APSE #1: Examine the Constitution of the Anti-Slavery Society of Waterville College and the Society’s petition for recognition by the Board of Trustees. In a three-page essay, discuss their historical significance. There are a number of different questions you may choose to explore, for example: What do these documents reveal about the values of the college’s earliest students? Are there any aspects of the documents that are particularly surprising or unexpected? If so, why? What do the documents reveal, if anything, about the nature of student life on campus in the college’s early years?

APSE #2: Browse through the General Catalogue of Officers, Graduates and Former Students of Colby College published in 1920 (accessible online at https://archive.org/details/generalcatalogue00colb, or in hard copy in Special Collections). Track down three Colby graduates who were involved in the Civil War. Based on the details provided in the General Catalogue about the three individuals you have selected, what can you infer about how the Civil War affected them? You will have very little information to work with, but draw on what you do have and your previous knowledge about the Civil War to piece together as much as you can. In a three-page essay, discuss your conclusions and write about the next few steps you would take if you wanted to find out more about these men, making use of resources available at Colby and especially in Special Collections.

APSE #3: (IN PAIRS) Special Collections has a rich array of resources related to the internal debate about the role of women at Colby that took place between the 1870s and the early 1900s. Among these are Trustee reports, pamphlets distributed by administrators and alumni, petitions, and letters to and from some of Colby’s first alumnae. Working in pairs, draw on two different types of sources and consider the arguments they offer for and against the inclusion of women at Colby. What seem to have been the most common opinions? Do the documents you selected “make sense” when you consider them in the context of the time they were written? Remember who was writing these sources and why they were writing, and be sure to take into account any factors that may have affected their opinions. Draw on specific evidence from the sources and present your conclusions individually in a three-page essay.

APSE #4: (IN PAIRS) Re-read Ernest Cummings Marriner’s chapter on Colby’s Centennial and select an aspect of the celebration that you consider particularly interesting, funny, revealing, moving, or strange. Research this aspect of the celebration in more depth, utilizing resources available in Special Collections and through Miller Library more generally (including microfilm of the local newspaper, digitized copies of the Echo, issues of the Colby Alumnus, etc.). In three-page essay (each of you should write your own), discuss your findings.

APSE #5: (IN PAIRS) The Oracle, Colby’s yearbook, has been around since the 1870s. Select a copy from the World War II years (1941-1945) and a copy from at least twenty years earlier and, working in pairs, compare the two. What can you glean from looking at these two yearbooks about some of the changes that Colby underwent between 1870 and the 1940s? What if anything does the volume from the war years indicate about the war’s impact on the campus? Do world events and political developments seem more evident in this volume than in the earlier volume you selected? Each of you should explain your conclusions in a three-page essay.
APSE #6: (IN PAIRS) A quick glance at a Colby catalogue from the 1820s or 1830s makes it glaringly obvious that the College’s approach to education—its admission and graduation requirements, its course offerings, etc.—have changed significantly since the time of its founding. Choose a catalogue from the 1950s and, working in pairs, compare it to a catalogue from the 1820s or 1830s. Are there any similarities? What are three key differences you can identify? How had the College’s goals for its students changed by the 1950s, since its earliest years? Even if some courses were still being taught in the 1950s that had been taught in the 1820s or 1830s, can you determine anything about how the content of those courses might have changed over time? Each of you should discuss your conclusions individually in a three-page essay.

APSE #7: In March 1970, almost twenty members of SOBU (Students Organized for Black Unity) occupied Lorimer Chapel for eight days. This act was just one of a number of different protests that took place on campus in the early 1970s, causing campus-wide controversy and eliciting diverse responses from students, faculty, alumni, administrators, and Waterville residents. Using the online archives of the Echo and at least one other primary/archival source available through Special Collections or elsewhere on campus, find out more about the details of one of these protests, the individuals involved, and some of the responses the protest provoked. Discuss your findings in a three-page essay.

APSE #8: Many of Colby’s current faculty and staff have been here at least since the 1990s. Use Smith’s text and pp. 213-236 of your 2013-2014 Colby Catalogue to identify who some of these individuals are. Arrange an interview (20-30 minutes) with one of these individuals and see what you can learn about his/her impressions on how the College has changed since he/she arrived on campus. Discuss the results of your interview in a three-page essay. Be sure to identify the individual you interviewed!