that time. How
we were going to manage to get everything done for these people in the
space of two or three short days, and we had a schedule planned out to
the very last minute for some of these people for all sorts of things,
including, I might say for our technicians here in the television studio,
including I.D. pictures, which were part of the process at that time.
KENTEMS: Miss Cartwright, maybe you would have a comment to make about Dr. Graff as you recall maybe your first impression of him when you arrived.

CARTWRIGHT: I was mighty glad he was here, and he was new too, because I felt very free to go and ask him questions. We did have to work a lot together and with Clyde Smith and Dr. Cowley and some of them on all the things we planned, and now I just can't imagine how we ever thought we could run the first few days of college according to minutes the way we did. We had it even down to ten and fifteen minutes, and how long it would take to go through a line, and how long it would take to get a picture taken and everything down to the minute. I guess it was some of them were better in math than I was because they had it figured out pretty good. It worked.

GRAFF: It worked!

CARTWRIGHT: He was a great help to me.

KENTEMS: Dr. Robert Steuck, you were a student on the La Crosse campus and then after finishing your education you returned to the La Crosse campus. What were your first impressions of Miss Cartwright and in what way did you work with her in the numerous activities in which you were involved as a male member of the college?

STEUCK: Well, probably way back when the social room was in operation, long before Cartwright Center or the operations of the union, and I can remember I think it was Sadie Hawkins Day and typical the fellows were getting into trouble in the social room, which was not only used for a
recreation area, but a card playing room in back and our finest of "teas" were served there. I believe that a little ruckus was going on and she spotted a few and she asked her secretary if they wouldn't stop in the next day or soon after. I was among the few, and I learned that as a Dean of Women she had great feeling not only for the girls on our campus, but she wanted to know how she could help the fellows. It wasn't the ruckus that bothered her at all but what we were concerned about and what we needed, and from that time on, I learned that she was the fair lady on our campus and was there to help others and be worked with.

HERTENS: And specifically, what committees did you work with Miss Cartwright?

STUCK: Then when I came back I think we were talking about not as a student, but we did work on several committees, if I remember, as a student together, including the health board and the social board and some of the others. They were committees at that stage, but in setting up the student union, I was the first student union director and I had both Vice President Graff and Dean Cartwright were both on the board, and even then we thought it was a fantastic amount of work to set up all the food plans and all the numbers we had to take care of. I think we started out with six committees. Now, I believe, in Cartwright Center they have fourteen committees functioning, just to try to keep tabs of the operation. One of the biggest thrills I can always recall. As union director, we always had problems and we knew the students or the other members of the administration or faculty on the board were going to be at the meetings, and I would get a little anxious about these meetings. I would be there early. One thing about Carty, no matter what the session,
what the time was, it might have been a 7:00 morning meeting, a 9:30 evening meeting, a 6:00 dinner meeting, you can always rely on Carty to be there ten-fifteen minutes ahead of time and boy was that a relief to talk to somebody before those meetings.

GRAFF: And you could always rely on me being ten-fifteen minutes late for the meetings.

CARTWRIGHT: Bob, you worked on the cooperative cafeteria, too.

STUCK: Thats right. We worked on the co-op together. Originally setting up the snack bar operations downstairs, which is now the faculty lounge. In fact, we had the first jam session on campus, as I recall.

GRAFF: I remember those planning sessions for what we then called the student union, and the role that Carty played in those, which certainly was the major role on the committee, and so many of the nice things that got to be a part of that building are there because Carty thought they should be there and of all the buildings that bear the names of people on this campus, I think probably that building is most appropriately named of all of them that we have.

MERTENS: What were some of those specific things that Miss Cartwright definitely had a hand in.

CARTWRIGHT: It started out my first year when I was given $100 to decorate—to make a girls lounge over. That’s when I started to learn to spend money when I could get it.

STUCK: I thought our furnishings were the big problem, if I may jump in
on this one, because the furnishings took a little special tact and we
had the woman's touch when Dean Cartwright worked on it. From that we
moved into what would happen into some of our areas. We knew when we
started the building we didn't have the dollars at the time, but even
then we started planning meetings rooms, "tea rooms", luncheon rooms,
and now we have what is known as Indian Commons, which many of our
faculty and students really appreciate, but that wasn't enough, the
fine details of the silverware and the china were all Dean Cartwright's.

GRAFF: I'm thinking even back further than that point in the planning
stage where any building becomes a critical issue, what color should we
have on this wall, and what color on that wall, and how do we blend the
furniture, what furniture do we pick out to go with the right colors on
the walls, etc. and all through the building, Cartwright Center as it
exists today is Carty. Drapes were a major problem. They are expensive,
but they were carefully selected and I don't know whether we still have
the same drapes or not. I think many of the original drapes are still
around.

CARTWRIGHT: I just had you fellows fooled that was all.

STENCK: If you had us fooled, you had the students fooled too, and I
think this was a joy working on those committees, because as you recall,
those nights that we went shopping downtown in the snow stores for drapes
or Christmas decorations. I remember that time you helped pick out
those the first time we convinced the Board together to spend money for
Christmas decorations outside of our building for example.
CARTWRIGHT: I remember mostly having the people come that had to bid on like the drapes, and how many times that I walked through every room in that student center because they had to bid on each room and hand in their total bid.

GRAFF: My contribution was restricted principally to trying to figure out where the light switches should be and where we should have doors and how the traffic flow would go and so on, but Carty added the woman's touch to the building, and that was very important.

MERTENS: And the woman's touch of course is definitely needed in any work.

STEBUCK: I think you're talking about the time before woman's lib was prominent and we still had that woman's touch.

MERTENS: Are there any additional comments that either of you would like to make?

GRAFF: Well we seem to be off on some things that are slightly light and humorous. This one relates to Carty, but in a sense it isn't about her as much as it is about me and some other then faculty members. After the World War II—I almost said after The War, which raises a question which war was it that we came here after, but that's a long time ago—I was admissions director and occupying what is now Room 111 down in Main Hall. I had one of three or four telephones on the campus, which I shared with Everett Walters in Secondary Education and then Vice President Whitney, who was next door and chairman of the geography department. One day Carty and I had been talking about something
regarding housing for freshmen—some matter—she had a telephone too, which was a real status symbol in those days. So I had talked with her about something and was expecting her to call me back almost immediately. Shortly the phone rang and as we frequently did, we kidded back and forth, I picked up the receiver and said "Start the argument". On the other end of the line was the wife of Mr. Whitney, I think I can say this now and this story was that perhaps it wasn't as funny as I intended to be, but things were straightened out.

MARTENS: Dr. Steuck do you have any comments?

STEUCK: Yes, I have one other that I think I can talk about it for a second, and that was the point that when I first moved into the Assistant Dean of Men's office, I don't know I was taken under wing by the fellows as well, but Dean Cartwright was there. Part of my assignment was to travel and help out the admissions directors throughout the State. Well there wasn't a community that I visited that the alumni or a teacher or a student that knew a parent that Dean Cartwright taught wouldn't ask me about her. I thought that this was fine because at that age probably she had the contacts and this would all come to pass as I got to know other people, but you know, when I moved out and started working with the alumni and the alumni foundation, I found the same thing. That one of the first questions I always hear in whatever town I'm in, or even out in California with the Rose Bowl band, how is Dean Cartwright, and it is proud to have known her because the people all feel this way about her.

MARTENS: Yes, that is very true. Dean Cartwright has been a friend to the students that were on our campus, they have kept in touch with her
over the years, she has kept in touch with them. She has friends in the
community, and of course she was always friends of the administration and
faculty on the campus itself. And truly an outstanding woman and truly a
Dean of Deans.
QUESTIONNAIRE

1) In what capacity were you associated with Miss Edith J. Cartwright?

2) In your opinion, what were Miss Cartwright's outstanding traits as a Dean of Women?

3) What do you consider to be some of Miss Cartwright's contributions to Student Personnel and to the University?

4) Please relate any anecdotes or events which would exemplify Miss Cartwright's personality and/or philosophy.

5) Please relate any additional information or comments which would add to this study of Miss Edith J. Cartwright.

Check one: ___ 1. No objection to being directly quoted.

____ 2. Prefer only general acknowledgment.

Signature ____________________________
APPENDIX C
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QUESTIONNAIRES

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56. Pinkston, Judy (Wood)
57. Rasmussen, Viggo
58. Smith, Norene
59. Steuck, Robert
60. Toburen, Karen
61. Wilder, Emma Lou
62. Young, Bernard

Department of Physical Education
Dean of Men
Vice President of Academic Affairs
Head Resident
Associate Dean of Student Affairs
1969 Graduate
Registrar
1960 Graduate
Department of Foreign Language
Custodian
1960 Graduate
Department of Audio Visual
Associate Dean of Student Affairs
Assistant to the President
1967 Graduate
Retired Faculty Associate
Dean of the College of Education