

THE DEVELOPMENT OF AND TRENDS IN
STUDENT GOVERNANCE AT THE
UNIVERSITY OF WISCONSIN--LA CROSSE
1909 - 1973

A Thesis

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Master of Science

by
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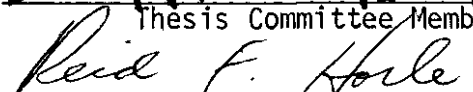
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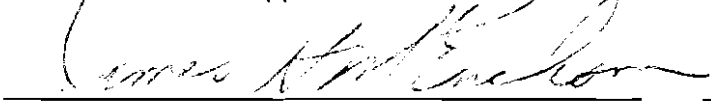

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ABSTRACT

The purposes of this study were to historically trace the development of student governance at the University of Wisconsin--La Crosse, the determination of several trends that resulted from this development, and the comparison and contrasting of these trends to those that occurred on a national level.

A historical presentation of the formation of the first universities, the development of higher education, and the evolution of student government in the United States served as a foundation for this study. A 1969 Academy of Arts and Sciences survey conducted by McGrath was used as a primary basis for determining the national trends in student participation in policy formation and governance.

The formation and evolution of student government and student participation on boards and committees at the University of Wisconsin--La Crosse was presented. The trends in the development of student governance at the University of Wisconsin--La Crosse were delineated from an analysis of the student-faculty boards and committees that existed during the history of the university, and from data and opinions drawn from a questionnaire mailed to all persons that were president of the student government. These trends were compared to those found nationally, and a generally favorable comparison was found to exist.

The conclusion drawn from this study included that student participation on boards and committees existed during most of the history of the university, student participation in university governance has occurred primarily during the last decade, and that the student government that

existed during any given time, as well as the present form of participation, was perceived as being generally effective.

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CHAPTER I

INTRODUCTION

The past decade has witnessed an increasing degree of close scrutiny, questioning, reevaluation, and change of the once traditional institutions of our country. Beginning at the very top with the governing bodies of our nation the processes of change have worked downward and through industry, organizations, the church, and even into the basic societal units such as the family. In this process of change one also finds the educational institutions of our country, the public school system, the parochial institutions, and the once solid and tradition based system of American higher education.

The reasons for this reexamination and demand for change can be traced to a variety of interrelated factors including a better educated and well informed society, a higher level of affluence for more people, worldwide systems of rapid information transmission, the willingness of people to speak out and demand a voice in determining policies that affect their lives, and the desire of people to be involved with other people. As this becomes characteristic of a larger portion of society so too does it become characteristic of larger portions of the younger population, particularly the students of this country.

A general examination of student characteristics previous to this decade can help one to view the present in a better perspective. Students of the 1950's were the quiet and apathetic generation; self-satisfied and aspiring only to a happy marriage, a loving family, a split level home in the suburbs, and a comfortable but not excessive

income. This group was content within themselves and an immediate small circle of existence. (Mayhew, 1970)

The students of the 1960's became a much more vocal and active group. They were concerned with more than themselves and immediate others; they chose to participate in issues such as civil rights, political campaigns, and campus reform. They saw a need for new forms of practical democracy that benefitted more than a privileged few. Also recognized and practiced was a concern for others and a need to help other people; this manifesting itself in such organizations as Vista and the Peace Corps. (Mayhew, 1970)

The 1970's have witnessed not only a continued need for and desire to help people, but also a personal demand to be recognized as mature and intelligent individuals that are capable of participating in the decision making process, both nationwide and on their own campuses. National and governmental participation has been achieved via the eighteen year old vote, but the strength of the campus participation varies greatly from a tiny whisper on some campuses to that of equality at others. As student participation continues in national, state, and local causes and affairs; as they fight social issues and continue to help others; and, most of all, as students continue to demand recognition as people, they will become ever more insistent in their demands to participate in the reform of education and bring into line with contemporary society. As McGrath aptly summarizes it, "Student participation in academic government is quite unlikely to turn out to be a passing fad." (1970)

IMPORTANCE OF STUDY

The sin of the old is the belief that everything ends with them. The sin of the young is the belief that everything starts with them.

George Failing

Contemporary student participation can be viewed in the very broadest sense as completing a cycle that began with the establishment of the first universities in Bologna some nine centuries ago. These first universities were run by and for the students; in fact the concept of the "universitas" referred to the student population. The students literally created the university and set the standards for the classes, the schedule, the examinations, and even the personal lives of the teachers. The only privilege reserved to the teachers, or the "collegium" as they were known, was the right to determine who should enter the profession; this being accomplished by examination and peer selection.

The cycle continues and the patterns and methods of education evolved to find the student having progressively less power and the faculty gaining more control. American higher education developed along the European model which is based on a "generational concept." The faculty is regarded as the current generation of scholars"...charged with training the postulants for admittance to the community of scholars." (Spurr, 1970; p.38) The faculty is regarded as being the knowledgeable body, thus knowing what is best for their students. The students in turn were to respect the faculty's professorial rank and accept the privilege of exposure to their accumulated knowledge.

Tracing the latest progressions of the cycle one sees the demise

of the "generational concept" and its related ideas such as that of "in loco parentis." Students are continuing to reject these concepts and are beginning to gain a new voice in the governance of the university. It is unlikely that this voice will ever reach the magnitude of the Bologna "universitas," but the students are finally being recognized as belonging to and being a necessary part of the academic process.

The concept of being a part of the academic process and its governance is actually the principle of participatory democracy; and this is the fundamental principle on which this research is based. "The case for student participation (rests) on the basic principle that undergirds any free social order; that citizens generally ought to have a voice in, and are capable of, determining the character of the social institutions which in turn determine the character and quality of their own lives." (McGrath, 1970, p.71)

Students are citizens of the academic community, thus should have a voice in its governance. This voice should extend beyond the present areas of extracurricular and social activities and into bodies that have a major function in institutional governance. There is growing favor for "...student representation on all agencies that determine major institutional policies, especially those fixing institutional purposes, designing educational programs, and organizing and controlling other "campus--wide activities." (McGrath, Cornell Univ., 1970, p.344)

The adoption of a democratic model for participation can be a part and result of the social changes previously discussed. Colleges and universities, like other social institutions in a time of rapid social change, are able to reform themselves and are able to bring a seemingly

archaic and authoritarian structure more into line with democratic principles. (Lewy and Rothman, 1970) This reform can be positive and need not be interpreted or become a move towards complete student domination or control. "The search for a democratic university is not a search for all permissibility but rather for new ways of directly facing up to what truly counts in higher education--that is self development." (Powell, 1969, p.31)

The present period of stress and strain being experienced by American higher education is an excellent time for a genuine rededication to two equally important objectives: the welfare of human beings and the progress of society. Higher education must seek "...to provide not only knowledge but also assistance to students in making intelligent applications of knowledge". (Knock, 1971, p.173)

Students are a primary part of the academic community along with the administration and the faculty. The premise of participatory democracy is that all of these community members be recognized as active participants and positively contribute to the value and growth of the institution.

At this point it is appropriate to move from the general frame of reference to a more specific focus: that of student participation in the governance of the University of Wisconsin--La Crosse in order to further look at the importance of this study. The concept of democratic participation by members of the community varies on different campuses and the degree of acceptance directly affects the development and degree of student participation on a given campus. The University of Wisconsin--La Crosse has been similar to yet different from other institutions of

higher education in its recognition of the need for student input and in allowing, and even assisting, this participation to develop and grow.

There is value then in tracing the development of this student participation and viewing it in a comparative context to developments on other campuses throughout the country. The comparison of some of these trends can provide a better understanding for what has occurred up to now, some basis for suggestions for improvements that can be made in the present system, and some recommendations for new directions for involvement. The use of these comparisons can also be viewed as a form of learning from what others have done, both positive and negative, and can assist this university in operating within present forms as well as exploring new ideas in student participation.

PURPOSE AND PROCEDURE

The general purpose of this research was to study and obtain insight into the types and forms of student participation in the policy formation and academic governance of the University of Wisconsin--La Crosse by gaining an understanding of its evolution and development. The focus of the study was on the overall changes that have occurred in student governance since the founding of the university in 1909.

As part of the above general purpose, the study had a three-fold specific purpose:

- 1) To trace historically the development of student participation in university policy formation at the University of Wisconsin--La Crosse;

- 2) To endeavor to show relationships between developmental trends within the nation and at the University of Wisconsin--La Crosse; and
- 3) To draw some general conclusions and make some recommendations regarding the future development of student participation within the university.

In order to accomplish this analysis and comparison, a general presentation of the development of student participation in academic governance in the United States had to be compiled. This was done through the examination of recent books, current periodicals, and selected dissertations and theses which had been prepared on related topics. This overall review was incorporated into Chapter II, A Survey of Selected Literature.

The methods used for the collection of information regarding student participation at the University of Wisconsin--La Crosse included:

- 1) the examination of past issues of the student newspaper, "The Racquet";
- 2) other documents and materials that are part of the collection of the Area Resource Center in the university library;
- 3) student government files that are in the Student Affairs Office and the Student Activities Office;
- 4) by personally interviewing past and present faculty members who were instrumental in the development of the system of student governance as it exists today; and
- 5) by contacting past leaders of the various student government bodies to obtain their opinions and views on student governance while they were students.

DELIMITATIONS

The gathering of information and data was done as thoroughly as possible during the spring semester of the 1972-1973 academic year. The writer drew upon as many sources as were available through the university library, the archives, and the office files. The material was compiled during the latter half of that semester and would be current as of that time.

This study examined the development of student participation in the policy formation and academic governance of the University of Wisconsin--La Crosse. All comparisons shown, recommendations made, and conclusions drawn were specifically applicable only to that university.

Finally the writer was aware that changes were occurring and new developments and methods were being made and published at other universities daily. This material, even though it may have been published during the period of this study, was not known by or available to the writer; thus it was not included.

DEFINITION OF TERMS

For the convenience of the reader and to establish the context desired by the author the following key terms are defined, Other special terms will be defined or explained within the text of the paper.

Administration - The appointed leader of a college or university and the combined talents of the supportive staff - i.e.: the vice chancellors, business manager, deans of students, etc. - who are directly responsible to the chief leader.

Faculty - Those persons who compose the full-time teaching staff and are responsible for conducting the academic program of an institution of higher education. "The chief kinds of academic work for which a faculty member is responsible include general educational activity, training specialists at various levels, advancing knowledge, and rendering specific services to the community, state, and nation." (Encyclopedia of Education, 1971)

Governance - The exercise of authority, recommendation, and direction; generally done by the members of a community. This term when used in the context of student participation does not imply control or regulation.

Government - The act of governing, or the state of being governed; especially authoritative administration of the affairs of a community. This generally refers to the control being exerted by a small group of men over those in the community.

Participation - The act or state of sharing in common with others. A receiving or having a part of something.

Policy - A prepared statement that is: "1) intended to be a binding guide on the actions of those designated by the statement; 2) enforceable and enforced by the group which formulates it; and 3) formulated and adopted through a political process - that is a process which acknowledges the reality and legitimacy of conflicting interests and desires among its participants". (Encyclopedia of Education, 1971)

Power - The ability to act so as to produce some change or bring about some event. Also, the quality, property, or faculty by which any change, effect, or result is, or may be, produced.

Student - A person engaged in a course of study, especially one who studies at an institution of education. For the purposes of this study that institution was assumed to be one of higher education.

Student personnel staff - The staff within a college or university that are concerned primarily with the individual student, his welfare and development, and particularly with the techniques by which the school can best serve that individual.

Trustee - A lay person, rather than a professional educator, who is elected or appointed to the governing board responsible for setting the policy for an institution or system of institutions of higher education.

CHAPTER II

SURVEY OF SELECTED LITERATURE

HISTORICAL DEVELOPMENT OF STUDENT PARTICIPATION

The role held by students in the development of the first universities in medieval Europe is similar to that which they are seeking today; that of having a formal place in the academic governance of the university. Other than during those first several centuries and within the past half century "students have not had any formal place in the governmental structure." (McGrath, 1970, p.9) A historical review of the development of universities, particularly those in America, will serve to illustrate how the power to administer developed, was used, and eventually passed through each of the three main groups in the university; the students, the faculty, and the administration.

The first universities in Bologna, Italy, some nine centuries ago developed with the students in control; they literally owned and operated the school, hired the faculty, determined the town for location, formulated the rules and policies of the schools, and dealt directly with the municipalities and their leaders if any difficulties arose. Since there was no formal campus or any type of equipment the university was actually the students; in fact the concept of "universitas" arose from and applied to the group of students.

The teachers hired by the students were initially independent learned men who traveled throughout the country. As the students developed as a group, or guild, the teachers were also forced to unite and form their own group, the "collegium", primarily for the purpose of protection.

The "collegium" had minimal power over the lives of the students and enjoyed only "the privilege of determining its own membership through a rigid examination of the supplicants for admission." (McGrath, 1970, p.11) Through this privilege of selection "this group formed a body of men who possessed a virtual monopoly of the learning of their day," (McGrath, 1970, p.11) which eventually developed as an effective counterforce to the "universitas."

In time the institutions that developed were granted permission to exist through charter by the Pope and political leaders. During this period one also found a new type of university developing, one in which the faculty and students studied more closely together.

In 1158 Emperor Frederick I granted a charter to the University of Bologna. The University of Paris received recognition from Louis VII in 1080 and from the Pope at about the same time. The University of Bologna was the "parent" of the universities of democratic type--such as those of Italy, Spain, and Southern France, while the University of Paris was the "parent" of universities of the centralized type--such as those of Northern France, England, and Germany. (Falvey, 1952, p.34)

As the schools continued to develop and grow they were often granted exemptions and special privileges by the Pope, leaders, or municipalities. At the University of Paris, for example, the students were exempt from military service, except "when the enemy was within five leagues of the city wall," (Falvey, 1952, p.36) from taxation and contributions, and even from civil jurisdiction. For the most part the students were completely free and independent and did not have to fear any university intervention into their activities or private lives. This liberty soon developed into a rowdy license, and the assumption of control by the "collegium" was at hand.

The passing of control to the faculty developed for two reasons. First, the universities had begun to acquire buildings, books, and property. The faculty chose to stay with these material acquisitions and began to determine the policies and set controls. The second factor which developed at about the same time was the financing of faculty salaries and university expenses by town officials and private donors. These donors increasingly claimed the right to administer their benefactions and to supervise the activities of those who received them. With this passing of control the period of student dominance over academia died.

The English universities that developed during the sixteenth century had principles and methods of academic government which would later serve as a pattern for the development of American higher education. The English method placed the power of regulation in the hands of the academic authorities as contrasted to the civil and ecclesiastical authorities and the private donors. McGrath cited three reasons for this shift.

First, the benefactions of wealthy patrons who made gifts and bequests in perpetuity reduced the need for civic or church support and commensurately increased fiscal independence of the colleges. Second, as the profession of teaching grew...it became a more cohesive and respected group which could demand greater freedom and self determination. Third, the students in English universities differed markedly from those in Italian universities. (1970, p.15)

The English schools, particularly Oxford and Cambridge, served much younger students and functioned to train them for the clergy. The communal aspect of education was emphasized and "...the masters and students lived together in a "hall" and "quadrangle" for it was believed

that such an arrangement gave the undergraduate "cultural" training which would prepare him for service in state or church." (Falvey, 1952, p.57)

The first schools in America were patterned after those of England. Harvard, which was founded in 1636, William and Mary (1693), and Yale (1701) were essentially the same as Oxford and Cambridge. In both situations the schools were chartered by the state, or colonial governments in America, for the primary purpose of educating future clergy.

Though the American method of charter and reason for existence was similar to the English system, the form of academic governance was not.

The Colonial American colleges adopted the Scottish form of academic governance, whereby a group of laymen served as the ultimate governing body for the institution. This model of governance stemmed originally from the Italian Universities but more directly from the Reformation universities--...all of which opened on the Reformation plan of lay control of institutional governance. (McGrath, 1970, p.16)

This possession of sole power by a governing board is still present but not as overtly as it had been. Through the years the power has been delegated to the administration and the faculty, and they have been allowed to make the decisions governing almost all aspects of the operation and academic policy of the university. Despite this delegation of power to the campuses; the role played by the student has been that of a subordinate to a "paternalistic institution, to be disciplined and molded into maturity." (McGrath, 1970, p.16)

Though students had generally been placed in this subservient role, there have been some developments of student participation in America throughout the development of higher education. The founding of Oberlin

College in 1833 revolutionized higher education in a variety of ways including the admission of women on equal status with men and the "...provision for student participation and cooperation in institutional management. These students were the first ancestors of student government in American higher education." (Falvey, 1952, p.38)

Other schools followed the example and trend set by Oberlin and altered their policies to allow for some student participation in their government. The University of Michigan, Northwestern University, the University of South Carolina, and Indiana University formulated various plans to "encourage and foster student responsibility." (Falvey, 1952, p.42) Some schools, including the University of Illinois and Amherst College, became too ambitious and had to modify their new plans toward the more conservative end.

The development of student participation in college and university administration became increasingly widespread. A survey was done by Henry Sheldon in 1899 of twenty small colleges in New England and the West and twenty of the Largest American universities. He found:

Five distinct classes of student participation... (existed). First, there were student courts for those caught cheating in examinations. Thirty-one of the forty institutions studied had adopted the honor system... The second type of student participation found was advisory committees to the faculty..., Third, there were committees having more or less general disciplinary power... The fourth type...(was) committees for the maintenance of order in... the dormitory. And fifth, there existed student body associations differing from all four preceding forms ... and intending to unify and make representative all student interests... (Sheldon, 1940, p.149) (Falvey, 1952, p.42)

The 1900's witnessed an increased spread of student influence via some form of student government and some unique experiments and innovations

in campus governance. A study done by Bowden and Clarke in 1922 found that:

Of the colleges studied, 61 percent had the honor system, 45 percent had a student government organization which controlled athletics, and 71 percent had cases of discipline handled by student government officers. (Falvey, 1952, p.44)

The student involvement that existed, though unique and significant for this period of time, was limited primarily to out-of-the-classroom matters, the exception being some attempts at student operated honor systems. A primary influence for this student involvement was the adoption of German educational ideals after the Civil War. Despite the changing influences and the spreading trends, the limitation of student control to the social or non-academic aspects of the college experience continued well into the 1960's.

The outstanding exception to the period and even to higher education today was the unique form of student participation in a community type of government that was developed at Antioch College. Because of low enrollment and other problems created by World War I, Antioch was forced either to try some imaginative methods of education or possibly to close. Through the imaginative leadership of Arthur Morgan, a new form of community government was established. This was not just the typical "student government," but was composed of elected members..." from all groups involved in the institution--clerical and custodial employees as well as faculty and administration..." (McGrath, 1970, p.23)

Antioch was unique and successful but was not the only school of the time that was attempting student involvement in legislative and

deliberative bodies. Other schools instituting student participation to varying degrees included Roosevelt University, Bennington College, Sarah Lawrence College, Marlboro College, and Goddard College. Through their experiments and experiences with student participation these schools have gained fame for being atypical, and even in the current debate of student involvement it is doubtful that one could find on any of these campuses

...A majority or even any substantial number of students or staff members...(that would) advocate exchanging present inclusive policy making bodies for the more conventional governmental structures in which students have no place. (McGrath, 1970, p.24)

Aside from Antioch and the limited number of other colleges that chose to involve students in their governance, there was little change in the academic and administrative patterns of other institutions of higher education until the early 1960's. Politics was primarily responsible for this stagnancy; governing groups were afraid that if they involved students their autonomy would be divided and/or destroyed. (McGrath, 1970) It took a variety of changes in society as well as the crisis developments of Berkeley and Columbia to make universities realize that change was necessary.

Academic institutions apparently change only in crisis. ...No extensive array of facts is needed to prove the present instability of social organizations, the widespread dissatisfaction, especially among youth, with the social and educational establishments, and the pervasive search for new institutional goals and new organizational forms to reach these goals. (McGrath, 1970, p.29)

In looking at the development of American higher education one can see that in terms of participation, with exceptions, the student was kept in a secondary role. If universities delegated any degree of

authority to students it was in the realm of the extracurricular and related out-of-class activities. Colleges like Antioch and Bennington were the exception, but, despite their demonstrated success, their methods were not adopted by other schools. The crises at Berkeley and Columbia, as well as at a variety of other schools but to a lesser degree, brings one up to the present, and with the present arises the question, "Where are we going from here?"

A THEORETICAL DEVELOPMENT OF STUDENT PARTICIPATION

The developments and changes that have occurred over the past decade have naturally generated a wealth of literature, most of it being periodicals and scholarly papers, about student participation. The authors have argued the possible advantages and disadvantages of the idea; to the student, to the faculty and administration, and to the institution, as well several methods of implementing changes. They have gone on to analyze the ramifications of making the changes and the possible short and long range effects upon all parties involved. And in analyzing recent literature one can find writers citing present and predicting future trends.

This section will attempt to draw together and summarize some of the common arguments and discussions that have appeared in the literature. The orientation towards and presentation of the material will be of a theoretical nature and will be utilized as a framework and basis for the analysis of contemporary trends in student participation.

A reasonable point of origin for this analysis is with the examination of two important concepts; one that has helped perpetuate the minimization of student participation, that of traditionalism; and one that has become part of the foundation for the rationale of increased student participation, that of the university as an academic community. Neither concept can be viewed as a sole reason for the resulting events, but both are fundamental to the development of student involvement in academic governance and the establishment of the importance of this research.

The idea or concept of tradition has been used throughout time as a reason for continuing an existing practice and/or for resisting change. But there comes a limit or time in which tradition as a sole reason for doing something can no longer be accepted and that time has arrived for many of the social institutions of our country. As noted by Powell,

The old institutions, values, and myths that once bound our country together and served as a basis for running it and its institutions are beginning to unravel, and in this process our nation is beginning to pay a dear price for its inattention and mistakes. (1969, p.26)

The demise of tradition in social institutions is also applicable to higher education. The European model, which was tempered with some of the German methods of education after the Civil War, has served as the primary basis for American academic governance. "The governance of the American college and university is a residue of traditions and arrangements that are more the gift of history than of conscious thought. (Kerr, 1970, p.18)

This historical residue of traditions as a rationale for limiting

student participation is being directly challenged by the students. They are seeing it for what it is, a dying entity that is hindering the progress of the university as a socially viable institution.

Social institutions cannot remain static or they will die. Colleges and universities are no exception and they have moved in recent years to a new point in the continuum --a point at which calm has been replaced by controversy, placidity by pugnacity, and inactivity by involvement. (Wimpress, 1970, p.205)

Academic institutions are slow to relinquish their methods of doing things and are even slower in seeing the needs and accepting the possibilities for enrichment of their total educational program through the incorporation of student insights and contributions. Much of the student participation that has been gained to this point has been the result of direct confrontation; student strikes, sit-ins, boycotts, and, at times, the ultimate closing of the total university. (Brunson, 1969) Gradually more schools are accepting students on the basis of being contributing individuals and working towards increased student input.

The idea of a university as an academic community or a community of scholars has been used as one of the fundamental concepts for justifying increased student participation. Returning again briefly to the European model, the faculty was regarded as the collection or gathering of learned men that dispensed their knowledge to eager students. The important point somehow overlooked was that without the existence of students there would be no reason for the existence of the faculty or the university. Students are now beginning to recognize this fact and have used it to justify their contention that in a community all members should

have a voice.

Students in increasing numbers are noticing that the academic community, which they had reason to believe was composed of faculty, administrators, and students, does not include them in governance. They see that in most schools, or at least in those with the greatest influence, the "community" means faculty as the ruling class, administrators as second class citizens, a necessary evil, and students as tertiary, a necessary anvil. But students have contributions to make, and the conviction grows that if students are required to act as an anvil, they should also have a hand on the hammer. (Martin, 1967, pp.14-15)

The university as a community and being governed like any other political community is a related idea that has recently come under attack by students as well as some faculty members. The university is not a society like all others or a subsociety of the larger, but rather a special institution unto itself that exists to fulfill several special missions, the most important of which is the advancement and dissemination of knowledge for the benefit of the students as well as the community at large. (Lewey and Rothman, 1970) With this unique and distinctive purpose the academic government of the institution cannot simply imitate the political norms and values that govern society at large and expect to be successful.

The community concept is a valid idea and it can be expanded and improved to be a viable and workable form of existence and the foundation for governance. (McGrath, 1970) To be viable, though, all members of the community, administrators, faculty, and students must be recognized as active participants and should be involved in its unique governance. This involvement should be positive in form and contribute to the value and growth of the institution.

Accepting the concept of an academic community and the related premise that it should be democratic in nature, thus allowing all members to have a voice in the governance, one can then move on to the consideration of several basic principles relevant to the involvement of students. First and fundamental is the idea that students are asking for respect and recognition of their significance in helping make decisions that affect them. Students can be well informed and responsible members of decision making bodies. (Wilson, 1970)

The second principle relates to the idea of participation by all members of the community, including the faculty and that the involvement of all members should serve as a unifying force. "Student involvement in governance cannot be considered a separate issue apart from faculty demands for such participation or apart from the total structure through which a college or university manages its affairs." (COSPA, 1968, p.366)

There is a greater likelihood of responsible student involvement when students participate in institutional decisions through orderly processes and to the degree appropriate in particular circumstances. (AAUP, et al Draft Statement, 1968, p.33)

Dr. Duncan Wimpress summarized through enumeration five very basic principles that must be taken into consideration when involving students in governance. In substance, Dr. Wimpress stated:

1. Faculty and administrators must recognize the very real potential worth of student input.
2. The desire to participate in the management of those activities which directly affect us is a distinctive human trait--it characterizes most successful organizations.
3. Participation will create some problems, partly due to the student's youth and by their transitory relationship to the school.
4. Student involvement is best achieved through a peaceful and orderly process.
5. Effective two way communication among all parties is essential to any progress. (Wimpress, 1970, p.207)

The principles that have been analysed as being necessary for consideration in implementing student involvement distill down to two ideas, recognition and involvement, and both of these are part of the democratic idea of community participation.

A consideration or analysis of the basis for student participation must include a discussion of some of the pros and cons of involving students as brought out by the various authors. The writer has chosen several of the major reasons on each side and has included a brief discussion for each point.

1. A general first reason favoring student participation is that today's students can comprehend the relationship between education, society, and human development. They realize that the amount of education one receives and the degree of success that he experiences in it will have some effect upon his future profession, social status, economic existence, and overall participation in life. They also realize that the degree of education of the national population as a whole contributes to the United States being in and maintaining its position among nations. "If...education is of such fateful significance, and if they (students) are to be the recipients of its benefits, they are understandably asking why they do not have a recognized voice in determining its character and quality." (McGrath, 1970, p.52)

2. Today's students are generally aware of what is going on around them and are concerned about the social, racial, political, economic, and moral issues of their generation. They are also aware that a good education can contribute to solving some of these problems. "Unlike the teachers and parents of an earlier time, those of the seventies cannot

part in the examination, with their teachers, of the design of their education. The entire spirit within institutions of learning is likely to be better if there is a sense within it that its members are constantly cooperating in the appraisal of what it is doing. (Frankel, 1968, p.24)

Student participation benefits the university and the deliberations that take place, but personal benefits are also gained by the student, two important ones being the development of maturity and of responsibility. Students "need to participate because involvement in the total learning milieu of an institution contributes appreciably to the development and improvement of each student's educational experience." (Knock, 1971, p.172)

Those students who do participate actively and regularly on university committees find their experience contributing greatly to their maturity. Generally those who want a voice in deciding what their education should contain are initially more mature. They can be typified as being open minded, open to reason, non-authoritarian, relatively independent, and able to make appropriate decisions. (Spurr, 1970) (Nevitt, 1970)

6. The sixth reason, and most important according to McGrath, for student participation is the overall improvement of the teaching-learning situation. Students experience the classroom performance of different teachers every day; a factor which makes them much more reliable judges of faculty members than other associates, administrators, or trustees. Along with realizing the importance of education, students are also recognizing that the quality of their education is determined not so much by the men in the administrative offices, as by the qualifications and dedication of the faculty that are in the classroom. This being the

case they are demanding and slowly gaining a voice in the professional evaluation and selection of staff members. (McGrath, 1970)

The previous several arguments for student participation are well founded and convincing, but there are others arguing that if students gain a voice in university governance the goals and purposes of higher education will be lost, or at least subverted. Looking at some of the reasons offered for not allowing student participation is just and can offer some insights into the developing trends.

One of the main arguments against the involvement of students is that "...the admission of students to important academic bodies would so alter the balance of power within them that, in fact, virtual control would shift from the board, the administration, and the faculty to the students." (McGrath, 1970, p.61) This argument is very theoretical in that the actual source or possessors of power on a campus are often hard to determine. Similarly, the results upon them by the presence of students are also left in a theoretical limbo.

Related to the power argument is the idea that those that have the proper background and knowledge should make the decisions, this being the faculty and administration. Supposedly students can voice their opinions, but because of lack of insight gained through experience they should not be allowed to participate.

University authorities see student participation as letting students know what's going on, allowing them to voice their opinions, and at times accepting a student idea. The people with wider knowledge and experience should make the decisions. (Crouch, 1968, p.54)

A university is not a democracy; students should be consulted in most matters, but not given the final say where it is inappropriate. (Lawson, 1971, p.285)

Supposedly this experience and insight must be gained over time, thus the student's brief tenure on campus, or his transiency, becomes a third argument against student involvement. Because of the student's brief stay, faculty members question whether "students can acquire the perspective and the commitment essential to sound judgement on long term policies." (McGrath, 1970, p.63) It is further contended that the students will be so concerned with the short range benefits that they will see and overlook the long range effects upon the institution.

This predisposition towards short range benefits is often seen as a characteristic of the next argument, student immaturity. Because of their limited lifetime and experiences, and because of some of the violent demonstrations by students that violated the conventional ways of making changes, the critics charge students as not exhibiting the kind of behavior that is characteristic of a mature person. "Critics believe that the youth's efforts at reform have often lacked the intellectual and emotional restraint associated with maturity." (McGrath, 1970, p.62)

The last argument generally put forth is that the time required of committee members cannot be afforded by students, that their studies and employment should take precedence. Committee work can be a burden, not only in the many hours of meetings that can occur during a week but also in the additional hours that may be necessary for research or other duties to be prepared for the meetings. This burden is recognized by both students and faculty as being a legitimate hindrance to student participation, and until the dilemma can be solved full student involvement in academic policy making may not be realized. (McGrath, 1970)

Between the two sides and their respective arguments are a few writers who will accept student participation to a limited degree.

Fellman writes that students should have:

...Freedom to discuss institutional policy, the right to academic due process in disciplinary procedures, and the right to hear speakers of their own choice

In discussions regarding appointments, promotions, and tenure...although student opinion should be considered, the decisions themselves should be the result of the best professional judgement in the academic community.

Student participation is helpful only to the degree that it contributes something of value to the institution. (Fellm, 1970, p.64)

As one analyzes and evaluates the argument for and against student participation in academic governance one can find very convincing arguments on both sides. If one also takes into account that new methods of student involvement are being developed and continuing experimentation is ongoing, one soon realizes that there is a continuing unsettled stage of evolution. No one can truly predict which methods or systems will work best or be practical for all to use. Nevertheless, the developments to date do "suggest some potentially useful conclusions about the merits of student participation and the conditions under which it would most likely benefit the establishment of higher learning and more importantly enhance the education of its patrons." (McGrath, 1970, p.67)

The first conclusion that can be drawn is that general opinion indicates the acceptance of students having some voice in the operation of the institution. Every committee, task force, or council operating on a campus deals with matters that to some degree affect the students' education and/or life on campus. Since students can shed light onto

these deliberations by virtue of their direct participation and experience on campus, they should feasibly be part of every deliberative body.

The qualification that should be added though is that the proportion of students in each group should vary with the types of matters being considered by each committee.

A second general conclusion is that just because students are the most numerous members of the academic population they should not necessarily have majority representation in the policy making groups. Students can be a part of and contribute to these groups without holding or trying to obtain all of the power. Despite critics' comments, experience in the United States and Canada has shown that "after a brief period of adjustment to their new found power, students generally behave with customary academic decorum and consideration for their associates; and even where they consider their representation disproportionately small, they do not demand numerical dominance." (McGrath, 1970, p.68)

The third and final general conclusion cited by McGrath is that the maturity and conduct of student participants tend to vary with their experience and length of service with the governing group. Initially students can get carried away with a certain point of view or become defensively aggressive. But after some adjustment and experience it has been reported that "...students do introduce into committee discussions points of view and facts which other participants may not be in a position to have. To this extent students enrich the policy-making process and make the outcome more acceptable to those that have to live under it." (McGrath, 1970, p.69)

The arguments for and against student participation and the resultant

general conclusions have been based on and proceeded from the premise that students, as members of a democratic society and academic community, should be allowed direct participation of the formulation of the policies and procedures that directly and indirectly affect the quality and well being of their education. Students who are sufficiently intelligent and mature to adjust to, cope with, and accomplish the various challenges of university life and learning should certainly be capable of comprehending and dealing with the theoretical issues and practical problems of the academic community of which they are a vital part.

The process of implementing student participation requires a variety of mechanical processes, a definition of various roles that can be developed, and a consideration of some of the areas of decision making that can be filled by students. The consideration of these mechanics, roles, and areas of decision making will also involve reference to possible changes in the academic governmental structure, that could possible influence increased development of student participation, but because of the scope of this paper the writer will not include an analysis of or arguments for or against these structural changes.

Any discussion of the mechanisms that might be utilized for bringing students into the governing structure of the university must be prefaced with a brief justification for the elimination of "student government". This term once, referred, and on some campuses still does refer, to some group of students that supposedly regulated or dealt with student concerns, but in actuality did little more than serve as a forum for discussion or possibly a planning committee for social activities.

McGrath cites several reasons for the elimination of the concept of

student government. First, it contradicts the idea of education occurring both in and out of the classroom by suggesting that out-of-class activities have little or no educational significance and can, therefore, be delegated to students to handle. This is extended to the idea that the delegation of specific responsibilities to a specific group violates the community concept in which all members of the community share in the responsibilities of regulating their society. In all, the term "student government" is not fitting for or applicable to the present state and development of academic life. (McGrath, 1970)

The mechanics of implementing student involvement must begin with, if not even be preceded by, its acceptance, at least in principle, by the administration and faculty. A cooperative effort by all parties demands mutual trust and confidence. (Hold, 1970)

Student participation must emerge as a product of planned change...(It) must be institutionalized as a result of constructive input from members of an academic community working toward a goal that is recognized as legitimate and worthwhile. (Knock, 1971, p.171)

It is inaccurate to assume that all individuals engaged in a task possess equal knowledge, experience, or skill. This is really not the issue. Rather, it is acceptance of the fact that planning of constructive forms of student participation will result from utilization of the particular and sometimes unique contributions of various members of an academic community. (Knock, 1971, p.174)

The mechanics of implementation will vary with institutional size. The size of a university has a great deal of influence on the type of organization, structure, and opportunities for student involvement. A large school must develop smaller communities within itself that can serve as centers for interaction and decision making. "The decentralization of many of the administrative operations of the institution can

spread responsibility and become a vital and effective medium for communication." (Brunson, 1969, p.173)

Once an organizational structure is determined, all members of the community must be informed and made aware of their place and responsibility within it. "The administration must provide an orientation to the organization of the university, an understanding and appreciation of the administrative organization, and an idea of its relationships to other agencies..." (Holt, 1970)

All segments of the academic community must be educated as to their role and responsibility in the administrative structure. All must have realistic expectations of the requirements of them and the limits to their responsibility. (Holt, 1970)

Just as methods of implementation vary with the type of school and organizational structure, the composition of the various groups within the total governmental structure will vary. There is no reason for forming all committees with an equal number of students and faculty; the nature of the duties should determine the composition of the committee. (Spurr, 1970) This idea is supported by a study done by Hekhuis (1967) in which it was found that the administration, faculty, student personnel staff, and students agreed that certain areas of university policy formation should be the responsibility of certain groups, but not the exclusive responsibility of any one group.

Finally, as a workable structure is determined, implemented, and begins to function the idea of communication becomes important. All participants, students, faculty, and administrators, should be kept informed as to the status of their suggestions, petitions, and requests in the governmental structure. (Mitau, 1970) The knowledge that their

work is being recognized and taken into consideration is necessary for a committee to maintain its functioning integrity and efficiency.

The previous discussion of mechanics and implementation was somewhat general. Let us now look at some specific issues and areas of recommended student participation. A 1970 College Management Survey measured the attitudes of deans of students (N=500) regarding student involvement. The results showed that 75% favored students being voting members on committees that governed areas other than social and extracurricular activities; 57% indicated that their university administration showed the most initiative in increasing student participation; and 69% stated that their university faculty most discouraged student participation. (College Management, 1970, p.25)

A more recent survey by Kamp (1972) measured the attitudes of campus presidents, chairmen of boards of trustees, presidents of faculty organizations, and presidents of student organization towards where students should participate. The combined results indicated that students should participate to the greatest extent in Student Affairs, next in Academic Affairs, and least in Staff-Personnel Affairs.

These two surveys give an indication of the attitudes of present campus groups. As might have been expected there is a reluctance on the part of the faculty for allowing participation, as shown by the College Management Survey, and the area that is least likely to be opened for student input was shown by the Kamp study to be staff-personnel. Current authors (Sanford (1969), Powell (1969), Keyes (1972), Aceto (1967)) do not necessarily **agree with** these results.

Students can be involved in all important decisions such as hiring and firing, varieties of living arrangements, and curriculum changes. (Stanford, 1969, p.36)

Students are entitled to set their own social policies, to regulate student activities, to share with faculty in developing curriculum and grading standards, and to share as equals in institutional policy making. (Powell, 1969, p.30)

A dichotomy exists between what is being written and what is being practiced. This can be resolved, though, by using the previously cited method of varying the number of students on a committee according to the function and duties of the committee. On some committees, or on some issues, students should not have controlling power but should have enough power to help contribute to the decision. In other areas students are the experts and should have ultimate control after administration and faculty have made recommendation. (Keyes, 1968)

The "Draft Statement on Student Participation in College and University Government" (1967) cites five areas within academic affairs and four areas within general institutional affairs in which student involvement was either commonly found or should be developed. These areas and some respective topics of concern to students included:

Academic Affairs

1. Admissions--the size, composition and quality of the student body
2. Academic programs--course loads, degree requirements, and new courses
3. Academic courses and staff--the value of courses and the methods of instruction
4. Academic evaluation--the grading system and means of recourse for prejudiced or capricious grading

5. Academic environment--scheduling of courses, size of classes, calendar arrangements, and library policy and development

Other Institutional Affairs

1. Extracurricular activities--prime responsibility for programming of social, cultural, and political activities and regulation of student publications
2. Student regulations--all regulations pertaining to personal lives
3. Student discipline--establishing standards and procedures for discipline as well as taking part in the disciplinary process
4. Other concerns--budget, physical facilities and resources, and the institution's relationship with external groups or agencies.

The students must assume the duty and responsibility of seeing that the diversity of student interests and opinions is adequately represented. The administration must take certain steps to allow and implement participation and do its part toward helping groups to function successfully. The students must also do their part in communicating to and with their constituents. "Student representatives must recognize that the responsibilities of decision making include the obligation to defend and to implement the decisions they participate in." (Holt, 1969)

The development of a student participation model for an individual campus, the acceptance and implementation of student participation by the administration and faculty, and the complete participation by students

and the acceptance of the resultant duties and responsibilities will result in a variety of rewards and benefits for the student, the institution, and the academic community as a democratic society. There will be assorted direct benefits, but of greater importance are the long range, nontangible rewards of learning. "A university will fulfill its task of educating only if its students learn to live within intellectual horizons larger than those they inhabited before entering." (Lewy and Rothman, 1970--paraphrase from Frankel)

An appropriate summary for this section is a quotation by Powell (1969, p.29)

By becoming more democratic in organization and less corporate, the university calls us to a new purpose for higher education other than rote learning--the development of individual men and women who have learned how to learn and can begin to understand how to take responsibility for their own decisions and their own lives, because they had such an experience of self development in college.

TRENDS IN CONTEMPORARY STUDENT PARTICIPATION

There is still a scarcity of factual and statistical information from which to draw reliable conclusions regarding the degree of and trends in student participation in academic governance. A 1969 survey sponsored by the American Academy of Arts and Sciences and conducted by Earl McGrath appears to be the largest body of statistics gathered to date (Appendix A). Though other researchers have conducted surveys and compiled statistics, most have only been local or, at best regional, in nature. The general trends cited will be based on McGrath's study.

A study of the data in Appendix II allows one to draw a main

generalization: student membership on faculty committees is becoming the rule rather than the exception. Three to five years ago the reverse was true; students were not included in policy making bodies except in those dealing with social activities. The data indicates that "...in the fall of 1969, 88.3 percent of the 875 institutions that had supplied usable information had admitted some students to membership in at least one policy-making body." (McGrath, 1970, p.38)

The fact that almost nine out of ten institutions have adopted a participation policy should not lead one to believe that students are moving into positions of strong influence on educational policy. An examination of the types of committees to which students have been admitted will supply several revealing insights.

The main governing and decision-making body for most colleges and universities is the board of trustees. Data indicates that only 175 institutions or 20% had admitted students to board deliberations and only 2.7% gave them voting privileges. On the campus level the faculty executive committee is generally the main policy-making body. Student membership on the faculty executive committee was found in only 22.7% of the institution, with 17.9% of them granting voting privileges. Student participation in only one out of every four executive committees can hardly be viewed as revolutionary.

The curriculum committee is one of the next most powerful bodies. Students have gained significant influence here for over half, 57.8%, of the reporting institutions allowed student participation, and only slightly less than half, 46.1%, granted them voting privileges. This is seen as one of the more significant achievements. (McGrath, 1970)

A third major group on campus is that responsible for faculty selection, promotion, and tenure. As might be anticipated, this is one group that has jealously guarded its power. This is borne out by the data which shows that only 4.7% of the reporting institutions had any participation and of these only 3.3% included voting privileges.

An examination of the other policy making bodies reveal varying degrees of participation with a high of 34.3% on student life committees to a low of 9.7% on planning committees.

The second trend then is actually a summary of the above data: student participation is increasing but is not significant on any of the major committees, the curriculum committee excepted, that deal with academic policy and decisions.

A third general trend is the development of the "shared authority" concept. "Joint efforts to be effective must be rooted in the concept of shared authority. The exercise of shared authority"...requires tolerance, respect, and a sense of community which arises from participation in a common enterprise." (Draft Statement, 1969, p.34) This concept has generally been extended to include junior faculty in all of the committees once run by a small oligarchy of senior administrators and tenured professors. The trend now is to include students in these committees, the exception being the personnel committee. (Knock, 1971)

A fourth trend can be the effect of various social changes in the United States since World War II and their effect upon participation. Some changes cited by McGrath include the increase in size of the academic enterprise and the growing acceptance among professors of the "collegial" theory of academic government. (McGrath, 1970) Up until

the past two years schools have grown progressively larger and the faculty have been willing supporters of the model which places them in central control. Both factors negatively effect increasing student participation.

A related and very recent social change is the enfranchisement of the eighteen year old and recognition of his adult status. Because of its recent enactment it is not considered by McGrath nor has it been a part of the periodical literature. Thus at this point its effects and potential ramifications upon all aspects of the educational process and university life can not be defined or supported from the literature, but the writer sees it as a significant development that should be included.

A final social factor, and possibly a significant trend by itself, is the recent use of student activism.

Today's students, having been nurtured in social activism, first in civil rights protests and then in anti-war demonstrations, have learned how effective the techniques of resistance and confrontation can be.
(McGrath, 1970, p.50)

Students are not afraid to use direct confrontation if it will achieve what they see as their goal. The present idea behind student participation in the making of academic policy is to "involve students as initiators of, rather than as the protesters against, policy."
(McGrath, 1970, p.50)

A fifth, and final, trend is the continual reexamination of present methods and practices and experimentation with new forms of academic governance. New innovations are being discovered and utilized in matters relating to:

(The) composition, structure, and functions of boards of trustees; the relationships between the board, the administration, and the faculty; the functions of the central administration and the departmental heads; and beyond these internal groups, the political relationships with the sustaining constituencies whether they be taxpayers or private donors. (McGrath, 1970, p.39)

As these and other innovations are tried and possibly incorporated, the present forms and systems of student participation will take on a new role and purpose in institutional governance.

The foregoing presentation advances the case for student participation through the tracing of the historical developments, current practices, existing trends, and potential changes and innovations. Many of the concepts relating to changing academic life and its governance and the involvement of students in these changes are basically academic and will continue to be argued by learned men. The issue that this writer is considering is not whether students should be allowed to participate, but rather to what degree and through what changes in organization and procedure can this participation be most efficiently and effectively achieved.

CHAPTER III

THE DEVELOPMENT OF STUDENT GOVERNANCE AT THE UNIVERSITY OF WISCONSIN--LA CROSSE--PART I

THE STUDENT COUNCIL

1921--1946

In the fall of 1909 the State of Wisconsin opened its eighth normal school in La Crosse, Wisconsin. Under the leadership of President Fassett A. Cotton the school's mission was the training of elementary and secondary school teachers. The initial program was a two year course of study, and the school enrolled students from throughout the state.

The primary purpose of the school was academic study, but the students were also interested in extracurricular activities and developed several organizations within the first year. When school opened in the Fall of 1910 several organizations were available for student participation. The student newspaper, "The Racquet" (Fall, 1910, p.16-17) listed these organizations as:

1. The Eclectic Club--A male literary and debating society that took up questions of general interest.
2. The Buskin Club--A drama club open to all students.
3. The Oratorical Association--A group open to all students with the purpose of promoting and fostering an oratorical spirit.
4. Tri-Delta--A female literary society.
5. Alpha Phi Pi--A female debating society aimed at developing power and control in public speaking.
6. YWCA--A campus affiliate with the city YWCA.

7. Social Ethics Club--A club to develop social poise in its members.

A second literary/debating society for men, the Websterian Literary Society, was formed in October, 1911. (Racquet, 11-10-11 p.24)

Another organization that developed for the purpose of assisting the school and working with the students was the Athletic Association. This group was created through faculty action and was the first to provide for student membership in its formation and operation.

A motion was made by Mr. Austin, the Chairman, that President Cotton appoint a committee of three, to be known as the Athletic Committee of this faculty, to organize in conjunction with the boys of the school an Athletic Association, and to work with the association after its organization.

(Faculty Minutes, May 16, 1910)

The Athletic Association was formed with members of the faculty as the officers. Its membership was the entire student body and faculty, and it conducted all of the business of the athletic aspect of school life: paying expenses of games, scheduling events, and insuring the coverage of possible deficits on the season's games. It met whenever the occasion demanded. (Racquet, 10-3-11, p.11) A constitution was drawn up and committees were organized and by the Fall of 1913 the association was in full operation and included two student members. The Racquet (11,1913, p.16) supported the membership of students and stated "...it is hoped that the student members of the association will be given the privilege of carrying on a large part of the work of the association."

The first very broad form of student government was found in the formation of the Women's League and the Men's League. The Women's League was founded in December, 1916, "...to promote the spirit of democracy and

to elevate the ideals of the students." (Yearbook, 1920, p.49)

The purpose of the Women's League is to regulate all matters concerning the women students which do not fall under the jurisdiction of the faculty; to increase the sense of responsibility towards one another; to be a means of keeping the social standards high; and to promote the spirit of unity among the women of the school." (Yearbook, 1922, p.112)

The Men's League was initially founded about the same time with the object of "...promoting student welfare." (Racquet 11-15-19, p.3)

They did not meet as regularly or continue from year to year as did the Women's League. The league organized and reorganized several times between 1916 and 1919, having problems maintaining membership during the war years. In 1919 the faculty discussed and took action to make the Men's League a permanent organization.

After due deliberation upon the part of the faculty it was deemed necessary to form some organization which would enable the students to cooperate with the faculty and also... bring the (men) students into closer harmony. (Yearbook, 1920, p.76)

Both leagues were an indirect form of student government but did not have any great impact upon the school. They were primarily social organizations. (Wulling, 1973)

The students participated in the various organizations and leagues but were also desirous of having some form of student government. The first publicized indication of this was a statement in the last issue of the Racquet of the 1912-1913 school year. The editorial listed a series of improvements and additions to the school desired by the students, and the last one was..."A student Self-Government Association."

Little, if any, reaction was produced by this statement because no other direct references to student government were made until 1920. An

editorial in the Racquet (1-21-20, p.2) requested student involvement in their government as was being allowed in Madison. It suggested that the faculty Student Welfare Committee be composed of at least one third students, these being elected from the Mens' and Womens' Leagues. It further suggested that this would be a great move towards enhancing faculty-student cooperation.

A public debate column in the same issue was titled, "Is Student Self-Government Practicable?" and stated that a student should be allowed to have the right to conduct himself as he sees fit. "Self government in the schools is the best training for good citizenship one can find as he will always live under the principles he has learned as a student." (Racquet, 1-21-20, p.7)

This request had an impact upon the faculty and prompted a lengthy discussion at the next faculty meeting.

The suggestion was made of a student council to be formed, elected by the Mens' and Womens' Leagues and the faculty. This latter point was discussed by the President and various members of the faculty: Messrs. Coate, Adkins, Goff, Sanders, Miss Carver, Mr. Jenner, Mr. Sanford, (and) Mr. Fairchild taking part. It was moved that the subcommittee be increased, the President to appoint additional members. (Faculty Minutes, 1-14-20)

The following were named as the committee on Student Council: Messrs. Goff, Coate, Sanford, Wittich, Adkins, and Miss Carver. (Faculty Minutes 3-3-20)

The committee met during the remainder of that school year to consider the formation of the student government. The Racquet (4-28-20, p.2) reported that a committee has been making "...plans for student government or partial government in this institution. (They are) looking at the set up at Whitewater as a possible model." That May the committee

reported back to the faculty.

The committee on a student council submitted a full report, which was adopted as read...

Mr. Goff then made a statement of the situation in reference to forming a student council. He also made specific recommendations. (Faculty Minutes, 5-12-20)

The following Fall the Racquet (9-29-20, p.1) reported that the faculty had approved the organization of a student council and that members would be nominated and selected by the Mens' and Womens' Leagues. The students responded and elected representatives through the respective leagues: Jean Christie and Gertrude Humphrey from the Women's League and Herbert Bott and Ed Fuhlbruegge from the Men's League. (Racquet, 9-29-20, p.7) Two other students were appointed by the faculty.

This group met with the Faculty Executive Committee to elect officers and discuss plans. It was agreed that plans were to be submitted to the faculty committee before they were publicized. (Racquet, 10-6-20, p.6) Plans were made and the council immediately undertook a variety of projects, including:

1. Suggesting to the faculty that different types of meal tickets be issued according to class schedule.
2. Requesting that the library be opened at 7:30 a.m. to allow for early study.
3. Requesting that the faculty adjust the class schedule so students can go to out-of-town athletic games.
4. Agreeing to help enforce library regulation.

(Racquet, 12-7-21, p.2)

The student council also communicated their plans and action to the student body. They appeared before a student assembly and gave an

explanation of their duties and the type of work upon which they could recommend action to the faculty. The council was requested by the student body to investigate the problem of smoking in the men's locker room. (Racquet, 1-18-22, p.2)

The students were concerned about self-regulation and recommended that they be allowed to handle student problems. At a joint meeting of the Men's and Women's Leagues and the council, the problem of dealing with student conduct in the halls was discussed. A motion was made and carried that the regulation of student conduct in the halls be given to the student council rather than be left to the Faculty Advisory Committee. (Racquet, 2-2-21, p.7)

Another proposal made by the student council was that an Honor System be developed and instituted for conducting the affairs of the school. "It was a proposed change and to some it seemed radical, visionary, and impractical." (Racquet 10-20-20, p.8) The motion for adoption was made and passed, and forwarded to the faculty, but no reaction or results were obtained from the faculty, or at least not recorded.

The student council at La Crosse Normal School got off to a good start but experienced a sporadic existence for the remainder of the decade. There was only brief record of its existence for the 1921-22 school year, but thorough records were available for the next year. The general role of the student council was illustrated by its description in the Yearbook (1923, p.81)

The student council is a student government body which is chartered by the faculty for the purpose of furthering a spirit of harmony between the student body and the faculty... Students are given the privilege of presenting to this body,

either in person or through a council member, any suggestion they may desire.

The main topics of consideration during the 1922-23 school year included the honor system and a textbook rental plan. The honor system, though referred to several times, never achieved any results. The textbook proposal came out of a student meeting at which the students expressed the desire to rent instead of buying their books. This proposal was written up and sent to the Faculty Executive Committee and the Board of Regents. (Racquet, 2-7-23, p.2)

Though the council met and considered various proposals there was very little response from the faculty. This might be somewhat explained by the indications of Miss Belle Scaffé, 1923 Council President, that the council was recognized by the faculty but was almost ignored by the administration and President Cotton. (Scaffé, 1973)

The student council lapsed into a minimal existence and apparently disappeared in the mid-1920's. There was no record of a council in faculty minutes, publications, or the Racquet from 1924 through 1926. The Racquet in February, 1927, began a campaign to establish a student council. An editorial platform by Ken Searles was presented in the February 17, 1927, (p.2) issue which included the "...establishment of a student council in the very near future." The campaign continued in future issues with the idea that neither the student body nor the faculty should have sole power, but that student opinion should have some weight in decision making. At the end of the 1928 school year an article appeared regarding the formation of student council and a proposed constitution. (Racquet, 5-24-28, p.2) This was not carried over into the

following year and the decade closed with no formal student government existing.

In addition to a formal student council, there was also some student participation, or at least membership, on some policy making boards. The Athletic Board, made up of the President, the local regent, the coach, three faculty, and two students continued to function with the duty of administering the college athletic program. A related board, the Men's Intramural Athletic Association (MIAA), was established in 1929 by Mr. F. J. Lipovitz, a physical education instructor, and was composed of members of the faculty and several students. Its duties included:

Arrange schedules, select officials, govern all rules of competition, eligibility and awards, hear protests, introduce new sports, and in short, have general supervision over the entire intramural program. (Yearbook, 1929, p.92)

The decade of the 1930's was characterized by a new and restructured student council with a constitution, assumption of responsibility for student concerns, development as a programming body, and involvement in some faculty committees.

After several tries at forming a student governing body, President Snodgrass and the faculty arranged for a planning committee. The student body selected ten men and ten women to run on a primary ballot, this to be narrowed to five of each sex with a final ballot. The elected group was set up as a temporary council and delegated the responsibility of studying past and present efforts and making recommendations for the formation of a new council. The final plan was submitted to the student body and faculty for approval.

After its adoption, it is confidently expected that the council will have considerable influence in the control of student activities. Such a plan provides for helpful contacts between the president, faculty, and students of the school, and will provide opportunity for training in self-direction.

(Racquet, 1-16-31, p.1)

The product of the temporary council was the La Crosse State Teachers College Association. The membership of this association was

...Every student regularly enrolled in the La Crosse Teachers College, all members of the faculty teaching half time or more, and the President. (LSTCA Constitution) (Appendix B)

The governing body was the student council which was composed of "... five men and five women of Junior and Senior rank." The term of office was set at two years, and after the first election only students of Junior standing were elected.

The duties of the council provided for them to work on freshman orientation, homecoming, the school calendar, and in all "...matters concerning student discipline, student conduct, favorable studying conditions, and good order." (LSTCA Constitution) It also provided for student representation on the Lecture Course and Platform Committees. The council also appointed members to continue to meet with the President to plan future organizations. (Racquet 2-20-31, p.1)

One of the major projects that directly affected the student body was the adoption of a series of House Rules for Students formulated by the 1932-33 council and approved by President Snodgrass. These rules stated:

1. Quiet hours began at 8:00 p.m. daily except Friday through Sunday.
2. There were hours for all students. Freshmen and sophomores

had to be in by 10:00 p.m. every night Sunday through Thursday and 12:00 midnight on Friday and Saturday. Junior and Seniors had to be in by 11:30 p.m. Sunday through Thursday and 1:00 a.m. on Friday and Saturday.

3. All students were to attend their literary societies regularly.
4. All parties were to be planned for weekends and all students were to be in their rooms by midnight.
5. Occupants were to keep their rooms in order at all times.
6. Students were to report to their housemothers and deans if they were leaving town for the weekend.

(Racquet, 4-28-33, p.1)

As provided for in the constitution, the Student Council took charge of Homecoming in 1933. This was the first time that the fall celebration had not been planned by the faculty, though the council did have the advice of Miss Trowbridge. (Racquet, 11-3-33, p.1) Future councils expanded Homecoming to include a more extensive parade, an Alumni-Student Tea (Yearbook, 1935), and an evening football game. (Racquet, 1938, p.57)

Student representation on various committees was gained and in most cases the students were appointed by the council. In addition to continuing the appointment of two students to the Athletic Board (Racquet, 10-20-23), students were appointed to the Special Assembly Committee which arranged for the assemblies, the Social Committee which planned all-school social functions such as picnics, mixers (dances), and student faculty teas, and on the Student Welfare Committee. (Racquets, 1933, 1934, 1935) The last committee was originally a faculty committee created by

President Cotton in 1917 and did not include students until their appointment in 1934. (Yearbook, 1935, p.57)

A project that transcended several years was the library, particularly noise, but also including the hours that it was open and the pilferage of books and periodicals. The council established a Library Committee in 1935 to investigate noise and disturbances in the library and to make recommendations to the Student Council and the Student Welfare Committee. (Racquet, 1-24-35, p.1) Their investigation revealed that the problem was attributable to having only one main study area surrounded by the stacks, no place for group study, only one entrance, and general lack of thought by the students. They made a variety of recommendations to correct these problems as well as had their members patrol the library to enforce quiet.

The council, because of student demand, also requested that the library be opened several evenings per week to allow for more study time. (Racquet, 1-24-35, p.2) "President Snodgrass announced the trial program of having the library open Tuesday and Thursday evenings. This was done at the recommendation of the Student Council which had approved such action." (Faculty Minutes, 3-25-36)

The library situation was an on-going problem and the Student Councils of the next several years made many efforts to acquaint students with the regulations.

The Student Council inaugurated a campaign to acquaint students with library rules and the system of fines. They also met with the librarians to discuss the present \$1.00 fine for failing to return a book. (Racquet, 10-9-36, p.1)

The council met again with the librarians to negotiate a fine system based on number of offenses. It was suggested

that a student not have to pay a \$1.00 fine until after the fourth offense. (Racquet, 3-12-37, p.1)

In Spring, 1937, the Student Council agreed to change their method of membership to include representatives from campus organizations so that more students could be represented.

A new policy of membership was adopted by the Student Council. In order to ensure 100% representation of all organizations at each meeting, each recognized organization in the college is to elect a representative and an alternate. ...If any organization is unrepresented for three meetings, it will be dropped from the roll of the Student Council. (Racquet, 5-4-37, p.1)

President Snodgrass died suddenly in the Spring of 1938, and the Student Council which he helped to establish undertook the project of choosing a suitable memorial. After gathering ideas through a student body survey the council chose two alternatives, a metal lantern to be used at Homecoming or a \$1,000 fund to be used for scholarships or loans. (Racquet, 3-10-39, p.1) Ultimately they recommended to the faculty that a scholarship fund be established and that a faculty committee be set up to administer it. This was accepted and implemented by the faculty. (Faculty minutes, 3-8-39)

Additional projects of the student councils in the last half of the 1930's included a drive to get more pencil sharpeners distributed throughout the college (Racquet, 3-12-37, p.1); contributing to the D.O. Coate Scholarship Award for Boys, (Yearbook, 1939, p.87); meeting with faculty and administration to schedule activities on a school calendar (Racquet, 5-26-39, p.2); trying to suggest solutions for discipline in the halls;

and suggesting guidelines for handling the cluttered bulletin boards. (Racquet, 2-16-40, p.1)

In general, the student council became much more involved in a variety of activities and enjoyed a good degree of success because it had the cooperation and support of the administration specifically President Rexford Mitchell who succeeded President Snodgrass and served through 1966. The student council was generally respected by the faculty and administration. According to Mike Convis, the 1939 President, the students had no voting power or role in policy formation, but "the door to Dr. Mitchell's office was always open--he welcomed suggestion." (Convis, 1973)

The pre-war years of the early 1940's were filled with the consideration of many of the same issues that the previous Student Councils handled. The council sponsored an open forum for all students to discuss the library problem (Racquet, 2-21-41, p.1), and students were added to the faculty Library Committee in an attempt to reach workable solutions. (Faculty Committee Assignments, 1940-41)

The construction of the Campus Training School provided the space for a social room. The old kindergarten room was remodeled and converted into a lounge area available to all students, a definite improvement over the segregation of the sexes in the Men's Lounge and the Women's Lounge. The council drew up suggested regulations for the room (Racquet, 2-21-41, p.1), and appointed two representatives to a newly created student-faculty committee to draw up plans for "...the decoration and administration of the new Social Room." (Yearbook, 1941, p.50)

There were some significant changes in the method of election of the Student Council and the student-faculty board structure. Previous to the time the students directly elected the council, but the council officers were elected internally by and from the membership. In an attempt to be more democratic the council provided for the direct election of officers in the next election. The council prepared a slate of candidates for the officer positions, but provided for nominations by the student body by contacting the Student Council office. (Racquet, 3-21-41, p.1)

Soon after this plan was publicized, a group called the Student Reform Organization developed to "...make an attempt to bring the student body and Student Council into closer harmony." (Racquet 3-28-41, p.2) They interviewed students as to what was felt to be the most immediate concern. Several common points were found including:

1. The student body should have direct voice in all nominations, elections, and appointments.
2. The students should have a more direct voice in the planning of the social room and should be allowed to select some of the musical recordings for it.
3. The Housing Committee should require all householders to supply appropriate study lamps. (Racquet, 3-28-42, p.2)

This group supported the Student Council in their move towards direct election of officers and listed the organizations choice of candidates.

In their move towards improving the democratic process, the council also amended the method of appointment of students to student-faculty committees. Previously the Student Council President made all of the appointments, but with the change these appointments now had to be ratified by the council. It was also suggested that appointments be made

at the beginning of second semester so that there would be continuity for a full year, particularly in the Fall. (Racquet, 10-14-42, p.3)

In addition to participation through the student council, the students had also gained seats on various student-faculty committees. There was a realigning of these committees in the early 1940's and the creation of a separate series of student-faculty groups that were termed Boards of Control. These Boards were responsible for most of the direct student service functions, while the Committees that remained could be generalized as being more administrative in nature. The Boards and Committees with their memberships are listed in Tables 1 and 2 respectively.

TABLE 1
STUDENT-FACULTY BOARDS OF CONTROL 1941-1942

BOARD	NUMBER OF FACULTY	NUMBER OF STUDENTS
1. Annual (Yearbook)	2	3
2. "Racquet"	2	3
3. Health Service	5	2
4. Social Room	5	3
5. Athletics	5	3
6. Forensics	2	3
7. Women's League	2	2
8. Men's League	2	2

Source: Faculty Committee Assignments
1941-1942

TABLE 2
FACULTY-STUDENT COMMITTEES 1941-1942

COMMITTEE	NUMBER OF FACULTY	NUMBER OF STUDENTS
1. Assembly	5	2
2. Library	3	2
3. Organizations	5	2
4. Social	6	2

Source: Faculty Committee Assignments
1941-1942

The Committees and Boards of Control were effective but were hampered with the problem of poor student attendance and poor communication between the student representatives and the student body. (Gunning, 1972) Students were welcomed and listened to on the committees, but they were inconsistent in their attendance. (Reuter, 1973)

The declaration of World War II caused a definite change in the composition of the student body, primarily fewer men, and a resultant change in the Student Council. One of the major changes for that time was the election of Margaret Kleeber as President. "It was unheard of to have a girl as student council president. There were few male students--those there were, were waiting to be called or were in some service-connected program." (Kleeber, 1973)

The main functions of the council became social, in order to keep students' minds off of the war, and service, to provide whatever help possible to the country. The sponsorship of Homecoming was continued plus "...hikes, hayrides, and the like. Most of our functions were to raise money for other social programs. Those were the war years and (we) had to make our entertainment." (Kleeber, 1973) The council also continued its efforts to regulate student behavior in the Social Room.

In March, 1945, the council agreed to participate in the World Student Service Fund-- "...which (was) a fund raised by members of a school to supply soldiers overseas and prisoners of war with books, stationery, and so forth." (Racquet, 3-2-45, p.1) The ending of the war the following year did not terminate participation in national affairs. The council worked with the faculty in establishing a Memorial Fund "...to honor former students who gave their lives in this war." They

They attempted to meet their goal of \$5,000 by soliciting a ten dollar donation from every organization and by sponsoring several activities including a dance and a fun night. (Racquet, 12-30-45, p.1)

The local issue was a problem of cheating. A special student-faculty committee composed of students appointed by the Student Council and the two fraternities and faculty members appointed by President Mitchell "... was formed as an answer to the recent controversy around the campus on the subject of cheating." (Racquet, 1-12-45, p.1)

Several recommendations came from that committee including the suggestion to upperclassmen to set a good example for underclassmen, that instructors rewrite their tests frequently, and that students cooperate by not taking books and excess materials into the test room.

There were also a few changes in the Student-Faculty Committees and Boards of Control. The Social Committee was increased to a membership of eight faculty and three students in 1943 and to ten faculty and five students in 1944. The Board of Control for the Women's Lounge was discontinued in 1943 and the membership on the Social Room and Men's Lounge Boards were reduced to one faculty member, the Deans of Women and Men respectively, and two students in 1944. (Faculty Board Appointments, 1943 and 1944)

In all, the degree of activity and the diversity of involvement was less during the early 1940's than it had been in previous years. The projects that were undertaken reflected the national commitment of the student body as well as a local concern for necessary projects.

THE CAMPUS CONTROLS COUNCIL 1947-1968

The Student Council had functioned for over twenty years, but with the return of the veterans to the campus a move towards a more democratic and influential student government took place. One of the first projects of the 1946-47 Student Council was to research and survey other student governments and plan for a reorganization of the local government.

(Yearbook, 1947, p.63) The desire for change continued to grow during the first semester. On March 18, 1947, at a general student meeting five students were "...elected at large for the purpose of drawing up a student government constitution that would better the conditions of student government existing at that time at La Crosse State Teachers College." (Yearbook, 1947, p.82)

The committee, consisting of Armin Scheurle, Tim Nugent, Mary Gavin, Harley Erickson, and Archie Buchmiller, did not even attempt to revise the old constitution. Under that constitution each class and organization, regardless of the size of its membership had one representative. The representatives were not attending the meetings or communicating information back to their organization, thus there was not true equal representation. (Racquet, 3-21-47, p.1) The old constitution was scrapped and "...the committee submitted a democratic campus-wide election procedure which was adopted unanimously." (Yearbook 1947, p.82)

The new constitution of the Campus Controls Council (CCC) had as its purpose to provide an opportunity and means for self expression and self government. ...To serve to coordinate varied interests of the college through the cooperation of the administration, faculty, and students.

(CCC Constitution, 1947) (Appendix B)

The membership of the council was set at twenty representatives to be directly elected from the student body. This membership included the four officers that were also directly elected, and the unique provision of granting the defeated officer candidates in the final election representative status. To be eligible for election as an officer or representative one had to be a student "...who expects to be enrolled for the remainder of the current semester and the next two semesters of the next calendar year." (CCC Constitution, 1947) It is worth noting that no grade point or credit minimum was stated for election.

Officers were elected on May 7, 1947, and installed on May 13, 1947, in an all-school assembly. The program included a speech by La Crosse Mayor Charles Beranek and the administration of the oath of office by President Mitchell. The new CCC President, Armin Scheurle, spoke to the assembly on the policies and goals of the new council. The overall election and council were well supported by the Racquet, and students were "...urged to support the new council so that it does not follow the old council and become ineffective. ...They (the CCC) are the ones who organize and correlate all school functions." (Racquet 5-16-47, p.2)

Scheurle was thought to be the most influential person in the organization of the new council. His basic viewpoint was "...to get a student organization that had a definite say as to the governance of the university." (Cowley, 1973) This remained a central idea throughout his administration and for the council for the next several years.

The new spirit of the Campus Controls Council carried through to the next fall. The constitution was ratified by the student body on October 1, 1947, and several open meetings were held after that in order to "...present the chance for the president and the council members to act under the eyes of the students." (Racquet, 9-24-47, p.1) The council appointed representatives to the Boards of Control and Faculty Committees and made sure that a CCC member was on each one.

Every council member has a committee chairmanship which entitles him to serve on joint student-faculty committees. He will report the progress of his committee once per month to the entire Council. (Yearbook, 1948, p.82)

The Council assumed responsibility for many of the social functions on campus including the sponsorship of the first Spring Prom.

Your council is directing the social activities of this college in which the students in their entirety will participate. ...There will be an opportunity for every student to participate in these activities throughout the year, from the big Homecoming rush to the last dance of the season. (Racquet, 9-15-47, p.2)

The council also assisted the Social Committee in planning Sadie Hawkins Day and the all-school Christmas party.

The CCC provided for affiliation with other schools by joining the National Student Association (N.S.A.) The N.S.A. was

An organization whose objectives and aims are to make it possible for every qualified young person in this country to get a good college education... (The N.S.A.) will provide a common bond between all college students in the United States. (Racquet, 9-24-47, p.1)

The CCC had an open meeting to discuss the possible benefits of the N.S.A., its cost in terms of dues, and how they would be paid. On December 1, 1947, the council ratified the N.S.A. constitution and became the

first school in the State of Wisconsin to join that national organization. (Racquet, 11-24-47, p.1)

A very active CCC accomplished many projects during their first year including the supervision of Freshman Orientation investigations and polls on student health insurance, the Marshall Plan, and Universal Military Training, the sponsorship of various speakers, and a fund drive for the World Student Service Fund. (Yearbook, 1948, p.82)

The increased activity also spread to participation in the Boards of Control and Faculty Committees. The eight Boards as listed in Table 2 continued to function, but representation was gained on two newly created Faculty Committees, the Lectures and Entertainment Committee and the Publicity Committee. (Faculty Committee Assignments, 1947-48) The council also appointed a representative to the Men's Intramural Athletic Association and the Women's Recreation Association. (Racquet, 10-22-47, p.4)

The CCC election for the following year were organized and run by the council. They introduced provisions for eligibility to include a minimum grade point average of 1.00, (3.00=A) and a minimum credit load of 12 credits. (Racquet, 3-18-48, p.1)

The Campus Controls Council for 1948-49 continued many of the projects initiated the previous year, including participation in N.S.A. continuing fund drives, and the planning of social activities. The council also initiated a strong campaign to make themselves and their projects better known by establishing a Public Relations Council. This council was composed of a public relations representative from every campus club and organization. News releases regarding the activities of the groups were

prepared by the representatives and were distributed by the council to the Racquet, the News Bureau, and the La Crosse Tribune. The overall purpose of the council was

To organize news releases and to eliminate the confusion that has been associated with college publicity in the past. (Racquet, 2-16-49, p.1)

A Racquet editorial in a later issue recognized the activity of the Public Relations Council but also urged the CCC to make itself better known. It stated that the CCC was a potentially powerful organization but was relatively obscure, known only for its sponsorship of Homecoming, social activities, and the election. (Racquet, 3-23-49, p.2) The problem of communication to the students existed then and would remain a problem for future councils.

The other major project was the sponsorship of a Campus Problems Clinic for colleges in the surrounding area. Representatives from eight schools attended the two day clinic that had as its purpose.

To acquaint students of colleges in this area, to pool ideas on solution of problems common to student, and to acquaint students with a new type of discussion -- group dynamics. (Racquet, 10-22-48, p.1)

Problem areas discussed included housing, the lack of a student union, and student-faculty relations.

In other business, a new precedent was set by the CCC being allowed a voice in the allocation of student money, this previously being totally reserved by President Mitchell. The council approved requests from the WRA and NIAA for increased allotments from the activity fund and recommended that the administration increase the fee by five cents per student per semester. This was approved as well as an allocation of

ten cents per student per semester to the CCC; previously their only source of funds was profits from social activities. (Racquet, 10-8-48, p.2)

The development of a new and potentially powerful branch of student government occurred with the organization of the Women's Self Governing Association (WSGA) in October, 1948. The purpose of the group was "...to regulate all matters pertaining to women students," (Racquet, 10-22-48, p.1) and all women students were claimed as members. The representatives were elected from the divisions within the college based on enrollment, the officers were elected from within the group, and the organization was advised by Miss Cartwright. (Racquet, 10-22-48, p.1)

The activities of the WSGA were various social events, the regulation of housing for women, the promotion of etiquette, and the publication of a handbook describing the association which was distributed to all freshman girls during orientation week. They also assumed from WRA the sponsorship of the Big-Little Sister program, including the hike and picnic. (Indian Handbook, 1949-50, p.19) The WSGA continued the practice of sponsoring social activities which was first done by the Women's League, but went far beyond that group in assuming responsibility for self-government.

The opening of the 1949-50 school year was highlighted by a three day Freshman Orientation including an orientation assembly, dance, various activities with entertainment, and an all-school picnic at Myrick Park. (Racquet, 9-23-49, p.1) After that big start the CCC settled into their normal business and activities. They recommended and achieved some

policy changes in the Athletic Board and in student fees. For athletics the council recommended that wives of students be charged only fifty percent of the cost of a regular ticket. This was accepted by the Athletic Board. (Racquet, 10-21-49, p.3)

A special committee investigated the possibility of raising the activity fee due to the increased costs being experienced by the Racquet and Yearbook. After research the council recommended to and had approved by President Mitchell an increase in the student activity fee of one dollar per semester per student. This extra money was allocated to the publications. (Racquet, 5-18-50, p.1) This allocation was amended the following fall to give one dollar per student per year to the Health Service. (Racquet, 10-11-50, p.3)

The CCC continued in the same basic trends of social programming but seemed to have less involvement in other campus functions or off-campus activities. According to Ashley Ellefson, CCC president, the CCC was "...planning and carrying out frivolous activities to keep students' minds off academic matters. (They also) were busy running errands for the administration." (Ellefson, 1973)

The organization was an unimportant one when I knew it, as a Junior, and it remained unimportant through my Senior year. Along about October I knew that it could not be made effective.

(Ellefson, 1973)

The Racquet also published frequent criticisms of the CCC and their lack of action. For the Spring election there were just enough candidates to fill the slate of vacancies and only about forty percent of the student body voted in the final election, a decrease of over fifteen percent

from previous elections. (Racquet, 4-5-51, p.2) The newspaper attributed this to the lack of campaigning done by the candidates and theorized that only those who knew the candidates took the time to vote.

In contrast to the CCC, the Women's Self Governing Association increased their activities and sponsored a variety of all-campus events as well as continued and strengthened their Big-Little Sister program. A Freshman Handbook was published and distributed, and they sponsored a Housemothers' Tea, Good Fellowship Breakfast, and a luncheon for second semester students. For the campus they sponsored Fun Night and initiated Songfest. (Yearbook, 1951, p.156)

The library problem continued and was again referred to the Council. Apparently there was considerable noise and disturbance in the library and a request was made by the librarians for some form of student regulation. The CCC responded with the formation of a library patrol that was present during all periods of the school day. Offenders were requested to abide by the rules and were, upon later offense, issued a warning slip. Several warning slips were cause for possible loss of library privileges. (Racquets, 10-18-51, p.2, 11-1-51, p.1, and 2-21-52, p.1)

A second major project was an attempt to get the Social Room opened until 6:00 p.m. every evening rather than closing after the last class. It was justified on the basis that students eating in the co-op cafeteria needed a place to congregate and relax. This request was approved by President Mitchell, conditional upon proper behavior. (Racquet, 2-21-52, p.1)

On the local level the student body protested the price increase by the Hollywood Theater. A representative, Chuck Odegaard, was appointed to investigate the problem. He later reported that the theater was under new management and that a new policy on student rates had not been set. (Racquet, 11-1-51, p.4)

The faculty was concerned about the student participation on faculty committees

There was some discussion as to the advisability of student participation on the various faculty committees. Mr. Leamer moved that the decision of student participation be left to each committee. Miss Wilder moved that this motion be tabled. Carried. (Faculty Minutes, 12-5-51)

There was no future reference to the consideration of this motion.

The whole question of student power came to the front in 1954-55 and was debated both in and out of the Racquet. That spring the different points of discussion were summarized in an editorial by Lenore Dregne.

Do student government organizations really have any power or are they merely tools of the administration helping to regulate student's activities...?

Our students do not wish to run the school. There are people placed in positions to do that job. All we wish is that we be heard; that our suggestions, ideas and efforts be recognized.

(Racquet, 4-24-53, p.2)

A reply to this editorial appeared about a month later and generally set the tone of the school towards student organizational power. The author of the reply was not listed.

These organizations are delegated power by the administration and their powers can, therefore, be limited by that administration.

These organizations have not always taken full advantage of their granted powers and have, in some cases, failed to set up committees which could successfully handle some of the problems which have arisen.

Parents would not let their children come to a college if they knew that, as students, they would have the last word in regulating their own activities, making their own rules, and totally governing themselves. (Racquet, 5-29-53, p.2)

The WSGA made a large step away from their social function and assumed some true governmental power with the establishment of a judiciary committee in early 1953. The committee was made up of members from each house council and investigated dorm rule violations. They administered specific penalties, particularly campusing of violators, and enforced them through the head residents. The committee also had input into the establishment of hours and house rules. (Racquet, 2-15-53, p.2)

The role of the Campus Controls Council for the remainder of the 1950's did not change in any significant way. They remained primarily a social programming body with some involvement in other campus activities. With the initiation of planning for the new student union in 1955 the council assumed some additional responsibility. Several of the members became a part of a special student-faculty committee to determine what features should be included in the new union. The group basically decided on a snack bar, a co-op cafeteria, student government and publications offices, lounges for men and women, a bookstore, and meeting rooms for clubs and committees. (Racquet, 10-28-55, p.1)

As the new union reached completion and opened in 1958 a permanent student-faculty board, The Student Union Board of Control, was established. The board was made up of the Deans of Men and Women, two faculty members appointed by President Mitchell, and three students appointed by the CCC. (Racquet, 2-19-59, p.1) As would be expected, the Board of Control for

the Men's Lounge, Women's Lounge, and Social Room were phased out.

(Faculty Committee List 1959-60)

The CCC in 1957 appointed Bert Wethe and Don Cushman to analyze and update the constitution, the first major change since its adoption in 1947. The revised constitution broadened the general purpose for existence, increased the membership of the council, and established somewhat stringent eligibility requirements for election, particularly for the officers. The council also provided for and ultimately became very involved with attendance at meetings.

The stated purpose of the revised Campus Controls Council was

To provide an opportunity and means for self expression and self government that is Of, By and For the college at large and is democratic in its organization, sound in its functioning, and effective in its actions, and will serve to coordinate the varied interests of the college through cooperation of the administration, faculty, and students.
(CCC Constitution, 1957) (Appendix II)

The membership was increased to twenty-five, but the representatives directly elected remained at twenty, this as before, including the officers and defeated officer candidates. The additional five members were appointed by the CCC President with the approval of the Executive Board. (CCC Constitution, 1957)

To be eligible for election a student had to carry a minimum of twelve credits, this being a full time student. Additional requirements for officers included having a 2.50 (4.00=A) grade point average, and the President had to have been a council representative for one year previous to his election. (CCC Constitution, 1957)

Lastly, regarding attendance, a provision was made that absence from two consecutive meetings or tardiness to four meetings without a

valid excuse was cause for a member to be brought before the council for dismissal. (CCC Constitution, 1957) The council became extremely involved with enforcing this provision and spent executive board sessions previous to meetings to consider and rule on excuses. (Voight, 1973)

Aside from dealing with constitutional changes, the CCC became involved in the planning for the Fiftieth Anniversary of the college, (Racquet, 4-16-59, p.1), worked with the administration and a faculty committee to try to change the length and schedule of vacations, particularly to get school to end earlier in the Spring (Racquet, 2-27-58, p.5), and continued to recommend to and work with President Mitchell regarding the amount and allocation of the student activity fee. (Racquet, 2-27-58, p.5) In all the council was still primarily a social planning organization, but it was recognized by the administration and faculty and allowed to have input into the consideration of policy changes. (Renning, 1973)

The role of the Campus Controls Council as a programming body stayed fairly constant as one moves into the 1960's. There was an increasing concern for and involvement in campus policy changes and the desire to have an increased input into student related decisions. One of the main concerns and continued projects was to make itself better organized and well known as well as responsive to the students' requests. (Racquet, 11-19-59, p.2) Only the membership of the organization was taking it seriously. There was little awareness on campus of the groups function. (Voight, 1973) The council instituted a better publicity campaign, installed a suggestion box, and attempted to be more

accurate in their minutes and filing procedure. (Racquet, 11-19-59, p.2)

The council recognized its perceived image as a social programming body and made attempts to pass this function over to other organizations. It investigated the possibility of turning over the responsibility for Homecoming and Prom to the Social Committee. (Racquet, 6-2-60, p.2) Eventually Homecoming was turned over to the Inter-Fraternity Sorority Council. (Huhn, 1973)

An important change in student governance was the affiliation of the Women's Self Governing Association with the national organization of Associated Women Students (A.W.S.) in 1959. This affiliation resulted in the local organization broadening its scope to an organization with a three-fold role governmental, social, and cultural. (Smith, 1973) The purposes of the association were:

To provide a means for self-government for women students and to make, interpret, and enforce all rules and regulations according to the powers delegated by the college. (Racquet, 9-10-59, p.4)

As suggested by the name, the group's focus was on women; rules and decisions were made for the girls living in the residence halls as well as off campus. These rules were published and enforced through the landlords and housemothers and by the Social Regulations Board when necessary. There were no comparable rules for men; the idea was that once the women were in and taken care of, the men would also go home. (Smith, 1973) A.W.S. was, by far, one of the most powerful groups on campus at that time. (Steuck, 1973)

The Campus Controls Council devoted an extensive amount of time to

two campus issues in the early 1960's, the library and the acquisition of land for a new gym, the present Mitchell Hall. By student demand the council investigated the library in terms of usage. A survey was done and found that seventy-seven percent of the students wanted longer hours. By working with the library staff and the administration extra hours were gained for weekend use. (Racquet, 1-20-60, 12-60, 12-15-60, p.2)

With the growth of the college there was a request for and approval granted for a new gym. The council became involved in the local issue with Mayor Milo Knutson over the price set by the city for the purchase of the land. An informational demonstration took place plus several other student meetings. (Huhn, 1973) (Racquet, 3-5-62, p.1)

The 1961 elections for new officers and representatives were held despite the fact that there were not enough candidates. (Racquet, 3-2-61, p.1) The main reason cited for this was the stiff eligibility requirements set by the constitution. (Huhn, 1973) This prompted a revision of the constitution, and the eligibility requirements to be a 2.30 grade point average (4.00=A) for all officers and the 12 credit minimum for all representatives. The revised constitution also clearly defined the nomination, purpose, term, and responsibilities of their advisors and provided for the Dean of Students to be one of three advisors. (CCC Constitution, 1962)

Involvement in the activities beyond the campus and the sharing and discussion of problems was achieved through membership in the United Council of Wisconsin State College Student Governments in 1961. (Yearbook 1963, p.30) The following year it hosted a system-wide meeting of the

United Council and sponsored a variety of seminars. The CCC was also willing to exert itself through group support and approved the United Council recommendation that the student government should be responsible only to the President of the college, and any individuals or committees below him were only advisory in capacity. (Racquet, 11-14-63, p.1)

In response to criticism of the CCC being pro-administration, President Larry Brueggeman responded in the Racquet, (5-2-63), p.1)

The main purpose of the student government is to be a liaison group between the student body and the school administration.

We feel that it is not a belittling attribute for us to compromise with the administration. In the long run we feel that progress for the student body is more important than short-lived prestige. By the same token, the administration will compromise with the student government on policies which merit change.

Cooperation is an essential element in government.

The 1963-64 CCC tried to maintain a state involvement by forming a legislative committee to collect and maintain up-to-date information on legislation in Congress and the state Legislature which would directly affect students. (Racquet, 5-14-64) On the campus level the council became involved in formulating a dress code for classroom, library, snack bar, residence hall, and cafeteria apparel. This was done in an attempt to remove inconsistencies from present policies. A code was adopted and sent to Miss Cartwright, Dean of Women, 1965. (CCC Minutes, 4-26-65)

The council also took a hard look at the continuation of all-school events. Because these activities were losing favor, interest, and attendance, other campus groups, particularly the Greeks, were encouraged to try new ideas and activities. Only some of the "more traditional"

events were recommended retained. (Brueggeman, 1964)

The involvement of the council policy-making continued to increase. In addition to the Dress Code mentioned above, a poster regulation policy was formulated in conjunction with the Deans and Director of the Union in order to help keep the bulletin boards functional. (Racquet, 12-10-64, p.4)

Also, a group worked with the Registrar and the Administrative Council to get the names of instructors printed in the class schedule. (Walters, 1964)

One of the major accomplishments of the year was the formation of a student-faculty Apportionment Board in April, 1965. The board was delegated the

Responsibility for recommending to the president of the university the manner in which funds collected by the state for support of student activities is to be distributed among eligible organizations....

(Description of Apportionment Board, 1965)

The membership of the board was four students appointed by the CCC and four faculty members appointed by the President.

The activity of any organization can be somewhat related to its leadership, and this was particularly true of the Campus Controls Council in 1965-66 under the presidency of Herm Dustman. Herm started the year with a statement in the Racquet including

I feel that the CCC can be the cohesive agent of student expression. We have the respect of the administration, faculty, and qualified CCC representatives, but what we need most is student support and interest.

In the past the student government has spoken for you as the student, but now it will act in your behalf... (Dustman, 1965)

The CCC did act. It constructed a teacher evaluation form "...to improve the instruction and academic caliber of the university," (Racquet, 5-14-66), established a twenty-four hour study period previous to finals (Racquet, 5-14-66, p.1), and set up a committee to work towards the establishment of a campus radio station. (Von Akkeran, 1966) It also worked with A.W.S. on revising residence hall hours. (CCC Minutes, 2-14-65)

A significant accomplishment in student participation in policy making was gained by seating the CCC President on the Administrative Council as a voting member. The initial proposal was to allow three student representatives to be observers and have speaking privileges. (CCC Minutes, 10-25-65) The Administrative Council consented to one voting student member, and the CCC agreed to make this their president. (CCC Minutes, 1966)

Another policy, but one that was preceded by heated debate and involvement, was the Speaker Policy. A meeting of the Humanist Club was to be addressed by Jack Kitteridge, a representative of the Students for a Democratic Society. President Gates refused Kitteridge permission to speak on the policy that a club advisor was not present. An advisor was called and the meeting and speech took place in the union, but the action led to the formation of a special committee composed of three CCC representatives and three faculty members. After several meetings a policy based on academic freedom and the speaker's qualifications was drawn up and adopted. (Racquets, 2-24-66, p.1 and 5-14-66, p.1)

The debate that started with the Speaker's Policy continued into the next year with the controversy over the recognition of the Students for a

Democratic Society (SDS) as a campus organization. The group was granted recognition by a 5-2 vote of the Organizations Board, but this was vetoed by President Gates. The campus reacted to this vote on the basis that it went against a group's right to meet and be heard. (Racquet, 12-15-66, p.3) (Smart, 1973). The president's veto was ultimately supported by the Board of Regents and the Wisconsin Supreme Court.

A Grievance Committee was established by the council in an attempt to respond to student complaints. The purpose of the committee was "...to listen to any grievance brought before it and... attempt to direct and support the student in helping him with his concern. (CCC Minutes, 9-19-66) The committee was available three times per week, adopted an operational procedure, and investigated several complaints including tests being given at 7:00 a.m. and the distribution of low slips in class. (CCC Minutes, 1965-66) The latter problem was eventually taken to the Administrative Council and the policy was changed so that the slips were mailed to the students' parents. (Racquet, 11-10-66, p.5)

A change in the general administration of the university by the faculty occurred with the formation of the Faculty Senate in 1966. Part of the structure of the Senate was a series of committees, and the CCC met with Dr. Gilkey several times in an attempt to gain student voting membership on these committees. Eventually representation was gained on several of the policy making bodies including Undergraduate Curriculum, Student Affairs, Library, Catalog, and Honors and Scholarship. Membership on the Academic Policies and Standards Committee was refused by the Senate. Membership on the Commencement Committee and Registration Committee was gained in 1963. (CCC Minutes, 10-10-67)

The Campus Controls Council constitution was again revised in 1967 after a year's study and action by the council on various proposals. The membership was expanded to twenty-five members with the option to increase it to forty-nine members based on the size of the student body. Five standing committees were established to handle the affairs of the council, Academic, Internal Affairs, Elections, Student Affairs, and Public Relations. Other changes included amending the grade point and previous service requirements for eligibility. The constitution also provided for participation in the United Council. (CCC Constitution, 1967) (Appendix B)

Overall the CCC was very active and was recognized as being important by the administration. "Most faculty members recognized and were helpful to the student government. Individual members of the council always received utmost respect and consideration from the administrative personnel. Although our views did not always prevail, we always received time and consideration." (Smart, 1973)

Further gains in participation in policy making were achieved with the reorganization of the Student Life Council and the creation of a Housing Board in 1967-68. In Fall, 1967, the CCC requested a change in the composition of the Student Life Council to include voting student members. The proposal was considered and revised several times during the year with a revised structure being approved by President Gates in March, 1968. The new Student Life Council was composed of the Dean of Student Affairs, three representatives selected by the Student Personnel Council, three faculty members appointed by the President, and four students appointed by the CCC. (CCC Minutes, 1967-68) (Racquet 11-10-67)

and 3-8-68)

The Housing Board was also created through recommendation of the CCC. The original proposal was that the actions of the Housing Board be subject to the approval of the CCC, but this was later amended to make it an agent of the Student Life Council. This was approved by President Gates and a new student-faculty board began operation in the Spring, 1968. (CCC Minutes, 1967-68) (Racquet 11-17-67, p.1)

On a system wide level, controversy developed over the passage of a uniform conduct code by the Board of Regents. The code had input from the Deans of all of the schools and even though it was rejected by the United Council and the Deans of the Wisconsin State Universities, it was still adopted by the Regents. (Foley, 1967) The CCC in a 17-2 vote passed a resolution opposing the code on the grounds that "...the university should not have jurisdiction in off-campus affairs of students when such affairs are not authorized by the university." (Racquet, 12-15-67, p.1)

The Campus Controls Council was able to gradually shift their role and function from that of a social planning organization to one that was concerned with the desires and needs of the student. Through their association with the United Council they were also able to exchange ideas and problems with colleagues at sister schools. In all, as one moved into the late 1960's there was an increasing evolution of the student governments towards being the representative voice of the students.

CHAPTER IV

THE DEVELOPMENT OF STUDENT GOVERNANCE AT THE UNIVERSITY OF WISCONSIN--LA CROSSE--PART II THE DEMISE OF CENTRALIZED STUDENT GOVERNMENT 1968--1972

The overall role and participation by the Campus Controls Council changed a great deal from its inception in 1947 to its actions and involvement in 1968. As shown, the initial function was primarily that of social programming with minor involvement in student concerns. This gradually evolved to a minor involvement in programming and a major input in policy through the Student Life Council, the Faculty Senate Committees, and the Student-Faculty Boards of Control. The desire for greater involvement, voice, and overall representation led to the series of attempts at reorganization of a centralized student government, its demise, and the evolution of broad student participation through the boards and committees and their coordination by a central committee as known today.

About the middle of the 1967-68 school year several of the Campus Controls Council members, particularly President Bill Parr and representative Larry French, became convinced that a new student government was needed and that something more was necessary than a revision of CCC. In a column in the Racquet, Parr explained that the CCC was adequate in its day but could not handle the types of problems that should now be dealt with, particularly due process in disciplinary cases, conduct codes, sponsorship of campus-wide events and the like. Parr felt that the council

was no longer representative.

What was proposed was an association of students through which true self-government could be effected.

First we must realize that self rule is within our grasp. This fact is demonstrated by the progress made by students in other universities and in our own system, and by the initial accomplishments of the CCC this year. Second, we must accept the responsibility of making our own decisions, rather than being satisfied with rule by other adults. Finally, we must insure the validity of our new government by electing persons we feel are best qualified to represent us, by evaluating the services of these elected representatives, and by maintaining a continuing interest in what must be our own business. (Parr, 1968)

The major weaknesses of the CCC were cited as its lack of power in the student-faculty board structure. In a second Racquet article Parr went on to explain that the present boards are not responsible to the student government but rather were "...agents of the Student Life Council." He proposed that the present boards become standing committees of the student government without changing their structure or their duties. He concluded that the amount of student interest and responsibility would be proportional to the amount of responsibility given, and that the new government would significantly increase both. (Parr, 1968)

The proposed form of student government was the Associated La Crosse Student (A.L.S.). It claimed all students as members and stated as its purpose

To provide for the organized conduct of student affairs and promote the general welfare of its members, representing at all times the rights, needs, and desires of its membership. (A.L.S. Constitution, 1968) (Appendix, C)

The A.L.S. was to "...derive all power and authority from the President of Wisconsin State University--La Crosse." (A.L.S. Constitution, 1968)

The A.L.S. constitution was similar to that of the United States but was actually drawn from the student government constitution at the University of Wyoming. (Parr, 1968) The similarity was seen in its provision for a Legislative Branch, called the Senate, and an Executive Branch, composed of the officers.

The unique aspect of A.L.S., and that which was to make it more democratic than the CCC, was that the senators were to be elected at large but from within and proportional to the enrollment of the three colleges within the university. Under this plan the senators would be representative of and responsible to a particular constituency. This change was to have two main advantages.

First, on a very obvious level, it would transform the student body into somewhat of a republic. Individual students in various educational fields would have their views more fully voiced.

In the second place, breaking student government down would be likely to arouse more interest and hence, more participation. If there are more students interested in student government, it can respond more intelligently and be more representative. (Racquet, Summer, 1968, p.4)

The A.L.S. would also help to revitalize participation on the boards and committees. At the time less than half of the boards actually had student members that were attending. (Gunning, 1972) The proposed change of having the A.L.S. review all action before it was sent to the Dean of Students and the President could be wielded as a powerful force as the students could protect themselves against unfavorable board decision. (Racquet, Summer, 1968, p.4)

The full A.L.S. constitution was printed in the April 23, 1968, issue of the Racquet and several open forums were held to explain the proposal. During the forums strong objection was raised to a portion of the consti-

tution which gave the Senate the power

To serve as an appeals board to which individuals may appeal decisions of Associated Women Students, Inter-Fraternity Council, Men's Inter-Residence Hall Council, or Panhellenic Council. (A.L.S. Constitution, 1968)

It was felt that A.L.S. was trying to usurp the power that rightfully belonged to the individual groups.

The referendum was set for April 29, 1968, and the students were given four options: 1) to continue the CCC, 2) to establish A.L.S., 3) to abolish student government, or 4) to establish some other form of government. If the new government was accepted it would go into effect immediately and could exist for one month pending President Gates' final approval. (Racquet, 4-26-68, p.1)

The proposed constitution, thus A.L.S., was defeated 544 to 389 with a total of 938 voting, or about 15% of the student body. The key issue remained the power of appeal granted the Senate and, though the section was not fully clear and was not meant by its framers to be perceived as it was, many students saw a vote for A.L.S. as being a vote against their own organization. (Racquet, Summer 1968, p.4) (Racquet, 5-3-68, p.1) (Hogue, 1973)

Though A.L.S. was defeated, the CCC continued to function and immediately planned for the next year's election. In addition, they drastically altered the constitution by deleting several sections that dealt with qualifications and election procedures. The changes included the elimination of all provisions that set grade point requirements, qualifications, the term of office, and the duties of the officers. The section on election procedures was rewritten to provide only that the

defeated officer candidates would be included in the number of elected representatives. Since there was no statement of election procedure any student seeking an office or a representative position had only to sign up in the CCC office. Any student running for an office would automatically gain at least representative status, the only candidates not seated being the defeated representatives. In all, a thirteen page constitution was cut by five pages. (Racquet, 5-10-68, p.1)

The students were quick to notice and perceive the implications of the changes. Within a couple days a vast number of students had signed up for officer and representative candidacy. Because of this the CCC wrote back into the constitution a provision and procedure for a primary and final election. It was also stated that the new council would take office during the first meeting in June. (Racquet, 5-17-68, p.1)

The spirit of change that was present continued into the Fall of 1968. Under the leadership of President Bill Parr and Vice President Dick Hoeft the CCC considered and passed a variety of proposals in addition to the development but eventual defeat of the constitution of the Associated La Crosse Students. Both Parr and Hoeft favored and ran on a platform of modifying the A.L.S. constitution and adopting a new form of student government.

In terms of general legislation, the CCC worked with A.W.S. to develop a new plan of women's hours and visitation, this resulting in extended hours for women and a policy of co-ed room visitation at Homecoming, Christmas, Easter, and at four other times to be determined by the individual hall council. (CCC Minutes, 9-17-68, 2-18-69, 3-25-69) A second long term project was to close off Pine Street during the school day

because of the heavy usage by students. A survey was completed and a resolution was passed and accepted that the street would be barricaded from 7:00 a.m. to 4:30 p.m. on school days. (CCC Minutes, 9-30-68, 1-28-69)

A resolution to establish a new student-faculty board to consider business affairs other than allocations was proposed and sent to the administration. This was accepted by the administration and a Business Affairs Board composed of three faculty and three students, with a faculty chairman was tentatively created. The duties of the board were to include

Mediating in monetary disputes concerning withdrawal policy, fining by university authorities, and student organization accounts with the Business Office. It shall review all official actions of the campus security force. It shall protect in all cases the student's rights in the area of Business Affairs. (CCC Minutes, 3-18-69 and 4-22-69)

Approval for this Board was not granted by the Student Life Council.

The task of revising student government was discussed at length by representatives of the Campus Controls Council and other campus organizations at a fall leadership conference at Lutherhaven, a church camp. The representatives at the weekend retreat reevaluated the A.L.S. proposal and felt that "...it was strong in substance and form, (but) it lacked the structure needed to activate effective student government." (Racquet, 10-4-68, p.1) It was suggested that the A.L.S. constitution be changed to provide a legislative review body at the head of all student faculty boards to allow for constructive planning as well as a source for redress of grievances. This idea was developed into a three-fold vice presidential system that coordinated matters in communication, academics,

and student life. (Racquet, 10-4-68, p.1)

The groundwork for a new student government that was laid at the Lutherhaven Conference was built upon by the work of an Ad Hoc Constitution Committee. This committee was formed after Lutherhaven and was opened to all students for their participation. The goal of the group was to develop a new constitution with "...a system of representation whereby student government members would be elected by designated constituencies." (Racquet, 2-14-69, p.1)

The results of the Ad Hoc Committee's work was written up by Bill Parr and sent to President Gates in a report dated December 20, 1968. (Appendix D) "After many weeks of study and discussion, we have defined the goals of student government, isolated some basic problems, and arrived at tentative solutions." (Ad Hoc Committee Report, 1968) In essence these were

1. The Campus Controls Council is not serving as a representative voice of student opinion. Due to a lack of interest in student government, few people run for election.
2. It is felt that this lack of interest is due to the CCC not performing a significant function. The selection of students to the student-faculty boards does not warrant consideration.
3. To instill interest in the council, or governing group, it must have not only the opportunity but the responsibility of making decisions that will directly affect university policy.
4. The student-faculty boards are now performing duties that should fall to the student government, i.e. the duties of the Appropriations, Organizations, Publications, and Student Centers Boards.
5. President Gates is requested to allow the student government to assume the responsibility of making official policy recommendations that are now made by the student-faculty boards.

6. The student government would assign the present responsibilities of these boards to standing committees, the same faculty appointments to be made by the President of the university. The responsibilities of these committees would be definite and would warrant serious student consideration.
7. President Gates is requested to make a decision. If it is negative the Ad Hoc Committee would continue to consider other alternatives to the present traditional student government.

(Ad Hoc Committee Report, 1968)

This committee report was considered by President Gates and in a letter to Bill Parr on February 7, 1969, (Appendix D) he gave the CCC permission to review and amend all recommendations of the Apportionment, Organizations, and Publications Boards and to include these boards as student government committees in the new constitution. This approval was a result of negotiations involving the administration, faculty, and students. (Racquet, 2-14-69, p.1) (CCC Minutes, 1968-69)

The constitution of the United Students Association was prepared and, as with that of the A.L.S., was very similar to the student body constitution of the University of Wyoming. (Hogue, 1973) The U.S.A. claimed "All students enrolled in Wisconsin State University--La Crosse are members of U.S.A.," and derived its authority by consent of its members, the President of the University, and the Board of Regents. (U.S.A. Constitution, 1968) (Appendix C)

The constitution set up a tricameral structure with Legislative, Executive, and Judicial branches. The Legislative Branch was to be composed of representatives elected from each of the undergraduate colleges, proportional to the enrollment, and from the Men's Inter-Residence Hall Council, Associated Women Students, Interfraternity and Panhellenic Councils, and the defeated presidential candidate. The

Executive Branch was the President, Executive Vice President, and the Vice Presidents for Academic Affairs, Activities, and Communications. A board of five appointed judges made up the Judicial Branch and served as an appeals board for certain types of cases. (U.S.A. Constitution, 1968)

Also established were commissions for Finance, Publications, and Activities. These were to be the counterparts to the original student-faculty boards for Allocations, Publications, and Organizations. The structure and appointments to these commissions were the same as for the boards. (U.S.A. Constitution, 1968)

The constitution was printed in its entirety in the Racquet. Bill Parr explained the basic points of the new proposal and urged students to support it.

The new constitution offers the students better representation, more responsibility, a more effective administrative structure, but it doesn't guarantee anything.

The United Students' Association is created by students and existing at the pleasure of the students who are its members. Its purposes are to define and express opinion and to take action accordingly. (Parr, 1969)

A student referendum to approve the U.S.A. constitution was conducted on April 1, 1969. Only 465 of the total 5,459 students voted, about eight percent of the student body, but the constitution was adopted by a vote of 428 to 35. (Racquets, 4-14-69, p.1 and 4-18-69, p.1) (CCC Minutes, 1969)

With the constitution approved, elections for the U.S.A. were set up with nomination papers being made available to all students, a primary election, and the final election in May 7, 1969. Joel Helke was elected

the first U.S.A. President. (Racquet, 5-9-69, p.1)

Ideally the U.S.A. as a new representative form of student government was off to a fine start. A provision not written into the constitution, and somehow overlooked, was that it had to be approved by President Gates before it could rightfully exist and function. In essence and concept it was acceptable but there were several points that the President desired to have clarified. Due to the time of the approval of the constitution in late Spring, 1969, as well as the general conditions of student unrest around the country, President Gates chose to wait before making the changes.

President Gates and Dr. David Hogue, Dean of Student Affairs, were well aware of the massive student unrest occurring in other parts of the country and did not want any problems on this campus. It was decided that the modifications to the new constitution could be the catalyst that could start a riot. The strategy adopted was to let the situation rest until fall with the hopes that those that might instigate a riot would be out of school and the rest of the student body would be more interested in starting the new school year. That fall the revisions were made, but a student reaction still occurred. (Mullally, 1973)

Dr. Hogue in the Fall of 1969 made seven recommendations for the modification of the U.S.A. constitution, In essence these were:

1. Straighten the lines of responsibility; the student government is a responsibility of the Office of Student Affairs.
2. Make the deans of student affairs ex-officio advisory members of the Executive Board. At present the Dean of Student Affairs is an automatic member of the commissions. He should be allowed to appoint a representative to attend commission meetings.

3. Students should meet some qualification for election, at least being a full time student--i.e. carrying a minimum of 12 credits.
4. The Judicial Branch is well defined in the Constitution but it is a new concept at WSU--L and should be looked at carefully.
5. Under the constitution 10% of the student body must sign a petition to amend the constitution. This was felt to be a bit harsh and it was suggested that a fixed number of signatures be set.
6. The constitution fails to mention that it needs presidential approval before it can officially function. Also, there is no mention that the commissions are on a one year trial basis.

Also questioned was the ability or legality of having closed meetings.

(Racquet, 9-19-69, p.1) (Hogue, 1973)

The proposed modifications were meant to be reasonable and intended in good faith, and Dr. Hogue did not "...expect a confrontation from U.S.A. members over this." (Racquet, 9-19-69, p.1) The response by U.S.A. President Joel Helke was neither positive nor favorable and set the lines for confrontation.

I believe the changes made can be accepted. But the tone of the constitution would read like a committee of the Dean of Students. I don't believe that this is the intention, but one could interpret it as such.

The changes can be accepted if the student government wishes to accept a student constitution that was not written by the students. If they feel that they can best represent their constituency through a governmental form that was arbitrarily given to them, then that is what will happen. If they will accept a constitution which reads nothing like what the students overwhelmingly ratified, if they can operate under such conditions and represent the students to the best of their ability, then we shall continue.

I hope that all students will become involved in some way or another when these changes are resolved.

(Helke, 1969)

Joel's dissatisfaction with the proposed constitutional modifications

was compounded by his experiences in trying to appoint students to the student-faculty boards and committees. He not only expected full service to the board but also a "political loyalty" to himself and the U.S.A. There were few students that would accept an appointment under these conditions. Joel interpreted this as a lack of student interest and loyalty and felt that students were not willing to support the U.S.A. (Hogue, 1973) The idea of student apathy existed, was debated for a long time, and served as a contributing factor to the final folding of the U.S.A. (Cowley, 1973)

On September 23, 1969, the United Students Association met and seventeen of the nineteen representatives resigned. The mass resignation

Resulted from a dissatisfaction with editorial changes of the U.S.A. constitution as dictated by President Gates and by indications by President Gates of a lack of respect for the concept of elected student representatives. (Racquet, 9-26-69, p.1)

The reason for the mass resignation was because of the lack of student support, a lack of respect given to student government, and a lack of understanding between administrative people and students. (Racquet, 10-17-69, p.13)

President Gates attended the last meeting and was disappointed because, "...students can't accept what I feel are reasonable requests." (Gates, 1969) The President was well aware and concerned about the student government. He attended several U.S.A. meetings and indicated his willingness several times to meet with whoever was available and concerned. (Hogue, 1973)

The resignations also prompted a response from the student body, taking the form of a student rally involving about 800 students between Drake and Wentz Halls. Several students, former senators, and U.S.A. officers spoke to the crowd to explain the basis of U.S.A., the suggested

changes and the resultant actions. Dean Hogue, also appeared, on behalf of the administration, and agreed to begin negotiations with a group of interested students to attempt to resolve the differences. (Racquet, 10-17-69, p.1)

This negotiating committee, headed up by Rick Ball, met with Dr. Hogue several times and arrived at a suitable compromise. Most of the points of dispute were returned to the original form, except for three main changes:

1. To be a U.S.A. senator, a student must be a student of record but not necessarily a full time student;
2. The percentage of the student body required to enforce a constitutional amendment was reduced from 10% to 5%; and
3. That the student government be a recommending organization rather than a determining one.

(Racquet, 10-17-69, p.13)

Ball reported to an open student forum that administrative approval had been gained "...for a document which is similar to the original constitution ratified by the students last Spring." (Ball, 1969)

Since the constitution had been changed another student referendum was held on October 9, 1969, to vote for adoption. The results of the referendum were 1,212 votes for adoption, 696 votes against adoption, and 25 ballots voided. The provision of the referendum was that two-thirds of those voting had to approve the constitution; thus of the 1,908 votes cast, 1,272 were required for adoption. The required vote was not achieved and the constitution was not ratified. (Hogue, Memo to President Gates, 10-14-69)

The Racquet now assumed the initiative and started a campaign to have

students directly elected to the student-faculty boards.

As long as we have the boards, we might just as well recommend, at least-our ideas are being heard. ...The Racquet suggests that students on these boards be elected by the student body and these representatives form an ad hoc committee each of which would have the power to call a meeting of students over an issue. Therefore there should be no formal student government. (Bladow, 1969, p.2)

Miss Bladow, the editor of the Racquet continued the campaign for direct election.

A committee composed of elected students representing all WSU--L students on the student-faculty boards is the only effective way we will ever have a voice in the administration of this campus. Past events have proven, without a doubt, that nothing else will work. Since student-faculty boards do more governing, than why not elect our governors rather than have the administration pick them. (Bladow, 1969, p.2)

Another student referendum was scheduled for November 11, 1969, to allow the students to choose a form of participation. The three options available were:

1. Direct election of student representatives to the student-faculty boards and the faculty senate committees.
2. Revote on the U.S.A. constitution after it is renegotiated.
3. Some other form of participation to be chosen by the students.

(Racquet, 10-31-69, p.3)

Of the 661 votes cast in the referendum, 433 favored the first proposal, 188 favored the second proposal, and 28 chose the third proposal. The results definitely indicated that the students desired to directly elect their representatives to the student-faculty boards and committees. (Hogue, Memo to President Gates, 11-12-69)

Abiding by the desire of the students, the Student Affairs Office assumed the responsibility for setting up the election. Information on the boards and committees and their respective duties, as well as papers for self-nomination were made available to the students. The final election also included a seven question advisory referendum conducted by the Student Life Council. The results of this May, 1970, referendum indicated that:

1. Students should be elected to boards and committees in fall rather than winter.
2. The elected students should form a coordinating committee for the exchange and dissemination of information.

(Racquet, 5-8-70, p.13)

The closing of the 1969-70 school year brought to an end the several attempts at creating a new form of student government. The form of governance that resulted and began to develop was suggested and supported by students. The need was also recognized for some type of centralized body, and through the direction supplied by the May referendum the Student Coordinating Committee was developed.

The 1969-70 school year also was characterized by the gradual disbanding of Associated Women Students as a student governing organization. As pointed out earlier in this paper, part of the function was regulation based on the separation of the sexes. This idea was perpetuated by the Deans of Men and Women, and it was not until the restructuring of Student Affairs in 1968 that the separation idea was eliminated. (Smith, 1973)

A second main reason for the demise of AWS was that their reasons for existence were being taken over by other groups. The Housing Office assumed the responsibility for making and enforcing rules in the residence

halls. The formation of the Panhellenic Council caused a split in power and leadership and a new source for social programs for women. The Student Centers Board and the Activities Office took over most of the social programming functions, and the helping-service role was taken care of by the development of Gamma Sigma Sigma sorority and Alpha Phi Omega fraternity. (Smith, 1973)

The disbanding of AWS was done by mutual agreement; 1969-70 was their last functional year and 1970-71 their last actual year of existence. The group played a very important role in their time but the development of other organizations, the new age of majority law, and particularly the concept of men and women students working together caused the group to lose its functionality and reason for existence.

The development of student governance through participation in the student-faculty boards and committees was fairly constant from the opening of the 1970-71 school year through the present. The election of students to the wide variety of boards and committees (See Tables 3 and 4) was coordinated by the Student Affairs Office through the Fall of 1972. A few changes were made in the election structure, particularly a provision that students could only serve on a maximum of three boards or committees.

A provision of the May, 1970, referendum was that a coordinating committee be formed for the exchange and dissemination of information. An ad hoc committee was established with George Novak as chairman to develop this Student Life Coordinating Council. (Racquet, 4-1-71, p.3)

TABLE 3
STUDENT-FACULTY BOARDS--1972-73

BOARD*	NUMBER OF FACULTY	NUMBER OF STUDENTS
1. Apportionment	5	5
2. Athletics	5	5
3. Forensice	3	3
4. Health	7	3
5. Housing	7	6
6. Intramural and Recreational Activities	8	8
7. Organizations	6	6
8. Publications	6	6
9. Safety	2	6
10. Student Centers	4	5
11. Student Life Council	6	5

*See Appendix E for Description of Duties

Source: Indian Handbook, 1972-73, pp.49-53

TABLE 4
FACULTY-STUDENT COMMITTEES--1972-73

COMMITTEE*	NUMBER OF FACULTY	NUMBER OF STUDENTS
1. Academic Freedom	6	2
2. Academic Policies and Standards	6	4
3. Administration Appointments	6	2
4. Commencement	6	2
5. Extended Services	6	3
6. Graduate	9	4
7. Handbook and Catalog	6	2
8. Honors and Scholarship	9	2
9. Improvement of Instruction	7	3
10. Institutional Studies and Research	9	3
11. Lectures and Concerts	10	9
12. Library	10	2
13. Physical Facilities	6	2
14. Promotion, Tenure & Salary	9	2
15. Radio and TV	6	5
16. Student Affairs	7	2
17. Undergraduate Curriculum	14	4
18. University Budget	6	2

*See Appendix E for Description of Duties

Source: Indian Handbook 1972-73, pp.49-53

Though the council had hoped to begin operation during the Spring of 1971, it was not until Fall, 1971, that it began to function under the leadership of Tony Tanke. The group did not really function at a high level nor was its presence widely known. "Right now our presence is not felt because we haven't dealt with any problems. We haven't been taking, on an active basis, student concerns. We would hope to get started doing that this semester because that is our function." (Tanke, 1972)

The Student Coordinating Committee continued to function in 1972-73 under the leadership of George Novak. After much effort, representatives were appointed to the SCC by the boards and committees, the committee elected officers, and regular meetings were scheduled. The present council

Consists of an elected student representative from each student faculty board and committee and is responsible for:

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

(Indian Handbook, 1972-73, p.39)

According to Novak, the SCC was functional but was still in its formation stage. "The major function this year was simply getting organized and trying to interest students enough to realize that there is a need for a central student agency to look out for the interests of students on campus and throughout the state." (Novak, 1973)

In terms of the student participation on the boards and committees, the problem still existed of consistent attendance and some committees

meeting infrequently if at all. The viewpoint of many of the faculty, and particularly the Faculty Senate, was that students have more power than they realize if they would only pursue it and exert it through regular attendance at meetings. (Voight, 1973) The student's point of view, as reflected by Novak, was that "...students must take a more professional approach toward their committee-board work. ...If they had more interest they could have a greater input on policy-making here." (Novak, 1973)

The SCC, after almost two years existence has realized some of the problems and tried to remedy some of them. An ad hoc committee existed for a short time during the second semester of the 1972-73 school year. After several meetings it recommended that the election procedure be changed to have a Spring election and that the student body directly elect the committee or board representative, to SCC by indicating their choice on the final election ballot. Also, for the first time, the SCC, by their request, was given permission by the Student Life Council to run the elections.

Student governance in the policy formation of the University of Wisconsin--La Crosse has gone through a long and difficult development. Each form of government tried to serve its constituency, the student body, to the best of its ability and within the authority and role granted to it by the administration. As the character and needs of the student body changed, the student government tried also to evolve. This evolution has culminated in the present form of governance through student participation.

CHAPTER V

TRENDS IN THE DEVELOPMENT OF STUDENT GOVERNMENT AT THE UNIVERSITY OF WISCONSIN--LA CROSSE

The evolution of student government at the University of Wisconsin--La Crosse has been presented from a historical point of view in Chapters III and IV. As this evolution occurred, several trends developed in terms of the type, degree, and effectiveness of student participation in campus governance. These trends are analysed and evaluated in Chapter V with special relationship to the present form of student governance.

Two methods of gathering data and information were used from which trends were drawn: primary research of pertinent documents and a questionnaire. Pertinent documents were used to compile a complete list of the membership of student-faculty boards and committees during the period 1909-1973. Primary sources investigated were issues of the "Racquet" and La Crosse Annual (yearbook), the files from the offices of the Chancellor, the Dean of Student Affairs and Student Activities, and the library archives.

The questionnaire (Appendix G) was developed to survey personal opinions from all past student government presidents. The instrument contained open-ended questions and specific questions to which the respondent indicated his opinion or degree of feeling on a five point Likert scale. The questionnaire was intended to be an information gathering device and was not constructed or tested for statistical reliability or validity.

The questionnaire, with a cover letter, was mailed to thirty-seven

persons identified as student government presidents at the University of Wisconsin--La Crosse. (Appendix F) Current addresses were obtained from the Alumni Office. A follow-up postcard was mailed to the non-respondents on the due date of the questionnaire and personal phone calls were placed to all remaining non-respondents one month after the questionnaire was due. Twenty-four questionnaires (66%) were returned including two not delivered, and two were eliminated because the respondents felt that they could not recall sufficient information to adequately answer the questions.

The data collected were tabulated by periods of time and by the type of student government. The Student Council (1923-1946) was divided into the pre-war years, 1923-1940 and the war and immediate post-war years, 1940-1946. Two divisions for the Campus Controls Council (1947-1969) were 1947-1959, years of formation and prior to the beginning of national student activism, and 1960-1969, the period of rapid social change and student unrest. The several attempts at developing a new form of student government and the present method of student participation occurred during the last period, 1969-1973. The responses within these groupings were included in tabular form within the body of the text.

As shown in Table 5, most respondents (75%) indicated the effectiveness of the student government as average to somewhat above average in meeting the needs of the students. Only three (15%) indicated a very effective student government, and a similar number (15%) responded in the negative.

These needs were shown in Chapters III and IV to be basically of a social nature. A basic role assumed by the Student Council and Campus

Controls Council was one of social programming; planning, organizing and supervising a variety of campus social activities. The respondents, in reply to questions dealing with the major functions and accomplishments of the student government, cited the planning of Homecoming, Dad's Day, and Spring Prom as major tasks. The presidents during the 1960's indicated a greater frequency of governmental functions; supervising elections, participating on policy making committees and exchanging ideas on a system wide level through membership in the United Council.

TABLE 5
RESPONSES TO QUESTION 4

"In your opinion, how effective was the student government in representing and meeting the needs of the student body?"

<u>Period</u>	<u>Very</u>	<u>Somewhat</u>	<u>Average</u>	<u>Little</u>	<u>None at All</u>	<u>No Response</u>
1923-1940	2	1		1		
1941-1946		2	1			
1947-1959	1	2	2	1	1	
1960-1969		3	2			
1970-1973			1			
TOTALS	3	8	6	2	1	0

The next two questions attempted to ascertain the respondents' opinions of how well the student governing body was received by the faculty and administration. The degree of recognition or respect granted by the faculty is shown in Table 6. The majority (75%) of the former student

presidents indicated that the government was recognized or respected by the faculty. Two respondents (10%) felt there was a high degree of respect and three (15%) indicated that there was little knowledge of existence or it was ignored.

The perceived degree of respect may be related to the function of the government. The original social programming function was most likely perceived, supported, and reinforced by the faculty. As the trend developed toward students desiring participation in governance, shown in Chapter IV, the faculty may have not been in full agreement and support. Despite this, the general level of recognition and respect remains about the same.

TABLE 6
RESPONSES TO QUESTION 5

"In your opinion, how well was the student governing body received by the faculty?"

<u>Time Interval</u>	<u>Highly Respected</u>	<u>Respected</u>	<u>Recognized</u>	<u>Some Knowledge of Existence</u>	<u>Ignored</u>	<u>No Response</u>
1923-1940	2	1	1			
1941-1946		3				
1947-1959		3		2	1	
1960-1969		2	4			
1970-1973		1				
TOTALS	2	10	5	2	1	0

TABLE 7
RESPONSES TO QUESTION 6

"In your opinion, how was the student governing body received by the administration?"

<u>Period</u>	<u>Highly Respected</u>	<u>Respected</u>	<u>Recognized</u>	<u>Some know- ledge of Existence</u>	<u>Ignored</u>	<u>No Response</u>
1923-1940	2				1	
1941-1946		3				
1947-1959	1	3	1	3		
1960-1969		3	2			
1970-1973		1				
TOTALS	3	10	3	3	1	0

The perception of the student government by the administration is reported in Table 7. As in Table 6, more than half of the respondents (65%) indicated that the administration recognized or respected the student government, three (15%) felt that it was highly respected and four (20%) felt that there was just knowledge of existence or that it was ignored.

It seemed apparent to the writer through this research that a factor affecting the response to this question as well as the first question was the individual that was president of the college or university at the time. As was shown in Chapter III, there were several attempts to form a student council, and one existed for a short time, during the administration of President Cotton, but it was during the term of President Snodgrass

that a council was formed and survived. Student government continued to develop and expand during the presidency of Rexford S. Mitchell probably because he was very student-oriented and always willing to work with them.

Centralized student government went through several attempts at reformation and eventually disappeared during the administration of President Samuel Gates. As for the current form of governance, it was indicated by the Student Coordinating Committee president that most of the contact was with the Office of Student Affairs which has always been willing to give assistance.

The next question was designed to assess the degree of activity and level of involvement of the student-faculty boards and committees. The responses in Table 8 indicate slightly more than half (60%) of the respondents indicated that the boards and committees considered issues, made recommendations, or were active in decision making. The remaining responses were evenly distributed (10% each) over the other possible choices, and one (5%) individual chose not to respond. One respondent also stated that all choices could apply depending upon the committee being considered.

TABLE 8
RESPONSES TO QUESTION 7

"Various boards and committees composed of students and faculty existed under various forms and names within the University (i.e.: Athletic Board, Lectures & Entertainment Committee, Social Committee, etc.). How active were these boards during your term of office?"

Period	Active in Decision Making	Considered Issues and Made Recommendations	Discussed Issues	Met But Did Not Do Much	Just Existed	No Response
1923-40	1	1			1	1
1941-46		1		1	1	
1947-59	1	4	1	1		
1960-69	2	2	1			
1970-73	"All choices depending upon the committee"					
TOTALS	4	8	2	2	2	1

The writer hypothesized that this question may have been interpreted in various ways by the presidents, thus the diversity of response. Many of the groups, the Athletic Association, WRA, MIAA, and even the Student Union Board, may not have been perceived as policy making bodies. Also, a respondent may not have been a member of any of those groups and thus would not have a basis for judging effectiveness. Finally, the degree of effectiveness may have varied from group to group as was indicated by one respondent.

Question eight, Table 9, was designed to elicit a specific response about the types of policies being considered. The three main types of

policies, social, academic, and administrative, were listed singly and in all possible combinations. The respondent was asked to choose only one response. The responses shown in Table 9 generally indicate three choices, seven (35%) citing social decisions, five (35%) indicating social and administrative decisions, and five (25%) indicating social, academic, and administrative decisions. Other responses were one (5%) each for administrative decisions and social and academic decisions, and two (10%) indicated that they did not recall.

TABLE 9
RESPONSES TO QUESTION 8

"From your knowledge and perception, what type of matters were handled by these boards and committees? Give just one response."

Period	<u>Social</u>	<u>Academic</u>	<u>Admin.</u>	<u>Social- Academic</u>	<u>Social- Admin.</u>	<u>Admin.- Academic</u>	<u>Social Academic Admin.</u>	<u>Do Not Recall</u>
1923-40	1						1	2
1941-46	2			1				
1947-59	3		1		3			
1960-69	1				2		2	
1970-73							2	
TOTALS	7	0	1	1	5	0	5	2

The writer interpreted these responses as being somewhat indicative of the evolving role of the student government. As shown in Table 5, the first role assumed by the student government was social programming.

This gradually changed to include participation in administrative groups and finally on academic committees. This evolution was also substantiated by the distribution of responses to question eight.

As shown in Table 10, six respondents (30%) indicated the boards and committees were very effective in meeting their goals, four (20%) each indicated a somewhat or above average effectiveness, and the remainder (30%) did not respond. This question had the greatest number of no response listings.

As a result of the responses, the writer hypothesized three possible reasons for the distribution of responses, particularly the degree of high responses; the respondents may not have had enough basis for comparison to differentiate between degrees of effectiveness and ineffectiveness, the question may have been misunderstood, or the student leaders felt that the committees on which students participated were doing a good job. This misinterpretation may have been that the question referred only to committees on which the respondent participated; if he did not directly participate he may not have responded.

The concept of effectiveness is rather tenuous and it may have been difficult to determine degrees of effectiveness. If a president served on only one committee he may not have had a basis for comparing the effectiveness of other groups. Also, the respondents may have interpreted their committee as being very effective because they had thorough discussions or planned popular activities.

TABLE 10

RESPONSES TO QUESTION 10

"In your opinion, how effective was this board(s) or committee(s) in accomplishing their goals?"

<u>Period</u>	<u>Very Effective</u>	<u>Somewhat Effective</u>	<u>Average</u>	<u>Slightly Effective</u>	<u>Ineffective</u>	<u>No Response</u>
1923-40	1					3
1941-46	1		1			1
1947-59	4	1	1			
1960-69		3	2			1
1970-73						1
TOTALS	6	4	4	0	0	6

The responses to the last question, Table 11, indicated that student participation in formulating academic policy was minimal (45%) or non-existent (30%). Several respondents (15%) indicated active participation and a few (10%) indicated some participation.

TABLE 11

RESPONSES TO QUESTION 11

"As you perceived it, to what degree did students participate in formulating academic policy while you were in office?"

<u>Period</u>	<u>Very Much Particip.</u>	<u>Active Particip.</u>	<u>Some Particip.</u>	<u>Minimal Particip.</u>	<u>No Particip.</u>	<u>No Response</u>
1923-40		1	1		2	
1941-46			1	2		
1947-59		1		4	2	
1960-69				3	2	
1970-73		1				
TOTALS	0	3	2	9	6	0

As was discussed in Chapter II and also shown by McGrath, student participation in the formulation of academic policy was the most difficult to achieve, primarily because this was the one area most jealously guarded by the faculty. The writer felt this trend was also indicated by the findings of this present study. During most of the existence of student government surveyed, minimal participation in academic policy formation was observed. Not only 1969 were students admitted to committees dealing with academic policy, promotion, tenure, and salary, degree requirements, and improvement of instruction.

The final question was open ended and asked the person's opinion regarding the role students should assume in current academic policy formation. The respondents that were student government presidents prior to 1967 indicated that students should have a place on policy making committees, but their role should be advisory in nature. This was justified by the respondents on the basis that actual decisions should be made by experienced people with an academic background, specifically the faculty and administration.

The respondents that were president from 1967 to the present stressed the idea of equal representation, a sharing of responsibility so that no one group had sole control or influence. The writer felt that this liberalization of attitude was influenced by several factors. First, the national student unrest and quest for power through confrontation brought out the achievements being made on other campuses. Also, students were members of policy making committees throughout most of the existence of the university, and they realized the importance and influence of these groups. Further participation was sought through peaceful request

and discussion, its potential was realized, and a broadly based form of student participation was achieved.

The second method used to discern trends in participation on the University of Wisconsin--La Crosse campus was a tabulation of the types of boards and committees on which students participated. An analysis of the role and function of these groups provided an example of the types of decisions and policies into which students had input. The degree and type of input, as defined in Chapter I, was an indication of the development of student governance on this campus.

The first policy making body formed to include students was the Athletic Association in 1911. The purpose of this association was to schedule events, arrange for referees, and budgeting. This committee seemed to have little effect upon the total student body as the main area of concern was athletics and the physical education department. Student participation in the athletic oriented groups continued with the creation of the Women's Recreation Association (WRA) in 1924 and the Men's Intramural Athletic Association in 1928. The function and focus of these groups were recreational activities.

The first student-faculty committee of an all-campus nature was formed in 1938. The Assembly Committee, composed of four faculty members and four students, was responsible for planning the program for the all-school assembly. This group may be considered a forerunner to the present Lectures and Concerts Committee as they were involved with scheduling speakers, artists, and other performers for the assembly programs.

Over the next several years students were added to other previously exclusive faculty committees, including the Library and Social Committees.

The policy formation structure was reorganized in 1941 to create Boards of Control and Faculty-Student Committees, listed in Tables 1 and 2, Chapter III. These groups were primarily concerned with student services, social-recreational and general out-of-class, nonacademic functions; the exception was the Library Committee.

The nature of student participation remained basically the same through the decades of the 1940's and 1950's. In 1948 a Publicity Committee was created and the Assembly Committee was divided into the Lectures and Entertainment Committee and the Special Assemblies Committee. Also, the Library Committee was temporarily disbanded in 1955 until the Florence Wing facility was completed in 1957. The only other changes during the period were minor ones in the number of committee members.

Significant changes did not occur until 1959 when the new student union (Cartwright Center) was constructed. The previous year an informal student-faculty committee was formed to consider and recommend the types of facilities that should be incorporated into the new building. With the opening of the union, this temporary group became the Student Union Board with responsibility for planning and supervising the new facility. The opening of the union and the creation of the Student Union Board eliminated the need for the Boards of Control for the Women's Lounge, Men's Lounge, and Social Room and they disbanded.

The primary trend in participation from the opening of the college to the present time was student involvement on committees that determined social activities or regulations which were basically nonacademic concerns. This trend was also seen in the types of responsibilities assumed by the student government and the activities they planned. Any student partici-

pation that did exist in academic or administrative policy formation was very indirect, or possibly accidental. The president and faculty were delegated this responsibility and maintained a rigid possession over it.

The first changes to allow student participation on boards that considered administrative and academic policy occurred in the mid-1960's, primarily as a result of requests by the Campus Controls Council. An example of this was the request that students be included in the decision making body that allocated student fees. These fiscal decisions were previously made by the president of the college, but from this request the Apportionment Board was formed in 1965. The creation of this board with voting student members provided the first opportunity for students to have a direct voice in fiscal matters and established a new precedent for student participation in a capacity other than social programming or regulations.

The reorganization of faculty governance with the formation of the Faculty Senate in 1966 provided additional opportunities for student participation. The Faculty Senate, as requested by the Campus Controls Council, allowed two non-voting students to attend their meetings. Though the students did not have a direct voice by vote, a significant achievement was gained by allowing students to observe and have vocal input into the deliberations of the faculty.

As part of the reorganization of the faculty, several Faculty Senate committees were created to consider and recommend academic and administrative policy. The Campus Controls Council also requested student

representation on these committees, and through negotiations between Gerri Reuhl of the CCC and Dr. George Gilkey, Chairman of the Faculty Senate, students were granted participation on the Undergraduate Curriculum, Student Affairs, Library, Catalog and Handbook, and Honors and Scholarship Committees. The CCC was refused student membership on the Academic Policies and Standards Committee. This achievement was significant in that student input into academically-oriented matters, especially the curriculum, was allowed by the faculty. Also significant was that the faculty still did not relinquish its exclusive power over determining academic policies and standards.

Student participation in administrative deliberations and policy formation was also achieved in 1966 with the seating of one voting representative on the President's Council. The CCC originally requested four non-voting delegates; however President Mitchell allowed only one, the CCC President.

The trend toward increased student participation continued during the next several school years. The Student Life Council was revised in 1967 to include five voting student members, thus providing input on one of the main administrative policy-making groups. The Safety Board containing two student members was formed in 1968.

The Faculty Senate added student members to the Commencement and Registration Committee in 1967, and to the Physical Facilities, Improvement of Instruction, and Academic Freedom Committees in 1968. These last two committees were particularly significant because they dealt with issues and policy concerning improving classroom instruction, teacher evaluation, and the promotion of and procedures for achieving academic

freedom. Student membership on these committees provided input and could be interpreted as a significant step toward involvement in issues that were once reserved strictly to faculty consideration.

Over the past several years, 1969 to the present, students have been granted participation through voting membership on all of the Faculty Senate Committees. The Academic Policies and Standards Committee and the Promotion, Tenure, and Salary Committee added student members in 1970. These committees were responsible for establishing policies relating to the academic status of undergraduate students and the policies for the promotion, tenure, and salary of the faculty and staff. Student membership on these groups meant student input with the academic policies that directly affected them, and the employment conditions and status of their instructors.

A greater degree and broader range of student participation has developed during this eight year period than any other time during the preceding fifty years. At present, students participate in academic and administrative policy formation through membership on the ten boards of control, the Student Life Council, and the eighteen Faculty Senate committees. The broad range of policy formation can include fiscal matters, social and extracurricular activities, almost all aspects of student life on campus through the boards of control; and through membership on the Student Life Council, students have the opportunity to review all of the legislation and recommendations coming from the boards.

(Table 12)

TABLE 12
STUDENT-FACULTY BOARDS OF CONTROL
ORIGIN AND EVOLUTION

Board	Number of Students	Number of Faculty	Origin
Apportionment Board	5	5	1965
Athletic Board	5	5	Evolved from the Athletic Association formed in 1911.
Forensics Board	3	3	1941
Health Board	3	7	1941
Housing Board	6	7	1967
Intramural & Recreational Activities Board	8	8	This board had its origins in the WRA and MIAA in mid-1920's
Organizations Board	6	6	This was originally the Faculty-Student Social Committee in 1941. Became a Board in 1966.
Publications Board	6	6	Merged in 1968 from 2 boards of control; 1 for the "Racquet", and 1 for annual; these formed in 1941.
Safety Board	2	Varies	1968
Student Centers Board	5	4	Originally three separate groups existed, the boards for the Men's Lounge, Women's Lounge, and Social Room; all created in 1941. The Student Union Board was formed with the opening of student union in 1959. The name was changed to Student Centers Board in 1968.
Student Life Council	5	6	This was originally an administrative group to which students were added in 1967.

TABLE 13

THE FACULTY SENATE COMMITTEES WITH THE YEAR IN WHICH
STUDENTS ACHIEVED PARTICIPATION

Committee	No. of Students ¹	Year students gained member- ship
Academic Freedom	2	1968
Academic Policies & Standards	4	1970
Administrative Appointments	2	1970
Commencement	2	1967
Extended Services	3	1970
Graduate	4	1967 ⁴
Handbook & Catalogue	2	1966
Honors & Scholarship	2	1966
Improvement of Instruction	3	1968
Institutional Studies & Research	3	1970
Lectures & Concerts	9	1966 ²
Library	2	1966
Physical Facilities	2	1968
Promotion, Tenure & Salary	2	1970
Radio & TV	5	1966 ³
Student Affairs	2	1966
Undergraduate Curriculum	4	1966
University Budget	2	1970

¹All student members are voting members on the committees

²This originally was the Assembly Committee on which students were members since its origin in 1938

³Originally formed in 1962 with student members from its formation

⁴This committee had one student member until 1971 when it was increased to four.

Also important is the present and potential influence that students have through participation on the Faculty-Senate Committees. (Table 13) The attainment of membership on these groups has been more difficult and slower to realize than on the boards, and participation on several of the more influential groups has not been granted until the past two years. Presently policies dealing with the curriculum, the academic status of students, the type and quality of instruction, the professional status of the instructors, and a variety of other academic and administrative decisions are formulated with student input. In all, almost every aspect of university life, existence, and operation has student participation.

Within this chapter the writer has attempted to develop the trends in student participation in the governance of the University of Wisconsin--La Crosse. National trends in student participation, drawn basically from the survey conducted by McGrath (1970), were discussed in Chapter II. Following are several trends in participation that have developed on this campus with a brief comparison to the national trends.

1. Student participation on academic and administrative policy-making bodies has developed only within the past decade.

The writer has shown through the presentation of opinions of former student government presidents and the boards and committees on which students were members that prior to 1965 student input was primarily of a social programming or non-academic nature. After 1965 students gained recognition and seats on boards of control and Faculty-Student committees that dealt with the full spectrum of administrative and academic decisions.

This is comparable to the first major trend noted by McGrath; student participation on faculty committees is becoming the rule rather than the exception. Also shown was that this membership was very recently achieved.

2. Students have only recently gained membership on once exclusive faculty committees, particularly those dealing with academic policy, promotion, and tenure.

Students were added to the first faculty committees such as those dealing with student affairs and the library in 1966, but voting membership on the more powerful committees dealing with academic policy and faculty matters was not achieved until 1970. The exception to this trend was the admittance of students to curriculum committees.

McGrath's study showed that student participation on curriculum committees generally occurred first and was fairly common practice on most campuses. Participation on faculty committees dealing with promotion, tenure, and faculty selection was found at only 4.7% of the responding institutions; of these only 3.3% had voting student members. This campus compares with the small minority by providing for voting student participation and with the majority by first providing for student membership on curriculum committees.

3. The administration has been more receptive to and has provided the opportunity for student participation, not the faculty.

In general, students participated in administratively-oriented groups sooner than those that were academically oriented; this was shown by the members of boards of control that had participation. This trend was also illustrated by the student leaders' responses to the question dealing with the types of issues considered by committees. (Table 9) Prior to

1950, the consensus indicated that the committees dealt with social issues, between 1950 and 1965 social and administrative issues, and from 1968 to the present social, administrative, and academic issues.

On the national level a similar trend was that the faculty was much more reluctant than administrators towards granting student participation. Also on this campus, the faculty has been reluctant to recognize and grant participation to students. An additional indication of this was the student leaders' responses (Table 6) to the question on faculty recognition and respect of the student government.

4. Student participation was recognized and allowed to develop during a period of social unrest and change throughout the country.

The 1960's were a period of student activism and achievement of student power through direct confrontation. Student participation was gained on the University of Wisconsin--La Crosse campus without confrontation, but the national situation undoubtedly contributed toward this achievement.

The effect of rapid social change was a comparable trend for this campus as well as the nation. In addition to student activism, other factors which contributed to the development of student participation were the age of majority legislation, population and environmental concerns, and an increased social awareness and conscience.

5. The present system of university governance with student participation is relatively new and is somewhat stable.

The broad range of student input into the formation of social, administrative, and academic policies has existed only since 1970 but has not significantly changed within the past three years. Though not enough

time to declare stability, it is a move in that direction.

A final major trend discussed by McGrath was the developing concept of shared authority and continued experimentation with new methods to achieve it. This shared authority refers not only to the individual campus, but also to student participation on boards of trustees. At present, La Crosse, and Wisconsin as a whole, does not have student participation on the Board of Regents. The present system of student participation on the University of Wisconsin--La Crosse campus is accepted and viewed as being successful; indications of this are made by the present Student Coordinating Committee President. Though acceptable, the possibility of making changes has been discussed and included putting voting student members on the Faculty Senate, increasing the number of students on many of the Faculty-Student Committees, revising the method of operation of several committees in order to make them more effective, and making the total system better known to the student body.

Student participation in the governance of the University of Wisconsin--La Crosse compares basically to that on a national level; an area to still be developed is that of achieving shared authority, on this campus and on a system-wide basis. There is a wide range of student input and opportunities are available for students to express their feelings and opinions about almost all aspects of university life. A participatory democracy exists and is functioning at the University of Wisconsin--La Crosse.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study had as its purposes the historical tracing of the development of student participation in the governance of the University of Wisconsin--La Crosse, the delineation of several trends that resulted from this development, and the comparison and contrasting of these to national trends. To achieve the stated purposes, the writer presented an overview of the development of student participation in the United States based primarily on a 1969 Academy of Arts and Sciences survey completed by Earl McGrath.

The evolution of student government and the development of student participation in university governance was drawn from several sources including the "Racquet", La Crosse (yearbook), interviews with past and present faculty members and administrative staff, and files and records from the Student Activities and Student Affairs Offices and the university archives. To achieve personal input, verification and support for this research, an information gathering questionnaire was mailed to every person that had been a president of the student government.

Of the thirty-seven questionnaires sent out, twenty-four (65%) were returned including two that were misaddressed, and two that were incomplete because the recipients could not recall enough information to adequately answer the questions. The results were tabulated by time period and form

of student government in existence, and used as a basic tool to ascertain trends.

The following trends were delineated from this research:

1. Student participation on academic and administrative policy-making bodies has developed only within the past decade.

2. Students have only recently gained membership on once exclusive faculty committees, particularly those dealing with academic policy, promotion, and tenure.

3. The administration has been more receptive to and has provided the opportunity for student participation, not the faculty.

4. Student participation was recognized and allowed to develop during a period of social unrest and change throughout the country.

5. The present system of university governance with student participation is relatively new and is somewhat stable.

These trends were comparable to those that developed nationally as discussed by McGrath; the exception was the development of the concept of shared authority. Overall, the present system of student participation in university governance was perceived to be acceptable, and effective in all major types of decision making.

Conclusions

Based upon the analysis of the material and data included in this study, the following conclusions are drawn:

1. Student participation in policy formation and governance of the University of Wisconsin--La Crosse had a very similar development to that which occurred nationally. The positive exception to this

comparison was that local involvement was achieved through peaceful negotiation and recommendation rather than direct confrontation.

2. Student participation in some forms of policy formation has occurred during most of the existence of this university.

3. Part of the success and effectiveness of the student governing body during any time period was related to and dependent upon the university administration, particularly the president.

4. The present system of student participation in the governance of the University of Wisconsin--La Crosse is effective, relatively stable, and is providing the opportunity for participation in social, administrative, and academic policy formation.

5. Just as the other student governments have evolved, this system also has the potential to change and expand and new methods of student participation will receive encouragement and support provided the climate for growth and expansion is continued.

Recommendations

Based upon information and results gained from conducting this study, the following are recommended for further consideration:

1. This study could be repeated and approached from the aspect of the effectiveness of the student government. A carefully designed, statistically reliable and valid questionnaire could be used to assess the perceptions of all student government officers.

2. A more intensive study of each form of student government should be undertaken. This should involve input from several student government officers and representatives from each year.

3. Research into the activity and effectiveness of the student government as factors of or relating to the characteristics and personality of each student government president would be valuable.

4. The president of the university potentially had a significant influence upon the actions of the student government. An investigation of the development and accomplishments of the student government during the term of each of the five presidents could prove enlightening.

5. The present form of student participation on this campus was generally indicated as being effective and successful. A follow-up study would be desirable to reassess the actual versus the perceived effectiveness of these groups.

6. The concept of shared authority could be investigated through research of the development and influence of the United Council of University of Wisconsin Student Governments.

Recommendations that appear warranted based upon this research can also include those for the expansion and potential improvement of the current method of student governance. These recommendations are:

1. The addition of students as voting members to the Faculty Senate. This would be a method of achieving shared authority, as shown by McGrath, on this campus.

2. This shared authority could be expanded to a system-wide level by the addition of students as voting members to the Board of Regents.

The evaluation of student governance and the development of student participation on this campus have been examined in this study. Further study as suggested by these recommendations may bring out additional

reasons for the developments that occurred. Also, the application of the recommendations for expanding student government could assist in achieving full democratic governance.

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APPENDIX A
STATISTICS ON STUDENT PARTICIPATION

STUDENT PARTICIPATION IN SELECTED
POLICY-MAKING BODIES OF COLLEGES AND
UNIVERSITIES

Policy-Making Body	Percentage of Responding Colleges and Universities Having Student Participation
Board of trustees	
Voting membership	2.7
Any participation ^a	20.0
Board of trustees committees ^a	10.6 ^b
One or more faculty committees ^a	88.3
Faculty executive committee	
Voting membership	17.9
Any participation ^a	22.7
Faculty curriculum committee	
Voting membership	46.1
Any participation ^a	57.8
Faculty committee on faculty selection, promotion, and tenure	
Voting membership	3.3
Any participation ^a	4.7
Other faculty committees ^a	83.3
Admissions ^a	17.5
Library ^a	31.2
Planning ^a	9.7
Public events, lectures, etc. ^a	29.1
Discipline ^a	18.6
Student life ^a	34.3
Usable responses received (N)	875
Percentage response	65.4

SOURCE: Responses of 875 colleges and universities to questionnaire mailed September 1969.

^a Includes both voting membership and non-voting participation.

^b Includes 42 institutions (4.8% of the total) in which students were reported not to sit with the board, but nevertheless to sit with one or more of the board committees.

SOURCE: Should Students Share the Power, Earl McGrath, 1970.

APPENDIX B
CONSTITUTIONS OF THE
LA CROSSE STATE TEACHERS COLLEGE ASSOCIATION
CAMPUS CONTROLS COUNCIL

LA CROSSE STATE TEACHERS COLLEGE ASSOCIATION

1932

We, the student body, faculty, and president of the La Crosse State Teachers College of La Crosse, Wisconsin, do hereby establish the La Crosse State Teachers College Association, to promote good order, cooperation, and the welfare of our community.

Article I.

Name:

Sec. 1. The name of this organization shall be the La Crosse State Teachers College Association.

Article II.

Membership:

Sec. 1. The membership of this organization shall consist of every student regularly enrolled in the La Crosse State Teachers College, all members of the faculty teaching half time or more, and the President.

Sec. 2. Membership shall be further determined by ownership of La Crosse State Teachers College Association master ticket.

Article III.

Governing body, eligibility, nominations, elections, unexpired terms, and organization:

Sec. 1. The governing body of this organization shall be known as the Student Council.

Sec. 2.

- (1) The Student Council shall consist of ten members of the student body, five women and five men of Junior and Senior rank. At the first election there shall be elected by the Association from nominees nominated by the Association, by secret ballot, two Senior men, three Senior women, three Junior men, and two Junior women.
- (2) The term of office shall be two years, and at the elections subsequent to the first one, only Juniors shall be elected.

Sec. 3. Nominations:

- (1) During the third week of the first semester of each school year there shall be nominated by the association nominees, who must be Juniors.
- (2) Tellers appointed by the President of the Teachers College shall count the ballots.

- (3) In odd years, the six women receiving the highest number of ballots, and the four men receiving the highest number of ballots shall be declared nominated.

In even years the six men receiving the highest number of ballots, and the four women receiving the highest number of ballots shall be declared nominated.

Sec. 4. Elections:

- (1) One week after the nomination, a general election shall be held to elect the new members of the Student Council.
- (2) The men and women nominees receiving the highest number of ballots for the respective vacancies shall be declared elected.
- (3) All regularly enrolled students, all members of the faculty serving half time or more, and the President shall have the right to vote in the nominations and elections.

Sec. 5. Vacancies:

- (1) If a vacancy should occur on the Student Council, this vacancy shall be filled by the student receiving the next highest number of votes at the same election when this member was elected.

Sec. 6. Organization:

- (1) Within one week after the general election, the Student Council shall meet for the election of its officers, under a temporary organization.

Article IV.

Officers and Duties of Officers:

Sec. 1. The officers of the Student Council shall consist of a President, Vice-President, and Secretary.

Sec. 2. The officers shall be elected for a term of one year.

Sec. 3. The duties of the President shall be:

- (1) To call and preside at all meetings of the Student Council.
- (2) To provide for making of all necessary announcements in assembly.

Sec. 4. The duties of the Vice-President shall be:

- (1) To perform all duties of the President in the absence of the latter.
- (2) To assist the President in any of his work whenever possible.

Sec. 5. The duties of the Secretary shall be:

- (1) To keep an accurate record of all meetings of the Student Council.

- (2) To keep an accurate record of all nominations and elections.
- (3) To carry on official correspondence of the Student Council under the direction of the President and members of the Student Council.
- (4) To keep a file of all official letters.
- (5) To post notices of nominations and elections.
- (6) To prepare ballots and publish the lists of nominees.

Article V.

Duties of the Student Council:

Sec. 1.

- (1) It shall be the duty of the Student Council to work and cooperate with the faculty committee on student orientation.
- (2) It shall be the duty of the Student Council to work and cooperate with the Home-Coming Arrangements Committee.
- (3) It shall be the duty of the Student Council to take full charge of the School Calendar.
- (4) It shall be the duty of the Student Council to appoint a student representative on the Lecture Course Committee.
- (5) It shall be the duty of the Student Council to appoint a student member on the Platform Committee.
- (6) It shall be the duty of the Student Council to cooperate with all authorities in this college in matters concerning student discipline, student conduct, favorable studying conditions, and good order.
- (7) It shall be the duty of the Student Council to bring to the attention of the president and deans any conduct on the part of a student or students which casts reflection on our good reputation as a college and which indicates a lack of such qualities of character which shall be found in a potential teacher.

Article VI.

Amendments to the Constitution:

- Sec. 1. Amendment to this constitution may be initiated by a majority vote of the Student Council. The proposed amendment should be published and posted for no less than two weeks before it is voted upon by the Student Association. The vote on the proposed amendment should be conducted under the direction of the President of the Student Council. A two-thirds vote of the Student Association should be necessary for the adoption of the amendment.

INTRODUCTION

This new constitution is important to you! Whether you are a student, faculty member, or administrator of the La Crosse State Teachers College, La Crosse, Wisconsin, it is upon your vote that may or may not decide the approval of this document.

The committee below was elected at large at a general student meeting held in March, 1947 for the purpose of bettering student government conditions at the above named institution. This is the result of their study from other college surveys conducted during the 1946-47 school year by Tim Nugent.

In order for this constitution to be adopted and the Campus Controls Council become the active student governing group, under provisions so stated herein, a vote of 2/3 majority of the student and a 2/3 majority vote of the faculty membership of this college must be obtained.

Read this document carefully and if you approve vote YES when the final vote is taken.

Prepared by the following student constitution committee:

Miss Mary Garvin - '47
Mr. Tim Nugent - '47
Mr. Archie Buckmiller - '48
Mr. Harley Erickson - '48
Mr. Armin Scheurle - '50

CAMPUS CONTROLS COUNCIL CONSTITUTION

La Crosse State Teachers College

1947

Article I Name
The name of this organization shall be "The Campus Controls Council" of the La Crosse State Teachers College, La Crosse, Wisconsin.

Article II Purpose
The purpose of this organization shall be
To provide
an opportunity and a means for self-expression and self-government that is Of, By, and For the college at large --
and
is democratic in its organization, sound in its functioning, and effective in its actions.
and will serve
to coordinate the varied interests of the college through cooperation of the administration, faculty, and students.

Article III - Membership of Campus Controls Council

Section I - Membership limitations.

- Par. 1. The representative membership of the Controls Council will be twenty, inclusive of the four elected officers and defeated candidates for office in the general election. The four defeated candidates automatically gain representative seats on the Controls Council.
- Par. 2. All full time students properly registered as such are eligible for election to council representative by following the procedures as set up in article IV entitled elections.

Article IV - Election of Campus Controls Council officers and representatives

Section I - Elections

- Par. 1. An authorized election committee of the Council will conduct all elections. The official election ballots will be prepared by the Election Committee which will supervise the handling of said ballots at the elections.
- Par. 2. The Primary election will be held within five school days after the filing of petition papers by candidates for the offices of Pres., Vice Pres., Secretary and Treasurer.
- Par. 3. The General election will be held within five school days following the filing of petition papers for Council Representatives.

Section II - Nomination of Officers, which shall include President, Vice President, Secretary and Treasurer.

- Par. 1. Each candidate for the above offices will on the 1st Monday in March, procure from the Secretary of the Council papers of petition for the appropriate office. Each candidate's papers shall have on it the signatures of 7% of the current official student enrollment to qualify for listing on the Primary election ballot, except for the presidential nomination, which shall require 10% of such enrollment.
- Par. 2. Petition papers must be filed with the secretary of the Council by and including Friday of the same week.
- Par. 3. Within five school days after the filing of said petition papers, a primary election shall be held to select the two candidates, with the greatest number of votes, for each office, to be listed on the ballot of the general election. The candidates defeated in the Primary election are eligible to apply for petition papers as representatives to the Controls Council.

Section III - Nomination of Representatives.

- Par. 1. Each candidate for council representative shall draw from the Secretary of the Council, petition papers on the 1st Monday after the Primary election, and file said papers with the secretary by and including Friday of the same week.
- Par. 2. Each petition paper for representative must be signed by 3% of the current official student enrollment, to qualify for listing on the general election ballot.
- Par. 3. Of the candidates for representative positions on the Controls Council, whose names appear on the general election ballot, those twelve receiving the greatest number of votes will constitute the elected membership of the Controls Council. Voters may vote for twelve representative candidates at the general election.

Section IV - Petition Papers

- Par. 1. Petition papers will be secured from the Secretary of the Council at the times designated in Sections II and III, and must be drawn by candidates in person. No person may endorse any more than one candidate's petition papers for any one position. Any signature appearing in duplicate may be deleted and petitions returned to the secretary of the Council within forty-eight hours following receipt of the papers.

Section V - Eligibility for office.

- Par. 1. The offices will be open to any freshman, sophomore, junior, or any student who expects to be enrolled in the La Crosse State Teachers College for the remainder of the current semester and the two semesters in the next calendar year. No student who fulfills the above requirements will be denied petition papers.

Section VI - Inauguration into office

- Par. 1. On the 1st regular meeting after the general election, newly elected officers and representatives shall receive from the out-going officers all records, unfinished business, and all pertinent instructions as to procedures, recommendations, etc., and thereafter fulfill the obligation of their office, as outlined under "Duties of Officers".

Section VII -

- Par. 1. Two weeks prior to the 1st Monday in March, the entirety of Article IV, entitled "Election of Campus Controls Council Officers and Representatives", should be published in the Student Paper for the reading by the student body.

Article V - Officers and Their Duties

Section I The Elected Officers of this organization (Title officers elected at large) shall be a President, Vice President, a Secretary, and a Treasurer.

Section II Officers by Council appointment

One officer, a corresponding secretary, shall be appointed by the president of the CCC from the representative membership of the Council, and shall be the fifth member of the executive board.

Section III Duties of officers

- Par. 1. The duties of the President shall be to:

General

1. Open session by taking the chair and call members to order.
2. Announce all business in order acted upon by following correctly the rules set down in Robert's Rules of Order regarding the office of President and procedure of Meetings.

Specific duties

1. Preside at all regular meetings of the organization.
2. Act as vice-chairman at regular meetings of the Executive Board.
3. Call special meetings with approval of the executive board.

4. Nominate members for positions of committee chairman subject to approval of Executive Board.
 5. Present to Executive Board any recommendations for dismissal of officers, except himself.
 6. Act for Executive Board in case of emergency.
 7. Be ex-officio member of all committees.
 8. Be responsible for the reading of the entire constitution of the CCC to the entire membership of said Council at least once at the initiation of each school year.
- Par. 2. The duties of the Vice President shall be to:
1. Be present at all regular meetings.
 2. Assist president in performance of latter's duties.
 3. Assume office of President in case of absence or disability of president.
 4. Preside as chairman of all Executive Board meetings.
 5. Act as speaker of and for the Executive Board.
- Par. 3. The duties of the Secretary shall be to:
1. Keep a complete record of all meetings, regular or otherwise.
 2. Keep all the records of the society, including committee reports, Homecoming, etc.
 3. Keep a register of the roll and call it at each meeting.
 4. Notify members as to the time of meetings of the whole society and committee meetings when necessary.
 5. Sign with the President all orders of the society on the treasurer.
 6. Keep a copy of the constitution, its by-laws, and names of committee members.
 7. Head the election committee.
- Par. 4. The duties of the Treasurer shall be to:
1. Hold all funds deposited with him.
 2. Pay funds on order of the society signed by the President and Secretary.
 3. Present a financial report on order from the society, given not less than once per semester.
 4. Keep accurate and permanent records of financial transactions of the council and its affiliates.
- Par. 5. The duties of the Corresponding Secretary shall be to:
1. Act as liason between the CCC and the student governments of other colleges.
 2. Keep records and complete file on all pertinent inter-college correspondence.
 3. Prepare and handle all outgoing and incoming correspondence of the CCC.
 4. Act as fifth member of the Executive Board with full voting power.

Article VI - The Executive BoardSection I Membership

- Par. 1. The Executive Board shall consist of the four elected officers of the council and one appointed from the representative membership of the council by the president of the council, who will also assume the duties of corresponding secretary of the council.

Section II Functions of the Executive Board

- Par. 1. The Executive Board shall meet once a month in addition to the regular CCC meetings.
- Par. 2. The Board shall represent the council at conferences with the school administration and/or faculty for the execution of recommendations passed by the council.
- Par. 3. The Board shall act as a policy suggesting committee to the council.
- Par. 4. The Board shall order all expulsions of active members for legal cause.
- Par. 5. The Board shall handle all business matters duly referred to it by the CCC.

Article VII - Special ProvisionsSection I Meetings

- Par. 1. Meetings of the CCC shall be held twice monthly on the second and fourth Tuesdays of each month.
- Par. 2. Special meetings can be called by the President with approval by the executive board.

Section II Voting Majorities -

Every election contemplated in this act shall be decided by a simple majority vote of those present, unless otherwise stated in the constitution.

Section III Quorum -

A quorum in meetings of the CCC shall consist of eleven (11) members and a quorum in meetings of the executive board and its committees shall consist of not less than 60% of the voting members thereof.

Section IV Recall of Officials -

If, upon petition of 20% of the members of the Campus Controls Council, or upon request of the president of the college, it can be shown that any official of the CCC or component part thereof, has been derelict in his duty, or guilty of conduct unbecoming to such an official, it then becomes the duty of the Executive Board of the CCC, after receiving the petition and considering same upon its merits, to submit its decision to the president of the college, and if it shall be agreed that the

facts are as stated in the petition, then the Campus Controls Council shall declare the official position vacant, and shall call a meeting of the CCC to elect or appoint a new official. Until the new official is elected or appointed, the president of the CCC shall appoint a standing member of the CCC to act as temporary official.

Section V Voting -
The Campus Controls Council and Executive Board with its component committees shall record its vote and the votes of its members upon every important issue and the results of the same shall be published.

Section VI Rules of Order -
Robert's Rules of Order shall be the parliamentary guide of the CCC and its component groups. The president of the CCC shall have in his possession a copy of the said orders.

Section VII Consultants -
Faculty and administration authorities of the La Crosse State Teachers College shall be considered consultants to the Campus Controls Council upon all matters relating to any particular department or office of administration of the college.

Article VIII - Standing Committees.

Section I General Regulation Governing Standing Committees

- Par. 1. Chairman of all student committees shall be appointed by the President of the CCC from the duly elected representatives of the CCC upon the approval of the Executive Board.
- Par. 2. To be a committee chairman, one must be an elected representative to the CCC.
- Par. 3. If ever necessary, an officer of the CCC may be appointed chairman of a standing committee, although this is not desired.
- Par. 4. A monthly report shall be submitted to the council by each committee chairman for approval of the CCC and to be recorded and filed by the council Secretary.

Article IX - Amendments and By Laws

The provisions of this constitution may be amended at any time by two-thirds vote of the members of the student body on the proposed amendment. Only members of the Campus Controls Council may vote upon a proposal to amend this Constitution. Amendments may be originated by the CCC or by petition of 20% of the current student enrollment. Amendment proposals shall be submitted in writing (and shall be published in the college paper) to members of the CCC at a regular or special assembly at least one week before voting upon the amendment. The CCC upon 2/3 majority vote

of its members shall have the power to adopt such by-laws as deemed necessary.

Article X - Enacting Clause

When this Constitution has been read and approved by the president of the La Crosse State Teachers College it shall then be presented to the existing Campus Controls Council Executive Board for modification or rejection. If approved, it shall then be presented to the members of the present college student body for final ratification by vote according to Sec II, Art VII of this Constitution. This vote shall be by a 2/3 majority of the current student enrollment.

BY-LAWS

1. Attendance

Two (2) unexcused absences shall mean consideration by the executive board for automatic dismissal from the council of any member thereof.

2. Vacancy

When a vacancy exists in the Campus Controls Council the president of the CCC shall submit to the Controls Council a replacement. Upon the approval by a 2/3 majority vote of the CCC the replacement shall become an active official of the CCC in the position vacated until the next regular election is held for the Campus Controls Council.

CAMPUS CONTROLS COUNCIL CONSTITUTION

La Crosse State College

1957 Revision

Article IName

The name of this organization shall be "The Campus Controls Council" of the La Crosse State College, La Crosse, Wisconsin.

Article IIPurpose

The purpose of this organization shall be
To provide
 an opportunity and a means for self-expression and self-government that is Of, By, and For the college at large --
and
 is democratic in its organization, sound in its functioning, and effective in its actions.
and will serve
 to coordinate the varied interests of the college through cooperation of the administration, faculty, and students.

Article III Membership of Campus Controls CouncilSection I - Membership limitations.

- Par. 1 - The representative membership of the Controls Council will be twenty-five members plus 12 alternates, inclusive of the four elected officers and defeated candidates for office in the general election. The four defeated candidates automatically gain representative seats on the Controls Council.
- Par. 2 - All students carrying a minimum of 12 credits for semester and properly registered as such are eligible for election to Council representative by following the procedures as set up on article IV entitled elections.
- Par. 3 - The president shall when elected appoint with executive board approval five representatives to the council.

Section II - Nomination of Officers, which shall include president, vice-president, secretary and treasurer.

- Par. 1 - Each candidate for the above offices will on the 1st Monday in March, procure from the secretary of the Council papers of petition for the appropriate office. Each candidate's papers shall have on it the signatures of 7% of the current official student enrollment or qualify for listing on the primary election ballot, except for the presidential nomination, which shall require 10% of such enrollment.
- Par. 2 - Petition papers must be filed with the secretary of the Council by and including Friday of the same week.

Par. 3 - Within five school days after the filing of said petition papers, a primary election shall be held to select the two candidates, with the greatest number of votes, for each office, to be listed on the ballot of the general election. The candidates defeated in the primary election are eligible to apply for petition papers as representatives to the Controls Council.

Section III - Nomination of Representatives.

- Par. 1 - Each candidate for council representative shall draw from the secretary of the Council, petition papers on the 1st Monday after the Primary election, and file said papers with the secretary by and including Friday of the same week.
- Par. 2 - Each petition paper for representative must be signed for 3% of the current official student enrollment, to qualify for listing on the general election ballot.
- Par. 3 - Of the candidates for representative positions on the Controls Council, whose names appear on the general election ballot, those twelve receiving the greatest number of votes will constitute the elected membership of the Controls Council. Voters may vote for twelve representatives candidates at the general election.

Section IV - Petition papers

- Par. 1 - Petition papers will be secured from the secretary of the Council at the times designated in Sections II and III, and must be drawn by candidates in person. No person may endorse any more than one candidate's petition paper for any one position. In the event a duplication of names is discovered, the names duplicated will be scratched from both petitions.

Section V - Eligibility for Office.

- Par. 1 - The offices will be open to any freshman, sophomore, junior or any student who expects to be enrolled in La Crosse State College for the remainder of the current semester and the two semesters in the next calendar year. Those running for office must have at least a (2.5) point scholastic average and carry a minimum of (12) credits. Candidates for the office of President must have held the position of Council representative for at least one year prior to entering office, no student who fulfills the above requirements will be denied petition papers.

Section VI - Inauguration into office

- Par. 1 - On the 1st regular meeting after the general election, newly elected officers and representatives shall receive from the out-going officers all records, unfinished business, and all pertinent instructions as to procedures, recommendations, etc., and thereafter fulfill the obligation of their office, as out-lined under "Duties of Officers".

Article V Officers and Their Duties

- Section I - The elected officers of this organization (title officers elected at large) shall be a president, vice-president, secretary, and a treasurer.

Section II - Officers by Council Appointment

One officer, a corresponding secretary, shall be appointed by the president of the CCC from the representative membership of the Council, and shall be the fifth member of the executive board.

Section III -Duties of Officers

- Par. 1 - The duties of the president shall be to:

General

1. Open session by taking the chair and call members to order.
2. Announce all business in order acted upon by following correctly the rules set down in Robert's Rules of Order regarding the office of president and procedure of meetings.

Specific Duties

1. Preside at all regular meetings of the organization.
2. Act as vice-chairman at regular meetings of the Executive Board.
3. Call special meetings with approval of the Executive Board.
4. Nominate members for positions of committee chairman subject to approval of Executive Board.
5. Present to Executive Board any recommendations for dismissal of officers except himself.
6. Act for Executive Board in case of emergency.
7. Be ex-official member of all committees.
8. Be responsible for the reading of the entire constitution of the CCC to the entire membership of said council at least once at the initiation of each school year.

- Par. 2 - The duties of the vice-president shall be to:

1. Be present at all regular meetings.
2. Assist president in performance of latter's duties.
3. Assume office of president in case of absence or disability of president.
4. Preside as chairman of all Executive Board meetings.

5. Act as speaker of and for the Executive Board.
- Par. 3 - The duties of the secretary shall be to:
1. Keep a complete record of all meetings, regular or otherwise.
 2. Keep all the records of the society, including committee reports, Homecoming, etc.
 3. Keep a register of the roll and call it at each meeting.
 4. Notify members as to the time of meetings of the whole society and committee meetings when necessary.
 5. Sign with the president all orders of the society on the treasurer.
 6. Keep a copy of the constitution, its by-laws, and names of committee members.
 7. Head the election committee.
- Par. 4 - The duties of the treasurer shall be to:
1. Hold all funds deposited with him.
 2. Pay funds on order of the society signed by the president and secretary.
 3. Present a financial report on order from the society, given not less than once per semester.
 4. Keep accurate and permanent records of financial transactions of the council and its affiliates.
- Par. 5 - The duties of the corresponding secretary shall be to:
1. Act as liaison between the CCC and the student governments of other colleges.
 2. Keep records and complete file on all pertinent inter-college correspondence.
 3. Prepare and handle all outgoing and incoming correspondence of the CCC.
 4. Act as fifth member of the Executive Board with full voting power.

Article VI - The Executive Board

Section I - Membership

- Par. 1 - The Executive Board shall consist of the four elected officers of the council and one appointed from the representative membership of the council by the president of the council, who will also assume the duties of corresponding secretary of the council.

Section II - Functions of the Executive Board

- Par. 1 - The Executive Board shall meet once a month in addition to the regular CCC meetings.
- Par. 2 - The Board shall represent the council at conferences with the school administration and/or faculty for the execution of recommendations passed by the council.
- Par. 3 - The Board shall act as a policy suggesting committee to the council.
- Par. 4 - The Board shall order all expulsions of active members for legal cause.

Par. 5 - The Board shall handle all business matters duly referred to it by the CCC.

Article VII Special Provisions

Section I - Meetings

Par. 1 - Meetings of the CCC shall be held at least twice monthly.

Par. 2 - Special meetings can be called by the president with approval by the executive board.

Section II - Voting Majorities

Every election contemplated in this act shall be decided by a simple majority vote of those present, unless otherwise stated in the constitution.

Section III - Quorum

A quorum in meeting of the CCC shall consist of thirteen members and a quorum in meeting of the executive board and its committees shall consist of not less than 60% of the voting members thereof.

Section IV - Recall of Officials

If, upon petition of 20% of the members of the Campus Controls Council, or upon request of the president of the college, it can be shown that any official of the CCC or component part thereof, has been derelict in his duty, or guilty of conduct unbecoming to such an official, it then becomes the duty of the Executive Board of the CCC, after receiving the petition and considering same upon its merits, to submit its decision to the president of the college, and if it shall be agreed that the facts are as stated in the petition, then the Campus Controls Council shall declare the official position vacant, and shall call a meeting of the CCC to elect or appoint a new official. Until the new official is elected or appointed, the president of the CCC shall appoint a standing member of the CCC to act as temporary official.

Section V - Voting

The Campus Controls Council and Executive Board with its component committees shall record its vote and the votes of its members upon every important issue and the results of the same shall be published.

Section VI - Rules of Order

Robert's Rules of Order shall be the parliamentary guide of the CCC and its component groups. The president of the CCC shall have in his possession a copy of the said orders.

Section VII - Consultants

Faculty and administration authorities of the La Crosse State College shall be considered consultants to the Campus Controls Council upon all matters relating to any particular department or office of administration of the college.

Article VIII Standing Committees

Section I - General Regulation Governing Standing Committees

- Par. 1 - Chairman of all student standing committees shall be appointed by the president of the CCC from the duly elected representatives of the CCC upon the approval of the Executive Board.
- Par. 2 - To be a committee chairman, one must be an elected representative to the CCC.
- Par. 3 - If ever necessary, an officer of the CCC may be appointed chairman of a standing committee, although this is not desired.
- Par. 4 - A monthly report shall be submitted to the council by each committee chairman for approval of the CCC and to be recorded and filed by the council secretary.

Article IX Amendments and By-Laws

The provisions of this constitution may be amended at any time by two-thirds of the vote cast on the proposed amendment. Amendments may be originated by the CCC or by petition of 20% of the current student enrollment. Amendment proposals shall be submitted in writing (and shall be published in the college paper) to members of the CCC at a regular or special assembly at least one week before voting upon the amendment. The CCC upon 2/3 majority vote of its members shall have the power to adopt such by-laws as are deemed necessary.

Article X Enacting Clause

When this constitution has been read and approved by the president of La Crosse State College it shall then be presented to the existing Campus Controls Council Executive Board for modification or rejection. If approved, it shall then be presented to the members of the CCC for modification or rejection. If approved, it shall then be presented to the members of the present college student body for final ratification by vote according to Sec. II, Art. VII of this Constitution. This vote shall be by a 2/3 majority of the votes cast.

BY-LAWS

1. Attendance

Two (2) unexcused absences or failure to fulfill obligations as a committee member shall mean consideration by the executive board for automatic dismissal from the council of any member thereof. Two late appearances will constitute one absence.

2. Vacancy

When a vacancy exists in the Campus Controls Council the president of the CCC shall submit to the Controls Council a replacement. Upon the approval of a 2/3 majority vote of the CCC the replacement shall become an active official of the CCC in the position vacated until the next regular election is held for the Campus Controls Council.

3. Alternates

The Executive Board shall appoint 12 alternate representatives. It shall be the responsibility of an alternate to participate as a representative when called upon to substitute for a regular member.

CAMPUS CONTROLS COUNCIL CONSTITUTION

Wisconsin State College
La Crosse Wisconsin

1962 Revision

Article IName

The name of this organization shall be "The Campus Controls Council" of the Wisconsin State College, La Crosse, Wisconsin.

Article IIPurpose

The purpose of this organization shall be
To Provide

an opportunity and a means for self-expression and self-government that is Of, By, and For the college at large--

and is democratic in its organization, sound in its functioning and effective in its actions.

and will serve

to coordinate the varied interests of the college through cooperation of the administration, faculty, and students.

Article III Membership of Campus Controls Council

Section I - Membership limitations.

Par. 1 - The representative membership of the Controls Council will be twenty-five members plus 12 alternates, inclusive of the four elected officers and defeated candidates for office in the general election. The four defeated candidates automatically gain representative seats on the Controls Council.

Par. 2 - All students carrying a minimum of 12 credits for semester and properly registered as such are eligible for election to Council representative by following the procedures as set up on Article IV entitled Election.

Par. 3 - The president shall, when elected, appoint, with Executive Board approval five representatives to the Council.

Section II - Nomination of Officers, which shall include president, vice-president, secretary and treasurer.

Par. 1 - Each candidate for the above offices will on the first Monday in March, procure from the secretary of the Council, papers of petition for the appropriate office. Each candidate's papers shall have on it the signatures of 7% of the current official student enrollment to qualify for listing on the

primary election ballot, except for the presidential nomination, which shall require 10% of such enrollment.

- Par. 3 - Within five school days after the filing of said petition papers, a primary election shall be held to select the two candidates, with the greatest number of votes, for each office, to be listed on the ballot of the general election. The candidates defeated in the primary election are eligible to apply for petition papers as representatives to the Controls Council.

Section III- Nomination of Representatives.

- Par. 1 - Each candidate for Council representative shall draw from the secretary of the Council, petition papers on the first Monday after the primary election, and file said papers with the secretary by and including Friday of the same week.
- Par. 2 - Each petition paper for representative must be signed by 3% of the current official student enrollment, to qualify for listing on the general election ballot.
- Par. 3 - Of the candidates for representative positions on the Controls Council, whose names appear on the general election ballot, those twelve receiving the greatest number of votes will constitute the elected membership of the Controls Council. Voters may vote for twelve representative candidates at the general election.

Section IV - Petition papers.

- Par. 1 - Petition papers will be secured from the secretary of the Council at the times designated in Sections II and III, and must be drawn by the candidates in person. No person may endorse any more than one candidate's petition paper for any one position. In the event a duplication of names is discovered, the names duplicated will be scratched from both petitions.

Section V - Eligibility for Office.

- Par. 1 - The offices will be open to any freshman, sophomore, junior, or any student who expects to be enrolled in Wisconsin State College, La Crosse, for the remainder of the current semester and the two semesters in the next calendar year. Those running for office must have at least a (2.3) point scholastic average and carry a minimum of (12) credits. Candidates for the office of President must have held the position of Council representative for at least one semester prior to entering office,

no student who fulfills the above requirements will be denied petition papers.

Section VI - Inauguration into office.

Par. 1 - On the first regular meeting after the general election, newly elected officers and representatives shall receive from the out-going officers all records, unfinished business, and all pertinent instructions as to procedures, recommendations, etc. and thereafter fulfill the obligation of their office, as outlined under "Duties of Officers".

Article V Officers and Their Duties

Section I - The elected officers of this organization (title officers elected at large) shall be a president, vice-president, secretary, and a treasurer.

Section II - Officers by Council Appointment
One officer, a corresponding secretary, shall be appointed by the president of the CCC from the representative membership of the Council, and shall be the fifth member of the executive board.

Section III- Duties of Officers

Par. 1 - The duties of the president shall be to:

General

1. Open session by taking the chair and call members to order.
2. Announce all business in order acted upon by following correctly the rules set down in Robert's Rules of Order regarding the office of president and procedure of meetings.

Specific Duties

1. Preside at all regular meetings of the organization.
2. Act as vice-chairman at regular meetings of the Executive Board.
3. Call special meetings with approval of Executive Board.
4. Nominate members for positions of committee chairman subject to approval of Executive Board.
5. Present to Executive Board any recommendations for dismissal of officers except himself.
6. Act for Executive Board in case of emergency, and act as speaker of and for the Executive Board.
7. Be ex-official member of all committees.
8. Be responsible for the reading of the entire constitution of the CCC to the entire membership of said council at least once at the initiation of each school year.

- Par. 2 - The duties of the vice-president shall be to:
1. Be present at all regular meetings.
 2. Assist president in performance of latter's duties.
 3. Assume office of president in case of absence or disability of president.
 4. Preside as chairman of all Executive Board meetings.
 5. Act as Parliamentarian at all regular CCC meetings.
 6. Act as the head of the constitution committee.
 7. Have with him at all regular CCC meetings a copy of Robert's Rules of Order.
- Par. 3 - The duties of the secretary shall be to:
1. Keep a complete record of all meetings, regular, Executive Board, or otherwise.
 2. Keep all the records of the council, including committee reports, etc.
 3. Keep a register of the roll and call it at each meeting.
 4. Notify members as to the time of meetings of the whole council and committee meetings when necessary.
 5. Keep a copy of the constitution, its by-laws, and names of committee members.
 6. Head the election committee.
- Par. 4 - The duties of the treasurer shall be to:
1. Hold all funds deposited with him.
 2. Pay funds on order of the council signed by the president and the council advisor as stated in Article VII, Section VII, Par. 6.
 3. Present a financial report on order from the council, given not less than once a month.
 4. Keep accurate and permanent records of financial transactions of the council and its affiliates.
- Par. 5. - The duties of the corresponding secretary shall be to:
1. Act as liaison between the CCC and the student governments of other colleges.
 2. Keep records and complete file on all pertinent inter-college correspondence.
 3. Prepare and handle all outgoing and incoming correspondence of the CCC.
 4. Act as fifth member of the Executive Board with full voting power.

Article VI

The Executive Board

Section I - Membership

- Par. 1 - The Executive Board shall consist of the four elected officers of the Council and one appointed from the representative membership of the Council

by the president of the Council, who will also assume the duties of the corresponding secretary of the Council.

Section II - Functions of the Executive Board

- Par. 1 - The Executive Board shall meet at least once a month in addition to the regular CCC meetings.
- Par. 2 - The Board shall represent the Council at conferences with the school administration and/or faculty for the execution of recommendations passed by the Council.
- Par. 3 - The Board shall act as a policy suggesting committee to the Council.
- Par. 4 - The Board shall order all expulsions of active members for legal cause.
- Par. 5 - The Board shall handle all business matters duly referred to it by the CCC.

Article VII

Special Provisions

Section I - Meetings

- Par. 1 - Meetings of the CCC shall be held at least twice monthly.
- Par. 2 - Special meetings can be called by the president with approval by the Executive Board.

Section II - Voting Majorities

Every election contemplated in this act shall be decided by a simple majority vote of those present, unless otherwise stated in the constitution.

Section III- Quorum

A quorum in meeting of the CCC shall consist of thirteen members and a quorum in meeting of the Executive Board and its committees shall consist of not less than 60% of the voting members thereof.

Section IV - Recall of Officials

If, upon petition of 20% of the members of the Campus Controls Council, or upon request of the president of the college, it can be shown that any official of the CCC or component part thereof, has been derelict in his duty, or guilty of conduct unbecoming to such an official, it then becomes the duty of the Executive Board of the CCC, after receiving the petition, and considering same upon its merits, to submit its decision to the president of the college, and if it shall be agreed that the facts are as stated in the petition, then the Campus Controls Council shall declare the official position vacant, and shall call a meeting of the CCC to elect or appoint a new official. Until the new

official is elected or appointed, the president of the CCC shall appoint a standing member of the CCC to act as temporary official.

Section V - Voting

The Campus Controls Council and Executive Board with its component committees shall record its vote and the votes of its members upon every important issue and the results of the same shall be published.

Section VI - Rules of Order

Robert's Rules of Order shall be the parliamentary guide of the CCC and its component groups. The vice-president of the CCC shall have in his possession a copy of the said orders.

Section VII- Advisors

- Par. 1 - Faculty and administration authorities of the Wisconsin State College, La Crosse, shall be considered consultants to the Campus Controls Council upon all matters relating to any particular department or office of administration of the college.
- Par. 2 - Nomination:
1. Election by vote of standing council.
- Par. 3 - The Dean of Student Activities by virtue of his office must be related to the student government and its activities. In addition to the Dean of Student Activities there are to be three advisors; one being of the faculty, one of the administration and the other of either or.
- Par. 4 - Purpose of Advisors:
1. The advisors would be for the purpose of assisting the student government in considering its problems in relation to the college, other organizations on campus, and administration. This would help the student government to avoid duplication and conflict in matters concerning student government.
- Par. 5 - Term:
1. Remain as long as desired.
2. Removal would be by resignation or by the Council which would abide by the same policy pertaining to the removal of an officer as stated in Article VII, Section IV.
a. Notice for resignation is thirty days.
- Par. 6 - Responsibilities:
1. It would be the responsibility of advisors to:
"Listen in on meetings of the Council, comment only when necessary in respect to Council

- discussion and action". This would generally be when it appeared that the Council might be running into complications, or might need direction in its discussions or clarify misconceptions and incomplete information.
2. Advisors present at the meeting are requested to be present at the Executive Board meeting.
 3. At least 1 advisor must be present at each meeting of the student government.
 4. Power to alternate attendance at meetings as they please.
 5. It shall be the duty of 1 advisor to sign treasury orders of the Council with the president and the treasurer.
 - a. The advisors themselves shall decide which one of them will sign the treasury orders.

Article VIII

Standing Committees

Section I - General Regulations Governing Standing Committees

- Par. 1 - Members of all student standing committees shall be appointed by the president of the CCC from the duly elected representatives of the CCC upon the approval of the Executive Board, except as stated in Par. 4.
- Par. 2 - If ever necessary, an officer of the CCC may be appointed a member of a standing committee, although this is not desired.
- Par. 3 - A monthly report shall be submitted to the Council by each committee chairman for approval of the CCC and to be recorded and filed by the Council secretary.
- Par. 4 - If it is necessary, people other than Council members may be appointed to standing committees.
 1. This membership does not create eligibility for office in the Council.
 2. These members are required to have the same minimum grade point as do Council representatives.
 3. These members are responsible to the Council for their actions.
 4. Attendance at committee meetings is required.
 5. This would be necessary in the case of the Organizations Committee.

Article IX

Amendments and By-Laws

The provisions of this constitution may be amended at any time by two-thirds of the vote cast on the proposed amendment. Amendments may be originated by the CCC or by petition of 20% of the current student enrollment. Amendment proposals shall be submitted in writing (and shall be published in the college paper) to members of the CCC at a regular or special assembly

at least one week before voting upon the amendment. The CCC, upon 2/3 majority vote of its members, shall have the power to adopt such by-laws as are deemed necessary.

Article X

Enacting Clause

When this constitution has been read and approved by the president of Wisconsin State College, La Crosse, it shall then be presented to the existing CCC Executive Board for modification or rejection. If approved, it shall then be presented to the members of the CCC for modification or rejection. If approved, it shall then be presented to the members of the present college student body for final ratification by vote according to Article II, Section VII of this constitution. This vote shall be by a two-thirds majority of the votes cast.

By-Laws

1. Attendance

Two (2) unexcused absences or failure to fulfill obligations as a committee member shall mean consideration by the Executive Board for automatic dismissal from the Council of any member thereof. Two late appearances will constitute one absence.

2. Vacancy

When a vacancy exists in the Campus Controls Council, the president of the CCC shall submit to the Executive Board a replacement. Upon the approval of the Executive Board the replacement shall become an active official of the CCC in the position vacated until the next regular election is held for the Campus Controls Council.

3. Alternates

The Executive Board shall appoint 12 alternate representatives. It shall be the responsibility of an alternate to participate as a representative when called upon to substitute for a regular member.

- a. Alternates must attend at least one meeting per calendar month or it will be assumed that they do not have sufficient time or interest in the Council to continue as an alternate and will be dismissed from their position as alternate.
- b. The holding of the position of alternate does not give eligibility for office in the Council.

CAMPUS CONTROLS COUNCIL CONSTITUTION
WISCONSIN STATE UNIVERSITY
LA CROSSE, WISCONSIN

1967 Revision

PREAMBLE:

In order to provide principles of organization and procedure in accordance with which the students of La Crosse State University may be effectively represented in University government this Constitution of the Campus Controls Council is ordained and established by the duly elected student representatives and the administration of Wisconsin State University-La Crosse.

Article I: Name

The name of this organization shall be "The Campus Controls Council" of the Wisconsin State University, La Crosse, Wisconsin; herein after referred to as the C.C.C.

Article II: Purposes

The purposes of the C.C.C. shall be--

- par. 1. To promote harmony between the student body and the school administration.
- par. 2. To provide an organization through which affairs of the student body can be administered.
- par. 3. To provide a medium through which student opinion can be expressed.
- par. 4. To provide a medium of communication between the faculty and the student body.

Article III: Membership

Section A: Classification

- par. 1. There shall be three classes of membership,--representatives, alternate representatives, and non-voting delegates.
- par. 2. The elected officers and defeated candidates for office in the general election shall be considered elected representatives.

Section B: Composition

- par. 1. Representative membership shall never be less than 25 nor more than 49 of which a number equal to no more than 1/3 of all the elected representatives shall be appointed members.

- par. 2. Membership may increase at a rate not to exceed six representatives per 1000 additional students.
- par. 3. The size of the C.C.C. for any school year will be determined by the executive board prior to the general election each spring.

Section C: Representatives

- par. 1. All representatives must maintain an over all grade-point of 2.1 and carry a minimum credit load of twelve semester hours.
- par. 2. Representatives shall serve for one year terms.
- par. 3. Representatives equal in number to no more than 1/3 of the elected representatives shall be appointed by the executive board in the fall of each year.
- par. 4. Representatives shall have full speaking and voting privileges.
- par. 5. Representatives shall represent the interests of the entire student body; they shall also represent vested interest groups to work with various non-voting delegates as may be requested of them by the executive board.
- par. 6. Representatives shall fulfill any duties assigned him by any committee of which he is a member.
- par. 7. Representatives shall furnish the non-voting delegates whom he represents with minutes, tentative agendas, and other pertinent information.
- par. 8. Representatives must attend all regular and special meetings of the C.C.C. or arrange for an alternate representative to substitute for them.
- par. 9. Failure to attend or arrange for an alternate representative to assume one's duties shall constitute an unexcused absence; two unexcused absences shall be cause for consideration of dismissal by the executive board.

Section D: Alternate Representatives

- par. 1. Alternate representatives shall constitute a number equal to 1/2 that of all representatives.
- par. 2. Alternate representatives shall represent the interests of the entire student body.
- par. 3. Alternate representatives must maintain an over-all grade-point of 2.1 and carry a minimum credit load of twelve semester hours.

- par. 4. Alternate representatives shall be appointed by the executive board following the general election.
- par. 5. Alternate representatives shall have full speaking privileges at all times and shall have full voting privileges when so delegated by a representative who cannot be in attendance.
- par. 6. Alternate representatives shall substitute for representatives who cannot attend regular or special C.C.C. meetings.
- par. 7. Alternate representatives shall work on any committees to which they are appointed.
- par. 8. Alternate representatives shall attend at least two C.C.C. meetings per month. Failure to attend regularly shall be reason for consideration of dismissal by the executive board.

Section E: Non-Voting Delegates

- par. 1. Each non-voting delegate shall represent one vested campus interest group including all dormitories and organizations.
- par. 2. Non-voting delegates shall act as liaison between their vested interest group and the C.C.C. They shall be the line of communication and information between the student body and the C.C.C.
- par. 3. Non-voting delegates shall be chosen by the vested interest groups which they represent.
- par. 4. Non-voting delegates must carry a minimum credit load of twelve semester hours.
- par. 5. Non-voting delegates shall have full privilege of speech and will work at meetings with the representatives appointed by the vice-president to represent their interest group.
- par. 6. Non-voting delegates should attend meetings when their group desires specific action involving a student wide interest.

Article IV:

Election Procedures

Section A: Petition Papers

- par. 1. All candidates for elected office and for representative positions on the C.C.C. for the next school year must circulate petition papers indicating a desire for their position.

- par. 2. Petition papers for the above mentioned offices and positions must be secured from the secretary of the C.C.C. during the 10th week of the second semester and circulated-within the same week.
- par. 3. Circulated petitions with the appropriate number of signatures must be returned to the secretary by 5:00 p.m. on Friday of the tenth week.
- par. 4. Petition papers may be signed by any one student only once for each office. Students may sign up to six representative petitions. In the event of the discovery of duplicated names, the repeated name will be considered void on both petitions.
- par. 5. The executive board shall determine the exact number of necessary for each office and must make this clear to all petitioners when they receive their petition. The range for these signatures must be as follows:
 - a. Representative-----200--450
 - b. Secretary-----300--750
 - c. Treasurer-----300--750
 - d. Vice-President----300--750
 - e. President-----500-1200

Section B: Primary Election

- par. 1. A primary election shall be held on the Thursday of the 11th week of the second semester if there are more than two candidates for any elective office or the number of candidates for representative positions is considered too large by the executive board after consideration of the predetermined size for the coming school year.
- par. 2. The two candidates receiving the greatest number of votes for officer positions in the primary election shall advance to the general election along with the number of candidates for representative positions receiving the greatest number of votes in accordance with the designated number as announced by the executive board in declaring a need for a primary election.
- par. 3. Any candidate for either officer or representative position may not take part in either the conduct of the election or the counting of the ballots.
- par. 4. Finalists for both officer and representative positions shall be notified of their status by means of the C.C.C. bulletin board.

Section C: General Election

- par. 1. The general election for the final candidates for officer and representative positions will be held on the Thursday of the 12th week of the second semester.
- par. 2. The candidates receiving the greatest number of votes will be declared the holders of both officer and representative positions for the coming school year.
- par. 3. No candidate for either officer or representative position shall take part in either the conduction of the election or the counting of the ballots.
- par. 4. The total number of votes cast in the general election as well as the names of the winning officers and representatives shall be posted.
- par. 5. Defeated candidates for office in the general election shall be included in the number of elected representatives.

Section D: Inauguration

- par. 1. The meeting of the 14th week shall include a formal inauguration of new officers and representatives.
- par. 2. Newly elected officers shall receive all records, unfinished business, and pertinent instructions as to procedures and recommendations.
- par. 3. Committee appointments for the coming school year shall be announced by the incoming executive board at this meeting.
- par. 4. Copies of the C.C.C. Constitution shall be distributed at this meeting.
- par. 5. The outgoing executive board shall print a list of projects and accomplishments for the past year for the C.C.C. file, incoming executive board, and the C.C.C. bulletin board.

Article V:

Section A: Titles of Officers

- par. 1. The elected officers of this organization shall be a president, vice-president, secretary, and treasurer. They shall be selected by a campus wide election as described in Article IV.

Section B: President

- par. 1. Any candidate for the office of president must have served as either an alternate representative or

representative for two consecutive semesters or parts of two consecutive semesters, such service to have been performed not more than one year prior to the candidacy.

- par. 2. The president of the C.C.C. must maintain an over-all grade point of 2.75 and carry a minimum load of at least twelve semester hours.
- par. 3. The president shall serve for a one-year term.
- par. 4. The duties of the president shall be as follows:
 - a. Open all sessions of the C.C.C. by taking the chair and calling members to order.
 - b. Announce all business in order acted upon by following the rules set down in ROBERT'S RULES OF ORDER, REVISED regarding the office of president and procedure of meetings.
 - c. Preside at all regular meetings of the C.C.C.
 - d. Act as Vice-Chairman at regular meetings of the executive board.
 - e. Nominate members for positions on committees.
 - f. Nominate members for positions of committee chairmen subject to the approval of the executive board.
 - g. Present to the executive board any recommendations for dismissal from the C.C.C. of any officer, representative, or alternate representative other than himself.
 - h. Act for the executive board and the C.C.C. in case of emergency and act as speaker of and for the executive board and C.C.C. Any action taken during an emergency must be presented to the executive board and the C.C.C. as soon as possible and shall be included in the minutes of the meeting.
 - i. Serve as an ex-officio member on all committees.
 - j. Inform the C.C.C. of the proceedings of the Administrative Council either through attendance at said meetings or through access to the minutes of these meetings.
 - k. Direct all mail received by the C.C.C. to the proper personnel.
 - l. At the conclusion of his term the president along with the executive board shall complete a file of passed legislation, current projects, and recommendations for the improvement of the C.C.C. to be given to the incoming C.C.C. as stated in Article IV (4) Section D, part. 5.

Section C: Vice-President

- par. 1. Any candidate for the office of vice-president must have served on the C.C.C. for one semester, such service to have been performed within one year prior to candidacy.

- par. 2. The vice-president of the C.C.C. must maintain an overall grade point of 2.75 and carry a minimum load of at least twelve semester hours.
- par. 3. The vice-president shall serve a one-year term.
- par. 4. The duties of the vice-president shall be as follows:
 - a. Attend all regular meetings.
 - b. Assist president in the execution of the latter's duties.
 - c. Assume the office of president in case of absence or disability of the president.
 - d. Preside as chairman of all executive board meetings.
 - e. Serve as head of the Constitution Committee.
 - f. Keep a copy of the Constitution and its by-laws.
 - g. Co-ordinate non-voting delegates with representatives as stated in Article III, Section E, par. 5.
 - h. Clear the suggestion box each week and present to the executive board any suggestions which may be worthwhile. The vice-president shall chair any special temporary committees stemming from suggestions placed in the suggestion box.

Section D: Secretary

- par. 1. Any candidate for the office of secretary must have served on the C.C.C. for one semester, such service to have been performed within one year of his candidacy.
- par. 2. The secretary must maintain an overall grade point of 2.5 and carry a minimum load of at least twelve semester hours.
- par. 3. The secretary shall serve a one-year term.
- par. 4. The duties of the secretary shall be as follows:
 - a. Keep a complete record of all meetings -- regular, special, or executive board.
 - b. Keep all records other than financial of the C.C.C.
 - c. Keep a register of the roll and call it at each meeting.
 - d. Notify members as to the time of meetings of the entire council and committee meetings when necessary.
 - e. Keep a list of all committee members.
 - f. Head the election committee.
 - g. Keep the C.C.C. file in a neat and orderly condition.
 - i. Place on the appropriate calendars the dates of C.C.C. meetings, elections, and the dates of United Council meetings.

Section E: Treasurer

- par. 1. Any candidate for the office of treasurer must have served one semester on the C.C.C., such service to have

been performed within one year of his candidacy.

- par. 2. The treasurer must maintain an over-all grade point of 2.5 and carry a minimum load of at least twelve semester hours.
- par. 3. The treasurer shall serve for a one-year term.
- par. 4. The duties of the treasurer shall be as follows:
 - a. Hold all funds deposited with him.
 - b. Pay funds on order of the C.C.C. signed by the treasurer and one designated advisor.
 - c. Present a financial report to the council at least once a month.
 - d. Keep accurate and permanent records of financial transactions of the council and its affiliates.
 - e. Prepare a tentative budget for the council in the spring of each year.
 - f. If possible serve on the allocations committee.

Section F: Corresponding Secretary

- par. 1. The corresponding secretary shall be appointed by the president from the ranks of representative membership and shall serve for one year.
- par. 2. The corresponding secretary must maintain an over-all grade point of 2.4 and carry a minimum load of at least twelve semester hours.
- par. 3. The duties of the corresponding secretary shall be as follows:
 - a. Keep a file of all committee reports.
 - b. Act as liaison between the C.C.C. and the student governments of other colleges and universities.
 - c. Keep records and a complete file on all pertinent inter-college correspondence.
 - d. Prepare all out-going correspondence of the C.C.C.
 - e. Act as fifth member of the executive board with full voting power.
 - f. Serve as chairman of the C.C.C. action committee.

Article VI:

Executive Board

Section A: Membership

- par. 1. The executive board shall consist of the four elected officers of the C.C.C., the corresponding secretary, the parliamentarian, and three members to be chosen from the representatives by the president.

Section B: Functions

- par. 1. The executive board shall meet previous to each regularly scheduled and special meeting of the C.C.C.

- par. 2. The executive board or members delegated by the executive board shall represent the C.C.C. at conferences with the school administration and/or with the faculty for the execution of recommendations passed by the C.C.C.
- par. 3. The executive board may act as a policy suggesting committee to the C.C.C.
- par. 4. The executive board shall order all expulsions of active members for legal cause.
- par. 5. The executive board shall handle all business matters duly referred to it by the C.C.C.
- par. 6. The executive board shall carry out all functions designated to it in this constitution.

Amendment to Article VII of the C.C.C. Constitution

Section A: Membership

- Par. 1. Members of all standing committees shall be appointed by the president from the duly authorized representatives or alternate representatives subject to the approval of the executive board.

Non-C.C.C. members may be appointed to standing committees; however such membership does not constitute eligibility for C.C.C. office as stated in Article V.

Section B: General Rules

- par. 1. Members shall serve on standing committees for one-year terms.
- par. 2. Members who cannot effectively serve on standing committees must submit a letter of resignation to the president of C.C.C.
- par. 3. Attendance at committee meetings is mandatory: failure to attend without good reason is cause for consideration of dismissal by the executive board.

Section C: Duties

- par. 1. Standing Committees are as follows: Academic Committee, Internal Affairs Committee, Elections Committee, Student Affairs Committee, Public Relations Committee.
- par. 2. C.C.C. membership on the above committees shall vary from three to eight. The exact number shall be determined by the executive board.
- par. 3. Besides specific duties, each standing committee shall execute any duties assigned it by this Constitution, the C.C.C., or the executive board.

Section D: Specific Duties

- par. 1. The specific duties of the ACADEMIC COMMITTEE are as follows:
- a. Deal with matters directly related to the academic field.
 - b. Serve, when asked, on faculty committees dealing with academic and scholarship matters.
 - c. Provide student membership for student-faculty committees dealing with academic matters.
 - d. Report to the C.C.C. weekly (matters such as study period, final exams, honor programs, commencement, registration, catalog organization, basic studies requirements.)
- par. 2. The specific duties of the INTERNAL AFFAIRS COMMITTEE are as follows:
- a. Deal with the functioning of C.C.C.
 - b. Report to the C.C.C. weekly.
 - c. Serve on other committees when needed (matters such as new student week, key award selection, meeting agenda, office hours and equipment, finance, student government elections, banquet, U.C. resolutions)
- par. 3. The specific duties of the ELECTIONS COMMITTEE are as follows:
- a. Handle all campus-wide elections except for C.C.C. elections
 - (1) Approve plans for all elections.
 - (2) Specify (in writing) C.C.C.'s responsibility for the election and the organization's responsibility.
 - (3) Count ballots for all elections (except for student government elections)
 - b. Take charge of poster regulations.
- par. 4. The specific duties of the STUDENT AFFAIRS COMMITTEE are as follows:
- a. Deal with matters related to the general welfare of the student body - exclusive of those which are the responsibility of other committees the general social welfare being emphasized in this committee.
 - b. Serve, when asked, on faculty committees dealing with student affairs.
 - c. Provide student membership for student-faculty committees dealing with the general welfare of the students.
 - d. Report to the C.C.C. weekly (matters such as drinking and housing policies, dorm hours, parking problems, counselor problems, grievance committee)
- par. 5. The specific duties of the PUBLIC RELATIONS COMMITTEE are as follows:
- a. Handle public relations with students, faculty, and administration.

- b. Serve, when asked, on faculty committees dealing with public relations.
- c. Provide student membership for student-faculty committees dealing with public relations.
- d. Report to the C.C.C. weekly.
- e. Encourage university - community public relations. (matters such as coffee hour with President, coffee hour with regent, newspaper publicity, C.C.C. brochure, display case, bulletin board)

Section E: Temporary Committees

- par. 1. Any temporary committee can be formed at the discretion of the president and the executive board.
- par. 2. The functions and the duration of a temporary committee shall be stated at the time of its initiation.

Section F: Student-Faculty Committees

- par. 1. The student-faculty committees are as follows: Athletic Board, Health Board, Union Board, Organizations Committee, Radio Committee, Forensics Board, Lectures & Concerts, Publications Board of Control, and Apportionment Board, and Fire & Safety Committee.
- par. 2. Members of the student-faculty committees shall be appointed by the president subject to the approval of the executive board. Non-C.C.C. members may be appointed, but such an appointment does not qualify them to be eligible for office in the C.C.C.
- par. 3. The duties of the student-faculty committees are enunciated in their individual charters and constitutions. The chairman of each student-faculty committee must make monthly reports to the C.C.C. action committee.

Article VIII:

Special Provisions

Section A: Meetings

- par. 1. Meetings of the C.C.C. shall be held at least three times each month.
- par. 2. Special meetings can be called by the president with the approval of the student executive board.

Section B: Quorum

- par. 1. A quorum in meeting of the C.C.C. shall consist of at least 80% of the entire representation of voting delegates.
- par. 2. A quorum in meeting cannot be maintained if more than 1/3 of the voting delegates are alternate representatives.

- par. 3. A quorum for meetings of any committees or of the executive board shall consist of 2/3 of the membership.

Section C: Voting ~

- par. 3. Every election contemplated in this act shall be decided by a simple majority, unless otherwise stated in this Constitution or ROBERT'S RULES OF ORDER REVISED.
- par. 2. Votes on all important issues before the executive board, various committees, and the C.C.C. shall be recorded as the results of the same shall be published.

Section D: Rules of Order

- par. 1. ROBERT'S RULES OF ORDER REVISED shall be the parliamentary guide of the C.C.C. and its component groups.

Section E: Recall

- par. 1. If, upon petition by 50% of the members of the C.C.C. or upon request of the president of the university or the dean of student activities, it can be shown that any official of the C.C.C. or component part thereof has been derelict in his duty or guilty of conduct unbecoming to such an official, it becomes the duty of the executive board, after receiving said petition and considering same upon its merits to submit its decision to the president of the university, and if it shall be decided that the facts are as stated in the petition, then the C.C.C. shall declare the official position vacant, and shall call a meeting of the C.C.C. to elect a new official. Until such an election is held, the president of the C.C.C. shall appoint a member of the C.C.C. to act as a temporary official.

Section F: Advisors

- par. 1. Faculty and administration authorities of the Wisconsin State University, La Crosse shall be considered consultants to the C.C.C. upon all matters relating to any particular department of office or administration of the university.
- par. 2. Advisors shall be elected by vote of standing council, in the spring of each year.
- par. 3. There shall be three advisors to the C.C.C. They may be either of the faculty or the administration or a combination.
- par. 4. The purpose of the advisors is to assist the C.C.C. in considering its problems in relation to the university, other campus organizations, and the administration. This will help avoid duplications and conflicts in matters concerning student government.

- par. 5. Advisors shall serve for one-year terms and may succeed themselves.
 - a. Advisors may resign upon thirty days written notice to the C.C.C.
 - b. Advisors may be recalled by the same procedure as that for officers.

- par. 6. Advisors duties shall be to advise, clarify, and guide the C.C.C. in areas of complication or duplication.
 - a. All three advisors are requested to attend the first C.C.C. meeting after the spring election.
 - b. One advisor shall be present at each executive board and regular or special meeting of the C.C.C. The advisors may alternate attendance at meetings at their discretion.
 - c. One advisor shall be designated with the additional duty of signing treasury orders.

Section G: Vacancy

- par. 1. The president shall appoint members to fill positions vacated on the C.C.C. subject to the approval of the executive board.

- par. 2. People appointed to fill vacancies shall serve until the next regular C.C.C. election is held.

Section H: Amendment and By-Laws

- par. 1. The provisions of this constitution may be amended at any time by two-thirds of the vote cast on the proposed amendment.

- par. 2. Amendments may be originated by petition of 25% of the current student enrollment.

- par. 3. Amendment proposals shall be submitted in writing and shall be published in the University paper.
 - a. Amendments shall be presented to the C.C.C. one week before being considered by this organization.

- par. 4. The C.C.C. upon 2/3 majority vote of its members shall have the power to adopt such by-laws as are deemed necessary.

BYLAWS

Where as a general lack of organization is recognized in past United Council delegations and this is felt to be a contributing factor to inefficiency on the part of said delegation:

1. There shall be on the Monday preceding all United Council conventions a regular C.C.C. meeting where in suggestions and proposals for action at the convention can be presented.

2. A special meeting shall be held during the week before the convention at which last minute strategy can be developed.

3. In preparation for the convention a feeder program be established. This would entail representative going to meetings they had attended at previous conventions as well as assigning inexperienced delegates to attend these same meetings. This insures that future delegations will understand the issues.

4. Publicize the C.C.C. participation in United Council conventions and encourage participation of other campus organizations which could make worthwhile contributions to the conventions. This could be facilitated by presenting them with the agenda.

5. Caucuses shall be held between Buzz Sessions and Standing Committees and the General Session so that the voting delegates might understand the issues and vote intelligently in accordance with the will of the delegation.

OBJECT

Delegates shall arrive on time at the conventions and remain at the convention until it is officially dismissed. In this way, La Crosse will be appropriately represented.

APPENDIX C

CONSTITUTIONS OF THE
ASSOCIATED LA CROSSE STUDENTS
UNITED STUDENTS ASSOCIATION
STUDENT COORDINATING COMMITTEE

CONSTITUTION OF THE ASSOCIATED LA CROSSE STUDENTS

1968

PREAMBLE

We, the student body of Wisconsin State University-La Crosse, seeking to provide an effective organization to coordinate student affairs and advance the welfare of all students, and recognizing that such an organization is necessary in the building of a great University, do ordain and establish this Constitution.

Article I: Name

The name of this organization shall be the Associated La Crosse Students, hereinafter referred to as the ALS.

Article II: Membership

All students duly enrolled in the Wisconsin State University-La Crosse, Wisconsin, shall become members of the ALS upon registration and payment or remission of the regular student fee.

Article III: Purpose

The purpose of the ALS shall be to provide for the organized conduct of student affairs and promote the general welfare of its members, representing at all times the rights, needs and desires of its membership.

Article IV: Legislative Branch

Section A: Membership-The legislative powers of the ALS shall be vested in a Student Senate, hereinafter referred to as the Senate, which shall consist of twenty-four (24) members elected to represent the established colleges. The defeated candidates in the preceding final election for the ALS President and Vice President shall sit as Senators-at-large and enjoy all the rights and privileges of Senate membership. The ALS President shall be an ex-officio member of the Senate. The ALS Vice President shall serve as Chairman of the Senate.

Section B: Duties and Powers-The Senate shall be empowered to direct, authorize, and support the efficient, effective, and coordinated functioning of student life and activities through the enactment of bills, resolutions, and other official action within the framework of established goals and objectives of Wisconsin State University-La Crosse and this Constitution. Among these duties and powers shall be included the following:

1. Recognizing that the great majority of the activities of the ALS must be carried out by its individual members, and that the Student-Faculty Boards now exist as effective means toward this objective, the following procedure is adopted:

a. The Senate shall represent ALS in approving all recommendations of the Student-Faculty Boards before such recommendations are

submitted to the Dean of Student Affairs or to the President of the University.

b. If the Senate should withhold approval of any Board recommendation, the recommendation will be returned to the Board for amendment or for conference, or amended by the Senate before approval.

2. It shall be the duty of the Senate to coordinate all University recognized student organizations in the interest of ALS. All recognized student organizations of Wisconsin State University-La Crosse shall be responsible to the ALS Senate inasmuch as the objectives and activities of these organizations shall be consistent with those of the ALS and the University and shall meet the policies set forth by the ALS and the University in obtaining and maintaining official recognition. The ALS Senate shall assume no power to control the internal activities of these student organizations.

3. The Student Senate shall determine the need for and establish all committees not otherwise provided for by this constitution.

4. The Student Senate shall require reports from committees, and necessary to carry out the purposes of this organization.

5. The Senate shall advise and consent to all committee appointments made by the ALS President.

6. The Senate shall establish and enforce rules and procedures not otherwise provided by this constitution for the fair and impartial operation of campus-wide elections.

7. The Senate may remove for cause the President, Vice-President, or any Senator, through impeachment proceedings held by the Senate. The impeachment may be initiated by a majority vote of the membership of the Senate, and the trial, to be conducted by the Senate, must be commenced within two weeks following the vote. Charges must be published in at least one issue of the official campus news publication. The accused shall have a fair hearing consistent with the concepts of due process embodied in the United States Constitution. A two-thirds majority vote of the Senate membership shall be necessary to remove the accused from office. No punishment other than removal may be inflicted at the impeachment proceedings. At no time may any person vote on his own impeachment. The President Pro tempore shall be the presiding officer at any such trial, unless said proceedings are against him, at which time the Senate shall, by a majority vote of the membership, choose a Senator to preside over said proceedings.

8. By-laws may be adopted, altered, amended or abolished by a two-thirds vote of the total voting membership of the Senate but shall remain effective until so altered, amended, or abolished.

9. The Senate shall decide all questions of interpretation of this Constitution by majority vote.

Section C: Qualification for Election--Members of the ALS having a cumulative grade average of not less than 2.00 earned at this University shall be eligible to run for and hold office in the Senate. Said grade average must be maintained following election and a failure to meet these requirements shall constitute automatic disqualification from office.

Section D: Election Procedures--Senators shall be elected with reference to the following rules:

1. Elections for the Senate shall be held during the Spring Semester, with the exception of the elections in the Graduate College which shall be held during the Fall Semester. The dates of the elections will be determined by the outgoing Senate.
2. Twenty-four (24) senators shall be elected from the respective colleges of the University, apportionment to be as follows:
 - a. Each of the colleges shall have at least one Senator irrespective of enrollment.
 - b. Those colleges having more than one twenty-fourth of the total University enrollment shall have the remaining Senators divided proportionately among them, according to the enrollments of these colleges for the preceding semester.
3. Senators must remain in the college from which they were elected in order to retain their Senate seat. The seat of a Senator who transfers out of the college which elected him shall be declared vacant.
4. Three absences during a term of office unless excused by the Senate shall automatically disqualify a Senator, and his seat shall be declared vacant.
5. Senate vacancies occurring after the general election shall be filled by special election within the college affected.
6. Notification of primary and general Senate elections shall be given in the official campus news publication at least two weeks prior to the date of such elections.
7. The Senate shall establish all Senate election rules and election procedures not otherwise prescribed in this constitution.

Section E: Tenure--Tenure of office shall be limited to a single year, beginning with the first Senate meeting in May, excluding the summer session. Senators elected by special election as provided by this article shall serve out the term of the vacated Senate seat only. Nothing in this section shall be construed to limit reelection of a student to more than one term as Senator.

Section F: Meetings; Notice and Procedure--In order that Senate action be of full force and effect, the following rules and procedures are established.

1. Regular meetings of the Senate shall be held weekly during the regular school year with the exception of official University holidays. Regular meetings of the Senate may be cancelled by a two-thirds vote of the members present at the session

- preceding the meeting to be cancelled. The Senate shall establish and announce the regular meeting day and time at the first meeting of the academic year. No further notice is required for regular meetings.
2. Special meetings of the Senate shall be called by the Chairman of the Senate upon written demand of one-third of the Senate membership.
 3. The president of the ALS may call special meetings of the Senate as he in his discretion deems necessary.
 4. Special meetings called during any regular meetings are not subject to the provisions of paragraph 5 of this section.
 5. Notice of any special meetings must be given to each member at least 24 hours in advance of such meeting, but need not be in writing if personal contact is made. Notice will be effective for those Senators not personally contacted if written notice is delivered to their address of record 24 hours in advance of the meeting. Attendance at such special meetings shall constitute a waiver of the notice requirement.
 6. A quorum shall consist of a majority of the membership of the Senate.
 7. Each Senator shall have one vote, voting by proxy is prohibited.
 8. Robert's Rules of Order Revised shall govern procedure of the Senate except as otherwise provided herein or in the Senate By-laws.
 9. All meetings shall be open to the public, unless Senate by two-thirds vote deems it advisable to hold debate in a closed meeting. No action may be taken in a closed meeting.
 10. Any student of Wisconsin State University-La Crosse shall have the right to appear and be heard before the Senate, but the procedures set forth in the by-laws must be followed.
 11. The by-laws shall set forth the procedures through which the Senate shall act, whether by bill, resolution, motion on the floor, or approval of committee or board action.

Article V: Executive Branch

Section A: Officers--The executive powers of the ALS shall be vested in a President and Vice President.

Section B: Election

1. Members of the ALS carrying a full time academic load and having a cumulative grade average of not less than 2.25 shall be eligible to run for and hold either the office of President or Vice-President. Said grade average and full-time academic load must be maintained following election and a failure to meet these requirements shall constitute automatic disqualification from office.

2. The ALS President and Vice President shall be elected in a general campus election by a majority of those ALS members voting.
3. Elections shall be held in the Spring Semester in conjunction with the election of ALS Senators.

Section C: Powers and Duties of the ALS President--The ALS President shall have the following powers and duties:

1. The ALS President shall have the responsibility to promote, improve and pursue the goals and objectives of the ALS and the University.
2. The ALS President shall have the following powers of appointment and removal with the consent of the Senate:
 - a. Committee chairman, committee members, and Student-Faculty Board members as specified by the respective boards.
 - b. Secretary to the Senate.
 - c. Business Manager
3. The ALS President shall have the power to appoint executive assistants as he in his discretion may determine to assist in carrying out the duties of the office of ALS President. Executive assistants shall be directly responsible to the ALS President and their actions shall subject to the review of the Senate at any time.
4. The ALS President shall have the power to veto any action passed by the Senate with the exception of Constitutional amendments. Vetoes must be made prior to the first meeting of the Senate following the action. The ALS President must submit in writing to the Senate a veto message to the first meeting following the veto action. A two-thirds majority vote of the Senate may override the veto.
5. The ALS President shall have the duty to report all matters of interest or concern relative to the student activities of the various committees and to the Senate and to make recommendations thereon.
6. The ALS President shall provide the Senate at their request with such information as is within his power to supply.
7. The ALS President shall be an ex-officio member of the ALS Senate and of all ALS Committees without the right to vote unless otherwise specified in the ALS by-laws.
8. The ALS President shall have the responsibility to enforce and carry out the actions of the Senate.

Section D: In-capacity of the President--If the ALS President be impeached, displaced, resign or die; or should suffer from mental or physical disease, be absent from the University or otherwise become incapable of performing the duties of his office, the Vice President shall act as President until disability is removed. If the vacancy is permanent, the Vice President shall be installed as President and the Senate shall elect a Vice President from its membership.

Section E: Incapacity of the Vice President--Should the ALS Vice President be impeached, displaced, resign or die; or should suffer from mental or physical disease, be absent from the University or otherwise become permanently incapable of performing the duties of his

office, the Senate shall elect a Vice President from its membership to complete the term of office.

Section F: Powers and Duties of the Vice-President--The ALS Vice President shall have the following powers and duties:

1. The Vice President shall be chairman of the Senate. He shall vote only in case of a tie and may not participate in debate.
2. Should ALS Vice President assume the office of ALS President by reason of vacancy in that office as herein provided, he shall have powers of the Presidency.

Section G: President Pro Tempore--The Senate shall elect a President Pro Tempore from its membership to serve in the temporary absence of the Vice President and to serve as chairman of the Committee of the Whole. The President Pro Tempore will also preside over all impeachment proceedings, unless said proceedings are against him.

Section H: Tenure--Tenure of office, for President and Vice President shall be limited for one year, beginning with the first Senate meeting in May. Nothing in this section shall be construed to limit re-election of a student to more than one year as either President or Vice President.

Article VI: Administrative Staff

In order that the affairs of the ALS be properly managed and administered, there shall be established an administrative staff.

Section A: Senate Secretary--The ALS President shall appoint, with the consent of the Senate, a secretary among whose duties shall be the following:

1. Keep and maintain all Senate minutes, journals, correspondence and other records and make them available to any student upon demand.
2. Maintain indexed files of all bills and resolutions.
3. Perform any other duties which may be assigned by the ALS President.

Section B: Business Manager--The ALS President with the consent of the Senate shall appoint an ALS Business Manager among whose duties shall be the following:

1. Keep and maintain all financial record of the ALS.
2. Prepare and submit to the Senate a monthly financial statement.
3. Prepare and submit each spring the proposed budget.
4. Participate in Senate debate upon matters affecting the finances and financial policies of the ALS.
5. Be a voting member of the Apportionment Board.

Section C: Removal for Cause--Any member of the administrative staff may be removed by the Senate for cause by a two-thirds vote of the Senate membership.

Article VII: Amendments

Section A: Proposals--Amendments to the Constitution may be proposed by any ALS member by presenting a draft of the proposal to the Senate with petition attached thereto containing the signatures of not less than ten percent of the current ALS membership.

Section B: Adoption--After an amendment has been proposed, the following procedures shall be followed:

1. The proposed amendment shall be read in two consecutive Senate meetings. Upon second reading, the proposed amendment must pass the Senate by a vote of two-thirds of the entire membership of the Senate before further action may be taken. Following Senate approval, the proposed amendment is submitted to the President of the University for approval before it becomes effective.

Article VIII: Enactment

This Constitution shall become effective upon a favorable vote by the Student Body, and approval of the President of Wisconsin State University-La Crosse, and shall supersede all previous constitutions for student government at Wisconsin State University-La Crosse. An affirmative vote of two-thirds of the student body voting shall be denominated as a favorable vote.

CONSTITUTION OF THE UNITED STUDENTS' ASSOCIATION
OF
WISCONSIN STATE UNIVERSITY - LA CROSSE
10-1-69

PREAMBLE:

We, the students of Wisconsin State University-La Crosse, seeking to provide an effective means by which we may promote, protect, and defend our interests and improve our University through a united effort, do ordain and establish this Constitution.

ARTICLE I: Name

The name of this organization shall be the United Students' Association of Wisconsin State University-La Crosse, hereinafter referred to as the USA.

ARTICLE II: Membership

All students properly enrolled in Wisconsin State University-La Crosse are members of USA.

ARTICLE III: Authority

The USA derives its authority and right to exist by consent of its members and derives its opportunity to take part in official University activities by consent of the President of the University and the Board of Regents of State Universities.

ARTICLE IV: Purpose

The purposes of the USA are:

- 1) To promote the interests of its members, both academic and non-academic, through elected representatives.
- 2) To accept and act upon all responsibilities that are delegated to it by the President of the University through the Office of the Dean of Student Affairs, and by the Board of Regents of State Universities.
- 3) To provide a vehicle through which we may continually strive for the improvement of our University.

ARTICLE V: Legislative

Section A: Membership

- 1) The Legislative powers of the USA shall be vested in a Student Senate, hereinafter referred to as the Senate. It shall consist of members elected to represent the established undergraduate colleges plus two representatives of Associated Women Students, two representatives of Men's Inter-Residence Hall Council, one representative of Inter Fraternity Council, and one representative of Panhellenic Council.

2) The defeated candidate in the preceding final election for the U.S.A. President shall sit as Senator-at-large and enjoy all the rights and privileges of Senate membership. The USA President shall be an ex officio member of the Senate without the right to vote. The USA Executive Vice President shall serve as chairman of the Senate. The USA Academic Affairs Vice President, Activities Vice President, and USA Communications Vice President shall be ex officio members of the Senate without the right to vote.

Section B: Duties

It shall be the duty of the Senate to direct, authorize and support the efficient and coordinated functioning of the USA through the enactment of bills, resolutions, and other official action within the framework of this Constitution. Among those duties shall be included the following:

- 1) The Senate shall determine policy and action in the following areas to be recommended to the President of the University through the Dean of Student Affairs:
 - a) The Senate shall determine dollar amounts to be allocated to support and finance student activities.
 - b) The Senate shall determine general policy with regard to student publications financed, at least in part, out of activity funds, and for the selection of the editors and business managers for each publication. The Senate shall determine general policy and within this framework the detailed operation will be the responsibility of the editors.
 - c) The Senate shall determine the policy concerning student organizations. Within the framework of such policy the Senate shall recognize student organizations, sponsor or authorize the sponsorship of activities of an all-University character, allocate any funds required for support of such activities, and prepare the University activities calendar.
 - d) It shall be the duty of the Senate to coordinate and assist all recognized student organizations. All recognized student organizations shall be responsible to the Senate in as much as the objectives and activities of these organizations shall be consistent with those of the USA and the University and shall meet the policies set forth by the USA and University in obtaining and maintaining recognition. The Senate shall assume no power to control the internal activities of these organizations except as they affect the USA or University policy.
- 2) The Senate shall establish and enforce rules and procedures not otherwise provided by this Constitution for the fair and impartial operation of campus-wide elections.
- 3) The Senate shall require reports from commissions and committees and shall review and take such action on their reports as is deemed necessary.

- 4) The Senate shall review and act upon all appointments by the USA President.
- 5) The Senate may remove for cause the USA President, USA Vice President, or any USA Senator, through impeachment proceedings held by the Senate. The impeachment may be initiated by a majority vote of the membership of the Senate. The trial, to be conducted by the Senate, must be commenced within two weeks following the vote. Charges must be published in at least one issue of the official student news publication. A two-thirds majority vote of the Senate membership shall be necessary to remove the accused from office. At no time may any person vote on his own impeachment. The Chief Justice of the Judicial Council shall be the presiding officer at any such trial.
- 6) The Senate shall adopt By-Laws annually. By-Laws may be adopted, altered, amended, or abolished by a two-thirds vote of the total voting membership of the Senate, but shall remain effective until so altered, amended, or abolished.

Section C: Senate Commissions and Committees

- 1) In order that the duties and responsibilities delegated to the USA by the President of the University through the Office of the Dean of Student Affairs and enumerated in Section B., paragraph 1, of this Article may be effectively handled, the Senate shall maintain the following commissions:
 - a) A Finance Commission charged with the duties specified in Section B., paragraph 1a., and which shall consist of five students, five faculty members, and the USA Finance Manager as chairman. Three of the faculty members shall be the Vice President for Business Affairs, the Dean of Student Affairs or his representative, and the Activities Director.
 - b) A Publications Commission charged with the duties specified in Section B., paragraph 1b., and which shall consist of six students, five faculty members, the USA Communications Vice President as chairman, and the editors of the yearbook and student newspaper as ex officio members without the right to vote. Three of the faculty members shall be the Dean of Student Affairs or his representative, an advisor of the yearbook, and an advisor of the student newspaper.
 - c) An Activities Commission charged with the duties specified in Section B., paragraph 1c., and which shall consist of six students, six faculty members, and the USA Activities Vice President as chairman. Two of the faculty members shall be the Dean of Student Affairs or his representative, and the Activities Director.
- 2) The faculty members of the commissions shall be appointed by the President of the University and shall enjoy all privileges of commission membership, including the right to vote in commission matters.

- 3) Any member of USA may be appointed to a commission or committee.
- 4) The chairmen of the commissions shall not vote except in case of a tie.
- 5) Alternate members may be appointed to commissions for the purpose of voting in the absence of regular members. Such alternate members shall have speaking rights at all commission meetings.
- 6) The By-Laws shall set forth the policies and procedures of the commissions.
- 7) The USA President, with the approval of the Senate, shall establish such other committees as he or the Senate deem appropriate, and shall determine the membership, size, and duties thereof.
- 8) Commission and committee chairmen and members may be removed for cause by the Senate by a two-thirds vote of Senate membership.
- 9) Any USA member shall have the right to appear and be heard before the USA Senate commissions and committees under procedures set forth in the By-Laws.

Section D: Qualifications for Election

Any member of the USA shall be eligible to run for and hold office of Student Senator.

Section E: Election Procedures

- 1) Elections for the Senate shall be held during the spring semester. The dates of the elections will be determined by the outgoing Senate.
- 2) Senators shall be elected from the respective colleges of the University, apportionment to be as follows:
 - a) Each of the colleges shall have at least one Senator.
 - b) Those colleges having an enrollment greater than 250 shall be apportioned one Senator for every 250 students enrolled.
- 3) Candidates must be enrolled in the college in which they are seeking office at the time of election.
- 4) The representation of Association Women Students, Men's Inter-Residence Hall Council, Interfraternity Council, and Panhellenic Council shall be chosen by procedures prescribed by the respective organization. They shall take office at the first Senate meeting in May.
- 5) Three absences during a term of office, unless excused by the Senate, shall automatically disqualify a Senator, and his seat shall be declared vacant.
- 6) Senate vacancies occurring after the elections shall be filled by special election within the college affected.
- 7) Notification of primary and final Senate elections shall be given in the student news publication at least two weeks prior to the date of such elections.
- 8) The Senate shall establish all Senate election rules and election procedures not otherwise prescribed in this Constitution.

Section F: Tenure

Tenure of office shall be limited to a single year, beginning with the first Senate meeting in May. Senators elected by special election as provided by this article shall serve out the term of the vacated Senate seat only. Nothing in this section shall be construed to limit re-election of a student to more than one term as Senator.

Section G: Meetings

- 1) Regular meetings of the Senate shall be held weekly during the regular academic year with the exception of official University holidays. Regular meetings of the Senate may be canceled by a two-thirds vote of the members present at the session preceding the meetings to be canceled.
- 2) Special meetings of the Senate shall be called by the chairman of the Senate upon written demand of one-third of the Senate membership.
- 3) The USA President may call special meetings of the Senate as he deems necessary.
- 4) Notice of any special meeting must be given to each member at least 24 hours in advance of such meetings, but need not be in writing if personal contact is made. Notice will be effective for those Senators if written notice is delivered to their address of record 24 hours in advance of the meeting.
- 5) Special meetings called during any regular meeting are not subject to the provisions of paragraph 1) of this section.
- 6) A quorum shall consist of a majority of the voting membership of the Senate.
- 7) Each Senator shall have one vote; voting by proxy is prohibited.
- 8) Robert's Rules of Order, Revised shall govern procedures of the Senate except as otherwise provided herein or in the Senate By-Laws.
- 9) All meetings shall be opened for the public unless the Senate by a two-thirds vote deems it advisable to hold debate in closed meeting. No action may be taken in a closed meeting.
- 10) Any USA member shall have the right to appear and be heard before the Senate according to procedures set forth in the By-Laws.
- 11) The By-Laws shall set forth the procedures through which the Senate shall act, whether by bill, resolution, motion on the floor, or approval or review of commission, committee, council, or board action.

ARTICLE VI: Executive Branch

Section A: Officers

The executive powers of the USA shall be vested in a President, Executive Vice President, Academic Affairs Vice President, Activities Vice President, and Communications Vice President.

Section B: Election

- 1) Any member of the USA who is a full time student shall be eligible to run for and hold either the office of President or Vice President.
- 2) The USA President shall have the following powers of appointment and removal with the consent of the Senate:
 - a) Chairmen and members of USA committees, student members of USA commissions, and student members of other committees, boards, or councils when such membership is required.
 - b) Secretary to the Senate.
 - c) Executive Secretary.
 - d) Finance Manager.
- 3) The USA President shall have the power to appoint executive assistants as he may determine to assist in carrying out the duties of the office of USA President. Executive assistants shall be directly responsible to the President and their actions shall be subject to review by the Senate at any time.
- 4) The USA President shall have the power to veto any action passed by the Senate with the exception of Constitutional amendments. Vetoes must be made prior to the first meeting of the Senate following the action. The USA President must submit in writing to the Senate a veto message to the first meeting following the veto action. A two-thirds majority vote of the Senate may override the veto.
- 5) The USA President shall have the duty to report all matters of interest relative to student activities to the various committees and to the Senate and to make recommendations thereon.
- 6) The USA President shall provide the Senate at their request with such information as is within his power to supply.
- 7) The USA President shall be an ex officio member of the USA Senate and of all USA committees and commissions without the right to vote unless otherwise specified in the By-Laws.
- 8) The USA President shall have the responsibility to carry out the action and directives of the Senate.

Section D: Incapacity of the USA President

If the USA President be impeached, be absent from the University or otherwise become incapable of performing the duties of his office, the USA Executive Vice President shall act as USA President until the disability is removed. If the vacancy is permanent, the USA Executive Vice President shall be installed as USA President and the Senate shall elect an Executive Vice President from its membership.

Section E: Incapacity of the USA Vice President

Should any of the USA Vice Presidents be impeached, be absent from the University or otherwise become permanently incapable of performing the duties of his office, the Senate shall elect a USA Vice President from its membership to complete the term of office.

Section F: Powers and Duties of the USA Executive Vice President

- 1) The USA Executive Vice President shall be chairman of the Senate. As chairman he shall vote only in case of a tie and may not participate in debate.

2) Should the USA Executive Vice President assume the office of USA President by reason of vacancy in that office as herein provided, he shall have powers of the USA Presidency.

Section G: Duties of the USA Academic Affairs Vice President

The duties of the USA Academic Affairs Vice President shall be the following:

- 1) Coordinate USA activities in the area of academic affairs.
- 2) Coordinate the activities of USA representatives on academic committees and boards which are not part of the USA.
3. Coordinate and be an ex officio member of all USA committees assigned to his jurisdiction.
- 4) Perform other duties assigned to him by the USA President.

Section H: Duties of the USA Activities Vice President

The duties of the USA Activities Vice President shall be the following:

- 1) Serve as chairman of the Activities Commission.
- 2) Coordinate and be an ex officio member of all USA committees assigned to his jurisdiction.
- 3) Perform other duties assigned to him by the USA President.

Section I: Duties of the USA Communications Vice President

The duties of the USA Communications Vice President shall be the following:

- 1) Serve as chairman of the Publications Commission.
- 2) Direct the public relations program of the USA.
- 3) Coordinate the activities of USA representatives on non-academic committees and boards which are not part of the USA.
- 4) Coordinate and be an ex officio member of all USA committees assigned to his jurisdiction.
- 5) Perform other duties assigned to him by the USA President.

Section J: The USA Executive Board

- 1) The USA Executive Board shall consist of the USA President and Vice Presidents, the Chairman Pro-Tempore, and two Senators elected by the Senate.
- 2) The duties of the Executive Board shall be the following:
 - a) To make recommendations on all matters submitted to it by the USA President.
 - b) To recommend legislative measures for the USA President to suggest to the Senate.
 - c) To review continuously the organization and operation of the executive branch and submit recommendations for alteration, as appropriate, to the President.
 - d) To assist the USA President in carrying out executive functioning of the USA.

Section L: Tenure

Tenure of office for USA President and USA Vice Presidents shall be limited to one year, beginning with the first Senate meeting in May. Nothing in this section shall be construed to limit re-election

of a student to more than one term as either USA President or USA Vice President.

ARTICLE VII: Administrative Staff

In order that the affairs of the USA be properly managed and administered, the USA President may appoint, with consent of the Senate, the following administrative staff:

Section A: Senate Secretary

The duties of the Senate Secretary shall be as follows:

- 1) Keep and maintain all Senate minutes, journals, correspondence, and other records.
- 2) Perform other duties assigned to this office by the USA President.

Section B: Executive Secretary

The duties of the Executive Secretary shall be as follows:

- 1) Serve as secretary of the Executive Board.
- 2) Carry out official correspondence of the USA.
- 3) Perform other duties assigned to this office by the USA President.

Section C: Finance Manager

The duties of the Finance Manager shall be as follows:

- 1) Keep and maintain all financial records of the USA.
- 2) Prepare and submit to the Senate a monthly financial statement.
- 3) Prepare and submit to the Senate each spring the proposed USA budget.
- 4) Participate in Senate debate upon matters affecting the finances and financial policies of the USA.
- 5) Serve as chairman of the Finance Commission.

Section D: Removal for Cause

Any member of the administrative staff may be removed by the Senate for cause by a two-thirds vote of the Senate membership.

ARTICLE VIII: Judicial Branch

(Restricted to consideration of grievances relating to student organizations or by arbitrary action of the USA officers or its created agencies. Specifically exempted are actions of Hearing, Standing or Appeal Tribunals created and approved by the Board of Regents of Wisconsin State Universities.)

Section A: Duties and Powers

The Judicial power of the USA shall be vested in a Judicial Council and such inferior courts as the Senate may from time to time ordain and establish. The Judicial Council shall have appellate jurisdiction over any inferior court created by the Senate.

Section B: Membership

- 1) The Judicial Council shall consist of five judges appointed from the USA membership by the President with consent of the Senate.
- 2) Judges shall be of at least junior standing.
- 3) The USA President shall designate one judge as Chief Justice to preside at sessions of the Judicial Council.
- 4) No person shall serve simultaneously as a judge of the Judicial Council or inferior courts as described in Section A. of this article and as a member of the executive or legislative branches.

Section C: Tenure

- 1) Judges shall be appointed for two year terms.
- 2) Terms of office on the Judicial Council begin in May.
- 3) Judges may be removed for cause by a three-fourths vote of the Senate.

Section D: Disqualification

- 1) Any judge is automatically disqualified from hearing and deciding a case where he is a member of any organization which is a party to the case being appealed.
- 2) Any judge may voluntarily disqualify himself from hearing and deciding upon a case if he feels he has an interest in the case which would prevent him from arriving at an impartial decision.
- 3) In the case of such automatic or voluntary disqualification, the USA President shall appoint another to take his place for the purpose of the one specific case.

Section E: Public Defender

The defendant or aggrieved party shall designate one or more, but not exceeding three students or members of the faculty, who shall serve as counsel to the defendant or aggrieved party upon notice at any stage of the judicial proceedings.

Section F: Jurisdiction

- 1) The Judicial Council shall have original jurisdiction in all questions of interpretation of this Constitution and all cases arising out of regulations or statutes established by the Senate. Original jurisdiction may be delegated to inferior courts by the Senate.
- 2) Any aggrieved student or any campus organization of Wisconsin State University-La Crosse may appeal to the Judicial Council from any decision handed down by the inferior courts described in Section A., of this article, the Associated Women Students, Interfraternity Council, Panhellenic Council, Men's Inter-Residence Hall Council, Student Senate or any similar organization. The Judicial Council shall hear such appeals on any of the following grounds:
 - a) Inadequate hearing of the aggrieved person's or organization's case.
 - b) Decision contrary to substantial weight of evidence.
 - c) The decision is unnecessarily injurious, prejudiced, or otherwise unjustifiable.

- d) Lack of jurisdiction.
- 3) An internal decision of a social fraternity or sorority may not be appealed to the Judicial Council.
- 4) All disputes arising between or concerning social fraternities and sororities shall be acted upon initially by Interfraternity Council or Panhellenic Council respectively before appeal can be made.

Section G: Procedure

- 1) Majority vote by the Judicial Council will be required to reverse or modify any decision, otherwise the decision will stand affirmed.
- 2) A quorum shall consist of five judges.
- 3) Decisions shall be enforced by the USA President.
- 4) A set of rules known as the Judicial Rules of Procedure shall be established by the Judicial Council for its own operation. Such rules must be approved by the Senate and may be amended or changed in the same way they are adopted. In order for an appeal to be heard, it must be in compliance with the rules.

Section H: Other Duties

The Judicial Council shall make provision for hearing and giving advisory opinion or recommendation on grievances of any student who is dissatisfied with a decision of any inferior court, committee, subcommittee, or commission of the USA or student organization.

ARTICLE IX: Amendments

Section A: Proposals

Amendments to this Constitution may be proposed by any USA member by presenting a draft of the proposal to the Senate with petition attached thereto containing the signatures of not less than five percent of the current USA membership.

Section B: Adoption

The proposed amendment shall be read in two consecutive Senate meetings. Upon second reading, the proposed amendment must pass the Senate by a vote of two-thirds of the entire membership of the Senate before further action may be taken. Following Senate approval, the proposed amendment shall be submitted to a vote of the USA members. Notice of a Constitutional election altogether with a copy of the proposed amendment shall be published in the official student news publication at least one week before the election. A two-thirds majority vote of those casting ballots is required for ratification.

ARTICLE X: Enactment

This Constitution shall become effective upon a favorable vote by the Student Body and approval of the University President, and shall supersede all previous constitutions for student government at Wisconsin State University-La Crosse, provided that nothing herein

contained shall affect the tenure of presently elected representatives, officers, and committee constituency until a general student body election has been held. An affirmative vote of two-thirds of the ballots cast shall be denominated as a favorable vote.

To be included in the By-Laws

See Article V: Section C., a), b), c).....

In accordance with understandings established with officers and members of the Campus Controls Council and with those who were instrumental in drafting the proposed constitution for the United Students' Association, the three faculty-student Boards relating to Publications, Organizations, and Apportionment, identified in the above draft and Constitution as Commissions, by agreement enjoy experimental status for the academic year 1969-70. Each Commission will be formally reviewed in terms of operation and experience at the close of this academic year by the President of the University and/or his agents before any final determination about the future is made.

CONSTITUTION OF STUDENT COORDINATING COMMITTEE

- 1970

Article I -- Name

The name of this organization will be the Student Coordinating Committee.

Article II -- Purpose

Section I -- Objectives

- 1) To coordinate information between faculty committees and student-faculty boards, and to disseminate information to the student body.
- 2) To provide for the expression and referral of student suggestions and concerns.
- 3) To ensure that the participation of students on the faculty committees and student-faculty boards operates with maximum efficiency for the betterment of students faculty and the university.
- 4) To provide representation in the United Council if desired.

Section II -- Authorization

The Student Coordinating Committee will follow the results of the May, 1970 referendum.

Section III -- Procedures

The Student Coordinating Committee will follow the rules and guidelines as set forth in Roberts Rules of Order newly revised.

Section IV -- Quorum

Ten will constitute a Quorum.

Section V -- Amendments

All members of the Student Coordinating Committee must be notified by mail 7 days prior to the final voting on any proposed constitutional amendment.

Article III -- Legislative

Section I -- Membership

Membership in the Student Coordinating Committee will consist of one elected student representative from each faculty committee and student-faculty board. This representative will be selected by board/committee election.

Section II -- Officers

The officers of the Student Coordinating Committee will be a chairman, vice-chairman, secretary-treasurer and corresponding secretary.

APPENDIX D
THE AD HOC COMMITTEE REPORT ON
STUDENT GOVERNMENT
AND
PRESIDENT GATES' REPLY

December 20, 1968

To: President Samuel G. Gates

From: Ad Hoc Committee on Student Government Constitution
Bill Parr, President, Campus Controls Council

Re: Restructuring of Student Government

You may accept this letter as a report of the ad hoc committee on the student government constitution. After many weeks of study and discussion, we have defined the goals of student government, isolated some basic problems, and arrived at tentative solutions. I will attempt to explain to you the major points of our findings.

In addition to various services to the students and to the university, a major function of student government has been defined as that of serving as a representative body through which student opinion may be voiced. The committee concurs with general opinion that the Campus Controls Council has failed in this area. The cause of this failure is lack of interest in this student government on the part of most students. Due to this lack of interest, few people run for positions on C.C.C. and few people vote in elections. This state of affairs can hardly result in the election of a representative body in the usual sense of the term.

The committee believes that this lack of interest is due mainly to a feeling that the C.C.C. does not perform a significant function worthy of serious consideration and interest. People do not believe that the selection of students to serve on faculty and student-faculty committees merits their concern. This lack of interest is reflected in the C.C.C. members who are continually reminded that they are ineffective and not representative.

In order to instill the necessary interest, the committee feels that the Council as a whole must have a significant responsibility or charge. The members, as a group, must have not only the opportunity, but the responsibility of collectively making decisions that will directly affect university policy.

The student-faculty boards are now performing many duties that often fall upon student government. For example, our studies of the student government organizations at other campuses in the state university system have shown that the student governments at four campuses perform the duties given to our Apportionment Board and charges similar to that of our Organizations Board are the duty of student government at six campuses. The functions of our Student Centers Board and Publications Board are also common student government activities. This,

however, is not to suggest that student government activities be limited to these areas.

The committee has decided that if the new organization that we are attempting to establish is to be effective, it must be charged with much more responsibility than is the Campus Controls Council. Before more hours are spent in drafting a new constitution, we would like to know if you will consent to charge the new organization with the responsibility of making official policy recommendations that are now made by the student-faculty boards.

The student government would assign standing committees the responsibilities presently assigned to student-faculty boards. We would hope that the faculty members now serving on these boards would consent to serve on these committees at our request, or, would accept an appointment by you to serve on a particular student government committee.

The important change would be that the student government would have definite and significant responsibilities, responsibilities easily explained to the student body and recognized by the students as worthy of serious consideration.

This, in the opinion of the ad hoc committee, is a necessary step in the development of the type of representative government that is expected of us and that would be most beneficial to the university.

The committee will not meet again until the beginning of the second semester. We hope that by that time we will have your decision, so that if you do not accept our proposal we will have time to consider alternatives to traditional student government. I will contact you after Christmas to discuss this proposal with you. In the meantime, you may direct any correspondence to my home address, 918 1/2 S. 15th, La Crosse.

Sincerely,

Ad Hoc Committee

s/Bill Parr

cc: Dean Hogue

February 7, 1969

Mr. William Parr, President
Campus Controls Council
Campus

Dear Bill:

This is to formally reply to your ad hoc committee recommendation of December 20, 1968, relating to the role and responsibilities of student government on our campus. The committee's specific recommendation was directed to current procedures and long standing relationships existing between the C.C.C. and the several Student-Faculty Boards, and suggested that staff studies and recommendations (which now come directly to the President of the University with informational copies forwarded to C.C.C.) in the future be forwarded to your organization for review, and when necessary amended before transmittal to the Dean of Student Affairs and to the President of the University.

First, I should like to commend you personally for the careful study which you and your committee gave to this problem, and I should also like to thank the members of the Student Personnel Council, the Student Life Council, and the President's Council for their review and consideration. On the basis of the many differing points-of-view expressed by all parties, I should like to officially respond to the ad hoc committee's recommendation subject to ultimate student ratification and approval of your committee's proposed referendum on a revised student constitution.

1. I believe that the best interests of the University will be served by a strong, viable, and responsible student government.
2. The proposed procedure of student government review and amendment of Student-Faculty Board studies and recommendations be approved and implemented initially as an experiment and confined to The Organizations Board, The Apportionment Board, and the Publications Board for the school year of 1969-70. Hopefully our experience will prove to be mutually rewarding.

(You recognize of course that this position reflects a compromise between several strongly expressed positions.)

3. If our student government is to operate effectively in these very sensitive and important areas of responsibility, it will be necessary for the Council to utilize the services and expertise of the professional members of the Dean of Student's staff as well as the special competence of student members assigned or elected to each of the three

Mr. William Parr
February 7, 1969
page 2

committees.

4. The remaining Student-Faculty Boards shall retain those responsibilities currently delegated to them and shall continue to relate to your governmental organization in the same way as at present.

Several major concerns have been expressed repeatedly about the above transition. I should like to call your attention to them so that your governmental organization may carefully consider the inherent problems of implementation.

1. Many faculty and students have expressed concern about the time element which will be required for the new "review and possible amendment procedure." In the real world of calendars and due-dates this could become a significant factor.
2. Representative Student-Board continuity. Currently students accepting Board assignments as freshmen and sophomores tend to remain for several years, thereby gaining valuable experience and know-how which contributes to the overall effectiveness of our programs. Hopefully, your proposed constitution will also provide for adequate due process for student members of the Boards who may be removed from office by your governmental organization.

I sincerely hope that you will now be able to draft your constitutional proposal for submission to the student body this spring.

Sincerely,

Sam G. Gates
President

SGG:ld
cc: Dean Dave Hogue

APPENDIX E
DESCRIPTIONS OF
STUDENT-FACULTY BOARDS AND
FACULTY-STUDENT COMMITTEES
1972-1973

FACULTY-STUDENT COMMITTEE DESCRIPTIONS

The Academic Freedom Committee includes two voting student members chosen by the student body and six faculty members (non-administrative) and an additional member of the faculty designated by the Chancellor for each grievance case. It is responsible for promoting public understanding and support of academic freedom and for promoting agreement upon procedures. Complaints involving recruitment, appointments, promotion, tenure, salary, and all other working conditions shall be referred to this committee.

The Academic Policies and Standards Committee includes four voting student members chosen by the student body, six faculty members and nine by-law appointees. It is responsible for the formulation and periodic review of all local policies and standards concerning the academic status of all undergraduate students.

The Administration Appointments Committee includes two voting student members chosen by the student body and six faculty members. It is responsible for the expression of faculty viewpoints to the administration on the selection of administration officials.

The Commencement Committee includes as voting members two students chosen by the student body and six faculty members including the Vice-Chancellor for Academic Affairs and the Registrar. The committee is responsible for commencement exercises.

The Extended Services Committee includes three voting student members chosen by the student body, six faculty members and five by-law appointees. It is responsible for the planning, coordination, and development of all extension courses offered by the University.

The Graduate Committee includes four voting graduate student members chosen by the graduate student body, nine faculty members, and seven by-law appointees. The Graduate Committee is responsible for the establishment of the curriculum requirements for admission, condition of graduation, recommendation of candidates for degrees, and the selection of recipients for graduate scholarships and fellowships.

The Handbook and Catalog Committee includes two voting student members chosen by the student body and the Vice-Chancellor for Academic Affairs, the Registrar, and four faculty. The committee is responsible for the revision of the faculty handbook and the University catalog.

The Honors and Scholarship Committee includes two students who shall be voting members chosen by the student body and nine faculty members. The committee is responsible for encouraging superior academic performance.

The Improvement of Instruction Committee includes three voting students chosen by the student body and six faculty members, along with the Vice-

Chancellor for Academic Affairs. The committee is responsible for studying means of improving instruction and for recommending teacher improvement leaves.

The Institutional Studies and Research Committee includes three voting student members chosen by the student body, nine faculty members, and four by-law appointees. It is responsible for the encouragement of institutional studies and research.

The Lectures and Concerts Committee includes nine students who shall be voting members chosen by the student body, the Director of Student Activities, and nine faculty members. The committee is responsible for the lectures and concerts program.

The Library Committee includes two students who shall be voting members chosen by the student body, the Director of the Library (non-voting), and nine faculty members. It is responsible for informing the library of instructional changes and anticipated library needs.

The Physical Facilities Committee includes two students who shall be voting members chosen by the student body, and six faculty members. The committee is responsible for expressing to the administration faculty view-points of policies pertaining to campus physical facilities.

The Promotion, Tenure, and Salary Committee includes two voting student members chosen by the student body and nine faculty members. The committee is responsible for the formulation of salary, promotion, and tenure policies of the University.

The Radio-TV Committee includes five students who shall be voting members chosen by the student body, and six faculty members. It is responsible for planning and coordinating radio and television programs of the University.

The Student Affairs Committee includes two voting student members chosen by the student body, and the Dean of Student Affairs (non-voting) with six faculty members. The committee is responsible for expressing to the administration faculty view-points on policies pertaining to student affairs.

The Undergraduate Curriculum Committee includes four voting student members chosen by the student body and the deans of each undergraduate college, the Registrar, the Vice-Chancellor for Academic Affairs and nine additional faculty members. It is responsible for curricula for students in the Colleges of Education, Health-Recreation-Physical Education, Letters and Science, and students in Basic Studies.

The University Budget Committee includes two voting student members chosen by the student body and six faculty members. It is responsible for the expression of faculty viewpoints to the Administration on policies pertaining to the University budget.

STUDENT ORGANIZATIONS

Procedures for Student Organizations

- A. Recognition Procedures. Student groups desiring to function on the campus must be recognized and approved by the Organizations Board subsequent to final recognition by the Chancellor of the University. Official University recognition of a student organization does not necessarily entail specific approval and encouragement of the ideals of that organization; it does, however, entitle an organization to specific privileges listed below:
1. Provisional Recognition. Granted to student groups by the Board for the purpose of establishing the formal organization of the group. The Board may grant such provisional recognition upon the following conditions:
 - a. Submit to the Board through the Director of Student Activities a "Letter of Intent to Organize" containing the following information:
 - (1) Purpose and objectives of the group
 - (2) Statement of need
 - (3) Name(s) of organizing students
 - (4) Name(s) of faculty sponsor
 - b. University facilities may be used for organizational meetings; however, no other activities may be held prior to recognition.
 2. Official Recognition.

STUDENT-FACULTY BOARD DESCRIPTIONS

The Student Life Council consists of five students selected by the student body and six faculty members appointed by the Chancellor; the Dean of Student Affairs acts as chairman. The Student Affairs staff is responsible for the review and referral of recommendations to the Council of non-academic University policies originating from student-faculty boards which concern student life. All student-faculty boards make recommendations to the Chancellor through the Office of Student Affairs. Faculty serve a one-year term. There is no distinction as to class or years of service for students.

The Apportionment Board consists of five students selected by the student body and five faculty members appointed by the Chancellor. Student representation is one freshman or sophomore, one junior, and one senior each serving a three-year term and a fourth and fifth member without class distinction to serve one year, plus three alternates to fill any vacancies which may occur. Student members will be selected on the following basis: one student, of either freshman or sophomore standing, to serve a three-year term; two students, without class distinction, to serve one-year terms; and three alternates, without class distinction, to fill any vacancy which may occur throughout the year. The Apportionment Board is responsible for recommendations to the Chancellor through the Office of Student Affairs for the manner in which funds collected by the state for support of student activities are to be distributed among eligible student organizations. Faculty serve a one-year term.

The Athletic Board consists of five students selected by the student body and five faculty members appointed by the Chancellor. There is no class distinction and officers ordinarily are faculty members. The board is responsible for recommendations to the Chancellor through the Office of Student Affairs for funding of activities fees. Faculty serve a one-year term. There is no distinction as to years of service for students.

The Forensics Board consists of three students selected by the student body and three faculty members appointed by the Chancellor. The forensic coach serves as chairman and administrative officer of the board. The board plans activities and distributes Forensic Board funds for the speech related activities on campus. It is also responsible for recommendations to the Chancellor through the Office of Student Affairs for funding of activities fees. Faculty serve a one-year term. There is no distinction as to class or years of service for students.

The Health Board consists of three students selected by the student body and seven faculty members appointed by the Chancellor and two members of the La Crosse Medical Society (non-voting). It is responsible to the Chancellor through the Office of Student Affairs, to define the objectives and determine the general policy in regard to services to be provided and for the budgeting of funds available to the Health Center. Faculty serve a one-year term. There is no distinction as to class or years of service for students.

The Housing Board consists of six students selected by the student body and seven faculty members appointed by the Chancellor. Student representation consists of one male and one female member of the Residence Hall Association, one student living off-campus and three on-campus students selected at large. The Director of Housing serves as chairman and administrative officer of the Board. The Board is responsible for recommendations to the Chancellor through the Office of Student Affairs for formulation of general policies concerning residence halls and off-campus housing. It coordinates all areas of personnel, business and planning for future development. Faculty serve for a one-year term. No distinction as to class or years of service for students is made.

The Intramural and Recreational Activities Board consists of two students at large selected by the student body and six additional students who are selected by and represent Inter-Fraternity Council, Panhellenic, Residence Hall Association, and Men's Intramural Sports. Eight faculty members are appointed by the Chancellor from the following: Housing Office, Men's Intramural Sports, Women's Recreation Association, Student Centers, Student Activities Office, the College of Health, Physical Education, and Recreation, plus two faculty assistants assigned to administer the Recreational Activities Program. The Board is responsible for recommendations to the Chancellor through the Office of Student Affairs for the administration and coordination of the activities of the Recreation Activities Program, Men's Intramural Sports, Women's Recreation Association, Student Centers Recreation Program, and inter-school competitive activities not governed by the Athletic Board. Planning and development of campus recreational areas and facilities is a responsibility of the Board. Faculty serve a one-year term. No distinction as to class or years of service by students is made.

The Organizations Board consists of six students selected by the student body and six faculty appointed by the Chancellor. The board is responsible for recommendations to the Chancellor through the Office of Student Affairs for formulation of general policies which govern student organizations and coordinate their activities. The Board recognizes student groups, schedules times and places for regular meetings on the campus, coordinates the activities of student groups, sponsors or authorizes the sponsorship of activities of an all-University character, and underwrites any funds required for support of such activities. The Board also maintains the official calendar of campus events. The Director of Student Activities serves as chairman and administrative officer of the Board. Faculty serve a one-year term. No distinction as to class or years of service for students is made.

The Publications Board consists of four students selected by the student body and the editors of the Racquet and the La Crosse, a representative of the Office of Student Affairs, the advisors of the Racquet and La Crosse, and three other faculty members appointed by the Chancellor. It is responsible for recommendations to the Chancellor through the Department of Mass Communications, for general policy regarding publications, and the Office of Student Affairs, for funding of activities fees. Within this framework, the detailed operation is the responsibility of

the editors and their advisors. Faculty serve a one-year term. No distinction as to class or years of service for elected students is made.

The Safety Board consists of two students selected by the student body, plus campus and staff members appointed by the Chancellor. The board members are safety representatives of groups, activities, or buildings directly related to or a part of university functions and/or its physical plant. It reviews suggestions regarding safety hazards, departmental safety programs, and serves as a communications link among building directors. In addition, the board is responsible for student and faculty training for defensive driving and for the recommendations to the Chancellor through the Office of Business Affairs. No distinction as to class or years of service for students or faculty is made.

The Student Centers Board consists of five students from which three are selected by the student body and two are selected by the Student Centers Operation and Procedures Committee. The Chancellor appoints four faculty members, one of whom is the Director of Student Centers. One sophomore, one junior and one senior are selected by the student body to serve through the senior year. The Operations and Procedures Committee selects the other two students without class distinction and for a one-year term. The board is responsible for recommendations to the Chancellor through the Office of Student Affairs for the formulation of general policies concerning the Student Centers.

APPENDIX F
STUDENT GOVERNMENT PRESIDENTS
1923-1973

STUDENT GOVERNMENT PRESIDENTS

1920-1973

<u>School Year Beginning--</u>	<u>Organization</u>	<u>President(s)</u>
1920	The Student Council	Jean Christie, Herbert Bott
1923		Belle Scaffa, Ben Sylla
1933		William Zastrow
1934		Robert Shortell
1935		William Baker
1936		William Baker
1937		Ever Silvernagle
1938		Palmer Peterson
1939		Merrill (mike) Convis
1940		Arthur Fenske
1941		Leo Kenney
1942		Frank Werling
1943		Marian Stancevic
1944		Margaret Kleeber
1945		Carol Austin
1946		Paul Schwartz
1947	The Campus Controls Council	Armin Scheurle
1948		Robert Hussey
1949		Robert Weiss
1950		Charles Behnke
1951		Ashley Ellefson
1952		David Gessert
1953		David Gessert
1954		Rollo Taylor
1955		William Hutchins
1956		Ole Nederloe
1957		Robert Knilaus
1958		Kenneth Renning
1959	David Hussey	
1960	John Doty	
1961	James Huhn	
1962	Lonnie Smith	
1963	Larry Brueggeman	
1964	Bruce Walters	
1965	Herman Dustman	
1966	James Smart	
1967	Daniel Foley	
1968	William Paar	
1969	United Stu. Assn.*	Joel Helke
1970	--	--
1971	The Student Co-	Tony Tanke
1972	ordinating Comm.	George Novak

* The United Students Association was never officially approved by the President of the University thus it was never an official student governing body.

APPENDIX G
THE QUESTIONNAIRE

March 27, 1973

I am a graduate student at the University of Wisconsin-LaCrosse, completing my Masters Degree in Student Personnel Services. One of the "challenges" of completing a degree is the writing of a thesis; this being the "challenge" I am currently dealing with and for which I am requesting your assistance.

My topic for research is tracing the development of student governance on this campus; including the formation, constitutions, duties, projects, and the eventual demise of each group. I have been able to sift a lot of this information from student government and faculty minutes, committee reports, Racquets and yearbooks, and other sources within the archives; but I still lack a great deal of information, particularly that gained through personal reflection and insight.

I have found from my research that you were the president of the student governing group that was in existence while you were a student. Having served in this capacity, I hope that you can recall and jot down some of the personal reflections and insights referred to above. To provide some direction and idea of the type of information desired, I have listed several questions on the next page. Any information that you could supply in response to these questions would be very useful and greatly appreciated.

Thank you in advance for your assistance in helping me to complete my research: If I could receive your response some time on or before April 13, 1973, I will be able to get the information compiled before Spring Break. I have enclosed a return envelope for your convenience.

Again, my thanks.

Sincerely yours,

Clifford Heise
Enc.

8. From your knowledge and perception, what types of matters were handled by these boards and committees. Circle just one response:
- | | |
|------------------------|---------------------------------------|
| A. Social | E. Social and Administrative |
| B. Academic | F. Academic and Administrative |
| C. Administrative | G. Social-academic and Administrative |
| D. Social and Academic | H. Do not recall |

9. If you were a member of a student-faculty board(s) or committee(s), please state which one(s). Also list some of the functions and duties of that board(s) or committee(s).

10. In your opinion, how effective was this board(s) or committee(s) in accomplishing their goals?

:	:	:	:	:
Very	Somewhat	Average	Slightly	Ineffective
Effective	Effective		Effective	

11. As you perceived it, to what degree did students participate in formulating academic policy while you were in office?

:	:	:	:	:
Very much	Active	Some	Minimal	No
Participation	Participation	Participation	Participation	Participation

12. In your opinion, what role should students have had in academic policy formation while you were a student?

13. In your opinion, what role should students have in academic policy formation today?

14. Would you like to receive a summary of the results of this survey?
 Yes _____ No _____

FOLLOW-UP POST CARD

April 16, 1973

Dear Friend:

About two weeks ago you received a questionnaire regarding the activities and accomplishments of the student government while you were president. You may have set this aside with intentions of completing when you had a few spare minutes.

Time is also passing very quickly for me and the deadline for my thesis is rapidly approaching. I would appreciate your completing the survey and returning it at your earliest convenience.

Thanks for your assistance.

Sincerely yours,
Clifford Heise