**Graduate Internship Proposal**

Bibliographic and Digital Internship Proposal for Black Education in Florida, 1920-1955

**Internship Director:** Stephanie Birch

**Faculty Partner:** Diedre Houchen (Center for Race & Race Relations)

**Abstract:**

The Bibliography and Digital Internship on Black Education in Florida will provide a UF graduate student in Education, History, Law, Museum Studies, or a related discipline with the opportunity to gain valuable experience in archival research and bibliographic curation for public education programming. This internship will provide practical experiences in project management, document handling, review, and assessment, as well as broader familiarity with concepts and best practices in archival research, African American history and educational history, especially as they relate to develop exhibitions for the public and university community.

**Semester(s):**

Number of semesters: 3

Semesters: Spring, Summer, & Fall 2018

**Project Overview:**

The internship will engage a graduate student in an archival-based research project. The research project is in part preparation for the Fall 2018 exhibit, “Black Educators-Florida’s Secret Activists for Social Justice,” which will be presented in the Smathers Library Gallery and online. The exhibition will also have complimentary components in the Law Library and at the A. Quinn Jones Museum. The exhibit showcases a historical analysis of Black educators in Florida who used their professional associations and civic networks. The internship is designed to advance the student’s ability to perform historical and archival research, generate topical analysis and synthesis, and contribute to the development of educational programming for diverse audiences. The intern will create annotated bibliographic guides, secondary source briefs related to archival and special collections relating to Black education in Florida, including K-16 institutions, educators, and professional associations from 1920 - 19460s. The bibliographic materials will establish the core inventory of primary source materials housed within UF collections (and beyond) with as a preliminary step in the curation of the exhibition. The internship will also entail a digital component. The intern will use social media platforms to engage in scholarly interaction during their process. We envision these discrete interactions as digital field notes. As such, the intern will use social media to record and observe their findings and process as it occurs. Our aim is threefold: to acquaint the intern with the practice of qualitative notetaking, to create a digital foundation and footstep in preparation for the online exhibit that the library will house after the physical exhibit closes, and to generate public relations and scholarly dialogue on the topic and exhibit.

About the Exhibition:

This exhibition is a collaborative project between the George A. Smathers Libraries, the Levin College of Law Lawton Chiles Library and Center for Race and Race Relations, and the A. Quinn Jones Museum. Curated by Diedre Houchen (Center for Race & Race Relations), Stephanie Birch, Flo Turcotte, and Desmon Walker (A. Quinn Jones Museum), the exhibition will be on view from December 2018 - January 2019.

The A. Quinn Jones Museum and Cultural Center, which opened in April 2017, is located in the former A. Quinn Jones Family home at 1013 NW 7th Avenue in Gainesville. It serves as a tribute to one of the most influential educators in the history of Alachua County. The museum features a permanent exhibit on Professor Jones, the people and places of the Fifth Avenue / Pleasant Street neighborhood that constituted the business and intellectual heart of Black Gainesville during Jim Crow, and houses a collection of oral histories centering on the African-American experience in Gainesville. This museum will designate a central space (its front/main room) to showcase a section of the exhibit described herein this proposal. It will be co-curated by these authors and the coordinator of the A. Quinn Jones museum.

Objective:

To enable the student to significantly contribute to African American educational history, while promoting the Libraries' lesser-known African American special collections. Secondly, to build professional connections within the Libraries, across the University of Florida, and at other academic and community institutions. The internship also supports the Libraries' mission to initiate and participate in collaboration and community building, while also furthering its commitment to promote a productive, diverse and team-based working and learning environment. Finally, the internship provides research and digital assistance in the development and curation of physical and online exhibitions on Black Florida education, to be on display from December 2018 - January 2019 in the Smathers Library gallery, the Levin School of Law Library, and the A. Quinn Jones Museum.

Activities:

* Identify boxes of interest from A. Quinn Jones and other collections. A. Quinn Jones, the founder of Lincoln High School, was an extraordinary documentarian. Forty-three boxes of material were donated to the University of Florida upon his death. This collection includes materials which denote the operations of specific, all-Black, K-12 schools--most notably, Lincoln High School in Gainesville, Florida, documents pertaining to the administration and operations of the Florida State Teachers’ Association (FSTA), school-related administrative and operational documentation, school programs and memorabilia, and a range of other materials related to Black schooling during the 1920s-1960s.

Of particular interest are boxes 4-20 in the collection. Boxes 4-8 contain meeting minutes, commencement programs, curriculum plans, faculty handbooks and school events. Boxes 9-12 contain materials related to teachers’ professional organizations, including the Alachua County Board of Public Instruction, the Alachua County Association of Teachers in Colored Schools, the Colored Parent Teacher Association, the American Teachers Association, the Florida State Teachers Association, Principals of Negro Schools, and the National Association of Teachers in Colored Schools. Boxes 13-15 contain materials related to higher education, particularly the training and education of teachers, including Florida Agricultural and Mechanical University (FAMU) extension courses and Bethune Cookman College extension courses. The remaining boxes contain photographs, awards, and other memorabilia that will aid the viewer in stepping into the world of Black Jim Crow schooling to understand its operations and create for themselves a visual image of what actually occurred and how this relates to their personal lives and lives as members of the University of Florida community.  Thus, this exhibit requires the review of approximately 16 boxes of materials from the A. Quinn Jones collection (and other boxes, the number yet to be determined, from the A. Quinn Jones materials and other related sources).

* Generate outlines/responses of background readings on topic, exhibit management and digital humanities.
* Generate an annotated bibliography of exhibit materials that describes and contextualizes that can be used as a further reading / research guide
* Research and assist in writing interpretive text for the exhibition
* Bibliography of other secondary materials
* Strengthen collection w/ explanatory materials
* Facilitate collaboration and relationships with other libraries, museums and personal collections with holdings across the southern region related to topic
* Liaise with other libraries and institutions with collections of relevant or useful information especially the Carrie B. Meeks Archive at Florida Agricultural and Mechanical University (FAMU) and the A. Quinn Jones Museum
* Present an internship project summary publicly
* Receive training with Smathers Libraries Exhibits Coordinator on the creation of exhibition loan documents
* Receive training with UF Special Collections staff on archival material handling practices
* Receive training and collaborate with Barbara Hood to launch digital field notes and social media marketing associated with exhibit and internship experience.
* Assist in liaising with Briley Rassmussen's museum education class to create K-12 educator packets
* Attend exhibition team and other relevant library meetings
* Digitize selected materials for an online exhibition

Summary of Deliverables:

* List of boxes of interest, as outlined in the activities section
* Annotated Bibliography of archival and other primary materials from internal and external collections
* 25-30 digital field notes to be shared on social media
* 2-3 short papers on background/conceptual readings
* Supplemental reading summaries for LibGuide
* Suggested plan/report for exhibit social media campaign
* Presentation of internship project for the UF campus community
* Lesson Plans for K-12 and higher education courses

**Resources Needed:**

Office Equipment, Software / Hardware

Desk space with computer and telephone

Access to scanners and printer

**Impact on Other Departments**

Special Collections

Training with Flo Turcotte on archival handling procedures and practices (5 hrs. max)

Special Collections visits to examine collection materials (20 hours per month approximately)

Exhibitions

Training with Lourdes Santamaria-Wheeler on exhibition loan procedures & documentation (5 hrs. approximately)

Public Relations

* Train with Barbara Hood on public relations and communications best practices and Library policies (2 hrs. approximately)
* Train with Sarah Moczygemba on the Library’s social media policies and practices (5 hrs. approximately)

Digital Humanities

Participate in Digital Humanities Working Group to learn and engage best practices (15 hours approximately)

College of Education/African American Studies Department/College of Law/History Department

Acquire pedagogical tools to prepare lesson plans on exhibit content (10 hours)

Attend course sessions to engage dialogue on related topics and promote exhibit (15 hours approximately)

**Benefits/Broader Impacts to the Intern**

Intern benefits include:

* Specialized experience in archival research and bibliographic curation
* Subject-matter expertise in Black education history and pedagogy from the early-mid 20th century
* Career-enhancing tools, skills, and knowledges, expanded professional networks and project execution, project management, and exhibition installation experience
* Deep familiarity with library, special collections, and exhibition practices
* Recognition for contributions to a collaborative scholarly project
* Digital humanities skills and knowledge
* Scholarly research, writing and analysis experience and skills

**Benefits/Broader Impacts to the Libraries**

* Personnel dedicated to extracting and organizing useful & relevant content from selected special collections and sub-collections, as an essential component to the completion of a larger Libraries' project
* Immediate advancement of the Libraries' strategic initiatives towards transformative collaboration. Specifically, the internship project will allow for the Libraries to develop a relationship with the A. Quinn Jones Museum, for which the Libraries holds a collection and where the African American Studies Librarian holds a unique position that is designed to develop collaboration across the libraries, campus, and Gainesville community.
* Personnel support for fostering or contributing to collaborative partnerships with other UF departments, other academic institutions, and community organizations
* Collation of library materials that support and forward social justice and human rights

**Benefits/Broader Impacts to the Academic Unit**

* Advance the Center for the Study of Race and Race Relations’ (CSRRR) mission to produce race-related scholarship within and beyond the UF community and to gather and disseminate historical and contemporary knowledge about race and race relations.
* Enhance, and contribute to output and dissemination of CSRRR scholarship related to race, social justice, and race relations
* Introduce and expose law students, graduate students, and undergraduate students to legal suits (by the famed NAACP) and strategies (by Black educators who preceded and ushered in the NAACP in Florida) that were waged in the pursuit of social justice, specifically those historical, Florida-based cases which pertain to the desegregation of higher and public education, race, and race relations during the Jim Crow period.
* Enhance the visibility of CSRRR and its mission related to race and social justice.
* Increase CSRRR’s mission and aim to be a university-wide center that advances the ability of its students, staff and faculty to understand, articulate, and embody understandings and knowledges related to race and race relationships that are research-based, justice oriented, democratic, and humane.
* Facilitate the advancement of an interdisciplinary, public and digital approach to the study and dissemination of race and race relations scholarship across and beyond the UF community
* Maximize CSRRR’s resources and expertise synergistically through collaborative partnership
* Facilitate the CSRRR in conducting projects and research which theorize how the digital humanities might contribute specific and unique dimensions of knowledge and practice toward its mission of forwarding scholarly knowledge about race and positive race relations.

**Student Learning Outcomes**

The student will be able to:

* Demonstrate knowledge and understanding of historical Black K-16 educational structure and processes, Black educational activism in Florida during Jim Crow, and a broader understanding of Jim Crow racial, social and legal arrangements, especially with regard to schooling
* Produce an annotated bibliography
* Produce digital field notes
* Produce a quality exhibit label
* Execute scholarly writing with support
* Liaise professionally with other staff, institutions, and the general public

**Metrics for Project Deliverables**

Metrics for project deliverables includes:

* 1 Public presentation of student's internship work
* 1 annotated bibliography of A. Quinn Jones collections materials from UF Special Collections
* 1 annotated bibliography of secondary research materials relating to exhibition topics and themes
* 1 annotated bibliography of primary source and other archival materials from outside institutions, libraries, and collections
* 25-30 digital field notes
* 2-3 short papers on background/conceptual readings
* 1 Exhibition guide in the form of an annotated bibliography of materials included in the exhibition, accompanied by recommended materials and resources for further research / reading
* 1 social media campaign plan proposal
* 1 educational guide specifically for teachers and instructors
* 5-10 lessons on exhibit content

Assessment

Benefits to the intern, Libraries, and academic unit will be assessed in the semester reports by the student. Student learning outcomes will be assessed via consultation between the Internship Director and Faculty Partner and documented in the semester reports.

**Role of Internship Director & Other Team Members**

Stephanie Birch (Library West) will consult with the faculty partner, Dr. Diedre Houchen, to identify and select a student intern. As the primary supervisor, she will collaborate with the faculty partner on tasks, supervision, assessment and evaluation of intern and internship progress. Stephanie will also liaise between the intern and other library personnel, to ensure that the intern completes all necessary training and is equipped with the necessary resources, information, and professional connections. She will also act at the subject specialist for African American Studies library collections, providing in-depth reference support. As the secondary supervisor and faculty partner, Diedre Houchen will provide topic knowledge and teaching, and subject area expertise for the intern and assist with meeting project benchmarks and deadlines.

**Plan of Activities for Each Semester**

Semester 1

* Training with Special Collections on archival handlings and orientation
* Training with Exhibits Coordinator
* Training on Institutional Repository
* Attend Digital Humanities Working Group Meetings
* Conduct background readings, prepare short paper
* Prepare boxes of interest and review materials from selected UF special collections, as outlined in the activities section
* Compile annotated bibliography of primary source material

Semester 2

* Training with Barbara Hood and Sarah Moczygemba
* Attend Digital Humanities Working Group Meetings
* Identify and compile bibliography of other primary source materials from other institutions, specifically FAMU and the A. Quinn Jones Museum
* Continue to review special collections materials and expand bibliography as needed
* Identify and compile a bibliography of secondary materials
* Prepare necessary documentation for incoming and outgoing loan requests relating to the exhibition
* Develop a social media campaign plan

Semester 3

* Attend Digital Humanities Working Group Meetings
* Assist in the coordination, design, and execution of educational materials for K-12 and higher education instruction with Briley Rassmussen's museum education students Create LibGuide with sources and resources relating to the exhibition theme
* Exhibition guide, with recommended materials for further reading / research
* Create 5-10 lessons on exhibit content
* Assist in the creation of an online exhibition and installation of physical exhibition
* Assist in the writing of interpretive labels
* Give a public presentation on the exhibition project at the Libraries

**Brief Position Description for the Internship**

Bibliographic and Digital Internship on Black Education in Florida, 1920-1955

$15/hr., up to 10 hrs. per week

Hours: Monday-Friday 9 a.m. - 5 p.m.

Duration: Spring, Summer, and Fall 2018

Reports to: Stephanie Birch, African American Studies Librarian (primary) and Diedre Houchen, PhD., Center for the Study of Race and Race Relations (secondary)

The UF Libraries' seeks a graduate student to fill a Bibliographic and Digital Internship position focused on Black Education in Florida during Jim Crow (1920-1955). The intern will support the development and curation of a 2018-2019 exhibition highlighting the legacies of black educators in Gainesville and other parts of Florida. Through the internship, the selected student will gain valuable experience in archival research and bibliographic curation for public education programming. This internship will provide practical experience in project management, as well as document handling, review, and assessment. Additionally, the student will gain a broader familiarity with concepts and best practices in archival research, African American history and educational history.

Summary of Duties

The intern will be responsible for examining selected UF special collections and compiling an annotated bibliography of materials related to Black educators in Florida, their professional and civic associations, and educational pedagogies. The intern will also generate a bibliography of secondary source materials and provide critical feedback for strengthening existing special collections finding aids and explanatory materials. Other duties include:

* Research and assist in constructing exhibition labels
* Facilitate collaboration and relationships with other libraries, museums and personal collections with related collection holdings
* Digitize curator selected materials for an online exhibition

Other Responsibilities

* Complete required trainings with library personnel and assigned readings relating to exhibition management, digital humanities, and Black education in Florida.
* Attend project team meetings and relevant events or programs at the Libraries' and Center for Race & Race Relations
* Give a presentation on work at the UF Libraries to the campus scholarly community
* Attend regular meetings with the Internship Director and faculty partner
* Meet benchmarked deadlines for project deliverables

Qualifications:

* Currently enrolled graduate student with good academic standing in Education, History, Law or a related discipline
* Experience or capacity for high-quality archival research
* Willingness to commit to three semesters (Spring, Summer, & Fall 2018)
* Ability to collaborate with university and community stakeholders
* Ability to work independently and efficiently
* Specialized knowledge or interest in African American and/or public education
* Excellent organization and time management skills