

These two handouts were developed while working with Trinity archivist Peter Knapp, who has guided my Ed 300 students through focused explorations of primary source materials at the Watkinson Library, such as the Henry Barnard collection of nineteenth-century common school textbooks, and Trinity College archival materials from 1960s campus protests and coeducation.

This exercise arose from a similar archival activity that I learned from Carl Kaestle, while working as a teaching assistant for his History of American Education course at the University of Wisconsin-Madison in 1993. See the current Ed 300 syllabus for context about how these handouts are used.

Textbooks commonly used for this exercise from Watkinson's Henry Barnard collection:

- PE1117 .M285 1857 McGuffey, William H. *McGuffey's new fifth eclectic reader...*
Cincinnati: Sargent, Wilson & Hinkle, c1857
- PE1144 .M26 1846 McGuffey, Alexander H. *McGuffey's newly revised eclectic
spelling book...* Cincinnati: Winthrop B. Smith & Co. c1846
- G125 .O46 1847 Olney, Jesse. *An elementary geography: adapted to Olney's
outline maps...* New York: Pratt, Woodford, 1847
- G125 .O52 1850 Olney, Jesse. *A practical system of modern geography...*
New York: Pratt, Woodford, 1850
- Quarto G127 .C115 Colton, Joseph H. *Colton's common school geography...*
1879 New York: Sheldon and Co., 1879
- Quarto G1030 .C65 Colton, Joseph H. *J. H. Colton's historical atlas...*
1860 New York: Ivison, Phinney & Co., 1860
- G125 .C187 1863 Camp, David N. *Camp's intermediate geography...*
Hartford: O. D. Case & Co., 1863
- JK221 .G65 Goodrich, Samuel G. *The young American: or, Book of
government and law...* New York: W. Robinson, 1842
- PE1117 .A1 C55 Cobb, Lyman. *Cobb's new juvenile reader no. II...*
1842 no. 2 New York: Caleb Bartlett, 1842
- PE1117 .A1 C55 Cobb, Lyman. *Cobb's new sequel to the Juvenile readers...*
1844 no.4 New York: Caleb Bartlett, 1844
- PE1120 .S35 Sanders, Charles W. *Sanders' young ladies' reader...*
1858 New York: Ivison & Phinney, 1858

Educ 300

Analyzing 19th-century Textbooks at Watkinson Library

Work with your partner to analyze a 19th century textbook (preferably a common school geography text or reader). Reflect on the following questions, and find examples (though you might not find answers for each one). Write down key phrases and page numbers to share with the class.

Author _____

Title _____ Pub year ____

1) What does the textbook reveal about the ideology of the authors, and also the common-school supporters who advocated the widespread use of such books?

a) How did they wish to socialize youth?
What virtues or qualities do they praise?

b) How did they view the United States
with respect to other nations?

c) What did they think about human nature?
What traits were believed to be pre-determined?
What social roles were accepted as normal?

d) What do they reveal about their
relationship between religion and schools?

2) What does the textbook reveal about the everyday reality of 19th-century common schools?

a) Based on the organization of the textbook,
what kinds of teaching and learning might have happened?

b) What does it suggest about how teachers
and students interacted with one another?

Educ 300 Exploring Trinity College Archival Sources from the 1960s-70s

Working in teams of two, explore different types of Trinity College archival source materials listed below and reflect upon these broad questions:

- What factors led to the April 1968 student "lock-in" and the 1969 coeducation policy?
- What do various types of source materials reveal – or obscure – about this history?

1) Newspaper clippings from *Hartford Courant*, *Hartford Times*, and *New York Times* on Trinity students' "lock-in" of Board of Trustees, April 1968

How did different newspapers portray the causes and effects of the "lock-in"?

2) Dean of Faculty Robert Fuller, Memo to President Lockwood, "The Admission of Women Undergraduates to Trinity College," 30 September 1968

What reasons did Fuller give (or not give) for why Trinity should coeducate?

3) *Tripod* [student newspaper], 1968-1969 issues

How were the "lock-in" and coeducation represented (or not represented) in the student press?

4) *Bulletin* [course catalog] 1966-1972

Did the official curriculum change after the "lock-in" or with coeducation?

5) *Trinity Handbook* [information and policies on student life], 1967-68 to 1971-72

Did official policies on student life change after the "lock-in" or with coeducation?

6) *Trinity Ivy* [student yearbook] 1967-74

Did student portrayals of campus life change after the "lock-in" or with coeducation?

7) Keith Miles, "A Statistical Analysis of the Trinity Student Body with Specific Reference to the Demonstration of April 22, 1968." (1968).

According to this source, what types of students participated in the "lock-in"?

8) President Theodore Lockwood [1968-81], oral history with Peter Knapp, 1981
How did Lockwood remember the "lock-in" and coeducation? Which aspects did he emphasize -- or not emphasize?

9) "Coeducation: First 20 Years," *Trinity Reporter* alumni magazine (1990), pp. 11-31
What aspects of coeducation did Trinity's public relations office emphasize -- or not emphasize -- on its twentieth anniversary?

10) Professor Noreen Channels, "Survey of Trinity College Alumnae," Spring 1990
What aspects of coeducation did this social science survey raise -- or not raise -- on its twentieth anniversary?

11) selected admissions statistics, Trinity College, 1967 to present
What do these numbers reveal -- or obscure -- about life at Trinity?

12) Peter Knapp with Anne Knapp, "Chapter 6: Currents of Change," *Trinity College in the Twentieth Century* (Hartford, 2000).

Skim through this book chapter and scan the notes. What kinds of historical source materials did the Knapps use (or not use) in telling this story?