

THE SUMMER HILL PROJECT FACT PROFILE

PARTNERS: Kennesaw State University Public History Program
Etowah Area Consolidated Housing Authority (Cartersville, GA)
Summer Hill Foundation (Cartersville, GA)

PRINCIPAL INVESTIGATOR: LeeAnn Lands, Ph.D., Asst Professor of History, Dept of History and Philosophy, Kennesaw State University

PROJECT SUMMARY: Since January 2003, Dr. LeeAnn Lands and students in KSU's Public History program have partnered with former and current residents of the Summer Hill community (Cartersville, Georgia), the Etowah Area Consolidated Housing Authority, and the Summer Hill Foundation to document the history of Summer Hill, an historically African-American neighborhood that formed just outside of downtown Cartersville in the late 1800s.

PROJECT PERIOD: January 2003 to present (funding cycle ended May 2005)

PRODUCTS: The work has resulted in the creation of:

- The Summer Hill Museum (at the Summer Hill Complex)
- Teacher curriculum packages
- Supporting website (www.summer-hill.org)
- *Summer Hill*, a documentary shown in nine of the ten largest public television markets in the united states (David Hughes Duke, filmmaker)

FUNDING: Summer Hill Foundation
Anheuser-Busch Foundation

COMPLIANCE WITH UNIVERSITY MISSION:

Summer Hill Project meets the university and our college's mission and embraces goals of recent campus initiatives by:

- Fostering collaborative relationships with communities to fulfill university and community needs
- involving undergraduate students in research (19 students directly involved in research)
- exposing students to and involving students with diverse communities
- involving students directly in creating and implementing community development and civic engagement initiatives (19 students were directly involved in research, 6 students were involved in service)
- contributing to the scholarship of teaching and learning
- developing and disseminating new models of teaching and learning

THE SUMMER HILL PROJECT PHILOSOPHIES, GOALS, AND STRATEGIES

Background

The Summer Hill Project is the KSU-led component of a larger community development initiative led by the Etowah Area Consolidated Housing Authority (EACHA) and the Summer Hill Foundation. The Summer Hill Project supports EACHA's community development goals by fostering educational excellence, re-emphasizing a "sense of place" based on historical awareness and recognition of community traditions, and cultivating civic engagement within the Summer Hill neighborhood by (among other things) building a museum and archives and by implementing a variety of public humanities programming.

The initiative gave KSU's public history program an opportunity to design, implement, and assess a multiyear civic engagement project in partnership with a community-based institution. At the time of the project's launch, KSU had just begun a service learning program that included the hiring of a service learning director and, shortly thereafter, the beginning of a community-based learning fellow program. At the same time, the project allowed the public history program to involve undergraduates directly in research. Despite the spate of work on black history since the late 1960s, few secondary works on African American community life in the 20th century are available. This project allowed students to make a substantive contribution to the literature on black life and culture in the U.S. South. At the same time, it gave the public history program an opportunity to study and contribute to the growing academic literature on the effects of participation in public humanities programs and to the scholarship on academically-based service learning.

Methods

Undergraduate students in two courses offered by KSU's public history program worked on discrete elements of the Summer Hill project. The 2003 offering of HIST4426 Documentation and Interpretation was innovative within public history education in that students learned and engaged a variety of discipline-based methods to explore American -- particularly African American -- community and culture. These methods included documentary photography, community mapping, material culture, oral history, ethnographic field studies, and analysis of historical documents.

Students in the 2004 HIST4426 Documentation and Interpretation course developed interpretive programs for the Summer Hill project based on the materials developed in the 2003 course. Both courses were based on the latest work in informal learning environments and learning theory. It was intended that these classes would also foster civic engagement as well as skills development.

The project also utilized undergraduates in research and analysis outside of those two courses. Two students completed discrete projects on Summer Hill for directed study credit. And the project utilized an undergraduate research assistant, Melissa Massey, and to collect and process artifacts for the Summer Hill archives, record oral histories, and perform basic historical research. Other students not enrolled in the two courses were provided service opportunities, and many volunteered at collection days, helped set up and install the museum, and hosted the museum preview.

Assessment and the project's impact on the scholarship of public humanities

A critical and innovative element of the project was the longitudinal assessment plan. The public history field is sorely lacking in understanding of the impact of its own work on community life, skills development, and knowledge building.¹ Recognizing this, the Summer Hill Project was built so as to allow for a multi-dimensional assessment of the impact of *participation* in public humanities programs on civic engagement, skills development, content knowledge, and social-cultural understanding. Such studies have been on-going in the fine arts where scholars have researched long-term social and educational outcomes of participation in after-school theatre programs, summer art programs, and the like.

Summary of objectives

In sum, the Summer Hill Project was established with the following objectives:

- Document and interpret the history of Summer Hill, an historically African-American neighborhood that formed just outside of downtown Cartersville in the late 1800s
- Contribute to community cohesion by establishing programs that would involve residents in interpreting the neighborhood's history and culture
- Involve undergraduates in research and interpretation
- Develop academically rigorous community based learning opportunities
- Involve students in substantive and long-term civic engagement initiatives
- Increase understanding of the outcomes of participation in public humanities
- Expand the scholarship of public humanities assessment methods
- Develop a model for program design, implementation, and assessment
- Develop a model for how content-based courses can be used for social outcomes

¹ One exception to this is Ruth J. Abram, "Harnessing the Power of Museums," in *Museums, Society, Inequality*, ed. Richard Sandell (New York: Routledge, 2002). Notable works examining the role of museums and cultural institutions in community life, include Mindy Duitz, "Soul of a Museum: Commitment to Community at the Brooklyn Children's Museum," ed. Ivan Karp; Ivan Karp, *Museums and Communities: The Politics of Public Culture* (Washington, D.C.: Smithsonian Institution, 1992); *Mastering Civic Engagement: A Challenge to Museums*, (Washington, D.C.: American Association of Museums, 2002).

EVIDENCE OF SUCCESS IN THE SCHOLARSHIP OF TEACHING AND LEARNING:

I. The Summer Hill Project has been recognized by Kennesaw State University for its contribution to the scholarship of teaching and learning through awards to the project and to awards to the project's principal investigator, LeeAnn Lands. All awards were supported through letters from project participants and project partners.

- Summer Hill Project, College of HSS Seizing the Momentum Award, 2005.
- LeeAnn Lands, Under consideration for University Distinguished Teaching Award, 2005-06.
- LeeAnn Lands, Nominated and under consideration for HSS Distinguished Service Award, 2005-06.
- LeeAnn Lands, College of HSS Distinguished Teaching Award, 2004-05.

II. The Summer Hill Project was informed by sound pedagogical principles and recent work in the scholarship of teaching and learning. The Summer Hill Project included scholarship activities that addressed timely and important questions in the field and across disciplines.

- This work fills a gap in the scholarship of community-based humanities projects; prior to this study, research on social impact of participation in community-based programming was limited almost exclusively to the arts.
- Undergraduate involvement in the Summer Hill Project was studied for two years in order to gauge the social impact of participation in community studies. The study has been presented at the National Council on Public History and at other venues and is in preparation for publication.

III. The project's scholarship of learning elements and strategies were linked directly to student learning.

- The project's impact on student content knowledge and on various social measures has been demonstrated by an IRB-approved research study.²
- The Summer Hill Project assessment component involved one focus group and two quantitative/qualitative surveys (one on each of the courses) that measured participants' perceptions of his or her:
 - Understanding of the process of "doing" history
 - Ability to work collaboratively with others
 - Ability to design and implement cultural documentation projects
 - Expand abilities to complete oral histories, memory maps, photographic documentation and field notes.
 - Understanding of ties between communities and the built environment
 - Understanding of the spatial aspects of communities
 - Understanding of historical and collective memory
 - Knowledge of African American communities
 - Knowledge of the nature and workings of communities in U.S. society
 - Knowledge of the inequality in U.S. society, including responses to discrimination

² The research schema was based on a series of studies developed in the arts. See Abram, "Harnessing the Power of Museums."; F. Matarasso, *Use or Ornament? The Social Impact of Participation in the Arts* (U.K: Comedia, 1997).

- Desire and ability to participate in other cultural documentation projects.
 - Perception of ties between participants and the subject communities
- The study indicates (see Tables 1 and 2) that students participating in the project:
 - Increased their understanding of African American life in the Jim Crow era
 - Increased their documentation and interpretation skills
 - Increased their understanding of the range and nature of responses to segregation and discrimination
 - Increased their awareness of other cultural and age groups
 - Increased their appreciation for communities
 - Increased their understanding of the role of place and the built environment in American life
 - The first year (2003) study showed impressive results, though the sample was small. That class's assessment quantitative/qualitative survey was performed 18 months after the completion of the course, and thus measured long-term impact of the project on student learning and social impact outcomes.

IV. The Summer Hill Project implemented innovative curricula and teaching strategies as a means of exploring scholarship issues directly associated with the fields of public history, public humanities, and American studies.³

- The Summer Hill Project was informed by the scholarship on academically-based service learning and was implemented in that framework.⁴ In two courses that involved Summer Hill, students read monographs on African American community development in the 20th century and read and practiced relevant methods (e.g., community mapping, curriculum outlines). They went on to collaboratively design their projects, and either implement their work or development proposals for future projects. Reflective exercises, writings, class discussion, and tests were used to gauge learning outcomes. Assessments indicate that students considered content knowledge acquisition one of the strongest areas of learning in these courses (see Tables 1 and 2).
- The use of two classes to work on different project components allowed a comparison of teaching methods and outcomes. The assessment gauged whether the "immersion" experience of documentation was more effective in achieving course goals than the second course, which involved more traditional methods of study and program planning and development. The immersion/documentation experience showed greater student engagement (see Tables 1 and 2).
- The public history program has built on these findings by designing more immersion/documentation courses. A radio documentary project exploring the cultural

³ See, for example, Daniel Kerr, "'We Know What the Problem Is': Using Oral History to Develop a Collaborative Analysis of Homelessness from the Bottom Up," *Oral History Review* 30 (2003): 27-45; Richard Sandell, ed., *Museums, Society, Inequality* (New York: Routledge, 2002); Liz Sevchenko, "Activating the Past for Civic Action: The International Coalition of Historic Site Museums of Conscience," *George Wright Forum* 19 (2002); David Thelan, "Learning Community: Lessons in Co-Creating the Civic Museum," *Museum News* (2001).

⁴ Ira Harkavy and Bill M. Donovan, *Connecting Past and Present: Concepts and Models for Service-Learning in History* (American Association for Higher Education, 2000); Atelia Melaville, Amy C. Berg, and Martin J. Blank, "Community-Based Learning: Engaging Students for Success and Citizenship" (Coalition for Community Schools, 2006).

creation and understanding of place and community -- *Taking Place I: A Community Examination of its Place* -- is scheduled for Fall 2006.

V. The Summer Hill Project has an on-going impact on the scholarship of teaching and learning. Program goals were set, assessed, and evaluated. Findings continue to be disseminated:

- Melissa Massey, "The Summer Hill Project," Southeastern Museums Conference (forthcoming October 2006), Chattanooga, Tennessee.
- LeeAnn Lands and Melissa Massey, "Revitalizing a Community's Sense of Place: The Summer Hill Project," National Council on Public History National Conference (April 2005), Kansas City, Missouri.
- LeeAnn Lands, "Using Community History in Diversity Education." Stepping Up to the Plate in Diversity Education: Building an Intercultural Campus. (19 March 2005), Atlanta, Georgia
- LeeAnn Lands [with Steve Jones and Gerri Hajduk] "Listening to Old Voices," invited workshop leader, "Words Into the Body: Drama Across the Curriculum," KMWP Fall Continuity Workshop (5 October 2004), Marietta, Georgia.
- LeeAnn Lands, "The Summer Hill Project," presentation to the Atlanta Oral History Roundtable, September 2004.
- LeeAnn Lands, "Mapping Communities," presentation to the Cherokee Historical Society, Canton, GA, February 2004.
- LeeAnn Lands, "Cultural Documentation and Community Mapping: The Summer Hill Project," *Heritage Matters* (November 2003), 20-21.
- LeeAnn Lands, "Documenting Neglected Communities," Invited workshop leader, Educating for Leadership Revisited, Keeping and Creating American Communities, a division of the National Writing Project (6 February 2003), Atlanta, Georgia.

VI. The Summer Hill Project involved undergraduate students as collaborative scholars:

- The program involved two classes of public history students in collaborative research with Lands that (1) designed and implemented a schema for documenting the Summer Hill neighborhood through photography, community mapping, oral histories, and artifact collection (2003), and (2) developed ancillary programming for the future Summer Hill Museum, including curriculum plans, temporary exhibits, museum opening programs, and the like (2004). See Table 3.
- The project integrated collaboration and mentoring throughout. A student that completed the 2003 course, Melissa Massey, went on to co-curate the Summer Hill Museum, identifying major themes for interpretation, writing interpretive text, and designing artifact and media mixes. Lands and Massey co-wrote and presented papers on the project at national conferences.
- The project empowered students to spearhead and implement projects based on their own knowledge base as well. Massey, for example, also went on to develop the final teacher curriculum. Other students noted the improvement of skills they had begun developing in other courses (see Table 2).
- The project's significance to student engagement is demonstrated by students' willingness to continue volunteering on the project after their course ended. Numerous students continued volunteering on museum collection days, assisted with the opening of the museum, and museum set-up. (See Table 3.)

VII. The Summer Hill Project involved innovative partnerships that fostered community and civic engagement in our KSU students and in the Summer Hill community.

- The project was a result of partnership between KSU's public history program and the Etowah Area Consolidated Housing Authority. The housing authority owns approximately 40% of the housing stock in the Summer Hill neighborhood and owns and operated the community center that houses the Summer Hill Museum.
- The project brought community members together to examine their history in numerous ways. Shared stories re-enforced the significance of community institutions, for example. Over 40 oral histories were collected. Artifact donation days, held at the community center, offered other opportunities for community development through storytelling. Forty-four former and current residents donated artifacts to the museum – ranging from band uniforms to memory books to textbooks to field trip pictures.
- Cross-cultural understanding between the KSU students and the Summer Hill community was facilitated through oral history collection, artifact donations days, community mapping projects, and the like.
- Assessments indicated that the project increased students' interest in participating in community projects (see Tables 1 and 2).

VIII. The Summer Hill Project involved an on-going practice of the review of teaching that involved peer collaboration:

- The interdisciplinary nature of the project has encouraged cross collaboration. Lands consulted Sarah Robbins in English and the Kennesaw Mountain Writing Project's Keeping and Creating American Communities project as Summer Hill launched, and the KCAC activities helped inform the project design and assessment. Lands also worked with Ardith Peters in Human Services and Susan Rouse in History in Philosophy to develop assessment tools.

IX. The Summer Hill Project continues to have a sustained impact inside and outside the community:

- The project documentary *Summer Hill* (produced by David Hughes Duke with supporting research by LeeAnn Lands, Melissa Massey, and the KSU Public History Program) has reached 80% of the public television stations in the United States, and was shown in nine of ten of the largest public television markets. This broad distribution has increased understanding of the history and cultural life of African American communities, encouraged similar collaborative work throughout the U.S..
- SunTrust has sponsored and spearheaded distribution of the documentary to its markets and is currently using the documentary in local celebrations of education and community. For example, in February, SunTrust hosted a *Summer Hill* screening at the Carter Center and invited 50 Atlanta Public Schools teachers as well as Summer Hill residents to attend. Local SunTrust offices are being encouraged to use the documentary in this manner.
- The museum, documentary, and teacher curriculum bring African American history into the classroom. By using local communities to study major themes in the 20th century African American experience, students have constant, tangible reminder of historical and social themes that helps reinforce and embed this knowledge and increase understanding.

- Alumni involved in the Summer Hill project have drawn on this project in their own professional work and in their engagement with local communities. For example, Chris Weaks and his students at Chrysalis Academy drew on the course activities in their research on African American farm life in Roswell, Georgia.
- The project's research outcomes continue to be disseminated through conference papers and publications.
- The museum, documentary, and public discussions surrounding the project bring African American history into the forefront of the larger community's consciousness. African American history and culture is rarely represented on the public landscape and is all but absent outside of major state museums. Recognizing that the public landscape is a deliberately planned and built exhibit of our society's values, the project directly confronts the African American community's *absence* and marks the landscape with heretofore underrepresented people and themes.
- The Summer Hill website – which holds teacher guides, oral history transcripts, and links to the SunTrust documentary site and a photo gallery of Summer Hill Project events – launched in February 2006. The site was built solely to allow ease of access to Summer Hill materials. Web design, site hosting, and the like have been provided free of charge.
- The project structure and outcomes continue to be discussed in venues and meetings open to the general public:
 - LeeAnn Lands, facilitator, Summer Hill Roundtable, Bartow History Center (forthcoming 25 May 2006), Cartersville, Georgia.
 - LeeAnn Lands, "From Summer Hill to the DeSoto Theatre," invited annual meeting speaker, Rome Heritage Foundation (February 2006), Rome, Georgia.
 - LeeAnn Lands, "The Summer Hill Project," Etowah Valley Historical Society (2004), Cartersville, Georgia.
 - LeeAnn Lands. "The Summer Hill Project." Brown bag presentation sponsored by Bartow History Center (August 2004). Cartersville, Georgia.

X. The Summer Hill Project helped students examine socially constructed narratives of places and people and introduced students to new experiences and peoples.

- The partnership allowed 19 college students to (94% white) to become actively involved in recovering history in a neighborhood that ranges widely in socioeconomic status, houses the largest concentration of African Americans in Bartow county, and includes a wide range of ages and persistence rates (that is, some residents had just moved in, and others had families that had been in the neighborhood for generations). The neighborhood's concentration of African Americans, higher poverty rates compared to other city neighborhoods, and presence of public housing had prompted some city residents to draw and perpetuate negative portraits of the neighborhood. The project helped students move past these constructed narratives and stereotypes. (See Table 2, section A.)
- The project brought students into contact with institutions that had previously understood through second-hand, socially constructed narratives of power. Some students had simply never bridged geographical divisions (that may have been real or simply constructed from community narratives). One student reflected that he or she "had never been exposed to African American history and the same goes for their communities. I had some prejudices about the socioeconomic levels and education of the members of the

African American community.” In another case, ethnographic fieldwork, prompted students to study public housing first hand. One student noted, “I had always thought of public housing as being a bad thing, but when we mapped Summer Hill, it seemed that the areas of public housing were also the areas in which there was more contact between neighbors, more children playing on playground equipment, etc. so that it would seem that public housing can increase community ties and neighborly relationships.”

Table 1. Summary of Quantitative Data

	This class enhanced my understanding of communities within U.S. society.	This class enhanced my understanding of African American History.	This class enhanced my understanding of African American communities as they exist today.	This class enhanced my understanding of the history, nature, and effects of inequality in U.S. society.	This class enhanced my understanding of responses to discrimination and inequality.	This class enhanced my understanding of the process of doing or writing history.	This class enhanced my understanding of the spatial aspects of communities.	This class enhanced my understanding of how people and communities relate to the built environment.	This class enhanced my understanding of collective memory and how it operates within communities.	This class/project enhanced my ability to work collaboratively.	This class/project helped me develop or improve particular skills.	This project has increased my desire to participate in other community projects
2003 (n=4)	4.0	4.8	4.3	4.5	4.0	4.3	3.7	4.3	4.3	3.8	4.5	4.0
2004 (n=9)	4.2	4.7	3.1	4.1	4.0	4.1	4.0	3.9	4.1	3.7	4.2	3.9

- 5 = strongly agree
- 4 = agree
- 3 = neutral
- 2 = disagree
- 1 = strongly disagree

TABLE 2. Select Student Comments on the Summer Hill Project

The following comments were culled from the qualitative sections of the assessment tool discussed in section III above. The number following comment indicates year the student was enrolled in HIST4426 Documentation and Interpretation.

A. Select student comments on (cultural/racial/generational/class) attitudes and understanding

“A lot of times white people are taught that African-American communities/neighborhoods are "dangerous" etc...which is really shameful. The community that I came to know was completely different. It was welcoming -- even to a stranger -- and moreover, it was a loving, loyal to its residents.” (2003)

“I think the class involvement [in the Summer Hill Project] helped bridge the generation gap. Because most of the class is made up of white people in their 20s and 30s, and most of the Summer Hill oral history/museum participants are black people in their 50s or older, communication between the two groups fosters understanding and appreciation on both sides.” (2004)

“The class expanded my understanding very specifically of small town or rural African American communities such as Caswell, NC, the communities in *Remembering Jim Crow*, and Summer Hill during Jim Crow and the Civil Rights movement. These examples of communities expanded my knowledge by showing first-hand experiences and helping me to see that they were dynamic, successful communities in their own right, not just one blanket experience of poverty. Each community had successes in education and local business in spite of the social and political environment.” (2004)

“I had never been exposed to African American history and the same goes for their communities. I had some prejudices about the socioeconomic levels and education of the members of the African American community. I felt those who experienced social mobility moved away from their communities. In Summer Hill this was not the case. Most people stayed in the area and active in the community.” (2003)

“I had always thought of public housing as being a bad thing, but when we mapped Summer Hill, it seemed that the areas of public housing were also the areas in which there was more contact between neighbors, more children playing on playground equipment, etc. so that it would seem that public housing can increase community ties and neighborly relationships.” (2004)

“Yes [I have since drawn on the concepts I learned in the course]. While interning at the [deleted] Museum -- one of my projects was to research . . . women for an upcoming exhibit. Working on the Summer Hill project gave me the desire to diversify the museum exhibit and not overlook important contributions made by all races of women.” (2004)

B. Select student comments on community and civic engagement

“I will be less reluctant [to participate in community-based projects] due to my experiences in the Summer Hill project. Furthermore, the Summer Hill project has demonstrated how much rich information can be found in seemingly insignificant communities.” (2003)

“This part of the class was the most enjoyable for me because I learned so much about how people responded to discrimination through hundreds of personal stories and local oral histories capped off by a round-table discussion with several of the oral history interviewees. . . . This class taught me the importance of the cooperation of the entire community in the efforts to end discrimination.” (2004)

“Several occasions I find myself thinking about Summer Hill and the work I have done there. I am proud of my contributions. I was so amazed by the people there and how they all had continued to keep in touch and be a part of each other’s lives.” (2003)

“This course affected me profoundly. I knew exactly why I chose to major in history after completing this course. I also learned a great deal about myself.” (2003)

“I definitely feel as though I have ties with the Summer Hill community even though I haven't had much contact with the community since the end of the class. After learning about the history, present state, and future plans of Summer Hill through various avenues including written text, photography, and oral histories, it would be hard not to form this bond. I definitely continue to be interested in the community's events and happenings.” (2003)

C. Select student comments on content knowledge

“I already had a great deal of knowledge about the history, nature, and effects of inequality in the U.S. as it related to women and Native Americans, however I only knew the basics of how the issue affected African Americans. I now know that even though the inequality that African Americans faced made life harder for them, the process of living with and struggling with the issue created cohesiveness among the community that can still be seen today in Summer Hill.” (2004)

“This was the first time I ever read anything in depth on African-American history. It was eye opening. But also actually sitting down and hearing first hand accounts of struggles and everyday life. It changed me. Reading that a woman's heart was broken when MLK, Jr., was killed is one thing, but sitting down with her and seeing her eyes fill with tears when she talks about civil rights and the pain/loss/strife is a completely different thing. There's no way not to have a more in-depth compassion for a history that gets overlooked, or swept under the rug.” (2003)

“By doing the final project for this class, I feel that I greatly improved upon my lesson plan making skills. The lesson plans that I did for the final project were much more in depth than the ones that were required for my previous education classes. I also improved my abilities in the area of working with primary source documents as part of the final project. I learned how to go through vast amounts of source material (in this case the Cartersville School Board minutes), find what documents best related to my lesson plans, and then narrow those documents down to the few which were best suited for the plans. I would like to go into the field of museum education, and I feel that this project has better prepared me for my future goals than any other project I have done during my college career thus far.” (2004)

“I have become a lot more interested in African American history because of the many themes first presented, effectively at least, to me in HIST4426. I was introduced to many personal stories that really made me think about the economic hardships African Americans had to overcome just to secure a proper education. . . I know I have heard statistics in this area before, but I feel much more connected to the statistics now. . . I have begun to look at African American history differently, and would like to continue reading community histories. I did not understand the importance communities played in the lives of African Americans until this class.” (2004)

“Prior to taking History of Georgia last summer, all I knew about African American history were the court cases, Plessy and Brown. After taking this class my stereotypes disintegrated. [Vanessa Siddle] Walker’s step by step book of the education process in Caswell County showed me the roots of today’s educational inequalities and the oral histories at Summer Hill showed me how individuals overcame those inequalities.” (2004)

“When I started this course I was not aware that so many African Americans became highly educated individuals during segregation.” (2004)

“Summer Hill opened my eyes to the total lack of public awareness of the rich history of African-Americans in this country. When I think of the wonderful people I met and the overall experience I had with this project -- it makes to want to remain an active part of this project. I am very proud of being a part of this project.” (2003)

TABLE 3. KSU Undergraduate Student Participants in the Summer Hill Project (2003-06):

<u>Students involved directly in research</u>	<u>Current position</u>
Melissa Massey (HIST4426, research assistant)	Kell High School; finishing second BS
Erin Cochran (HIST4426, volunteer)	Independent contractor in public history
Russell Virgilio (HIST4426)	Ranger, Lassen Volcanic National Park
David Holland (HIST4426)	Archival technician, NARA-SE
Carol Springston (HIST4426)	Independent contractor in historic preservation
Joy Clarkston (HIST4426)	Paulding County Schools; finishing second BS
Melanie Stephan (HIST4426)	Collections manager, Atlanta History Center
Amanda Williams (HIST4426, volunteer)	Museum manager, Seven Springs Museum
Patrician Kerns (HIST4426)	Manager, Lucent Technologies
Anna Pueschel (HIST4426)	Full-time mother
Victoria Vaught (HIST4426)	Applying to graduate school in museum studies
Jenny Sammons (HIST4426, volunteer)	Pursuing Masters in Library Media, GSU
Ava Wilkey (HIST4426, volunteer)	Asst Curator, Southern Museum (Kennesaw)
Jennifer Jongema (HIST4426, volunteer)	Pursuing Masters of Historic Preservation, UGA
Chris Weeks (HIST4426)	Pursuing MS, University of Montana
Joseph Parrozzo (HIST4426)	Officer in U.S. Air Force
Erika Maye (directed study, volunteer)	Applying to graduate school
Amber Padgett (HIST4426)	Finishing BA in history, KSU
Wendell Hand (directed study)	GIS specialist, S-P Engineering
<u>Students involved directly in service</u>	<u>Current position</u>
Diana Godwin (transcriptionist)	Finishing BS, Columbus State University
Melissa Hopper (volunteer)	Finishing BS in education, KSU
Paulette Griffin (volunteer)	Finishing BS in education, KSU
Trevor Beemon (volunteer)	Finishing BA in history, KSU
Alicia Ryan (volunteer)	Finishing BA in history, KSU
Richard Wyant (volunteer)	Finishing BA in history, KSU



The Summer Hill Museum and archives is permanently housed in the Summer Hill Complex. The complex was built in 2004-05 on the site of the historically black Summer Hill Schools. The complex's architecture is based on the 1955 high school, which was razed in 2003. The complex also houses a library and hosts an after school program, GED classes, and other community activities.



Summer Hill Museum at the Summer Hill Complex. Cartersville, Georgia.



LeeAnn Lands speaks to visitors at the Summer Hill Museum preview, May 5, 2005.



Summer Hill Museum Preview, May 5, 2005. Cartersville, Georgia.



Summer Hill screening at the Carter Center, February 28, 2006. Ambassador Andrew Young delivered opening remarks at the SunTrust-sponsored event. Over 500 people were in attendance.



KSU public history student Jenny Sammons helps former Summer Hill student Willie Williams with his donation to the Summer Hill Museum. Williams contributed his band uniform, the only band uniform the museum has in its collections. Sammons and Williams are in the space that would become the Summer Hill Museum. 2005.



KSU history major Erika Maye works with residents donating materials to the Summer Hill Museum. Artifact collection days offered opportunities for local residents to reflect on community histories and traditions. Often taught about black history from a top-down political framework (great men and great court cases), KSU students used these opportunities to see and hear how African American neighborhoods operated locally, building faith- and community-based institutions that sustained family and civic networks.



KSU public history students helped install the Summer Hill museum shortly before the museum's preview in May 2005.



Museum co-curator and KSU public history student Melissa Massey works with students in the Summer Hill Complex after school program. Like the older residents interviewed for the Summer Hill Project, the students mapped *their* Summer Hill. The maps are held in the archival collections at the Summer Hill Museum. April 2005.



Summer Hill residents discuss the area and school's history with students from HIST4426 Documentation and Interpretation: The Summer Hill Project. Fall 2004.