

TEACHING HISTORY TO UNDERGRADUATES WITH PRIMARY SOURCES: SURVEY OF CURRENT PRACTICES

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ABSTRACT: This study reports the results of a 2008 on-line survey of 627 American history faculty in the United States about teaching undergraduates with published, on-line, and archival primary sources. Results show that faculty currently rely on published source books, with a trend toward the increased use of on-line primary sources, due in part to such use by newer faculty. Most faculty reported they already had adequate access to on-line primary sources, but needed help finding on-line sources relevant to their courses. About one third of respondents included archival assignments in their courses, while several commenters noted that limited holdings, space, and open hours made archival assignments inappropriate for large survey classes. A significant number of faculty, however, noted high student satisfaction if archival assignments were well-structured. Users of all types of primary sources agreed that teaching with primary sources requires more time, but that students learned history in a more meaningful and intellectually challenging way.

Introduction

On-line access to primary sources has shifted teaching methods in primary through postsecondary education. New state standards require students to be able to interpret primary source documents; students now can use digitized primary sources to create multimedia class presentations. Increasingly, faculty scan primary source documents and make them available through course sites. Technological changes are transforming the uses of archival materials, and archivists can adapt services for the potentially large group of student users by understanding current faculty practices and trends in teaching with primary sources. To that end, this study reports the results of an on-line survey of academic historians about teaching undergraduates with primary sources. The study reveals faculty are satisfied with the current number of on-line sources, but want help finding sources and staying current as new sources are added. The survey divides responses into tenured and tenure-track groups and found that tenure-track faculty, the newest members to the profession, are more likely than tenured faculty to

use on-line primary sources to teach, have less time to prepare archival assignments, voice less confidence in their ability to teach archival research skills, and are more willing to collaborate with archivists in developing assignments. These findings are supplemented by open-ended comments that offer rich details about the contemporary classroom and suggest ways that archivists can reshape user education to meet the needs of this large community of new users.¹

Literature Survey

Very few archival studies have been conducted about undergraduates as users of archives. This information must be inferred from archival literature about K–12 education and users in general. Journals of library science and education also contribute important insights into the changes in the undergraduate classroom. Finally, usability studies of archival Web sites and finding aids also contain valuable information about undergraduate use of primary sources. To date, however, none of these sources have provided the kind of statistical information about how primary sources were being used in the classroom that this study does.

Writings on undergraduate use of archives have appeared sporadically in archival literature. William Maher's section on undergraduate users in *The Management of College and University Archives* argued that the majority of undergraduate researchers sought a relatively narrow range of factual information that was satisfied with speedy retrieval rather than in-depth user education sessions. In "Getting Undergraduates to Seek Primary Sources in Archives," Marian Matyn described a variety of uses of primary sources in the undergraduate classroom. Tamara Chute focused on practical ways college and university archivists can reach out to faculty.²

Valuable information about undergraduate users can be found in articles about education in a broader sense. Sharon Anne Cook suggested that archivists provide public programming for classroom use, and Michael Eamon argued for classroom access to archives as well as digitized sources. Recent excellent articles on education, like Julia Hendry's "Primary Sources in K–12 Education: Opportunities for Archives" (2007), and the pages for teachers at the National Archives and Records Administration (NARA) and Library of Congress American Memory Web sites focus more narrowly on the programmatic needs of K–12 teachers. These articles, however, indicate that K–16 students are becoming one of the major user communities for archives.³

Literature on critical and historical thinking skills also provides valuable information about undergraduate users. Marcus Robyns, in "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," offers a substantive discussion about the use of primary sources in teaching critical thinking. Where library and archival roles converge, archivists can look to literature in the fields of library science and education for studies about the evolving roles of archivists as educators. Librarian Rebecca Albitz, in "The What and Who of Information Literacy and Critical Thinking in Higher Education," reviewed library and education literature and concluded that roles for librarians in teaching information literacy and critical thinking skills are expanding.⁴

Usability studies of on-line finding aids also offer information about undergraduates, demonstrating that undergraduates are unfamiliar with archival labels and methods. Several authors concluded that learning archival research skills was a complex, unstructured task requiring repeated practice. These studies, valuable as they are, approached the user individually, while a seminal article by Paul Conway emphasized the importance of understanding users as a learning community. Undergraduates can be readily understood as a community, since they most often come to the archives in response to a course assignment. One avenue for studying the undergraduate community is to analyze the beliefs, practices, and observations of the history faculty who create assignments. This survey provides an opportunity to do just that.⁵

Methodology

For this study, a large, national sample was sought to more accurately reflect current teaching practices and variations related to faculty status and rank, institutions, and years of teaching experience. A short on-line survey was developed as a cost-effective approach for a large sample. Consultants noted that response rates for on-line surveys are extremely low and advised that a short survey would return a high number of responses. To gather more detailed information than is possible in a short survey, open-ended comments were also collected.

With the guidance of the American Historical Association, the author identified 5,000 faculty/instructor/adjuncts teaching American history in institutions of higher education in the United States. (In this report all respondents are termed “faculty” unless rank is specifically noted.) After eliminating invalid E-mail addresses, the author sent 4,002 invitations to take the on-line survey between November 2007 and January 2008, and received 627 valid responses, including 192 open-ended comments.

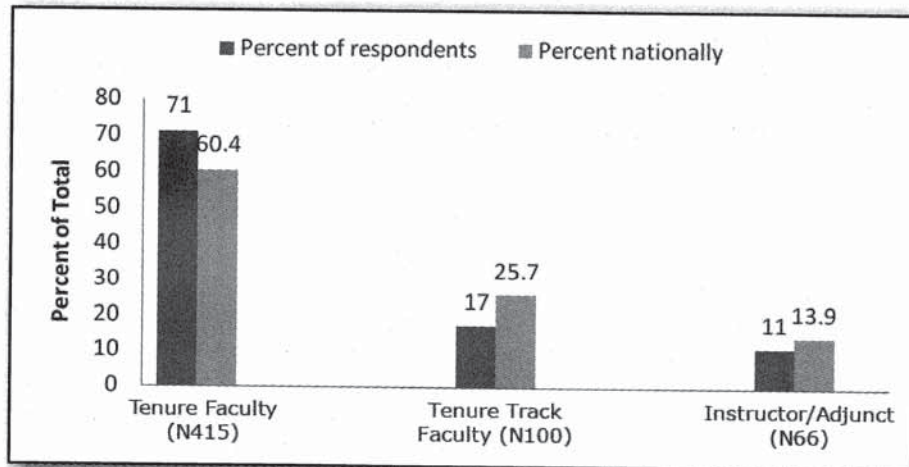
Analysis by Demographic Group

The survey solicited demographic information regarding teaching status, type of institution, and years of teaching experience. Questions addressed the types of primary sources used in instruction, and the use of on-line and archival primary sources to teach. (See appendix 1.) All responses, including the open-ended comments, were analyzed according to teaching status, type of institution, and years of teaching experience. In the teaching status category, respondents selected one of four choices: tenured faculty, tenure-track faculty, instructor/adjunct/lecturer, and other. Since answers from tenure-track faculty were almost always congruent with faculty having less than 10 years’ experience, “tenure track” in this report, unless otherwise noted, also refers to historians with 10 or fewer years of experience. Comparing the responses of faculty with 10 or fewer years’ teaching with faculty having 11 or more years’ experience, while not definitive, can suggest emerging trends in the use of primary sources in the classroom.

Of the 591 responses to this question, 415 were from tenured faculty, 100 from tenure-track faculty, 66 from instructor/adjunct, and 10 from other. The percentage

of respondents in the three main categories corresponded with national statistics,⁶ although this survey over-represented tenured faculty by 14% and under-represented tenure-track by 31%. (See chart 1.)

Chart 1. Tenured Faculty, Tenure-Track Faculty, and Instructor/Adjunct/Lecturers



The number of instructor/adjuncts was small (N=66) and included a wide mix of emeritus professors, long-term adjuncts at community colleges, and new graduates that did not represent any single group for purposes of analysis.

The survey used Carnegie classification of institutions of higher education—doctorate-granting university, master's-level institution, baccalaureate college, and associate degree college to enable comparison with the national distribution. Universities were slightly over-represented, while associate-level colleges were so severely underrepresented that no valid conclusions can be made for them from this survey.⁷

Open-ended comment boxes were included in the survey to give respondents the opportunity to contribute topics that might not have been anticipated in the design of the survey. To analyze this qualitative information, comments were read three times. On the first reading, a list of key or recurring topics was created. These topics provided the basis of a categorization scheme applied during a second read. All responses were sorted by category during the third read, and categories were refined and responses checked for consistency and accuracy. Many comments were appropriate for and entered into more than one category. Comments, like the survey responses, were evaluated according to teaching status and institution type, but the numbers of responses in any category are primarily suggestive, and not large enough to be representative.

Using Primary Sources to Teach History—Rewarding, but Not Easy

On the whole, faculty were positive about the value of teaching with primary sources, but even enthusiastic commenters acknowledged the time and challenge of developing

assignments and activities that encourage active learning with primary sources. In today's history survey course, primary sources are most typically used to illustrate events, enliven class discussion, and structure short papers and exam questions. Primary sources constitute the backbone of upper-level research seminars and capstone courses, as well they might, since the best graduate programs require high-quality primary source research in an honors thesis for admission.

Expanding on these traditional uses, proponents of active learning methods point out that retention rates for knowledge learned from textbooks and lectures is miserably low. They argue that engaging students in discussions and analysis of sources is a key way to make learning history a more meaningful and creative experience. One commenter wrote, "I have found that bringing archival material into the classroom and having students access digital archives online really helps enliven discussions."⁸ Another noted, "I have transformed my survey of 'U.S. History to 1865' so that every week the class focuses on a different type of primary source material, usually online."⁹ One commenter argued for "much more emphasis ... on non-textual sources like photographs, sound recordings and physical artifacts."¹⁰ Another wrote that she or he asked students to read the primary source letters along with an assigned biography to encourage classroom challenges to the conclusions of the biographer.¹¹ In another comment, students in a class on the Civil War were asked to compare topics of "irreconcilable differences"¹² in the *Southern Literary Messenger* and the *North American Review* for the same month (through the *Making of America* on-line series¹³).

Some classes did away with textbooks entirely and used lectures and "100 percent primary sources."¹⁴ One class on the American Revolution, which the professor called "my best teaching experience ever,"¹⁵ divided students into research groups that chose topics and used only the Timothy Pickering Collection on microfilm. Contextual information was presented in class discussions, rather than in lectures, and groups presented a research symposium at the end of the course. Another faculty member "dispensed with an American diplomatic history textbook and required the students to use the annual messages of the presidents and, as available, the *Foreign Relations of the United States* series."¹⁶ Faculty wrote about these experiences because these classes were successful, creative, and taught students historical topics in an engaging and intellectually challenging way.

Many commenters considered primary sources essential in teaching critical and historical thinking skills. Others thought it imperative that students learn how history is generated. One commenter wrote, "I always include some sort of primary source assignment in my teaching. It enables students to learn what professional historians do, and teaches them to think historically ... The students always enjoy this assignment and learn immensely from it."¹⁷ Another voiced an opinion that "primary sources stimulate greater student interest, greater intellectual involvement in the work, better understanding and retention of the subject matter of the course."¹⁸ One comment noted, "Using primary sources is essential to promoting active learning ... [It] helps develop analytical and critical thinking skills, [and] promotes better analytical and thinking skills."¹⁹ Another historian added, "discussing the ways in which historical interpretation of documentary evidence leads to generalizations in the textbooks facilitates the creation of both critical thinking and historical empathy."²⁰ No commenters disagreed

with the value of using primary sources to teach students how to think critically, evaluate sources, form and support conclusions, and understand the complexity of diverse points of view.

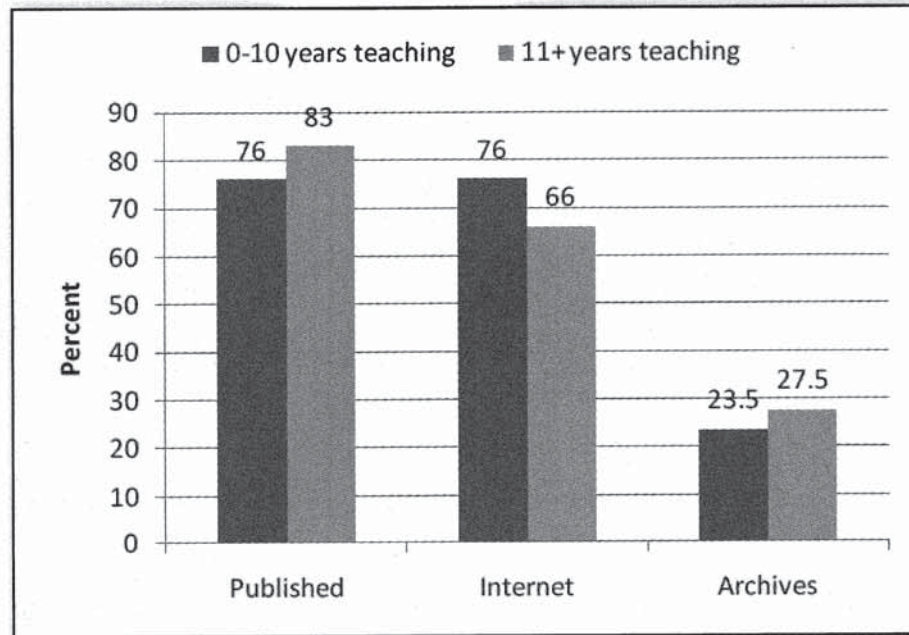
Insightful commenters noted that students faced huge hurdles in moving from uncritical memorization of information to more active, critical, and synthetic learning experiences. One commenter noted, "First generation college students ... cannot even imagine what kind of source might be out there, never mind start looking for it, either online or in a physical archives."²¹ Another commented, "I use published primary sources with undergraduates in all my courses, but I've found undergraduates, including history majors, are very intimidated by archival research ... [first by] the lack of context, which means they quickly feel cut adrift ... [and then by] the handwriting."²² Others noted that students were "daunted,"²³ "underskilled,"²⁴ and had "enormous resistance"²⁵ to drawing their own conclusions. Still others were discouraged by unresponsive students. One wrote, "about 5 percent show any true interest";²⁶ others noted it was "difficult to get students to actually read or look"²⁷ at primary source materials; that when they did, students lacked "context,"²⁸ and "used them in a token manner."²⁹ Most acknowledged the difficulty of this task, and some felt the burden more heavily than others. One commenter noted, "students where I teach come to the institution increasingly underskilled, knowledgeable, and apathetic. It is an ongoing challenge to engage them ..."³⁰ Understanding the challenges as well as opportunities is essential if archivists are to provide effective reference services to faculty teaching with primary sources.

Types of Primary Sources Used in Classes

It was not surprising that almost all faculty used primary sources—published, on-line, archival, and proprietary databases (in that order of frequency) to teach. The initial goal of the survey was to determine the types of sources used to teach each of the various fields within American history. Unfortunately, a survey rich enough to obtain this information would have been too time-consuming to yield a representative number of responses. Instead, the survey asked, "Indicate how often you used the following source(s) of primary source materials within the last two years." The question, like many in this survey, had five possible responses: Always, More than half of courses, Half of courses, Less than half of courses, and Never. Chart 2 (and subsequent charts) combine the responses for Always, More than Half, and Half, and display them according to teaching status and rank. Full results are found in appendix 2.

As chart 2 indicates, 83% of faculty teaching 11 years or more relied on published primary sources for half or more of classes, and 66% used Internet sources. Faculty teaching fewer than 11 years were equally likely to use on-line or published sources (76% for both). The differences between faculty with less than 11 years of experience and 11 or more years can signal a future shift toward increased use of on-line primary sources.³¹ Open-ended comments indicated that published sources were prized for their convenience, especially when the publications included both primary documents and secondary articles. On the other hand, commenters noted that the rising costs of published readers made Internet sources more attractive. Archival sources and on-line

Chart 2. Types of Primary Sources Used in Undergraduate Instruction by Faculty Type

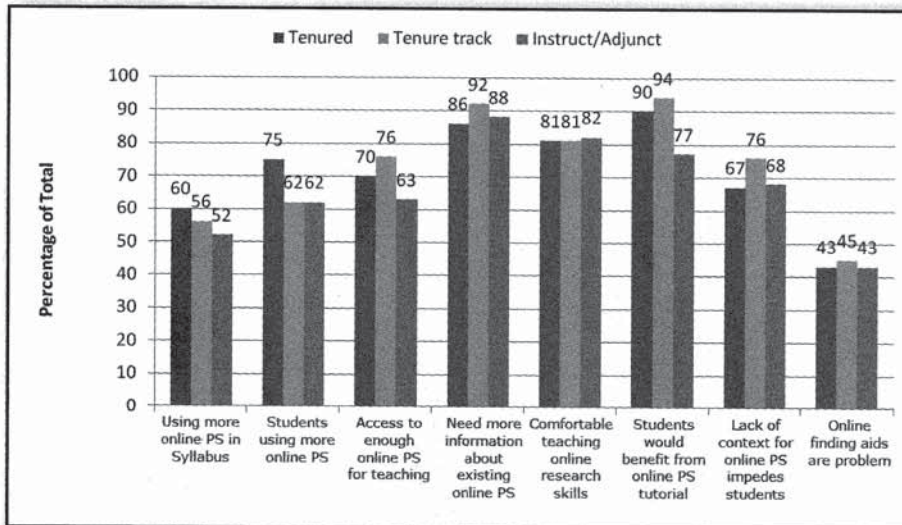


proprietary databases were used only about half as often as free on-line and published primary sources, and will be discussed in a later section.

Use of On-line Primary Sources

Commenters expressed enthusiasm about the richness and convenience of on-line primary sources, and some ventured the opinion that someday everything would be on-line. One noted, “I love online primary sources ... where sources are abundant, I use a lot.”³² and “I give URLs on almost every syllabus now.”³³ A surprisingly high number, 89–97%³⁴ reported that they have enough access to on-line primary sources for the purposes of instruction. This was equally true for respondents at research universities and colleges, even though those from universities noted that they feared their colleagues at small institutions were disadvantaged because they could not afford access to proprietary databases.

Chart 3 illustrates that faculty did not consider access as significant a problem as the lack of an efficient search system for digital collections. Their comments indicated that they found significant problems with the “cut-and-paste” mentality associated with the Internet and the ease of plagiarism from on-line collections. An overwhelming 86–92% of all respondents indicated that they would benefit from more information about on-line sources in their field. This was corroborated in open-ended comments noting “a pressing need”³⁵ for “a clearinghouse of online archives that registers updates and makes clear the extent of holdings;”³⁶ that “a central clearinghouse/repository would be

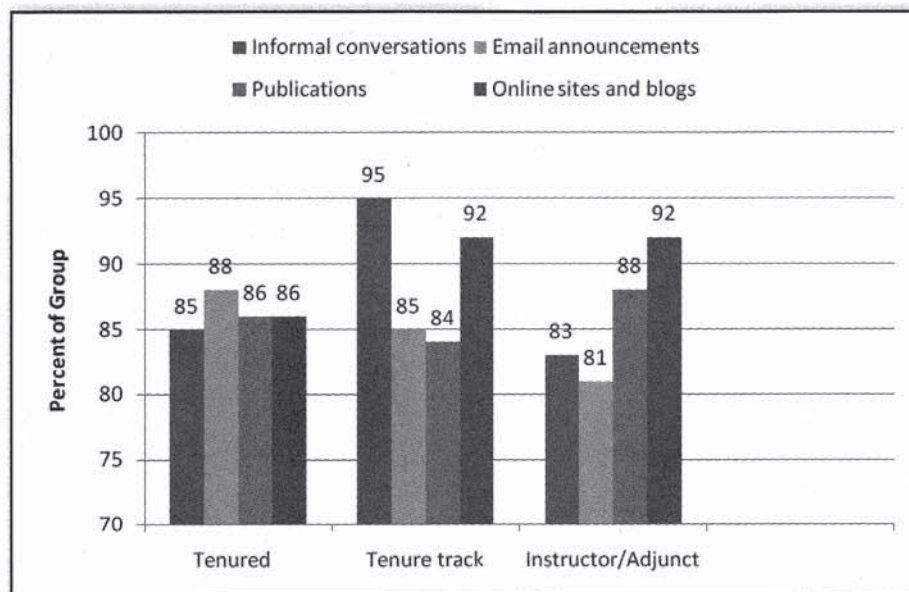
Chart 3. Use of On-line Primary Sources

very helpful;³⁷ that “professors need sources of information;”³⁸ and that “the difficulty surrounds navigating search engines.”³⁹ One comment read, “Students are definitely turning to online primary sources more, and professors need sources of information and training for helping students to decipher what’s out there.”⁴⁰ Another wrote, “Free resources [are] available ... but students—even when encouraged—rarely access them because (I think) they have trouble navigating the search engines and are overwhelmed by the number and nature of the documents.”⁴¹ While the number of digital collections has increased dramatically, central clearinghouses, search platforms, or gateway sites in specific subfields of history have not.

Navigating the abundant but poorly structured quantity of on-line primary sources presents one of the key challenges for archivists, librarians, faculty, and students in using primary sources. While libraries provide on-line catalogs as the central gateway for library holdings and search engines serve as all-purpose gateways to Internet sources, no one efficient access point for locating digital sources has emerged. Respondents to the survey report they seek information about new on-line primary sources almost equally from E-mail announcements, browsing Web sites and blogs, professional publications, or informal conversations. (See chart 4.)

Another challenge encountered with on-line sources arises from the disjuncture between the “instant information” environment of the Web and the need for critical analysis of sources—which is the goal of teaching with primary sources. One commenter wrote, “Many of my students are more inclined to see the Internet as a source of easy answers rather than as a tool for serious research.”⁴² Another struggled against “Internet monasticism,”⁴³ that is, students’ tendency to think everything is on the Web. Another commenter noted that “plagiarism becomes an even larger problem when I assign online research.”⁴⁴ Others complained that on-line primary sources were either

Chart 4. How Faculty and Instructor/Adjuncts Learn about New On-line Primary Sources



overly edited snippets and/or lacked context. This latter statement was supported by 67–76% of survey respondents who concurred that students have difficulty understanding the context of on-line documents (see chart 3).

To manage these challenges, faculty tend to search for and preselect on-line primary sources and make them available on a course site. Many commenters reported digitizing their own sources and posting them on a course site. One noted, “I usually ... post a lot of sources as .pdf.”⁴⁵ This technique enabled them to focus the entire class on a critical analysis of particular documents. Course-management software facilitates the import and storage of digitized materials without copyright infringement, and permits students to mount presentations using them.

Comments indicated that how primary sources were used constituted the difference between successful and unsuccessful learning experiences. One respondent concluded that “the effective use of online primary sources depends upon good teaching.”⁴⁶ Online course sites and other learning technologies facilitated this. One faculty member created and published a two-volume document compilation of political and constitutional documents. Another created a Web bibliography with 1,300 links to relevant sites. Another faculty member created a 20-page list of relevant archival collections for student paper topics. In another case, the library built and hosted a primary source Web site of legal cases and other legal materials to support a course based entirely on primary sources.

Analyzing responses strictly according to years of experience showed newer faculty to be more comfortable in the on-line environment; 93% of faculty with fewer than 5

years' experience reported they were comfortable teaching students how to search for on-line primary sources, compared to only 79% of faculty with more than 15 years' experience. A high number of both, at least 89%, agreed that students would benefit from an on-line tutorial about searching on-line for primary sources. This suggests that in general faculty are confident of their own search skills, but would appreciate additional tools to teach students to search for on-line sources. This high number suggests an area in which archivists could usefully collaborate with faculty.

In response to the statement "I am including more online primary sources in my syllabi," a modest 58% of all respondents moderately or strongly agreed. Given the study's initial assumption that on-line sources have contributed to a sea change in how history is taught, this percentage is low. The weakness in the figure may be attributed to the lack of specificity in the question, the convenience of published readers, the problem of finding on-line sources, and the difficulty of guiding students to find and use on-line sources wisely and well.

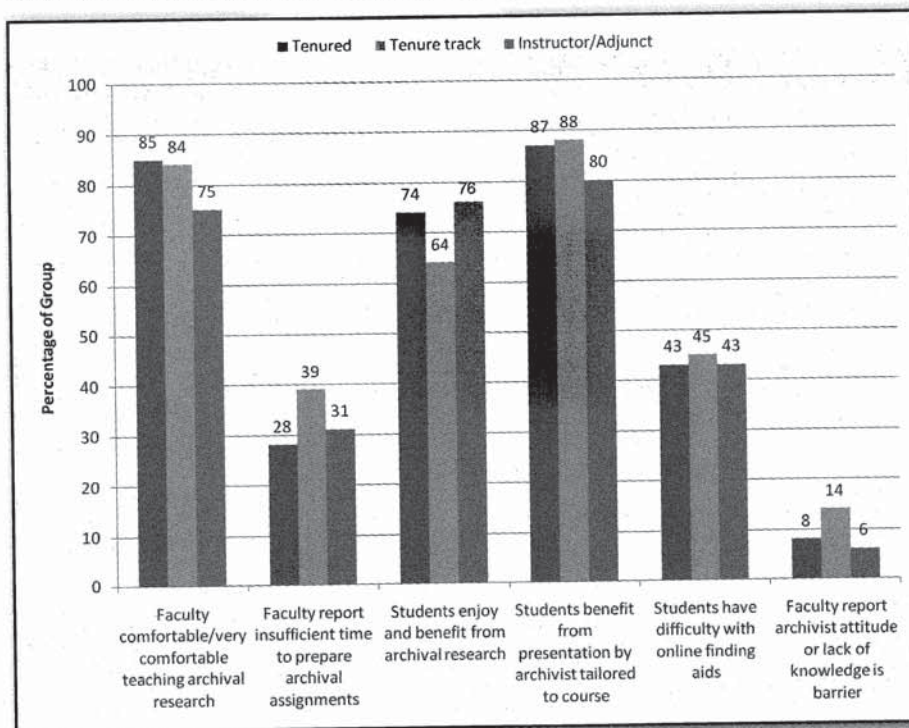
Archival Research and Undergraduates

Teaching students *how* to use primary sources—whether sources are on-line or in an archives—is demanding, and using primary sources in an archival repository adds another layer of difficulty. Though on-line sources are available for students almost anywhere, archival collections can be used only on-site, during specific hours, and using a finding aid of some kind. The inconvenience, and the fact that not all available archives have materials relevant to every course, in large part explains why respondents assigned archival research less than half as often as they assigned the use of on-line or published sources (as seen in chart 2).

That said, large variations existed in how faculty approached archival research. Some thought primary source research appropriate only for upper-division research classes, while two faculty respondents reported successfully giving an archival assignment to a large survey class. Others balked at assigning an archival project to a large class, noting that archives had small staffs, small reading areas, and a limited number of relevant collections. Several others voiced the opinion that archival research skills were needed only by history majors. Neither teaching status nor number of years teaching were predictors for using on-site archival materials to teach undergraduates.

The survey software was configured to skip the section of questions on archival assignments for any respondents whose students did not have access to an archives with materials relevant to the course. However, this function apparently did not work—383 of the 575 respondents who answered this question (67%) indicated that their students had access to an archives, but more than 400 respondents answered questions in this section. (The exact number of responses varied question to question). Of the subset of faculty who answered the questions about archives, 72% reported that undergraduates enjoy and benefit from archival research as part of the course; 21% were neutral; and 6% responded negatively. (See appendix 2, Frequency Tables, Question 4, Parts 1 and 2, pages 51–53.)

Additional information on archival research was obtained from the open-ended comment fields; 115 of the 192 open-ended comments concerned using primary sources to teach, 75 of them came from faculty with access to relevant archival materials. Table 1

Chart 5. Archival Research in the Undergraduate Curriculum

(on page 36) provides a rough tabulation of topics of interest to respondents. This list was divided into respondents whose students had access to archives (Ar) and those who did not (~Ar). These numbers provide an index of the topics of interest to commenters.

Table 1 indicates that faculty with access to archives were more aware of the overall benefits and issues surrounding primary source research, and were vastly more enthusiastic about archival research. For unexplained reasons, the group without access to archives was more negative in general, and more likely to note the difficulty of and time lost to teaching students how to do primary source research. Overall, positive comments outnumbered negative comments almost three to one, consonant with the 64–75% agreement that students benefited from archival research (see chart 5). Open-ended comments added rich detail to this finding, by indicating that, for many, teaching with archival sources was complex and demanded considerable time and skill on the part of the faculty/instructor.

Faculty noted a qualitative difference in teaching students with the actual, tangible original sources. A strong group of commenters was enthusiastic and reported that their students found their archival experiences among the most memorable and engaging of all their class experiences. One indicated, “Students are bowled over by the actual documents,”⁴⁷ and another noted, “Students love the adventure of primary source research and the challenge of it.”⁴⁸ One commenter said that encountering the actual documents was an important component for students, writing, “I do find that students

Table 1. Frequency of Open-ended Comments about Teaching with Primary Sources

Category	Ar	~Ar	Total
Total Responses from Respondents with and without archives	75	34	115*
Undergraduates engaged by primary source assignments	19	3	22
Undergraduates dislike primary source assignments	5	5	10
Undergraduates intimidated by primary source research	6	2	8
Undergraduates underprepared for primary source research	8	6	14
Undergraduates lack sufficient context for primary source research	6	2	8
Primary source assignments appropriate only for certain courses	19	9	28
Primary source assignments given in all types and levels of teaching	8	4	12
Hands-on experience with archival materials particularly important	9	2	11
Archival research particularly valuable	35	4	39
Archival research particularly problematic	7	8	15
On-line primary sources particularly valuable	27	17	44
On-line primary sources particularly problematic	4	14	18
Primary sources develop critical/historical thinking skills	11	4	15
Extra time required to prepare primary source assignments	7	8	15

*Six respondents did not indicate whether they had access to archives.

learn more from direct contact with the archive than from online searching.⁷⁴⁹ This indefinable “experience of the real” affects students. Archivists should embrace and articulate the unique experience that accompanies holding materials created during a particular historical moment. They can articulate the difference to good effect by pointing to the complementarity of giving students a sense of the reality of the past through actual documents and expanding the breadth of their research through the convenience of on-line access.

Faculty widely agreed that teaching with archival sources was more valuable, but that it also demanded more time and creative involvement on the part of the faculty or instructors. One commenter noted, “I’ve learned that students love the adventure of primary source research, and the challenge of it. The major drawback as an instructor is the time it takes.”⁷⁵⁰ Another commented, “instructors cannot send students to archives without providing a lot of support, first in class, in precise assignment material, in samples and run-throughs, and in repeat trips.”⁷⁵¹ Another wrote, “Archival work would be useful, but it’s much too time-consuming for both instructors and students.”⁷⁵² More

than one faculty member noted that the space limits at the archives precluded bringing large classes to see or use resources. One observed, "My classes are very large and the facilities at the archives are physically limited."⁵³

The groups of respondents who indicated that students did not enjoy archival research were also more likely to report they personally had insufficient time to prepare for archival assignments. One commenter noted, "It requires more research and planning to do [archival assignments] effectively,"⁵⁴ another wrote, "I have no time to come up with documents nor methods of using them in class ... Sounds terrible, but I'm tired."⁵⁵ Another said that preparing students to really use primary sources is "very time-consuming," and declared, "I would counsel younger faculty in my institution to adopt this method with caution since it may draw substantial time away from publication which is the primary consideration for tenure here."⁵⁶ Responses to survey questions reveal that tenure-track faculty (39%) were more likely than tenured faculty (28%) to indicate they lacked time to arrange for archival assignments. Tenure-track faculty were also slightly less comfortable teaching archival research skills than their tenured colleagues. Archivists should take this disparity into account when considering outreach strategies for or collaborations with various faculty, especially concerning the teaching of archival research skills.

About two-fifths of faculty considered the difficulties students have in understanding on-line finding aids to be a significant problem. This finding is displayed in two charts, number 3, "Use of On-line Primary Sources," (page 32) and number 5, "Archival Research in the Undergraduate Curriculum," (page 35) to illustrate its relative importance compared to other challenges faculty face in using primary sources to teach undergraduates. The fairly low percentage may indicate that few undergraduates currently use on-line finding aids, but it can also reflect positively on the archival profession, which has conducted considerable research in the area of usability of on-line finding aids.

A 14-point difference between faculty with less than 5 years of experience and those with more than 15 years of experience was found in the area of teaching search skills to students. Faculty with less than 5 years of experience (93%) were more comfortable than their colleagues with more than 15 years of experience (79%). On the other hand, 84% of faculty with more than 15 years of experience reported feeling comfortable teaching archival research skills than their newer colleagues (70%). (See appendix 2, Frequency Tables, Tables by Years of Teaching Experience, Question 2, Part 3, page 74.) With minor differences, both demographic groups thought an on-line tutorial (82–83%) or an in-class archivist presentation tailored to the course assignment (83–88%) would benefit students learning to do archival research. Tenure-track faculty were slightly more interested in an archivist presentation (88%) than an on-line tutorial (82%). This suggests that all faculty, particularly the newest, are willing to work with archivists in teaching undergraduates. (See appendix 2, Frequency Tables, Tables by Years of Teaching Experience, Question 2, Part 4, page 75.)

Collaborations between archivists and faculty were one of the most popular topics for comments and are covered more thoroughly below. The stereotype of the curmudgeonly archivist is disappearing. One commenter wrote, "... most archivists are helpful, but some act as gatekeepers and do not like students. As younger and more newly trained archivists take over, I have noticed a positive difference."⁵⁷ With few exceptions, faculty

praised archivists for their willingness to “go out of their way”⁵⁸ to make materials available, and to help students who arrive at the archives with topic in hand. Archivists and librarians were overwhelmingly seen as assets on the educational team.

Faculty with access to on-site or local archives report high student satisfaction with well-organized archival projects, but note the logistical difficulties. All agree that teaching undergraduates history with any kind of primary source requires more time, a thoughtfully structured curriculum, and close cooperation of archivists and librarians.

Collaborations and Role Delineation between Archivists and Faculty

The open-ended comments overwhelmingly indicated that faculty appreciated help from librarians and archivists. Of the 192 comments, 35 explicitly addressed collaboration with archivists and reference librarians. Comments referred to the traditional educational roles of the archivists: Archivists continue to give general introductions and orientations during class visits to the archives (5 comments), locate materials of interest for the course, and provide one-to-one reference for students. In addition, faculty appreciated the archivists’ helpful attitudes, accessibility (7 comments), and proactive encouragement to use more primary sources (6 comments). One faculty member wrote, “Our archivists have been strongly proactive in engaging faculty and students about primary (and for that matter secondary) sources. Otherwise, I would know lots less about teaching undergrads [to use] primary sources than I do.”⁵⁹ Other comments indicated that librarians offer similar assistance navigating on-line primary sources: “My students do research with primary sources, both online and in our college archives, in every level of the courses that I teach, from introductory to the capstone for our major. Our college archivist and reference librarians are extremely enthusiastic about working with students, and they actively seek ways to integrate their expertise into our courses.”⁶⁰

Five comments mentioned a class “visit” to the archives to give students a general introduction to archives, but another commenter asserted that students needed more than a walk through. He or she embedded visits in a highly structured curriculum. “Instructors cannot send students to archives or to consult historical experts without providing a lot of support, first in class, in precise assignment material, in samples and run-throughs, and in repeat trips. Student comfort level with archival research is established in tandem with the professor. ‘Go and talk to so and so’ is rarely a helpful directive. Archival visits must be built into the syllabus and structured with follow-up activities and discussion. Of course this takes time. Sacrificing lecture material becomes an issue with many instructors.”⁶¹

Despite a recent call in the archival literature for archivists to reach out to academics, and a modest majority of faculty (66% of tenured and 78% of tenure-track) who wanted help from an archivist about relevant sources, only three faculty commenters noted that an archivist supplied them with information about collections potentially relevant to their courses.⁶²

Positive collaborations grew from many factors, sometimes from a lucky combination of personalities, but other times from recalibrating roles. One commenter noted that he or she and the archivist were close personal friends who “co-teach a class on finding and using online sources every year.”⁶³ Another wrote that their “fabulous” archivists

were “exceptional in every way and often became like a member of the class.”⁶⁴ Another focused on redefining roles in the relationship, noting: “I no longer take my students to the archives on my campus because I am always disappointed in the presentations that the archivists make. I typically know far more about the material—and far more about how to make it accessible and meaningful to the students. I think it would be wise were I to collaborate with the archivists—s/he could pull materials from various collections and together we could talk about it with the students.”⁶⁵ Another noted, “some archivists (really just a few) are not particularly skilled at public speaking, [so] I organize my class visits with the talents of the archivists in mind.”⁶⁶ Collaboration requires sharing a common goal, understanding the perspective of partners, and acting on realistic assessments of individual talents.

Many comments suggested that the active engagement of the archivist in undergraduate education was a factor in how often and how successfully faculty use primary sources in the curriculum. One faculty member with all the resources of New York City available to the class noted: “I find archival research of real benefit for upper-level majors in my discipline (History) ... But I find that my students benefit most from the one archive that is willing to work closely with them and me. They provide an orientation for my students, easy access, and personal attention with their research interests. They also conduct an annual contest for research papers—my student[s] have won a number of prizes.”⁶⁷

None of these roles is entirely new to archivists, but the current emphasis on active learning provides a unique opportunity for archivists to reshape their traditional role in the education of undergraduates.

Conclusion

This survey showed that primary sources are used almost universally in undergraduate instruction to improve class discussion, engage student participation, promote historical empathy, help develop critical thinking skills, and demonstrate how historians create narratives from disparate documents. The traditional practice of teaching undergraduate history with lectures and textbooks is giving way to active learning modalities that use primary sources. On-line sources posted on course sites allow more flexibility in course design than published source books. However, to make on-line sources truly usable, faculty need help finding digital sources. Archivists and librarians can press for development of federated search platforms that include digital collections, and the creation of a central search system or gateway Web sites for digital materials. Academic archivists can proactively approach faculty to alert them about potential digitization projects and/or archival sources and encourage them to include primary sources in upcoming classes. Archivists can collaborate with faculty from diverse disciplines to determine what kinds of collections would benefit their students.

The survey revealed pockets of enthusiasm about including well-structured archival research into the undergraduate curriculum, as well as major hurdles. Additional interviews with faculty are planned to discover what collaborative teaching might look like. The challenges of developing courses require archivists and faculty to recognize

the nontrivial difficulties students face when they begin the transition from passively consuming information to critically and creatively interpreting sources. Archivists encounter challenges as well. Few archivists have been trained in the principles of active learning or the methods that support students in “learning to think historically.” This is changing—new workshops on effective teaching have been added to the Society of American Archivists professional training opportunities. Not every archivist will participate in class sessions for undergraduate courses, but when equipped with new awareness of current classroom practices, archivists can collaborate with faculty to bring the “adventure” and “joy of discovery” to history—the joys that drew *us* to the archival adventure in the first place.

Appendix 1 - Survey Instrument

Teaching Undergraduates with Primary Sources

1. Welcome!

I appreciate your input into this major survey of approximately 6,000 American historians.

The survey will assess your opinions of the benefits and difficulties of assigning online and archival primary source research to undergraduates.

The survey has 11 questions plus space for your comments. It is designed to take 10 minutes.

Results will be analyzed and reported in major archival and history teaching journals.

2. Teaching With Primary Sources

1. Indicate how often you used the following source(s) of primary source materials within the last two years.

	Always used.	Used in more than half of classes.	Used in half of classes.	Used in less than half of classes.	Never used.
Published primary sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources from an archives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources freely available on the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary sources from proprietary databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you never assign primary source readings, please explain why and proceed to last question.

3. Describe your comfort level with teaching the skills needed for:

	Very comfortable.	Comfortable.	Mixed feelings of comfort.	Somewhat uncomfortable.	Uncomfortable.
Searching for online primary sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding archival sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. My students would benefit from the following:

	Strongly agree.	Somewhat agree.	Somewhat disagree.	Strongly disagree.	There is no available archives.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Undergraduates with Primary Sources					
An online tutorial about online resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An online tutorial about archival research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A presentation by the archivist tailored to the course assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Assigning ONLINE Primary Sources

This section asks about using ONLINE primary sources to teach undergraduates.

1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

	Strongly agree.	Moderately agree.	Neither agree nor disagree.	Moderately disagree.	Strongly disagree.
I would benefit from knowing more about all the online primary sources in my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to enough online primary sources for my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have difficulty understanding the context of online documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am including more online primary sources in my syllabi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are including more online primary sources in their papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I update my awareness of new online primary source materials through:

	Often	Occasionally	Rarely
Informal conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional publications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing Websites and blogs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email announcements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Undergraduates with Primary Sources

4. Assigning Archival Research

This section asks about using archival primary sources to teach undergraduates.

1. My students have access to an archival repository with materials relevant to the course.
IF YOU ANSWER "NO" SKIP THE FOLLOWING QUESTION

Yes
 No

2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

	Strongly agree.	Moderately agree.	Neither agree nor disagree.	Moderately disagree.	Strongly disagree.
Archives in my locale do not have materials relevant to my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have time to prepare for archival research assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students report that they enjoy and benefit from archival research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students find online finding aids difficult to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The archivist (personality, knowledge, attitude) is a barrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Undergraduates with Primary Sources

5. Demographic information

1. What is the status of your teaching appointment?

- Tenured faculty.
- Tenure track faculty.
- Instructor, adjunct, lecturer.
- Other (please specify)

2. What best describes the institution in which you work?

- Associate's college.
- Baccalaureate college.
- Doctorate granting university.
- Master's or Special focus institution.

3. How many years have you been teaching history, including teaching as a graduate student?

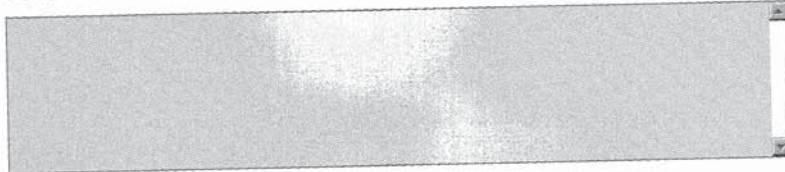
- 0-5
- 6-10
- 11-15
- 15+

Teaching Undergraduates with Primary Sources

6. Comments

Please use this space to expand your answers and make additional comments.

1. Comments



2. If you are willing to be contacted for a follow-up interview, please write your email address in the space provided. This information will be used only for this purpose.



Appendix 2

Frequency Tables

Frequency table (all respondents combined) page 46
 Responses differentiated by Teaching Appointment..... page 54
 Responses differentiated by Type of Degree Granting Institution page 63
 Responses differentiated by Years of Teaching Experience..... page 73

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources		
	Frequency	Valid Percent
Always used	372	60%
Used in more than half of classes	138	22%
Used in half of classes	51	8%
Used in less than half of classes	51	8%
Never used	11	2%
Valid Total	623	100%
No Response/Missing Data	4	

Sources from an archive		
	Frequency	Valid Percent
Always used	64	11%
Used in more than half of classes	95	16%
Used in half of classes	72	12%
Used in less than half of classes	265	44%
Never used	101	17%
Valid Total	597	100%
No Response/Missing Data	30	

Sources freely available on the Internet		
	Frequency	Valid Percent
Always used	240	39%
Used in more than half of classes	156	25%
Used in half of classes	87	14%

Used in less than half of classes	108	18%
Never used	24	4%
Valid Total	615	100%
No Response/Missing Data	12	

Primary sources from proprietary databases		
	Frequency	Valid Percent
Always used	60	10%
Used in more than half of classes	78	13%
Used in half of classes	52	9%
Used in less than half of classes	143	25%
Never used	249	43%
Valid Total	582	100%
No Response/Missing Data	45	

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources		
	Frequency	Valid Percent
Very comfortable	310	50%
Comfortable	187	30%
Mixed feelings of comfort	93	15%
Somewhat uncomfortable	19	3%
Uncomfortable	9	1%
Valid Total	618	100%
No Response/Missing Data	9	

Finding archival sources		
	Frequency	Valid Percent
Very comfortable	322	53%
Comfortable	189	31%
Mixed feelings of comfort	83	14%
Somewhat uncomfortable	9	1%
Uncomfortable	7	1%
Valid Total	610	100%
No Response/Missing Data	17	

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources		
	Frequency	Valid Percent
Strongly agree	291	47%
Somewhat agree	258	42%
Somewhat disagree	55	9%
Strongly disagree	10	2%
There is no available archives	3	<1%
Valid Total	617	100%
No Response/Missing Data	10	

An online tutorial about archival research		
	Frequency	Valid Percent
Strongly agree	255	42%
Somewhat agree	256	42%
Somewhat disagree	76	12%
Strongly disagree	15	2%
There is no available archives	12	2%
Valid Total	614	100%
No Response/Missing Data	13	

A presentation by the archivist tailored to the course assignments		
	Frequency	Valid Percent
Strongly agree	339	55%
Somewhat agree	190	31%
Somewhat disagree	46	8%
Strongly disagree	17	3%
There is no available archives	21	3%
Valid Total	613	100%
No Response/Missing Data	14	

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.		
	Frequency	Valid Percent
Strongly agree	322	53%
Moderately agree	208	34%
Neither agree nor disagree	59	10%
Moderately disagree	12	2%
Strongly disagree	5	1%
Valid Total	606	100%
No Response/Missing Data	21	

I have access to enough online primary sources for my classes.		
	Frequency	Valid Percent
Strongly agree	138	23%
Moderately agree	284	47%
Neither agree nor disagree	93	15%
Moderately disagree	70	12%
Strongly disagree	18	3%
Valid Total	603	100%
No Response/Missing Data	24	

Students have difficulty understanding the context of online documents.		
	Frequency	Valid Percent
Strongly agree	161	27%
Moderately agree	255	42%
Neither agree nor disagree	117	19%
Moderately disagree	59	10%
Strongly disagree	15	2%
Valid Total	607	100%
No Response/Missing Data	20	

I am including more online primary sources in my syllabi.		
	Frequency	Valid Percent
Strongly agree	144	24%
Moderately agree	205	34%
Neither agree nor disagree	121	20%
Moderately disagree	76	13%
Strongly disagree	57	9%
Valid Total	603	100%
No Response/Missing Data	24	

Students are including more online primary sources in their papers.		
	Frequency	Valid Percent
Strongly agree	217	36%
Moderately agree	210	35%
Neither agree nor disagree	95	16%
Moderately disagree	58	10%
Strongly disagree	23	4%
Valid Total	603	100%
No Response/Missing Data	24	

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations		
	Frequency	Valid Percent
Often	197	33%
Occasionally	328	54%
Rarely	79	13%
Valid Total	604	100%
No Response/Missing Data	23	

Professional publications		
	Frequency	Valid Percent
Often	212	35%
Occasionally	301	50%
Rarely	87	15%

Valid Total	600	100%
No Response/Missing Data	27	

Browsing Websites and blogs		
	Frequency	Valid Percent
Often	313	52%
Occasionally	212	35%
Rarely	74	12%
Valid Total	599	100%
No Response/Missing Data	28	

Email announcements		
	Frequency	Valid Percent
Often	232	39%
Occasionally	284	47%
Rarely	85	14%
Valid Total	601	100%
No Response/Missing Data	26	

Other		
	Frequency	Valid Percent
Often	72	19%
Occasionally	180	48%
Rarely	126	33%
Valid Total	378	100%
No Response/Missing Data	249	

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Frequency	Valid Percent
Yes	383	67%
No	192	33%
Valid Total	575	100%
No Response/Missing Data	52	

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.		
	Frequency	Valid Percent
Strongly agree	30	7%
Moderately agree	84	19%
Neither agree nor disagree	37	9%
Moderately disagree	105	24%
Strongly disagree	178	41%
Valid Total	434	100%
No Response/Missing Data	193	

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.		
	Frequency	Valid Percent
Strongly agree	137	32%
Moderately agree	157	37%
Neither agree nor disagree	92	21%
Moderately disagree	21	5%
Strongly disagree	21	5%
Valid Total	428	100%
No Response/Missing Data	199	

I don't have time to prepare for archival research assignments.		
	Frequency	Valid Percent
Strongly agree	28	6%
Moderately agree	103	24%
Neither agree nor disagree	86	20%
Moderately disagree	104	24%
Strongly disagree	114	26%
Valid Total	435	100%
No Response/Missing Data	192	

Students report that they enjoy and benefit from archival research.		
	Frequency	Valid Percent
Strongly agree	150	34%
Moderately agree	166	38%
Neither agree nor disagree	93	21%
Moderately disagree	21	5%
Strongly disagree	5	1%
Valid Total	435	100%
No Response/Missing Data	192	

Students find online finding aids difficult to interpret.		
	Frequency	Valid Percent
Strongly agree	48	11%
Moderately agree	139	32%
Neither agree nor disagree	161	37%
Moderately disagree	70	16%
Strongly disagree	15	3%
Valid Total	433	100%
No Response/Missing Data	194	

The archivist (personality, knowledge, attitude) is a barrier.		
	Frequency	Valid Percent
Strongly agree	8	2%
Moderately agree	31	7%
Neither agree nor disagree	118	27%
Moderately disagree	73	17%
Strongly disagree	200	47%
Valid Total	430	100%
No Response/Missing Data	197	

What is the status of your teaching appointment?		
	Frequency	Valid Percent
Tenured faculty	415	71%
Tenure track faculty	100	17%
Instructor, adjunct, lecturer	66	11%
Valid Total	581	100%
No Response/Missing Data	46	

What best describes the institution in which you work?		
	Frequency	Valid Percent
Associate college	7	1%
Baccalaureate college	210	35%
Doctorate granting university	289	48%
Master's or Special focus institution	96	16%
Valid Total	602	100%
No Response/Missing Data	25	

How many years have you been teaching history, including teaching as a graduate student?		
	Frequency	Valid Percent
0-5	27	4%
6-10	101	17%
11-15	119	20%
15+	354	59%
Valid Total	601	100%
No Response/Missing Data	26	

Tables by Teaching Appointment

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	62%	21%	8%	7%	1%
Tenure track faculty	56%	27%	6%	9%	2%
Instructor, adjunct, lecturer	57%	18%	12%	8%	5%
Total	60%	22%	8%	8%	2%

Sources from archives					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	11%	16%	13%	45%	15%
Tenure track faculty	6%	15%	8%	53%	18%
Instructor, adjunct, lecturer	13%	16%	19%	27%	24%
Total	10%	15%	13%	45%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	38%	25%	16%	17%	4%
Tenure track faculty	38%	32%	15%	12%	3%
Instructor, adjunct, lecturer	45%	25%	5%	22%	5%
Total	39%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	11%	13%	10%	22%	44%
Tenure track faculty	5%	13%	12%	34%	36%
Instructor, adjunct, lecturer	20%	13%	3%	25%	38%
Total	11%	13%	9%	24%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
Tenured faculty	51%	30%	14%	4%	2%
Tenure track faculty	49%	32%	17%	1%	0%
Instructor, adjunct, lecturer	50%	32%	18%	0%	0%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
Tenured faculty	56%	29%	12%	1%	1%
Tenure track faculty	47%	37%	15%	1%	0%
Instructor, adjunct, lecturer	40%	35%	21%	5%	0%
Total	53%	31%	13%	1%	1%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	47%	43%	8%	1%	0%
Tenure track faculty	59%	35%	4%	2%	0%

Instructor, adjunct, lecturer	39%	38%	20%	3%	0%
Total	48%	41%	9%	2%	0%

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	43%	43%	11%	2%	1%
Tenure track faculty	45%	37%	13%	1%	4%
Instructor, adjunct, lecturer	28%	44%	20%	5%	3%
Total	41%	42%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	54%	33%	7%	3%	3%
Tenure track faculty	60%	28%	5%	0%	7%
Instructor, adjunct, lecturer	56%	24%	10%	8%	3%
Total	55%	31%	7%	3%	4%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	52%	34%	10%	3%	1%
Tenure track faculty	52%	40%	8%	0%	0%
Instructor, adjunct, lecturer	62%	26%	12%	0%	0%
Total	53%	34%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	23%	47%	15%	11%	3%
Tenure track faculty	21%	55%	12%	10%	2%
Instructor, adjunct, lecturer	23%	40%	18%	14%	5%
Total	23%	48%	15%	11%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	27%	40%	20%	10%	3%
Tenure track faculty	31%	45%	13%	10%	1%

Instructor, adjunct, lecturer	23%	45%	23%	9%	0%
Total	27%	41%	19%	10%	3%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	26%	34%	18%	13%	9%
Tenure track faculty	23%	33%	28%	8%	7%
Instructor, adjunct, lecturer	15%	37%	20%	15%	12%
Total	24%	34%	20%	12%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	38%	37%	14%	8%	2%
Tenure track faculty	32%	30%	19%	10%	9%
Instructor, adjunct, lecturer	31%	31%	18%	12%	8%
Total	36%	35%	15%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
Tenured faculty	32%	53%	15%
Tenure track faculty	28%	67%	5%
Instructor, adjunct, lecturer	46%	37%	17%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
Tenured faculty	37%	49%	14%
Tenure track faculty	31%	53%	16%
Instructor, adjunct, lecturer	35%	53%	11%
Total	36%	50%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
Tenured faculty	51%	35%	14%
Tenure track faculty	54%	38%	8%
Instructor, adjunct, lecturer	57%	35%	8%
Total	52%	36%	12%

Email announcements			
	Often	Occasionally	Rarely
Tenured faculty	41%	47%	12%
Tenure track faculty	36%	49%	15%
Instructor, adjunct, lecturer	35%	46%	18%
Total	39%	47%	13%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
Tenured faculty	67%	33%
Tenure track faculty	60%	40%
Instructor, adjunct, lecturer	73%	27%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	8%	20%	10%	21%	41%
Tenure track faculty	5%	20%	6%	30%	39%
Instructor, adjunct, lecturer	2%	16%	2%	40%	40%
Total	7%	20%	8%	25%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	33%	33%	24%	4%	6%
Tenure track faculty	30%	48%	14%	3%	5%
Instructor, adjunct, lecturer	27%	41%	18%	12%	2%
Total	32%	37%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	7%	21%	21%	25%	26%
Tenure track faculty	6%	33%	17%	24%	20%

Instructor, adjunct, lecturer	6%	25%	18%	18%	33%
Total	6%	24%	20%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	36%	38%	21%	4%	1%
Tenure track faculty	31%	33%	28%	6%	1%
Instructor, adjunct, lecturer	27%	49%	14%	10%	0%
Total	34%	39%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	11%	32%	37%	17%	4%
Tenure track faculty	12%	33%	45%	6%	3%
Instructor, adjunct, lecturer	10%	33%	29%	24%	4%
Total	11%	32%	37%	16%	4%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	2%	6%	28%	15%	48%
Tenure track faculty	1%	13%	28%	21%	36%

Instructor, adjunct, lecturer	0%	6%	25%	20%	49%
Total	2%	7%	28%	17%	47%

Tables by Type of Degree Granting Institution (Associate's College omitted due to small sample size)

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	58%	21%	8%	11%	2%
Doctorate granting university	64%	19%	9%	6%	1%
Master's or Special focus institution	56%	28%	6%	7%	2%
Total	61%	21%	8%	8%	2%

Sources from an archive					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	7%	17%	12%	43%	20%
Doctorate granting university	15%	17%	12%	43%	13%

Master's or Special focus institution	7%	10%	15%	49%	19%
Total	11%	16%	13%	44%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	42%	28%	11%	16%	3%
Doctorate granting university	40%	23%	17%	17%	3%
Master's or Special focus institution	34%	26%	17%	17%	6%
Total	40%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	9%	16%	6%	29%	38%
Doctorate granting university	12%	12%	9%	23%	44%
Master's or Special focus institution	9%	8%	15%	21%	48%
Total	11%	13%	9%	25%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
Baccalaureate college	50%	31%	15%	2%	2%
Doctorate granting university	50%	31%	13%	4%	1%
Master's or Special focus institution	52%	25%	21%	2%	0%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
Baccalaureate college	51%	27%	18%	3%	1%
Doctorate granting university	54%	32%	11%	1%	1%
Master's or Special focus institution	53%	37%	10%	0%	1%
Total	53%	31%	13%	2%	1%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaureate college	49%	36%	12%	2%	1%

Doctorate granting university	49%	42%	7%	1%	0%
Master's or Special focus institution	42%	48%	7%	3%	0%
Total	48%	41%	9%	2%	0%

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaureate college	44%	34%	15%	3%	4%
Doctorate granting university	41%	46%	11%	1%	1%
Master's or Special focus institution	38%	46%	13%	3%	1%
Total	42%	42%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaureate college	59%	26%	5%	3%	7%
Doctorate granting university	58%	33%	6%	1%	1%
Master's or Special focus institution	45%	35%	13%	5%	2%
Total	56%	31%	7%	3%	3%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	54%	32%	12%	1%	0%
Doctorate granting university	52%	35%	9%	2%	1%
Master's or Special focus institution	51%	37%	8%	3%	1%
Total	53%	34%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	24%	46%	16%	11%	3%
Doctorate granting university	25%	46%	13%	14%	2%
Master's or Special focus institution	15%	54%	20%	8%	3%
Total	23%	47%	15%	12%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	21%	48%	21%	9%	2%

Doctorate granting university	29%	40%	17%	11%	2%
Master's or Special focus institution	32%	33%	20%	9%	5%
Total	27%	42%	19%	10%	3%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	24%	34%	18%	14%	10%
Doctorate granting university	26%	35%	21%	11%	8%
Master's or Special focus institution	20%	34%	20%	17%	9%
Total	24%	34%	20%	13%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	39%	33%	11%	12%	5%
Doctorate granting university	37%	35%	18%	8%	2%
Master's or Special focus institution	31%	39%	18%	7%	5%
Total	37%	35%	15%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
Baccalaureate college	31%	56%	14%
Doctorate granting university	33%	53%	14%
Master's or Special focus institution	36%	54%	9%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
Baccalaureate college	34%	48%	17%
Doctorate granting university	35%	52%	13%
Master's or Special focus institution	36%	55%	9%
Total	35%	51%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
Baccalaureate college	54%	37%	9%
Doctorate granting university	54%	32%	13%
Master's or Special focus institution	45%	39%	17%
Total	53%	35%	12%

Email announcements			
	Often	Occasionally	Rarely
Baccalaureate college	38%	44%	18%
Doctorate granting university	38%	50%	12%

Master's or Special focus institution	43%	48%	9%
Total	39%	48%	14%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
Baccalaureate college	60%	40%
Doctorate granting university	74%	26%
Master's or Special focus institution	61%	39%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	9%	21%	9%	22%	38%
Doctorate granting university	4%	16%	8%	25%	47%
Master's or Special focus institution	12%	27%	9%	27%	25%
Total	7%	19%	9%	24%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	35%	32%	23%	4%	6%
Doctorate granting university	34%	38%	20%	5%	4%
Master's or Special focus institution	21%	42%	24%	9%	4%
Total	32%	36%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	6%	25%	18%	22%	30%
Doctorate granting university	6%	23%	21%	24%	25%
Master's or Special focus institution	9%	24%	19%	26%	22%
Total	6%	24%	19%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	38%	40%	19%	2%	1%
Doctorate granting university	38%	35%	21%	5%	1%

Master's or Special focus institution	18%	46%	26%	9%	0%
Total	35%	38%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	13%	30%	38%	14%	4%
Doctorate granting university	10%	35%	34%	17%	4%
Master's or Special focus institution	7%	28%	47%	18%	0%
Total	11%	32%	37%	16%	3%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	1%	7%	30%	16%	46%
Doctorate granting university	2%	7%	23%	17%	50%
Master's or Special focus institution	3%	7%	35%	18%	37%
Total	2%	7%	27%	17%	46%

Tables by Years of Teaching Experience

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0-5	48%	22%	15%	11%	4%
6-10	59%	22%	8%	9%	2%
11-15	65%	19%	7%	8%	2%
15+	60%	22%	9%	8%	2%
Total	60%	21%	8%	8%	2%

Sources from an archive					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0-5	12%	12%	4%	46%	27%
6-10	10%	13%	14%	47%	14%
11-15	15%	14%	16%	42%	13%
15+	9%	17%	11%	44%	19%
Total	11%	16%	13%	44%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0-5	48%	33%	15%	4%	0%
6-10	44%	27%	13%	15%	2%
11-15	41%	29%	13%	14%	3%
15+	37%	24%	15%	19%	5%
Total	39%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0-5	16%	16%	8%	48%	12%
6-10	7%	15%	7%	29%	41%
11-15	12%	12%	10%	18%	47%
15+	11%	13%	9%	23%	44%
Total	11%	13%	9%	25%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
0-5	41%	52%	7%	0%	0%
6-10	56%	29%	15%	0%	0%
11-15	52%	29%	16%	3%	1%
15+	50%	29%	15%	4%	2%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfortable	Uncomfortable
0-5	26%	44%	22%	7%	0%
6-10	54%	31%	13%	2%	0%
11-15	55%	30%	13%	1%	0%
15+	54%	30%	13%	1%	2%
Total	53%	31%	13%	2%	1%

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0-5	63%	30%	7%	0%	0%
6-10	48%	44%	8%	1%	0%

11–15	51%	39%	7%	2%	1%
15+	46%	42%	10%	2%	0%
Total	48%	41%	9%	2%	0%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0–5	67%	15%	15%	0%	4%
6–10	38%	47%	13%	1%	2%
11–15	41%	42%	14%	3%	0%
15+	41%	42%	12%	3%	2%
Total	42%	41%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0–5	65%	23%	4%	0%	8%
6–10	59%	33%	4%	1%	3%
11–15	67%	26%	4%	2%	2%
15+	51%	32%	9%	4%	4%
Total	56%	31%	7%	3%	3%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	63%	26%	11%	0%	0%
6–10	55%	37%	8%	0%	0%
11–15	54%	35%	7%	4%	0%

15+	50%	35%	11%	2%	1%
Total	53%	35%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	11%	56%	15%	19%	0%
6-10	22%	48%	18%	10%	3%
11-15	25%	45%	13%	15%	2%
15+	24%	47%	15%	11%	3%
Total	23%	47%	15%	12%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	26%	48%	19%	7%	0%
6-10	32%	48%	11%	10%	0%
11-15	30%	42%	22%	4%	2%
15+	25%	39%	21%	12%	3%
Total	27%	42%	19%	10%	2%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	27%	38%	23%	12%	0%
6-10	25%	34%	23%	11%	6%
11-15	26%	32%	24%	13%	5%
15+	23%	34%	17%	13%	12%
Total	24%	34%	20%	13%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	46%	31%	15%	0%	8%
6-10	36%	26%	21%	11%	6%

11-15	34%	31%	23%	11%	2%
15+	37%	39%	12%	9%	4%
Total	37%	35%	16%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
0-5	23%	65%	12%
6-10	34%	58%	8%
11-15	33%	58%	9%
15+	33%	51%	15%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
0-5	37%	41%	22%
6-10	30%	53%	17%
11-15	32%	54%	14%
15+	38%	49%	13%
Total	36%	50%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
0-5	69%	27%	4%
6-10	58%	33%	9%
11-15	52%	39%	9%
15+	50%	35%	15%
Total	53%	35%	12%

Email announcements			
	Often	Occasionally	Rarely
0-5	52%	26%	22%
6-10	31%	54%	15%
11-15	39%	47%	14%
15+	40%	47%	13%
Total	39%	47%	14%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
0-5	67%	33%
6-10	70%	30%
11-15	63%	37%
15+	67%	33%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	6%	6%	6%	33%	50%
6-10	5%	20%	3%	30%	42%
11-15	9%	22%	7%	26%	36%
15+	6%	19%	11%	21%	42%
Total	7%	19%	9%	24%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	28%	39%	33%	0%	0%
6-10	31%	46%	12%	5%	5%
11-15	39%	32%	21%	5%	2%
15+	30%	35%	24%	5%	6%
Total	32%	37%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	11%	33%	22%	17%	17%
6-10	7%	30%	18%	22%	24%
11-15	6%	26%	18%	27%	23%
15+	6%	21%	20%	24%	29%
Total	6%	24%	19%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	47%	21%	21%	5%	5%
6-10	27%	45%	24%	4%	0%
11-15	39%	33%	23%	5%	0%
15+	34%	40%	20%	5%	2%
Total	35%	38%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	6%	50%	39%	6%	0%
6-10	16%	31%	42%	9%	1%
11-15	10%	31%	37%	17%	5%
15+	10%	31%	36%	18%	4%
Total	11%	32%	37%	16%	3%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0-5	0%	11%	42%	16%	32%
6-10	1%	15%	32%	16%	36%
11-15	1%	10%	28%	16%	45%
15+	2%	4%	25%	18%	51%
Total	2%	7%	28%	17%	46%

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NOTES

1. Unless otherwise noted, all data in this report derives from the on-line survey "Teaching Undergraduates with Primary Sources" and the statistical analysis of the data. The survey and responses are in possession of the author.
2. William Maher, *Management of College and University Archives* (Metuchen, NJ: Society of American Archivists and The Scarecrow Press, Inc., 1992): 256-264; Marian Matyn, "Getting Undergraduates to Seek Primary Sources in Archives," *History Teacher* 33:3 (2000): 349-355; T. G. Chute, "Selling the College and University Archives: Current Outreach Perspectives," *Archival Issues* 25:1/2 (2000): 33-48. Earlier works included *Academic Outreach: The Use of Archival Materials on the College Campus*, ed. Timothy L. Ericson, n.p. (1984); and Mark A. Greene, "Using College and University Archives as Instructional Materials: A Case Study and an Exhortation," *Midwestern Archivist* 14:1 (1989): 30-38.
3. Sharon Anne Cook, "Connecting Archives and the Classroom," *Archivaria* 44 (1997): 102-117; Michael Eamon, "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom," *The History Teacher* 39:3 (2006): 297-314; Julia Hendry, "Primary Sources in K-12 Education: Opportunities for Archives," *American Archivist* 70 (2007): 114-129. Other works of interest include, Anne J. Gilliland-Swetland, "An Exploration of K-12 User Needs for Digital Primary Source Materials," *American Archivist* 61 (1998): 136-157; Anne J. Gilliland-Swetland, Yasmin B. Kafai, and William E. Landis, "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives," *Archivaria* 49 (1999): 89-116. One of the early and interesting articles reviewed four primary source packets created by archives. Katharine T. Corbett, "From File Folder to the Classroom: Recent Primary Source Curriculum Projects," *American*

- Archivist* 54:2 (1991): 296–300. Several key Web sites help teachers use on-line primary sources. See National Archives and Records Management, “Educators and Students,” <http://www.archives.gov/education/> (25 June 2008); Library of Congress, “American Memories: The Learning Page,” <http://memory.loc.gov/learn/> (26 June 2008); and Collaborative Digital Project—BCR, “Teachers Toolbox,” <http://www.bcr.org/cdp/teachertb/index.html> (26 June 2008).
4. Marcus C. Robyns, “The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction,” *American Archivist* 64 (2001): 363–384; and Rebecca Albitz, “The What and Who of Information Literacy and Critical Thinking in Higher Education,” *Libraries and the Academy* 7:1 (2007): 97–109. Examples of articles in related information fields include Steven J. Herro, “Bibliographic Instruction and Critical Thinking,” *Journal of Adolescent and Adult Literacy* 43:6 (2000): 554–558; and Bill Tally and Lauren B. Goldenberg, “Fostering Historical Thinking with Digitized Primary Sources,” *Journal of Research on Technology in Education* 38:1 (2005): 1–21.
 5. Paul Conway, *Partners in Research: Improving Access to the Nation’s Archives* (Pittsburgh: Archives & Museum Informatics, 1994). The following represent recent usability studies that included undergraduates as part of test groups. Burt Altman and John R. Nemmers, “The Usability of Online Archival Resources: The Polaris Project Finding Aid,” *American Archivist* 64 (2001): 121–131; Lisa Coats, “Users of EAD Finding Aids: Who Are They and Are They Satisfied?” *Journal of Archival Organization* 2:3 (2004): 25–39; Wendy Duff and Penka Stoyanova, “Transforming the Crazy Quilt,” *Archivaria* 45 (1998): 44–67; Elizabeth Yakel, “Listening to Users,” *Archival Issues* 26:2 (2002): 111–127; Elizabeth Yakel, “Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century,” *Archivaria* 49 (2002): 140–159; Elizabeth Yakel and Deborah A. Torres, “AI: Archival Intelligence and User Expertise,” *American Archivist* 66 (2003): 51–78.
 6. Robert B. Townsend cites statistics from the “2003 National Survey of Postsecondary Faculty,” data from NCES Data Analysis System, in his article “Federal Faculty Survey Shows Gains for History Employment but Lagging Salaries,” “News Column,” *Perspectives in History* (March 2006) <http://www.historians.org/Perspectives/Issues/2006/0603/0603new1.cfm> (26 June 2008). In the on-line survey, the 10 respondents who checked “other” were primarily emeritus professors still teaching and full-time, non-tenured faculty.
 7. *Ibid.* Nationally, doctorate-granting institutions comprise 31% of the total; in this survey they comprised 48%. Nationally, associate-level colleges comprise 30% of the total; in this survey they comprised only 1.2%.
 8. Comment 165, tenured, university, 10–15 years, yes archives. Citations for comments refer to survey results in the possession of the author. Numbers refer to the specific responder, and the subsequent information indicates the status of his/her teaching appointment, the Carnegie category of his/her institution, the years he/she has taught (including graduate assistantships), and whether his/her students had access to an archives with relevant materials for the course taught.
 9. Comment 159, tenured, university, 11–15 years, yes archives.
 10. Comment 52, tenure-track, university, 6–10 years, yes archives.
 11. Comment 103, tenured, university, 11–15 years, yes archives.
 12. Comment 12, tenured, baccalaureate, 11–15 years, no archives.
 13. The University of Michigan hosts this compendium of primary sources of the antebellum through Reconstruction period in the United States at <http://quod.lib.umich.edu/m/moagrp/>.
 14. Comment 149, tenured, university, 15+ years, did not indicate if archives.
 15. Comment 89, tenured, university, 11–15+ years, yes archives.
 16. Comment 166, tenured, university, 15+ years, did not indicate if archives.
 17. Comment 34, instructor, university, 11–15 years, yes archives.
 18. Comment 81, tenured, baccalaureate, 11–15 years, no archives.
 19. Comment 81, tenured, baccalaureate, 11–15 years, no archives.
 20. Comment 158, tenured, master’s, 15+ years, yes archives.
 21. Comment 78, tenured, baccalaureate, 15+ years, yes archives.
 22. Comment 56, tenure-track, university, 11–15 years, no archives.
 23. Comment 65, tenure-track, baccalaureate, 11–15 years, yes archives.
 24. Comment 15, instructor, associate, 15+ years, no archives.
 25. Comment 148, tenured, master’s, 15+ years, yes archives.
 26. Comment 174, tenured, master’s, 11–15 years, yes archives.
 27. Comment 31, instructor, baccalaureate, 6–10 years, yes archives.

28. Many commenters spoke to the lack of context. Comment 17, instructor, baccalaureate, 0–5 years, yes archives; comment 147, tenured, baccalaureate, 15+ years, yes archives; comment 152 tenure-track, university, 6–10 years, yes archives.
29. Comment 67, tenure-track, master's, 6–10 years, yes archives.
30. Comment 15, instructor, associate, 15+ years, no archives.
31. This finding is based on 128 respondents with less than 11 years of experience and 473 respondents with 11 years or more experience. Interestingly, tenure-track faculty show slightly less differentiation than their tenured colleagues—70% of tenure track (N=100) and 63% of tenured respondents (N=415) used on-line primary sources, and 83% of each used published sources. The same difference is repeated in use of archival materials: 21% of tenure-track and 27% of tenured faculty used sources from an archives, while 47% of those with 0–10 years of experience and 55% of those with 11 or more years of experience reported using sources from an archives. This indicates a significant difference between the behavior of tenure-track respondents (N=100) and those with 0–10 years of experience (N=128). This anomalous finding demands further investigation; it may suggest tenure-track faculty have less time or incentive to incorporate unpublished primary sources in their curricula.
32. Comment 154, tenured, baccalaureate, 0–6 years, no archives.
33. Comment 170, tenured, university, 15+ years, no archives.
34. Figures are presented from the lowest percentile, which in this case are instructors, to the highest, in this case tenure-track.
35. Comment 95, tenured, baccalaureate, 15+ years, yes archives.
36. Comment 178, tenured, university, 11–15 years, yes archives.
37. Comment 95, tenured, baccalaureate, 15+ years, yes archives.
38. Comment 44, tenure-track, university, 0–5 years, yes archives.
39. Comment 66, tenure-track, baccalaureate, 11–15 years, yes archives.
40. Comment 78, tenured, baccalaureate, 15+ years, yes archives.
41. Comment 66, tenure-track, baccalaureate, 11–15 years, yes archives.
42. Comment 57, tenure-track, master's, 6–10 years, no archives.
43. Comment 45, tenure-track, university, 6–10 years, no archives.
44. Comment 48, tenure-track, master's, 11–15 years, no archives.
45. Comment 152, tenured, baccalaureate, 6–10 years, yes archives.
46. Comment 94, tenure-track, university, 15+ years, no archives.
47. Comment 45, tenure-track, university, 6–10 years, no archives.
48. Comment 41, tenure-track, university, 6–10 years, yes archives.
49. Comment 40, tenure-track, university, 11–15 years, yes archives.
50. Comment 41, tenure-track, university, 6–10 years, yes archives.
51. Comment 20, instructor, university, 0–5 years, yes archives.
52. Comment 115, tenured, university, 15+ years, no archives.
53. Comment 137, tenured, university, 15+ years, yes archives.
54. Comment 26, instructor, baccalaureate, 15+ years, no archives.
55. Comment 75, tenured, baccalaureate, 11–15 years, no archives.
56. Comment 167, tenured, university, 15+ years, yes archives.
57. Comment 106, tenured, baccalaureate, 15+ years, yes archives.
58. Comment 30, instructor, baccalaureate, 15+ years, yes archives.
59. Comment 113, tenured, university, 15+, yes archives.
60. Comment 112, tenured, baccalaureate, 15+ years, yes archives.
61. Comment 20, instructor, university, 0–5 years, yes archives.
62. Chute, "Selling the College and University Archives," 38–40.
63. Comment 98, tenured, baccalaureate, 15+ years, yes archives.
64. Comment 11, instructor, baccalaureate, 15+ years, yes archives.
65. Comment 153, tenured, university, 11–15 years, yes archives.
66. Comment 151, tenured, university, 15+ years, yes archives.
67. Comment 172, tenured, baccalaureate, 6–10 years, yes archives.