

EFFECT OF STUDENT UNION COMMITTEE PARTICIPATION IN RETROSPECT,
WISCONSIN STATE UNIVERSITY, LA CROSSE, 1960-70

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by
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ABSTRACT

The purpose of this descriptive study was to investigate the effect of Student Union committees at Wisconsin State University, La Crosse. Areas concentrated on to measure effect included acceptance into graduate school, acquisition of employment, and post-college citizenship. General questions on the value of committee participation and just why did these former students join a Student Center committee also played a role in the investigation.

A questionnaire provided the basis for the study. It was pretested and then mailed to 72 former Student Union leaders. The sample consisted of those who had served on the Student Union Board, or were members in an executive capacity of any other Student Union committee between 1960, and January, 1970. Names were obtained from past minutes of committee meetings. Sixty-one persons or 84.7 per cent responded to the questionnaire.

Based upon the results of the questionnaire, it was concluded that Student Union committee participation did have a positive effect upon the three variables of graduate school, employment, and post-college citizenship for former officers. Furthermore, one's experience in committee work was deemed valuable. It was also concluded that the majority of past Student Union leaders joined a committee due to being asked or influenced by a friend or acquaintance, and as a result of sheer interest.

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CHAPTER I
INTRODUCTION

Student organizations and committees are part and parcel of the university community. In essence, they provide a medium whereby students may learn leadership qualities, mature due to socialization, become motivated through involvement, increase their knowledge as a result of discussion, and contribute in a pragmatic manner to the university community. Immeasurable worth is exhibited. According to an article on Student Union committee work and its importance, "The contribution made by individuals and groups voluntarily is the real foundation of a democratic society (7:299)."

Although many committees and organizations on the Wisconsin State University, La Crosse campus may exemplify these traits, this study pertained only to Student Union committees. Furthermore, this paper was designed to evaluate the effectiveness of Student Center committees in three specific areas; effect on acceptance into graduate school, effect on becoming gainfully employed, and effect on citizenship within the community upon graduation.

Also, a number of opinion questions were asked to ascertain if the committee experience was conducive to contributing to one's education. Finally, an open-ended question was employed to find out why these students did join a Student Center committee.

From a general perspective, little research has been published

from other campuses on these three issues or the general questions. This was the first study of this type initiated at Wisconsin State University, La Crosse.

Statement of problem

This study represented an investigation of the effectiveness of Student Union committees at La Crosse from their inception in 1959, to January, 1970, with regard to entrance into graduate school, acquisition of employment, and citizenship displayed within the community, of a selected number of past committee executives. General questions relating to the value of their Student Center experience and specifically why did they join a committee were also asked.

If the college union is really fulfilling its role as "...part of the educational program of the college..." and if the Student Union "...serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy..." the answer to these questions were expected to be born out positively by this study (4:72). Hence, the questionnaire was designed with this vivid statement of role in mind.

Purpose

The purpose of this seminar paper was to determine the effect of Student Center committees on opening up avenues (citizenship, graduate school, and employment) for the student, and influencing his daily activities upon graduation. Furthermore, the general questions were aimed at determining if the student's committee experience was a valuable one.

Need for the study

Student Union life, generally, is regarded as part of the educational experience. "The place of the union on campus is no longer questioned; it is now as normal and necessary a part of college as a gymnasium or library (17:17)." Student Centers are accepted as part of the university complex. However, the Student Union and what it stands for is relatively new to the Wisconsin State University system, and for the purposes of this paper, the La Crosse campus (1:10). The local Student Union was completed in 1959.

Hence, there is a need to inform students, faculty, and administrators alike of the influence of and the benefits derived from Student Center committee participation. Hopefully, the results of this study will also be such as to aid in the recruitment of future committee members and to stimulate those presently serving. As one gentleman stated in 1947, "...to evaluate objectively the importance of the campus center is difficult, but to miss its significance in the over-all education picture is impossible (2:121)."

Learning takes place both inside and outside of the classroom. In 1955, Mr. Fred Weaver, presently Vice President of University Relations at the University of North Carolina, stated:

Student life outside the classroom can coordinate, enrich, give meaning to the students. College is not a place where students come but a place where students join...The distinction between curricular and extra or out-of-class activities cannot be made. What students do in out-of-class life has as much effect on the student as anything he learns in the classroom...Student life is not a side-show, it is not child's play, it is the heart of the college (18:9).

The Student Center is one medium to fulfill an individuals aspirations outside of the classroom. Hopefully, the students, faculty, and

administrators will be able to draw some evidence from this survey that reveals Student Union committees do have a positive effect on their members that contributes in an educational fashion conducive to developing the whole person.

Delimitations

The participants were all enrolled at one time or another at Wisconsin State University, La Crosse between 1960 and January, 1970. Also, they had served in some capacity, especially as members of the Student Union Board or chairman of a Student Center committee during this period. Out of the 61 returned questionnaires all but three respondents had graduated from a four year college or university, and the vast majority graduated from Wisconsin State University, La Crosse. The survey was conducted during the month of May, 1970.

Definition of Terms

Student Centers, Student Union and Union are used interchangeably.

Citizenship refers to the number of activities participated in by the respondent since graduation and whether or not the person occupies an office within the activity. Also, their political involvement is employed as a measure of citizenship.

Limitations

The persons selected for the sample were only those who had previously belonged to the Student Union Board or had served as chairman of a committee or in some other important committee role such as head of a sub-committee, or leader of a fact-finding group. Many students in the sample were also members of other organizations within

the university and hence this may have influenced the results. Personal, parental, or peer group influence could not be measured.

It should be noted that the more recent graduates could not be expected to have belonged to as many post-college activities as those alumni who graduated in the early or mid 1960's. Furthermore, the survey lends itself to describing Student Union leaders rather than comparing them with non-Union participants or any other group for that matter.

Out of 72 questionnaires mailed to previous Student Center leaders, 61 or approximately 84.7 per cent responded.

CHAPTER II

RELATED LITERATURE

Specifically, little has been published about Student Union Committees and their effectiveness. Rather, it appears that individual studies have been done on many campuses and these haven't been published for perusal by other institutions (3). However, this should not belittle the role of the Union. Even Congress has stated that Student Centers are an "educational facility" and "essential service" and consequently deserving of governmental financial support (4;14). With the growth of the field of Student Personnel Services and the development of a microfilm and microfiche program by the Association of College Unions - International, a dearth of research material will no longer be the rule (3).

Two papers in particular provided a wealth of information for a study of this nature. Minahan, University of Wisconsin, 1957, entitled her thesis The Relationship of Union Committee Experience At the University of Wisconsin To Post-College Citizenship. She deduced "...that Union activity, in general, accompanies and even encourages later citizenship activity...(13:30)." The other paper, by Jarvis, University of Minnesota, 1957, was entitled "A Study of Attitudes Among Student Leaders at Coffman Memorial Union."

The related literature, which immediately follows, was presented according to effect of committee experience upon graduate school, employment, and citizenship. A general category to include other pertinent literature was included.

Graduate School

With regard to acceptance into graduate school, and especially the idea of Student Union committee experience aiding in this acceptance, no material was located. However, in a letter from Chester A. Berry, Executive Director of the Association of College Unions - International, it was stated:

I know of no information concerning the impact on admission to graduate school. Admission requirements tend to vary with institutions and disciplines. Several union directors, myself included, know that our recommendations concerning students were instrumental in admission to professional schools because we have been told so by the officers involved (3).

Employment

Concerning employment, for this issue to be a valid one, the question may arise just how can ones' committee experience contribute to his employment? Porter Butts, present Editor of Publications for the Association of College Unions, stated in 1964 that three-fourths of those who fail in employment do so since they aren't able to cope with others, not that they aren't capable of doing the work (8:287).

Jarvis (1957) in her questionnaire directed at actual and potential leaders of Coffman Memorial Union, inquired if their Union activities gave them a better opportunity to meet more and a greater diversity of students than other activities to which they belonged. Of the total leaders, 63 per cent agreed, 27 per cent disagreed, and 11 per cent were undecided (11:32).

Similarly, Minahan in her study, through a questionnaire, discovered that 20 per cent more Student Union than non-Union graduates received "opportunities for getting better acquainted with fellow

students" through their Student Center experience (13:12). Also, approximately 14 per cent more Union than non-Union respondents cited "...the value of activities in providing an opportunity to learn to understand and get along with people..." in reference to the merit of ones' extra-curricular experiences (13:17).

Assuming the statement by Butts on why people fail in their employment endeavors is valid, the findings of Minahan and Jarvis appear to indicate the significance of the Student Union and its members with respect to getting along with others. More so in fact, than other college activities.

Edwin O. Siggelkow, immediate Past President of the Association of College Unions, in an article entitled "The College Union and Leadership Development," stressed pragmatic considerations of Student Union committee experience and how these things were especially related to training programs offered by business or industry, and the government (4:104). A research article, entitled "Employer Preference for Activities or Scholarship," concluded that all fields, except technical research professions, preferred students who were active in extra-curricular pursuits, even if scholarship suffered (5:247).

Jarvis posed the statement to her sample that the expectation of participation in Student Center activities would help the individual in obtaining a good job upon graduation--agree, disagree, or undecided. Forty-seven per cent agreed, 25 per cent disagreed, and the remaining 28 per cent were undecided (11:26). She commented that staff people should emphasize the vocational benefits of Student Center participation, assuming they believed it aided students in becoming gainfully employed (11:26).

Concerning the role of the Student Union with regard to effectiveness on a job, Minahan found that approximately 48 per cent of the Union respondents rated their committee experience as first in importance (13:15). No other single activity was rated within 40 percentage points of their Union experience and its contribution to job performance (13:15).

In an unpublished study, entitled "What A Student Worker Wants From His Union Service," "vocational training" was ranked 11th by committee members, 10th by chairmen, and 12th by advisors (15:3). However, by members belonging to the News Bureau and Public Relations Committees, and the Gallery Committee, it was ranked second and third respectively (15:3). In essence, it appears that the committee the person belonged to, especially those vocationally oriented ones, may have had value with respect to future employment. At least in this particular study.

Generally, the effect of committee endeavors on employment is a difficult variable to measure. If the essence of employment is getting along with others, the committee experience can be an invaluable asset.

Citizenship

One of the goals of higher education is to develop a "well-rounded" individual. Voluntary, extra-curricular activities, of which Union participation is one, may play a role in this development. It has been said of voluntary organizations, that they "...contribute toward the creation of an alert, concerned and responsible public (12:6)." Surely, this is citizenship! Student Union committees have contributed to citizenship in other fashions. For example, they have trained

members "...in constructive self-government and in leadership in community affairs (8:292)." Involvement in budgeting is conducive to citizenship education (18:10). Participation in group interaction, as a means of aiding leadership training, is another method to aid later citizenship responsibility (4:104).

Related to this latter point on leadership, Jarvis's study indicated that 57 per cent of the sample felt that Union activities presented a greater opportunity for leadership training, than did their other activities, with 31 per cent disagreeing and 12 per cent remaining uncommitted (11:28).

As stated earlier, Minahan (1957) firmly believes that Student Center participation is relevant to citizenship upon graduation. Furthermore, her study indicated that 47 per cent of the Union respondents rated their committee participation as "...first in importance as a contribution to their Civic and Community Interests... (13:15)."

On the topic of political activity, assuming it is a part of citizenship, Minahan's study revealed that Union graduates were "somewhat" more active than non-Union graduates (13:11). More specifically, with regard to Union graduates, it was revealed that 14.7 per cent were dues paying members of a political party, 20.6 per cent had campaigned politically, 40.6 per cent contributed monetarily, and 10 per cent were candidates for office at one time or another (13:12). In all categories, the percentages were greater for the Union than Non-Union alumni.

It should be stated that not everyone agrees with the role of the

college Union. In one article, "stuff" and "nonsense" were the terms used to describe the Union's status as a "laboratory of democracy (6:216)." Other critics referred to Student Centers as merely a "frill (16:39)."

However, it appears that Student Centers represent a "necessary" part of the present day college campus (7:61). Along with the various faculties, Student Unions also serve an increasingly important role in "educating students (19:17)," including "educating for citizenship (9:243)."

General

A number of questions asked on the survey could not be categorized under the previous headings of graduate school, employment, and citizenship. Regardless, literature was found relevant to these Union-related questions. Again, the Minahan and Jarvis studies provided the basis for most of the data.

Related to participation in high school and other youth organizations, Jarvis discovered that 3 per cent of the total Union leaders (actual and potential) had belonged to no activities, 47 per cent participated in one to five, and 39 per cent in 11 or more (11:15). In addition, her study indicated that almost 90 per cent of the sample held an office in at least one or more organizations during high school (11:16).

A number of studies revealed that leadership training was significant to committee members. Schmidt's work disclosed that the "opportunity for leadership and responsibility" was ranked second by committee members, in relation to what they wanted from their Union service (15:1). From the results of Jarvis's publication, it was

revealed that more than half the sample felt the Union offered the best leadership training, in relationship to their other activities (11:28). In the Minahan thesis, 81.8 per cent of the Union graduate sample learned or received leadership during their committee experience and only 45.7 per cent of the non-Union sample indicated that they learned leadership within their activities (13:12). However, only 12.6 per cent of the Union graduate sample cited leadership training as any value in relation to college extra-curricular activities (13:17). It should be noted that Schmidt's (1962) survey was completed five years after the Minahan (1957) one, nor did it go back in time as did Minahan's which surveyed past committee members who had attended the University of Wisconsin as early as 1920.

Tinney (1954) in her thesis was not as conclusive concerning leadership. Yet, she was more interested in formal educational leadership programs within the Union. She offered some hope by stating that "...there are indications of definite interest in leadership and participation education..." in the Union (18:12). The year of this thesis should be kept in mind by the reader. Although there is no conclusive evidence available, it is assumed that many Student Unions send their committee members to leadership conference programs if they don't have one of their own.

On the topic of forming new friendships as a result of committee participation, the Minahan study showed that 91.2 per cent of the Union graduates received opportunities for becoming acquainted with ones' cohorts (13:12). Somewhat related, in the Jarvis study, 63 per cent of all leaders indicated that Union involvement gave them

the opportunity to meet a greater percentage and diversity of students than did their other activities (11:32).

Furthermore, Student Center participation in receiving a "good education" and contributing in a "worthwhile way" to the total spectrum of the university was agreed upon by the total leaders 87 and 64 per cent, respectively (11:29, 34).

Union staff people should be aware that some students (31 per cent agreed with the statement and 20 per cent remained undecided) surveyed by Jarvis felt committee procedure was too complicated (11:38). However, this probably wasn't a result of staff influence, since only 5 per cent of the sample marked that the staff interfered too much in committee meetings (11:39).

Also, the Jarvis study showed the Student Center, at least Coffman Memorial Union, did not have a corner on the market over other activities when these other activities were compared with Union functions on an "important and interesting" basis (11:41). This would tend to indicate that these students were active in other organizations, and perhaps could best be described as "student" leaders as well as "Student Union" leaders.

CHAPTER III

METHODOLOGY

I. THE PROBLEM

Primarily, the study represented an investigation of the effectiveness of Student Union committee participation. Three areas under examination were (1) aid with acceptance into graduate school, (2) assistance in acquiring employment, and (3) the influence of committee partaking upon post-college citizenship. A number of general questions were asked to obtain a broad overview of the benefits derived from committee participation and, in part, to measure the effect of staff involvement.

The study was based on the assumption that Student Center committee participation was a positive force with regard to future graduate school enrollment, employment, and citizenship. Furthermore, it was assumed that one's involvement was a meaningful and educational one.

II. THE SUBJECTS

The list of subjects was derived from the minutes of the Student Union Board meetings and various committee minutes such as those from the Operations and Procedures Committee. Meeting minutes used to select this sample were dated from 1959, the Student Union's date of inception at Wisconsin State University, La Crosse, to January, 1970. Only those students who served on the Student Union Board or in some executive

capacity of the other committees were selected for the sample. Selection included those who headed a sub-group or research group of a Student Center committee. Also, to be a part of the sample, the person must have terminated his enrollment at Wisconsin State University, La Crosse by January, 1970, whether through graduation, transferring, or dropping out for one reason or another.

Although an initial list of approximately 85 names, of former Student Union leaders who fit into the defined sample was attained, up-to-date names and addresses of only 72 were found recorded in either the Alumni or Registrar's Offices of the University.

III. THE DATA

The data used in the study were obtained through a questionnaire devised to acquire material relevant to the purpose of the paper. Hence, the number of questionnaires returned was deemed important with regard to validity. Consequently, although the questionnaire was somewhat lengthy, five pages, it was designed to be completed mainly by making simple checks in the chosen designated areas (See Appendix). Confidentiality was emphasized and in the section dealing with political information, a category, "Consider this privileged information," was included for each question. Also, the administration of the study was not associated with the Student Centers.

Dr. Robert Steuck, present Assistant to the President and the first Student Union Director at Wisconsin State University, La Crosse, wrote a cover letter asking the participants to give this endeavor their full cooperation. With approximately 85 per cent return, obviously they did.

The questionnaire

The first section of the questionnaire dealt with personal data. Included here were sex and marital status, age, present employment status, number of children, year of college graduation or termination, undergraduate major, and undergraduate college. Marital status, number of children, year of college graduation, and one's employment were considered significant with regard to post-college citizenship.

Also, related to citizenship, the respondents were asked to indicate the number of high school or community youth organizations they belonged to, and similarly, their participation in Student Union committees, other college activities, and post-college community activities including whether or not an officership was held. A section on political participation followed. To discover the importance of their Student Union involvement in relation to their "interest in civic and community affairs," they were asked to rate the campus activities to which they belonged with regard to this factor.

Following, a number of questions on graduate school and employment were posed to determine what effect committee participation may have had. Again, concerning employment, the respondents were asked to rate their campus activities in order of their importance as a contribution to "effectiveness on a job."

The fourth general category of questions required only a simple "yes" or "no" reply. Mainly, these questions were asked to supplement the purpose of the paper and to derive pertinent information from respondents based upon their reflections about Student Center committees.

Finally, an open-ended question was employed to find out why these people did join a Student Union committee.

After a tentative questionnaire was drawn up, a pilot study was conducted. The questionnaire was given to the counseling practicum class (Student Personnel Services, 785) for the academic year 1969-70, spring semester. A number of suggestions were rendered from the pre-test and some were incorporated into the final draft.

Administration of the questionnaire

The numbered questionnaires were mailed with the cover letter and a self-addressed and stamped envelope on April 30, 1970. In mid-May, after approximately 65 per cent had responded, follow-up notes were sent on post-cards as a reminder to complete and return the questionnaires as soon as possible. This resulted in almost 20 per cent more returns by mid-June for a total of 61 out of 72 or 84.7 per cent response.

CHAPTER IV
ANALYSIS OF DATA

A questionnaire was used to obtain the main information and, hopefully, the understanding about the effect of Student Union committee participation in this descriptive study. Percentages were employed as a measuring device in some cases. Only a few attempts were made at comparison in the study and they remained within the limits of the sample and questionnaire as well as the purpose of the paper.

I. PERSONAL DATA

Information on the personal data, as gathered and tabulated from the questionnaire, may be found in Tables 1 through 7. These tables, as numbered, also correspond to questions one through seven on the questionnaire.

Within the area of sex and marital status, there was a rather even distribution of single male and female, and married male and female (Table 1). Furthermore, it was significant that of the total number of past Student Union leaders who responded, 31 were male and 30 female.

The majority of the respondents fell within the 22-25 year and 26-29 year age brackets (Table 2). Since no one was under 21, questions 13 through 17 on politics were more valid.

Responses to question number three, on present status or employment, reflected one of the main roles of Wisconsin State University, La Crosse, the responsibility of the institution to produce

TABLE 1
SEX AND MARITAL STATUS

	NUMBER
Single Male	11
Single Female	12
Married Male	20
Married Female	18

TABLE 2

AGE

YEARS	NUMBER
18-21	0
22-25	25
26-29	24
30-33	10
34-37	2
38 and over	0

teachers. A total of 29 people, or 48 per cent of the sample fell into the areas of teaching or graduate student-teaching. It was also interesting to note that eight persons, or 13 per cent, were in Student Union or Student Union related work such as Student Personnel Services or Recreation (Table 3).

Under the heading of number of children, even though 23 of the respondents were single, 14 married couples indicated they had no children (Table 4). Of those who had children, the vast majority of them fell into the one to two range with no married person having more than three to four.

The year of college graduation again did not appear to produce anything that might have tended to have biased the results (Table 5). Twenty-eight respondents graduated in 1965 or earlier, 29 between 1966 and January, 1970, and four indicated they had not graduated as yet. The year 1965 has been used as a dividing point here, as it will be later for comparison purposes, since it provided a natural breaking point between 1960 and 1970. It was also the year Samuel Gates began his term as President of the University. During this same year, Dr. Steuck, former Student Union Director, became the Dean of Student Affairs, and Mr. Donald Strand, former Assistant Director of the Student Union, became its new Director. Furthermore, it was only one year after the completion of the north wing of the Student Center building. Hence, news about the Union, with both its physical and personnel changes, was very prevalent during and around 1965.

In the area of undergraduate major(s), one of the strong majors of the institution led the list (Table 6). Physical Education was the

TABLE 3
PRESENT STATUS

	NUMBER
Graduate Student-Teaching	9
Teaching	20
Student Personnel Services	3
Student Union	2
Government	2
Business or Industry	8
Recreation	3
Housewife	5
Graduate Student	1
Military Service	2
Other	6

TABLE 4
NUMBER OF CHILDREN

CHILDREN	NUMBER
0	37
1-2	19
3-4	5
5-6	0
7 and up	0

TABLE 5
YEAR OF COLLEGE GRADUATION

YEAR	NUMBER
1960	2
1961	2
1962	4
1963	5
1964	8
1965	7
1966	7
1967	9
1968	4
1969	5
1970	4
Did Not Graduate	4

TABLE 6
UNDERGRADUATE MAJOR(S)

MAJOR	NUMBER
Art Education	1
Biology	3
Business Administration	2
Chemistry	1
Driver Education	1
Elementary Education	7
English	12
Health	1
History	6
Mathematics	4
Nursing	1
Pharmacy	1
Physical Education	18
Physics	3
Political Science	1
Psychology	2
Recreation	8
Secondary Education	1
Social Studies	2
Sociology	4
Spanish	1
Speech	5
Theatre	1

TABLE 7
UNDERGRADUATE COLLEGE

	NUMBER
Letters and Science	15
Education	20
Health, Physical Education, and Recreation	26

other half between 1966 and January, 1970. Two factors may have limited community participation somewhat. Fifteen per cent of the sample was enrolled in graduate school. Also, the entire sample exhibited a great deal of youth with over 80 per cent falling into the age range of 22 to 29 years of age.

Generally, though, from the personal data, it was concluded that the areas that would especially have had an effect on citizenship, such as marital status, year of graduation, employment status, and number of children, provided nothing to alter the results for the purposes of this paper.

II. GRADUATE SCHOOL

Questions 18 through 21 pertained to graduate school and the effect of Student Center committee participation on acceptance into and success in graduate school. Out of the total number of former Student Union leaders who returned questionnaires, 32 or over one-half, have attended or are still attending graduate school. The fact that many of those included in the sample were teaching, may have accounted for such a high number in graduate school.

Out of those 32 who have attended or are attending graduate school, ten, or approximately one-third, sought advice or received a letter of recommendation from a Student Union staff person with regard to acceptance into graduate school. One respondent qualified his answer by indicating "not yet."

Only nine students indicated that Student Center participation aided their acceptance into graduate school. However, a number added the comment, "don't know."

The response to question 21 was slightly more favorable with regard to the effect of Student Center committees. Over one-third, or 12 former students specified that their undergraduate experience on Student Union committees contributed to their success in graduate school.

As revealed by the review of literature, there was a dearth of information on this particular topic, graduate school. Hence, only general implications may be made. From the results of this study, however, Student Union committee experience appeared to aid in the acceptance into and success of one-third of the former Union leaders who went on to graduate school.

It was the same nine or ten students who answered yes to questions 19 through 21, so their experience seemed to have been a truly worthwhile one.

III. EMPLOYMENT

On the topic of employment, and specifically whether Student Center participation had aided in one becoming gainfully employed or if it had aided ones' effectiveness on a job, questions 22, 23, and 11B pertained.

Twenty-four respondents, representing almost 40 per cent of the sample, indicated that their Student Union committee involvement was a factor in their procurement of employment. Furthermore, as derived from question 23 concerning letters of recommendation or introduction and references from Student Union staff, 42 per cent or 26 respondents answered "yes," they had used the staff when finding employment. Two of the sample answered "don't know" to this question since they couldn't remember if they had or had not availed themselves of Student Union personnel in this regard.

On question 11B, in which they were to rate the campus activities that they participated in as to their importance in contributing to effectiveness on a job, 21 respondents (34 per cent) placed a Student Union committee first. A total of 13 (21 per cent) did not answer the question or stated none contributed. Hence, 27 (44 per cent) placed other activities first in importance.

It should be remembered that Student Center committees were being rated against most other organizations on campus. In this respect, of those sampled who placed the Student Union committees or other

organizations first, no one area (including general headings such as Social Clubs or Professional Clubs) received as many first place rankings as a Student Union Committee. In fact, Professional Clubs was rated first by only nine respondents. Yet, this was a higher ranking than any one other area or organization listed in question 10.

Athletics and Intramurals were ranked first in importance by only six persons even though 18 of those sampled were enrolled and graduated as Physical Education majors.

Minahan, in her study, indicated that the Student Union's importance with regard to effectiveness on a job was rated higher than "...almost seven times the number that specified any other activity as a top ranking contribution (13:15)." Also, 48 per cent of her Union sample, compared to just over 34 per cent in this study, ranked the Student Center first in importance concerning effectiveness on a job (13:15).

Thus, based on question 23, just over 40 per cent of the sample used the Student Union staff as resource people in hopes of receiving employment. Furthermore, according to the results of question 22, approximately 40 per cent indicated their Student Union committee participation was a factor in their attainment of employment. Thirty-four per cent of the sample placed a Student Union committee first in importance as a contribution toward "effectiveness on a job." Professional Clubs received the next largest percentage with nine respondents, or 15 per cent, indicating that it contributed the most to "effectiveness on a job."

IV. CITIZENSHIP

The problem of measuring the variable of citizenship was difficult. However, there was more conclusive information to draw upon from the questionnaire than the other two variables of graduate school and employment exhibited. The number of post-college organizations and officerships held, political activity, interest in civic and community affairs as a result of Student Union committee participation and, to a lesser degree high school or community youth organization involvement, were used to measure this variable.

Pre-college participation

The results of question eight, participation in high school and community youth organizations, tended to indicate that the sample was also active before entering University (Table 8). Only 5 per cent of the sample stated that they did not belong to any high school or youth organization. Moreover, 8 per cent indicated that they had participated in 11 or more pre-college activities. The vast majority fell into the one to five range (57 per cent), while 30 per cent were involved in six to ten activities before college entrance.

Jarvis, in her study of actual and potential leaders of Coffman Memorial Union at the University of Minnesota, discovered that 3 per cent had not participated in pre-college activities, 47 per cent were involved in one to five, 39 per cent in six to ten, and 11 per cent in 11 or above (11:15). Hence, in none of the four categories of her study were the results more than 10 per cent different from those sampled as Student Union graduate leaders of Wisconsin State University, La Crosse.

TABLE 8
HIGH SCHOOL OR COMMUNITY YOUTH ORGANIZATIONS

NUMBER BELONGED TO	NUMBER OF RESPONDENTS
0	3
1-5	35
6-10	18
11 or more	5

Generally, the Student Center leaders sampled appeared to be quite active in community and high school activities. Whether or not this had an effect on their college participation could not be measured.

College participation

Good citizenship may also be exhibited during ones college career. In part, participation in various committees and organizations lends itself to citizenship. Although the sample was chosen as a consequence of their Student Union leadership (Table 9), it should be noted that they were also very active in other campus organizations (Table 10).

The 61 respondents belonged to a total of 139 Student Union committees and they held officerships in 69. Similarly, they participated in a total of 236 other campus organizations and they held 78 officerships. In total, each respondent participated in an average of approximately six committees or organizations.

To describe this average further, each person sampled was a member of 2.26 Student Union committees and 3.87 other campus committees or organizations. However, for approximately every two Student Union committees they were a member of, they held at least one officership. For their other campus activity or organization participation, they held only one officership per three activities. If a part of citizenship may be measured by leadership capacity, they were more active and tended to exhibit more citizenship within Student Union committees.

Post-college participation

As implied previously, the personal data by itself did not relate anything too unexpected. However, when this data was used in

TABLE 9
STUDENT UNION COMMITTEE PARTICIPATION

COMMITTEE	NUMBER THAT BELONGED	NUMBER OF OFFICERS
Student Union Board	22	14
Operations and Procedures	44	22
Entertainment	12	7
Cultural Arts	5	2
Recreation	14	8
Food	16	5
Public Relations	15	8
Bookstore	5	1
Other	7	2

TABLE 10
OTHER COLLEGE ORGANIZATION PARTICIPATION

ORGANIZATION	NUMBER THAT BELONGED	OFFICERS
Social Clubs (e.g. Fraternities)	40	28
Professional Clubs	29	8
Student Government	20	8
Residence Hall Council	23	9
Religious Organizations	22	5
Student Publications	14	4
Service Organizations	17	5
Intramurals	30	3
Athletics	20	1
Special Interest Clubs (Pompon Girl, Cheerleader, etc.)	20	7

conjunction with the question of citizenship, its meaning and significance became very relevant.

Those who returned questionnaires had participated in 200 community activities or 3.28 activities per person since leaving college (Table 11). The Union graduates surveyed by Minahan averaged 6.6 activities per person (13:9). In part, this may be attributed to the number of community activities listed by Minahan, including the category of "other." However, more important, this was where the personal data when taken into consideration, revealed some interesting statistics.

First, it should be noted that Minahan's (1957) study went back approximately 35 years. Only ten years were covered in the present study. Consequently, age played a major role in determining the number of organizations participated in by former Student Union leaders.

Of the 25 students in the age range of 22 to 25 years, participation was 2.24 activities per person. Similarly, of the 24 students in the age range of 26 to 29 years, participation was 3.79 activities per person. As could be expected, the oldest, or those in the age grouping of 30 to 33 years, numbering ten, averaged 4.4 activities per person. The number of respondents in the age range of 34 to 37 years, two, was too small to compute any reliable statistics.

The age factor was further born out through the personal data when related to the year of college graduation. From 1960 through 1965, 32 respondents partook in 134 activities or 4.19 per person. Meanwhile, those 29 respondents who graduated from 1966 through January, 1970 participated in only 69 post-college activities or 2.38 per person. Also, the fact that few officerships were held (24) in relation to the total number of organizations (200) belonged to, may be due to the age variable.

TABLE 11
POST COLLEGE ACTIVITIES

ACTIVITY	NUMBER BELONGED TO	OFFICERS
Arts	10	1
Community Service	25	4
Church Related	28	2
International Relations	3	0
Interracial Relations	8	1
Political Organizations	9	1
School Related	34	6
Service Clubs	18	3
University Related	14	1
Veterans Groups	0	0
Vocational Organizations	15	0
Women's Clubs	13	1
Youth Organizations	23	4

In conclusion, realizing the importance of Student Union participation with regard to citizenship, age appeared to be a major factor in relation to involvement in post-college activities. Furthermore, if the Student Union concept had existed at Wisconsin State University, La Crosse before 1960, it is believed that those sampled graduates would have belonged to more post-college activities than the more recent Student Union graduates.

Political activity

The topic, political activity, was employed as a measure of citizenship. Replies to questions 13 through 17 are shown on Table 12. Approximately 88 per cent of the sample indicated they had voted in the last local, state, or federal election. Minahan's study showed that an average of 91.4 per cent of the Union graduates participated in the three types of elections (13:11).

If this be the case, and considering nationally that approximately only 64 per cent vote in a presidential election, although over 70 per cent in Wisconsin, education and perhaps Student Union committee influence plays a significant role in citizenship (10:34-35).

However, none of the sampled Student Union alumni had ever run for a political office. Also, only 5 per cent were due paying members of a political party.

A certain amount of active citizenship was exhibited by the sample considering that 28 per cent campaigned for a political party or candidate. Twenty-one per cent contributed monetarily to a political party or candidate even though only 5 per cent indicated paid membership affiliation. It is this type of participation that lends itself to good citizenship.

TABLE 12
 POLITICAL ACTIVITY (by per cent)

VARIABLE	YES	NO	PRIVILEGED INFORMATION
Due paying member of a political party	5	93	2
Voted in last local, state, or federal election	88	7	5
Candidate for election to a political office	0	100	0
Campaigned for a political party or candidate	28	70	2
Contributed monetarily to a political party or candidate	21	77	2

Interest in civic and community affairs

On this general topic, with regard to rating the importance of campus activities participated in according to their contribution to ones' "interest in civic and community affairs," 34 per cent of the respondents placed their Student Union involvement as number one. Ten per cent did not answer the question, while 8 per cent felt that no organizations contributed. Thus, the remaining 48 per cent rated activities other than Student Center committees as first in importance.

Upon analyzing this 48 per cent figure as to specific activities as listed in question number ten, no single organization (e.g. Social Clubs or Professional Clubs) was rated first by more than 20 per cent of the sample. Social Clubs achieved the 20 per cent rating and this was almost entirely due to female Social Club (sorority) members. Professional Clubs, Student Government, Athletics and Intramurals, and Religious Organizations were all rated next equally with only 5 per cent of the sample placing them first in importance.

In conclusion, other than the number who rated a Student Union committee first, Social Clubs had very noticeable support. It was again somewhat surprising that so few rated Athletics and Intramurals as first in importance as a contribution to their "interest in civic and community affairs." This is especially true with respect to the amount of leisure time available in our society today, and the academic background of those sampled.

V. GENERAL DATA

Citizenship

Generally, questions 24 through 35 pertained to the value of one's

Student Union committee involvement. Indirectly, some of the questions hinted at citizenship. However, for any interpretation as such to occur, leadership, understanding other peoples' points of view and motives, friendship, and the delegation of responsibility must be considered at least a part of citizenship. Questions 24, 25, 28, 33, 34, and 35 related to these specific points (Appendix).

Replies received indicated that 48 per cent of the sample felt that the opportunities for leadership training were greater in Student Union activities than other campus organizations. Nine per cent remained somewhat uncommitted as they wrote that the opportunities for leadership training were about equal.

On the subject of forming new friendships, 87 per cent indicated that their committee experience was conducive in this manner. However, only 38 per cent of the sample replied that there was the opportunity to meet more students through their committee participation than their other campus activities.

An overwhelming 89 per cent of the sample responded positively to the question of the Student Union committee structure and procedure lending itself to understanding other peoples' points of view and motives. On the topic of the delegation of responsibility, a majority, 62 per cent, felt adequate training in this regard was received. Furthermore, 76 per cent of the respondents indicated the practice of delegating responsibility was carried out within the committee structure.

As a descriptive study, and believing that leadership, understanding others, friendship, and delegating responsibility are all a

part of citizenship, Student Union committees in this sense have contributed to the education of its leaders for future citizenship purposes.

Value of Student Union committees

The remaining questions, in the general category, related to the value of Student Union committee participation. Hence, the results aided in a descriptive manner of measuring the effect of Student Center committee involvement.

Ninety-five per cent of the sample indicated that their Union participation was part of receiving a "meaningful" education. Along this same vein, 62 per cent of the sample felt it was the best way to contribute in a worthwhile manner to the university community. Forty-eight per cent felt they participated in more important and interesting organizations than Student Union committees. Forty-six per cent indicated Student Union participation was most important and interesting, while the remaining 6 per cent didn't know or indicated their experiences were of equal importance.

Somewhat related to the Student Union staff and the committee structure itself, questions 29, 30, and 31 provided interesting descriptive data. Replies received from 57 per cent of the sample stated that students had a greater voice in governing Student Union activities than in other organizations. The "don't know" category consisted of 8 per cent. Related to this was the question of committee procedure. Sixteen per cent felt it was too complicated. However, only 8 per cent of the sample indicated that the Student Union staff exerted too much influence on the committees.

In general, based upon the results of questions 24 through 35, the committee experience was a valuable one. It was considered educational. It did aid citizenship based upon the criteria previously stated. Furthermore, it was conducive to forming friendships and learning leadership techniques including the delegation of responsibility. Yet, from the data gathered, and for the purposes of this paper, it can not be concluded that questions on activities participated in by the sample other than Student Union activities, would not have produced similar results.

Open-ended question

The final question, on "Why did you join a Student Union Committee?," provided some meaningful results and some fascinating comments. Remarks ranged from one word to more than two pages in length. Most wrote approximately one-half a page. Only two people failed to answer the question at all.

Interestingly enough, four students were forced to join. The reasons given were "part of a course," "a requirement of Recreation Majors," "through Student Government affiliation," and as "a result of representation required by the old co-op house formerly located on West Avenue."

The remaining 55 respondents' remarks were divided into two general categories. Twenty-two, or 36 per cent wrote that they were asked to join or friends influenced them. One important source that directed them to Student Union committees was the Head Residents of the residence halls. Also, sorority sisters provided a positive influence. This was especially born out by the fact that of the 22 who responded

in this manner (asked or influenced by friends), 15 were females. The Resident Assistants contributed also but comments indicating this source weren't as frequent.

The other area was that of interest. Thirty-three, or 54 per cent, responded in this manner. The main rationale given here pertained to the desire to meet people, to make change, to contribute to programming, and to gain practical experience. Out of the 33 respondents in this category, 19 were male.

To conclude, sheer interest was the main reason given for joining a Student Union committee. The explanation behind this fluctuated from comments such as trying to understand what made the Union "tick," "to strengthen a weak committee," or "to complain about the food and to have a voice to do something about it." And from interpreting the data on being asked or influenced by an acquaintance, Residence Hall staff and fraternal members played a major role in soliciting members for Student Center committee participation.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this paper was to study the effect of Student Union committee participation from 1960, to January, 1970, with regard to three main variables. It was believed by the researcher that committee involvement did have an effect upon (1) entrance into graduate school, (2) acceptance in becoming gainfully employed, and (3) post-college citizenship of a selected number of past Student Union leaders at Wisconsin State University, La Crosse. Also, a number of general questions were asked to confirm whether or not one's Student Union experience was a valuable one. The final question, an open-ended one, was used to find out why the sample joined a Student Union committee.

Former Student Union leaders, those who served in an executive capacity within a Student Center committee or those who served on the Student Union Board, were chosen as the sample. A five page questionnaire (see Appendix) was sent to 72 former leaders. Responses from 61 past committee members (84.7 per cent) were used as the basis for this descriptive study.

Based upon the results of the questionnaire, approximately one-third of those who went on to graduate school indicated that their committee experience aided their acceptance into and success in graduate school. Also, these respondents replied that they used the Student Union staff as resource people concerning advice or letters of recommendation to graduate schools.

On the second topic, employment, almost 40 per cent replied that their Student Union committee involvement was a factor in their attainment of work. Over 40 per cent indicated that they used the Student Union staff as resource people with regard to references, and letters of recommendation or introduction. Finally, 34 per cent felt that Student Union committee participation was first in importance as a contribution to "effectiveness on a job." No one other college activity or organization received even one-half as much support.

The third area, citizenship, was measured in part by post-college community participation. Overall, each respondent belonged to an average of 3.28 activities since graduation. Politically, as exhibited by the sample, they were active voters at election time and over one-fifth contributed monetarily and/or campaigned for a specific party or candidate. More former committee members rated their Student Union committee participation as first in importance as a contribution to "interest in civic and community affairs" than any other activity on campus received.

As tabulated from the general questions, overall, one's committee involvement was valuable. Friendship, leadership, delegation of responsibility and understanding other peoples' points of view and motives were significant things learned. To summarize, quite briefly, the greatest positive response was indicated by question 26, in which 95 per cent of the sample replied that Student Union committee participation was part of receiving a "meaningful" education.

Based upon the results of the open-ended question, many students joined a committee since they were asked or influenced by a friend or acquaintance. Others joined out of sheer interest.

II. CONCLUSIONS

Generally, Student Union participation had a measurable effect upon its participants as defined in the sample. The information gathered and tabulated from the questionnaire measured this effect.

Very definitely, of those sampled who went on after attainment of a bachelor's degree, one-third felt that their Student Union participation was an important factor both on acceptance into and as a contribution to success while in graduate school.

Similarly, on the topic of employment upon graduation, committee participation had an effect. Many students, approximately 40 per cent, indicated that their involvement aided them in becoming gainfully employed and contributed to their effectiveness on a job.

The sample was very active with regard to post-college citizenship as measured by the number of organizations they belonged to and their political activity. Also, the respondents felt that their Student Union committee participation was more important than their other specific campus activities in contributing to their "interest in civic and community affairs."

The general question section of the survey confirmed that Student Union involvement contributed to one's educational experience. Also, it further portrayed the committee experience as lending itself to citizenship, especially through leadership development.

However, other significant factors evolved relevant to these conclusions. Based upon the high school or community youth organizations participated in, plus college involvement in activities other than Student Center committees, the sample consisted of former "student leaders." Due

to this active participation in other organizations, it would be incorrect to deem the sample as only "Student Union leaders."

The age factor was most important, also. Age was directly related to the number of post-college activities. The older the individual, the more activities he or she belonged to, on the average.

Although the researcher, based upon the results from the questionnaire, has made a number of comments as to the importance of Student Union participation, candid remarks from the respondents are listed below to support these conclusions and specifically, support the positive effect of Student Union committees.

(1) "I gained an understanding of the policies and politics of group organization, direction, and persuasion which has helped me since graduation."

(2) "For me it was a means of belonging and participating in the school community and not just being an observer 'soaking up' wisdom from the instructors. I may add that the experience was quite beneficial when I transferred to the University of Wisconsin."

(3) "While I'm not engaged in commercial Public Relations, much of the experience was worthwhile in terms of my present job responsibilities which in addition to executive secretarial responsibilities include civic activities (specifically civil/human rights) and handling various legislative campaign duties."

(4) "I feel the experience gained as a member of the Student Union Committees had helped me a great deal since my graduation from La Crosse."

(5) "I thoroughly enjoyed and benefited from my experience on student union committees and would recommend participation to any college student."

III. RECOMMENDATIONS

On the questionnaire

If further research of this type is attempted, following are a number of suggestions to aid in formulating a more workable questionnaire. With reference to question 8, on the number of high school or community youth organizations participated in by the respondent, the groupings should have covered a narrower range. For example, 57 per cent checked the 1-5 range. Realizing the number of high school or community activities available for student participation, belonging to only one would hardly indicate that an individual be considered "active."

Also, to aid in interpreting the effect of Student Union committee participation on acceptance into graduate school more questions should be devised. Similarly, this is the problem that existed with the topic of employment. The more evidence, perhaps the more valid will be the conclusions.

If a future study of this nature is done, two more present Student Union committees should be added in question 9. These are the Cellar Committee and Black Cultural Sub-Committee.

Finally, for interests sake, it is recommended for further study that a comparison between Student Union committee leaders and a random sample of non-Union student leaders, especially with regard to citizenship, be done. Also, committee or organization members, besides those deemed as leaders, may be included in both samples.

For the Student Centers staff

Specifically, the following recommendations are for the Student

Centers staff in hopes that these comments will aid in the operation of an even better program for students at Wisconsin State University, La Crosse. Some of the recommendations are a result of the statistics tabulated from the research, while others are based upon recurring comments as found within the questionnaires.

First of all, as portrayed in Table 7, the College of Letters and Science contributed the fewest Student Union leaders. Since this college is presently the largest on campus, and has been for some time, means of getting these people interested in Student Union activities should be looked into. One example might be the Business Department, and educating its staff on the importance of budgeting within the committee complex, and encouraging them to pass this information onto their students to arouse some interest.

With reference to question 12 (see Appendix), only one activity had no former Student Union leaders as a member at all, Veterans Groups. This would indicate that ways should be devised to involve campus veterans in Student Center programming.

Comments received from the respondents indicated that Residence Hall personnel in the past have played a major role in advocating Student Center committee involvement. It is recommended that both head residents and resident assistants be kept up-to-date on the importance of and changes within Student Union programming and committee opportunities. This should be done more than once a year.

Similarly, many comments were written on the topic of leadership seminars. Related to this may be the fact that 16 per cent felt committee procedure was too complicated. Hence, it is recommended that

more committee members become involved in leadership seminars. A utopian situation would be a leadership conference on our own campus. Another possibility might be the Student Union staff, or for that matter the Student Affairs staff, holding a leadership workshop for all committee members. This could possibly entail all organizations on campus.

Finally, again based on comments received from different questionnaires, it is recommended that the Student Union staff become more active recruiters for committee members. Realizing that over 35 per cent of the former Union leaders joined because they were asked, this could be of paramount importance to future Student Center programming. One student remarked, "I definitely think the personal approach is the best way to get good, hard-working, interested members. Check on people you might hear about, seek them out, and let them know they're wanted and needed." Of course, present members should also be encouraged to recruit others.

Related to this, as a means of public relations which should aid in recruitment, make present members feel important and get publicity out on them, besides just advertising events. This idea is best summarized by the student who commented: "Once you've got a student's interest in committee work, follow through and keep him interested. Make him feel important. Let him know this will benefit him as well as others (in college and later on). The work is important. Fun, but serious."

A P P E N D I X

QUESTIONS 24-35 WITH RESPONSE RESULTS
(percentages rounded)

24) Were the opportunities for leadership training greater in Student Union activities than in other campus activities available to you?

	<u>Per Cent</u>
Yes	48
No	43
Other	<u>9</u>
Total: 100%	

25) Was Student Union Committee participation conducive to forming new friendships?

	<u>Per Cent</u>
Yes	87
No	13
Other	<u>0</u>
Total: 100%	

26) Was participation in Student Union activities considered by you as part of receiving a "meaningful" education?

	<u>Per Cent</u>
Yes	95
No	5
Other	<u>0</u>
Total: 100%	

27) Was your participation in Student Union activities the best way for you to contribute in a worthwhile manner to the university community?

	<u>Per Cent</u>
Yes	62
No	31
Other	<u>7</u>
	Total: 100%

28) In your opinion, did Student Union involvement give you the opportunity to meet more students than did your other campus activities?

	<u>Per Cent</u>
Yes	38
No	62
Other	<u>0</u>
	Total: 100%

29) In your opinion, did students have a greater voice in governing Student Union activities than in other organizations?

	<u>Per Cent</u>
Yes	57
No	35
Other	<u>8</u>
	Total: 100%

30) Was Student Union committee procedure more complicated than you felt necessary?

	<u>Per Cent</u>
Yes	16
No	82
Other	<u>2</u>
	Total: 100%

31) Did the Student Union staff exert too much influence on the committees?

	<u>Per Cent</u>
Yes	8
No	92
Other	<u>0</u>
	Total: 100%

32) Did you participate in other organizations or committees that were more important and interesting than Student Union activities?

	<u>Per Cent</u>
Yes	48
No	46
Other	<u>6</u>
	Total: 100%

33) Did the Student Union committee structure and procedure lend itself to understanding other peoples' points of view and motives?

	<u>Per Cent</u>
Yes	89
No	5
Other	<u>6</u>
	Total: 100%

34) Was adequate training received within Student Union committees on how to delegate responsibility?

	<u>Per Cent</u>
Yes	62
No	36
Other	<u>2</u>
	Total: 100%

35) Was the practice of delegating responsibility within the committee structure carried out?

	<u>Per Cent</u>
Yes	76
No	21
Other	<u>3</u>
	Total: 100%

231 North 14th Street
La Crosse, Wisconsin

Dear Alumnus:

I have undertaken a study on Student Union Committees here at Wisconsin State University-La Crosse. The information gained from the attached questionnaire will provide the basis of the study.

Please fill out the questionnaire and return it as soon as possible in the enclosed self-addressed and stamped envelope.

Your name will not be associated in any way with the information gathered and tabulated.

Your cooperation will be greatly appreciated.

Sincerely,

Tom Macgillivray
Graduate Student
Student Personnel Services

Tom Macgillivray's study regarding Student Union Boards and Committees will be most beneficial to the future program of our Centers at La Crosse. Having the pleasure of working with and knowing most of you as the Union Director during your undergraduate years at La Crosse, I hope that you will give this project your full cooperation.

Sincerely yours,

Dr. Robert H. Steuck
Coordinator of Special Projects

STUDENT UNION QUESTIONNAIRE

Please fill in the following personal data.

1) Sex and marital status:

single male _____
 single female _____
 married male _____
 married female _____

- 2) Age: (1) _____ 18-21
 (2) _____ 22-25
 (3) _____ 26-29
 (4) _____ 30-33
 (5) _____ 34-37
 (6) _____ 38 and up

3) Present status: please check those that apply

- (1) _____ Graduate Student - Teaching
 (2) _____ Teaching
 (3) _____ Student Personnel Services
 (4) _____ Student Union
 (5) _____ Government
 (6) _____ Business or Industry
 (7) _____ Recreation
 (8) _____ Housewife
 (9) _____ Graduate Student
 (10) _____ Military Service
 (11) _____ Other

4) Number of children:

- (1) _____ 0
 (2) _____ 1-2
 (3) _____ 3-4
 (4) _____ 5-6
 (5) _____ 7 and up

5) Year of college graduation _____ or if you did not graduate, how many years completed _____?

6) Undergraduate major(s) _____.

7) In which undergraduate college were you enrolled?

- (1) _____ Letters and Science
 (2) _____ Education
 (3) _____ Health, Physical Education and Recreation

Please answer the following questions to the best of your knowledge:

8) In how many high school or community youth organizations were you active?

- (1) _____ 0
 (2) _____ 1-5
 (3) _____ 6-10
 (4) _____ 11 or more

9) Were you a member of any of the following Student Union Committees? Please check each one.

Yes	No		Office Holders Check Here
___	___	Student Union Board	___
___	___	Operations and Procedures	___
___	___	Entertainment	___
___	___	Cultural Arts	___
___	___	Recreation	___
___	___	Food	___
___	___	Public Relations	___
___	___	Bookstore	___
___	___	Other	___

10) Were you a member of any of the following organizations?

Yes	No		Office Holders Check Here
___	___	Social Clubs (e.g. Fraternities)	___
___	___	Professional Clubs	___
___	___	Student Government	___
___	___	Residence Hall Council	___
___	___	Religious Organizations	___
___	___	Student Publications	___
___	___	Service Organizations	___
___	___	Intramurals	___
___	___	Athletics	___
___	___	Special Interest Clubs (Pompon Girl, Cheerleader, etc.)	___

11) Please rate the campus activities in which you participated in the order of their importance as a contribution to your:
(refer to questions nine and ten)

A) Interest in Civic and Community Affairs

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____ none contributed

B) Effectiveness on a Job

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____ none contributed

12) Have you ever participated in any of the following community activities since leaving college?

Yes	No		Office Holders Check Here
___	___	Arts	___
___	___	Community Service	___
___	___	Church Related	___
___	___	International Relations	___
___	___	Interracial Relations	___
___	___	Political Organizations	___
___	___	School Related	___
___	___	Service Clubs	___
___	___	University Related	___
___	___	Veterans Groups	___
___	___	Vocational Organizations	___
___	___	Women's Clubs	___
___	___	Youth Organizations	___

13) Are you a due paying member of a political party?

Yes No Consider this privileged information
 () () ()

14) Did you vote in the last local, state or federal election?

Yes No Consider this privileged information
 () () ()

15) Were you ever a candidate for election to a political office?

Yes No Consider this privileged information
 () () ()

16) Did you ever campaign for a political party or candidate?

Yes No Consider this privileged information
 () () ()

17) Did you contribute monetarily to a political party or candidate?

Yes No Consider this privileged information
 () () ()

18) Were you ever enrolled in a graduate school?

Yes No Consider this privileged information
 () () ()

19) If yes to number eighteen, did you ever seek advice or receive a letter of recommendation from anyone on the Student Union staff with regard to graduate school?

Yes No
 () ()

20) If yes to number eighteen, did Student Union participation aid your acceptance into graduate school?

Yes No
 () ()

- 21) Did your undergraduate experience in Student Union Committee work contribute to your success in graduate school?
 Yes No
 () ()
- 22) Was your involvement in Student Union Committees a factor in you becoming gainfully employed?
 Yes No
 () ()
- 23) Did you have a Student Union staff person write a letter of introduction or recommendation, or use one as a reference, with regard to a job?
 Yes No
 () ()
- 24) Were the opportunities for leadership training greater in Student Union activities than in other campus activities available to you?
 Yes No
 () ()
- 25) Was Student Union Committee participation conducive to forming new friendships?
 Yes No
 () ()
- 26) Was participation in Student Union activities considered by you as part of receiving a "meaningful" education?
 Yes No
 () ()
- 27) Was your participation in Student Union activities the best way for you to contribute in a worthwhile manner to the university community?
 Yes No
 () ()
- 28) In your opinion, did Student Union involvement give you the opportunity to meet more students than did your other campus activities?
 Yes No
 () ()
- 29) In your opinion, did students have a greater voice in governing Student Union activities than in other organizations?
 Yes No
 () ()
- 30) Was Student Union committee procedure more complicated than you felt necessary?
 Yes No
 () ()

- 31) Did the Student Union staff exert too much influence on the committees?
Yes No
() ()
- 32) Did you participate in other organizations or committees that were more important and interesting than Student Union activities?
Yes No
() ()
- 33) Did the Student Union committee structure and procedure lend itself to understanding other peoples' points of view and motives?
Yes No
() ()
- 34) Was adequate training received within Student Union Committees on how to delegate responsibility?
Yes No
() ()
- 35) Was the practice of delegating responsibility within the committee structure carried out?
Yes No
() ()
- 36) Why did you join a Student Union Committee? Please explain:



ASSOCIATION OF COLLEGE UNIONS — INTERNATIONAL

December 3, 1969

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Mr. Tom Macgillwray
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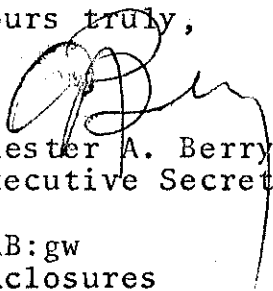
Dear Mr. Macgillwray,

Most of the studies you refer to in your November thirtieth letter have been done on individual campuses and never published. The Minahan study was an exception. I hope the enclosures help.

I know of no information concerning the impact on admission to graduate school. Admission measurements tend to vary with institutions and disciplines. Several union directors, myself included, know that our recommendations concerning students were instrumental in admission to professional schools because we have been told so by the officers involved. That doesn't help as far as research is concerned.

Good luck. I enclose a Publications List which may help your library. We are now embarked on a microfilm and microfiche program which will make much of the existing information available to libraries and to unions.

Yours truly,


Chester A. Berry
Executive Secretary

CAB:gw
enclosures

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