Narrative History of the Multicultural Archive of Georgia

By Barbara McCaskill with Timothy B. Powell, Department of English

We initiated the Multicultural Archive of Georgia computer site (www.mcgeorgia.uga.edu/) with the goal of enhancing instruction and research for faculty and students in the state of Georgia. In the 1990s, we had generated enormous interest among undergraduates enrolled in Ethnic American Literature and History courses through the ENGL 2400 large lecture sections (“Multicultural Literature in America”) and other classes in Multicultural American Studies that we taught, such as ENGL 4860 (“Topics in Multicultural American Literature”). Our students, especially those from the South, kept telling us that they simply had not studied much of anything related to people of color in their Humanities and Liberal Arts courses in high school, and our lectures were exposing them for the very first time to writers such as Judith Ortiz Cofer and Toni Morrison, and to historical moments such as the Trail of Tears and the forced internment of the Japanese on the West Coast during World War II. Since a substantial portion of our undergraduate population hails from Georgia, they wanted to learn more about African Americans, Native Americans, and other groups of people of color in our state; and they were curious about the kinds of holdings in the University libraries that would guide them to critical information and scholarly investigations about these topics.

As a result of strategic and prescient hires conducted by The University of Georgia’s administration during the early 1990s, the Franklin College of Arts and Sciences also had accumulated a critical mass of tenured and tenure-track faculty interested in developing classes about Georgia’s Multicultural History, and eager to
incorporate Ethnic American Studies materials in their courses. However, many of these professors had been trained only in teaching and pursuing research in one subject, such as Latino/a Studies, and they lacked the formal background in other areas of Ethnic American Studies to meet students’ demands and to match their own enthusiasm and eagerness for introducing comprehensive discussions of people of color in their classes.

The Multicultural Archive of Georgia project offered a new way to engage students in extracurricular opportunities to investigate and learn about Georgia’s Multicultural History and Literature, while at the same time enabling teachers at both the college and secondary school levels, regardless of their training in the field, to obtain sufficient primary and interpretative materials to develop class discussions and assignments about key moments for African American and Native Americans in Georgia. Students would gain expertise in basic Humanities Computing skills by encoding rare materials in SGML and other mark-up languages for online keyword searches, and they would refine their composition and communication abilities by writing interpretative essays and lesson plans for inclusion on the web site, along with the primary works. On a pragmatic level, this experience would prepare them for competing successfully for jobs, fellowships, or graduate programs in Library Sciences, Scholarly Information Resources, Instructional Technology, Web and Database Design, Humanities Computing, and other growth fields.

Similarly, the Multicultural Archive of Georgia appealed enormously to teachers, since it could prove flexible enough to incorporate into a variety of kinds of class sessions—50-minute or 75-minute, lectures or small-group discussions—and since it would feature arresting visual presentations that could capture and hold the attention of
even the most media-saturated student. The special collections holdings in the libraries of The University of Georgia comprise such a wide variety of formats—books, maps, magazines and newspapers, correspondence, treaties and other legal documents, diaries and journals, news footage, posters and postcards, photographs (cabinet cards, cartes-de-visite, daguerreotypes, stereoviews)—that students and teachers could easily tailor projects to their individual instructional and research needs, and they could adapt assignments to single undergraduates or adjust them for entire classes. The University had been annually converting ordinary classrooms into state-of-the-art, high technology learning spaces at an ever increasing rate (these renovations would culminate in the dedication of the Student Learning Center in Fall Semester 2003). So, converging with this increased and easier access to classroom technologies, our Archive would provide a body of online Multicultural American Studies materials that teachers could include in their lectures where appropriate, and that they could bring considerable input and expertise to selecting. Finally, the Archive would attract both advanced graduate students and seasoned researchers intrigued by the prospect of examining overlooked or neglected sources and developing published discussions of them.

From 1999-2000 the Archive was still an idea. We refined its purposes and goals, as described above, during meetings with librarians in the Hargrett Rare Book and Manuscript Library (Mary Ellen Brooks and Chuck Barber), Digital Library of Georgia, Richard B. Russell Library for Political Research and Studies (Sheila McAlister and Sheryl Vogt), and the Walter J. Brown Media Archives (Ruta Abolins). We also organized meetings with small focus groups comprised of African American, Latino/a, and Native American Studies faculty from the Franklin College of Arts and Sciences, the
College of Education, the Institute of Higher Education, the College of Child and Family Development, the School of Social Work, and the Grady School of Journalism and Mass Communication. These professors included Leslie Feracho, Roberta Fernández, Doris Kadish, Betina Kaplan, Susan Quinlan, and José Alvarez (Romance Languages); Judith Ortiz Cofer and Hugh Ruppersburg (English); Kam-ming Wong (Comparative Literature); Freda Scott Giles (Drama and Theatre); Tina M. Harris (Speech Communication); Dawn D. Bennett-Alexander (School of Law); Velma McBride Murry (College of Child and Family Development); Carolyn Medine and Sandy Martin (Religion); Jean Kidula and Stephen Valdez (Music); Diane Morrow, John Inscoe, Reinaldo L. Román, and Claudio Saunt (History); R. Baxter Miller (Director of the Institute for African American Studies); Jenny Penny Oliver, Juanita Johnson-Bailey, Talmadge Guy, Margaret Wilder, Mary Atwater, and Derrick Alridge (School of Education); Maurice Daniels (School of Social Work); Sylvia Hutchinson (Professor Emeritus of Higher Education and Reading Education); and Leara Rhodes and Dwight Brooks (Grady School of Journalism and Mass Communication). (Drs. Feracho, Morrow, and Giles also hold joint appointments in the Institute for African American Studies; Drs. Ortiz Cofer, Feracho, Inscoe, Saunt, and Powell are core or affiliate members of the Institute of Native American Studies; and numerous of the aforementioned are affiliated or core faculty in the Women’s Studies Program: Drs. Kadish, Quinlan, Kaplan, Giles, Johnson-Bailey, Murry, Martin, Medine, Bennett-Alexander, Fernández, and McCaskill.) In addition, we solicited feedback from faculty members about the Archive and other Multicultural American Studies initiatives
at a dinner discussion sponsored by the Dean’s Office of the Franklin College of Arts and Sciences in Spring Semester 1999.

These professors evolved into an ad hoc Advisory Board that generated extremely helpful suggestions about individual collections to include on the site and pedagogical approaches to use, as well as the names of specific classes that would be invigorated by introducing student projects for the Archive in the semester’s assignments. The conversations we had with faculty also influenced our decision to focus the Archive’s initial projects on Native American and African American Studies topics, since most of these faculty members to varying degrees already teach in these areas. Once the project gathered momentum, and as teacher and student interests expanded, we planned to tap the special collections to design pages on such topics as Appalachian white enclaves in north Georgia, the historic roles of Georgia women in the second- and third-wave feminist movements, and Spanish-language Latino/a community newspapers of Atlanta. (The Latino/a population has increased by three hundred percent in Georgia during the last decade, and The University of Georgia, particularly through its Office of Public Service and Outreach and Office of Undergraduate Admissions, has launched several initiatives to identify and respond to the economic, health, and educational needs of Latino/a families in north Georgia, to recruit Latino/a students to the school, and to increase retention and academic success among such students at the middle-school and secondary levels.)

With the consent of the Director of Libraries, Dr. William Potter, the Director and staff of the Digital Library of Georgia (respectively, Bob Henneberg, Nan McMurry, and Gail Morton, who were then supervising students’ preparation of GALILEO databases)
generously offered a workspace for the Archive in the fourth-floor storage stacks, even though the competition was intense among librarians for ever-shrinking collection areas. We were very heartened by this offer, since it meant that students and faculty could now assemble their projects in close proximity to the archival materials that they needed to use. This also generated excitement because the location holds symbolic significance. The Main Library is situated in the center of North Campus, the oldest section of The University of Georgia’s sprawling, city-wide campus, and it is the architectural, intellectual, and social heart of the Humanities and Liberal Arts. To the entire University, the Main Library is its historical and geographical hub. Fanning around it like spokes on a wheel are the departments in the Humanities and Liberal Arts fields, such as English, Classics, Comparative Literature, Philosophy, History, and Romance Languages, which have occupied the buildings surrounding the Main Library since the early nineteenth century. Humanities majors seeking graduate study frequently enroll in the renowned Terry College of Business or the esteemed School of Law: both of these professional schools flank the Main Library’s right side. The Main Library has seven stories (not counting the basement and sub-basement levels), so its fourth floor is exactly midway in the building. To place a computer lab for the Archive in this part of the Main Library would thus mean to underscore the centrality of people of color to the work that we all now do in Humanities disciplines, and this placement would additionally remind patrons of the “hidden” contributions of Native and African American peoples to the state of Georgia’s rich history, a point that our Archive seeks to highlight.

We followed up this offer of lab space by soliciting actual hardware (computers and scanners) from our college’s administrators. Dr. Hugh Ruppersburg, Associate Dean
of the Franklin College of Arts and Sciences and a Professor in the Department of English, has been very supportive of the Archive since its inception, and offered to give us six computer work stations (Dell Dimension desktop computers and Hewlett-Packard scanners). Dr. Thomas G. Dyer, who was at the time the Vice President for Instruction (he currently holds the position of University Professor of Higher Education and History and Director of the Institute for Higher Education), enthusiastically matched Dean Ruppersburg’s contribution with three workstations. In the subsequent 2001-02 academic year, Dean Ruppersburg contributed three more workstations, giving us a grand and ideal total of twelve computers and scanners, just enough machines for the space that we had. We were exceedingly pleased, because the twelve workstations enabled us the flexibility of bringing upper division classes of twenty-four undergraduates to work together in pairs, or, alternatively, of enabling undergraduates in the smaller Honors seminars — or our graduate students — to work individually at the stations.

Christening our space the Teaching and Learning Center of the Digital Library of Georgia, we proceeded rather quickly to the task of preparing special collections materials for our web site. Dean Ruppersburg again was very crucial in moving us forward by promising us approximately thirty hours’ worth of support every semester from the Franklin College’s web designer, William Weems (William designs and maintains the College’s homepage and also builds and updates web sites for all departments and programs in the College). One of the first collections Dr. McCaskill wanted to include in the Multicultural Archive of Georgia was the historic *Colored Tribune* newspaper (1876), to use as she instructed upper division undergraduate classes on the literature and history of slavery, and its aftermath, in Georgia (find this under
“African American Resources” in the “Digital Archives” section of the Multicultural Archive of Georgia). An important sacred newspaper printed by and for the black Protestant communities of coastal Savannah, Georgia, the Tribune features news and activities from institutions such as First African Baptist (established 1788), the first black Baptist church in America, and political commentary by figures such as the novelist and poet Frances Ellen Watkins Harper (1825-1911), who visited Athens during a speaking tour in the 1870s, and the charismatic minister Rev. Emanuel King Love (1850-1900), whose sermons are housed in the Library of Congress. The Tribune had been digitized, along with issues of the Cherokee Phoenix, for the Georgia Historic Newspapers project of the Digital Library of Georgia/GALILEO (www.galileo.usg.edu/). However, the issues had not been encoded in SGML for searchable access online. So in Fall Semester 2001 Dr. McCaskill encoded the Tribune herself with instruction by Gail Morton. Dr. McCaskill has used this resource in her African American Studies classes by calling up articles covering lynchings as well as speeches on temperance and education during discussions of the Jim Crow era.

In addition, during Fall Semester 2000 Gail Morton developed a week-long workshop in the lab for two of Dr. McCaskill’s first-year ENGL 1060H (Composition and Literature – Honors) classes studying African American literature of the Harlem Renaissance. They encoded Master’s theses, housed in the Hargrett Rare Book and Manuscript Library and compiled for the Digital Library of Georgia/GALILEO Georgia Historic Books project (www.galileo.usg.edu/), that focused on African American life and living conditions in the state during the Depression. These theses had been written by students at The University of Georgia in History, Sociology, and Education departments,
with funding from the Phelps-Stokes Foundation. Assembled in pairs, the ENGL 1060H students composed brief evaluations that compared the style, tone, and emphasis of the theses to contemporary research on black Americans, an assignment requiring them to bring critical and interpretive skills to their mastery of the technical rudiments. This exercise very clearly illustrated the educational possibilities of our project by providing bright and motivated students an opportunity to apply their critical faculties and the knowledge they were learning in class about African Americans in Georgia to materials that were typically accessible only to very advanced scholars. A disclaimer on the gateway of the Georgia Historic Books site warns researchers that “historical materials . . . may contain offensive language or negative stereotypes reflecting the culture or language of a particular period or place.” As they scrutinized the Phelps-Stokes theses, the ENGL 1060H students had to read between the lines and consult together to distinguish bigoted assumptions from unbiased attitudes and empirically supported statements.

Another Archive project that we immediately pursued in the Main Library workspace during 2000 and 2001 was the digitization of the Southeastern Native American Documents, 1730-1842 (SENAD), a collection which contains approximately two thousand images (“letters, legal proceedings, military orders, financial papers, and archaeological images”). SENAD is linked to the Archive through the Digital Library of Georgia. In 1999 the Digital Library of Georgia had earned an Institute of Museum and Library Services (IMLS) grant to digitize SENAD for searchable access online. In locating documents for the collection and digitizing them, The University of Georgia collaborated with other regional museums and libraries, including the University of
Tennessee at Knoxville Library, the Frank H. McClung Museum, the Tennessee State Library and Archives, the Tennessee State Museum, and the Museum of the Cherokee Indian. The IMLS grant to support this work was renewed in 2000, and over the years SENAD has provided an exceedingly rich and generative opportunity to train graduate students as researchers and writers.

Angela F. Pulley, a student of Dr. Powell’s from the South who was then earning her Master’s of Arts in English, spent two years tagging SENAD documents in SGML (find SENAD, along with students’ supporting materials and links, under “Digital Archives” in the Multicultural Archive of Georgia). This stimulated her interest in pursuing a career in Native American Literature and Culture so much that she applied for and was accepted into the Ph.D. program in American Studies at Yale University. Now completing her dissertation, she has presented her original research in numerous papers at national conferences in American Studies and Multicultural American Literature, and she has written essays on the *Cherokee Phoenix* and its editor Elias Boudinot (1740-1821) for the widely acclaimed *New Georgia Encyclopedia* (www.georgiaencyclopedia.org/nge/). In such endeavors, she has drawn extensively from the material she researched for SENAD. Angela’s exceptional momentum as an emergent scholar illustrates the value of the Multicultural Archive of Georgia as a tool to excite graduate students about pursuing long-term scholarly projects in Multicultural American Studies fields, to engage graduate students collaboratively as peers with professors and library professionals in significant research, and to expose them to the skills and resources they need to increase their potential to compete successfully for slots in more advanced programs.
SENAD is one of the finest archives of materials on southeastern Native Americans. With its reputation for distinction, this digital resource has continued to attract among the very best graduate students in the field to give their energies, talents, and vision to the Multicultural Archive of Georgia. While earning her Master’s of Arts in English at the University, Holly White, who was mentored by Dr. Powell, supervised both the SENAD construction and the digitization of the *Cherokee Phoenix*, the nation’s first Native American newspaper, founded in 1828 in New Echota, Georgia, capital of the Cherokee nation (find the *Phoenix*, along with students’ supporting materials and links, under “Digital Archives” in the Multicultural Archive of Georgia). Holly is now enrolled in a doctoral program in Library Studies at the University of Michigan, and she has published several historical essays on Georgia communities and culture for *The New Georgia Encyclopedia*. Similarly, former student Melinda G. Smith Mullikin, also Dr. Powell’s mentee, was a member of the team of professionals and students launching the SENAD and *Phoenix* sites. She is now employed full-time as Assistant Media Editor at the *New Georgia Encyclopedia*, a highly innovative and successful research and pedagogical resource that attracts an average of seventeen thousand hits per day. Holly’s and Melinda’s involvement in the SENAD and *Phoenix* projects, like Angela’s, demonstrates the effectiveness of the Multicultural Archive of Georgia in providing original research and Humanities Computing opportunities for graduate students that can catalyze their entry and retention in teaching careers and academic-related fields.

Also commencing in 2001, we began a strong and rewarding partnership between the Archive and the Honors Program (directed then by Pamela Kleiber; since Fall 2004, David Williams has headed it). We came together to identify first-year Honors students
who wanted to learn more about Ethnic American Studies outside of the classroom environment, and to study closely on an individual basis with professors, and since then we have attracted Honors students to the Archive on an annual basis. The Honors Program at The University of Georgia supervises the CURO (Center for Undergraduate Research) Apprentice Program, in which students commit ten to twelve hours per week to a research project tailored to their interests and supervised by a full-time tenured or tenure-track faculty member (www.uga.edu/honors/curo/curo-ap/curoap-index.html). CURO apprentices earn a stipend of one thousand dollars per semester. At an early stage in their academic careers, they are exposed to the subject matter they might investigate as professionals, they are groomed to collaborate in research partnerships with faculty members, and they are challenged to strengthen their problem-solving, critical thinking, and communication skills. Students typically commit to projects for the duration of one or even two academic years, or intensely during one summer session. They culminate their year or summer by presenting the research they accomplished at an annual, statewide undergraduate symposium sponsored by the Honors Program, which also attracts undergraduates from nearby institutions such as Georgia State University, Georgia Institute of Technology, and Emory University.

The CURO Apprentice Program is supported by the National Science Foundation as well as the following institutional units of The University of Georgia: The Office of the Senior Vice President for Academic Affairs and Provost, The University of Georgia Graduate School, and the Biomedical and Health Sciences Institute. A benefit of our cooperative relationship with the CURO Apprentice Program is that we have been able to attract very confident, capable, and self-starting Honors students who might have
otherwise overlooked us because we had no money to compensate them for their time and labors. Also, prior to the Archive project, Humanities undergraduates often faced difficulty finding CURO projects that suited them, like-minded professors to work with them, and topics that complemented the literature and histories they were reading. Historically, the Liberal Arts areas have been slower than the Sciences and Social Sciences to encourage and embrace the notion of collaborative research and writing among professors and students, especially undergraduates. The CURO Apprentice Program staff can now steer such outstanding young men and women to the stimulating Multicultural Archive of Georgia, and in doing so, they are actually aligning with a shift in Humanities disciplines towards more team and group-oriented innovations. The following are Honors students in the CURO Apprentice Program who have brought considerable resourcefulness, effort, and creativity to the Archive: Megan Leroy, Charlie Pitts, Leslie Wolcott, Sam Pugh, and Rafael Young.

Megan Leroy, a fourth-year student from Dublin, Georgia, who is majoring in English and mailing applications to graduate school in order to become a college professor, spent Summer Session 2002 learning how to navigate OCLC from librarian Sheila McAlister. With great scrupulosity, she and Dr. McCaskill then catalogued all eighty-four original Robert E. Williams (d. 1937) photographs in the University’s special collections (http://dlg.galileo.usg.edu/hargrett/williams/). Without this step, which made the photographs navigable by a keyword search, we would absolutely not have been able to include them in the Multicultural Archive of Georgia and to move forward to the next stage of writing interpretative essays about them for our classroom discussions. To prepare for selecting the keywords to use, Megan spent many days with Dr. McCaskill in
the Hargrett Rare Book and Manuscript Library identifying themes and categories in the extensive William C. Darrah collection of nineteenth-century stereoviews, lantern slides, and photographs. Sitting indoors in a reading room on a sweltering July day, wearing thick cotton gloves to protect the collection from dust, sweat, and moisture, is an activity that would not constitute what most undergraduates would imagine as a hip and happy way of passing the summer months. However, what some would consider tedious was to Megan intriguing and awe-inspiring, and her subsequent decision to enter the professoriate signals the significant role we intend the Multicultural Archive of Georgia to play in guiding our students to advance their education beyond the Bachelor’s degree, and then to remain in higher education as library professionals, computing or instructional technology experts, and teachers upon completion of more specialized programs of study.

Charlie Pitts, Jr., a fourth-year student from Columbus, Georgia, on the western border of the state, is enrolled in the Terry College of Business. He possesses an avid interest in History and plans a technological career in Information Systems Management, and he also worked on the African American component of the Archive. With the guidance of Gail Morton of the Digital Library of Georgia, Charlie and Dr. McCaskill selected and analyzed personal correspondence from the massive papers of Joseph Henry Lumpkin (1799-1867), the first Chief Justice in Georgia, who owned and managed an extensive plantation worked by hundreds of slaves on the outskirts of town (find this by clicking “Digital Archives” and then “Georgia Resources” in the Multicultural Archive of Georgia). Charlie’s two-year project has undergone many transformations, so that he is continuing this research, even though his stint with CURO has ended, in order to
complete a hypertext map of African American and white communities in pre-Civil War Athens that will illustrate patterns of race relations during this era. As he attempted to construct the opinions and perspectives of the slaves and free blacks alluded to in Lumpkin’s correspondence, Charlie learned about an African American newspaper, the *Blade* (1879), that had been published in Athens a few years after the *Colored Tribune*, and whose issues had all but been forgotten. It is our hope to develop Charlie’s discovery by co-designing a project on the *Blade* in the near future with another student approaching the Multicultural Archive of Georgia.

Many undergraduates who have committed time to the Archive have possessed very strong foundations in Literature and History, while their initial computing skills have been limited to displaying a layman’s knowledge of word processing software such as Word and Word Perfect, and to navigating Amazon, Ebay, and the Google search engine in order to locate items on the information highway. In Charlie’s case, the opposite was true. When he learned about the Multicultural Archive of Georgia, he had already completed challenging university-level courses in Programming, Web Design, Computer Science, and a variety of encoding languages. The Lumpkin papers project, on the other hand, provided him with an opportunity to consider issues of culture and history that were often relegated to secondary importance in his technical classes. Charlie’s experience is thus an example of the versatility and interdisciplinary nature of the Multicultural Archive of Georgia. Regardless of whether undergraduates come to it with Humanities or Sciences concentrations, it can pique and sustain their interest and enables them where possible to draw from both interests.
Leslie Wolcott, who hails from northern Atlanta, Georgia, and is earning a certificate in Environmental Ethics, is a fourth-year English major who plans to become a policy maker or political leader. She envisions herself as an advocate for environmental regulations that respect the cultures and traditions of contemporary Native American communities. With the supplemental support of a five thousand dollar grant from the Office of President Michael F. Adams’s University Partners Venture Fund, she succeeded Angela and Holly to encode issues of the *Cherokee Phoenix* that she and Dr. Powell identified. Leslie has commented on many occasions that this opportunity to earn pay for engaging in meaningful research and accomplishing graduate-level assignments rescued her from the dreadful plight of flipping burgers every weekend. Currently, she and Dr. Powell are collaborating with Kelly Caudle, who serves as Managing Editor for *The New Georgia Encyclopedia*, on an interactive online project entitled “Georgia History from a Cherokee Perspective.” This combines several archives, such as the Hargrett Rare Map Collection and the *Cherokee Phoenix*, with multiple components of the online *New Georgia Encyclopedia*, such as streaming video clips featuring the Cherokee storyteller Freeman Owle. Their project illustrates how the Multicultural Archive of Georgia is generating dynamic new forms of interpretative writing that will appeal to both specialized academic audiences and general readers, who can log in and browse in comfort and ease from homes or libraries scattered throughout the state. This also exposes Leslie to an early opportunity to submit a professional publication, which will strengthen her resume and increase the prospects of her successfully entering a law school or other professional program to prepare for a public service career. Facilitating
such opportunities for our students to publish is one of the goals we aspired to when we conceptualized the Multicultural Archive of Georgia.

Sam Pugh, an English major who graduated in Spring 2004, digitized colonial and pre-colonial maps of the Cherokee presence in Georgia that he and Dr. Powell researched, and he organized supporting materials and bibliographical information about them (find this by clicking “Digital Archives” and then the “Hargrett Map Collection” in the Multicultural Archive of Georgia). Sam was relieved and excited to find his way to the Multicultural Archive of Georgia, since he had all but abandoned his search for an extracurricular project that he would not find boring, and that would intersect with his interest in Multicultural American Literature and also require him to stretch both academically and philosophically.

Finally, Rafael R. Young, a second-year English major, calls a small town in rural south Georgia his home. His CURO Apprentice project with the Multicultural Archive of Georgia has been to team with Dr. McCaskill to identify and analyze Civil Rights videos from the massive WSB-TV Newsfilm collection (over five million feet of unedited news footage in the Walter J. Brown Media Archives), and then to write brief essays about the concepts they illustrate, such as nonviolent direct social action, the redemptive nature of suffering, and civil disobedience. We intend to present a web documentary featuring highlights from this collection. Organized chronologically, each page will include a video clip, an orienting description (time, place, events leading up to this), an essay, and links to related sites. By visiting this site during classroom discussion of Civil Rights Movement speeches and writings, we want to remind students in these tumultuous times of the stakes they still have and roles they can play in matters of civic responsibility and
social change. Like Angela and Holly, Rafael is being guided by Dr. Powell to publish some of the research he has done on the Civil Rights Movement in online essays for *The New Georgia Encyclopedia*.

With the exception of Rafael, all of the above students have presented their research at the annual CURO spring symposium. Leslie Wolcott read an essay she wrote about Elias Boudinot, the editor and founder of the *Cherokee Phoenix*, at the March 2003 National Conference on Undergraduate Research (NCUR), held at the University of Utah in Salt Lake City. In 2003, Megan also submitted a paper on the photographs of Robert E. Williams to NCUR, which accepted it. Unfortunately, she could not attend because her presentation conflicted with a prior commitment she had made to spend an “alternative” Spring Break assisting an impoverished community in Mexico. Later, in April 2003, Leslie, Sam, and Charlie participated together in CURO as a panel entitled “Digitizing Multicultural Georgia,” where they each gave PowerPoint presentations of their projects for the Archive. Rafael is preparing to give a PowerPoint presentation on his Civil Rights Movement project at this coming spring’s CURO Symposium, April 11-12, 2005.

Through partnership with the Honors Program, the Multicultural Archive of Georgia has thus cultivated remarkable faculty-student research partnerships, and it has catalyzed friendships and mentorships that last well beyond each student’s apprenticeship term. Furthermore, the Archive has exposed undergraduates such as Megan, Charlie, Leslie, Sam, and Rafael to opportunities to compose conference proposals and presentations, to gain poise and facility as scholars through interactions with librarians, archivists, and other professionals, to build their self-assurance as writers and speakers,
and to meet students from other institutions in the state who share their research interests and who aspire to incorporate some aspect of Ethnic American Studies in their careers.

Our students’ successes with their Archive projects have affected other areas of their academic lives and have motivated them to take on additional challenges at The University of Georgia. Leslie, for example, mustered the resolve to apply a second time for a prestigious Foundation Fellowship, which requires candidates to undergo a rigorous, extensive, and intimidating series of interviews with distinguished professors. This time around, undaunted, she won the award. She has studied in New Zealand and Cuba as a result of this fellowship and completed Fall Semester 2004 at Oxford University in England. Charlie, whose grade point average was a low B when he began his Archive project, resolved to gain admission to the very competitive Terry College of Business, which requires a minimum grade point average of 3.6 (on a four-point scale)—a very strong A. He raised his grades, has been admitted, and, moreover, has earned entry into the nationally recognized Ronald E. McNair Post-Baccalaureate Achievement Program, named for the Challenger astronaut and physicist and funded by the U.S. Department of Education. Charlie also has stepped forward as a student leader: he is serving his second year as a Vice President in the Society of Management Information Systems and was named its Outstanding Member for 2003. In Fall Semester 2004 both Leslie and Charlie were featured as “Amazing Students” on The University of Georgia’s homepage (www.uga.edu/amazing/).

Another partnership the Archive has generated has been linkage with the Student Undergraduate Research Program (SURP), created and directed by Curtis Byrd, the Graduate School’s Director of Recruitment and Retention (www.gradsch.uga.edu/).
Every summer this program brings about forty high-achieving third- and fourth-year undergraduates from around the country, and also based in Puerto Rico, the U.S. Virgin Islands, and other parts of the Caribbean, to collaborate with faculty mentors on research projects over an eight-week period. A significant number of the students attend under-funded historically black colleges, and they are paid a stipend for working forty hours a week, offered housing in the campus residential halls, and required to attend a demanding schedule of workshops and lectures about preparing for, applying to, and succeeding in graduate school.

SURP and the Archive have engendered reciprocity on many levels. The students conduct graduate-level research, develop close relationships with professors, and, in addition to their academic goals, become better prepared socially and psychologically for the ups and downs of advanced university study. Faculty members are not compensated for our mentorship of SURP students during the summers, even though daily interaction with SURP mentees is required, so this is truly a labor of love and dedication to our fields. Like the CURO Program, the SURP faculty typically has been comprised of Science and Social Science professors: now, more Humanities and Liberal Arts students have the opportunity to participate, since the Archive is one of the projects they can select. As we have indicated, we have relied on pre-existing University programs such as CURO and the University Partners Venture Fund to pay our students, so our Archive again benefits because SURP recruits and remunerates exceptional undergraduates who could easily qualify for other paid internships and summer employments.

From June-August 2003 Dr. McCaskill worked with SURP student Tonya B. Lewis (a third-year Journalism major from the University of Oklahoma) on writing
interpretative essays about the Williams photographs that Megan had catalogued two years earlier. Through the “Virtual Museum” link on the sidebar of the Archive homepage, teachers and students can enter the first page of the Robert E. Williams Photographic Collection and click on any of the seventeen photographs to retrieve the essay Tonya has written about it.

Tonya plans to train as an investigative reporter for a magazine or journal, and her professional curiosity and sleuthing facilitated a very important discovery about the Williams collection. She and Dr. McCaskill found duplicates of photographs attributed to Williams, a former slave, among stereoviews made by white photographers and housed in the South Caroliniana special collections of the University of South Carolina. After purchasing a few stereoviews featuring Williams’s work on Ebay and discussing these images with collectors, historians, and librarians, they concluded that some of the photographs attributed to him in the University of Georgia’s collection were probably ones originally taken instead by his white associates, by men such as John Usher, Williams’s business partner who owned a studio in downtown Augusta, and J. A. Palmer, the very popular nineteenth-century creator of the “Characteristic Southern Scenes” series who was based in Aiken, South Carolina, less than forty miles north of Williams’s Augusta home. It is also very likely that Williams (or his son, who inherited his father’s photography business) offered negatives of his work to other photographers who copied them; or, perhaps unintentionally Williams’s photographs fell into the hands of rivals and competitors who passed them off as their own in order to profit from nostalgia about the South and slavery and to turn a quick buck (laws governing copyright and intellectual property were nascent or non-existent in the nineteenth century). Or, finally, friends,
family, or business associates could have sold Williams’s photographs to international stereoview companies such as Underwood & Underwood or the Keystone View Company, which kept casual or scant records at best of the artists whose photographs they used.

In contributing to the Archive, Tonya thus learned the scholar’s lesson of never assuming on face value that other people’s prior research is accurate and irrefutable, and she helped to set the historical record straight for researchers and collectors coming behind her. Like Charlie’s encounter with issues of the Athens Blade, this is a representative example of the original insights and recoveries that make the Multicultural Archive of Georgia so invigorating to participate in, and such a phenomenal research and educational experience for our students.

In June-August 2004, Julia Tigner (a fourth-year English major from Tuskegee University) and Tina Williams (a third-year Mass Communications major from Mississippi Valley State University) extended the Robert E. Williams gallery to include a second page of cabinet cards stamped on the verso side by Williams himself (find this by entering the Williams collection through the “Virtual Museum” link on the Multicultural Archive of Georgia, and click the “Next” button at the bottom of the page). These cards have been placed on the Archive with the permission of Mr. Joseph Lee II, a private collector of nineteenth-century photographs, an Augusta, Georgia, native, and a retired government employee residing in Covington, Georgia. As with Tonya, Dr. McCaskill met with Julia and Tina to discuss how teachers might utilize the cards in discussions of African American History and Literature, to write essays based on these guidelines, and finally, with the assistance of William Weems, to design the page for the site, load the
images and essays, and add links to related web sites we selected. By double-clicking on each card, users can access Julia and Tina’s interpretations and acknowledgements. The students also drafted essays for a few videos that Rafael had selected for the Civil Rights Movement web documentary.

To close their SURP summers, Tonya, Tina, and Julia were required to write a conference abstract and a ten-page essay based on the research they had followed, to design a poster describing their research, and to submit both their essays and posters to a contest held among the SURP students. Tonya earned second place in the Summer 2003 poster competition; at the end of Summer 2004 Tina earned third place in the essay competition. We find it notable and worthy of pause that their award-winning submissions consisted primarily of what they had written and researched in the previous summer weeks for inclusion on the Archive. We consider their successes as very strong and lucid confirmations of the stellar quality of student work that we anticipate and encourage, and as evidence of the high expectations that we place on both the undergraduates and graduate students who collaborate with us. We think the fact that both Tonya and Julia have decided to apply for admission to graduate study at the University of Georgia demonstrates the Archive’s effectiveness in matching SURP students with creative topics they can pursue at the graduate level, and in helping them to realize that they already possess sufficient intellect and imagination to perform this research well. Julia has now submitted her application for admission into the Department of English’s M.A./Ph.D. Program that commences in Fall 2005. Also in Fall Semester 2005, Tonya intends to apply for admission into the Magazine Journalism Master’s Program in the Grady School of Journalism and Mass Communication.
As 2005 begins we have introduced two additional partnerships to the Multicultural Archive of Georgia’s slate of projects. Supervised by Dr. Powell, Vicki Black brings to the table the resources and expertise of the University’s Institute for Higher Education (IHE). A graduate student in the IHE, she is developing lesson plans to make it easier for high school and middle school teachers throughout the state to use the SENAD, Hargrett Rare Map Collection, and *Cherokee Phoenix* sites that appear in the Multicultural Archive of Georgia. These instructional plans will meet the state of Georgia’s Quality Core Curriculum Standards, and they will be accessible to teachers through the Georgia Department of Education’s Lesson Plan Builder (http://www.glc.k12.ga.us/lp/homepg.asp). Dr. Powell intends to collaborate with Dr. John Inscoe, Professor of History, Editor of *The New Georgia Encyclopedia*, and Secretary-Treasurer of the Southern Historical Association, to create an undergraduate course that will feature these three research resources in its syllabus and use the Lesson Plan Builder as a structure for student assignments.

Dr. McCaskill has connected with Clark Atlanta University Library to develop a presentation of the series of studies (1896-1947) published by the early African American scholar and editor W. E. B. Du Bois (1868-1963), a founding member of the Niagara Movement, who displayed books, photographs, and newspapers elevating the achievements of black Americans to a worldwide stage at his turn-of-the-century “Negro Exhibit” commissioned for the 1900 Paris World’s Fair. His carefully detailed examinations of health, education, hygiene, sanitation, employment, residential patterns, religious and benevolent institutions, inherited and acquired wealth, and other features of black Atlanta helped inaugurate the field of Sociology. Under the supervision of Bob
Kobres, a retired University librarian, and Dr. McCaskill, Emma Kiser, who matriculated from the University with a Bachelor’s degree in History, has digitized pamphlets loaned by Clark Atlanta University for readership in the stunning DjVu web-browser (these will be housed in the “Digital Books” page of the Multicultural Archive of Georgia). Emma also incorporated material from these pamphlets in her Honors thesis on Du Bois submitted in fulfillment of graduation requirements in the Department of History. Using the model that Dr. Powell has pioneered, our goal is to combine the Du Bois publications, the Williams photographs, and the Colored Tribune and Blade newspapers with interactive online essays to replicate symbolically Du Bois’s seminal 1900s exhibit. This will offer insight into the social and cultural debates that swirled during the era that the novelist Charles Chesnutt once dubbed “Post-Bellum—Pre-Harlem.”

Dr. William Potter, Director of Libraries, writes that the projects of the Multicultural Archive of Georgia “have helped to publicize the richness of this institution’s online collections in Native and African American Studies, and are establishing the University as a leader in Multicultural Studies of the South.” Since we conceptualized the Archive five years ago, considerable recognition of its innovative potential has come in the form of invitations to professional gatherings, including the Southeastern American Studies Association biannual meeting and the annual Multicultural Education conference. Recently, we have earned honors for our instruction: Dr. McCaskill has been awarded the competitive General Sandy Beaver Teaching Professorship (2005-08) from the Franklin College of Arts and Sciences (www.franklin.uga.edu/fac_staff/awards/beaver_prof.htm), and Dr. Powell’s nomination
for the prestigious Richard B. Russell Award for Excellence in Undergraduate Teaching Award has advanced to the University level (www.uga.edu/provost/arg/rrta.html).

In his book *Guiding Lights: The People Who Lead Us Toward Our Purpose in Life* (2004), Eric Liu defines inspired teaching as “becoming the voice in someone’s head” (214-15). Our Multicultural Archive of Georgia “works it” because as an educational and research tool, at its core it is reciprocal. It gives everyone, at his or her own pace, the chance to teach and to be taught, and to do so in response to many voices: professors’, students’, librarians’, researchers’, readers’. In the process of re-discovering the diversity and commonality in the histories and cultures of Georgia’s citizens, those of us who participate in this project find that all roads lead to self-discovery. To borrow from the commentator Scott Simon, “their voices,” we discover, “are ours, too.”