

This summer, I had the privilege of partaking in Sewanee's history department's pilot "Research Apprenticeship Program" with Dr. Whitmer, professor of history, in Eastern Germany. By placing Sewanee students and professors together in historical archives, the program seeks to facilitate collective academic research while preparing students for graduate level work. My apprenticeship consisted of two phases: (i) apprenticeship and (ii) independent research, respectively. Following my arrival in Berlin, I traveled southwest to a small German town with a rich history, Gotha. There, I began the first phase of the project, which entailed assisting Dr. Whitmer with the project she began three weeks prior to my arrival in the "Forschungsbibliothek," or research library in Gotha (in association with the Gotha Research Centre of the University of Erfurt). The library contains an impressive collection of early modern manuscripts, books, and documents, many of which I had the privilege of working with directly. In terms of context, our research in during the apprenticeship phase concerned educational reforms occurring in Gotha in the seventeenth century in the context of the "object lesson," or the use of physical objects in the pedagogical context.

My role during the apprenticeship phase of my project was multi-faceted, and beneficially so. I was able to 'dip my toes' in the research environment and become acclimated with the many components of archival work. My daily tasks as a research assistant typically involved reading significant sources on a microfilm reader (while searching for key words and concepts), making photocopies of important texts and sources, and researching points of concerns arising in the project as a result of the content of the sources. In particular, I researched extensively the philosophical writing and reception of one specific reformer of formal Aristotelian logic, Petrus Ramus, in conjunction with pedagogical documents of reformers in Gotha. I wrote and submitted a report to Dr. Whitmer regarding the implications of Ramus on the reformers in Gotha in the context of our project. I would like to note that these sources are very difficult to read, as they are almost exclusively in sixteenth and seventeenth century script, which I fortunately grew more acclimated to over the course of the project. While in Gotha, I was also able to prepare the upcoming (second) phase of my project, involving more independent archival research on my own project in Halle, Germany. I felt more than ready upon arrival, as the beginning phases of the project allowed me to become acclimated to the archive environment,

practice reading old script, complete additional background reading available from the University of Erfort library, discuss my project with Dr. Whitmer extensively, and even examine some relevant materials in the Gotha archive. The close relationship between Dr. Whitmer's project in Gotha and my own creation also enabled me to gain a confident grasp on the context of the historical period prior to the second phase.

Like Gotha, the feeling of arriving in Halle was amazing; this place, which I have known about since my first day of class of my freshman year at Sewanee (in Dr. Whitmer's Enlightenment class) was right there in front of me— with a collection of sources that will become very important over the next two years of my life. I would like to specifically discuss the research process in terms of my project during the second phase of the internship. My research, which I plan to use as the basis of my senior thesis, involves an educational exchange program occurring in the Halle, Germany during the early eighteenth century. During the eighteenth century, The Halle Orphanage acted a forerunning Pietist educational institution and enlightened project. In addition to a plethora of other significant reforms in pedagogical technique and sociability, the orphanage was the location of the aforementioned educational exchange program; boys, from an array

of social backgrounds, traveled from England to Halle in the early eighteenth century for a proper Pietist education.

I began my work in Halle by ordering sources that concerned major players in my project, namely the English boys. I decided on particular letters via the descriptions of sources on the Franckesche Stiftungen database, where I gathered the “Signatures” and filled out a slip of paper with information about myself and the source. The source would then be delivered a few hours later. When I received the source, I read and transcribed them and began to allow the sources to tell a story. I can simplify my research findings and the probable argument of my thesis into four main points: (i) The propagation of early 18<sup>th</sup> century pietism relied on complex international networks, (ii) relationships between London and Halle were key to this “republic of letters,” as English Pietists, often members of the SPCK (Society for the Promotion of Christian Knowledge), viewed Halle as a model Pietist institution, (iii) the network maintained interconnectedness through establishing a trans-cultural “emotional community,” finding common ground in emotionalized religious experience, and (iv) children were key to the goals of the network– they were admitted to it at early ages and instrumentalized in the Pietist mission.

My experience provided me with many valuable tools and skills, which will certainly be instrumental in my future success, while further elucidating the aims of my career path. Thanks to my internship, I can now work intensively and effectively with historical documents (both in the physical and theoretical sense), read and transcribe eighteenth century script, use the organizational system of an archive, and, more abstractly, feel comfortable in an intensive research environment. Few undergraduate students can attest to having this level of skill and experience, and they will certainly be beneficial in my graduate school admissions process. Furthermore, I truly got to test the waters of academic history, and I am more enamored than ever. The intellectual sociability and relentless quest for knowledge which I observed over the course of the summer undoubtedly confirms my desire to attend a graduate program in the humanities directly following Sewanee.

I would like to conclude by thanking everyone who made this summer possible, namely: Sewanee's Career & Leadership Development office, Dr. Kelly Whitmer, Dr. Woody Register, Leigh Lentile, Franckesche Stiftungen, and University of Erford: Gotha Research Center.