

FROM CLASSROOM TO COMMONS: DOCUMENTING THE TOTAL STUDENT EXPERIENCE IN HIGHER EDUCATION

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ABSTRACT: As educators and researchers in higher education increasingly recognize the importance of the out-of-classroom experience in the education process, academic archivists are challenged to better document student life. Recent literature, sessions at professional conferences, and an admittedly non-scientific survey on the Archives Listserv attest to archivists' continuing efforts to collect documentation on this elusive, but significant, part of higher education. Using an endowed student life and culture archival program at the University of Illinois Archives as an example, the author examines the issues related to documenting the total student experience in American colleges and universities.

*Students Linked To Humans:
New Evidence Suggests that Students
Could Be More Like Us Than Previously Believed*

The headline above was printed on the first page of *The Onion*, "a satirical weekly" newspaper distributed on the University of Illinois campus. A photograph accompanying the article showed a student strapped into "scientific" apparatus and the caption stated that "at the Institute for the Study of Student Behavior, scientists monitor students around-the-clock for signs of intelligence." The article reported the Institute's findings that "students can and do exhibit behavioral traits which until now were thought to be exclusive to humans and some higher apes."¹

This article, which is preserved in the university archives, provides an example of student humor in the 1990s. But as with all satire, it works on another level as well. In its biting (and perhaps slightly sophomoric) way, it gives credence to the question that educator Michael Moffatt posed to his colleagues in higher education: "Why should we care about anything as nonintellectual and low-life as college life often turns out to be?"²

Academic archivists struggle with the same question. With the perennial problems of shortages of staff, space, money, and time that afflicts almost all of us, why should archivists expend their limited and over-taxed resources on try-

ing to document student life? Where should they place the documentation of student life in their crowded and continually growing list of priorities? The limited archival literature on the subject, plus responses to a non-scientific survey that I conducted over the Archives Listserv, suggest that archivists understand the need for documenting student life. However, it is also apparent that most efforts in this area have traditionally been sporadic and often serendipitous.³

Recent literature on college and university archives and sessions at professional conferences attest to an increased awareness and interest in the topic of documenting students and student life.⁴ Developing new documentation strategies, conducting oral history interviews, monitoring student electronic conferences, and even establishing an archival program dedicated to documenting student life are all innovative approaches being undertaken in academic archives. These new efforts encompass and complement many of the traditional means of documenting student life, including collecting and preserving scrapbooks, photographs, student and alumni papers, student publications, and student organizations material. But an awareness exists among archivists that many of these traditional forms of documentation do not capture enough of the constantly changing phenomenon that is student life. Technology has created even more challenges as new generations of students and student groups employ computers in increasing numbers.

Defining Student Life

Prior to any discussion of the value of documenting student life or how to document it, a definition of student life is essential. Defining student life is not an easy task. It is a diverse concept with often shifting and sometimes obscure lines. Helen Lefkowitz Horowitz called it "campus life," while others have referred to it as college life, campus culture, the undergraduate experience, and the outside-the-classroom experience.⁵ Traditionally, it has most often and popularly been referred to as extracurricular activities. It is definitely outside the curriculum, but is perhaps broader than that term implies. Student life encompasses the social, recreational, cultural, political, religious, and all other aspects of the student experience beyond the classroom.

Educators and researchers in higher education are increasingly recognizing the importance of out-of-classroom experiences in the education process. Mayhew, Ford, and Hubbard found that "virtually every study of the impact of college on students underscores the out-of-classroom collection of experiences as being the most potent educational force affecting the student's development."⁶ When examined as a percentage of time in a student's educational life, the significance of this "hidden curriculum," as some researchers refer to the out-of-class experience, becomes clear. Ernest Boyer illustrated this point well when he presented the following analysis of a typical week in the life of a college student:

There are 168 hours in a week. If the student takes 16 credit hours and spends 2 hours in study for each credit hour of instruction (a generous estimate!) that means 48 hours of the week are devoted to academics. If 50 hours are assigned to sleep, that leaves 70 hours in the student's life unaccounted for, a block of time greater than either sleep or academics.⁷

Whether we agree with the specific numbers that Boyer estimates or not, it is evident to educators, parents, the media, and archivists, that a significant amount of a college student's time, and thus his or her educational experience, is spent outside the classroom. To capture the total student experience in higher education, academic archivists are challenged to find ways to document the elusive phenomenon that is student life and culture.

Documenting Student Life and Culture

In their recent books on college and university archives, Helen Samuels and William Maher have discussed some of the basic ways archivists document student life and many of the problems.⁸ Each archives determines the amount of time and effort it can assign to the task of documenting student life based on factors such as available staff, finances, and institutional support. An example of an increased effort to document student life can be found at the University of Illinois Archives where a student life and culture archival program has been established. While this program may be unique in many aspects, the documentation efforts being attempted, services being offered, and problems being faced may provide some guidance for other archives in the area of student life.

Background information on the program may help to understand its goals and objectives. The University of Illinois Archives began acquiring records relating to student life as soon as the archives was established in 1963. Soon after that, Stewart Howe, a 1928 graduate, became a regular user and supporter of the archives. Ultimately, he provided the impetus, and financial support, for the development of the student life and culture archival program.

Howe was founder of the Stewart S. Howe Alumni Service, which provided management, public relations, and fund-raising assistance to fraternities, sororities, and institutions of higher education. He had a life-long interest in higher education and was a dedicated collector of material dealing with fraternal organizations and other areas of student life. When he died in 1973, the materials that he had collected for 40 years were willed to the archives and became the "nucleus of our research collection for the study of student life in the American university."⁹ In 1989, the Stewart Howe Foundation, through its president Carlyle Anderson, signed an agreement with the University of Illinois that created the Stewart S. Howe Archival Program Endowment to develop archival holdings in this area. Supported by this endowment, the student life and culture archival program was established and a full-time archivist for the program was hired in 1991.

While documentation of the student experience at the University of Illinois remains at the center of the archives' efforts, the endowment allows the student life and culture archival program to expand its scope to documentation of student life on a national basis. The basic goal of the student life and culture archival program is to provide a centralized research collection in the area of student life. The program's growth and development reflect the issues involved in documenting student life and offers some responses to these issues.

Collecting the Collectors

Maynard Brichford has written about the process of "collecting from the collectors" as being an important way of strengthening research collections. By

relying on "the specialized skills and detailed knowledge of persons who invest their time and money in building unique collections," archives can collect sources that augment existing holdings.¹⁰

Adding materials that others have already collected is an effective way of enhancing the documentation of student life. An example of this type of documentation activity can be found in most archives with the collection of scrapbooks, photographs, diaries, correspondence, and other items from alumni. The University of Illinois student life and culture archival program has benefited from acquiring personal collections from individuals who specialized in the area of student life. A primary example is the Stewart S. Howe Collection.

The Howe Collection contains over 335 cubic feet of books, journals, newsletters, clippings, photographs, correspondence, and other documentation on student life and higher education. A few highlights from the collection include *Manners and Customs of Ye Harvard Students* (1877), a scrapbook of a Yale student from 1867-72, and scrapbooks from Berkeley and other campuses with materials on student demonstrations from 1964-72. The collection is strong in the area of "political and social literature relating to student life" especially in the 1960s.¹¹

Howe's primary interest was in fraternities and sororities, so the collection is particularly strong in that area. It contains publications and files of clippings, brochures, and other documentation on over 223 different fraternities and sororities dating from 1867 to the present. An already sizable collection of fraternity/sorority journals was more than doubled by the transfer of a large number of volumes from the University of Illinois Library to the Howe Collection in 1992. Stewart Howe was instrumental in bringing two other student-life related collections to the archives: the Clyde S. Johnson Fraternity Collection, 1931-70, and the Leland Publishers Records, 1933-71. Johnson was professor of Educational Psychology and Social Foundations at California State University. He was an important supporter and chronicler of the American college fraternity and author of *Fraternities in Our Colleges*. The research materials for this book are central to the collection, which is also strong in bibliographic materials relating to fraternity and sorority issues and especially on the topic of fraternity autonomy in membership selection. The Leland Publishers Records are the papers of Leland F. and Wilma S. Leland who published *Fraternity Month*, an interfraternity magazine, from 1933 to 1971. Primarily containing documentation used in compiling articles for the magazine, the collection contains photographs, correspondence, and other materials on fraternities and sororities.

In 1992, the archives received another important collection in the area of fraternity and sorority life: the Wilson Heller Papers, 1937-83. Heller was known as "Doctor to the Greeks." His College Survey Bureau provided annual comparisons of college fraternities and sororities. The comparisons were based on surveys of student views of the "importance, prominence, and power" of individual chapters on each campus. Heller also published *Fraternity Insider* from 1960 until his death in 1983. His papers consist of correspondence, notes, surveys, and other documentation used in compiling the annual comparisons. The collection provides a unique view of the college fraternity world.

The program is further strengthened in the area of Greek-letter societies by the archives for the National Panhellenic Conference (1902-92), Alpha Lambda Delta (1924-93), Beta Alpha Psi (1927-92), and Phi Eta Sigma (1927-80), as

well as a wealth of information on University of Illinois fraternities and sororities.

Including Student Subcultures

The archival documentation of fraternity/sorority life has its own set of difficulties, from the secrecy of most fraternities and sororities to the sheer number of organizations that exist. However, documenting this traditionally small but influential subculture of student life is important. This subculture is just one of many in need of better documentation.

Just as American society is made up of subcultures (and college students are one of those subcultures), so is student society.¹² Many of the divisions are the same as in society at large: racial, ethnic, gender, sexual preference, and political philosophy. In addition to the fraternity/sorority one ("Greeks"), student subcultures form along lines such as dormitory residents ("Dorm Rats"), athletes ("Jocks"), and by curricular, social or other special interest groups. Evidence of student subcultures can be found by examining the names of student organizations. On most campuses, each year usually brings new organizations that reflect the political, moral, intellectual, cultural, and social interests of students.

Like other archives, the University of Illinois program attempts to collect publications and other materials from student organizations, flyers and posters from bulletin boards, and brochures or other items from student activities and programs. A student intern assisted in compiling a list of student organizations, past and present, to contact about material. A graduate assistant is working with the University's Housing Division to obtain materials from them, such as residence hall newsletters, flyers, announcements, and any other student-generated documentation on residential life and activities.

Computer technology is affecting all areas of modern life including student life. Monitoring electronic student discussion lists is one way of capturing some documentation (in electronic form) on student life and student subcultures. The University of Michigan has done some pioneer work in this area.¹³ At the University of Illinois, the local Gopher system is a means of accessing information on student organizations and events, including the student newspaper index. We also are exploring options for monitoring a group "Chat Line" that is open to students and other groups, recognizing that issues of privacy, copyright, and literary rights need to be addressed first.

Specialized subject guides to student subculture materials in the archives are useful for researchers and for the archivist to see where documentation efforts are necessary. For example, as part of the student life and culture archival program, the archivist is compiling a guide to African-American Sources in the University of Illinois Archives. A guide to women sources is also available. A database and printed finding aid to materials on fraternities and sororities have been created. Guides on materials documenting other subgroups may be prepared in the future. In 1991 Maynard Brichford and Melba Kurman compiled a *Guide to Student Life and Culture Sources in the University of Illinois Archives at Urbana-Champaign*. This guide details 675 collections and record series related to student life and can be used to identify materials on student subcultures as well. It and the specialized guides on African-American and women sources are being prepared for inclusion on the Gopher system.

Capturing the Elusive

While certain aspects of student life, such as student organizations, publications, athletics, and other activities, are more easily identified and documented, much of student life is unorganized, individualized, and transitory. A significant part of the education process never gets into print or recorded anywhere but in the student's memory. Innovative and proactive methods are necessary to document these personal and elusive elements of student life.

Oral and video history interviews are an effective way of capturing the more personal aspects of student life. For the student life and culture archival program, we have made an appeal through the Library Friends newsletter for funds to purchase a video recorder to record video histories at class reunions and of individuals' reminiscences of their student experiences. As an example of traditional oral history, the archivist recently taped an interview with an alumnus from the class of 1933 who worked for twenty years as a manager of the Illini Publishing Company overseeing the production of the student newspaper, yearbook, and other student publications.

Any oral history program is very time-consuming. An alternative to the archives staff doing oral histories on student life is to collect those done by other individuals. In preparation for a book about student unrest in the 1960s, a retired administrator from the University of Illinois is recording interviews with some campus "radicals" from that period. The university archives will receive copies of these tapes when the project is complete.

Another proactive way of gathering information on student life is by surveys of alumni. At Illinois, the archivist for student life and culture has worked with the Alumni Association in preparing a questionnaire asking alumni about their student days. These surveys will be included as part of class reunion packets. Alumni are presented with some specific questions about experiences outside the classroom and given a chance to relate some stories in more detail. They are also asked to rate the importance of their out-of-class experiences and provide information about housing, student organizations, and other activities. Finally, they are asked if they have any materials on their student days and are given instructions on how they can donate them to the program. This survey provides an opportunity to collect data about student life and to inform alumni about the student life and culture archival program. Since the first set of surveys has not been distributed at the time of this writing, the results of the project cannot be reported.

Documenting Different and Broader Views

In attempting to document student life, it is necessary to be aware of the student perspective and the administrative/faculty perspective. These views of student life are seldom the same. Moffatt states that "for reasons of perspective—differences of age, generation, and institutional location and agenda—college is never the same for adults who run it as for the late-adolescents who typically make up most of its residential undergraduates."¹⁴

This is not to say that preserving the "official" view of student life is not important. Many official records of the university hold significant information on the life of students in higher education. Examples from the University of Illinois Archives include the records of the Dean of Students office. Thomas

Arkle Clark was known as the first Dean of Men in the nation. His papers hold a wealth of information on the development of that office and how it affected the lives of students. His successor, Dean Fred Turner, was also prominent in the student affairs world and his papers are a valuable source of information on student life. The papers of the Deans of Women are excellent sources for examining women student life in higher education. Examples of other official records that are useful in documenting student life include those from the offices of housing and residential life, registered student organizations, and Greek Affairs. The interaction between these offices and students is important in achieving a balanced perspective of student life. No source, no perspective should be overlooked or undocumented. The University of Illinois Archives has over 1,700 cubic feet, or 5.1 million items, that relate to student life, including many of the official records of the university.¹⁵

When documenting student life, it is also important to take into account the fact that student life and culture does not occur in a vacuum. There may have been a time, though some would argue that such a period ever existed, when the college campus, and thus the student experience, was viewed as an idyllic oasis, divorced from much of the realities of the outside world. Such a place and time is long passed. The evidence conveyed in our daily newspapers and on television tells us that the days of academic insulation are long over. Aids, drugs and alcohol abuse, sexual harassment and assault, racism, serial murders, and other violent crimes have flung wide the mahogany doors of academe. As the student population has changed, the university has become a microcosm of society. It is important to remember that the student's world is shaped by "general American culture, and especially nationally defined, media-born youth culture."¹⁶ Evidence of this influence can be found in student life materials such as both student-produced and administration-produced publications on the problems that today's students face. The impact of the "real world" on student life is also reflected in the advertisements, personals, and editorials in student newspapers, the issues that students address in their electronic discussion groups, and the types of organizations that students form.

Outreach and Development

Outreach activities are important for developing a collection of student life material and for bringing in users. Examples of outreach efforts by the student life and culture archival program include exhibits, publications, talks to student groups and leaders, and working with the Office of Student Affairs, the Alumni Association, and other groups.

Subjects of exhibits which have used documentation from the collection have included student scrapbooks and memorabilia illustrating student life, fraternity and sorority history, student organizations, student interests, preservation of Greek housing, and student humor magazines. Students in the archives course offered through the library school have been given options for preparing exhibits that have included such student life topics as student traditions and folklore, history of a student organization, and fraternity pledging and rushing. A student intern did an exhibit on the early history of fraternities and sororities at the University of Illinois. The university archives loaned material from the Stewart Howe Collection to another university for an exhibit. The Black Greek-

Letter Association used items on the African-American student experience at Illinois in an exhibit for Martin Luther King's birthday celebration.

Talking to student groups is an effective way to promote collection efforts. By having groups such as the Panhellenic and Interfraternity Councils hold meetings in the Archives Research Center, we have been able to tell them about the student life and culture archival program. The results have been increased awareness of the program on campus and by students, acquisition of new material, and new users and supporters.

A close working relationship with student affairs and alumni association personnel can result in materials documenting student life coming to the archives. At Illinois, the Office of Student Affairs frequently sends material to the student life and culture archival program and helps promote its use. The Alumni Association passes along scrapbooks and other items received from alumni.

Working with the University of Illinois Library Development and Public Affairs Office, we have sent out press releases about new collections and developed handouts and brochures about the program. An article in the *Chronicle of Higher Education* and a short piece by a public radio station have been beneficial to promoting our collection efforts as well.

Uses and Users

An examination of potential uses and users is helpful in justifying the collecting and preserving of student life material. The areas of sociology, education, and history provide a natural constituency for scholarly investigation in the realm of student life. Another group of users are the university administrators, especially those involved in student affairs or services. Development officers often use student life sources in their fund raising efforts, especially photographs for promotional publications and historical film clips for videos. Alumni Association personnel are frequent users and allies. Student life sources also are popular among alumni and the media.

In a time when many universities seek to enhance programs for undergraduates, it is important for archives to cultivate the undergraduate user. Material on student life provides numerous ideal opportunities in that area. Undergraduates are often some of the most enthusiastic users as they learn about the resources available. During the 30 years since the University of Illinois Archives was established, student use has been a significant percentage of the annual usage of the archives. An examination of usage statistics from annual reports shows that undergraduate and graduate student use was 36% in 1963-64, achieved a high of 59% in 1975, and has been in the 35% to 45% range in recent years. While the percentage fluctuated, the 30 year average for student use has been 45%. A review of use records reveals that the most frequent use by students is for classroom and course assignments. Students also frequently use the archives for seeking information on relatives and friends.¹⁷

From a public relations standpoint, and especially in these hard economic times, it is important to remember that students become alumni. A few may even have money someday to give to the archives. Beyond this materialistic motivation that the most pure of heart in the academic community may disdain, the area of student life presents an outstanding opportunity to bring students into our fold of users.

Since the student life and culture archival program started in 1991 at the University of Illinois, use of its particular resources has steadily increased as researchers have become aware of the program and the sources available. Users have included students, faculty, administrators, and researchers from other universities. The most frequent student users include members of fraternities and sororities, Panhellenic, Interfraternity Council, and other student organizations, as well as undergraduates researching class projects. A different type of student use occurred when a graduate student from another institution did an internship in the student life and culture archival program in lieu of a thesis. Administrative users have included the offices of Greek Affairs, Registered Student Organizations, and the Dean of Students. Because of the strength of the program concerning the college fraternity system, the largest percentage of use continues to be in that area. Research topics have ranged from hazing to an investigation of potential parallels between the historical development of some fraternities and the Ku Klux Klan. A class in the history of higher education met twice in the archives and the archivist assisted the students with sources for papers on topics such as the development of college football, higher education for women in the 1920s, and student riots and protests in the 1930s.

Because of the diverse nature of student life and the difficulties with documenting certain aspects of it, improved user education is essential. While individual research needs dictate the amount of guidance necessary, it is important to take users beyond looking at yearbooks, student newspapers, and course catalogs into types of documentation they might not think of consulting. Working with researchers in this area is a two-way educational process. While we are guiding them to new sources, they are making us aware of the type of documentation that is needed but may be missing. Working together we can improve how we document student life.

Conclusion

Thanks to a generous former student, the student life and culture archival program at the University of Illinois Archives has the financial resources to support its efforts to document student life. While the University of Illinois Archives, like many others, has long been dedicated to preserving the history of its students, this endowed program offers the opportunity to expand the scope and effort. Even with this support, the task is not an easy one. Differences in institutions, their size and missions, and a constantly changing student population create diverse campus cultures and student experiences. Still, whether on an urban commuter campus, a small liberal arts college, or a large university, there are many elements of the student experience that are the same. Documenting both the diversity and the similarity is a challenge. We have not solved the many problems of how to properly document all aspects of student life, but at least we have the time and resources to tackle the issues and hopefully make some progress. Perhaps our efforts can help others.

As we look to the future of the program, one of our goals is to network with other archives and work with them in documenting student life. For example, the National Student Affairs Archives at Bowling Green State University holds a wealth of collections concerning student affairs professional associations. The program to collect student electronic conference materials at the University of

Michigan is another area for potential information-sharing. As a center for research in the area of student life and culture, it is important that the University of Illinois program communicate and cooperate with any efforts that the archival profession undertakes in this area. That is the only way we can effectively serve our users and help them locate the information they need regardless of where it resides.

Returning to Michael Moffatt's question of why should we care, which translates into the archivist's dilemma of why should we attempt to document student life, any potential answers start with the users. The answers lie in the need for serious, scholarly, and systematic research in the area of student life from many angles so that educators can understand the realities of the education process. In 1899, William Harper of the University of Chicago said that the "scientific study of the student would be the next great research field in higher education."¹⁸ As we approach a new century and a new millennium, there is a wide range of important research in this area yet to be undertaken. Hopefully, we can find the documentation to meet these needs.

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NOTES

1. *The Onion* (Champaign-Urbana, Illinois, 26 August-1 September, 1993), 1. University of Illinois Archives, record series 41/18/815.
2. Michael Moffatt, "College Life: Undergraduate Culture and Higher Education," *Journal of Higher Education* (January/February, 1991), 44-45.
3. While the literature on documenting student life is limited, it is growing. Two recent books on college and university archives that address the subject in detail are: William Maher, *The Management of College and University Archives*, (Metuchen, New Jersey: Society of American Archivists and The Scarecrow Press, Inc., 1992), and Helen W. Samuels, *Varsity Letters: Documenting Modern Colleges and Universities*, (Metuchen, New Jersey: Society of American Archivists and The Scarecrow Press, Inc., 1992). Earlier references can be found in: Nicholas C. Burckel, "The Expanding Role of a College and University Archives," *Midwestern Archivist* 1 (1976): 3-15, and Charles B. Elston, "University Student Records: Research Use, Privacy Rights, and the Buckley Law," *Midwestern Archivist* 1 (1976): 16-32.

Responses to the non-scientific survey that I took over the Archives Listserv showed that all of the small number of archivists who responded (less than 10% of the subscribers to the Listserv) agreed that documenting students and student life was important. Most of them were at least attempting to do some documentation in this area given limited resources and time. The most frequently mentioned means of documentation included oral histories, scrapbooks, student newspapers and other publications, photographs, clipping files, memorabilia, yearbooks, student organizations material, personal papers, and the official records of the institution. A couple of responses indicated indexing student newspapers and doing videos of student events. The general consensus was that most of the collecting activities were "incidental" to collecting official university records and publications.

4. At the Midwest Archives Conference meeting in May 1992 a session chaired by Penelope Krosch entitled "There is More to College Life Than Studying: Documenting Students" included papers by Anne Gilliland-Swetland, Sara Shutkin, and the author of this article. A session

with the same title but some different participants was held at the Society of American Archivists meeting in September 1993. Roland Baumann served as chair and commentator and papers were presented by Sara Shutkin, Pamela Dean, and the author.

5. Helen L. Horowitz, *Campus Life: Undergraduate Culture from the End of the Eighteenth Century to the Present* (New York: Alfred A. Knopf, 1987). This is an excellent source of information on the history of student life.
 6. Lewis B. Mayhew, Patrick J. Ford, and Dean L. Hubbard, *Quest for Quality: The Challenge for Undergraduate Education in the 1990s* (San Francisco: Jossey-Bass Publishers, 1990), 96. For other discussions of the importance of student life in the educational process, see: Howard S. Becker, "What Do They Really Learn at College?" in *College and Student: Selected Readings in the Social Psychology of Higher Education* (New York: Pergamon Press, 1972); Ernest L. Boyer, *College: The Undergraduate Experience in America* (New York: Harper and Row, 1987); Ernest Earnest, *Academic Procession: An Informal History of the American College (1636-1953)* (Indianapolis: Bobbs-Merrill, 1953); J. F. Kett, *Rites of Passage: Adolescence in America 1790 to Present* (New York: Basic Books, 1987); Michael Moffatt, "College Life: Undergraduate Culture and Higher Education," *Journal of Higher Education* (January/February, 1991): 44-61; David Schoem and William Knox, *Students Talk About College: Essays from the Pilot Program* (Ann Arbor, Michigan: Prakken Publications, 1988).
 7. Ernest L. Boyer, 180.
 8. In her functional analysis of colleges and universities, Samuels listed fostering socialization as one of the functions of institutions of higher education. She stated that this socialization process "includes the informal learning that takes place outside the classroom in a planned and unplanned manner." She asserted that "little evidence" exists of the bulk of these activities and that what does exist is "created by the administration and the faculty." Samuels described the type of documentation that does exist and presented a "documentation strategy" for student life materials. See pages 75-105 of *Varsity Letters: Documenting Modern Colleges and Universities*.
- Maher approached the problem of documenting student life from the perspective of collecting materials on student organizations. He stated that these organizations "provide evidence of the personal interest of students." He asserted that documenting them is "critical" because they represent aspects of student life that cannot be found in official records. Maher discussed the problems of collecting student organization material and suggested ways of dealing with these difficulties. See pages 233-247 in *The Management of College and University Archives*.
9. Maynard Brichford, "Student Life and Culture Resources in the University of Illinois Archives," YMCA/Know Your University talk, 26 February 1991.
 10. Brichford, "Collecting from the Collectors," *Friendscript* 5:2 (Summer 1983), University of Illinois Library Friends newsletter.
 11. Brichford, YMCA/Know Your University talk.
 12. For a discussion of student subcultures, see David Gottlieb and Benjamin Hodgkins, "College Student Subcultures," in *The College Student and His Culture: An Analysis*, edited by Kaoru Yamamoto, (Boston: Houghton Mifflin, 1968), 238-254.
 13. Beginning in September 1991, Anne Gilliland-Swetland and Gregory T. Kinney served as project archivists for the Bentley Historical Library electronic conferencing project, which was supported by a NHPRC grant, to determine if "electronic conferencing has potential to document the intellectual, cultural, and social environment of colleges and universities, and then make recommendations regarding the archival appraisal and accessioning of such materials." (Anne J. Gilliland-Swetland and Gregory T. Kinney, *The Use of Electronic Communication to Document an Academic Community: Six Month Report*, Bentley Historical Library, University of Michigan, 1992, p. 1) They appraised 75 conferences and found that "electronic conferences contain information which is unique or which significantly supplements traditional sources of archival information." (Gilliland-Swetland and Kinney, p. 6) Gilliland-Swetland delivered a paper at the Midwest Archives Conference in May 1992 discussing the findings of the project as related to the potential of electronic conferences in documenting student life.
 14. Moffatt, 45.
 15. Brichford, YMCA/Know Your University talk.
 16. Moffatt, 45.
 17. Statistics and information gathered from University of Illinois Archives annual reports for 1963-64 to 1992-93.
 18. Irving J. Spitzberg, Jr. and Virginia V. Thorndike, *Creating Community on College Campuses* (New York: State University of New York Press, 1992), 22.

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