

THE DEVELOPMENT OF STUDENT AFFAIRS:
LA CROSSE STATE NORMAL SCHOOL
TO
UNIVERSITY OF WISCONSIN-LA CROSSE

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ABSTRACT

This study conveys to the reader the development of the Student Affairs Division at the University of Wisconsin - La Crosse. The primary purpose of the study was to present the development of the division from 1909 to 1971. A second purpose was to relate the contributions of student personnel workers who have been involved in the Student Affairs Division and its programs. The final purpose was to record the goals and objectives of the division during its development. A chronological approach is used to make record of the sixty-two year history of the Student Affairs Division at La Crosse.

This study is depicted in three developmental periods. The first spans the early years of the La Crosse State Normal School from 1909 to 1938. The second period begins with World War II and follows the institution through its years of growth of students and faculty, building expansion, and land acquisition. The final period relates the development of the present Division

of Student Affairs and its structural reorganization from 1963 to 1971.

In each period a brief narrative history is presented including the outstanding student personnel workers, their goals and objectives, the student services available, and major developments in the Student Affairs program. The study reveals that the Student Affairs Division at the University of Wisconsin - La Crosse has evolved from the dedication of its student personnel workers, past and present, and their belief in educating the whole student, in the goals of higher education, and in the university.

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CHAPTER I

INTRODUCTION

On September 7, 1909, La Crosse Normal School opened its doors to its first students. From its inception, the school has been known for its concern with the total range of the students' experiences on campus. This has been exemplified by the administrators, faculty, and specifically the student personnel workers. It was the intent of the school's first President, Fassett A. Cotton (1909-1924), that the school should seek to discover and develop the talents and interests of all its students (2). A pattern which placed as a primary consideration the student and student affairs was fostered by President Cotton.

Many factors have influenced the past and present division of student affairs at the University of Wisconsin, La Crosse. School administrators, finances, student enrollment, standards of living, campus size, housing, and an ever changing society are but a few.

A study of the development of student affairs from La Crosse Normal School to University of Wisconsin - La Crosse 1909-1971 was chosen by the writer as a means of recording the growth and development of the Student Affairs Division at the university as well as to cite the contributions of the student personnel workers in this developmental process.

Review of Related Literature

The La Crosse faculty service of several leaders in health, physical education, and recreation has created an interest among historians in the development of biographical studies of these leaders. Studies of male physical education leaders include: "Walter J. Wittich: Physical Educator, 1885-1963" by Culver, 1967 (6) and "The Contributions of Hans Christopher Reuter to Physical Education at La Crosse and in the State of Wisconsin" by Williams, 1969 (12). Biographies of women physical educators at La Crosse include: "Beatrice Allinson Baird: Her Life and Work" by Bordon, 1964 (5) and "Emma Lou Wilder: She Came to Teach" by Thompson, 1970 (10). It is interesting to note the close relationships between the professional work of these professors and their colleagues in student personnel.

Biographical studies of administrative and student personnel leaders at the University of Wisconsin-La Crosse have been limited. To date completed biographies include: "The Work and Influence of Fassett Allen Cotton in Education" by Waymen, 1945 (11) and "Edith J. Cartwright: Dean Among Deans" by Mertens, 1971 (8).

Biographical studies often present a certain portion or aspect of the development of a department or division; however, it is often essential that complete historical studies be available in order to understand and recognize the overall development of the particular department or

division. Historical studies relating to the Department of Physical Education at the University of Wisconsin, La Crosse include: A Brief History of the Division of Physical Education at Wisconsin State College - La Crosse, 1913-1955" by Bahr, 1958 (4) and "A History of Professional Preparation in Physical Education for Women in the Teachers Colleges of Wisconsin, Illinois, and Iowa" by Foss, 1966 (7). Gilkey's "La Crosse, A Half-Century of Higher Education in Wisconsin's Coulee Region" in History of the Wisconsin State Universities (2) presents an overview of the development of the University of Wisconsin - La Crosse from 1909-1966. "A History of La Crosse 1900-1950" by Miller, 1959 (9) gives a brief history of the university. During the spring of 1940 a series of articles pertaining to the La Crosse State College, its history, its workings, its aims, and its accomplishments, were written by Virginia Thayer and printed in The La Crosse Tribune (42).

A historical study presenting the evolution and development of the Student Affairs Division at the University of Wisconsin - La Crosse was developed as a means of relating to others the organization of the Division of Student Affairs and as a supplement to other historical studies relating to the university.

Purpose of the Study

The purpose of this study was to convey to the reader a history of the development of the Student Affairs Division at the University of Wisconsin - La Crosse, from 1909 to

1971. A second purpose was to relate the contributions of student personnel workers who have been involved in the Student Affairs Division and its programs. A third purpose was to record the goals and objectives of the Student Affairs Division during its development and consequent growth.

Need for the Study

An increase in the number of students enrolled in the Student Personnel Services graduate program as well as a genuine interest in student affairs on the part of students, alumni, and student services staff members have created a need for a readily available reference to the structure and organization of Student Affairs at the University of Wisconsin - La Crosse.

It seemed imperative to make use of individuals knowledgeable in regard to the development of Student Affairs and who were presently available for interviews in order to make record of the information.

Definition of Terms

Admissions. The office of admissions provides official information and services to the prospective student and incoming student who wishes to enroll at the University of Wisconsin - La Crosse.

Counseling and Testing Center. This center provides services to the student which may aid his educational, vocational, and emotional development.

Financial Aid. The financial assistance available to the university student. This assistance may be in the form of scholarships, grants, loans, work study programs, and on and off campus employment opportunities during the student's higher education years.

Health Services. The services available to the university student in the form of medical and psychiatric care.

Housing. The university student is assisted in provisions for residence hall and off-campus housing accommodations through the services of the housing office.

Placement and Career Advisement. This service provides information to university students and alumni concerning career opportunities and job placement.

Registrar's Office. This office contains all student transcripts and permanent records and organizes the class registration program.

Structure. The organization and arrangement of Student Personnel Services.

Student Activities. The office that advises students and student organizations on recreational, educational, social, and cultural services of the university.

Student Affairs. The administrative organization or division under which student personnel workers function.

Student Centers. The centers that provide services of "home" for the university student. These services include: food areas, recreational areas, service areas, and cultural areas.

Student Personnel Services. Those services which consider the student as a whole person. It puts emphasis upon the development of the student as a person rather than upon intellectual development alone (1).

Procedure

The study was an attempt to present in chronological order the development of the Student Affairs Division on the La Crosse campus. The order depicts the progression of evolution and change in the Student Affairs Division from the La Crosse Normal School to the present student affairs program and structure.

Numerous and varied sources were used in writing this study. Personal interviews conducted with past and present administrators, student personnel workers, students, and faculty provided primary sources of information. A mailed questionnaire was also used as a means of gathering information from key individuals while additional information was obtained through research of the materials available in the Murphy Library Archives, University of Wisconsin - La Crosse.

Secondary sources of information included the student handbooks; bulletins and catalogs; yearbooks; newspapers, The Racquet and The La Crosse Tribune; alumni magazines; and other relevant historical studies. Certain significant printed materials were obtained from student personnel staff members.

CHAPTER II

THE EARLY YEARS 1909-1939

Before discussing the Student Affairs program of La Crosse Normal School, it is necessary that one knows and understands the historical background of the school. It is quite evident that the objectives, goals, and traditions of the school's founders are reflected in the structural growth of its Student Affairs Division.

The purpose and need for the normal school as well as the purpose and need for student personnel workers was reflected in a speech by John J. Esch, eminent La Crosse attorney and Congressman, as he closed the dedication ceremony of the La Crosse Normal School on November 10, 1909; "The school has been founded for a great future. It is to teach the young and untrained how to buffet the currents of the world." (2)

Early History of the School

Attempts to establish and secure a state normal school for La Crosse were made in 1857 and again in 1860. These attempts actually took place before the establishment of the first Wisconsin State Normal School in Platteville, Wisconsin, in 1866. Determined to sustain its drive for a normal school, La Crosse continued to apply for a school each time the state added another institution to its system

of normal schools. The Common Council and the Board of Trade made pleas in 1892, 1893, and 1894 to the Legislature and the Board of Normal Regents and offered a site for the construction of a school (3). For the next decade, efforts to establish a normal school for La Crosse ended in failure.

In 1905, the State of Wisconsin received a million dollar refund on Civil War expenditures which made it easier to obtain appropriations 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 (42). 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 the sandy tract of land encompassing two blocks in the Southeast part of the city (2).

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, three stories high and about two hundred feet square, stood nearly alone on the sand flats in the southeastern part 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 opened September 7, 1909, before the construction of the building was finished. A narrow board-walk extended from State Street to the main door. On both sides of the walks were prairie sands and an army of sand burrs. Those who stepped off the walks were liable to find their shoes full of sand or their stockings covered with burrs (41). Hazardous, rickety ladders were used as substitutes for stairs; the first teachers were forced to risk life and limb in order to travel from floor to floor (27). The faculty and student body took steps to landscape the prairie by planting shrubs, grass, and by rolling out a tennis court on the north side of the school (41).

Despite these handicaps, September 7, 1909, attracted a record enrollment of thirty-five men and 240 women for La Crosse Normal School's first year. It was considered a highly successful first year by the faculty and student body.

Administration and Faculty

Dr. Fassett Allen Cotton, on March 10, 1909, accepted the presidency of the new La Crosse State Normal School. Coming to La Crosse from Indiana, he had already distinguished himself in education and had won a national reputation in his efforts to better the condition of rural

schools. Dr. Cotton was an interesting and progressive personality in education. His educational interests were numerous and varied and he wrote and spoke often of his education philosophy. "Complete education," Dr. Cotton said, "demands that head, heart, and hand be trained to act together." (11) He believed in educating the whole child, as well as every child. He felt that there never was a time when the demand was so strong for the education and training of the entire individual as it is today (2). Dr. Cotton's educational philosophy of educating the whole student was an outgrowth of his belief that the greatest factor in any school is the teacher and the entire success of the school as an institution depended upon that factor (11).

Dr. Cotton arrived early in the summer of 1909 to begin the work of the organization of the school. He selected his faculty, advertised the school, and planned the curriculum and programs. On September 7, 1909, President Cotton and fourteen faculty members greeted the first La Crosse Normal School students (2). One week later the local paper editor stated:

It is doubtful if any normal school ever started out with brighter prospects than has the La Crosse Normal. It holds the record for first attendance, it has a fine field; it has a splendid building and equipment and grounds that will become delightful, it is situated in a thriving community whose people have great pride in the school and its work (38).

President Cotton spoke of his expectations of the school at an early faculty meeting:

He talked of splendid opportunities to make this a good school - the strengths and weaknesses of the system of the state. Wisconsin has a remarkable system of normal schools. He spoke of his great ambition for the school. The eyes of the state are on us - on each department - and we are anxious to meet the expectations (58).

During President Cotton's fifteen years at La Crosse he appointed twenty-one faculty members who remained until retirement. Their educational careers were an integral part of the early school's history. They provided a continuity of staff which carried the school through the next administration without interruption of its services to the community (2). The twenty-one faculty members included: Lincoln K. Adkins (mathematics); Rena M. Angell (art); Adolph H. Bernhard (chemistry); Oren E. Frazee and Anna Wentz (biology); David O. Coate, Besse Bell Hutchison, and O. O. White (English); J. F. Rolfe, Everett L. Walters, and William H. Sanders (education); Marsha Skarr (library); Clayton A. Whitney (geography); Hans C. Reuter, Emma L. Wilder, and Walter J. Wittich (physical education); Florence S. Wing (library) and Sarah Bangsberg (dean of women). It is interesting to note that eleven of those twenty-one individuals have had present residence halls or student centers dedicated to them.

The faculty members chosen by President Cotton reflected and carried out much of his belief and philosophy of educating the whole student and his sincere concern for the student. President Cotton's faculty members served many and varied responsibilities. They were dedicated and

progressive in their educational fields and devoted their time and interest to the individual student including his personal and educational needs. The President, faculty, and students worked closely and cooperatively to succeed in creating an individual and a total educational environment.

Ernest D. Long (vice-president of the Department of Education) and James A. Fairchild (physics and dean of men) assisted the president in educational affairs as well as working with the young men of the normal school. "Vice-president Long went along with the football team as a sort of moral support to our spirit." (87) He assisted in making schedules of classes and made the weekly announcements at student convocations. Vice-president Long was affectionately called "Daddy" by the normal school students and was described as:

...a man of small stature, but of mighty power. He carried a smile that wouldn't wear off and was ever ready to give counsel and advice to those in need, and was often heard in assembly trying to locate lost fountain pens (27).

Mr. Fairchild, dean of men, and teacher of physics, was very popular with the students and residents (87). He gave generously of himself to his students; spending hours explaining the Laws of Physics and advising any student who wished his advice. As dean of men, he was responsible for the straight and clean conduct of the men in the school, and he did much to help many men remain in school by securing jobs for them outside of school hours. A member of the

faculty, he worked cooperatively in promoting worthy projects, especially if it was in the interest of the student body (25). Mr. Fairchild was not only interested in student affairs but also in community affairs. His endeavors within the community eventually led to the naming of a street in his honor. The street located in La Crosse is called Fairchild Street (81). Dean Fairchild had unselfish devotion to his work and a sincere, genuine interest in the welfare of the students, especially for the men of the school (27).

During the early years of the school (1909-1914), the women faculty members assisted President Cotton for the welfare of women students. He appointed the women members of the faculty on a committee to look into the social needs of the girls of the school (58). The president expressed the desire to the Board of Regents, that he wished to have a dean of women on the staff and in 1915 Mrs. Josephine M. Jones (1915-1919) was selected as the first dean of women.

The girls have always found Mrs. Jones a true friend and willing helper in anything they wished to undertake. Mrs. Jones had a deep interest in the welfare of the girls and was always doing something to better conditions (27).

Annie D. Adkins, dean of women (1920-1921) and Lean C. Durboraw, dean of women (1921-1923) succeeded Mrs. Jones as administrators of the normal school girls' welfare. In 1920, Dr. Sarah Garrett Bangberg became the school's physician and teacher of health and hygiene. Selected as the

dean of women in 1923, she continued as the school's physician in charge of medical services until 1941. LaCrosse Normal School was indeed fortunate to have a dean of women who was also a medical doctor.

Dr. Bangsberg's duties differed considerably as she dealt with living arrangements and the social and academic life of the young women students of the school. The freshmen and new students were met by her and through her guidance were able to understand the first days of college life. The students were also given the opportunity to do work while under the able supervision of Dr. Bangsberg. She was a radiant, smiling, ever helping person and won the affection and admiration of all those with whom she came into contact (25). "She was very dedicated to her work."
(81)

All the faculty members worked closely with the students and served on committees which were involved with the student's social, physical and educational welfare. Faculty Committees in 1913 included: Auditing, Catalog and Course Study, Decorations, Graduating Exercises, Lecture Course, Men's Rest Room, Recommendations, Schedule of Classes, Seating At General Assembly, Social Life, Student Program of Studies, and Student Welfare (30).

The faculty dedication and guidance to the student measured far beyond existing committees, teaching assignments, and staff duties. "There was a determined effort by many of these professors to get their students through

in good shape...they regarded it as sort of a personal failure if ten percent of their class failed." (79) They exhibited the personal commitment to total education; the education and training of the entire individual or whole person.

President Fassett A. Cotton resigned in the summer of 1924 and the Board of Regents granted presidential powers to an executive committee; Albert H. Sanford and Clayton A. Whitney. One year later, July 1925, Ernest A. Smith became La Crosse's second president (2). Mr. Smith's tragic death eighteen months later ended his tenure. His influence on the Normal School was not measurable; but he did express his goal for educating the whole person in his greeting to the students in the 1926-1927 Student Handbook:

But in addition to your scholastic pursuits you are urged to engage in the school and extra-curricular activities of La Crosse Normal... Catch and cultivate wholesome school spirit (31).

Mr. Sanford and Mr. Whitney were again appointed to serve as the executive committee until the Board of Regents selected a new president. George M. Snodgrass was chosen as the third president in 1927 and continued as president until his death in 1939.

President Snodgrass's philosophy of education reflected a Student Personnel Services point of view. In his first speech to the normal school students, the president expressed his belief in the students and he also expressed that he enjoyed working with young people (2).

Student activities and organizations and a balanced college program was his goal for each student.

College life should combine work and play, fun and seriousness. Students should live normal, happy, vigorous lives. La Crosse Teachers College emphasizes healthy activity in work and play. ...A student who does not participate in all phases of this program will miss much of value (31).

Certain it is that leisure activities are assuming an increasing importance in the curriculum of colleges everywhere. It has also been proven by investigations in several colleges that participation in social, dramatic, musical, forensic, and athletic activities is not incompatible with high grades and scholarly achievement; in fact, quite the reverse is true (25).

The president had the time and opportunity to deal with the students on a personal, one to one basis which was an important aspect of his philosophy (79).

The La Crosse students expressed their appreciation to President Snodgrass in 1929:

To President Snodgrass, who in the short time that he has been here has guided us toward higher ideals of achievement, has shown a progressive modern spirit, and a friendly co-operation in all phases of social life and manifested a human interest in each individual student, this Racquet Annual is appreciately dedicated by the class of 1929 (27).

During President Snodgrass's twelve years of administration, all the state normal schools, including La Crosse, achieved teachers college status and began granting four year degrees. His persistent guidance and economy measures prevented the closing of the doors to La Crosse Teachers College during the difficult depression years. Wittich Hall, the heating plant, and the Campus School were requested

and erected during the Snodgrass administration. The most important contribution of President Snodgrass to La Crosse Teachers College and the community was his successful pursuit of accreditation by the North Central Association (2). The president expressed his pleasure as follows:

The inspection to determine the standing of the school was successfully completed with the acceptance of the school as a member of the North Central Association of Colleges and as a Class A member of the American Association of Teachers Colleges. With the recognition of La Crosse Teachers College degree by other higher institutions of learning assured, students can undertake their courses here with enthusiasm and confidence (31).

The twelve years of administration of President Snodgrass were challenging; but with ever progression forward for the individual student, the college, and the community.

Student Services 1909-1939

The student services available to La Crosse Normal School student through 1939 were varied and ever changing to suit needs and demands. These were available through the cooperative work and guidance of faculty and administrators. Students participated in the programs and services with enthusiasm and vigor and were encouraged to do so by the faculty and the president of the school.

Admission to the normal school in the first years was granted by the president and information pertaining to the La Crosse Normal school was attainable by direct correspondence with the president.

The standards of the conditions of admission grew from 1909 when courses offered were open to any person fifteen years of age or more and had completed the work of the eighth grade in a graded school or a common school diploma to 1927 when a high school education or its equivalent was the minimum condition of admission to La Crosse Normal School (27).

Assistance on course study, schedule of classes, and student program of studies was provided by faculty members through committee work and communication. A total effort to assist the student with academic information and academic records was made by the registrar, faculty, and the president.

The genuine concern for the student's welfare was expressed by President Cotton during his first faculty meeting. "He spoke impressively of our attitude toward the coming pupils--that of sympathetic relation to the pupils--in class, in registering, and throughout the year. Some have had the heart crushed out of them." (58) The faculty did respond to the President's request and perpetuated a sincere interest in each student in the years that followed.

Communication in every student and faculty publication emphasized the availability of faculty members to assist the young college student.

Many students are away from home, some for the first time, so the school is bound to consider itself as standing in the place of the parents. The members of the faculty expect to interest themselves in individual students, and to assist them in solving not only their educational problems; but also their personal problems. Students should feel free to consult teachers upon any matter, as they would parents (31).

After some preliminary testimony on the work among students; a list of pupils, in groups, was assigned to each teacher for special attention care (58).

To secure more intimate relations between the faculty and students, so that the students may have the help and counsel which they so often need and desire, students on entering school are assigned to groups, at the head of which is a member of the faculty. The faculty advisor takes a personal interest in the welfare of the members of this group. They are encouraged to come freely for advice (14).

The Freshman Period, the first week of school for the new La Crosse student, emphasized the segment of the program "Individual Guidance Conference."

We want to call your attention particularly to the period designated in the program as "Individual Guidance Conference." This we feel is one of the most significant phases of our entire program. No doubt many of you are undecided as to what course to elect, or you may have some question about choosing an elective. If you have any problem, no matter how small, we want you to feel that the advisors will be only too glad to have a conference with you. They have a large background of experiences and will be able to give you helpful guidance (31).

The faculty members were ever improving their personal skill in order to work more effectively with their students. "A committee has been appointed to bring before the faculty some definite plan as to the best means of teaching student 'How to Study'." (58) Programs and discussions at faculty meetings by the chairman of the freshman counselors enriched the counseling and advising programs.

Many individual faculty personalities were outstanding as counselors and advisors. "Group advisors were popular with the students. Mr. Coate, Mr. Cowley, Mr. Rolfe were

some who worked with the men. Emma Lou Wilder was very close to her girls." (79) The La Crosse students were indeed fortunate to have faculty members with the belief that good teaching included counseling when needed.

Many students at La Crosse Normal School sought financial assistance to continue their education. Outside employment, a student service of necessity, was very relevant to the needy student. During these early years persons desiring to work arranged to do so by addressing the president of the school. In 1916, the graduating class left the momento of a loan fund to its fellow students.

...we believe that the class would be doing a far greater service for this school by founding a fund from which worthy students can draw financial assistance. It has happened many times in the history of this institution and other schools that lack of a few dollars has compelled students to leave the school and give up pursuits of their studies. If a few dollars were available to tide them over critical times it would not be necessary to see them leave school before graduation (43).

In the 1930's, the depression years, students were discouraged in seeking employment during the school year as the number of opportunities to work were less than the number of applicants. The students were advised not to come to school unless they had a supply of money to cover the greater share of their expenses. Any work which provided room and board was under the supervision of the faculty.

Loan funds were established by the Alumni, the La Crosse College Club, as well as the Forum and Sapphonian Literary Societies, from which worthy students could borrow

small amounts of money. This privilege was not open to La Crosse freshmen students (14).

The College Employment Bureau, consisting of committee members Mr. James A. Fairchild, dean of men, Miss Lora Greene, registrar, Dr. Sarah Bangsberg, dean of women, and Clyde Smith, football coach, supervised the work of the bureau which maintained records of employment, sources of employment, and standards of payment.

The National Youth Administration provided monies for college student employment; many of the students worked in college offices or for faculty members (37). Scholarships were awarded to outstanding students to assist them financially as well as rewarding their scholastic efforts. The Financial Aid Services aided many worthy college students in continuing their higher education.

Dr. Sarah Garret Bangsberg, the college physician as well as the dean of women, assumed all duties and responsibilities of the student health program. She also conducted a course in physiology and hygiene designed to meet the needs of those who were planning to teach in the high schools (14). Each year students were required to have a medical examination. A portion of the incidental fee was assigned to the health fund to provide for limited medical and hospital services (15). Casualties resulting from class rush, missing noon meals, colds, and medical excuses for absentecism were but a few of Dr. Bangsberg's obligations. Each student received individual attention and was ever ready to accept her "pink pills." (25)

The President's Office, in 1910, was the office from which the students could receive information on housing for the coming years.

Arrangements have been made for the accommodations of students in some of the best homes in the vicinity of the Normal School. This is a great advantage to the students, and is a source of satisfaction to the parents. The locating of pupils is under the supervision of the school authorities (14).

Ten years later, students arranged for rooms through the Dean of Women's Office where a list of approved rooms were kept on file. The fact was emphasized that a house approved at one time did not guarantee that it was still on the approved list.

Room and board costs were kept at a minimum in those days of high prices. The following table presented fair estimates of students weekly living expenses (14).

<u>CONSERVATIVE</u>	<u>LIBERAL</u>
ROOM.....FROM \$1.50 to \$2.50.....	FROM \$2.50 to \$3.00
BOARD.....FROM \$4.00 to \$5.00.....	FROM \$5.00 to \$6.00

President Cotton expressed a need for a women's dormitory to the Board of Regents in the early days of the normal school. President Snodgrass re-emphasized this need once again in 1926. Community clubs and organizations allied with the Normal School Faculty Committee to support the effort and drive for a women's dormitory (58). The faculty committee eagerly gathered hundreds of signatures of loyal supporters and also collected information from a questionnaire which was responded to by thirty-eight girls living

in the Superior Normal School Dormitory. Information was also gathered from a questionnaire answered by 138 non-resident girls at the La Crosse school and a report from the La Crosse Normal School Dean of Women, Dr. Sarah G. Bangsberg (59). The investigation committee's report of February 14, 1927 emphasized the reasons for a women's dormitory.

La Crosse State Normal School...owes each young woman an adequate preparataon for leadership in her community, an opportunity to develop scholarship, cultural influence, health protection, and social and moral protection--all at a minimum cost (59).

The request for the new dormitory was denied. This did not discourage the housing committee however, as they continued to seek other arrangements which would be temporarily adequate. They eventually arranged the use of the first and third floors of the Grandview Hospital Nurse's Home. The facilities were to house adequately thirty-eight college women (39).

This was the beginning of a continuous drive to secure the best living environment which would contribute in a positive way toward every student's physical, social, and mental welfare.

Prospective young teachers were often assisted by faculty and administrators in securing their first teaching positions. It has been stated that: "In addition to course work, Emma Wilder was an advisor and placement director for the girls enrolled in the physical education curriculum." (10) It was also noted that President Snodgrass

on his visits to local and area high schools for speaking engagements, sought information concerning possible teaching positions (79). A faculty placement committee, active for many years, provided the prospective teachers with a file of personal academic records and other relevant information to assist them in their endeavors in seeking a teaching position.

La Crosse students, entering their occupational fields, were very fortunate to have the sincere interest, cooperation, and assistance of the normal school faculty and administration in their first attempts to seek employment.

A suggestion was made that we do something socially for the students. It was moved to have a winter party with tea and wafers for refreshments, the first part of the entertainment to consist of a program...musical or literary, with the refreshments to be served in various rooms after the program (58).

The arrangements of this party was but one of a multitude of parties to be given by the faculty and the faculty social committee for the La Crosse study body. Total involvement of each faculty member and each student gave all an enriching and enjoyable experience in student-faculty events.

The ever popular social event of the year was the mixer in the fall of the year; the first Friday of the school year.

The faculty entertained the entire student body at a reception held in the gymnasium. The gymnasium was artistically decorated with many colored leaves and vines which produced a very pleasing autumnal effect.

The striking feature of the evening was the program rendered by the faculty members. After the program an orchestra made its

appearance and furnished music for dancing. Refreshments were served in the gaily decorated refreshment room (57).

Popular weekly social activities were the Wednesday social hours and the Saturday night mixers. The social hour was a pleasing feature of the school as it was an opportunity for the students to get acquainted (55). Mixers, conducted by a committee of Dr. Bangsberg, Miss Carver, and Miss Hutchison, were well attended and not to be forgotten (25).

Two events eagerly attended by all were the Homecoming Week events and the Physical Education Demonstrations. Homecoming Week offered a variety of activities and programs, enjoyed and remembered by faculty, students, and alumni alike. Each Physical Education Demonstration included marching tactics, free hand exercises, club swinging, exercise dancing, wand drills, fencing, and all pieces of apparatus (51). A worthwhile and rewarding tribute to those who participated as well as those who were spectators.

Student organizations and activities in 1934 included the following (25):

Student Council	Foreign Relations Club
Kappa Delta Pi	Science Club
Sigma-Lamda-Sigma	L Club
Racquet	Delta Psi Kappa
Annual	YWCA
4-H Club	Women's Glee Club
Buskin Club	Men's Glee Club
Orchestra	Men's Intramural Athletic Association
Band	Women's Athletic Association
Debate	Secondary Education Club
Orchesis	

The organizations were representative of athletic, musical, literary, forensic, and social interests and each student

was encouraged to participate in organizations and activities. Development of individual powers of leadership and cooperation and the ability to conduct similar activities in the schools where the individuals would eventually teach were essential assets developed through participation in the college activities (14). Each president's philosophy of education emphasized the education of the whole person and participation in student organizations and activities was an integral part of that education.

Food services for the college student were under the management of the school. A cooperative cafeteria, instituted in 1940, was conducted and controlled by a committee of faculty and students. It proved to be a highly successful venture and was appreciated and enjoyed by everyone involved (36). A very minimal profit was realized and food was served cafeteria style (14).

School regulations, school policies, and student conduct were all a part of the total educational experience realized by each of the La Crosse students. Disregard for the regulations, policies, and conduct would often result in disciplinary action. The president, with the assistance of the deans and faculty, was delegated the authority to establish disciplinary control whenever it was necessary. The following are but a few of the discipline problems experienced in the early years of the school: "The president spoke of the noise in the halls and suggested that we talk of the matter in our classes." (58) "If any student fails

to take suggestions regarding conduct in the halls he shall be reported to the faculty for suspension." (61) "President Snodgrass told the faculty that some of the students had been reported as to conduct especially with regard to drinking." (58)

The Faculty Student Welfare Committee standardized the procedure for situations requiring disciplinary action. It emphasized that a faculty member first deal with the case, and later if necessary, the case should be brought before the Student Welfare Committee (58). President Snodgrass appealed to his faculty members to set the standards of conduct and that the welfare committee was requested to consider the discipline matters as well as the deans. He emphasized that the faculty should work with the Student Council, that they should work through the organizations, and that they should report unfit students (58).

A total cooperative effort was elicited by faculty and administration to guide the student through a wholesome, well balanced higher educational experience.

The eight student services from 1909 to 1939, offered a vast array of experiences for the students at La Crosse Normal School. Each service was available to fulfill a student need or interest and each had the support and guidance of the administrators and the faculty.

CHAPTER III

BUILDING A DIVISION OF STUDENT AFFAIRS

On December 7, 1941, the United States became involved in World War II. Service obligations of millions of college men and women created a great reduction in college enrollments. La Crosse was no exception; during the years 1940 to 1945 the La Crosse enrollment dropped from 760 to 371 students. The majority of the 371 remaining students were women.

When the war ended, many young soldiers returned to the college campuses as veterans. The post-war years were times of expansion and inherent difficulty of growth. Building priorities, dormitory expansion, land acquisition, and faculty selection were but a few of the problems university and college presidents faced in the 1950's. In glowing contrast to its enrollment during the war years, La Crosse State Teachers College began its 1950 school year with the largest enrollment in his history - 1,211 full-time students and 166 part-time and extension students (52). The college in the early 1960's experienced a heavy influx of prospective college graduates. Challenges, questions, and student activism characterized these years. University and college presidents, deans, and faculty were determined to meet and accept the challenge to perpetuate higher education.

In June 1937, as published in The Student Personnel Point of View (1), the American Council on Education reported the findings of the Conference on Philosophy and Development of Student Personnel Work in Colleges and Universities. Since that time student personnel services have steadily progressed to meet the challenges and needs of the students in higher education. La Crosse was no exception; its presidents, deans, and student personnel services staffs endeavored to exemplify the student as an individual, and to be aware of and meet the needs of the student outside the academic realm. During the twenty-seven years from 1939 to 1966, La Crosse began the construction of its present Division of Student Affairs.

Administration

In the summer of 1939 the Board of Regents met and selected Dr. Rexford S. Mitchell as the fourth president of the La Crosse State Teachers College. Dr. Mitchell came to La Crosse with previous experience at River Falls State Normal School and at Lawrence College (2). A La Crosse reporter wrote in August 1939:

A trim good-looking man of 43 with crisp, close cut gray hair, twinkling blue eyes, and a smile that makes you smile too. That's Dr. Rexford S. Mitchell, new president of La Crosse State Teachers College (21).

Dr. Mitchell experienced during his tenure of twenty-seven years, the problems related to institutional growth and expansion. The acquisition of land, building expansion, and housing shortages all occupied long hours and much effort on the part of President Mitchell, the vice-president, and deans (2).

The tasks confronting any president of a growing college is one requiring infinite tact and patience. Students and faculty both look to him for advice and as a person to whom they may express their grievances. Moreover, he must be cooperative in his dealings with others. Dr. Mitchell meets all these requirements (25).

Wing Library (1955), Cowley Hall (1965), Cartwright Center (1965), four women's dormitories (1951, 1959, 1963, and 1964) and three men's dormitories (1957, 1962, and 1964) were erected during his tenure. During that same period of years the enrollment had increased five-fold from 806 to 3,947 students.

In 1951, the State Teachers Colleges were authorized to grant degrees in liberal arts and with this change the word "Teachers" was dropped from the name "State Teachers College." (25) President Mitchell expressed his pleasure:

This is our first year as Wisconsin State College at La Crosse: Our change of name has not changed what we have been doing. It has merely added to it and has provided additional opportunity (25).

Curriculum revision and school reorganization were essential in La Crosse State College's growth. A basic studies program was adopted to provide a liberal arts background for those students who intended to graduate from La Crosse. The North Central Association renewed accreditation of the graduate and undergraduate programs after reviewing curriculum revision and self-studies by the faculty and administration. It proved imperative, with growth, for the faculty and administration to design a more clearly defined structural organization (2). Again, in 1964, by action

of the Board of Regents another name change took place. La Crosse State College became Wisconsin State University, La Crosse.

These were but a few of the never-ending responsibilities of President Mitchell, his deans, and his faculty. But, although these never-ending duties and responsibilities were evident, President Mitchell continued to express and initiate his philosophy and his goals for higher education. As stated by President Mitchell: "This institution exists for the students." (21) In a La Crosse Tribune article in 1940 President Mitchell stated: "I have a theory, that if you treat people like adults, they'll act like adults." (40) This philosophy perpetuated the belief that more responsibility should be delegated to the student, and that we accept student opinion, student representation, and student assistance in policy making. The students expressed their appreciation in 1948.

During the nine years that 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, have made him a popular prexy (25).

The president's philosophy was emphasized in his faculty relationship; he supported faculty participation in decision making and delegated many facets of policy making to them. Dr. Maurice O. Graff, Miss Edith J. Cartwright, and Mr. Richard J. Gunning were but a few who assisted the president in the problems of growth and expansion.

President Mitchell's belief in the student and the

cooperation he received from his deans and faculty enabled him to provide twenty-seven years of progressive education. leadership, and expansion for Wisconsin State University - La Crosse. 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 A. Cowley, and Mr. Richard J. Gunning. These individuals assisted the president and provided many strenuous hours of dedicated work to meet the needs of the rapidly increasing student body.

Dr. Graff was selected to fill a social science teaching position and a student personnel position at La Crosse State Teachers College in 1941. As time progressed, he became more involved in student personnel and administrative duties. After returning from the service, he assisted President Mitchell as Admissions Director, visiting area schools in anticipation of recruiting prospective young students. With the school's expansion, and the granting of liberal arts degrees, the educational departments were reorganized and coordinated; at that time Dr. Graff became dean of the college. By the early 1960's, Dr. Graff continued only in the academic realm. He was delegated more responsibilities as President Mitchell was nearing retirement and in accordance with these changes he was retitled vice-president of Academic Affairs (72). During these years he contributed many hours of effort and time to

the student, striving for the betterment of the students and university's welfare.

In 1941, Miss Edith J. Cartwright returned to La Crosse, her alma mater, as an instructor in health and as the fifth dean of women (8). Her responsibilities grew as the college grew and she acquired all the functions of the "traditional dean of women." During the early years she described her duties as "just about everything" which included: scholarships and financial aids, counseling and testing, entering freshmen interviews, all women activities, housing and board and room jobs, academic counseling at nine weeks and semester, grade averages and probation interviews (71).

A significant segment of her responsibility was that of securing adequate housing for the women students. Rooms were very scarce, and a notice in the college newspaper read "anyone with a spare room or gopher hole is urged to contact Edith Cartwright, Dean of Women." (48) Dean Cartwright, acting as chairman for the housing committee, did activate change. A cooperative house on West Avenue was purchased, Wilder Hall was opened in 1951, and Grandview Dormitory was purchased in 1952 (53). In the 1960's, six more women's dormitories were opened. Dean Cartwright expressed it this way:

I was there at a terrifically interesting time from 1941 on--no dormitories, no eating facilities. My work those years consisted of planning, visiting facilities, visiting with architects, and drawing plans. We added all those times. The expansion really came with the building of the dormitories. An exciting, interesting time (71).

Miss Cartwright, from that first day in 1941 to 1969, was concerned with the students on the La Crosse Campus. She knew every girl and expressed a personal interest in each one. She wanted the students to experience leadership, extra-curricular activities, and fellowship with faculty and other students (8). Miss Cartwright's belief in the student as an individual and a total educational experience for each individual provided a strong foundation on which to build a Division of Student Affairs.

In 1942, Clyde B. Smith succeeded Mr. James Fairchild as dean of men. This was but one of many responsibilities delegated to him as he was active in coaching and teaching physical education (86). Throughout his career as a dean, as a teacher, and as a coach, Mr. Smith expressed a philosophy which reflected a lasting faith in students (25).

Dean Smith left in 1943 to accept a position in the Navy. At that time Dr. Milford Cowley was acting dean of men and was also acting registrar. "It seemed like we did everything." (82) His activities included membership on the housing committee, food service committee, and looking after the welfare of the men students on campus. Dr. Cowley had special concerns for the returning veteran and made two suggestions to the college faculty:

1. ...faculty members give sympathetic understanding to the differences in maturity and in outlook between veterans and other college students, and 2. that some allowances may have to be made for veterans who wish to register late because of factors beyond their control (58).

Veterans aid, housing for returning veterans, and foreign

student services were the inherited duties of the new Dean of Men, Mr. Richard J. Gunning, in 1947. He came to La Crosse after twenty years of service to the Wisconsin public schools (22).

Dean Gunning acquired veteran's housing at Myrick Park Lane consisting of thirty-six apartments which were rented to faculty and students who were World War II Veterans (54). He presented a resolution of approval for the organization of an inter-fraternity council to the faculty (58). Committee service to improve and plan student housing and to build the student union were but a small portion of Mr. Gunning's contributions to the students of La Crosse, particularly the male students. Dean Gunning expressed the goals of the program as:

We were student orientated. Our direction was to guide the student in self-discipline; a "think for yourself" goal. Housing for all students was another goal (74).

A co-worker expressed at Dean Gunning's retirement: "He sympathized with students and their problems, he worked well with them and he was willing to get involved with their activities. He was and is their friend." (22)

Cooperative projects proposed and completed by previously mentioned administrative leaders were quite numerous during the years of expansion at the La Crosse College. A significant project was the establishment of a cooperative (Co-op) cafeteria in 1942. The Co-op proved to be a tremendous success; the students who ate there were charged a minimal amount for their meals and in turn were involved

in some type of work within the Co-op (25). Members of the Co-op committee working with students included Mr. Smith, Miss Cartwright, Dr. Graff, Miss Greene, and Dr. Cowley. Veterans were eligible for membership in another Co-op, the Vet's Co-op (23). The Co-op continued until the construction of the Student Union in 1959. It is interesting to note that a substantial sum of money was donated from the proceeds of the Co-op to provide a basement area and bowling alleys for the new student center (72).

Another popular food service operated by a student faculty group was the Snack Bar organized and opened on March 3, 1947 (56). The students described their favorite spot as:

...by far the most popular diversion on campus; therefore the busiest. Serving meals, filling coffee cups, and selling confections and school supplies kept ladies behind the counter constantly on the move. Their friendly and quick service is appreciated by the student body (25).

Providing adequate housing for students was a perpetual thorn in the side of the La Crosse administrative staff, particularly after the war years. The president, the deans, the personnel director, and Housing Committee devoted many hours of effort to meet the demands of the rapidly increasing enrollment. The college purchased a house on West Avenue to accommodate young women after the war years. This house was later converted to accommodate college men. It remained in this capacity until the first men's dormitory was constructed (25). Dr. Cowley expressed the West

Avenue project as a total effort "from forming a non-profit corporation to purchase a house for student living to scrubbing the woodwork to make the house livable." (82) This was but a first step to the final realization of twelve dormitories on the La Crosse campus.

A social room was provided to accommodate the students in their leisure time. President Mitchell, along with several faculty members, decided, after the Campus Training School left for its new building, to make the kindergarten room into a social room. "The faculty and social committee had great ideas for the future of the social room." (47)

Dean Cartwright, Dean Gunning, and Dr. Graff often provided many young students with small loans, provided through a contingency fund, to help them through difficult times. An advertisement in the Indian Handbook read as follows: "If you should run short of money and can't wait until the next check comes from home, you can obtain a small loan from the Dean of Men's Office, the Dean of Women's Office or the Personnel Office." (23) It provided a service to needy students, who were indeed grateful individuals.

Through the individual Dean's Offices, those of the traditional dean of men and women, the male or female student could seek their dean for any assistance they desired. Many of the student services sought by students were centralized in these offices. The growth of the university after war deemed it necessary to delegate responsibilities

to assistants. In the late 1950's, the first of these individuals were available to assist Dean Gunning and Dean Cartwright (71).

The goals of the program sustained the calamities and difficulties of expansion. Each administrator and dean held the student personnel point of view, that of the individual's worth and that of education of the whole individual.

Dr. Graff felt that "the students were to feel at home away from home and that friends would listen to them and give them advice if they were seeking it." (72) Miss Cartwright expressed her ideas and goals in student personnel work in a similar manner:

The student was so important to us - each one. Each girl was so important to me, her interest, her welfare, how she was doing academically, how she was living, and her health. We were there to take care of these students. Through President Mitchell, with his philosophy of working with students and being with them, we were given the charge to do this and it was our responsibility and we never felt otherwise (71).

These individuals extended the student personnel services to each student: "always ready to go the extra mile." (72) The student enrollment, the school program, and the student affairs staff continued to grow; inevitably these factors led to reorganization and decentralization in the late 1960's, in order to perpetuate the welfare of the La Crosse State University student.

Placement services, health services, loan and employment services, and the services of the registrar and admissions were individual, functional, student service units.

Each unit rendered individual assistance to those students who sought their assistance. The placement service maintained its appointments office in the training school building. The office assisted the qualified graduate in securing teaching and administrative positions in Wisconsin and other states. An Appointment Committee consisting of faculty members, directed the placement service (17). Many professors and department chairmen were instrumental in placing the seniors in first year teaching positions.

With its establishment in 1938, the college health program grew in accordance with the current trends and health concepts concerned with preventative medicine (25). The Health Center was under the able direction of Dr. Ellen Sexton and the college nurse Mrs. Marjorie (McGrath) Von Arx for many years (44). Services available to the student included: physical examinations, conferences concerning physical limitations, consultation with local physicians when needed, and clinical assistance for minor illnesses.

The Loan and Employment Service was established in 1959. Mrs. Velma Gunning was appointed as the first director of the program. Federal grants and loans, scholarships, and on and off campus employment were but a segment of the director's responsibilities. The Admissions director worked cooperatively with the Loan and Employment Service in the distribution of State Legislative Scholarships to entering freshmen. Dr. Earl Munns succeeded Mrs. Gunning in 1966 and in the spring of 1967 Mr. Clarence Althaus was appointed the director of Financial Aids.

Miss Lora Greene served the university for thirty-three years as university registrar (26). Responsibilities of the registrar were directed toward the academic realm. These included: curriculum planning, the registration program, and keeping of student academic records and transcripts (77). Mr. Paul Mason (1961-1963) succeeded Miss Greene as registrar, and in 1963, Mr. Robert O. LeRoy was chosen as the university registrar.

The Admissions program proved to be beneficial during the time of growth and expansion. Dr. Maurice Graff, director of admissions, and faculty members made annual spring visits to local high schools. The major purpose of the visits was to present information pertaining to the teaching profession to the high school student and to provide vocational guidance in the field of higher education (58). The Admissions Office also answered all inquiries concerning the college and its offering and to process all applications filed by prospective students.

These services are very much a part of the present program, but the program has expanded greatly under the direction of Mr. Robert Culp, Dr. Reid Horle (1963-1970), and Mr. Gale Grimslid (1970-). New Student Week, summer registration programs, and academic extension programs are but a few of the many new innovations initiated by the Admissions program.

The independent student service programs which included Placement services, Health Services, services of the Registrar, and Admissions functioned cooperatively

with the college deans. As was exemplified by the deans of the college, the student service programs were also willing to accept and meet the student's needs.

Student Service Facilities

During the years of expansion (1945-1968) many physical structures were added to the LaCrosse Campus. Of these additions many were buildings which accommodated university students outside the academic realm. These student service buildings included two student centers and twelve residence halls.

The first student center, Cartwright Center, was in the planning stage during the late 1950's. Dr. Graff discussed the historical development of the La Crosse Union at a faculty meeting on June 1, 1959. Dr. Graff stated:

That some time in 1953-54 the students at Milwaukee State College requested the Board of Regents to permit them to have a union. The financing of the union was to be similar to that used in dormitories, self-liquidated projects.

The Board of Regents appropriated \$841,830 to La Crosse for the building of a student union. A committee was set up and various studies were made to determine what facilities should be provided. Student groups at La Crosse have set aside reserve funds to contribute toward the union. Forty thousand dollars was donated from the Cafeteria and Snack Bar. Part of this money was used to provide the bowling alleys. This student union is to be paid for from student fees (58).

The new student union was to accommodate meeting rooms, a cafeteria, a recreation center, student lounges, kitchens and offices for student organizations. The first

director was Dr. Robert Steuck, assisted by Mr. Donald Strand. Dr. Maurice Graff was the director of the Student Union Board and ex-officio members of the board were Edith J. Cartwright, dean of women, and R. J. Gunning, dean of men (18).

In September 1959, the Student Union at La Crosse opened and fulfilled the need of a center for the non-academic affairs of students. The administration was especially interested in a worthwhile program for the Student Union (64). It proved to be worthwhile: "The Student Union is the busiest spot on the La Crosse State Campus." (32) The construction and furnishing costs were \$920,000. With increased enrollments each year, an expansion of the Student Union was necessary. This additional construction was completed in 1964 at a cost of \$700,000 (18).

On February 26, 1969, at a student-faculty reception in honor of Edith J. Cartwright, a portrait of Miss Cartwright was presented to the Student Center, which signified the naming of the center in her honor (8). The renaming of the Student Center to Cartwright Center was affirmed by the State University Board of Regents, at the request of the Student Union Board "in recognition of her outstanding leadership and contributions to the student life program." (33)

The second Student Center, Whitney Center, was erected in 1967. This food service building was a supplement to the programs and activities of Cartwright Center.

It primarily provided meals and recreation facilities to the students living in the residence halls at the northwest end of the University campus. The student center contained four dining rooms which served 2800 students and also served as a conference center. The center was named for the late Clayton A. Whitney, a longtime professor of geography and former vice-president and three times acting president of the La Crosse University (35).

Residence Halls, twelve in all, were erected to accommodate the ever increasing enrollment. Perhaps the most significant of these halls, was the first campus dormitory, Emma L. Wilder Hall. President Cotton and President Snodgrass had emphasized during the early years of the school, the necessity of dormitory facilities for women students. In 1951, the first of the six women's halls was erected.

When it was known that a new women's dormitory was to be constructed, many friends of Miss Wilder requested the new hall be named in her honor.

An appreciation which has long been common among her former students and associates has become that of a wider world as the Board of Normal Regents passed a resolution November 28 to name the new dormitory for women at La Crosse College the Emma Lou Wilder Hall (49).

During the cornerstone ceremonies, President Mitchell stated "This is a happy occasion for La Crosse State Teachers College." (46) In response, Miss Wilder expressed a sincere hope that the new dormitory named in her behalf

"would serve many opportunities for more gracious living and enhance the years of friendliness and loyalty that graduates hold for La Crosse." (46)

The first college-owned dormitory opened its doors on January 2, 1952 to 86 new residents; "The dorm tenants said 'Neat!'" (50) In 1955, a third floor was added to the structure to help accommodate the rising enrollment (10).

Miss Wilder's hopes were fulfilled; Wilder Hall continued to house university women students until 1970, at which time it became an office building for ROTC and the student services of Placement, Housing, Financial Aids, and Counseling and Testing.

The second women's residence hall was opened in the fall of 1960 and accommodated 208 women students. It was named after Miss Myrtle Trowbridge, teacher of history during the Normal School days. Baird Hall, named after Miss Betty Biard, teacher of women's physical education, was opened in 1963. It also accommodates 208 women students. One year later, a hall dedicated to Miss Anna Wentz, a normal school instructor of biology, was opened to 226 women students. In 1966, two more women's halls greeted the university freshmen. Drake Hall, named after Miss Alice Drake, a past director of the elementary education division, and Angell Hall, dedicated to Miss Rena Angell, the normal school art instructor, house 226 and 366 women students respectively. The last women's hall constructed was Hutchison Hall in 1967. It was erected to accommodate 336 students and was

dedicated to Miss Besse Bell Hutchison, an English instructor during the normal school days (69).

Seven years after Wilder Hall opened its doors to its first women students, the first men's residence hall was opened. Reuter Hall, dedicated to Hans C. Reuter, a La Crosse physical educator, is the smallest of the five men's residence halls accommodating 200 students. Four years later in 1962 White Hall, named after O. O. White, a normal school English teacher, greeted 208 male students. William M. Laux, a normal school history teacher was honored by having Laux Hall dedicated to him. Laux Hall, opened in 1964, accommodates 226 male students. The largest men's dormitory, which houses 366 students, was opened in 1966. It was dedicated to the first head of the normal school English Department, David O. Coate. The fifth men's hall, located three blocks from the center of the campus, has a capacity of 226. This hall was named after Albert H. Sanford, another normal school history instructor (68).

These fourteen student service buildings provide eating, recreation, and housing facilities for the university student. The university student service personnel have contributed to the development of programs and activities for the student in the non-academic realm. These facilities were a necessary element in providing the student an education in the non-academic areas and to provide the student an atmosphere of "home" away from home.

CHAPTER IV

THE PRESENT DIVISION OF STUDENT AFFAIRS

Wisconsin State University - La Crosse was not to be untarnished in regard to campus unrest and turmoil which was so prominent throughout the nation during the late 1960's. Explosive riots which took place in many major cities throughout the United States contrasted greatly with the relatively tranquil state of the nation prior to the 1960's. Students were demonstrating against the Vietnam War, racism, poverty, and the military draft and wished to become involved in curriculum development, policy making, and administrative programs. Each of the campus uprisings were in part an extension of national urban issues, but many grievances centered around the individual campus, its programs and policies. At La Crosse, the demands varied from day to day, semester to semester. Frequently the protests were related to national and international issues which were significant at the time.

The Vietnam War; the invasion of Cambodia; controversial speakers; dormitory visitation policies; student referenda; "censorship" of the newspaper; sororities and fraternities were all issues which surfaced (83).

Cooperation of staff, faculty, and student personnel workers; student representation on faculty-student boards and committees; new programs and curriculum revision; and

organization and delineating of administrative and faculty areas were buffers in the time of crisis and its management. Total efforts, individually and collectively, in active reaction and preventative polarization resulted in Wisconsin State University - La Crosse meeting and handling the demands of the times.

Dr. Samuel G. Gates, former dean of the graduate division at Colorado State College, Greeley, became the fifth president of La Crosse State University. In 1966, in an interview with a Racquet reporter, Dr. Gates said, "I am looking forward with eager anticipation to joining an outstanding faculty and outstanding university." (28) 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 (2).

The service to the student and the concern for the students welfare were expressed by President Gates in his welcome to them 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).

The Student Affairs personnel, individually and collectively, worked in close conjunction with President Gates

in order to initiate a philosophy which showed concern for the student and his experiences outside the classroom. Experiences outside the classroom incorporated with classroom experiences, it was felt, would benefit the student in his personal growth and maturity.

President Gates emphasized that he believed it was the over-all institutional support of key administrators in combination with support from the unclassified sector composed of clerks, secretaries, craftsmen, custodians which made the whole unit and concept so effective (83).

Some of the key administrators within the realm of student affairs included: Dr. Robert H. Steuck, Dr. David Hogue, Dr. Norene A. Smith, and Dr. Reid F. Horle.

Dr. Steuck served in various positions at the university from 1956 to the present. Student Affairs positions included: Assistant Dean of Men, Student Union Director, Dean of Student Activities, the first Dean of Student Affairs from 1965 to 1968, Coordinator of Special Projects, and Assistant to the President and Chancellor (88). His enthusiasm and vigor through the changing, reorganizational periods added much to the growth and progressiveness of the program.

In September 1960, Dr. David Hogue was chosen as an assistant to Dean Gunning. He continued in this capacity until 1968, when he was selected as the second dean of student affairs. Dr. Hogue served on many student-faculty boards and was active as an advisor to many organizational and activity groups (84). His efforts of understanding and

cooperation with students during critical times were instrumental in initiating university programs which emphasized student involvement. The Student Affairs goal which Dr. Hogue advocated was quite evident in his welcome to the La Crosse students in the 1970-71 Indian Handbook.

A major goal of the Student Personnel Workers on this campus is to have each individual student achieve success according to his own aptitudes and interests. We believe that Student Personnel Workers can be of significant help to students in achieving this goal. I hope that you will feel free to consult with any of the Student Personnel staff (23).

Dr. Hogue has indicated that the goals and objectives of Student Affairs have never been written. "The goals of Student Affairs are flexible and adjustable to meet the student need during times of rapid change." (75)

After coming to La Crosse as an assistant dean of women in 1961, Dr. Norene A. Smith continued in that position until 1967. During the 1967-68 academic year she was the director of Institutional Studies and Testing at the university. A year later, upon the resignation of Dean Edith Cartwright, Dr. Smith assumed the duties of acting dean of women, in addition to her duties as director of the newly formed Counseling and Testing Service and chairman of the Student Personnel Services graduate program. In 1970 she became one of the associate deans for Student Affairs working directly with the student services of Housing, Placement, and Counseling and Testing (19). Dr. Smith expressed that during her years at La Crosse the Student

Affairs Division has moved from the "in-loco parentis" direction to that of self-direction of the student. "The opportunities exist for the student, he may choose what interests him." (78) Her guidance in programs, planning, and organization have provided the many opportunities available to the student in the "silent curriculum."

In 1963 another of the key administrators, Dr. Reid F. Horle arrived in La Crosse to become the director of Admissions and Extended Services. His service in the area of Admissions continued until 1969 at which time he was appointed Associate Dean of Students in the Student Affairs Division. As the associate dean of students, he coordinated the services of Financial Aids, Student Activities, and Student Centers. Dr. Horle also played a vital role as an instructor in the Student Personnel Services Graduate Program (85). The basic concern for the student, Dr. Horle stated, is the goal of Student Affairs. He expressed it as an enjoyable human relations task (76).

Directors of student service areas and administrative assistants to the vice-president of Student Affairs have been vital links in the function of the Student Affairs Program. Their service to the program and to the student have been a credit to the goals of the program.

The Directors of the student services included: Dr. Harvey S. Ideus, Placement and Career Advising (1965); Dr. Thomas Hood, Counseling and Testing Center (1970); Mr. Clarence W. Althaus, Financial Aid (1967); Mr. Richard

Koehler, Housing (1966); Dr. Robert R. Mullally, Student Activities (1965); Mr. Calvin Helming, Student Centers (1969); and Dr. Fred Wolfe (1967) Health Center. The two administrative assistants were: Mr. Donald H. Strand, administrative assistant of finance and Mr. Donald R. Staats, administrative assistant of discipline (1968). It is interesting to note that as the programs and enrollment increased, directors and administrative assistants were added to create a functional and organized program of services to the university student. The affiliation of the individual directors and administrative assistants with the Student Affairs Staff was a definite indication of the efforts of the staff to meet the needs of the student and also indicated the beginning of decentralization of programs from a two entity organization, that of a dean of women and a dean of men to a one entity, delineated organization, that of Student Affairs.

The Student Affairs Division which exists today at the University of Wisconsin - La Crosse is a reflection of the personalities of its student personnel workers, past and present. The service of past individuals; Dr. Rexford Mitchell, Dean Edith J. Cartwright, and Dean Richard J. Gunning has left an indelible mark on the university. It was through their efforts and dedication, along with the effort and dedication of the present key administrators, that the present Student Affairs Division evolved into the organization that now exists.

In 1970 Dr. Kenneth E. Lindner was appointed by the Board of Regents of State Universities as the institution's sixth president succeeding Dr. Gates (24). During the president's tenure, the Wisconsin's two systems of higher education, the State University system and the University of Wisconsin, merged on October 8, 1971 and accompanying name changes resulted. Wisconsin State University - La Crosse became University of Wisconsin - La Crosse and all state university presidents were given the title of Chancellors. "The merger and name changes are signs of progress and adjustment to the changing needs of our society," (24) Dr. Lindner reported. He cited the university's priorities in the 70's as teaching, service, and research - in that order (29). Presently the programs and organization of the Student Affairs Division at the university are much the same as they were under the direction of Dr. Samuel Gates.

A paper proposing the position of Student Affairs in the newly merged University of Wisconsin system stated that:

Student Affairs in the newly merged University system should be a major administrative unit at each institution. The reasons for this are many--humanism in higher education--management of student services - the "unwritten curriculum" - but probably the most important is as a facilitation in search for relevance and constructive change in higher education (62).

There exists in the university system a continual effort to support the Student Affairs program of service to the student and to the university.

Student Personnel Services Graduate Program

The institution of the Student Personnel Services Graduate Program at the University of Wisconsin - La Crosse was a combined effort of many student service staff members, and it was initially begun by Dr. Robert H. Steuck in 1966 (80). After two years of effort, Dr. Norene A. Smith, as chairman of the Department of Student Personnel Graduate Studies, reported on August 2, 1968 to staff members and friends:

I have the happy duty to inform you that the Masters of Science in Education: Student Personnel Services has been approved for preliminary accreditation by the Commission on Colleges and Universities of the North Central Association (67).

The La Crosse graduate program was designed to provide specialized study and training for the preparation of student personnel workers in vocational, technical, and adult education institutions; junior colleges; four-year colleges and universities (70).

The construction of the program placed major emphasis on two areas: Knowledge of the behavioral sciences and experience in seminars and supervised internships. These areas directed the emphasis on the development of skills and perceptions applicable to the area of Student Personnel Services. The internship experiences were provided through the university offices of Activities Director, Admissions, Housing, Student Affairs, Financial Aids, Placement, Registrar, Counseling and Testing, and Student Centers (66).

The faculty and staff were chosen for the program from

an inter-disciplinary realm. Members of the faculty were selected from various departments of the university which included: the school of education, department of economics - business administration, department of psychology, department of sociology, the administrative staff, and the student personnel staff (66).

The need for a graduate program of this nature was emphasized by the Council of Student Personnel Associates in Higher Education:

The opportunities for a challenging career in student personnel work in higher education have never been greater. Not only is the need for qualified persons increasing rapidly as college and universities expand, but the types of jobs being offered are such that a variety of backgrounds and talents are in demand. The need and opportunities exist for both men and women (63).

The Student Personnel Committee, under Chairman Dr. Robert H. Steuck, substantiated the additional need for the program to the Board of Regents.

Institutions of higher education in the state and nation are placing an increased emphasis on the concept of education for growth in all aspects of the student, while previously concern was restricted largely to intellectual growth. To accomplish this objective, students must be provided with additional learning experiences outside of the classroom with direction and supervision of professionals specifically trained in this function. Many colleges and universities have established comprehensive student personnel programs and have changed them with the responsibility to:

- maintain a campus-wide environment conducive to successful scholastic achievement;
- provide opportunities for students to participate in democratic group self-government;
- provide opportunities for social involvement conducive to developing maturity in students;

- provide opportunities for the student to develop proper habits of health, recreation, and productive use of leisure time;
- and to aid in the individual student's adjustment to the total university environment.

It should also be pointed out that the day of the 'passive' student seems to be fading rapidly. It is apparent that student demands in many areas will play an increasingly important part in institutional life at the post high school level. Staff members specifically trained in the areas of student personnel can do much to meet this new challenge successfully, and hopefully to help it develop into a constructive force (70).

The founding committee was reinforced in their pursuit of the graduate program. Letters of justification came from professionals in the field of college student personnel services which illustrated local, state, and national demands for trained personnel in the student personnel areas. In its quest for a graduate program the founding committee was greatly rewarded. The Student Personnel Services Graduate Program has achieved the largest enrollment of the graduate programs at La Crosse. It indicates the interest and concern of graduate students to pursue the service fields of higher education and it is indeed a tribute to those founders and planners of the La Crosse graduate program.

Student Affairs Structural Reorganization

In 1963, 1966-1968, 1970, and 1971 the university recorded reorganizations in the structure of its Student Affairs Division. Campus growth in enrollment; the expansion of student service programs and staff to provide better service to the student; the abolition of duplicate services to unified, coordinated programs; the need for

more and improved communication between student services; the movement of academic advising to the individual colleges; and the national trend in higher education of movement from "traditional" deans to a Student Affairs program made the evolution inevitable. In proposals for change and structuring, it was evident that no one common type of organization suited all student personnel programs; but that certain services were almost always included in the student personnel organization. Generally, each institution of higher education needed to construct clear and a concise student personnel organization so that confusion did not exist among its students or personnel workers (65). During the eight years from 1963 to 1971 the La Crosse administrators did reconstruct student personnel organizations; each reconstruction provided an organizational arrangement in a concise manner for its students and student personnel workers. The reorganization was revolutionary in form, practice, and goals and the effect was vital to student and administration relationships and university interactions (45). "We reorganized to eliminate confusion, to place as many student personnel workers in close contact with students, and to place the specialist in student personnel in their areas." (75)

In October 1963, the administrative organization was characterized by the dean of student services and dean of student activities being in direct relation to the president. The dean of student services acted as chairman and

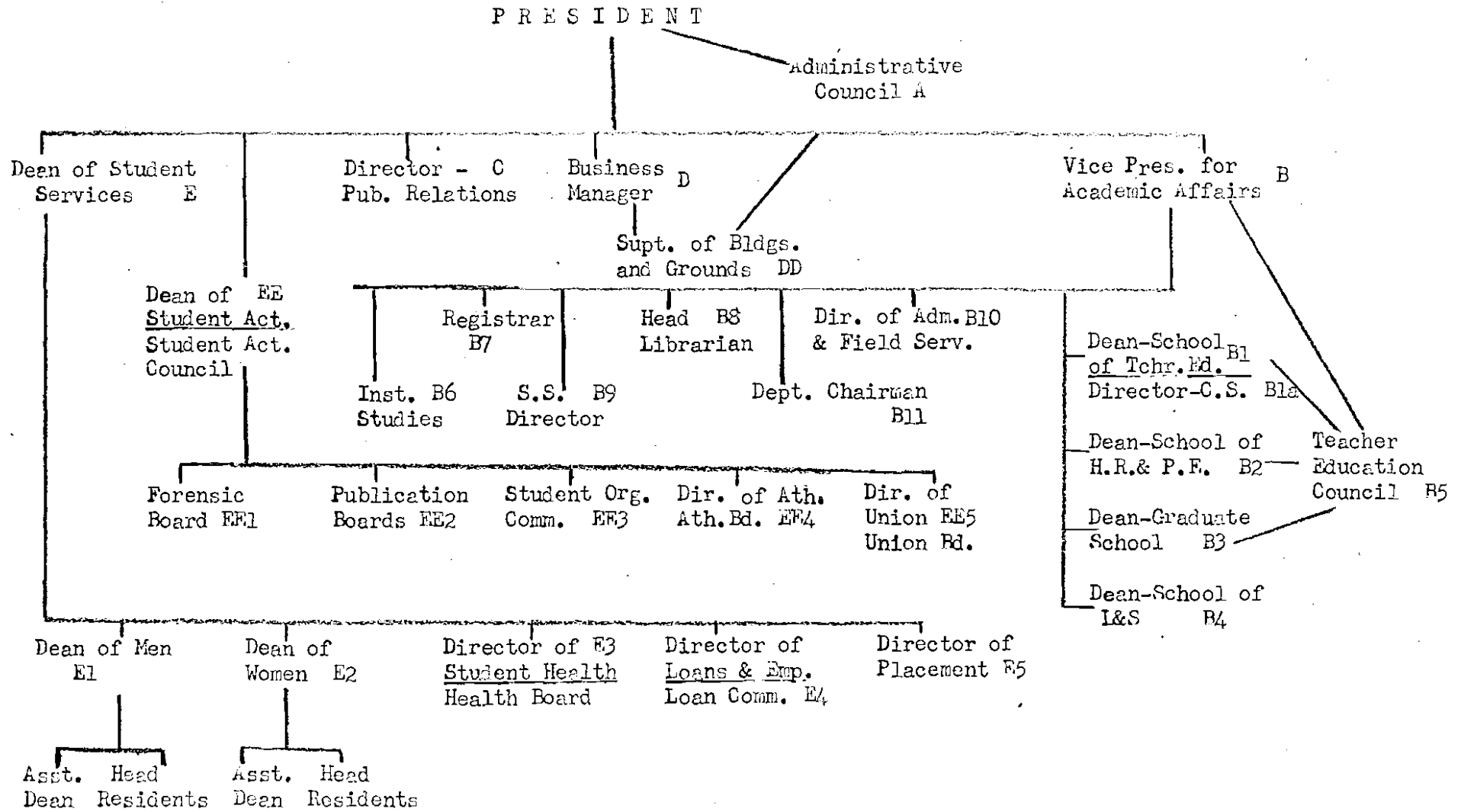
administrative officer of the Student Services Council which was responsible for general policy concerning student services and coordination of those services. She also acted as the dean of women. Other members of the council were the director of Student Health, director of Student Loans and Employment, director of Placement Service, and the dean of men (60).

The dean of Student Activities was the chairman and administrative officer of student activities which consisted of the director of the Student Union, the director of Athletics, the chairman of the Committee on Student Organizations, a representative of the forensic board and of the publications board appointed to serve by the president, and the dean of women. He also served as the dean of men. The council was responsible for determining general policy regarding student activities and for coordinating these activities so that they served educational purposes of the institution (60).

It is interesting to note that throughout the structural reorganization of the university, the student service areas of admissions and registrar have remained in the academic affairs division. Dr. Maurice Graff, long time vice-president for Academic Affairs, has had personal affiliation with the Admissions Office as one time director. He expressed that the admissions program related very closely with the academic realm. Its function included extended services and conveyed information to the academic deans

ADMINISTRATIVE ORGANIZATION
 WISCONSIN STATE COLLEGE, LA CROSSE

October 1963



regarding the status of student enrollments (72). Mr. Gale Grimslid, present Director of Admissions, indicated a working relationship between both the areas of academic affairs and student affairs. The Admission Service, he indicated, had been proposed to become a segment of the Student Affairs Division, but has remained in the Academic Affairs Division (73).

The Registrar, Mr. Robert O. LeRoy, related his function as primarily affiliated with graduate and undergraduate curriculum, a close working relationship with the academic deans in programing, and keeping of the student's academic records (77). The main function being academic service, the registration at La Crosse is located within the realm of Academic Affairs.

Structural organization in 1966 saw the deletion of the Dean of Student Services and Dean of Student Activities and the formation of the position of the first Dean of Student Affairs. The dean of men, dean of women, and the student personnel directors were responsible, through the Dean of Student Affairs, to the administrative officers of the university. The Housing Office became a separate service with a close relationship to business affairs and the student centers formulated three service units; those of Director of the Student Union and Food Centers, Student Program Director, and Student Activities Director.

In September, 1967, the structural organization remained much the same as it did in 1966. Additions included

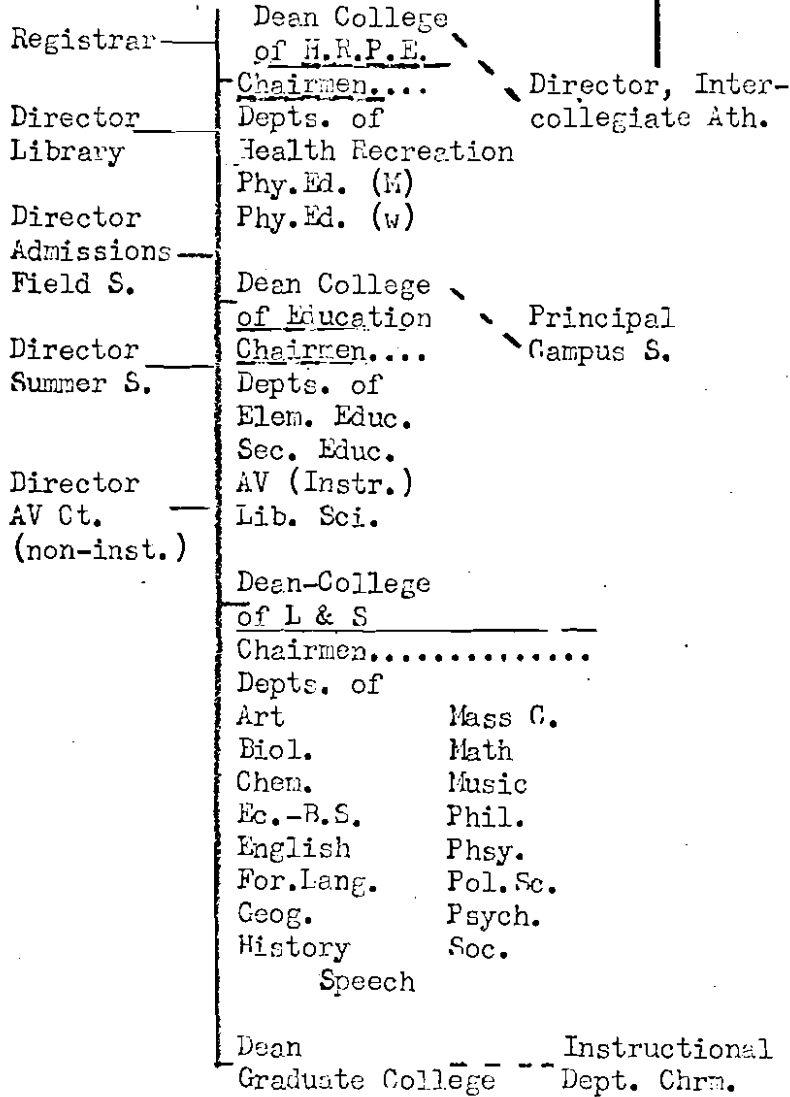
BOARD OF REGENTS

PRESIDENT

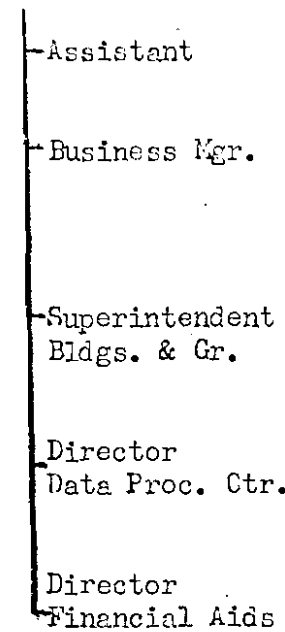
PRESIDENT'S COUNCIL

FACULTY SENATE

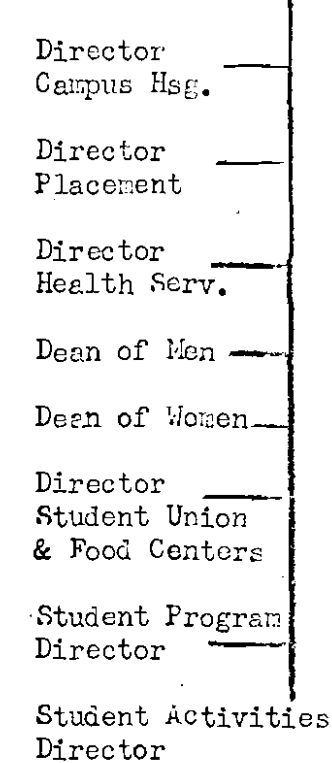
VICE PRESIDENT
ACADEMIC AFFAIRS



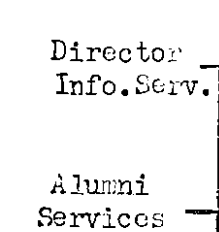
VICE PRESIDENT
BUSINESS AFFAIRS



DEAN OF STUDENT
AFFAIRS



DIRECTOR
INSTITUTIONAL
RESEARCH AND
UNIV. RELATIONS



the Councils of Student Life and Student Personnel. The Student Life Council and its agents were responsible for the information, review, and recommendation of all non-academic university policies concerning student life. The Student Personnel Council consisted of all staff responsible to the dean of Student Affairs, plus ex-officio members from the related fields of admissions, financial aids, building and construction, information services, and registrar. Testing was an additional service of the director of Institutional Research in 1967 and this segment of the program was in direct relationship to the dean of Student Affairs. These three additions constituted the changes of the Student Affairs Division in 1967.

The Counseling and Testing director and the Financial Aids director were two significant additions to the Student Affairs Program in November 1968. Institutional studies were a responsibility of the new coordinator of Special Projects and the testing segment of that program was placed in the new Counseling and Testing Service. Financial Aids, previously a division of business affairs, became affiliated with Student Affairs. The Student Affairs staff increased by two positions; those of administrative assistants in Finance and Coordinator of Special Student Problems. The addition of Campus Protection and Security in Business Affairs was another cooperative functioning unit with the dean of Student Affairs. The reorganization in 1968 proved to be a significant move in the Student Affairs Program. It was

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PRESIDENT'S COUNCIL

FACULTY SENATE

VICE PRESIDENT
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- Director - Depts. of: Health Recreation Hy. Ed. (M) Phy. Ed. (W)
- Director - Dean-College of Education Chairmen--
- Director - Depts. of: Elem. Educ. Sec. Educ. AV (Instr.) Lib. Sci.
- Director - Dean-College of L & S Assoc. Dean Chairmen--
- Director - Depts. of: Art Biology Chemistry Econ., -B.A. English For. Lang. Geography History Mass Comm. Mathematics Music Philosophy Psychology Sociology Speech
- Director - Dean-Graduate College

- Coordinator Institut'nl Studies and Testing
- Director - Information Services
- Alumni Services

- Teacher Education Council
- Principal Campus School

DEAN OF STUDENT AFFAIRS

- Director - Campus Housing
- Dean of Men
- Dean of Women
- Director - Placement
- Director - Health Service
- Director - Union and Food Ctrs
- Activities Director
- Student Life Council
- Student Personnel Council

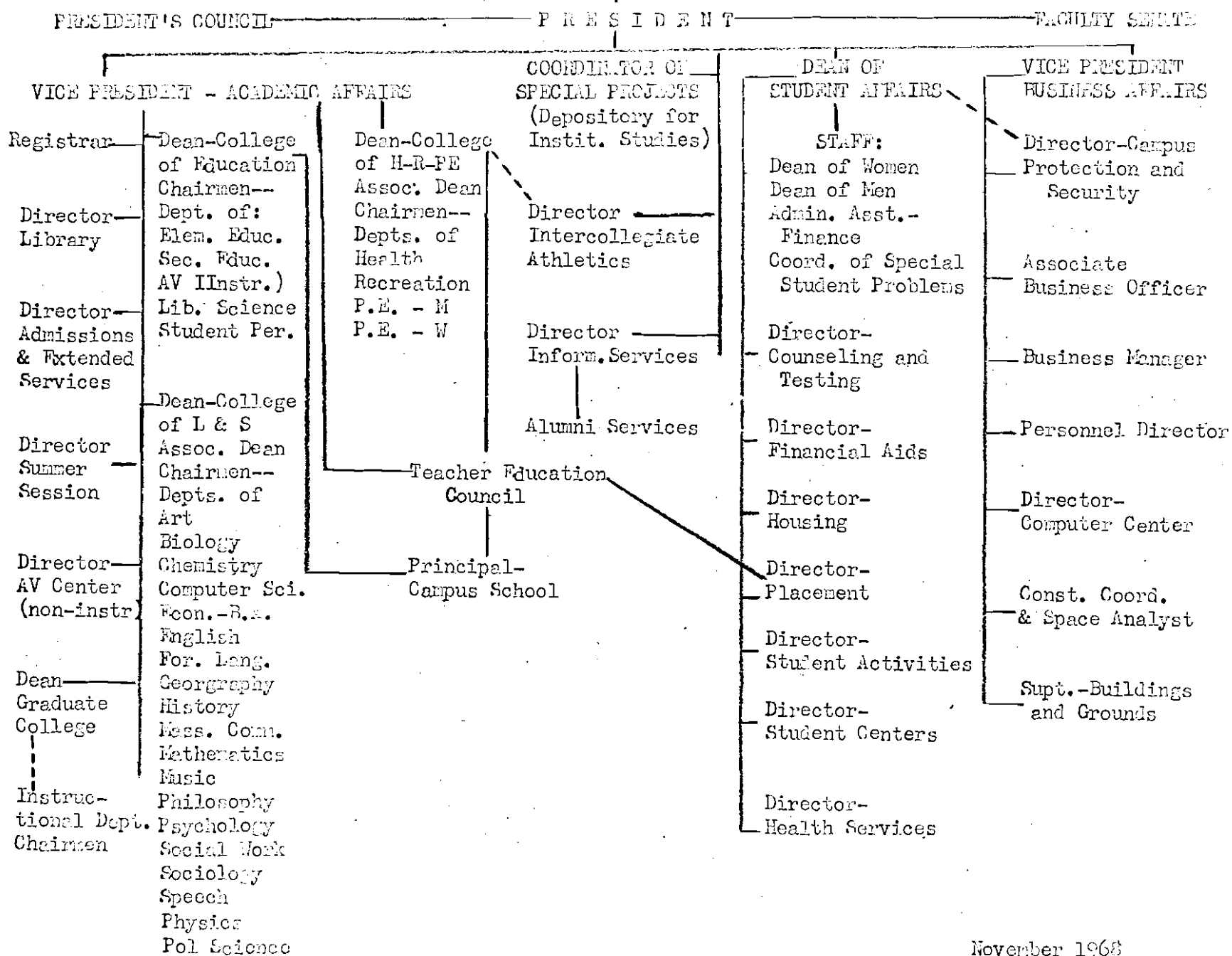
VICE PRESIDENT
BUSINESS AFFAIRS

- Business Manager
- Supt. - Bldgs. & Grounds
- Director - Computer Center
- Director - Financial Aids
- Constr. Coord. & Space Analyst

Instructional Dept. Chairmen

September, 1967

BOARD OF REGENTS



a time of change in personnel, a growth of services in the program, and the liaison to the present Student Affairs structure that exists today at the University of Wisconsin - La Crosse.

In the 1970 reorganization, the dean of Student Affairs was retitled vice-president of Student Affairs and the offices of two Associate Deans of Student Affairs replaced those of the Dean of Women and Dean of Men. These positions of associate deans represented service to male and female students and a unification of services to the student body and the university.

The existing Division of Student Affairs indicates the delination of student services. Three services were positioned under each associate dean and one service, the Health Service, was positioned under the direction of the vice-president of Student Affairs. The selection and placement of the student services under the associate deans evolved through the deans interests, previous experiences or affiliations with the services, and the most logical separation of services for the most effective coordination of programs.

The successfulness of reorganization to create the most effective Student Affairs Division has in part been a result of the personalities involved and the evolution of the present Student Affairs Division has been characterized by a sincere belief in the student, in the university and in the goals and objectives of higher education.

BOARD OF REGENTS

PRESIDENT COUNCIL

PRESIDENT

FACULTY SENATE

VICE PRESIDENT - ACADEMIC AFFAIRS

- Registrar
- Director Library
- Director Adm. & Ext. Services
- Director Summer Session
- Director AV Center
- Dean Graduate College
- Instru-tional Dept. Chairmen
- Dean-College of H-R-PE
- Assoc. Dean Chairmen---
- Dept. of Health Recreation & Parks
- P.E. - M
- P.E. - W

- Dean-College of L & S
- Assoc. Dean Chairmen--
- Depts. of Art
- Biology
- Chemistry
- Computer Sci.
- Econ.-B.A.
- English
- For. Lang.
- Geography
- History
- Mass. Comm.
- Mathematics
- Music
- Philosophy
- Physics
- Pol. Science
- Psychology
- Social Work
- Sociology & Anthropology
- Speech
- Dean-College of Education Chairmen--
- Dept. of: AV (Instru.)
- Elem. Educ.
- Lib. Science
- Sec. Educ.
- Student Per. Services

- Asst. to the Pres. (Institutional Studies - Special Projects)
- Director - Inform. Services
- Alumni Services
- Director - Intercollegiate Athletics
- Teacher Education Council
- Principal Campus School
- Coordinator for Student Teaching and Internships

VICE PRESIDENT STUDENT AFFAIRS

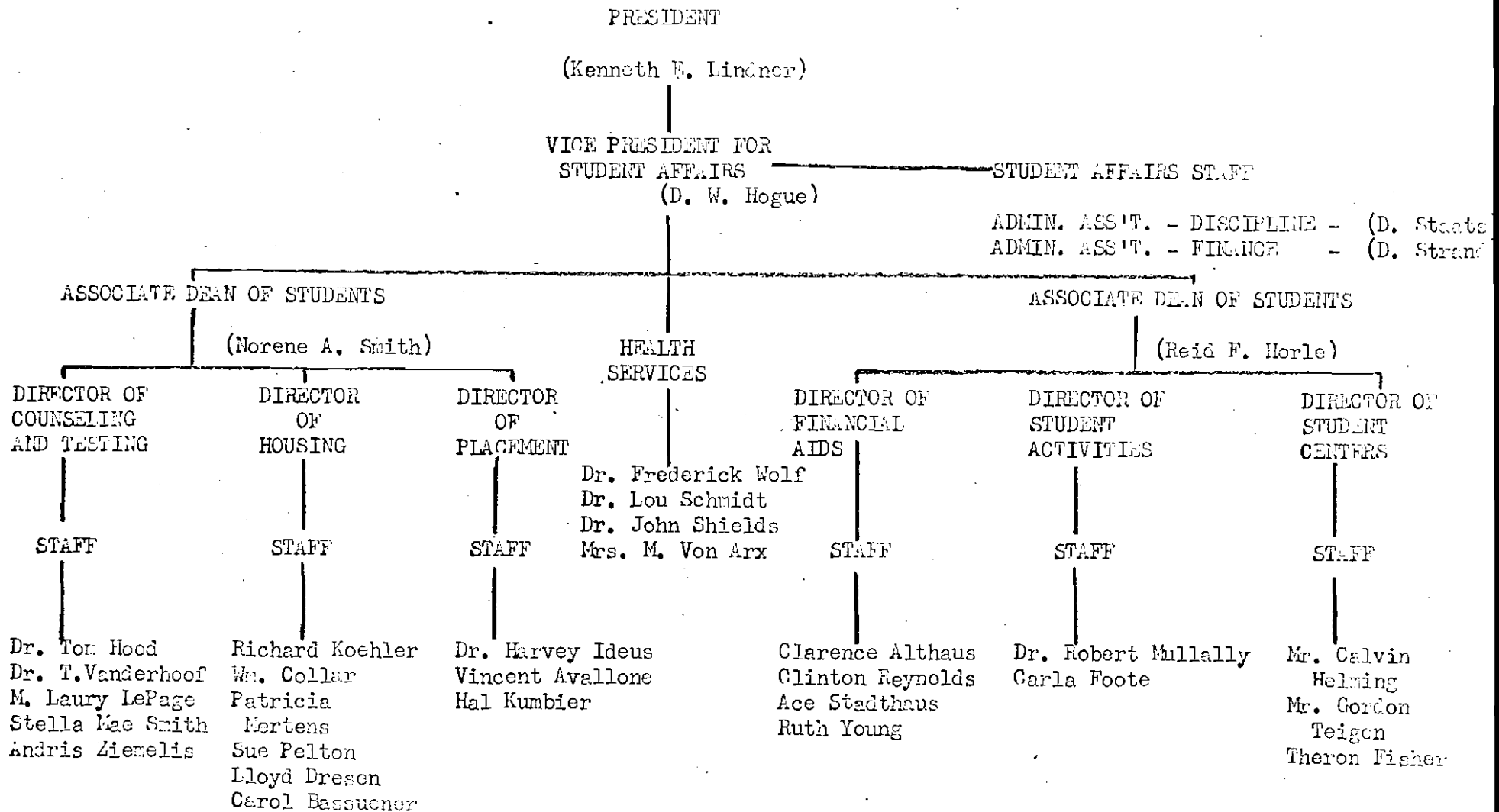
- Adm. Assts. - Discipline Finance
- Assoc. Deans of St. Aff. (2)
- Dean of Men
- Dir. of Student Activities
- Dir., Counseling & Testing
- Dir. of Student Financial Aids
- Dir., St. Health
- Dir., Housing
- Dir., Placement
- Dir., St. Centers

VICE PRESIDENT BUSINESS AFFAIRS

- Dir., Bus. Services
- Dir., Buildings & Grounds
- Dir., Computer Center
- Personnel Manager
- Purchasing Agent
- Dir., Campus Security & Protection

1970

ORGANIZATIONAL CHART: STUDENT AFFAIRS



CHAPTER V

SUMMARY

It has been the intention of the writer to present in this study the structure of the Student Affairs Division from the La Crosse State Normal School to the University of Wisconsin-La Crosse. This study has also been intended as a means of recording the growth and development of Student Affairs at the university as well as to cite the contributions of the student personnel workers in the developmental process.

Biographical studies of faculty leaders at the university and several complete historical studies presenting an overview of a division or phase of university development have been written. This study has been written as a supplement to those studies.

The main features of each chapter have been presented in chronological order. A variety of resource information and materials were used to complete the study. In this chapter an attempt will be made to summarize the materials and events presented in the body of the study.

Early attempts to establish a State Normal School in La Crosse began in 1857. Through the dedicated effort and drive of Thomas Morris, the State Senator from the La Crosse District, the La Crosse citizens had their hopes fulfilled.

La Crosse State Normal School opened its doors to its first students in September of 1909.

Dr. Fassett A. Cotton appointed as the school's first president, selected his faculty and arranged the school's curriculum. His philosophy of education and his belief in educating the whole student was reflected in his teachers as well. The faculty members were dedicated to their service and devoted their energies to the interest of the student's personal and educational needs. Outstanding service of faculty members during these early years included: Ernest D. Long, vice-president; James Fairchild, dean of men; and deans of women Mrs. Josephine M. Jones, Annie D. Adknins, Lean C. Durboraw, and Dr. Sarah G. Bangsberg. The second President, Ernest A. Smith, continued the philosophy of total education. He emphasized student involvement in extra-curricular activities. After his tragic death two years later, the Board of Regents appointed George M. Snodgrass as the third president of La Crosse State Normal School.

During President Snodgrass's twelve year tenure, the school achieved teachers college status; successful pursuit of accreditation by the North Central Association; and expansion of facilities with the addition of Wittich Hall, the Campus School, and the Heating Plant. The twelve years of President Snodgrass's administration were challenging; but were progressive years for the individual student, the university, and the community.

The student services available to the student from 1909 to 1939 were varied and ever changing to meet the needs and demands of the time. Administrative and faculty involvement on committees, activities, and programs provided the normal school student with numerous resources and services to fulfill his personal, social and educational needs. The student services available to them through faculty and administrative involvement and support included: guidance, admissions, financial assistance, health, housing, placement, food service, and student activities and organizations.

The World War II years created a reduction in campus enrollments and the postwar years were times of expansion and inherent difficulty of growth. Building priorities, housing expansion, land acquisition, and faculty selection were but a portion of the many problems characteristic of the 1950's. Dr. Rexford S. Mitchell, the fourth president of La Crosse State Teachers College, guided and directed the school through these difficult times.

During Dr. Mitchell's twenty-seven year tenure, the college adopted a basic studies program, a definition of structural organization, the North Central Association renewed accreditation, and La Crosse State College became Wisconsin State University - La Crosse. His philosophy was that the institution existed for the student and his program of student involvement in policy making was a tribute to this goal. Faculty participation in programs and policy

making were extensions of his philosophy. Dr. Maurice O. Graff, Miss Edith J. Cartwright and Mr. Richard J. Gunning were but a few who assisted the president in expansion programs and policy making.

The dean of women and dean of men played a significant role in the student personnel program and services during the postwar years. Their guidance and support of the student and his welfare was immeasurable. Dean Cartwright and Dean Gunning coordinated the student services which included: housing, counseling, academic advisement, financial assistance, student activity and organization advisors, food service, and veterans and foreign student advisement. Individual directed student services during these years were those of Placement, Admissions, Health, and the Registrar. The direction and philosophy of the student personnel services in higher education in the 1950's and early 1960's was that of "in-loco parentis;" a care and concern for the student in the academic and the non-academic curriculum. It proved to be a strong base on which to build a division of Student Affairs.

Student service facilities constructed during these years included two student centers and twelve residence halls. The student centers constructed were Cartwright Center (1959) and Whitney Center (1967). The women's residence halls erected were Wilder Hall (1951), Trowbridge Hall (1960), Biard Hall (1963), Wentz Hall (1964), Drake Hall (1966), Angell Hall (1966), and Hutchison Hall (1967).

Men's residence halls included those of Reuter Hall (1958), White Hall (1962), Laux Hall (1964), Coate Hall (1966), and Sanford Hall (1967).

La Crosse was not to be untarnished in regard to campus unrest and turmoil which was so prevalent throughout the nation during the late 1960's. The university, with the cooperation and interaction of staff, students, and student personnel workers, buffeted the times of crisis. Dr. Samuel Gates, the fifth president of the university, provided the able leadership with the assistance of the Student Affairs Staff. Those individuals included: Dr. Robert H. Steuck, Dr. David Hogue, Dr. Norene A. Smith, and Dr. Reid F. Horle. The Student Affairs personnel, individually and collectively, worked harmoniously to initiate a philosophy which stimulated concern for the student in the "silent curriculum." Dr. Kenneth E. Lindner, the sixth president of the university, has continued to support the programs and services of the Student Affairs Division.

A tribute to the University Student Affairs Program was the establishment of the Student Personnel Services Graduate Program in 1968. The program was designed to provide specialized study and training for the preparation of student personnel workers in vocational, technical, and adult educational institutions; junior colleges; four-year colleges and universities. The areas of major emphasis

have been the behavioral sciences, seminars, and supervised internships. The Student Personnel Services Graduate Program has grown significantly. The program has the largest enrollment of the present graduate programs at the university and is indicative of the interest in Student Personnel Services and Programs.

The university recorded structural reorganizations in 1963, 1966-1968, 1970, and 1971. Growth, unification of services, communication, and national trends prompted the evolution. The reorganization proved to be vital to the student-administration relationships and university interaction.

The reorganization in 1963 depicted a dean of Student Services and a dean of Student Activities with specific areas of coordination. In 1966, the first dean of students was appointed to coordinate the student services of campus housing, placement, health, dean of women, dean of men, student centers, student programs and student activities. The Councils of Student Life and Student Personnel were additions due to reconstruction, of the Student Affairs Division in 1967. Two significant changes in 1968 were the addition of Counseling and Testing and Financial Aid to the Student Affairs Division and the addition of Administrative Assistants in the areas of Finance and Discipline to the Student Affairs Staff. Changes in staff were also noted during this period of reorganization. The associate deans replaced the dean of women and dean of men

in 1970 and in 1971 the student services were divided to achieve more effective coordination; three to each associate dean and one to the vice-president of Student Affairs.

In this study the evolution of the Division of Student Affairs was surveyed. A continuity of the student personnel point of view was prevalent from the university's first president to the present. The elements of national crisis, growth and expansion, trends and practices in higher education have not altered the dedication of the administrators, staff, and student personnel workers to perpetuate the education of the whole student. The Student Affairs Division which exists today at the University of Wisconsin, La Crosse is a reflection of those dedicated individuals.

APPENDIX A

UNIVERSITY ADMINISTRATORS

The Student Affairs Division has developed through the cooperative effort of the universities presidents, deans of men, deans of women, deans of Student Affairs, the associate deans, and the administrative assistants. The following are the names and dates of tenure of the above mentioned individuals.

The university presidents have been: Fassett A. Cotton (1909-1924), Ernest A. Smith (1925-1927), George M. Snodgrass (1927-1939), Dr. Rexford S. Mitchell (1939-1966), Dr. Samuel G. Gates (1966-1971), and Dr. Kenneth Lindner (1971-).

The Dean of Men are as follows: James A. Fairchild (1911-1941), Clyde Smith (1942-1947), Dr. Milford Cowley (Acting Dean of Men 1943-1945), and Richard J. Gunning (1947-1971).

The six dean of women at the university have been: Mrs. Josephine M. Jones (1915-1919), Annie D. Adkins (1920-1921), Lean C. Durboraw (1921-1923), Dr. Sarah G. Bangsberg (1923-1941), Edith J. Cartwright (1941-1969), and Dr. Norene A. Smith (Acting Dean of Women 1969-1970).

The Deans of Student Affairs have been: Dr. Robert Steuck (1966-1968) and the present dean of Student Affairs, Dr. David Hogue (1968-).

The associate deans of Students were appointed in 1970. They are Dr. Norene A. Smith and Dr. Reid F. Horle.

The present administrative assistants for Finance and Discipline are Donald H. Strang (1968-) and Donald H. Staats (1968-).

COUNSELING AND TESTING CENTER

Counseling and advising was done by faculty member; the Deans, Dr. Sarah G. Bangsberg and Mr. James A. Fairchild; and occasionally the president of the school. A few members of the faculty were selected as counselors to the new freshmen and student activity advisors were often close to their students.

After the World War II years, Dean Cartwright and Dean Gunning provided many hours of counseling and guidance to students with academic, social, or emotional problems. As the enrollment increased there also evolved a very substantial counseling relationship between assistants to the deans and the students. Many major advisors provided additional guidance to students in the area of academics.

Dr. Nozrene A. Smith became the coordinator of Institutional Research and Testing in 1967. Through reorganization and growth, the testing service became a division of the newly formed Counseling and Testing Center in 1968. Dr. Smith was the director for one year and in 1970 Dr. Thomas Hood became the director and remains in that capacity today. The center provides services for students with educational, vocational, and personal-social-emotional problems, and works cooperatively with referral sources in the La Crosse Community.

FINANCIAL AID

During the early years of the school, financial assistance in the form of loans and employment was secured through the offices of the dean of women and the dean of men. A Student Employment Bureau was established and worked most effectively in assisting students in financial need. Committee members in 1940 included: Dean J. A. Fairchild, Chairman and dean of men; Dr. Sarah G. Bangsberg, dean of women; Lora Greene, registrar; and Clyde Smith, football coach. The Bureau provided listings of available employment and provided regulations of standards for payment. Scholarships, grants, loans, and the National Youth Administration provided additional revenue for the worthy student.

Dean Cartwright and Dean Gunning perpetuated the financial services. In 1959, a separate office of Financial Aids was developed. Growth and increasing duties of the Deans demanded a specialized service to meet the student needs. Mrs. Velma Gunning was selected as the director and continued in the Loan and Employment Service until 1967. Dr. Earl Munns succeeded Mrs. Gunning as director of Financial Aids. During his tenure (1966-1967) he worked closely with the Admissions Office concerning the distribution of State Legislative Scholarships to entering freshmen. The Admissions Office participated in this scholarship program from 1959 to 1965. Mr. Clarence Althaus was appointed as director in the spring

of 1967 and remains as the present director of Financial Aids. President aids available to the university student include: state and federal loans and grants, the student work-study program, on and off campus employment, and scholarships.

HEALTH CENTER

Dr. Sarah G. Bangsberg was appointed as the normal school's physician as well as the dean of women for the school. Health check-ups, minor illnesses, and reports of medical absenteeism from class were but a few of the many responsibilities of her medical duties. In 1938, the Health Center was organized into a special division.

Mrs. Marjorie (McGrath) Von Arx has been the university nurse since 1944. Various physicians have contributed their medical services to the university; they include: Dr. Ellen Sexton (1946-1950), Dr. D. M. Buchman (1950-1961), Dr. Robert E. McMahon (1964-1967), Dr. Fredrick Wolfe (1967-), and Dr. Lou Schmidt (1970-). The La Crosse Clinic Group provided service to the university during 1961 to 1964. The department of Physical Therapy (1967) and Psychiatric Care (1968) under the direction of Dr. John Schields have been worthwhile assets to the Health Service. The Health Board provides direction in defining objectives of the center, determining general policy with regard to the services to be provided, and also is responsible for budgeting the funds available to the Health Center.

HOUSING

President Fassett A. Cotton solicited the first housing accommodations for college students in the community before the La Crosse Normal School opened in 1909. This responsibility was then delegated to the deans. Information concerning rules and guidelines, inspection and approval of houses, and lists of available housing was available through Dean Bangsberg's office.

A major concern for housing on the La Crosse campus evolved from the very rapidly increasing school enrollment. After World War II, the deans worked diligently to seek off-campus housing for the students. Veteran's apartments were erected on the campus; second and third floor of Grandview Nursing Hall (1935) accommodated women students; and the purchase of the Cooperative House on West Avenue were measures to facilitate the increasing housing shortage. In 1951, the first campus dormitory, Wilder Hall, was opened and Grandview Nursing Hall was purchased the following year. This was the beginning of a rapid residence hall program of expansion which eventually included twelve halls, the last two being opened in 1967.

Head residents, resident assistants, and hall government have become a major segment of the housing program. Under the direction of Dean Cartwright, Dean Gunning, and the assistant deans the development of the head residents program, the resident assistants program, and hall government became operational.

In 1966 Mr. Richard Koehler was appointed the director of University Housing. The housing staff and the housing board, a faculty-student board, have assisted the director in advising and formulating general policy concerning residence halls, off-campus housing, and coordination of the personnel, business, and planning areas for future development.

PLACEMENT AND CAREER ADVISING

The normal school presidents and faculty were the first placement personnel. While recruiting and speaking at schools in the surrounding area, they inquired about the availability of teaching openings. Department chairmen such as: J. F. Rolfe (Elementary Education), Everett Walters (Secondary Education), Miss Alice Drake (Rural Education), William Laux (Special Division), and Walter Wittich (Physical Education) were vital links of communication for information on teaching vacancies.

The placement operations continued to be decentralized after World War II. The College Deans, Dr. Bernard Young (Education), Dr. James Erickson (Secondary Education), Dr. Carl Wimberly (Letters and Science), and Dr. Glen Smith (Physical Education) were instrumental in placing prospective teachers. Key department heads assisted the directors in this task. A faculty committee, the Appointment Committee, provided interviewing schedules and listings of vacancies at the Campus School.

Dr. Harvey Ideus was appointed the Director of Placement in 1966. The Placement Service was centralized under his direction and the service of career advisement was provided to the undergraduate. The services of the Placement Center are extended to university students and alumni.

STUDENT ACTIVITIES

The Social Committee, composed of normal school faculty, planned and participated in the majority of the social functions of the student. These functions included teas, dances, entertainment programs, homecoming, and athletic events. They also were the advisors to athletic, musical, literary, forensic, and social interest organizations. The campus organizations have increased from thirty in 1939 to seventy-five today.

Dean Cartwright and Dean Gunning dedicated many hours of service as advisors and organizers of campus activity groups. Student government, sorority and fraternal organizations, and honor societies were but a few they advised. Faculty and assistants to the deans were generous in their cooperation as advisors to the many student groups that developed in the 1950's and 1960's. Dr. Robert Steuck, in 1964-1965, was the first director of Student Activities and Dr. Robert Mullally succeeded Dr. Steuck in 1965 and is presently director of Student Activities. Leadership development, organization of meetings, and scheduling of total university activities are but a few of services

available through the Student Activities Office. The Organizations Board, a faculty-student board, provides additional direction in formulation of general policies governing student organizations and coordination of their activities.

STUDENT CENTERS

The cafeteria and student lounge, located on first floor of the normal school's Main Hall, were the gathering places for students. Many social events and social programs were held in these rooms as well as school dances in the old gyms.

In 1942, under the direction of Dr. Mitchell, Dr. Graff, Dean Cartwright, and Dean C. Smith a co-operative cafeteria was opened. The Snack Bar, a popular room, was opened for student use in 1947. The Co-op Committee and the Snack Bar Committee planned and organized the programs of these service centers and saved \$40,000, which eventually was used to provide a basement area and bowling alleys in the first student center opened in 1959. The center named after Edith J. Cartwright, provides recreational, social, food, and meeting facilities for the university students. An addition was constructed in 1964, thus increasing the service space for the university community. The second student center, Whitney Center, was opened in 1967 and is the main food provisional area for the residence hall students.

The directors of the centers have been: Dr. Robert Steuck (1959-1964), Mr. Donald H. Strand (1964-1969), and Mr. Calvin Helming (1969-). The Student Centers Board, a faculty-student group, formulates the policies for the Student Centers through its programs and services.

APPENDIX B

STUDENT AFFAIRS
BUILDING FACILITIES

STUDENT CENTERS:

Cartwright Center	1959
Addition to Cartwright Center	1964
Whitney Center	1967

RESIDENCE HALLS:

Wilder Hall	1951
Reuter Hall	1958
Trowbridge Hall	1960
White Hall	1962
Biard Hall	1963
Laux Hall	1964
Wentz Hall	1964
Coate Hall	1966
Angell Hall	1966
Drake Hall	1966
Hutchison Hall	1967
Sanford Hall	1967

APPENDIX C

MASTER OF SCIENCE IN EDUCATION: STUDENT PERSONNEL SERVICES
THE GRADUATE COLLEGE
UNIVERSITY OF WISCONSIN - LA CROSSE

The Department of Student Personnel Graduate Studies, University of Wisconsin - La Crosse offers graduate education at the Master's Degree level for individuals interested in post-high school personnel work. The purpose of the program is to train effective, competent professionals in Student Personnel Services. The thirty credit program can be described as an interdisciplinary one since it draws heavily from three academic areas, Psychology, Sociology and Economics, as well as from core courses in Student Personnel. In addition, it concentrates on experience gained in a highly structured internship program. Graduates of the program will have had in-depth training and experience in various Student Personnel agencies.

Master's Degree graduates in Student Personnel find such positions as Admissions Officer, Activities Director, Financial Aids Advisor, Student Union Director, Residence Hall Director, Foreign Student Advisor, as well as Personnel Dean, Director of Placement and College Counselor. The effective student personnel worker should be able to shift from one personnel position to another with a minimum of in-service training.

Criteria for Admission

Unconditional Admission to Graduate College

1. A baccalaureate degree from an accredited institution.
2. Satisfactory mental and physical health (as judged by a screening committee).
3. An overall undergraduate grade point average of at least 2.75 (on a four-point scale), or an average of at least 2.90 on the last half of the undergraduate work.

Admission on Probation To Graduate College

Students whose undergraduate grade point averages are between 2.25 and 2.75 may be admitted to the program on probation if there is evidence of their ability to do satisfactory work and if they fulfill the other requirements.

Admission To Student Personnel Services (It is essential that these requirements be completed prior to or during the first semester of attendance.)

1. Submit two (2) letters of recommendation from recent supervisors or undergraduate advisors.
2. Submit your official placement papers (if they are available).
3. Submit scores for the Miller Analogies Test and the California Psychological Inventory (CPI). These tests may be taken at any time in the Counseling and Testing Center, Wilder Hall, 1st floor, or at a similar center on most campuses.
4. Arrange for a personal interview with a committee of the Student Personnel Graduate faculty. The committee will evaluate the candidate's potential as a graduate student and professional in student personnel, as well as make recommendations to be considered in developing the candidates program. The interview will also allow the candidate to ask questions concerning the graduate program.

Course Work

Courses are classified into two groups. The grouping and credit requirements in each are as follows:

I. EDUCATION FOUNDATIONS: 6-12 credits required

ED. FOUND. 710 - Human Development	3 cr.
ED. FOUND. 730 - Introduction to Research	3 cr.
ED. FOUND. 733 - Philosophical Foundation of Education	2-3 cr.
ED. FOUND. 735 - Interpretation of Statisti- cal Data	3 cr.
ED. FOUND. 770 - Theory and Practice of Learning	2-3 cr.

II. MAJOR AREA: 18-24 credits required

A. Core requirements in Student Personnel Services: 8-15 credits required

SPS 700 - Philosophy, Trends and Organization of Student Personnel Services	3 cr.
SPS 701 - The College Student and His Environment	3 cr.
SPS 710 - American Higher Education	3 cr.
SPS 720 - Current Issues in Student Personnel Services	1-2 cr.
SPS 750 - Theories of Occupational Choice	2-3 cr.
SPS 795 - Directed Studies in Student Personnel Services	1-2 cr.
SPS 761 - Seminar: Student Personnel Ser- vices	2 cr.
SPS 799 - Research: Master's Thesis	6 max. cr.

B. Supporting Areas: 3-6 credits

Econ 502 - Public Finance	3 cr.
Econ 592 - Personnel Management	2-3 cr.
P.E. 752 - Mental Health	3 cr.
Psych 504 - Abnormal Psychology	3 cr.
Psych 543 - Group Dynamics	3 cr.
Psych 551 - Psychological Testing	3 cr.
Psych 602 - Theories of Personality	3 cr.
Psych 657 - Introduction to Individual Intelligence Testing	3 cr.
Psych 710 - Human Development (See Ed. Found. above)	3 cr.
Psych 758 - Personality Assessment	3 cr.
Psych 772 - Counseling: Theory and Methods	3 cr.
Soc. 516 - Sociology of Education	3 cr.
Soc. 523 - Racial and Cultural Minorities	3 cr.
Soc. 611 - Power and Bureaucracy	3 cr.
Soc. 612 - Community Organization	3 cr.

C. Internship Experience: 4 credits required

Internship credit may not be earned concurrently in the same area in which an assistantship is held.

SPS 780-1 - Admissions - Orientation - Regis- tration Internship	2 cr.
SPS 780-2 - Health Services - Campus Safety Internship	2 cr.
SPS 780-3 - Financial Aids Internship	2 cr.
SPS 780-4 - Counseling and Testing Internship	2 cr.
SPS 780-5 - Placement Internship	2 cr.
SPS 780-6 - Resident Hall Internship	2 cr.
SPS 780-7 - Student Personnel Deans' Offices Internship	2 cr.
SPS 780-8 - Campus Activities - Organizations Programs Internship	2 cr.
SPS 780-9 - Student Unions - Food Centers - Entertainment and Recreation Facilities Internship	2 cr.
SPS 780-10- Internship in a special area - arranged with the advice and consent of advisor and office involved	2 cr.

D. Counseling Technique: 2 credits required

SPS 785 - Practicum in Counseling (Psych 772 Counseling: Theory and Methods is a prerequisite for SPS 785 Practicum in Counseling)	2 cr.
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For further information contact:

Dr. Norene A. Smith
Associate Dean of Students
University of Wisconsin
La Crosse, Wisconsin 54601

APPENDIX D

WISCONSIN STATE UNIVERSITY - LA CROSSE

L A CROSSE, WISCONSIN 54601

WILDER HALL
308 NORTH 16 TH STREET



February 8, 1972

Dear

As a Student Personnel Services graduate student at the University of Wisconsin-La Crosse, I am presently gathering data for my historical study. This study deals with the Student Affairs Organization and Structure on this campus from 1909-1971. (Student Affairs is the administrative organization division which includes the student personnel positions and services of dean of students, dean of men, dean of women, health, housing, placement, counseling and testing, student centers, student activities, admissions, and financial aids.)

I know that you are acquainted with the staff members and the program of Student Affairs and can contribute valuable data for this study. I would appreciate your reply to the enclosed questionnaire.

I shall be grateful for your cooperation in returning the questionnaire before March 1, 1972. Thank you for your assistance and cooperation.

Sincerely,

Major Advisor
Norene A. Smith, Ph.D.
Associate Dean of Students
University of Wisconsin-La Crosse

Carol Hettinga Bassuener
Housing Office - Wilder Hall
University of Wisconsin-La Crosse

or

2135 1/2 Main Street
La Crosse, Wisconsin 54601

QUESTIONNAIRE

1. What years were you associated with the University?

2. What were your duties while on the staff?

3. What was your professional relationship with the Student Affairs Staff?

4. What were the specific duties of the staff members in the Student Affairs Organization during your association with the University?

5. What extra duties, activities, or organizations did the Student Affairs Staff advise?

8. Please relate any information, historical facts, or incidents which would add to this historical study of Student Affairs at the University of Wisconsin - La Crosse.

9. There is limited information on Ernest D. Long (Vice President 1914-1923); Sarah Garrett Bangsberg, M.D. (Dean of Women 1923-1941); and James A. Fairchild (Dean of Men 1932-1942). I would appreciate any information, comments, or anecdotes that would indicate personalities, outstanding traits, or contributions of these individuals.

Check one: 1. No objection to being directly quoted.
 2. Prefer only general acknowledgment.

Signature _____

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