

REMEMBERING ALMA MATER: ORAL HISTORY AND THE DOCUMENTATION OF STUDENT CULTURE

BY ELLEN D. SWAIN

ABSTRACT: For over a half century, archivists have debated the role of oral history in archives and libraries. While most agree that oral history is a valuable resource, many see its practice as an “extra” activity involving extensive funding, training, and time. When undertaken with careful planning and research, however, oral history offers endless possibilities for the academic archives. Through discussion of an alumni oral history project at the University of Illinois’ Student Life and Culture Archival Program, this article illustrates how oral history not only strengthens the research potential of existing collections, but also enhances traditional archival activities, such as collection development and user service. In turn, oral history presents new avenues for outreach programming on the campus, in the community, and beyond.

For decades, archivists and historians have deliberated the role and use of oral history in documentation strategy and research. While some argue that the practice promotes a more inclusive history by capturing the experience of the “common” individual, others point to its subjective nature and its reliance on fallible memory. James Fogerty convincingly illustrates that oral history supplements existing records to “fill in gaps.”¹ However, expense, time shortages, and required training are admitted deterrents to undertaking its practice in the archives.

It is true that oral history has limitations: interviews must be analyzed critically in the context of other documentary sources due to the unreliability of human memory and interviewer and interviewee biases. Oral history projects are time-consuming and require appropriate funding, training, and research preparation. Although this article will not attempt to resolve the debate concerning oral history’s place in archival practice, it will illustrate how an oral history project can have an immensely positive impact on the entire archives operation. The University of Illinois Archives’ investment in an alumni oral history project not only added invaluable and unique documentation to the Archives’ holdings, but also benefited more traditional archival duties such as collection development, user service, and outreach in unsuspected and far-reaching ways.

Oral History and the Archives

The modern field of oral history in the United States largely owes its beginnings to historian Allan Nevins who, in 1948, founded the Columbia University Oral History Research Office, one of the earliest and most notable oral history programs in the country. By the mid-1950s, oral historians promoted oral history's value to archivists with limited success. Initially used as an archival documentation strategy to supplement records of prominent historical figures, by the 1960s and 1970s oral history became a widespread tool of the social history movement to document women, minorities, and others who previously had been excluded from the historical narrative.²

Archivists responded to the growing use of oral history during this period by debating its value as a reliable source. Historian Barbara Tuchman took archivists and others to task for adding to the explosion of modern paperwork with poorly conducted oral history documentation.³ James Fogerty answered this criticism by pointing to the poor quality of existing documentation, noting that oral history "blended with archival research, may be crucial to complete understanding of information in the papers and is the only way to add information that the papers do not contain."⁴ Bruce Bruemmer agreed that the "nature of modern documentation demands oral history as a component of historical research" as it fills in gaps and is a good hook to primary resources.⁵

Archivists also argued over their role in the process. Some extolled archivists' neutral, objective position as collectors and curators, not as creators, of records. Others, such as Society of American Archivists (SAA) President Gerald Ham, challenged archivists in 1975 to adopt a more active and creative role in documenting history.⁶ By the mid-1980s and 1990s, oral history was becoming more accepted by the archival profession. In 1981, the SAA's oral history committee became a professional affinity group and in 1983 it organized as a section.⁷ Bruce Bruemmer's 1991 article concerning the need for access to oral history led to an NHPRC grant to fund the SAA publication *Oral History Cataloging Manual* by Marion Matters in 1995. Since the mid-1990s, archival discourse on the subject has moved away from debate over oral history's validity to focus on ways in which digital access to sound recordings can be accomplished.

Illinois' Oral History Project: A Case Study

The Student Life and Culture (SLC) Archival Program at the University of Illinois Archives began planning for an alumni oral history project in the fall of 1999. Mandated to document student experience and culture at the University of Illinois and on the national level, the SLC program was founded in 1989 with funding from the foundation of alumnus and fraternity leader Stewart S. Howe, 1928. A full-time archivist administers the program with support from two graduate students and volunteers. Known for its outstanding national fraternity collections, the SLC program is dedicated to documenting all aspects of student life—academic, social and cultural, religious, political, professional, military, and athletic—that contribute to the total student experience in higher education.

Documenting student experience is not an easy task, even with a full-time staff person devoted to the cause. Student organizations come and go. Some groups keep records;

many do not. The fact that student officers in many organizations change each semester only complicates collection development and outreach efforts. As a result, it is difficult to keep up with this ever-changing population's attitudes, experiences, and involvement in campus activities. Although the program has collected material actively since the early 1990s, holes and gaps in the collections inevitably exist.

Therefore, in the fall of 1999, the Student Life and Culture archivist initiated plans for an oral history project concerning University of Illinois (UI) student life during the late 1920s and 1930s. Three issues motivated the project: the significance of the period, both nationally and at the UI; the lack of archival holdings concerning students in the 1930s; and the advanced age of possible participants.

The significance and impact of the Great Depression on student life is substantial. Helen Horowitz and Calvin Lee explore its effect on campuses in their studies of student cultures in the nineteenth and twentieth centuries.⁸ Yet few firsthand student accounts or full treatments in secondary sources exist. In addition, the period is important for UI history due to a critical policy change in student administration initiated just prior to the retirement of Dean of Men Thomas Arkle Clark.

The first dean of men in the United States, Clark was nationally regarded as a leader in the field of student administration and discipline and famous for advocating a hands-on policy for dealing with students. His rules were strict and plentiful. Shortly before Clark's retirement in 1931, University President Harry Chase loosened student policy, allowing more freedom for and demanding more accountability and responsibility from students.⁹ This administrative transition, coupled with the effects of the Depression on student experience, made the 1930s a significant period in the university's history. The plan to interview students who graduated in the 1920s in addition to interviewing those who graduated in the 1930s would allow for comparison between student experiences under the two UI campus administrations and within periods of economic stability and devastation.

Although the archives had official student administrative office records, some student organization materials, and student publications, little existed in the way of scrapbooks, student correspondence, or diaries. The students' voice was missing from the archives. Importantly, alumni who graduated during this period were well into their eighties and nineties. Those who were freshman during Clark's last year in office were at least 87 years old. If the archives did not record their student experiences and reflections now, these accounts would be lost.

The first crucial step in the project was to conduct research. The SLC archivist began by contacting and visiting experienced oral historians on campus and at other universities; reading oral history literature, texts, and publications; and studying archival sources and secondary works concerning UI student life and national history during the period.¹⁰ Planning for costs, determining attainable goals, exploring equipment options, and ascertaining the availability and interest of alumni were early activities. After months of planning and consideration, she submitted a proposal to the university's Campus Research Board for funding.

During the years 2000–2001, the proposal outlined that the SLC archivist would interview 30–35 alumni who had graduated from the university between 1928 and 1938. The proposal requested cassette tapes, a tape recorder, a transcription machine, gradu-

ate-student wages to transcribe the tapes, and minimal travel money, totaling \$4,520. Unfortunately, the proposal was submitted near the end of the fiscal year when monies were short. The board approved \$500 to cover equipment costs. With the encouragement of the chair, the SLC archivist then applied for and received \$3,000 for undergraduate-student wages from the University Library Research and Publication Committee. The library also funded the archivist's participation in the SAA's oral history workshop in Denver, Colorado, in August 2000. Tapes and some travel expenses would be covered by the SLC program's budget.

In addition, the SLC archivist was required to submit a third proposal to the university's Institutional Review Board (IRB), which approves all research involving human subjects. The IRB determined that the project was exempt from institutional review and granted its approval in short order. Fortunately, this review went quite smoothly. In recent years, increased regulation by IRBs in social science research involving human subjects has become problematic for those conducting oral history. Formed in 1974 by the National Research Act (PL 93-348), IRBs traditionally focused on ensuring the rights and protection of subjects involved in scientific and medical studies. However, as oral historian Linda Shopes explained, historians are increasingly "required to submit their interviewing protocols for review by IRBs, as principles and practices designed to protect subjects of biomedical and behavioral research are misapplied to humanistic forms of inquiry."¹¹

Curiously, IRBs at different institutions review oral history proposals with differing levels of intensity. While the UI review quickly deemed the archives project exempt, oral historians at other institutions such as Illinois State University and Michigan State University have had difficulty working under IRB constraints. Rarely prohibiting projects, many IRBs instead require needless modifications such as maintaining the anonymity of interviewees, which may alter the historian's research. In 2000, the American Association of University Professors (AAUP) prepared a report recommending that universities make a concerted effort to recruit more social scientists to serve on IRBs that review their work.¹²

After securing IRB approval for the project, the archivist sought and received the university legal counsel office's approval of an interview copyright release form. This form is crucial in securing access to the interviews for future researchers.¹³ The next step was to formulate questions based on the historical research. Although the SLC archivist planned to use the data she gathered for her own research, she wanted to make sure that the interview questions were not narrowly designed to fit her needs; rather, she wanted interviewees to speak to a wide range of issues and subjects. It was important to capture students' total experience but at the same time, not cover "everything" for fear of conducting interviews that did not address anything substantially.

Questions concerned life before entering the university; academic study; the Depression and economy; social life; rules and regulations (including the influence of Dean of Men Thomas Arkle Clark); diversity of the student body; religious atmosphere; and life after the university.¹⁴ The archivist shared her questions with the university historian who provided comments and offered suggestions.

The greatest obstacle in project planning was selecting an interview pool. The Alumni Association and the University Foundation were helpful in providing alumni lists and

contacts. However, it was important to rely on other sources as well. Interviewing alumni with strong connections to the University Foundation would result in an interview pool biased by the high financial status or pro-university outlook of the interviewees who supported the institution. Fortunately, the Alumni Association's "living alumni list" for graduates during the project's period included all alumni, not just those who belonged to the Alumni Association. For the years 1928–1938, this listing included 5,272 graduates who were living in all corners of the United States and abroad.

Oral history literature did not address well the issue of statistical selection of a representative interview pool.¹⁵ After consultation with several oral historians, the archivist relied on the snowball technique: interview one participant, obtain names from that person, interview those contacts, etc. Five months into the project, the local newspaper ran a story about the project that resulted in a flood of interested alumni, which helped diversify the interview pool by including participants from a variety of economic levels. Although the process of choosing alumni was somewhat random, primarily by word of mouth, the archivist also directly contacted alumni to ensure that the interview pool was as representative and diverse as possible in terms of major course of study, ethnic background, and social involvement in activities on campus.

Also important was locating interviewees from different areas of the country in order to broaden the scope of the pool. By the project's end in summer 2001, the SLC archivist had interviewed 44 alumni who graduated between 1927 and 1939 and resided in six states: Illinois, Indiana, Kentucky, Ohio, Florida, and Colorado. Of these interviewees, 17 lived two hundred miles or more from the university. Two speaking engagements in Florida and Colorado for the university Alumni Association allowed the archivist to connect with interviewees in those areas at low cost as the Alumni Association paid for plane fare and lodging. In addition, several local alumni sent the newspaper article to possible participants in other areas who then contacted the archives.

The pool comprised 21 men and 23 women. Two of the alumni were African-American and one alumna was Jewish. The small number of minority students from the period made finding a diverse selection of alumni quite difficult. For instance, in 1930, there were 138 African-American students enrolled at the UI out of 10,730 undergraduates. In addition, approximately half of the interviewees were members of a fraternity or sorority in college. This high percentage of Greek participants was unplanned. Although this composition would support a comparative study of fraternity and independent life, it is problematic for drawing conclusions about the economic status and representative experience of the entire student body.

Two undergraduate students transcribed the interviews, each of which averaged one and one-half hours. After the SLC archivist proofread the copy for mistakes, the students typed a second draft, which was then sent to the interviewee for comments. One of the biggest problems with this process was that interviewees edited their interviews excessively though they had been asked to limit editorial remarks. Some alumni felt that they had not spoken well grammatically or that they "sounded dumb." Many wanted the transcript to read as a well-prepared speech. Only one interviewee refused to sign the copyright agreement unless the transcript were corrected as he wished and the tapes destroyed. He felt he had "sounded uneducated."

The elderly age of the interviewees was another issue. Since interviewee ages ranged between 85 and 95 years old, many had faltering memories and a few suffered from mild cases of dementia. Certainly, these problems affected the quality of the interviews, although a number of the more elderly participants conveyed their interesting experiences and thoughts with great eloquence.

Interviews also sparked emotion as interviewees described deep hurts and remembered loved ones and friends who had passed away. Albert Spurlock, 1938, an African-American alumnus, spoke with great feeling when describing the discrimination he experienced in the community and at the university. Austin Dyson, 1937, invited the archivist to interview him months after his wife Elaine's death. Remembering their time together at the UI was a tearful, difficult event. To ease his grief, Dyson decided to compile a family history for his children partly based on his and his wife's college diaries, copies of which he later donated to the archives. And, of course, there were other problems inherent to any oral history project: barking dogs, doorbells, interruptions to run to get a photograph or a yearbook. One interviewee's wife accidentally tripped on the tape recorder cord sending the machine off the table and across the floor. In spite of any technical difficulties, the staff had transcribed all interviews by the summer of 2002.

Enhancement of the Research Collection

Proponents of oral history have justified its use by pointing to problems with official records and many personal papers in collections. Archival collections have documented the administrative and official activities and policy of the university to the exclusion of other "smaller" but important voices on campus. In addition, the mass proliferation of twentieth-century paper documentation, largely due to technological advances, has questionable research value. Historian Arthur Schlesinger decreed in 1967 that "the rise of the typewriter has vastly increased the flow of paper and the rise of the telephone has vastly reduced its importance." Helen Samuels amended this statement in 1992 by suggesting that "the copy machine has increased the paper flow, while electronic mail and database systems have further altered our means of communication," which in turn has created "significant alterations in the documentary record."¹⁶ The "blending of archival research with oral history," explains James Fogerty, "may be crucial to complete understanding of information" in the papers.¹⁷

Samuels and William Maher, authors of the SAA's two university and college archives manuals, underline the critical importance of oral history to the academic archives. Samuels explains that, "if archivists perceive their responsibility as documenting an institution, then the intervention to create or ensure the creation of records must be an integrated part of their documentary mission." Maher also insists that "once the archival program is on solid footing the main question for the academic archivist should be how to obtain resources for this critical supplement [oral history] to archival work."¹⁸

The impact of the UI alumni project on the archives' research collections and programming has been substantial. As anticipated, the interviews "filled in" gaps by adding depth and dimension to the existing archival collections. The interviews' content addresses a wide range of research areas. The archivist's initial interest in President

Chase's relaxation of rules was supplemented by issues such as female students' unhappiness in course offering and career options, the relationship between the fraternity and independent students on campus, and the lack of political interest and activity on campus during the period.

One example of how the SLC alumni interviews have informed, added human voice to, and enhanced understanding of the official archival records in the archives centers on the practice of segregated food service on campus in the 1930s. In her report on "Boarding and Housing Conditions of 'Colored Students' of the UI" in 1929-1930, Dean of Women Maria Leonard reports:

At present these girls have the opportunity of eating the noon meal at the cafeteria in the Woman's Building. Aside from this, whenever they are hungry, they must either cook for themselves, make a long trip downtown to the Illinois Central Station, or else undergo the humiliation of waiting in a restaurant near the campus until the desired food is cooked or prepared and take this food home, generally to be eaten cold.¹⁹

When Erma Scott Bridgewater, 1937, entered the university in 1934, she experienced this segregation firsthand. She comments about the experience:

There was no place for us to eat on campus. There were restaurants, but we couldn't eat in them. So what I did, Pamisano had a wagon outside, out in front of the library, and he sold candy and apples. And that was my lunch ... a Mr. Goodbar and an apple, and [I'd] take it into the library to the restroom and eat it.²⁰

The Dean of Women's files contain a letter concerning the closure of the Alpha Delta Theta house during the depths of the Depression. The dean opted to have renting sororities fold and move into sororities that were paying mortgages in order to keep the larger sororities solvent. Dean Leonard indicated in a letter to staff that it was most prudent to close the sorority, even though she acknowledged that President Kathryn Hansen and the other Alphas were making a valiant effort to stay afloat.²¹

Sixty-seven years later, Kathryn Hansen, 1934, tells her side of the story:

A number of sororities that had built new houses and were heavily mortgaged and were unable to get new members found that they would have to close. Dean Maria Leonard recommended that since Alpha Delta Theta rented and we were operating financially, we should move into one of these houses having operating problems. We were pressured by the dean to follow her recommendations.²²

Another interesting comparison is found in the student affairs records that provide student employment statistics and list student jobs during the early Depression. The alumni interviews complement these records by providing personal accounts of the types of employment available. For instance, Mary Kay Peer lived in her parents' boardinghouse and took in typing all four years of college. Many of the male interviewees worked in the fraternity houses as waiters and kitchen help. Junette Peale took residence in a professor's home and babysat for food and board. Other interviewees worked

in the campus fire station, served as janitors, or were door-to-door salesmen to stay in school.

Alumni memories of Thomas Arkle Clark, the famed Dean of Men, also added to the historical record in the archives. Interviewees overwhelmingly stated that students, as a general rule, didn't question or disobey authority (although several explained how students acquired liquor without the dean's knowledge). Most agreed that Clark was a respected but feared figure; to be summoned to his office was a stressful occasion. Some respected him more than others. William O'Dell, 1931, was caught on campus in a car, a terrible violation of campus policy. Clark suspended him in April of his senior year, one month before graduation, requiring him to return to campus for the fall semester to earn his degree. Decades later, O'Dell spoke angrily about the dean's unwavering adherence to the rules.²³ On the other hand, Royal Bartlett, 1931, was impressed that Clark had "gone to bat" for him to secure reimbursement from a local dry cleaners for a lost suit. Interestingly, only one interviewee specifically mentioned a change in student administration policies upon Clark's departure.²⁴

The archives has no firsthand accounts about the period from African-Americans, except for the interviews of the two participants in the oral history project. The recollections of Albert Spurlock, 1938, an African-American student in the architecture department and a varsity track member, addressed the discrimination he experienced when traveling with the team to other Big Ten schools and of the lack of opportunities for African-Americans in architecture. Freshman rhetoric classes most often use Albert Spurlock's interview for research assignments.

Impact of the Project on the Archival Program

The oral history project has increased use of UI's archival materials. Even before the project's completion, researchers, including faculty, students, administrators, and the media, began using the interviews for research on a variety of subjects. Scholars from other universities used interviews to study regulations for women and gender roles on campus. An author conducting background research for a novel on a sorority student investigated a number of interviews with alumnae who were in sororities. A library-school graduate student used material from the interviews for an exhibit assignment. The freshman rhetoric department has integrated the SLC oral histories and its other collections wholeheartedly into its curriculum, thereby introducing first-year students to the rich history of their new university. Instructors require first-year students to choose a primary source from the SLC archives, then describe and analyze the item in the context of other primary and secondary sources. Students have used the oral history interviews to investigate or add context to primary sources such as a newspaper article on the roller-skating craze at UI in the late 1920s, a dance program, the Dean of Women's curfew regulation posting, and a photograph of the annual freshman cap burning.

Other oral history researchers include a local newspaper columnist writing on the plight of minority students at the university and in the community during the 1930s. The Alumni Association's magazine editor included an interviewee's comments on roller-skating in her "Memory Lane" article. Archives staff have used the interviews as well. The SLC graduate student, funded by a local historic preservation group to write UI

fraternity chapter histories for the archives, has relied on the oral histories for a number of his essays. The SLC archivist highlighted excerpts from the interviews in exhibits and integrated their stories and photographs into her UI student history slide show presentations to alumni and community groups.

With each new use, researchers become acquainted with the archives and explore other resources it holds. Biographical pages with interview excerpts and photographs for 15 of the 44 interviews posted on the SLC Web site and publicized in the newspaper article have also increased use. Although Web-site development was not part of the initial proposal, the archivist, SLC graduate assistant, and undergraduate transcriber worked together to highlight as many of the interviews as possible. A goal is to enhance access to the interviews by providing on-line audio clips and transcript indices.

Although the oral history project has enhanced our knowledge of the period and facilitated research, its impact on other aspects of archival work is of almost equal importance. Contact with interviewees has netted six new collections of alumni and student papers. Included are four diaries, written by an alumni couple (separately) during their student days on campus (1934–1937), which contain daily accounts of this couple's activities and discussion of their priorities and aspirations. Other materials include the personal papers of an alumna and faculty member, scrapbooks, photographs, artifacts such as Albert Spurlock's letterman sweater (one of the first varsity sweaters awarded to an African-American at the university after World War I), postcards, and yearbooks.

Because of project publicity, the archives also has become more visible on campus and in the community. In March 2001, the local paper ran a Sunday feature story on the project, complete with interview quotations and numerous photographs of interviewees and the campus. The article also issued a "call for interviewees." The response was overwhelming with 23 phone calls over the course of the next week. In addition to the local media, the campus' faculty/staff newsletter and the Library Friends newsletter ran stories about the project that resulted in interviewee volunteers and raised awareness of the program.

Importantly, the project has enabled the SLC archivist to develop valuable relationships and connections on campus and in the Champaign-Urbana area. The Alumni Association and University Foundation now regularly call when they hear of alumni records that might be of interest to the archives. The archivist has been asked to provide presentations about the archives to the local historical society, the county genealogical society, and alumni clubs. Through these presentations, alumni, the local community libraries, and the county museum are more knowledgeable about the UI archives' collection holdings concerning local community history and genealogy.

Conclusion

The UI alumni oral history project has added new depth to the archives' student life and culture collections by providing a perspective that written documents do not convey. The project has increased use of the archives' collections, and raised awareness of its collection needs and programs on campus, in the community, and beyond. Of course, this type of project demands a substantial time commitment and financial support. For-

tunately, the SLC archivist could rely on two SLC graduate assistants to assist with daily archival tasks during the project year. She also conducted many of the interviews on weekends and on designated three- to four-day trips to reduce her absence from the archives. Importantly, the project received support from both the campus and the library. This investment will have long-lasting effects not only on the research quality of collections, but also on the entire archival program. An oral history project requires a commitment of finances and time, it is true. If the academic archives can address these challenges, oral history's benefits and possibilities for the archival program are well worth the effort.

Appendix 1

**UI Student Life, 1928–1938: Oral History Project
Questions**

Background

Please state your full name and birth date.

Would you talk about your childhood and early family life?:

Where did you grow up? How big was your family?

What did your parents do for a living?

Where did you go to high school?

Do you remember the Stock Market Crash (1929) (when applicable)?

How did the Depression affect your family (when applicable)?

What is your earliest memory of or first association with the University of Illinois?

Why did you choose the University of Illinois for your schooling?

How many, if any, other members of your family attended/graduated college?

How many of your high school classmates went on to college?

Education

What was your major and why?

What did you hope to do with this major upon graduation? Did you?

Who were your favorite professors? Why were they valuable to your education?

What types of classes did you take and where were they held?

Can you characterize the physical facilities (classrooms, etc.)?

What was the relationship between students and faculty? Did you associate with them outside the classroom?

What were the main strengths and weaknesses of your university education?

Do you think you would have profited more educationally at another institution?

Rules/Administration

Would you talk about rules and restrictions for students: Prohibition, smoking, cars, dating?

How did the rules for men and women differ?

Do you remember Dean of Men Thomas Arkle Clark/Fred Turner?

What were your impressions of him?

He is said to have had a spy system. Do you know anything about that?

Do you remember Clark's death in 1932? How did the campus react?

How did the student body view him? Was he visible and accessible?

What was his role on campus?

Do you remember the Dean of Women Maria Leonard?

What were your impressions of her?

How did the student body view her? Was she visible and accessible?

What was her role on campus?

How would you characterize the moral code on campus?

Did religious affiliation figure prominently in student life?

Any impressions of Presidents Kinley, Chase, Willard?

Does the person who is president of the university have any/much influence on the life of students?

Appendix 1 (continued)

Social/Extracurricular Life

Where did you live and why?

Did you belong to a sorority/fraternity? Why or why not?

What were some of the activities in which Greeks participated?

How were Greeks viewed on campus? How were Independents viewed on campus?

Did Greeks and Independents interact? If so, in what ways?

What were the activities/organizations in which you were involved?

Specific questions about these activities and organizations: *Daily Illini*, Mask and Bauble, etc.

How important were athletics and Homecoming activities?

What did you do for fun and where?

How did the Depression influence or shape student activities?

What did you wear to class?

Financial

How were you able to attend the University of Illinois?

Was your higher education a priority for your parents?

Did you have a job while you were in school?

Do you remember the Stock Market Crash? How did the campus respond? Did you talk about it in your classes?

How did the Depression affect your family?

How did it affect your life at the university financially, socially, and academically?

Did you have a job at school? If so, how did you secure this employment?

Student Employment Bureau 1932-

Diversity on Campus

What was the ethnic and religious make-up of the student body? What were your friends' backgrounds?

How were minority students treated? Were you aware of discrimination at UI or in Champaign-Urbana?

Did African-American and Jewish students interact socially with other students on campus?

How did Catholics and Protestants interact?

National

Were you aware of national happenings/current events while you were in school?

If so, which ones? (for example, presidential election between Hoover and FDR, 1932)

Were you or other students involved in politics? Was the student body largely Republican or Democrat?

Were there any "radical" political activities among students and faculty?

Life after College

Did you and your family attend commencement ceremonies?

What did you do after graduation? Could you find a job?

What career did you choose?

How have your education and student life experience influenced your later life?

Appendix 2

INTERVIEW AGREEMENT

Tape recordings and transcripts resulting from interviews conducted for the Student Life and Culture Archival Program of the University of Illinois Archives become part of the Student Life and Culture Collection at the University of Illinois Archives, and they are made available for use consistent with the University's mission regulated according to any restrictions placed on their use by the interviewee and/or interviewer. Participation in the Program is entirely voluntary.

We, the undersigned, have read the above. The interviewer affirms that he/she has explained the nature and purpose of this oral history research. The interviewee affirms that he/she has consented to the interview. The interviewee and interviewer hereby give, grant and assign all rights, title and interest including copyright, of whatever kind from this information and interview to the University of Illinois Archives.

Date of interview _____

Name of Interviewer

Name of Interviewee

Signature

Signature

Address

Address

City State Zip

City State Zip

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NOTES

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2. For discussion of oral history, the archives, and the social history movement, see Ronald J. Grele, "Directions for Oral History in the United States," in *Oral History: An Interdisciplinary Anthology*, 2nd ed., ed. David K. Dunaway and Willa Baum (Walnut Creek, London, New Delhi: Altamira Press, 1996): 64–65; Frederic M. Miller, "Social History and Archival Practice," *American Archivist* 44: (spring 1981); and Dale C. Mayer, "The New Social History: Implications for Archivists," *American Archivist* 48: (fall 1985).
3. Donald Ritchie, *Doing Oral History* (New York: Twayne Publishers, 1995): 132.
4. Fogerty, 150.
5. Bruce H. Bruemmer, "Access to Oral History: A National Agenda," *American Archivist* 54:4 (1991): 496.
6. F. Gerald Ham, "The Archival Edge," *American Archivist* 38:1 (1975): 9, 13.
7. The Society of American Archivists Records 1936–[ongoing], UWM Manuscript Collection 72, Golda Meir Library, University Manuscript Collection, University of Wisconsin–Milwaukee.
8. Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (Chicago: University of Chicago Press, 1987); Calvin B.T. Lee, *The Campus Scene, 1900–1970: Changing Styles in Undergraduate Life* (New York: David McKay Co., 1970).
9. For discussion of Clark's prominence, see Terrence Finnegan, "Promoting 'Responsible Freedom': Administrators and Social Fraternities at the University of Illinois, 1900–31," *History of Higher Education Annual*, v.9, 1989, 33–59. Chase made his case to the alumni in "As President Chase Puts It," *Illinois Alumni News* (December 1932): 82.
10. For sources on use and role of oral history in the archives, see Fogerty, 148–157; Dale Treleven, "Oral History and the Archival Community: Common Concerns About Documenting Twentieth-Century Life," *International Journal of Oral History* 10:1 (1989): 50–58; and Bruce H. Bruemmer, 494–501. For "how to" instructions, see Ritchie.
11. For background history concerning IRBs, see Michael Gordon, "Historians and Review Boards," *Perspectives* (American Historical Association newsletter) 35:6 (1997): 35–37; Linda Shopes, "Historians and Institutional Review Boards: An Update," *Perspectives Online*, October 2001.
12. This increased attention to all research involving human participants has been fueled by the 1999 death of a patient undergoing experimental gene therapy at the University of Pennsylvania. The scientists administering the experiment may not have secured informed consent. In addition, the National Institutes of Health suspension of federally financed research at eight institutions between October 1998 and July 2000 and an increase in the amount of biomedical research being conducted by drug companies without any regulatory oversight have heightened IRBs' scrutiny of all projects involving human subjects. Jeffrey Brainard, "The Wrong Rules for Social Science?" *The Chronicle of Higher Education* (March 9, 2001); Jeffrey G. Charnley, "Michigan State University's Sesquicentennial Oral History Project," paper presented at the Oral History Association Annual Conference, Durham, North Carolina, October 13, 2000; American Association of University Professors, "Protecting Human Beings: Institutional Review Boards and Social Science Research," AAUP Report, <<http://www.aaup.org/statements/Redbook/repirb.htm>>; for additional information, see Alan Bliss, "Chapter

- 10-3: Oral History Research,” in Robert J. Amdur and Elizabeth A. Bankert, *Institutional Review Board: Management and Function* (Sudbury, MA: Jones and Bartlett, 2002): 415–418.
13. See John Neuenschwander, *Oral History and the Law* (Carlisle, PA: Oral History Association, 2002).
 14. See Appendix 2.
 15. For a brief discussion of selection procedure, see Ritchie, 62–63. See also David Lance, “Oral History Project Design,” in *Oral History: An Interdisciplinary Anthology*, ed. David K. Dunaway and Willa K. Baum (Walnut Creek, CA: Altamira, 1996): 135–142.
 16. Helen W. Samuels, *Varsity Letters: Documenting Modern Colleges and Universities* (Lanham, MD and London: SAA and Scarecrow Press, 1992): 9.
 17. Fogerty, 150.
 18. Samuels, 13; William J. Maher, *The Management of College and University Archives* (Metuchen, NJ and London: SAA and Scarecrow Press, 1992): 338.
 19. “Boarding and Housing Conditions of Colored Students of the University of Illinois, 1929–30,” Dean of Women Records (RS 41/1/3, box 4), University of Illinois Archives, University of Illinois at Urbana-Champaign.
 20. Interview with Erma Scott Bridgewater, Champaign, Illinois, March 22, 2001, University of Illinois Archives, University of Illinois at Urbana-Champaign.
 21. Maria Leonard to Mrs. Ansel Hemenway, September 21, 1933, Dean of Women Records (RS 41/3/1, box 2), University of Illinois Archives, University of Illinois at Urbana-Champaign.
 22. Interview with Kathryn Hansen, Urbana, Illinois, December 5, 2000, University of Illinois Archives, University of Illinois at Urbana-Champaign.
 23. Interview with William O’Dell, Fort Myers, Florida, March 18, 2001, University of Illinois Archives, University of Illinois at Urbana-Champaign.
 24. Interview with Royal Bartlett, Denver, Colorado, November 7, 2000, University of Illinois Archives, University of Illinois at Urbana-Champaign.

