

# Cofield Interview – July 29th, 2019

## Whitman GLBTQ Oral History Project:

Part of a project to expand LGBTQ history and presence in the Whitman College and Northwest Archives, the Whitman GLBTQ Oral History Project is focused on the history of Whitman's LGBTQ student group, known as the GLA, GLBA, GLBTQ and now PRISM. Oral history interviews were conducted with alumni and former staff and faculty who were involved in the different iterations of the group to trace its presence, activism and impact across time.

*[Start of Recording]*

IN	SPEAKER	TEXT
00:00:00.00	<b>Robson</b>	This interview was recorded July 29th, 2019. This is the interview with Alex Cofield. The interviewer is Ree Robson and we are talking over the phone. Would you mind starting by stating your name and what years you were at Whitman?
00:00:23.16	<b>Cofield</b>	It's Alex Cofield and I was at Whitman from '89 to '94.
00:00:32.12	<b>Robson</b>	Alright. I wanted to start off with a little bit about your background and where you're from, so would you mind telling me a little bit your life before Whitman?
00:00:46.09	<b>Cofield</b>	I grew up and lived all of my childhood in Saint Paul, Minnesota. Lived in an urban area, and that's important to note because there's that great difference between the big city and small-town Walla Walla. Minnesota, also, too is very green and lots of trees and lots of water. Walla Walla is very brown, less trees [both laugh] and very little water. So, coming from an urban area in the Midwest, going to small-town Walla Walla in the middle of nowhere, was a little bit different.
00:01:45.22	<b>Cofield</b>	Frequently, people ask me, "How did I end up at Whitman College?" Well, I knew I did not want to stay in the Midwest, because that's where I lived all my life, so that ruled out part of the country. At that time, I was not interested in going to the South because, well, it was the South and all of its stereotypes. I was not interested in the East Coast because, well, it was East Coast snobbishness, and I'm from the Midwest. We have Minnesota-nice, so the East Coast was ruled out because of its stereotypes. I had a teacher in high school, an English teacher, who I was very close with in high school, and she owned some property in Montana, and she spoke very highly of the Western part of the US.
00:02:51.19	<b>Cofield</b>	As a kid, I never traveled anywhere, we didn't have the money or the resources to travel. So, what I knew about the country and the regions and the schools, is what you learn about as a kid, you know, in

talking with others or in your history class in high school or whatever. I ended up applying to three different colleges. One was Reed College in Portland, the other one was Fort Lewis in Durango, Colorado, in which I mistakenly applied there and not at Lewis and Clark, which I realized after the fact. Then I ended up applying at Whitman.

00:03:37.00 **Cofield** An admissions officer from Whitman actually came to my high school. I don't remember what his name was. The junior and senior year in high school, we had the option of getting out of class to go and listen to admissions officers talk about college and stuff. So, I got out of class and went and listened to the admissions officer talk about Whitman and got information. Then ultimately, ended up applying. In my freshmen year, the fall of my freshmen year, I ran into that admission officer on campus. I vaguely recognized him, it was probably a year later, but he remembered me, and he remembered my name. Which was absolutely amazing considering I'd spent less than an hour with him and I was one of many students listening to his spiel about Whitman.

00:04:38.25 **Cofield** That's kinda how I ended up at Whitman. I was the first person in my family to go to college. I've had cousins who went to college and stuff, but in my immediate family, I was the one and the only person in my family to go to college.

00:05:02.11 **Robson** I'm still a little impressed that you managed to find Whitman from the Midwest.

00:05:07.23 **Cofield** Me too! [Both laughing]

00:05:10.03 **Robson** I don't think I would have found it if I had still been in Chicago when I was applying for college, but that's alright. I think we talked a little bit about this when we talked over the phone. You said that you were in the process of coming out to yourself when you came to Whitman and applied and all that, I was just curious, did being LGBT impact your decision at all?

00:05:48.19 **Cofield** Well, I came out to myself in high school. I have a cousin who is nine months older than I, and she and I were very close growing up. She ended up going to the University of Wisconsin at Madison. So, when I was a senior in high school, she was a freshman in college. She came home over Thanksgiving break her freshmen year, and she and I were hanging out. She sat me down, and she told me that she was a lesbian. I laughed and I said, "You know? I think I am too!" So, we had a nice chuckle about that and we both have been lesbians ever since, so to speak. So, I came out. I had feelings for girls at the time but it was my cousin who came out to me that gave me that space to kind of come out to myself.

00:07:01.06 **Cofield** So then, I was, I think my senior year of high school, I came out to couple people in high school. There was a friend of mine who I had known for junior high and high school, and we were good friends earlier on, and then we just kinda drifted apart as we went through high school. But I do remember, one time, we were hanging out, and we didn't do this very often as seniors, but we were hanging out. She was driving her car and we're talking about whatever. I came out to her and she said, "Are you attracted to me!?" And I said, "Rochelle, no." [both laugh] That was the end of it, you know? She had a level of arrogance that—and just the tone and the way that the question was asked—that just because she was a woman, and I'm a woman, and I like women, that I'm automatically attracted to her. So, that happened in high school. There were a couple others who knew, but it really wasn't—I really wasn't out in high school like kids are today.

00:08:26.19 **Cofield** So, I was out over the summer, obviously. Had a girlfriend over the summer between high school and college. When I arrived at Whitman, I was out, I'd already had relationships, a couple short term things. When I arrived on campus, one of the first things I did was try to find a gay and lesbian group. Now, this was 1989; before the Internet, before social media, where everything was paper-based and literally word of mouth. So, as part of our welcome packet of stuff—as new students, you get all this information—we got this bound book of student organizations and other information. I'm looking through that after I arrive on campus, and I'm like, "Okay, I'm not seeing anything, any student group called 'Gay and Lesbian Group' or anything like that."

00:09:39.13 **Cofield** So, I then contacted ASWC [Associated Students of Whitman College], the student government, to see if there were any student groups, because the student groups were typically affiliated with ASWC because they got a little bit of money from ASWC—as they still might, I'm not sure. The woman who answered the phone was very gracious and said, "No, we don't have a student group. You may wanna contact the Counseling Center." So, I contacted the Counseling Center and they were very gracious as well. They put me in contact with Sharon Kaufman-Osborn who you know, since that's how you and I got connected. She put me in contact with the student group on campus, which was not advertised anywhere, again this was by word of mouth, just because things were so very different in the 1980s than what they are now.

00:10:39.13 **Cofield** So, came out in high school, out between high school and college, out in college and then trying to find people. As my freshmen year went on, it was challenging. Even though I made contact with a student group, the group was mostly men—no, actually, it was all men, I was the only female and I'm like, 'Great. This is a little bit of a challenge here.' My freshman year, I actually almost transferred to

the University of Washington at Seattle because of the lack of community in other women on campus. I had almost all my paperwork except for one form and everything, and then I decided not to transfer. I decided not to transfer because the education I—this was my thought process, as a freshmen—the education I will get at Whitman, the value of a private liberal arts education, is greater than the freedom and stuff that I would experience during my college time in Seattle. I could live in this environment for four years and then be whatever after graduation, but the value of the private liberal arts education was so great that I decided to stay.

00:12:33.06 **Robson** Do you think you made the right decision?

00:12:39.00 **Cofield** I do because of the opportunity that I created for myself as a response to me staying on campus. What I mean by that, is that when I entered college, I was an introvert. Everybody takes the Myers-Briggs<sup>1</sup>, you take the Myers-Briggs when you start college. I had taken the Myers-Briggs when I graduated, or my senior year. I went from an extreme introvert to an extreme extrovert. When I entered college, I did not feel comfortable public speaking at all. By the time I graduated, I had done tremendous amounts of public speaking. So, looking back on it now, and how I had grown, it was certainly the right decision in hindsight. At the time, was it the right decision? It was hard! It was hard, because until we got Coalition Against Homophobia, until we had a public, or semi-public, GLA at the time, you lived in a very isolated world. But again, I valued my education because I was the first person in my family to go to college, and I wasn't going to the University of Minnesota, I was at a private school in Washington. So, at the time it was hard, but I look back now and what Whitman, and all the opportunities that I created as well as the opportunities given to me by the college—it was definitely the right decision.

00:15:04.25 **Robson** It sounds like it. Sounds like you made a pretty big change and it's something I can definitely relate to, the opportunities at Whitman and the ability to become more confident and look for those opportunities yourself. It's important.

00:15:27.25 **Robson** So, this might be backtracking a little bit, but I just wanted to ask before we got too focused on like solely one thing. I was wondering, if you were involved in any other student groups or projects at Whitman that weren't only LGBT related, 'cause I think we've mostly only talked about like the LGBT stuff. I was wondering if there's any

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<sup>1</sup> The Myers-Briggs Personality Test, also known as the Myers-Briggs Type Indicator (MBTI), is a questionnaire that attempts to measure the psychological preferences for types of psychological functions that a person has. This test is based on the theories of Carl Jung, and the four main psychological functions it measures are Introversion/Extroversion, Sensing/Intuition, Thinking/Feeling, Judging/Perception, with each person expected to lean towards one of each of the sets of traits. Despite its popularity, the MBTI has also been heavily criticized by experts and shouldn't be taken as necessarily true or completely accurate.

other groups or experiences that really shaped your time at Whitman that you wanted to talk about first?

00:16:13.28 **Cofield**

Yeah, I worked in food service, and I ultimately became a student manager in food service. When I was in high school, I worked in the food industry, so it wasn't like it was anything new. I'd been working since I was fifteen, so it was not the first time I'd had a job. So, in that respect, it was part of what I did, of course. But working in food service, working on campus—and I did a variety of jobs all over campus during my time, working with facilities as well and painted houses—but all of these jobs I had on campus, during the school year and during the summer, just really taught me a lot of valuable skills that I actually still utilize today. I'm here at home in my life right now with my partner and our teenager; I do the cooking, I do the shopping. It's because of all of my work in food, and I have an appreciation and enjoyment of food. So, that's really carried over in the skills I've learned and stuff like that. As well as, the leadership and the management skills I learned being a student manager has also carried over into my adult professional life.

00:17:55.16 **Cofield**

I worked on campus. I also was involved in intramural sports, played intramural volleyball, did a little bit of rugby. Think those were the only ones. But I was also involved in—oh gosh, I don't know what it's called now, it was like the Outdoor Club or something like that.

00:18:25.29 **Robson**

I think it's just the Outdoor Program still.

00:18:28.20 **Cofield**

Yeah, maybe that's what it is. So, did a lot of activities with them. Was an advocate on environmental issues, a little bit, and stuff like that. So, I was kind of involved in a lot of stuff.

00:18:49.10 **Robson**

Sounds like it.

00:18:51.13 **Cofield**

But in terms of the activism, it was really all around gay and lesbian rights at the time.

00:19:04.13 **Robson**

You told me this story before, but I was thinking it would be a good story to have on record about your—I guess I would normally say coming out process but was kind of more of a moment, wasn't it at Whitman?

00:19:27.22 **Cofield**

My coming out on campus? How I came out publicly?

00:19:31.15 **Robson**

Yeah.

00:19:32.17 **Cofield**

Huh, yeah. So, as I mentioned previously, I was out when I arrived on campus, and I had met up with the student group at the time. It was in the spring of freshmen year, so that would have been spring of 1990. At that time, whenever there were any activities in either the fraternities or sororities or in the lounges of the Residence Halls, the groups which were organizing it would put table tents on the tables in the dining commons. So, again, everything we learned about was via

paper because we didn't have the social media like we have now. So, you'd come into the dining commons and you'd have three or four flyers, a couple table tents, and all this stuff about what's happening on campus all over the place. It was also obviously in the Pio [Whitman College *Pioneer*] but it was also all over with paper and stuff. I had seen, for a while, a table tent in which one of the fraternities—and I wanna say it was Delta Tau Delta but I'm not quite sure, it was whatever fraternity at that time was located near the SUB [Student Union Building] and not on Issacs Ave. They were advertising that they were going to have a panel discussion of people to answer your questions or talk about homosexuality or what it's like to be gay or you know, something on that topic.

00:21:27.09 **Cofield**

[clears throat] At this point, I was not out to any of my friends. We were just talking about what's going on and I just kind of asked if anyone was planning on attending this event, the one at the fraternity. Nobody said anything about it, so I'm like, "Okay, well then, nobody I know will be there." But I went because I was interested in hearing—and it was obviously open to non-fraternity and non-sorority people. I went, and there were chairs set up for a good twenty people or so. I arrived, kinda sat in the middle-back, whatever, a little nondescript. Listened to the questions which were asked and what was talked about by the people on the panel. The people on the panel, there was one gentlemen who was out at the time—I'm not gonna say his name out of respecting his privacy—and then there was a president of a local business—I'm not gonna mention his name out of respect for privacy as well—and then there was Sharon Kaufman-Osborn up there. So, the panel consisted of two gay men and a straight women who was an advocate.

00:23:05.27 **Cofield**

So, people were asking questions, people on the panel were telling stories. Sharon did her best, as she could, to answer questions about women, about lesbians, as best that she could. As this went on, I'm thinking, 'Oh my god, these people, they're not gonna hear all the right stuff!' So, I stood up, walked upfront, sat down—I think there was chair around there, or maybe I stood, I don't know—and said, "Hi, my name's Alex and I'm a lesbian."

00:23:50.08 **Cofield**

I knew the people on the panel, and they knew me. Then I proceeded to make comments on or answer questions people had asked and stuff like that. Then when it was over, I'm like, 'Oh my gosh, I just came out on campus and I haven't told my roommate!' I kinda took a long way back to my dorm—I lived in Lyman—and I don't recall if my roommate was there at the time or not, but that evening I told my roommate. She was fine with it; I had no problem. But something like, "Well, I need to tell you this so you don't hear it from somebody else, I just kinda came out at a program on campus, so I thought that you should know that you're living with a lesbian."

- 00:24:52.00 **Cofield** Then after that, that was near the end of the school year, and so now people were aware because, of course, everybody talked like, "Oh my God! We have a lesbian on campus now!" Everybody knew that the male student was graduating, so as the next year, my sophomore year, came upon us, I just kinda took it upon myself to be the out person. As time went on, I was the person who was contacted by a whole host of people on campus to give talks and stuff like that on the topic.
- 00:25:36.19 **Robson** That kind of leads me into one of the other questions that I had. I've just been talking to a bunch of different folks from different time periods and it seems like there was this whole theme, even in just like our informal conversations, of like, if you were an out student on campus, you kind of were immediately expected to be this gay representative. You seemed like you were one of the first couple that were really like—made a statement on campus. I was just wondering, what was that like, being the—big gay fish?
- 00:26:25.20 **Cofield** The big fish in the small pond? [both laugh] This kinda ties back to what we spoke about earlier in terms of whether or not it was the right decision to stay at Whitman or to transfer. In that, I do not have any recollection of me making a conscious choice about doing it, because my coming out, the story I just told, that was impromptu. I didn't contemplate; I didn't say, 'Oh! I'm gonna come out on campus like this.' It just happened; I just did it. I think that my evolution on campus, different than others who came out, was also something that I just did. But also too, during my time, again my freshman year, there was only one person who was out. My sophomore year, I was pretty much the only person out. It wasn't until I was at Whitman for five years—because I took a semester off—it wasn't until I was out—I was already doing things on campus, already started the conversation—that other people then were able to feel comfortable that they didn't have to be that spokesperson, because there already was the spokesperson.
- 00:28:20.22 **Cofield** So, something which would obviously be interesting to contemplate, and it would just be contemplation because there's really no way of knowing, and that's—had I not done what I'd done, would those others have come out in the way in which they had? And would Whitman have gotten to where it is now [with that?]? It has to start somewhere, and the person before me created that environment that I stepped into, and I am grateful for him! Without him, without his willingness to be on that panel and be public, I may never have been either. So, the experience of the people of my class, and the people who came after me, it's just a little bit different. I don't know if you spoke with anyone who was on campus before me, I hope you have. Their experiences were probably very different and their issues were

probably very different obviously, than what I had experienced in the late 80s, early 90s.

00:29:48.09 **Robson** Yeah, I've talked a couple people. Not many. But it's definitely—I don't know. It seems so strange to me, I guess, being a student at Whitman now versus talking to people—even talking to someone who was at Whitman in like the mid-2000s—there's still a little bit of that culture of like 'We need a spokesperson', that I was just really surprised by.

00:30:27.23 **Cofield** You know, I had, obviously, no training in being a spokesperson, didn't know what that meant. But within myself, I had leadership skills; I had organizational skills. I had skills that the environment of Whitman allowed me to tap into and to grow those skills. Twenty five years later, in the job I'm in and what I do right now in my life, without my experiences at Whitman, I don't think I would be where I am today.

00:31:07.04 **Robson** It shaped your life.

00:31:14.27 **Cofield** Oh yes. absolutely! Went from an introvert to an extrovert!

00:31:20.06 **Robson** [laughs] That's a very impressive shift. So, I guess, to take a look at some of the student groups a little more, I just wanted to ask, what being a being a part of the—I think specifically we could start with the Gay and Lesbian Association—what did being a part of that mean to you?

00:31:52.02 **Cofield** What did it what? I'm sorry, you kinda broke up there on the question.

00:31:59.11 **Robson** What did being a part of the GLA, or whichever version of that group you want to talk about, mean to you?

00:32:06.14 **Cofield** What did it mean to me? [pause] I don't think I thought of it in that way. The GLA was a social group, at least my freshmen year and probably even into my sophomore year and even a little as the years went on. It was a place for just social activities. It was political in terms of lending its name and support for change on campus, raising issues on campus and discussing homophobia and stuff. The purpose of that group was not what the Coalition Against Homophobia was because GLA was for gay and lesbian and bisexual students on campus. Whereas the Coalition Against Homophobia, that was created in order to expand and accept allies and to be almost the political arm, if you will, of the GLA. Now people in the Coalition maybe knew, or didn't know, people in GLA, but people in GLA knew people in the Coalition.

00:33:57.06 **Cofield** So, it provided also an opportunity for people in GLA to meet allies who were straight. A classmate of mine, as we were doing one of our protests against the military recruitment on campus—we were



protesting the "Don't Ask, Don't Tell," I think it was? No, that was after. It was just protesting the ban on gays in the military. Coalition Against Homophobia was doing a little sit-in in the SUB [Student Union Building] and a friend of mine, who was a man and straight, he wore one of my t-shirts that says, "Nobody knows I'm a lesbian." So, the Coalition offered up an opportunity for different groups of people to meet, and for people who are allies to grow themselves as well. It just created a very positive climate of really non-confrontational activism. We would do, you know, little sit-ins at the SUB over lunch, we never took over any buildings, we would write letters to the editor, or I'd write articles in the *Pio* [Whitman College *Pioneer*] and things like that. It was pretty tame, but we were visible as the Coalition and then also when the GLA became known as well.

00:35:43.24 **Robson**

Do you think that Coalition's visibility and presence was its most important impact on Whitman's campus?

00:35:54.16 **Cofield**

[pause] I think that it had a tremendous impact—it was not the only impact on campus. But thinking about my short-term time on campus and not really knowing what has evolved on campus after I left, it takes time to create an impact. So, I don't know what happened before me. I don't know what happened after me. I just know what happened my five years there. And in those five years, I saw a lot of change, but then now, I step back and I look at it twenty-five years later, and who's the president of Whitman College? Whitman College has a lesbian president! Twenty-five years. Well, it is now but she's been there for what, four years? Or something like that. So, twenty years later. Looking at the evolution from when I started, and obviously everyone before me, but my own little world, from where I was and the fight I was fighting, to where we are right now, a lot has changed.

00:37:28.05 **Robson**

Yeah, definitely. It's one of the fun things, I think, about this project for me, so far. Just enjoying how much things have changed for the better. [Cofield agrees] I don't know if you wanna add anything else about what Coalition meant to you? There's a few other things I could move onto but if there's anything else you wanna add about that first.

00:38:09.12 **Cofield**

Well, you know, to me personally—what it meant to me personally, was that it was a group of like-minded people from diverse walks of life advocating for a cause that probably very few knew about at the time. So, again, think back, 1989. When we were in high school, you probably didn't know any gay people. Your family probably sheltered you. And also think about the students at Whitman. Most of 'em are in a socio-economic class of middle, upper-middle, upper class. It was not a very diverse campus at the time; it was very white; it was middle-upper class, and overwhelmingly straight. What the Coalition did, along with other organizations on campus, was that it brought

this topic that had been taboo, because of the AIDS crisis in the early 1980s, it brought it out into a positive forefront and brought people together that maybe never would have gotten together around a topic that was uncomfortable for many people, and including at that time, in the early 80s, President Reagan. He couldn't even acknowledge AIDS. So, the Coalition, it was very important, and the role in which I assumed in it was very important personally to me because I was able to utilize my existing skills, but also grow a lot of skills as well in becoming a spokesperson, becoming outspoken and stuff. I'm very outspoken now about things I'm very passionate about. A lot of that is just very attributable to all my activity on campus.

00:40:34.21 **Robson**

Yeah, it sounds like it. I don't if there was any specific events or projects or protests that you wanted to talk more about. I know that we've talked about like the protests against military recruitment on campus before. I think there was lots of stuff going on so if I tried to make you talk about all of them, we would be here forever. [Both laugh]

00:41:12.23 **Cofield**

I guess, in terms of protests, there were really a couple protests. So, a couple years, during my five years there, we did a sit-on at the SUB against the military recruiting students on campus because of their policy. We were told by the administration that the administration understood our position but because the college received federal money—and they received federal money through Pell Grants, students would get Pell Grants. In order to continue having students get Pell Grants, than the college has to meet certain rules, requirements and stuff like that, and one of those, apparently, was allowing the military on campus to recruit. Which is probably a hold-over from the anti-war protests of the '60s and '70s.

00:42:13.03 **Cofield**

So, during those two years, well the second year, the same military recruiter was on campus and he recognized me. We talked, we laughed and stuff like that. We saw each other as people who just disagree on a topic, and he understood, and he knew why we were protesting. But he had his job, and we had our social obligation. Nobody was burning any flags, there was nothing like that. So, it was all very peaceful.

00:42:49.13 **Cofield**

There was, this was—and I still can't remember when this occurred, but maybe it was my senior year—in which another organization had started on campus, and was called AHANA [AHANA<sup>2</sup>], which, if I remember right, stood for, Asian Hispanic African-American Native-American—and it was AHANA-squared, the squared represented gay and lesbian interests. I was a member of that group as well. So, we were asked to be on a panel at a diversity presentation that was held at the community college. Now I don't remember who sponsored it, I don't if it was a public organization like the local government or

school board or whatever, I don't remember who it was. But there's an article in the Pio [Whitman College *Pioneer*] about it, I believe.

00:43:58.08 **Robson**

Yeah, I've read the article, but I can't remember off the top of my head who sponsored it.

00:44:04.13 **Cofield**

Okay. And the morning of—it was either the morning of or the day before—we were informed by our advisor that in order or our panel to speak, that we could not have a gay or lesbian on the panel. We were given the choice by the organizer, relayed to us by our advisor, that "We can either not include the gay or lesbian person and still talk about diversity, or you were not allowed to present." So, we decided to not present. But, in the meantime, we just didn't walk away. We went up to the community college; at the entrance, we held a protest. We explained to the participants—we probably had handouts, you know, we had fliers, [inaudible] everything was paper back then. We explained to the participants that here we are speaking about diversity but they won't allow gay people. We actually had some people who paid to go turn around and walk away, because it was the epitome of hypocrisy that they didn't want to participate in that organization's diversity training, if it's not about diversity. If we're going to exclude people from a diversity training, it's really not diversity training. So, we protested as everybody was walking in and registering. I don't remember how long we stayed, but those were pretty much our big protests.

00:46:06.01 **Cofield**

We did have a gay and lesbian awareness week, I don't remember how many years we had those. But during the years we had those, it was a week full of activities and stuff, and I was speaking here here and here. We'd have articles in the paper, others were talking here here and here as well. We would just have, just education. There was one night where some people had actually—what we would call now, almost a hate crime— by chalking hateful words and slogans on the sidewalks across campus, in response to our event, our week of education. So, we may have had a little bit of a response, I don't remember if we had or not, but if we had, I would probably have wrote about it in the paper. There probably would have been an article in the Pio [Whitman College *Pioneer*] about it.

00:47:13.00 **Robson**

I don't know if I remember. It might just be something I don't have off the top of my head. That's unfortunate, but—

00:47:25.11 **Cofield**

Yeah, but—if it only happened a couple times over the span the years, when I think back on it, that's not that bad. At the moment in time, you know, it may be scary, it may be frustrating, it may make you angry or sad. But when I look back, we didn't have a lot of negativity about it. I think a lot of it was mostly ignorance because eighteen, nineteen, twenty-year-old kids didn't know about what it was like, or what it meant to be gay. Fast forward twenty-five years

later, you have all this stuff on television. You can be in high school right now and you're exposed to being gay, and a whole host of other differences, by the time you hit college, and it's so very different.

00:48:30.21 **Robson**

Yeah, it's not—there's still a lot missing but there's a lot more opportunity to learn about stuff nowadays. Well—

00:48:46.24 **Cofield**

I'm having a hard time hearing you.

00:48:48.15 **Robson**

Oh, I just said there's definitely a lot more opportunities to learn about LGBT identities and issues nowadays. But, I got distracted trying to see—I know a lot about all the different events that happened but I don't think there's anything that's standing to me as like, 'We really need to talk about that!' I think you covered a lot of the things that I was most interested in talking about. I guess, I wanted to also transition into something a little different. I wanted to ask, did you feel supported by Whitman as an institution? Both as a student in general but also specifically as an out LGBT student?

00:49:51.05 **Cofield**

Hang on one moment. [pause] I just had to plug in my phone. I did. I did not have any fears at all about kicked off campus or I did not threatened in my personal safety. In fact, David Maxwell, who was president when I was there, he knew who I was; I had a couple meetings with him in his office and that was great. Everybody in Student Life, because I worked in food service and food service at that time was a part of Student Life, and Student Life was really small—people in food service and Student Life were great. The Career Center, the Director at that time, I think her name was Meg, I would stop in and just chat with her. I think part of it too is that I created and built up and made relationships with people in the administration, varying levels of the administration, that resulted in them getting to know me as a person, as a student. But as a student who was passionate about a certain thing. So, I never felt threatened or anything like that. Everybody had been very, very supportive, in the administration. Especially within the department of History as well, we can talk about that if you wish.

00:51:47.18 **Robson**

Yeah, that was gonna be my next question, about like academic work, since I know gay and lesbian studies was pretty important to you.

00:52:03.24 **Cofield**

When I entered college, I wanted to be a doctor because being very limited in my knowledge, as a seventeen year old applying to colleges, I was like, 'Well, I know I want to help people, what does that mean? Well, it means you be a doctor.' My initial major was—I was going to major in Biology and then go on to med school and all this other stuff. Well, I realized that, as smart as I am, I can't do chemistry. I would study, I would study, I would get tutored and every single grade I got was a C. So, I said, 'Nope! Not going to do

that.' And I couldn't do calculus either, so can't do calculus, can't do chemistry, you might as well not major in a science.

00:52:59.02 **Cofield** I then thought about, 'What subjects besides science in high school did I enjoy? And what did I do well in?' I did well in high school over all, obviously, I got into Whitman. But I also did well and enjoyed history and English. English didn't interest me as a major. So, I tried history, took a few history classes and then decided, 'Okay, I'll major in history.'

00:53:35.00 **Cofield** It was probably my junior year, I decided I wanted to do an independent study. So, I approached Dave [Professor David Schmitz] and asked him to be my advisor—or my professor—on my independent study and he did. I had done a lot of reading on my own on gay and lesbian history outside of my academic classes, but that was the first time that I brought my personal—I made the personal political, or political personal, not quite sure.

00:54:14.13 **Cofield** I chose to do the independent study with Dave, and that was on modern US gay and lesbian history. He's like, "Okay, but I know nothing about it." I'm like, "That's okay, neither do I. We'll learn together." So, I drew up the syllabus, I chose the books, I chose everything; he just signed off on it. He read a few of the books, he had them on his bookshelf. So, that was awesome. He was very supportive of it and everything, had no issues. By the time I graduated, was probably annoyed with me on the topic [laughs] because I pushed him on it. But that's what I did on campus, right?

00:55:06.22 **Cofield** Then, we got a professor—she started my senior year—Julie Charlip, whose specialty is Latin American History. I did an independent study with her, as well, on gay and lesbian history in Brazil, because she did Latin America stuff. So, when it came time for me to do my senior project—at that time, we had the one book that everybody had to read, then you had your written exams, then you had your senior project—I ended up doing my senior project on gay and lesbian history in the United States, Brazil and Japan. Professor Toni Levi [Antonia Levi], who's no longer there, she too like Julie and Dave, were just all very open, all very fantastic about it. Knew nothing themselves about it. But were very accommodating and very encouraging about it. But even if you don't know about topic, because they are experts in historiography, they're able to ask the questions that are needed in order to get you to think historically.

00:56:49.08 **Cofield** So, when I did my senior presentation—the instructions that we were given was you could come in with a one page outline. Okay, so I did that. The instructions did not say it had to be 12-point font, did not say you had to have one-inch margins. I crammed so much on one sheet of paper that Dave said, "You can't do that!" Julie said, "The

instructions didn't say you had to have margins, or it had to be 12-point font, so yes you can."

00:57:23.06 **Robson** [laughs] Cheated a little bit?

00:57:27.12 **Cofield** So, I pushed that envelope and then also too, we had to do our oral presentations—we did them in Toni Levi's office. Now again, Toni did Japanese history, so in her office, she had large pillows on the floor and a very short table where she would sit with students on the floor like you would in Japanese culture and work with students that way. So, here we are—four of us, Toni's office, they being more grown adults than what I was—getting down on these cushions on the floor, and I'm giving my presentation. To add to that, I walk in in ripped jeans and a t-shirt that says, "I'm here, I'm queer, Get used to it." Dave was like, "Why aren't you dressed up?" Julie's like, "She's talking about activism, Dave." [Both laugh]

00:58:34.16 **Cofield** So, the point here is that the three professors were amazing. I pushed each of them individually on their own boundaries, their knowledge, as well as comfort level. But, in the end, everybody was better off. When it came time for me to do my written exams, where we had to choose—I think it was on two classes—and they could ask us any question at all out of those classes—and one of them was my independent study with Dave about gay and lesbian history—that he asked me specific questions that were very relevant. He recognized my interests as well, and he accommodated those in my exam for me too.

00:59:36.11 **Robson** Sounds like you got a lot of support from the History Department.

00:59:40.08 **Cofield** I did. What I would tell anyone is to—whatever you wanna study, study. Make them study, make them be your advisor. You know, higher education is all about being uncomfortable. Students come in, they are uncomfortable; they don't know anything, they have to learn stuff. Professors cannot sit back and not learn as well. I even had some interactions with some of the other more conservative professors—Don King, he taught European history. He had been teaching forever. Kind of a conservative man, he was never disrespectful at all. But I would stop in his office and just chat with him and make a relationship. We would talk about stuff. Even in the regular European history classes, when we were told to choose a book and write a topic—in one of his classes, I found this history book written about a nun in like the thirteenth century who was alleged a lesbian. It's like, I had my choice what to write on, so I found that book, I wrote whatever paper I needed to, and I incorporated my subject matter into my other classes. I did the same thing in sociology classes I had taken as well. So, I made it a point to look at the topic from a variety of perspectives, but also to normalize it amongst all the professors.

- 01:01:44.01 **Robson** Yeah. I mean, I've definitely done the thing where you have a very vague topic from a professor, so you're like, 'I'm gonna find an LGBT topic or something and they're gonna have to deal with it.' [Both laugh]
- 01:02:08.18 **Cofield** Right, right! And part of it is if you—nowadays if you don't make an issue out of it, it's not going to be an issue. You just do it. And that's kinda how I am in my—where I am now. Forty-eight year old adult, moving in the world, in the professional world, where you interact now with people with a—wider spectrum of people. Even when I change jobs, I don't not talk about my partner. People on my staff know. I've never said, "Hi, my name's Alex, I'm a lesbian." Did that twenty-five years ago, thirty years ago, I don't need to do that again. But I just normalize it by just incorporating her into discussions of my life. Everybody on my staff, nobody has issues with it, or if they do, they've never been disrespectful, or it's never come back to me. So, I kinda did that in my education, in my classes, as well, at Whitman. I just normalized it, and it's part of history! Or sociology or whatever.
- 01:03:26.23 **Robson** Yeah. I'm just looking at the time, and I think we're—it's been an hour, over an hour, since we called, and an hour since we started talking. Do you—I think I have like technically five questions left. Do you wanna stop or take a break or anything?
- 01:03:53.23 **Cofield** Keep going! I'm on a roll!
- 01:03:57.22 **Robson** [laughs] Alright. I think my next set of questions were just kind of generally about LGBT life at Whitman and in the area. I know you've talked about this, I think kind of generally over our conversation, was there anything else you wanted to add about what being LGBT at Whitman was like? Or have you said all that needs to be said?
- 01:04:26.07 **Cofield** We've talked about the activism. You know, one of the hard things was relationship opportunity. I would imagine that there may be more opportunities now on campus, for people who come onto campus or come to campus knowing that they're GLBTQ, but at that time it was very challenging. It was like, how do you find relationships, right? Then, if you have an interest in one of your friends, how do you navigate that? How do you kinda say, 'Hey, I kinda like you' without alienating them and having them like run away and stuff like that? So, those were some of the challenges. I dated a few people on campus and a woman off campus—couple women off campus. You find it, you navigate it, but it's not easy.
- 01:05:51.13 **Cofield** The two women on campus that I dated—obviously they knew I was gay, I was a lesbian, who didn't, right? A relationship just evolved. To this day, one of them still is a lesbian. The other one, she might be bi, but I believe may be married to a man now. So, it's like, you have your relationship at that point in time—oh, and there's actually

another woman at the end, my senior year as well. That was probably a different kind of challenge at that time than what you have now.

01:06:47.13 **Robson** I think now the problem is there's just a small—small school, small environment. You know everybody.

01:07:00.09 **Cofield** Yeah. And one of the things which we had at that time—and I don't know if you guys still have it now, and this may transition into one of your next topics—is that the relationship between the college and the community, at the time. There were, at that time, monthly gay and lesbian dances, which were organized by a group of men and women in town. I don't know if they all were in Milton-Freewater, or if they alternated between being in Milton-Freewater and being in Walla Walla somewhere I don't remember, or Tri-Cities or whatever. But a number of us from campus would go, and that's how you met other people, who were not at Whitman.

01:07:59.23 **Cofield** Then, I think, towards the end of my college time, I think I stopped going to those for whatever reason. But I do remember that there was a lot of—I attended a lot of them my freshman, sophomore year, maybe even into my junior year. At that, I met a woman who I was very seriously involved with at the time and we dated for a while but unfortunately, that didn't work out. She broke my heart, and like any other relationship, you learn to move on.

01:08:39.12 **Robson** Yeah. That did kind of start digging into another of my questions. Which was, I mean, I just know that currently a lot of Whitman students and community members tend to feel very uncertain about being LGBT in Walla Walla and are more likely to not get involved in the LGBT community, or even just the Walla Walla community, outside of Whitman. I was curious how you felt about that relationship? If you went to the dances, you were more active than a lot of—in the Walla Walla community, than a lot of people are now.

01:09:30.14 **Cofield** Well, [pause] the relationship between—[pause] There was a state-wide initiative, and I don't remember exactly what the initiative was, and I'm trying to—I don't remember what the [pause] Oh, that's right, that's what it is. It's Hands Off Washington. There was something happening at the state level in Washington—and I don't remember what it was but if you look it up, you could find it—in that, a state-wide, grassroots organization called Hands Off Washington. Local groups of this organization start popping up to advocate against whatever the state-wide initiative was at that time.<sup>2</sup> I remember trying

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<sup>2</sup> Hands Off Washington (HOW), also known as Washington Citizens for Fairness, was a Washington-state, grassroots gay rights organization created in 1993 to fight against ballot initiatives (608 and 610) that intended to limit gay rights and allow employment discrimination based on sexual orientation. The ballot initiatives were sponsored by an Oregon group, Oregon Citizens Alliance, thus the name, 'Hands Off Washington' was meant to cast the OCA as an outside influence on Washington state politics. HOW also attempted to pass a ballot initiative that



to start a group, a Hands Off Washington group, in Walla Walla. We had a couple meetings. I don't recall to what level, or how active we were but I think I donated a lot of stuff of that to the Archives [Whitman College and Northwest Archives]. There was a twenty five year closure period on it, because it had information in there from people in town at that time. All that information is probably in the Archives and probably available now. But that was, to my knowledge, at that point in time, was the only kind of activism. Whereas now you've got gay pride parades in Walla Walla, Washington! Which just blew me away when I saw that last year.

01:11:35.23 **Cofield**

But really, the people who I knew in town—there wasn't a level of activism in town. They were pretty quiet about everything, it was all still by word of mouth. It was very similar to how things were, historically, like in the '50s, where you just—you met people and you used some key phrases, or you met them through other people—not like you'd walk around with a t-shirt that says, "Hi, my name's Alex, I'm a lesbian," you know? That just wasn't done then. You might do it now. So, there was a kind of delay in the community evolution of not being public, at that time. Again, not knowing what has evolved in Walla Walla afterwards. But, again, if you look at where we are right now, compared to where we were, like when I was in college, we were very active and now we have a lesbian president. When I was in college and in town, the town was pretty quiet, and now you're having gay pride parades. So, over the twenty, twenty-five years, a lot of stuff has changed, and probably also very incrementally, in some instances I would imagine, but in others it may have been pretty much, 'Bam! It's done, here we are' kind of thing.

01:13:21.21 **Robson**

I think measuring how things how changed, in town at least, is harder. Just 'cause, it's still quieter in town, less of the groups and activism than—

01:13:40.09 **Cofield**

Well, they may also not feel that there's a need for it either. I have not kept up on my gay and lesbian history in the last twenty-five years. But what I have seen in Columbus, where I live, is that we have now really a lack of gay and lesbian bars—a lack of lesbian space. The lesbian space has gone away as being gay or lesbian or even trans is becoming a lot more normalized. So, you don't have to have the activism anymore because you can just be! Chances are people are okay with it! Obviously not everywhere, so it's like, you have to look at the evolution of the general society as the backdrop for the historical institutions of gay and lesbian culture and how those institutions have evolved and diminished. We no longer have the Michigan Festival anymore. In the eighties and the seventies, a

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added sexual orientation to anti-discrimination laws in 1997, but the initiative wasn't passed. The organization was surprisingly wide-spread across Washington State, with many groups in Eastern Washington.

lesbian who just said, "Michigan," everybody knew what that meant. Nowadays, I would doubt very highly—do you know what I mean if I say Michigan?

01:15:14.13 **Robson**

No, I don't.

01:15:15.29 **Cofield**

See, there you go. It's the evolution of our institutions against the backdrop of general society. Michigan is—or was, it's no longer in existence anymore—[alarm starts beeping for in the background] a huge, huge all lesbian music festival that happened every year in the state of Michigan, in western Michigan, [beeping stops] in which you would have a week full of lesbian culture, music and everything. People would walk around naked or topless or fully clothed. You would have lesbian singers and artists. People would come in tents and no tents and campers, and abled and disabled and everything. It was all lesbian space that lesbian looked forward to for a good twenty, twenty-five years. That has gone away, for a variety of reasons. Now, in my town here of Columbus, I can only name one pure lesbian bar, and it's not even really a lesbian bar anymore. All the other ones have gone away because now I can walk into my neighborhood bar down the street, hold my partner's hand and give her a kiss, and it's no problem.

01:16:48.05 **Robson**

Yeah, I think—definitely the way that things have changed have, just in general, really impacted the way the community looks. I think that's one of the frustrating things about being at a pretty progressive college, is sort of when you feel like you wanna do more LGBT activism or have more community spaces but people don't feel like they necessarily need it.

01:17:24.24 **Cofield**

That's a good point. So, then really, it more becomes finding what that niche is. And maybe the niche has gotten smaller, or maybe you just haven't turned over the right leaf yet to find out what the issue of today is. Or! Or quite possibly, it may not be an issue at all on Whitman's campus. If that is the case, than that is fantastic, and then it's really about maintenance and making sure it stays that way. Not necessarily fighting for something but maybe now it's about maintaining what we have and making sure we go backwards, especially in the national political climate in which we have.

01:18:26.09 **Robson**

Yeah. I think there's—there's definitely a little bit of the, it's more about maintaining at this point, but I think there's always still more stuff we can do and new goals.

01:18:47.19 **Cofield**

Mhmm, absolutely! Youth kinda have to think outside of the box because it gets a little harder when the big goals have been met, you have a lesbian president, that will always be, you know? Then, you just have to figure out what are the students experiencing? What specific challenges are they having? And it may not revolve around

being gay, it may revolve around class. Class is a huge issue right now at Whitman, and it has been for a number of years.

01:19:28.29 **Robson**

Yeah, yeah for sure.

01:19:32.25 **Cofield**

You can be a gay or lesbian student who is out and active and known but advocating for even other issues and that just brings and bridges alliances which is so absolutely important. There will always be an issue, and there is always a need for activism. You just have to find your niche.

01:20:00.13 **Robson**

Yeah, I think that's something we're—well, I think that we're all gonna have to work on, but definitely lots of questions to ask myself. [pause] So, I had one question kind of going back a little bit. I don't know what sort of stuff you did during like breaks during classes and stuff like that, but was there anything you wanted to talk about what it might have been like being LGBT at Whitman versus like at home or some place else, while you were in college?

01:20:50.18 **Cofield**

Well, because I didn't have a lot of money growing up, I didn't—I traveled home once when I was in college. So, I ended up—when I lived on campus, I would stay on campus over breaks when the dorms were open. I think they were typically open over Thanksgiving. Then, on the break on which the dorms weren't open, I would have to find somebody to go home with or whatever. Once I lived off campus, then that obviously wasn't a problem. But, again, with me, it's not only being a lesbian, but it was also being a woman and it was also being poor. In a straight, white, upper-middle class college in the middle of Washington that I'd never heard of before.

01:21:56.02 **Robson**

Yeah. A little far away from home.

01:22:00.18 **Cofield**

Just a little.

01:22:09.09 **Cofield**

What about one more question and then I've gotta wrap it up, I've got some of other stuff this evening I've gotta take care of too.

01:22:18.17 **Robson**

Yeah, no, of course. There's was actually only like one—the only other actual question I had was, if there was anything from your experiences at Whitman as an LGBT person and activist that you haven't talked about that you feel like really impacted your life after Whitman?

01:22:46.00 **Cofield**

Oh, I did remember, I just remembered one more protest we did. I'll tell this story real quick. Whitman gave an honorary degree to, I think it was, Senator Jeanette Hayner.

01:23:01.10 **Robson**

Yes, [slight crosstalk] heard about that.

01:23:03.02 **Cofield**

For whatever reason, I don't remember why. But she espoused anti-gay rhetoric. At the graduation that year, a number of us had organized, and during her acceptance speech, we got up—we stood up to turn around with our backs towards her. Within all of that, the

administration knew we going to do this, it was public. We advertised for anybody who wanted to stand with us. There were also FBI agents there, obviously because she was a State Senator. I joked that maybe somewhere I have an FBI file now. So, that's another protest story about what happened on campus.

01:24:00.16 **Cofield** Again, it's the culmination of—well, let's say this. It's the intersection of my personality, my drive, the opportunities that presented themselves at Whitman, my coming out, that really created within me—not necessarily a plan to be activist 'cause I never planned it, 'cause I was looking at transferring colleges. But it just happened. It evolved and it's something I took a leadership role in. In my last year, I started to kinda back out of stuff because I wanted to let others be in leadership roles. I was going on to graduate school and stuff like that. So, it was an opportunity and time that allowed me—and all the moon and stars, the Milky Way—everything all aligned to all me the opportunities I had in order to do what I did. If I was at another school, if I was at the University of Washington, I would not—it is unlikely that I would have done that because I would not have had the climate, I would not have had the opportunity. I would have had my personality, my leadership stuff. But chances are it would not have been the same. And I know that because when I graduated Whitman, I went to Ohio State University for graduate school.

01:25:49.03 **Cofield** Ohio State University is the largest, if not one of the top two largest, universities in the entire country. I went from 400—no, 300 in my graduating class at Whitman to 10,000 in my graduating class in my master's at Ohio State.

01:26:12.24 **Robson** Geez, that's a lot.

01:26:15.14 **Cofield** The job I had on campus at Ohio State as a graduate student, I was what's called a GAA, Graduate Administrative Associate. So, I was the Graduate Administrative Associate in the Office of Gay, Lesbian, Bisexual Student Services. The work I did at Whitman, plus other activities outside of Whitman, allowed me to get that job and get my master's degree paid for. So, again, Ohio State, monster campus. I was just an average worker in this office, and nobody knew who I was. Because Ohio State is huge! Whitman, very tiny. Everybody knew who I was. If I had changed schools and went to University of Washington, my life may have been very different, and Whitman may have been very different. Just because of the environment.

01:27:39.14 **Robson** It sounds like—well, I think Whitman was pretty lucky to have you. [both laugh]

01:27:44.13 **Cofield** Well, I like to think so! But, again, it was just—everything coalesced all at the right moment. [thump in background]

- 01:27:59.12 **Robson** That covers everything I definitely wanted to ask you. I think the only other thing is that I've just been offering, while you have this opportunity to share things, if there's anything else you wanna say before you have to go, that's—it's open for you.
- 01:28:24.29 **Cofield** [chuckles] Yeah, well. I can always talk and talk and talk. It's a lot of—and I just don't have time right now, but maybe at another later date or whatever. But the activism I had at Whitman translated into activism after Whitman on gay and lesbian topics, culminating—one of the projects I'm working on right now is with the City Council in the suburb in which I live, I'm working with them to draft legislation that prohibits discrimination against gay and lesbian, bisexual, transgender, and a whole host of other people, in housing, in employment, in public accommodations, in contracts, and the like. So, I would not be doing that today, had I not done what I did at Whitman.
- 01:29:30.23 **Robson** That's really important.
- 01:29:33.23 **Cofield** So, when I'm in town in September, I can tell you more stories.
- 01:29:39.01 **Robson** [laughs] Yeah, sure! I'm sure I'll be around. We'll see what's going on with the project at that point but I know I'll be there. Alright!

*[End of Recording]*

# Cofield Interview – Appendix A

## Transcription Guidelines for Whitman GLBTQ Project

1. Transcribe nearly verbatim, only making minor changes to the words themselves as needed for comprehension. Fix minor grammar mistakes when doing so doesn't change the meaning/content of the words. Don't add new content or make major edits. If a sentence is confusingly worded, contact the speaker for clarification before making major changes. If it becomes necessary to make a major change in order to correct something, use footnotes or endnotes to explain the change
  - a. Use footnotes/endnotes to explain why something was changed from the original audio or to explain the context of something not elaborated on in the recording itself
  - b. Leave in false starts longer than two or three words unless it becomes a clear comprehension issue or is repetitive. While false starts can look worse, they often provide necessary lead in for the next thought. If deciding between removing or keeping a false start in cases of frequent false starts from the same speaker, remove shorter phrases that provide little context or interrupt the flow
  - c. Don't transcribe dialect/accents but leave in slang
2. Cut out filler words/phrases such as 'um', 'like', 'you know', using best judgement on when they are useful/necessary or not. You can eliminate some, but not all of these, as appropriate. E.g., "I, um, think, um, I started at Whitman, in like, 1989..." can be transcribed, "I think I started at Whitman, in like, 1989" or "I think I started at Whitman in 1989."
3. Don't transcribe acknowledging comments like 'yeah' or 'okay' from either speaker if there is no longer follow up and the speaker talking doesn't respond to the comments
4. Add time markers for each new paragraph
5. Translating spoken sentences into words:
  - a. End a sentence when a speaker starts a new thought or when the speaker clearly pauses, whichever makes the most sense contextually. Drop repetitive sentences starters such as 'And then' when necessary to preserve the flow
  - b. End a paragraph when a speaker starts on a new topic
6. For instances where you can't understand a word or a phrase, transcribe as [inaudible]. If you think you know the word but are not sure, put the word in brackets with a question mark. Make sure to get a second opinion first.
7. Punctuation and style:
  - a. Note pauses in the audio and background noises/sounds when needed using brackets, e.g., [pause] or [phone rings]
  - b. Use brackets for any necessary non-verbal actions, e.g., "I used to work right there [points out the window]."
  - c. Use em dashes (—) to indicate re-directed thoughts or cut off/incomplete sentences, such as to demarcate a correction made by a speaker as they spoke or when transcribing false starts. Do not use spaces before or after em dashes. E.g., "It was great because when—The last couple years that I was at Whitman..."
    - i. Commas: for continuations of the same thought in the same sentence, to separate out parts of the sentence

- ii. Em dashes: for distinct/new thoughts that don't form their own sentence and/or interrupt/are part of the initial sentence
- d. Use quotes (“”) when speaker seems to be directly quoting someone
- e. Use single quotes (‘’) for internal dialogue, when speaker seems to be paraphrasing someone else or makes up dialogue. E.g., “I thought to myself, ‘I should really go to Whitman.’”
- f. Use brackets to add full names of people/organizations/places, e.g., “...the SUB [Student Union Building]...”
- g. Whole numbers from one through ninety-nine are spelled out as are any of these numbers followed by the words “hundred,” “thousand,” and “million.” For all other numbers, figures are used. For example,
  - i. Twenty-four candidates from eighteen different institutions applied for the three positions.
  - ii. The new libraries will house more than eighty thousand books.
  - iii. The central library alone will contain 42,824 volumes.