

Interview with Harry Rajala  
Marquette, Michigan  
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## START OF INTERVIEW

### SIDE 1

Russel Magnaghi (RM): Okay good morning Harry. The first question I would like to ask you, what is your birthday?

Harry Rajala (HR): My birth date is November 28, 1933.

RM: Okay, could we start off with you giving us some background in terms of your first association with Northern.

HR: As a green freshman in 1952, I entered Northern as a graduate of Gladstone High School upon encouragement from some previous Northern graduates that I worked for in the city. The enrollment at Northern at the time was 565, which was really one of the low cabs of enrollment history at Northern. It was like entering a large high school, even though my high school was relatively small in comparison, this university here at the time it was Northern Michigan College of Education, was at one of the points when they were trying to decided what they were going to do. Either close it or expand the enrollment. When I entered with 565 students, by the time I graduated, it may have been in 1950, in 1956 and the enrollment probably crept up to about 13 hundred by then. And with my teaching certificate I took a first year teaching job along with my wife who was also a Northern graduate, we became the business department over Canyon Falls High School for a year. Then I was drafted in the military and came back to Northern as a full time employee in 1960 when the enrolment was 2000 at the time I returned. And the enrollment increase in the late '50s and early '60s were resulted Dr. Edgar Harden's 'Right to Try' expansion theory to get the university rolling as far as total student body and programs were concerned. Each year it crept up and by 1965 I think we were up to about 64 hundred students. Even in the late '60s and early '70s it even got up as high as 7000. So things were growing and there was lot of work to get done, there were long hours to put in. And the office staff started to expand to include additional people to do the work that had to be done in order to keep up with that number of students.

RM: What was your work?

HR: My official capacity as a first year full time employee at Northern was Assistant to the Dean of Graduate Studies and Registrar, and his name was Dr. Clarence Bjork and after just two years then he became full time Graduate Studies Dean. And then I became, by 1967, I became the Registrar itself rather than an assistant.

RM: I see. Now the registrar's position was of all the positions found in the administration was probably, besides the president, was probably the oldest?

HR: One of the oldest type employees within the university because there wasn't really an admissions office when I began here. All the admissions were done by the registrar at the time. So I think the admissions office didn't start until about 1965 or '66 as a separate entity. So the admissions were done by the registrar at the time, or his assistant. And all the evaluations of transfer student's credits were done in that office and all the record keeping was maintained and the GI Bill records were kept there and there were just so many different kinds of records because there weren't separate offices. Financial aid was done there, for whatever financial aid there was. So until about 1967 the separate offices were not in existence. Most expansion of the enrollment increase they had to start hiring a separate admissions division, a separate financial aids division, a separate GI Bill division, and a separate off campus extension division and a lot of different...

RM: Now, maybe just to go back as your days as a student here in the early 1950s, could you characterize that time in some fashion? And possibly leave a comment on the different instructors and also, this is kind of a long question, do you have any recollections of President Tate? As a student?

HR: Well first of all, I'd like to approach the President Tate question because he was president at the time when I began as a student, so I had an opportunity to work in the president's slash registrar's office which was called at the time our, part of it was called the General Office because it handled everything within the university. From faculty contacts and grading and class rosters, transfer evaluations. Anything to do between evaluating where students stood as a transfer student and the departments themselves, we also tried to maintain that relationship with the registrar's field as being a direct contact with the academic field in order to give proper evaluations of what historical records students were bringing in. But Dr. Tate was an unusual individual, kind of a quiet person but very well liked. And he was only here for about 4 years when I was here, my undergraduate collegiate experience was under his vintage. But then I think he retired just about 1956 when, that's when he retired, when Dr. Edgar L. Harden came as president of the university. In fact Dr. Harden was our speaker for commencement the year I graduated and he also was the speaker for the honors convocation. Then he took over in July of 1956 and that's when I graduate in June and was gone for 4 years and graduated in '60.

RM: I see. Where there any, getting into, are there any activities when you were a student were there any activities that the student did? Organizations that they had that you would want to comment on?

HR: The activities that were popular at the time were your different sororities and fraternities, they were a big thing back then. There were a number of them. All the way from service organizations all the way up through the regular fraternities both for men and women. That was one of the popular things to be involved in. I think maybe about 75% of the student body was in some type of organization. There were a lot of departmental clubs. For example I was in the field of business education and our club was called "Commercial Club" back then. We had as many as 25 or 30 members. And I think each department had that many members in their respective clubs such as the biology department, the mathematics department, industrial education, home economics, art education. Everybody had their own separate little club that they had that

represented their department. So there was a lot of contact between students and faculty members because you were associated with them all the time.

RM: Were these clubs, especially the departmental ones, were they sort of, did they strongly encourage membership by the students?

HR: Yes, right.

RM: So it was almost if you were a major or interested in that field that you were in the club automatically?

HR: Exactly, right.

RM: Now what about any kind of activities, at this time Kaye Hall and that complex was in operation? Do you have any comments about classes in Kaye Hall?

HR: Class sizes when I was attending as an undergrad were relatively small because of the enrollment in the beginning and of course they increased later. And by the time I got back in the early '60s, as a student they increased the numbers such as, like in '65 200 in a class like maybe for freshman history of western civ. Composition classes were always kept at a minimum of about 25. But in public address or fundamentals of speech was always kept at a low enrollment like 20. But the other classes in the lecture halls and psychology and so forth some of them were as high as 350, some even went as high as 500 in a basic sociology class or one of the ones where it was a straight lecture type course. It was fun being here then because you saw all facets of education going from the small time school all the way up through the years were you saw the problems of increased enrollment and the problems of increased class sizes because some freshman were entering here with one class in English maybe with 25 students in it and then they'd have three other classes that were numbering anywhere from 100 to 500 depending on what field you were in. Of course if you were in the lab sciences, your biology or lab courses were only running as many as the lab would hold, so 24 students or that would be the maximum.

RM: Now where did they, we're talking now about that Kaye Hall complex, where did they have these large classes?

HR: The large classes were held in Kaye Auditorium, the extremely large ones. I remember Dr. Jean Rutherford used to teach a psychology course without a mic in Kaye Auditorium with 350 students. She had a booming voice that would carry right to the row where the students were seated. And it held about 1400 students so that's where the largest lectures were held. And then the other ones, the Olsen Library had a little theatre type room that held probably 225 students in it or so, and those were the big lecture ones. Also there were a few lecture classrooms in the top of Kaye Hall that would hold as many as 75 or so in the larger rooms.

RM: So then you were really pressed for space?

HR: Exactly, yes space was a problem for large until they built some of the other facilities. Such as the theatre along with the complex for the Little Theatre where they had a large lecture hall as

well holding as many as 500. Until some of those building were put up we were strapped for rooms to hold large sections and of course that helped another way by holding the section sizes down.

RM: Now this obviously also had the effect of keeping enrollments down. Even if the college wanted to expand it was hindered by the space. Did sort of all this come together and sort of reach ahead where something had to be done with the coming of Harden? President Harden?

HR: That's about, a quick statement there because with his coming and his vice-president Harold Sponberg [spelled phonetically] at the time when he first came and then the other in Claude Bosworth [spelled phonetically] who was in charge of the public service division, things really expanded quickly. Then the buildings were awarded by the state as far as increased facilities in order to handle the expanding enrollment. Before everything came together, and it took a few years to get some more classroom buildings, but as they expanded then you were able to settle in and start lowering class sizes and managing office spaces and so forth like that.

RM: How did that, in terms of your tenure as registrar, how did that space problem finally work out when by time you retired was the space problem for class, classroom space ever solved?

HR: I would say that by the time I finished it was pretty well solved because of the total number of new buildings. The Jamrich Hall, West Hall, the Learning Resources Center, the PEIF building, and the entire classroom complex including the Jacobetti Center and so forth seemed to be able to handle the need for proper instruction of students without overcrowding.

RM: And how many, do you remember just off hand, how many would you say how many classrooms of varying size were on campus when you retired?

HR: Wow, my assistant Jerry Wittings [spelled phonetically] worked with the classrooms more than I did. Oh gosh, there were, I couldn't even give you a guess right now if there was 100 or that many total classrooms there were all together. And when they were still, like for the large classrooms you had West Science A and B, which were again holding up to like 200 or 300 students. Then the fieldhouse for large physical education classes. But the large lectures rooms again would go back to, we lost one in the Kaye Auditorium but you had the one in the Little Theatre which was large and the West Science ones and then down in the Jacobetti Center there were quite a few of them that were pretty large. None of them again that were running any higher than the Little Theatre was at 500 students at one time.

RM: How would you, and it might be better to do this in terms of a comparison. Okay, Harry could you maybe comment on to maybe shed some light on the two individuals, could you comment on or compare and contrast Presidents Tate and then his successor President Harden?

HR: Well first of all with President Tate, I think one of the reasons for his being laid back was he was up in age at the time he was president here and most of his administrators and fellow faculty members were also the same, getting up into the late 60s early 70s period, or not early '70s but late 50s early 60s age bracket and I think that they had seen a lot of things happen at Northern because post World War 2 and the expansion of the student body probably went from like 600 or

in fact 600, 300 probably right during 1941 or so, all the way up to as much as maybe 1800 by 1948-49 you know right in that area before it started dropping in the early '50s. So they went through a lot of the same things as future expansion was going to be at Northern where they had not enough classrooms to handle the post war veterans that were coming to school because the GI Bill was so popular and there was need for further classrooms and more faculty members back then. But the ones that had been here for years were the ones that were, they're excellent members of faculty but they had been here a long time and I think the differences in where you could go with the monies that were available in Lansing for expansion were limited. So I think that kind of dictates what type of presidency is in existence at the time or even higher administration because they're following the times. What's happening during the time period that they happened to be in office. It was rather laid back and there weren't a lot of new programs developed but we had good programs in speech pathology and social work that have always maintained their status at Northern over the years and they were developed in the late, mid '50s and early '50s right around that time period when Tate was president. Although you compare it with Dr. Harden's era, you're bringing in a young administrator along with a total group of people that he's familiar with and bringing in new faculty members. There was a big surge of faculty members about 1963-64 and even all the way up to the late '60s. But in the field they were staying a year or so and then leaving but after things settled down, it seemed like the longevity of the faculty from the late '60s on has maintained its status. I think with those, both of the relatively young faculty members that were a lot of new innovative things to happen and the monies were starting to expand in Lansing so your building programs were getting going. It was a challenging thing to be a president at that time, but I think Dr. Harden did an excellent job of controlling things and getting new programs and buildings on the campus.

RM: So that would almost be, and it sort of becomes a stereotype, but it's almost a situation where you know is it the chicken or the egg? Is it the person or the event? Really these two things came together, I guess I should add for the recording that in 1963 Northern became Northern Michigan University.

HR: Right.

RM: Which then cut us off from the Department of Education.

HR: And then we were a sole entity then.

RM: And at that time we had Harden who was this very energetic rather powerful individual that was getting things done.

HR: Of course with Dominic \_\_\_\_\_ was in charge of the \_\_\_\_\_ appropriations way back then had a lot of influence where they were getting a lot of things done.

RM: I just thought of that, just to pull that together to get you to understand what's happening. What I'd like to ask you Harry is, do you remember any incidents where a student was expelled from Northern or disciplinary action was taken against the student while you were a student or in your official capacity?

HR: Well, one or two incidents I recall especially, my wife was the president of the Carey Hall Association when she was senior and she was president of the group there and she had to kind of watch all the girls that were living in Carey Hall, which was fully occupied by students at the time. I remember one incident when two of the girls came into hall like about 1 o'clock in the morning and had been drinking or something and they were caught coming in through the windows because the doors were locked early. They were disciplined by being suspended from school and after the years had gone by both of them finally finished Northern but they had to leave for a semester for disciplinary action and could come back at a later date. That was one of the incidents that I recall. Sometimes people, if they were involved in any kind of vandalism within the community they could be reprimanded for things through the Dean of Students area and it would go on record. The academic situations were changed over the years because when the enrollment was low you seemed to have more leeway on being suspended academically. But after enrollments were expanded and there was a need to make openings for good students, you didn't get too many semesters to try out and if you didn't make it. For example in your first semester if you flunk most of your courses you were gone for a year. And that changed over the years and from the beginning it was not as much academic discipline as it was in the later years when the expansion of enrollment was to the point where they needed spaces for incoming students that could prove themselves and if you didn't prove yourself right away you were out on your rear for at least a year. Other times, when I look back at the records it seems like people had an opportunity to keep trying and trying and trying upon appeal until, the new procedures are total different. I think students are doing a much better job academically settling down then they were in the late '60s, early '70s.

RM: So you did notice a change?

HR: Right.

RM: Now once again, do you think a lot of these, or did you want to comment, did a lot these developments due to discipline, grades and so on. Were they pretty much generated by the times, the enrollment, for instance the Vietnam War? These outside influences.

HR: I would say that some of the outside influences proved to be a big factor. What was happening at the time, like your saying. I think post World War 2 when the veterans were here, it was pretty hard to discipline anyone who was 21 and had served in the military for drinking or party bouncing or whatever you had. But when we got back into the late '60s when it started with Vietnam, not the Vietnam, well I guess it was the Vietnam era, it was looked on a little bit differently. The students weren't quite as old as the ones from the GI Bill era and so we kept tabs on them a little bit more and were a little bit harsher and their requirements as far as discipline and so forth.

RM: Now did you leave in the dorms on campus or did you live in the town?

HR: First of all, as a student in 1952 I lived in the residence on Magnetic Street and it was only a block away from campus. And for two years I lived in the one residence and then I moved up to live with Nelly Johnson and Nicky Johnson about 3 houses away for my junior year. And

because the first men's residence hall was completed in 1955 I moved in there for a year as a student in Spooner Hall.

RM: Oh okay.

HR: And my wife lived her entire career in Carey Hall for the 4 years she attended from '50 to '54.

RM: I see. So you didn't have any choice then when you, as a male student? You had to live in the community.

HR: Right, there weren't any residence halls for men.

RM: Was that difficult? Was housing difficult to find?

HR: Not when I first came because a lot of people near the campus has rooms for students. Like there was an apartment house over on North 4<sup>th</sup> street that has as many as 7 or 8 different rooms for students. Then there were a lot of house around the area that took in as many as 7 or 8 students at one time, like boarding houses. And then we ate our meals at local boarding houses at noon, or you could eat at the cafeteria but there were several boarding houses in the area where like say as many as 15 or 20 people would eat their lunch at this one place.

RM: Oh.

HR: Because there weren't very many restaurants in the area in order to find food. So we'd walk downtown and go to one of the local restaurants down there but there weren't hardly any restaurants on the north side of Marquette.

RM: Do you think that was because they had these boarding houses to fill the demand?

HR: It could have been the boarding housing were preventing, for the college students, were preventing restaurants from coming in. The closest one was the Tip Top and that was up on North 3<sup>rd</sup> street almost to downtown. There was just a little teeny one over there by the old Pollestra across the way which only could seat maybe 6 or 7 people at a time. It was called the Chicken Shack. Other than that there weren't any local restaurants near, you had to get your food in the, which was in Lee Hall in the cafeteria where the art gallery has been for the last 15 years or so.

RM: Could you comment then, as a student you frequented the Tip Top?

HR: I didn't go there quite as often as I would have liked to because I didn't have time to go because I was carrying about 3 or 4 different jobs, plus studying and so forth. I really frequented as much as many of my friends did.

RM: So this was a real watering spot? Could you comment on that?

HR: Yes it was, the Tip Top was well known. In fact, not only the Tip Top but the North End Bar, in Marquette which is now Whispers was the other place where a lot of the students hang out and if they were 21, naturally they were there for sure. But if they were under many of them were there because they looked 21. But they both were the two watering holes that I can remember right off hand in local area. They were always full with people.

RM: Now with these boarding houses, there's no particular structure in the area. Were these just homes?

HR: They were homes, older homes that had a lot of rooms. Good cooks, you know homes that just made room for students and had big long like picnic tables in the dining room where you could eat. So you could congregate around 1 central table. It was kind of a meeting place for kids to eat and meet friends. So some of the fraternity houses were fixing their own meals. There were several large fraternity houses, the Tri Mu's had a big one on College Avenue right about where the Marquette-Alger Intermediate School District office is right now. Then the Theta house was on the east side of town over towards Arch Street right over on that side of town. Those two big homes served meals to their people that stayed there.

RM: They cooked their own?

HR: They had cooks within the early houses that were making meals for students as well.

RM: So a lot of this probably went back, I meant this has been by the time you came in 1952, this has been an institution, a 50 years old institution for the community.

HR: Right. They probably were, the fraternity houses were not probably that popular way back in the early '20s and '30s because I think people just ate in homes and had room and board together wherever they were staying. So they rented with a room and a board from the person that they were renting from. But once the fraternity houses came up they became popular.

RM: Now what with that type of a situation, people living scattered around town, what kind of college spirit did, because you had the women on campus, you had the Lee Hall complex and you had dining areas and so on, you had a center there. But did you notice or could you comment on the kind of student spirit, were students that lived off campus attracted to Northern?

HR: I think one of the problems with commuters from the Ishpeming-Negaunee area and Gwinn and so forth, sometimes they didn't always stay around for all the activities. But anybody that lived on campus or was in Marquette, when we had a basketball game or football game or any type of athletic event or \_\_\_\_ program in Kaye Auditorium the student body just seemed to congregate and have a good spirit. Activities were well attended. They had a...

## SIDE 2

HR: The music department at Northern was quite good back then so they had a lot of concerts. The theatre department was starting to develop and have a lot of plays and so forth. Students were encouraged to go to these, but we just seemed to want to go because there was a lot of



spirit. Especially for athletic events, football and basketball, all the students seemed to go. Of course they didn't charge admission back then either so that makes a difference in your attendance. Even though you had losing seasons sometimes, people still came to the games. But hockey wasn't at all on the campus yet so, that didn't come along until 1975. But students participated a lot in their club meeting and \_\_\_\_\_ programs and speaker events. There was a good debate team on campus for all those years. There were a lot of activities.

RM: As registrar did you even run into any, were there any particular events that were colorful? That were eventful for you as registrar or problems with unnamed faculty that you might have? I know one problem that is still around here, you might want to comment on it, was faculty getting grades in on time? Anything like that?

HR: Faculty grading in there was always, not a pain in the neck but it was a little bit of a tense time because you always had maybe 2 percent of the faculty that would be considered individuals that were late with grades over the years. But in the long run they were always able to get them in. But we would have to give some people a little bit, an extra day or something. One time I had to call a faculty member that was scuba diving in the Bahamas to get the grades because she forgot to leave them and we needed them in order to get them onto the system. So I made a telephone call down there and happened to catch her and she had the grades with her at the time or told us where we could find them. Every once in a while you would have unique thing like that that would happen and there would be a discussion within the office about how we were even within the departments and whose responsibility is it to see that these grades were good. For a while there when it became more of a problem we had the department head try to wrangle their own faculty members to see that they were in and establish system whereby you didn't call the individual member but you called the department head instead and then they were supposed to chase them down. But I think relatively speaking that we've had good luck over the years with faculty members meeting deadlines and so forth.

RM: But there tends to be, even now to the present day, a little group of them, a small percent and it's always that percent.

HR: Oh yes, that's about it. It's about 2% or so out of maybe 300 faculty that are always habitually late and they knew who they were and some of those were on almost, part of the fact they were obstinate, you tried to give you a hard time. As if you didn't have any control at all over, you hated to report them as being delinquent. After a while some of them finally came around after maybe 10 or 15 years.

RM: So you have any, would you want to make any comments about some of the faculty members that, I guess some of them would have been still around, the old timers, that you might have had? Well I think back when you came in the '50s Meyland was still here?

HR: Oh yes, Meyland and Magers. Well, all the residence halls that are named on the campus were faculty members at one time and I had a lot of them. Not for individual courses but as a student worker, I got to know them quite well from 1952-56 and because I'd always be in the office when they'd come in with their grades or pick up their rosters or things like that. Grading rosters were hard to come by back then because I think they had to be individually typed. If you

had 250 students in general psychology, each person picked up a little ticket to register in, and that's what used to prepare your grading roster prompt. So in other words it was a little piece of paper, like a ticket, that admitted the person to the class and they were pre stamped with general psychology and they wrote their name on there by pen and then we congregated them all alphabetically. Arranged them so that you could type a rosters so there wasn't any computer work at all back then in the '50s. And all the way up to about 1960 when we first got, '62 is when we got our first computer division running as far as records were concerned. And so everything was done by hand before then. So if you look back on the old rosters, they're all hand written or hand typed. That would have been all the way up until about '64.

RM: So then if, when you did this then you had to make carbon copies?

HR: Right, well there were a few copy machines back then. But we did make carbon copies with carbon paper in the beginning to make two rosters, one for the faculty member one for the office to maintain.

RM: Then that would be it.

HR: Right.

RM: I mean you would have the two copies.

HR: Except it would have to be retyped maybe a couple times, well at least one more time during the semester because you'd have your original roster and then you'd have to retype them after things settled down.

RM: So how much of the office staff was kind of kept busy just doing that typing?

HR: I'd say of the office staff that was in assistance of about 4 member, probably 3 of them were concentrated on getting rosters out and dropping and adding courses for students and so forth like that. It was a big part of the office. The other part that was in the office at the time was transfer evaluations and transcripts themselves in order to get transcripts out for previous graduates and people who wanted to transfer to other institutions. We had one girl who did nothing but that.

RM: Now for something like say a transcript, maybe during your time or maybe before, what did they, how did they make copies?

HR: The old transcripts were made with, are just you make them. Picture in a developer and you had to take them, we did them maybe once every week and you'd take the entire group down to the basement where the developing dark room was and we had to take a picture of it and develop it the same as a regular camera developer. And that's how transcripts were made back then. Then we got into fax machines, that's not the name of it, we didn't have fax machines.

RM: Xerox?

HR: Xerox machines came about. The really small type Xerox machines then we were finally doing them on Xerox machines and then we ran into computer at later dates.

RM: Wasn't there at one point, and I know they were around when I was here but they were considered kind of low technical machines, but I think they were around. It was a machine that had special paper?

HR: Yeah, that was like the transparency light.

RM: What?

HR: It was for making transparency.

RM: And it would sort of burn?

HR: Yes, it would burn the image on.

RM: That would have been the?

HR: That's our second step after the developer, we used those. They were like, I can't even remember the technical name of them right now. But it was like a Xerox machine but it was burning process that would burn it right into the copy and you would get your official transcript off of that. After years those became super brittle, so that if you wanted to maintain those records without, wasn't microfilm even available back then. But if you wanted to maintain you'd have to hang them with kid gloves because they would just harden up and crack after a while. Of course the original record cards at Northern were oversized in hard card and you went to put one of those into a typewriter you couldn't even get the platen to hold down to card so that when you'd type on it it would go "click click click click click click click click" because it would be making the sounding noise and a vibrating noise bouncing back at you because if you bend the card you'd crack the card. So that's the ones that we used to hand write them all out in the beginning every record was hand written from the early '20s all the way up until probably 1944 or so they probably hand written up until then. Then they were typed out after that.

RM: Now you talked about the records, what records have remained in existence in terms of students records or records from the registrar's office?

HR: The official transcript of each student who has ever attended Northern has always been maintained. They go back into the start of the institution. In fact there was even a freshman college in upper Michigan at several different places that existed in the '20s or '30s. They were in Iron Mountain and Iron Wood, you know over in Escanaba and Sault Saint Marie and it was where they attended there for the first year and then the records were kept over in the central office at Northern for the courses that they took. And then later those people transferred those credits onto a Northern record to go on and finish the programs. But for a brief period of time there were freshman college records kept and they were always handled in a separate fashion from the others because it was a specific program at the time and when you look back on the records you could sometimes have to refer back to the freshman college records. And everything

was maintained alphabetically back then, but you were assigned a student number by hand and they went from probably from 01 all the way up into the, when I was in school 1952 as a freshman I think my number was in the 1800s and that was how many people had been here previously. Then they expanded up into the 35000 by the time I finished working here. Well not finished working here but by the time we transferred over in 1966 to the social security numbers being your means of identification.

RM: Oh, so before that they had a unique number?

HR: It was a matriculation number. And it just went sequentially right up the ladder. So if I wanted to go back and find the freshman class from 1946 I could tell you the matriculation numbers if I knew the first one and the last one. They just go sequentially because they were made up about ten weeks into the semester so you had everybody in order before you made them up and you made up alphabetically by the sequence number at the time.

RM: I see, and now they've stop using that record purposes?

HR: Right, we don't use that at all anymore it's strictly the social security number.

RM: So it is then, it's relatively easy to find the number of students that have, for instance if I wanted to find out how many students have attended Northern in last?

HR: Over the years?

RM: 95 years yep.

HR: How would get that students, yes I think it could be done but it would not be very easy. Well you could go up to the 36000 or 37000s where the matriculation numbers stopped and then you could go from 1965 forward and start getting the semester count of everybody who had been here it would be pretty easy to get a grand total number.

RM: But there isn't, to your knowledge that number isn't?

HR: No, I don't know where it would be among the different numbers for students who have ever attended the university. The numbers who have graduated have been maintained since the '50s, or in fact even further back than that there's a record of some place in the university president's office right now, of the enrollment count for each semester all the way up through the years. There is a count on those. Historically that goes out and shows you the total enrollment by semester.

RM: Oh. See those would be the records that could be added up?

HR: Yeah, right. They could be added up. But then that would be, you'd have to be careful with that because the same student would be recorded each year that they were in attendance so you can't always go by that. You'd have to go by the mass, if you really want to know the number who have ever been here, you'd have to go back through the matriculation numbers, get

the mass total, and then go on from there, and get it variably by different students rather than if you've been here 4 years. We're gonna count you 4 times, or 10 times for some of those who have been here for 10 semesters.

RM: In general are there, oh no now. Getting back to the records. So the records have been kept, all the transcripts, so you could get a transcript for a student from 1920?

HR: Yes.

RM: Is there, are those on microfilm now?

HR: They've been on microfilm over the years, they've been all microfilmed. Also the hard card copy is still available, they've never been destroyed. They're not supposed to be destroyed we still have to maintain the original record. At least that's my feeling, I don't know about somebody else. Until you can prove that you've got everyone, I don't recall, we did have a few cases in the past where we'd have a lost record and you couldn't find anything. The only way it could be reestablished, and I had to do that on a couple of occasions was to, if it was misfiled and we couldn't find it, we would go back on the class rosters from the time that the person attended and trace the record by student through on the class rosters. And if they didn't know the dates it was difficult to reestablish a record. As far as I remember there may have only been about 6 typed records where maybe they were totally mislaid someway that nobody could find them.

RM: So the university also keeps then all the class rosters?

HR: Yes.

RM: A copy of those?

HR: Right.

RM: Oh.

HR: They go back to the beginning date of class rosters all the way through.

RM: How, when do you think the beginning date?

HR: I would say it's probably in the '20s? I mean the first graduate I think was '25 or something. You see you know it started before then but a lot of them didn't get their bachelor's degree until then. But I mean you can go back to the beginning student here. There's got to be a roster some place.

RM: Oh okay. So you could go, I could find for instance who was in Lew Allen Chase's class in 1925?

HR: You should be able to.

RM: Oh that's interesting. Well I see we're kind of getting down to the time limit here so we'll call it a day then. Thanks

HR: Okay.

END OF INTERVIEW