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Past and Present Milwaukee Civil Rights Education: the Significant Arenas of Community Activism and Current Digital Archival Collection Assessment

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PAST AND PRESENT MILWAUKEE CIVIL RIGHTS EDUCATION:
THE SIGNIFICANT ARENAS OF COMMUNITY ACTIVISM
AND CURRENT DIGITAL ARCHIVAL COLLECTION ASSESSMENT

by

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ABSTRACT
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This thesis explores civil rights education as practiced by civil rights activists from the 1960s to the present day using the city of Milwaukee as a geographical focus. The first part of the thesis focuses on the civil rights historical narratives employed throughout the second half of the twentieth century, with a focus on activists in Milwaukee. The first chapter describes the various social realms in which activists employed civil rights education including law, religious organizations, and schools. The second chapter uses 1964 Milwaukee Freedom School curricula as a case study to analyze a historically significant form of civil rights education. The second part of this thesis analyzes the more recent creation of a digital collection as an effective and increasingly relevant educational tool. The final chapter uses the March on Milwaukee Civil Rights Project collection as a case study to consider how digital archival collections can become effective educational tools in academic institutions and beyond. The final chapter contributes to existing literature by modeling assessment methods specific to a digital archival collection. The thesis argues that the March on Milwaukee digital collection is distinctive because of its community outreach initiatives, which have

extended a target audience beyond the confines of higher education to at-risk high school students.

This thesis finds that local activists, teachers, and scholars have used civil rights narratives to educate and motivate people residing in cities such as Milwaukee, WI, to actively reflect on the causes of racial inequality as well as possible solutions. The case studies involving the 1964 Milwaukee freedom school curricula and the current March on Milwaukee digital collection provide specific evidence of community-driven education that have successfully engaged people who have traditionally been underserved by academic libraries and archives. The thesis analyzes a wide range of primary sources, including archival documents and newspapers, in addition to germane secondary works relevant to the history of race relations in Milwaukee and the United states. This thesis also uses interviews, historical scholarship, and current assessment models relating to digital collections. The evidence gathered from March on Milwaukee developer interviews and secondary scholarship on digital collections supports the idea that Milwaukee civil rights histories have evolved and continue to be relevant in 2014.

The thesis concludes that the success of future digital archival collections will depend not merely on making information available to site visitors but also on the ability of librarians and archives to reach out to communities through partnerships and collaborations similar to those associated with the March on Milwaukee Civil Rights Project. Assessment of engagement efforts of this kind will require librarians and archives to complement quantitative measures with qualitative approaches that

consider not just how many people access a site for how long, but also the extent to

which people engage meaningfully with the information and find it useful and relevant

for their own lives.

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ACKNOWLEDGEMENTS

Introduction

Narratives about civil rights history in the United States have often focused on a

few key figures who protested in the south, including Rosa Parks and Dr. Martin Luther

King, Jr. Although less well known, northern civil rights protests also deserve a place in

the national historical record and are important for local understandings about struggles

for social justice. In order to tell those stories new narratives had to be created. This

thesis explores examples of how civil rights histories of Milwaukee, Wisconsin have

been created and used by local audiences.

Historical narratives are an engaging way to impart information about the past.

Historical narratives are especially engaging to public audiences and communities in the

way they share memory. Liberal theorists of memory and their ideas, which are

abundant in 20th century sociological scholarship, and terms like collective memory,

support that collectively shared memories can strengthen group solidarity.[1] Collective

memory provides people connections between each other that have the power to

maintain history's relevance as a field to the public. Although collective memory helps

communities maintain traditions and can encourage unity, collective memory can also

introduce new historical narratives and disrupt old ones.

Many historians are cognizant of the relevance of relating past events to present

day events and are trained to interpret and record these histories to make arguments.

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[1] Mary Jo Deegan, *The New Woman of Color: the Collected Writings of Fannie Barrier Williams, 1893–1918 (*DeKalb: Northern Illinois UP, 2002), 47-51.

However, individuals in other professions and in the public compile and employ histories too.

This thesis has two main purposes. First, it will explore the various forms of civil rights education employed by civil rights activists throughout the second half of the twentieth century to the present day using the City of Milwaukee as a geographical focus. The second chapter specifically focuses on the 1964 Milwaukee Freedom School curricula as an example of Milwaukee Civil Rights education. Second, this thesis will analyze a contemporary outlet for educating the public on civil rights, a digital collection, and will employ the University of Wisconsin - Milwaukee (UWM) managed March on Milwaukee Civil Rights Project as a case study. Milwaukee civil rights histories implemented since 1964 have not only evolved into current narratives, but also supply the primary source material to current educational tools such as the March on Milwaukee Civil Rights Project digital collection.

Before the Internet, civil rights education manifested itself in various ways in the United States. Examples of earlier civil rights education are in classrooms, organization meetings, and community outlets including newspapers focused on civil rights topics. The evolution of these analog educational forms conveys how academic and popular audiences have reacted to trends in education and which mediums have been most effective. For example, by understanding the significance and impact of Freedom Schools in Milwaukee in the 1960s one can better understand the larger civil rights movement at the time and why freedom school curricula helped empower a community

and simultaneously move racial equality forward. Civil rights education that transpired in subsequent decades indicates Milwaukee's specific response to maintaining the topic's relevance in the community and what efforts successfully engaged a diverse city population.

Similarly, the impact of digital resources today communicates a current national pedagogical trend. Digital technologies have challenged and irrevocably changed scholarship and the way scholarly communities communicate internally and to the general public.[2] Moreover, digital collections with subject-specific agendas are often the result of collaborative efforts despite limited budgets and resources. The March on Milwaukee Civil Rights Project is a specific example of a successful and engaging digital collection. Analyzing the development and progression of the March on Milwaukee site will highlight the values of digital collections as educational tools and communicate assessment and outreach methods as a future model for developmental processes. Moreover, March on Milwaukee opens up a research conversation supportive of the positive role electronic information has in regards to educating the public in library classrooms and other academic settings. Although various forms of education convey the significance of the 1960s civil rights movement in America, current digital collections have a unique advantage disseminating civil rights education that informs an increasingly diverse society. Digital resources can continue to help support current racial equality efforts through promoting universal access to civil rights education materials.

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[2] Dan Hazen, "Lost in the Cloud: Research Library Collections and Community in the Digital Age," *Library Resources & Technical Services* 55, no. 4 (October 2011): 196.

Moreover, because digital collections are supported by libraries users are generally able to publically access these materials in libraries and maintain those public resources' relevancy. Education helps individuals convert information into knowledge and electronic sources, such as the March on Milwaukee Civil Rights Project, are examples of sources that are accessible to the public and effective at offering quality primary sources to both popular and scholarly audiences.

Part I

Chapter One
Civil Rights History: Applications in Milwaukee from 1964-2013

Milwaukee's civil rights movement, particularly in the middle of the 1960s consisted of multiple activist groups and largely focused on open housing and school desegregation. Later in the 1970s and 1980s, the larger umbrella organizations of the previous decade dissolved into smaller communities focused on specific goals unique to the needs interpreted by each group.[3] Since Milwaukee still suffers from hyper-segregation and concentrated poverty, activists continue to work for racial justice. However, activists today do so in a context of past activism that is accessible through popular memory and the resources of the digital forms such as the March on Milwaukee Civil Rights Project. Regardless of the era, disparate civil rights communities in Milwaukee have challenged their local government and community to become more racially just. More often than not, these activist groups employed civil rights education, which I use interchangeably with histories throughout this analysis, in their efforts. Although various communities have integrated civil rights histories in evolving and disparate ways, those histories have consistently played a central role in facilitating progress towards racial equality and maintaining the relevance of civil rights movements over the last four decades, particularly in the city of Milwaukee.

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[3] Jack Dougherty, *More than One Struggle: The Evolution of Black School Reform in Milwaukee*, (UNC Press, 2004), 194-196 .

American civil rights histories have evolved and been increasingly documented by historians since the pivotal *Brown v. Board of Education (1954)* Supreme Court ruling. Even prior to *Brown*, African American communities and white allies intentionally articulated their past and current efforts in engaging and informative mediums, including demonstrations and community efforts such as newspapers, in an effort to achieve racial equality. Law, education, and religion are three key areas historians have particularly focused research on in which communities witnessed civil rights education manifest themselves. In Milwaukee particularly, these three social realms experienced a high concentration of activism through lawsuits against racial inequality, educational protests aimed at correcting insufficient education in schools with disproportionately minority student populations, and religious organization demonstrations supporting more racially just communities. Demonstrations against social injustice including school protests or newspapers focused on racial equality topics were educational and encouraged future activism among various communities. Using Milwaukee as a central example, this analysis explores how historians have interpreted the ways these three separate factions of society have continually enlightened communities by employing civil rights histories germane to their activism in the 1960s, as well as in the 1970s and 1980s, and more recently in the current decade. Although many civil rights histories exist and have evolved from 1964 to the present, historians have focused research on civil rights histories applied in litigation, education, and religious groups to highlight their dynamic nature and effectiveness in conveying the continued struggle for racial equality across eras.

Civil Rights Histories in Law and Politics

In *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*
James Patterson highlighted how *Brown v. Board of Education* in 1954 initiated a push in
society that continued to challenge racial inequality in America.[4] *Brown* itself was the
result of shared civil rights histories that provided evidence that America was legally
maintaining racial oppression and that separate was not equal. But in the years
following *Brown,* and after several federal bills in the early 1960s, the rest of America
had yet to catch up. Smaller communities had to challenge local legislation to persuade
the cities they lived in that integration was a priority.[5] Additionally, in contrast to more
aggressive demonstrations in earlier years, demonstrations comparatively pacified in
the early 1960s. During this decade, activists initiated integration in steps, such as
African Americans still sitting on the back of the bus but only on a first-come basis.[6]
Smaller legal battles began appearing throughout the country, in effort to fulfill an
integration mission.

 In Milwaukee, the struggle to end segregation in public schools was propelled by
the Milwaukee United School Integration Committee (MUSIC), led by Lloyd Barbee, in
the 1960s. Barbee was a University of Wisconsin Law School graduate and Milwaukee
civil rights activist who sat on the Wisconsin State Assembly and particularly supported
legislation to end housing discrimination and advance social justice. Barbee directed the

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[4] James T. Patterson and William Wilhartz Freehling, *Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy* (Oxford University Press, 2001), Introduction.
[5] Charles Olgetree, "All Too Deliberate," in *The Unfinished Agenda of Brown v. Board of Education*, eds. James Anderson and Dara N. Byrne, (New Jersey: Diverse Issues In Higher Education, 2004), 45-50.
[6] James T. Patterson, *Brown v. Board of Education,* 118-119.

Amos vs. the Board of School Directors of the City of Milwaukee case and depended on

civil rights education including school case histories from 1960-1965. Barbee also relied

on data sheets listing bus routes and boundary violations spanning multiple decades to

help make his case that Milwaukee Public Schools were intentionally and

unconstitutionally segregated.[7] Locally in other regions, Patterson highlighted multiple

cases that depended on the personal narratives of individual students who experienced

discrimination due to the neighborhoods they resided in determining the (inadequate)

schools they attended. For example, *Sweatt v. Painter* arose out of black student

Herman Sweatt's inability to get an education from the University of Texas Law School.[8]

By publicizing the personal stories of individuals civil rights communities related to each

other and came together to move litigation forward.

More broadly, in 1965 social scientist Patrick Moynihan composed a report

entitled, "The Negro Family: The Case for National Action" which uncovered the recent

history of many African American families and included unemployment rates, unequal

opportunities, and increased welfare those families disproportionately experienced

compared to the general population.[9] The report's intended purpose was to challenge

federal litigation and initiate reform through its detailed and evidence-based narrative

on discrimination. Additionally, demonstrations including sit-ins and freedom rides (to

desegregate public accommodations), were led by leaders like Martin Luther King Jr.

and organizations such as SNCC and SCLC that built their group identities on shared past

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[7] Lloyd Barbee, papers, (Milwaukee Mss 16: Box 68, Folders 1 and 6), University of Wisconsin-Milwaukee Libraries, Archives Department.

[8] James T. Patterson, *Brown v. Board of Education,* 17.

[9] Ibid., 132.

discriminatory experiences and personal narratives exemplifying racial injustice.[10]

People listened to leaders who understood their battle against racism and wanted to

rebel against a society that treated them as second-rate citizens through unequal inner

school education and racially unequal legislation.

Later in the 1970s and in the 1980s, civil rights education applied in national

litigation became less dynamic. The pro-democratic role of justice-oriented national

organizations like the NAACP and local citizens' groups faced resistance from a growing

conservative movement.[11] Using the courts to challenge discrimination shows how

Milwaukee's black community prioritized desegregation. Barbee, for instance, continued

to lead MUSICs desegregation case by emphasizing the personal histories of several

Milwaukee Public School students such as Craig Amos. During one particular trial date

on September 26th, 1973 witness Marion McEvilly was asked by the court to describe

her own personal history by explaining her role as a UW-Milwaukee sociology instructor,

her son's experience at Washington High School in Milwaukee, and her involvement in

community education organizations such as the Sherman Park Association, among other

experiences.[12] Her experiences allowed her to offer her credentials and degree of

familiarity with Milwaukee area schools, as well as state specific challenges of the way

the Milwaukee Public School system was running and potential solutions.

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[10] James T. Patterson, *Brown v. Board of Education,* 120.
[11] Vincent Harding, *Hope and History: Why We Must Share the Story of the Movement*, (New York: Orbis Books, 1990), 34.
[12] Lloyd Barbee, papers, Milwaukee Mss 16, Transcript *Amos VS School Board: 1973 September 26, (*Box 107, Folders 1-11), University of Wisconsin- Milwaukee Libraries, Archives Department.

While court cases such as the infamous *Brown vs. Board* motivated many civil rights activists, Patterson included the alternative perspective that the *Brown* decision may not have been as revolutionary as originally perceived. In contrast, Patterson argued that many communities throughout the nation began experiencing resistance and set-backs in racial equality in the decades following the *Brown* ruling.[13] More specifically, Patterson described white flight from urban areas and local politics that revealed America's reluctance to work towards true racial equality and social change on the local level. Instead, the narratives of white parents and their perceived struggles to offer their children the best education and opportunities possible directed court action. Patterson gave an example of a Boston parent who in September of 1999 argued at the federal court that her daughter was denied admittance to a magnet school for being white.[14] Although this white reaction maintained resistance to racial equality by arguing for reverse racism, and perhaps even instigated resegregation, African Americans and their allies continued to advance activism by using civil rights history as a central method. In the 1980s city leaders instated litigation that maintained racial balance by reassigning students to make school quotas.[15] However, as the 1980s played out, conservative response pushed to slow government activism towards racial equality, which included reversing court-ordered bussing, affirmative action, and supporting public schools.

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[13] James T. Patterson, *Brown v. Board of Education,* 206.
[14] Ibid*.,* 213.
[15] Ibid., 158.

In 2003 a *Staff Report of the U.S Commission on Civil Rights* highlighted the lack of litigation supporting "respect for the dignity of the human person," and the prevalence of hate crimes and discrimination against minorities including Hispanics and Native Americans among other groups.[16] The top priorities for litigation to pursue listed in the report were the achievement gap among minorities and healthcare. During a *Harvard Law* interview, constitutional historian Tomiko Brown-Nagin stated:

> The courts have changed in such a way that it's hard to bring affirmative[racial] claims, which is why I think one of the things that 21st century proponents of equality have to be willing to do is to advocate and litigate around issues... Talk about the environment, talk about food justice, talk about educational dollars, talk about inequality in ways that can help to build coalitions and that can avoid triggering some of the pathologies around our racial conversations —some of the deep resistance to focusing on race qua race.[17]

In addition, in 2003 the *Houston Chronicle* published multiple front-page articles explaining several Texas school districts that neglected to record dropout ratings.[18] By doing so the school boards involved helped maintain a lack of public knowledge, activism, and subsequent legislation in favor of supporting students needing assistance. With this context in mind, Brown-Nagin's statement implies that the new course for employing civil rights histories in current era litigation will, as in previous eras, demand taking relatable struggles that deal with unequal opportunity and persuading municipal governments that their solutions are a priority.

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[16] "Civil Rights Challenges of the 21st Century: A View from the States," Staff Report from the U.S. Commission on Civil Rights, (Washington D.C., 2003), 12, available from: http://www.law.umaryland.edu/marshall/usccr/documents/cr12c3522010.pdf

[17] Alyssa Richardson and Elizabeth Hadaway, "Civil Rights Lawyering in the 21st Century: An Interview with Tomiko Brown-Nagin," (*Harvard Civil Rights-Civil Liberties Law Review,* 2013), Available from: http://harvardcrcl.org/2013/07/16/civil-rights-lawyering-in-the-21st-century-an-interview-with-tomiko-brown-nagin/.

[18] Marco Portales, "A History of Latino Segregation Lawsuits," in *The Unfinished Agenda of Brown v. Board of Education*, eds. James Anderson and Dara N. Byrne, (New Jersey: Diverse Issues In Higher Education, 2004), 134.

Civil rights litigation and social reform movements historically have used civil rights histories to further legal efforts and confront court systems. Amos vs. Board of School Directors of the City of Milwaukee deemed that segregation existed in Milwaukee Public Schools and was intentionally created and maintained by the school board. From 1965 to 1979 the case drew on until MPS was ordered to implement a school desegregation plan.[19] By continuing to challenge national and local legal interpretations communities made advancements in social reform favoring racial equality. On the local level, community groups after *Brown* adapted the ruling by furthering civil rights efforts in their community through their own legal efforts, as well as within community organizing efforts including Freedom Schools, protests, and marches.

Civil Rights Histories and Religious Organizations

Religion-focused environments have often proved conducive to sharing personal and shared histories that foster community-building, and in the 1960s many religious leaders and churches became vital to Milwaukee's civil rights movement. In *Brown vs. Board of Education* Patterson noted the 1960s trends employed primarily by Christian ideals, in contrast to successful legal cases such as *Brown*, which encouraged activists and their allies to demonstrate nonviolently.[20] Theological scholarship and history supported activism that embraced racial equality as a religious concept and sought to reorient church-community perspectives.

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[19] Howard Fuller, "The Impact of The Milwaukee Public School System's Desegregation Plan on Black Students and the Black Community 1976-1982," Doctoral Dissertation (Marquette University, 1985), abstract.

[20] James T. Patterson, *Brown v. Board of Education, 1*20.

Since the early 2000s, historians of civil rights have shifted increasing attention to areas of civil rights struggle beyond the U.S. South, including northern industrial cities.[21] Historian Patrick Jones' book *Selma of the North: Civil Rights Insurgency in Milwaukee* showcases civil rights histories prevalence in a religious setting. Prior to Jones, historians' focus on religion's role in the struggle for racial equality was less noticeable in scholarship that considered Northern cities in America. His narrative described a Milwaukee civil rights movement that was propelled by religious leader Father James Groppi in a series of housing protests in 1967-68. The religious organizational events, marches, and protests for housing, education, and employment in Milwaukee during that time all required civil rights histories as a foundation for motivation and knowledge that activists wanted to articulate to their communities. Moreover, Jones' argued that much of that force came from the NAACP Youth Council, advised by Groppi, who educated the teenagers in the council on the formation of Milwaukee and the discriminatory practices involved. Groppi helped link the NAACP to the Catholic Church. Groppi also informed Milwaukee youth on specific racist practices in Milwaukee such as housing boundaries and unequal educational opportunities.[22] For example, not only did the NAACP provide facts and data sheets to the Milwaukee Youth Council with statistics listing high school dropout and unemployment rates, but the council also brought Milwaukee youth and teenagers together to reflect on what

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[21] A seminal work in this regard was Jeanne Theoharis and Komzi Woodward, eds., *Freedom North: Black Freedom Struggles Outside the South, 1940-1980* (New York: Palgrave Macmillan, 2003).

[22] Patrick D. Jones, *The Selma of the North: Civil Rights Insurgency in Milwaukee*, (Cambridge: Harvard University Press, 2009), 109-112.

inequality and civil rights meant to them.[23] Whether at national conventions or at

weekly meetings, teenagers such as NAACP Youth Council leader Alberta Harris talked to

each other about their experiences including jail time, home life challenges, and racism

directed toward them.[24] Teenagers and young adults educated themselves with civil

rights histories to give deeper meaning and increase their civic engagement and

activism. Those histories meant more to the youth Groppi mentored as he encouraged

them to hold discussions and debates that unveiled their personal histories. These

discussions built solidarity and fostered an identity among the Youth Council and its

leaders, called Commandos, inside St. Boniface Church.[25]

Throughout the following decades, religion continued to play a crucial role in

advertising the grievances of the poor publicly. Jones, for instance, described the

detrimental effects suburbanization and deindustrialization had on Milwaukee's African

American population in the 1970s-1990s, which had one of the highest unemployment

and poverty rates in the country.[26] Historian Thomas Sugrue in *Sweet Land of Liberty:*

The Forgotten Struggle for Civil Rights in the North highlights the Philadelphia Citizens in

Action (PCA) organization, the city's Nation of Islam chapter, and several Christian

organization's work which attempted to expand the welfare movement to an African

American municipal population that was disproportionately experiencing

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[23] Patrick D. Jones, *The Selma of the North,* 109-112.
[24] Ibid., 109-112.
[25] Ibid., 111-115.
[26] Ibid., 256.

unemployment, high pregnancy rates, drug abuse, and homelessness.[27] Although

Sugrue's focus was not on religion's role in northern civil rights movements, he

consistently included religious organizations' efforts throughout his work. Organizations

like the religiously affiliated Advocate Community Development Center in Philadelphia

helped people acquire adequate counseling, access to food pantries, and job training by

employing recent historical data and anonymous personal narratives to write grants and

advertise their cause for funding and volunteers.[28] Together, quantitative and

qualitative data from past years not only supported the efforts that helped minorities

experiencing disproportionate homelessness and unemployment, but also advocated

social programs that would help reverse this inequality.

More recently, as religious organizations struggle to maintain relevancy and

funds themselves, their civil rights efforts have largely maintained objectives from

previous decades by extending service towards low income populations. However, these

populations still disproportionately consist of minorities, including African Americans as

well as Hispanics and immigrant populations, throughout the United States. In *Long Way

to Go* Jonathan Coleman emphasized the news as a strategy many religious and other

organizations applied to market civil rights-related endeavors, which includes civil rights

education.[29] Church and community bulletins highlighted progress or regression in civil

rights efforts through personal narratives of families, or from educational statistics such

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[27] Thomas J. Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (Random House, 2008), 516.
[28] Thomas J. Sugrue, *Sweet Land of Liberty,* 517.
[29] Jonathan Coleman, *Long Way To Go: Black and White in America* (Atlantic Monthly Press, 1998), 385-390.

as poll results. For instance, a 1993 article entitled "The Struggle to Save the Black

Family" was published featuring data that explored the cyclic factors, such as the

achievement gap in education, that have formed a glass ceiling to African Americans and

more recently Hispanics populations in the country.[30] At its foundation, religion and the

service that springs from it, is not confined to churches or other places of worship but

lives among the community and emphasizes the ideals of love and justice. Many

religious organizations are effective at creating safe atmospheres where people are

committed to embracing their best selves.[31] By educating their community on events

since the 1960s that have maintained racial inequality in America, church organizations

and historical data they have employed continue to play a role in publicly addressing

discriminatory grievances in favor of justice.

Civil Rights Histories and Educational Reform

In addition to its role in litigation and religion, historians' inclusion of civil rights

histories relevance in education has been prevalent in scholarship. Jack Dougherty's

main argument in *More than One Struggle: The Evolution of Black School Reform in

Milwaukee* was that race struggles for educational reform took place over several

decades and included various campaigns for equality rather than being embedded in

one movement.[32] Dougherty, like Jones, used Milwaukee as a case study but did so to

showcase the various groups that applied civil rights histories towards multiple

objectives in the decades after *Brown*. Dougherty's main focus was Milwaukee's fight

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[30]Jonathan Coleman, *Long Way To Go*,380-390.
[31] Vincent Harding, *Hope and History*, 87.
[32] Jack Dougherty, *More than One Struggle,* 194-196 .

for racial equality in education. Although Dougherty explored a local community's interpretation of civil rights histories to reform education, he consistently integrated the nation's larger civil rights narrative throughout the book. As a result, concrete examples made national issues more relatable to readers and in turn more engaging. Dougherty described how the civil rights histories that once came largely from official spokespeople in speeches and documents shifted in the 1960s to come from ordinary participants in the movement in the form of personal stories.[33] Collectively, the personal narratives of everyday activists placed civil rights histories within new contexts and lenses such as gender or profession, and assisted the movement by building solidarity and participation among various communities.

Civil Rights histories played an important role in the Milwaukee Public School Boycott in 1964, and in the curricula of the Milwaukee Freedom Schools. Everyday activists' narratives appeared in Freedom Schools most notably in the staff listing. Developers of the Freedom Schools chose instructors strategically and included university professors, community musicians, professional teachers, local attorneys and other professionally trained individuals who they thought would best articulate the potential value the students could have in society, regardless of color, largely by showcasing their own success in Milwaukee and personal pride.[34] The Milwaukee United School Integration Committee (MUSIC) papers show that (similar to civil rights histories in other mediums, such as speeches or pamphlets); Freedom Schools

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[33] Jack Dougherty, *More than One Struggle,* 105.

[34] Milwaukee United School Integration Committee, 1964 Freedom Day School and Public School Boycott, Records, Milwaukee Mss 5, (Box 1, Folder 3),University of Wisconsin-Milwaukee Libraries, Archives Department.

exemplified healthy civic action in favor of justice and equality.[35] The boycott worked to educate related communities in Milwaukee about current and past struggles for racial equality and what continued progress meant for the future: a less ignorant and more productive population, as well as a better functioning democratic society. In *Hope and History,* Vincent Harding added to Dougherty's argument that in order to perceive America as democratic society, black communities throughout the nation had to share their own vision of racial equality through civil rights histories.[36] In the 1960s, the Milwaukee civil rights movements work in education was largely defined by Freedom Schools in historical scholarship exploring that era. If Milwaukee activists in Freedom Schools could define their past to younger generations, it would help those students better understand the present and construct their ideas for their futures.

In the second half of the 1960s MUSIC, the umbrella organization, dissolved as members disagreed about whether efforts should be focused on integration or school quality. Dougherty explained two central Milwaukee communities in the 1970s and 1980s, one being black families who wanted to improve all-black schools such as North Division High, and families who wanted to continue integration into predominantly white schools such as Washington High.[37] Obtaining equal opportunities meant different things to contrasting activist communities who formed goals that were unique to their needs.

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[35] Milwaukee United School Integration Committee, 1964 Freedom School and Boycott, Records, Milwaukee Mss 5, (Box 1, Folder 3), University of Wisconsin Milwaukee Libraries, Archives Department.
[36] Vincent Harding, *Hope and History*, 41.
[37] Jack Dougherty, *More than One Struggle*, 132.

Attempting to integrate suburban schools meant presenting civil rights education to school boards and emphasizing the value black students would add to that school's population, or arguing for better resources in predominantly-black schools. Most significantly in 1980, a newly constructed and predominantly black North Division High School held a hearing on whether the former academic year's student demographic should remain or if the board could relocate 1,000 African American students to other schools so 1,000 white students could be integrated to the North Division magnet school.[38] At this 1980 hearing, 1958 North Division graduate Howard Fuller applied the school and student body's history to a speech embedded within an argument declaring that Milwaukee blacks again were sacrificing more than whites for integration.[39] After an unsuccessful debate, Howard Fuller built support to repeal the school board's decision by employing his personal narrative, which began with him as southern migrant who was the only black student at St. Boniface School.[40] Later, Fuller became a respected student leader at North Division, was later elected Senate President at the then all-white Carroll College, and then in 1979 continued his leadership by rallying differing communities of civil rights activists in Milwaukee.[41] Fuller's story and drive brought disparate groups of activists together and eventually won the fight in 1980 for Milwaukee's black students to remain in their predominantly African American high school. Thus scholarship on Milwaukee's civil rights movements impact on education in the 1970s and 1980s and their uses of civil rights education is comprised of various

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[38] Jack Dougherty, *More than One Struggle*, 171.
[39] Ibid., 171.
[40] Ibid., 172-174.
[41] Ibid.

groups with unique interpretations of what they thought was the ideal way to achieve racial justice.

In more recent years, scholarship on Milwaukee civil rights histories employed in education have been centered more on the achievement gap. While activism in previous eras strove to integrate schools and obtain adequate resources in schools serving predominantly black students, activists are now positing the unequal opportunities outside of the school as detrimental to minority achievement. Boykin and Jones in "The Psychological Evolution of Black Children's Education Since *Brown*" explained Howard University's Center for Research on the Education of Students Placed at Risk's school reform model called *Talent Quest*. *Talent Quest* considered historical factors that influenced the contemporary achievement gap and strived to implement eight central initiatives including: forming better professional development for teachers, frameworks for classroom management and curricula, after-school programs, and enrichment excursions for students and their families.[42] Studies such as *Talent Quest* consider the historical issues affecting current realities so they can initiate positive reform. Additionally, parents and ally organizations such as Big Brothers Big Sisters (BBBS) apply unique narratives shared by minority youth in Milwaukee and nation and how their lack of educational resources outside of the school prevent them from performing as well academically when compared to predominantly white students from higher income families. For example, a current BBBS advertisement included the face of a Milwaukee

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[42] Wade A. Boykin and James M. Jones, "The Psychological Evolution of Black Children's Education Since *Brown*," in *The Unfinished Agenda of Brown v. Board of Education*, eds. James Anderson and Dara N. Byrne (New Jersey: Diverse Issues In Higher Education, 2004), 145-147.

African American student, and educated the audience on the central factors keeping the

student from achieving academic success including coming from a single parent home,

no at-home computer access, and lack of care for physical or learning disabilities.[43] Just

as significant trends in Milwaukee communities in earlier decades helped determine

how civil rights histories were conveyed, they continue to do so in the greater context of

community needs.

Conclusion

Historians James Patterson, Patrick Jones, and Jack Dougherty have more

recently led scholarship explaining the direction and strategies of civil rights movements

in Milwaukee and the nation in the second half of the twentieth century. Patterson

employed an impressive bibliography with an abundance of secondary source research

that allowed him to make connections between larger national trends such as local

efforts and resegregation, and also explored specific cases and civil rights histories

employed by those larger efforts.[44] However, by performing more primary research

Patterson might have been able to further his analysis of *Brown*'s effect on later civil

rights efforts and evaluate the decision's controversial nature more specifically and

certainly. Despite room for improvement Patterson effectively relayed how civil rights

history helped propel civil rights litigation forward nationally.

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[43] "Changing Lives One Story at a Time," Big Brothers Big Sisters of Metro Milwaukee, 2013, available from: http://www.bbbsmilwaukee.org/site/apps/nlnet/content2.aspx?c=8hKPI2MGIkI0E&b=6448833&ct=8968847&notoc=1.

[44] James T. Patterson, *Brown v. Board of Education,* 263-269.

Historians Jones and Dougherty both used Milwaukee as case studies in their scholarship. Using a specific location as a case study allowed for concrete examples of local civil rights histories used in separate communities, and their unique perspectives on the appropriate way to achieve racial equality. Jones' *Selma of the North* was unique in its analysis of youth actively engaging in civil rights efforts in conjunction with a white priest in Midwestern America, but its narrow focus neglected other social factors that affected Milwaukee at the same time. Who were the other key figures, within and outside of religious organizations? *Selma of the North* could also have gone more in-depth into other issues beyond real estate that prevented racial equality in Milwaukee. Jones' work had strengths as well. In contrast to Patterson, Jones utilized a substantial amount of primary sources to support his narrative.[45]

Similar to Jones, one area of strength in Dougherty's work was his extensive use of interviews and primary research to support his thesis.[46] Interviews also made the narrative more relatable by applying specific and real perspectives to argue why individual in Milwaukee acted the way they did or did not in regards to school integration. The most obvious area in which *More than One Struggle* can improve is by adding more assessment on current civil rights histories and activism. Dougherty could also have incorporated more specific examples of successful or thriving educational reform nationally in his conclusion, as he integrated national and local efforts well throughout the book. Historian Jennifer Roady-Lawson in her review argued that

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[45] Patrick D. Jones, *The Selma of the North,* 303-307.
[46] Jack Dougherty, *More than One Struggle: The Evolution of Black School Reform in Milwaukee*, 227-239.

Dougherty stuck too strictly on white and black tension in Milwaukee in the 1950s.[47]

While I respect the critique that Dougherty could have included more race relation

comparisons that extended beyond the black and white binary, the piece was already

rich with layers including age, conflicting interpretations within the black community,

and the role class played in racial equality, that going beyond a black and white binary

may have convoluted the work. Most significantly, Jones and Dougherty each effectively

conveyed how multiple efforts in the same community utilized civil rights education and

history to further their perceived solution to inequality in Milwaukee.

Civil rights histories applied from legal, educational, and religious platforms are

not limited to the scholarship Patterson, Jones, and Dougherty, but have been covered

by many historians. While historians have completed sufficient scholarship on the way

local communities have applied civil rights histories in their struggles for racial equality,

historians could research the ways different communities have integrated efforts, as

well as discovering how communities assess previous efforts to improve future civil

rights activism.

The common theme among historians evaluating civil rights histories since the

middle of the twentieth century is that those efforts have been multi-dimensional and

are constantly evolving to the meet the needs of specific communities regardless of the

scale. Civil rights histories celebrated strength and built confidence in those communal

areas. This sentiment is evident in *More than One Struggle* where Dougherty described

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[47] Jennifer Roady-lawson, *"*More than One Struggle: The Evolution of Black School Reform in Milwaukee," from *Michigan Historical Review 31*, No. 2 (2005): 162-163.

community needs reinterpreting national litigation to drive activism in favor of school

reform and fair housing forward , and in *Selma of the North* where Jones explained how

religious leaders like Father Groppi organized minority youth to peacefully demonstrate

for racial justice. As Vincent Harding described in *Hope and History*, "Groups of young

and inexperienced radicals were driven by historical narrations of justice for races –

narratives spoke to poor and working-class blacks – gave them hope an identity."[48]

Especially recently, historians have emphasized Milwaukee as a city with leaders

educating their community on their multi-faceted civil rights histories in various ways to

inform and empower people to confidently participate in civil rights activism.

Subsequently, many within the community documented and celebrated efforts that

amounted to failures and success, so that future supporters could gain knowledge to

continue the fight for racial equality in Milwaukee. Additionally, others throughout the

nation are able to relate and realize Milwaukee's unique struggle for racial equality in

comparison to the larger national narrative. Historians have described various ways

active citizens have integrated civil rights histories dependent on their unique

communities' needs since the 1960s and the manifestation of these educations continue

to play a central role in facilitating progress and maintaining the racial equality's

significance to current communities.

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[48] Felicia Kornbluh, "Black Buying Power: Welfare Rights, Consumerism, and Northern Protest," in *Freedom North: Black Freedom Struggles Outside the South, 1940-1980*, eds. Jeanne F. Theoharis and Komozi Woodard, (New York: Palgrave Macmillan, 2003), 215.

Chapter Two
1960s Milwaukee Civil Rights Movement History Applications and Freedom Schools

As stated in Chapter One, Milwaukee, Wisconsin's civil rights movement was particularly active in the middle of the 1960s. During this decade activism by multiple groups focused on open housing and school desegregation, and brought civil rights initiatives to the forefront of municipal relations. These activist groups challenged the local government to become more racially just, and more often than not they employed civil rights histories and memories in their efforts. The personal and community histories employed by activists engaged public audiences and shared memory. The collective memory strengthened group solidarity, even when that collection of activists consisted of multiple communities holding their own interpretations of what was their movement's end goal. This assemblage of historical narratives among a larger community is one explanation of why Milwaukee's civil rights movement evolved and preserved its significance into the next era. Groups affiliating their identities within education, specifically in the 1964 Freedom Schools, law, and religious divisions at one or more points in the overall 1960s Milwaukee civil rights movement worked together and related personal stories to advance their multiple objectives of racial justice. The ways these groups employed their civil rights histories evolved with their expectations of the direction of the movement. Although Milwaukee civil rights leaders in the 1960s integrated civil rights histories in varying ways that were dependent on their communities' needs, those histories played a central role in facilitating progress and maintaining relevance in their struggles for racial equality.

Particularly in the middle of the 1960s, the groups involved in Milwaukee's civil

rights movement determined the overall movement's contemporary direction by

reflecting on past events. Historian Jack Dougherty, for example, argued that the

personal narratives of everyday activists ultimately had more influence over

Milwaukee's various civil rights struggles than political expressions by city leaders.[49] The

individual histories of ordinary people in Milwaukee were often employed in areas of

litigation such as Milwaukee United School Integration Committee front man Lloyd

Barbee's lawsuit against the Milwaukee Public School board, as well as in education and

by religious organizations. While sub-communities within legal efforts, education, and

religious organizations in Milwaukee integrated their movements at alternating times

and for disparate reasons in the 1960s, they often shared a strategy that involved

reflecting upon previous events and experiences to strengthen solidarity and push the

struggle for racial equality forward.

Civil Rights Histories applied in Freedom Schools

From 1963-1965 Milwaukee civil rights activists largely directed their efforts

towards desegregating Milwaukee Public Schools in favor of equal education for all

students, regardless of color. Within education, activists creatively applied civil rights

education to add context and meaning in various stages, such as in group program

orientations, small meetings, or large boycotts on public schools. The Congress of Racial

Equality's (CORE) Milwaukee Chapter specifically distributed flyers in 1963 and 1964

reporting facts, definitions, and consequences of Milwaukee racial segregation and its

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[49] Jack Dougherty, *More than One Struggle,* 125.

effect on area schools.[50] One particular handout stated that Milwaukee Public Schools

had 23 schools populated with predominantly non-white students, and 11 with student

bodies that were 99% African American.[51] Furthermore, the sheet addressed the fact

that 76% of non-white teachers taught in those 23 schools, and continued on to define

de facto segregation, meaning due to social factors instead of litigation, and listed the

negative effects segregation had on non-white students, such as inferior resources.[52]

The statistics CORE shared provide an example of how statistics framed by a historical

context germane to that group's experience helped fuel the city's movement for school

integration.

Jack Dougherty in *More than One Struggle* used Milwaukee as a case study to

showcase the various groups that applied civil rights histories towards multiple

objectives in the decades after *Brown vs. Board of Education* in 1954. Dougherty

described how the civil rights histories that once came largely from official spokespeople

in speeches and documents shifted in the 1960s to come from ordinary participants in

the movement in the form of personal stories.[53] Collectively, the personal narratives of

everyday activists placed civil rights histories within new contexts and lenses such as

gender or profession, and assisted the movement by building solidarity and

participation among various communities.[54] Everyday activists' narratives appeared in

Freedom Schools, or alternative schools, available to students during school boycott

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[50] Congress of Racial Equality. Milwaukee Chapter, records, PICKET record sheet, Milwaukee MSS 27 (Box 1, Folder 3), University of Wisconsin Milwaukee Libraries, Archives Department.
[51] Congress of Racial Equality. Milwaukee Chapter, records, PICKET record sheet.
[52] Ibid.
[53] Jack Dougherty, *More than One Struggle,* 105.
[54] Ibid.*,* 106.

days, and most notably in the staff listing. The freedom school coordinators chose

instructors strategically and included university professors, community musicians,

professional teachers, local attorneys and other professionally trained individuals who

they thought would best articulate the potential value the students could have in

society, regardless of color, largely by showcasing their own success in Milwaukee and

personal pride.[55] In *Hope and History* Vincent Harding added to Dougherty's argument

that in order to perceive America as democratic society, black communities throughout

the nation had to share their own vision to racial equality through civil rights histories.[56]

If activists could define their past, it would help them better understand the present as

well as assist in determining their future. Moreover the movement's emphasis on

personal experience held individuals accountable to their future involvement with the

movement, as many times they publicly stated the outcome they desired from their

community's activism. Freedom Schools constructed a new civil rights narrative that

took the focus off of heroes such as Martin Luther King Jr., and local hero Groppi, and

made the youth in the schools feel more empowered as civil rights activists.

Civil rights histories employed in racial equality efforts within the realm of

education are clearly represented in 1964 and 1965 Milwaukee freedom school

curricula. Marilyn Morheuser, MUSIC secretary and a leader in creating the curricula,

described Freedom Schools as positive programs that desired to improve African

American education in Milwaukee through integration and by "increasing black

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[55] Milwaukee United School Integration Committee, 1964 Freedom Day School and Public School Boycott, Records, Milwaukee Mss 5, (Box 1, Folder 3),University of Wisconsin-Milwaukee Libraries, Archives Department.
[56] Vincent Harding, *Hope and History,* 41.

students' pride in their history and sense of value."[57] Even in the elementary level

freedom school curriculum the main message to instructors was to facilitate student

discussion, and much of this discussion revolved around civil rights histories. For

example, the elementary freedom school curriculum incorporated short narratives on

individual African American heroes like Harriet Tubman, Frederick Douglass, or Dr.

Martin Luther King Jr., who activists felt were kept out of traditional history textbooks in

public schools, into student discussion groups.[58] The Freedom Schools encouraged

historical narratives so that classes could take that information, share their experiences,

and interpret those ideas into relatable knowledge to build upon together. This

collaborative effort between activists and students strengthened the intentionally

peaceful movement and highlighted ways to continue efforts after the boycott.

Overall, the May, 1964 Freedom School (the first of three Freedom School days

from 1964 to 1965) had approximately 11,000 student participants who attended to

learn about Black History, a subject largely lacking in their current high school curricula.

Activists intended for the Freedom Schools to encourage free thought and a supportive

environment for students. Students participated in "buzz groups" where they shared

their interracial experiences and how those memories affected current struggles and

accomplishments in their lives and society.[59] Freedom school content not only

continued students' education on that day, but offered students a new perspective on

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[57] Jack Dougherty, *More than One Struggle*, 112.
[58] Helen Barnhill Papers, School Curricula, Milwaukee Mss 4, (Box 1, Folder 6), University of Wisconsin-Milwaukee Libraries, Archives Department.
[59] Helen Barnhill Papers, School Curricula, Milwaukee Mss 4, (Box 1, Folder 6).

history and current events that challenged them to think more actively and critically about the world around them.

The school desegregation movement in the middle of the 1960s used varying civil rights histories and community needs to bring multiple Milwaukee civil rights communities together for one cause. One particular flyer advertising the May 18, 1964 school boycott relayed to the reader histories of the National Association for the Advancement of Colored People (NAACP) and CORE organizations' unsuccessful efforts directed at school integration over the past year.[60] These histories supported why the Freedom Schools were necessary to advance the communities' struggle for racial justice. Recognizing the need for a more organized effort, Milwaukee United School Integration Committee (MUSIC) facilitated the gathering of disparate African American and ally communities for one cause. Seemingly insignificant artifacts such as freedom school posters from May 18, 1964 indicate the solidarity upheld by activists as they worked together not only to develop freedom school curricula and teach students, but also to consistently inform themselves and surrounding communities of their efforts.[61] As that particular movement continued, however, those dissimilar communities took what they needed from the school desegregation cause and continued to interpret their demands for racial equality in different directions. As Dougherty evaluated, the mid-1960s educational reform movement in Milwaukee faded due to the various directions African

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[60] Milwaukee United School Integration Committee, 1964 Freedom Day School and Public School Boycott, Records, Milwaukee Mss 5, (Box 1, Folder 3),University of Wisconsin-Milwaukee Libraries, Archives Department.

[61] Freedom Day School Withdrawal Poster, UWM Mss 268, University of Wisconsin-Milwaukee Libraries, Archives Department.

American communities decided to initiate to fulfill the unique interpretations they formed to reach a racially just society.[62]

The freedom school curricula are examples of civil rights histories that manifested in the Milwaukee Public School Boycott in 1964. The boycott worked to educate related communities in Milwaukee about current and past struggles for racial equality. In contrast to other civil rights histories contemporary to that time, such as bulletins or newspaper articles that served a more free-standing purpose to their intended audiences, the Freedom Schools' curricula were more integrated to the standards of formal education. The result was a series of events that helped assemble, educate, and motivate a community to refine them in a broader civil rights history and actively work towards a more equal community.[63] Milwaukee civil rights leaders in the mid-1960s most effectively integrated civil rights histories within freedom school curricula and community bulletins in an effort to encourage a more informed and civically active community of African Americans and allies.

In areas of education beyond Freedom Schools, Milwaukee civil rights activists employed histories in less obvious ways. For instance, Elizabeth Holmes, a member of the Special Committee on Equality of Educational Opportunity in 1963 recorded minutes to a November 19th meeting that included three presentations including shared narratives that related to the changes community members desired to enlist in

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[62] Jack Dougherty, *More than One Struggle*, 129.
[63] Milwaukee United School Integration Committee, 1964 Freedom Day School and Public School Boycott.

Milwaukee Public Schools.[64] The main requests were creating a structured after-school study center for inner city public schools, employing parent and special student counselors, developing a homeroom occupations program, and implementing a vocational guidance program.[65] Holmes' papers highlight the Milwaukee Civil Rights movement's demand at that time for equal opportunity and are based off of personal experiences and perspectives of dissatisfied citizens. If Milwaukee intended to make education more equal the school system would have to attend to the needs of inner school students and the home environments they lived in. What did African American and inner city students need and what were their past experiences that indicate those as needs? Enough students needed increased academic and extracurricular opportunities like vocational guidance programs that the sum of those needs made them significant to the school system as a whole. For example, one parent arguing for a vocational guidance program mentioned city facts on unemployment and the irrelevance of many courses offered to students that did not prepare them for a significant portion of the Milwaukee jobs realistically available to them, such as in factories or skill-specific industries.[66] In this case the parent also mentioned how other groups in the past had dealt with this inexperience because they had vocational programs directed at young adults.[67] The more significant trends in Milwaukee communities at the time helped determine how civil rights histories were conveyed in the greater context of community needs.

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[64] Elizabeth Holmes, papers, correspondence, Milwaukee Mss 118, (Box 1, Folder 6), University of Wisconsin-Milwaukee Libraries, Archives Department.

[65] Elizabeth Holmes, papers, correspondence, Milwaukee Mss 118, (Box 1, Folder 6).

[66] Ibid.

[67] Ibid.

Histories Applied in School Desegregation Efforts by the Community

News outlets by television or in published representations were an effective way for Milwaukee civil rights activists, particularly those working towards school desegregation, to inform their communities and gain allies. An October 1965 edition of the *Milwaukee Star*, a newspaper that focused information largely on civil rights events in the city, announced an impending school board debate involving desegregation issues and past events that would place the debate in context.[68] Essentially the newspaper was highlighting recent civil rights historical events germane to the Milwaukee area, such as Milwaukee Public schools evolution and demographic formation, to persuade readers to understand their perspective in favor of desegregation and support the cause. Histories placed in sources like newspapers had the ability to reach a broader audience and relate to the reader by emphasizing common ground and humanizing seemingly radical movements that proposed change.[69] Moreover, well-established civil rights organizations such as the NAACP could communicate articulate updates on the status of their specific initiatives, such as teen pregnancy or drug programs and individual narratives on those topics that worked to get people invested in the cause.[70]

The MUSIC publication *Countdown* itself was a form of a civil rights education that informed an already established community of activists and allies in Milwaukee. Author Barbee's sentiments again helped place the movement's contemporary context

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[68] Milwaukee United School Integration Committee, 1964 Freedom Day School and Public School Boycott, records, Milwaukee Mss 5, (Box 1, Folder 3),University of Wisconsin-Milwaukee Libraries, Archives Department.

[69] Vincent Harding, *Hope and History*, Introduction -5.

[70] Jonathan Coleman, *Long Way To Go: Black and White in America*, (Atlantic Monthly Press, 1998), 86.

into the overall civil rights historical timeline, and also continued evolving the

movement after Freedom Schools to include, more strongly than in previous years,

bussing measures and equal educational opportunities for young generations. In a 1965

edition, *Countdown* focused on desegregation efforts one year after the May 18th, 1964

freedom school. The document stated that the public school's bussing system was

maintaining school segregation through intact bussing,[71] which meant that the

Milwaukee Public School system bussed an entire classroom of students and their

teacher from an overcrowded school to a more accommodating school and back each

day. In some instances, African American students were even bussed back to their

neighborhood schools for lunch each day in an effort to prevent them from integrating

into the student body of the other school.[72] President of MUSIC, Lloyd Barbee stated.

"They won't do anything on their own initiative, so we will have to persuade them, with

the help of officials and citizens who know that the school board must meet its

constitutional and educational responsibilities, to develop our most precious resource--

our children."[73] Multiple events experienced by many individuals, such as the personal

events and histories they shared, built up the list of inadequacies they perceived their

communities were experiencing in public education; and together they challenged those

systems of inequality. For instance, by using young students' unequal school

experiences, such as Craig Amos' unequal treatment in Milwaukee Public Schools,

Barbee and MUSIC were humanizing their resources to support the freedom

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[71] Helen Barnhill Papers, School Curricula, Milwaukee Mss 4, (Box 1, Folder 6),
[72] Ibid.
[73] Ibid.

movement.[74]   Barbee and MUSIC used past civil rights events from Milwaukee and

beyond, such as the Freedom Schools, other demonstrations, and marches to help

persuade and inform community members of the extent of current activism and gain

allies.

Newspapers throughout the country also humanized civil rights with specific

narratives efforts so that readers could connect emotionally to the cause. For example

in "Exposing the Whole Segregation Myth," author Adina Back described a Harlem black

publication in 1958 coining a group of African American mothers the "Little Rock 9 of

Harlem" to increase movement support.[75] The personal histories the nine mothers

experienced eventually propelled their court case to national news.[76] Activists used civil

rights education to meet the demands of what their community perceived necessary at

that time to further the movement. Another example is when the Young Lords division

in New York City, a group of young African American males, emphasized the struggle of

poor black classes in the late 1960s and gave the city's civil rights movement the energy

and press time to reignite and continue forward.[77] At the same time in Milwaukee,

school desegregation brought many activist groups together, but historian Jack

Dougherty argued in *More than One Struggle* that eventually the civil rights groups

within the city's desegregation effort in 1964 would continue to pursue dissimilar

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[74] Vincent Harding, *Hope and History*, 5.
[75] Adina Back, "Exposing the 'Whole Segregation Myth'", 65.
[76] Adina Back, "Exposing the 'Whole Segregation Myth', 65.
[77] Johanna Fernandez, "Between Social Service Reform and Revolutionary Politics: The Young Lords, Late Sixties Radicalism, and Community Organizing in New York City," in *Freedom North: Black Freedom Struggles Outside the South, 1940-1980*, eds. Jeanne F. Theoharis and Komozi Woodard, (New York: Palgrave Macmillan, 2003), 275-277.

directions they perceived racial equality continuing in.[78] Therefore by 1966 the larger

school desegregation movement led by MUSIC and its allies faded. Despite inevitable

divisions, shared narratives among various groups and the relatable grievances

embedded in them were highlighted in news publications and allowed Milwaukee's civil

rights movement to develop surges at different points in its history.

While publications and handouts employed civil rights histories, the groups that

created those mediums congregated and focused meetings that often relied on

discussing personal and shared histories to define their groups' identity and goals.

African American women, for instance, began assembling together in the early

twentieth century to help educate each other in clubs and women's leagues that

regularly met and allowed participants to learn and discuss that knowledge together.[79]

Additionally, black men and women became members of associations or attended

national conventions on racial equality that provided environments that marketed the

successes of African Americans, whether that meant hearing about college graduation

experiences, or how one club was able to trace the genealogy of multiple African

Americans families in their community.[80] More broadly, the 1964 Civil Rights Act had

nearly 80 organizations crossing racial, economic, and religious lines put together one of

the most disciplined and effective lobbying efforts recalled by congressional

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[78] Jack Dougherty, *More than One Struggle*, 129.
[79] Mary Jo Deegan, *The New Woman of Color: the Collected Writings of Fannie Barrier Williams, 1893–1918, (*DeKalb: Northern Illinois UP, 2002), 30-34.
[80] Mary Jo Deegan, *The New Woman of Color,* 36.

observers.[81] Thus, communities coming together by shared memories and common objectives reflected on civil rights histories in order to fuel their movements.

Beyond the area of education, the Milwaukee and national civil rights movements also saw civil rights education implemented in civil rights litigation and social reform movements to further legal efforts and confront court systems. For example, this thesis has already introduced that Lloyd Barbee's *Amos vs. the Board of School Directors of the City of Milwaukee* case depended on civil rights education including school case histories from 1960-1965 and data sheets listing bus routes and boundary violations spanning multiple decades to help Barbee make his case that Milwaukee Public Schools were intentionally and unconstitutionally segregated.[82] By continuing to challenge national and local legal interpretations community leaders like Barbee sacrificed significant amounts of time in an attempt to make advancements in social reform favoring racial equality.

On the local level, community groups after *Brown* adapted the ruling by furthering civil rights efforts in their community through their own legal efforts, as well as within community organizing efforts including Freedom Schools, protests, and marches. For example, Patterson used the example of the Charlotte-Mecklenburg school district in North Carolina that operated a dual school system to maintain segregation until citizens such as the Swann family, who were told by school officials their eldest child had to attend the all-black school, spoke out. In *Swann vs. Charlotte-*

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[81] Beryl A. Radin, *Implementation, Change, and the Federal Bureaucracy: School Desegregation Policy in HEW, 1964-1968,* (Columbia University: Teachers College Press, 1977), 143.

[82] Lloyd Barbee, Papers, (Milwaukee Mss 16: Box 68, Folders 1 and 6), University of Wisconsin-Milwaukee Libraries, Archives Department.

Mecklenburg the family's story gained supporters who encouraged the case's appeal, which eventually led to Judge James McMillan's order that the school system use busses to integrate students.[83] Those shared perspectives rallied a community of activists who shaped their desired out comes together based on those memories.[84]

Similar to civil rights organizations, civil rights education employed by religious groups have traditionally strived to take shared experiences structured around racial inequality and use them to work for progress in their communities. Religious organizations and leaders such as Reverend Albert B Cleage Jr. from the Central Congregational Church in Detroit in 1967 supported that humans have equal rights and deeply embedded his ideologies within the historical practices of ministers, labor unionists, and political militants from the generations just before him.[85] Employing history in this way supported activism that "embraced racial equality as a religious concept and sought to reorient church-community perspective."[86] Through this perspective religion could be interpreted as liberating and forgiving, and also encouraged peaceful resistance. African Americans who felt unable to identify with many areas of urban life in America could turn to a forgiving and welcoming unit to share their experiences and struggles.

In contrast to civil rights organizations, religious conglomerates may more abundantly include many allies who cannot relate to those shared experiences, but do

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[83] James T. Patterson, *Brown v. Board of Education,* 155-158.

[84] Beryl A. Radin, *Implementation, Change, and the Federal Bureaucracy,* 6.

[85] Angela Dillard, "Religion and Radicalism: The Reverend Albert B. Cleage, Jr., and the Rise of Black Christian Nationalism in Detroit." in *Freedom North: Black Freedom Struggles Outside the South, 1940-1980,* eds. Jeanne F. Theoharis and Komozi Woodard, (New York: Palgrave Macmillan, 2003), 154.

[86] Angela Dillard, "Religion and Radicalism," 170.

share group objectives that demand a more racially just society. In *Sweet Land of Liberty*, Thomas Sugrue described the efforts black and white churchwomen like Anne Arnold Hedgemen, a white woman who listened to poverty-stricken African Americans stories to help resolve their struggles and improve race relations in their specific communities.[87] In this way and others religions role in uncovering personal narratives also facilitated greater community building within African American populations, and inter-racial religious groups. Religion at its foundation is not confined to churches or other places of worship but among the community and the idea of love and humanity can help nurture an individual to be their best self.[88] African Americans and their allies have been able to research their cities' histories and recognize the facts and inequalities that they are able to challenge through organizing and activism, especially within the confines of religious organizations.[89] In regards to the civil rights movement, religious organizations have demonstrated their use as learning centers in addition to spiritual ones.

Conclusion

The ways various communities have implemented histories in their efforts is not limited to boycotts, publications, organizations, or litigation. Instead civil rights narratives, reflections, and personal and shared memories have been effectively manifested in a multitude of ways, particularly in the 1960s. For example, the March on Washington for Jobs and Freedom in 1963 included speeches grounded in civil rights

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[87] Thomas J. Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*, (Random House, 2008), 4.
[88] Vincent Harding, *Hope and History*, 87.
[89] Jonathan Coleman, *Long Way To Go: Black and White in America*, 389.

history and progress, and paid respect to past civil rights movement heroes such as

Daisy Bates and Rosa Parks.[90] Even the works of more current historians have obviously

employed histories to keep racial equality relevant today. Jack Dougherty's work

included an extensive list of interviews and primary research that supported his

argument that civil rights struggles have not taken one, but many forms.[91] Interviews

also made Dougherty's narrative more personal by applying specific and real

perspectives, such as Cecil Brown Jr., founder and former chairman of Milwaukee's

Congress of Racial Equality personal experiences and struggle to hire more black

teachers in the Milwaukee Public School system. [92] These personal narratives helped

argue why individuals in Milwaukee acted the way they did, or did not, in regards to

school integration.

Milwaukee civil rights leaders sought not only to form a community to further

the civil rights movement, but initiated strategic practices and events to better educate

and train that community to continue to be productive members valuable to society.

This realization is significant because it positions civil rights histories and their

motivations in a new perspective that emphasizes a greater democratic and

knowledgeable society for all, and not just improving one group within that society.

Whether activists sought to better educate students, implement after school programs

that improved students' educational resources, or contextualize their current moment

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[90] Thomas J. Sugrue, *Sweet Land of Liberty,* 3.
[91] Jack Dougherty, *More than One Struggle,* 227-239.
[92] More Than One Struggle Oral History Project Records, 1939-2004, (Oral History Interview with Cecil Brown Jr. and Loretta: August 9, 1995, part I), UWM Manuscript Collection 217, University of Wisconsin-Milwaukee Libraries, Archives Department.

in civil rights within a greater local and national historical narrative, it challenged individuals to think more critically and empathically across time. Although the civil rights history presented to students in the 1964 Freedom Schools supported a contemporary civil rights movement to integrate Milwaukee schools, the history also helped contextualize current events for students in a relatable and thought-provoking way that emphasized their value to society and how they could work to continue Milwaukee's civil rights narrative toward an improved future for all. In addition, civil rights education applied throughout Milwaukee's various civil rights communities whether in the context of education, litigation, or religion, helped stabilize groups and created environments that fostered sharing memories which built group perspectives that led the direction of their activism.

The reality that civil rights histories today include more interactive and digital platforms supports their continued relevance to America's history and current events. Individuals and groups still identify with the past and allow it to help direct their futures. As our culture becomes more reliant on assessment that considers how civil rights education is disseminated and reacted to, historical scholarship might begin to include move evaluation on its analysis of civil rights narratives in the movement's larger history.

Part II

Chapter Three
Digital Collections: Effective 21st Century Research Tools

The first part of this thesis explored 1964 Milwaukee Freedom School curricula

as an example of Milwaukee Civil Rights education, as well as civil rights education

evident in various social outlets including in law, education, and in religious

organizations throughout the 1960s (with some examples taken throughout the second

half of the twentieth century). Next, this thesis will analyze the University of Wisconsin -

Milwaukee (UWM) managed March on Milwaukee Civil Rights Project as a

contemporary outlet for educating the public on local civil rights history. Milwaukee civil

rights histories implemented since 1964 have not only evolved into current narratives,

but also supply the primary source material including newspaper clippings, photographs,

and oral histories, that are offered in current educational tools such as the March on

Milwaukee digital collection. Before describing the developmental process of the March

on Milwaukee site, it will be necessary to gain a firm understanding of what digital

collections are and what their significance is to society and academia.

Much of the popularity and effectiveness of Freedom Schools in Milwaukee and in the

nation during the middle of the twentieth century relied on community activists instilling African

American students pride in their history. In fact, the Freedom Schools often times helped

students recognize African American history that their textbooks largely failed to offer to them

in their classrooms. The Freedom Schools and civil rights education that were abundant in

Milwaukee in the 1960s and 1970s had an agenda to include African American history and its

significance in the larger American historical narrative.

Similar to the earlier Freedom Schools, the March on Milwaukee Civil Rights Project

seeks to recover and preserve histories that continue to be ignored or marginalized in

mainstream culture and educational curricula, including the history of Freedom Schools

themselves. Unlike the Freedom Schools, however, March on Milwaukee is not itself an explicit

part of a civil rights campaign that seeks to foment change in the present. The issues people

addressed in the 1960s are still with us, including racial and economic segregation, and in some

ways those challenges have intensified. March on Milwaukee presents the primary sources that

conveys Milwaukee's civil rights narratives, but offers a more neutral tone that displays and

contextualizes those sources. This choice of a neutral tone is not a reflection of the developers

lack of commitment to social justice. Rather, it stems from a commitment to let users

experience history on their own terms and to develop their own insights, without

inappropriately heavy-handed or intrusive manipulation by the creators of the site. The March

on Milwaukee Civil Rights Project did not manifest as an explicit attempt to grow a

contemporary activist movement, but March on Milwaukee offers users a different type of

empowerment, one that encourages users to experience evidence firsthand and thus to become

historians in their own right.

Information and collections of primary and secondary sources exist in several

forms. For instance, not only are libraries physically located within public and university

communities, but libraries of all types and their collections are increasingly manifesting

as databases, digital repositories, or as electronic publications.[93] The development of

digital collections, or digital repositories, is a relatively new trend in organizing and

promoting pools of related sources. Digital collections are particularly useful educational

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[93] Edward A. Fox, Robert Akscyn M., Richard Furuta K., and John Leggett, "Digital Libraries," *Communications of the ACM* 38, no. 4 (1995): 22-28.

tools in that they offer trustworthy information to students and scholars in a time when

an overload of information has become problematic to learning in that too much

popular information makes finding quality information more difficult.[94] Digital

collections, such as those created by a community archives, recognize clusters of related

information, digitize those selections, and make them available electronically to users.

The University of Wisconsin - Milwaukee Libraries and partners have digitized multiple

collections of Milwaukee civil rights primary sources for example, which include sources

such as freedom day curricula and Father Groppi hate mail explored earlier in this thesis

during the analysis of civil rights education. This Milwaukee civil rights digital collection,

titled March on Milwaukee, will be analyzed later in this thesis as a case study for

assessing a civil rights education medium in the form of a digital resource. Access to

digital collections, particularly archival sources, allows users to navigate images,

documents, oral histories, film footage, and memoirs of the people involved in specific

historical events 24/7 on the Internet.[95] Digital collections provide new opportunities for

users to build knowledge in an increasingly accessible way that was previously

unavailable to the public.

Digital collections, especially those related to the digital humanities, have been

relevant to Library and Information Studies scholarship over the last two decades. Even

prior to the turn of the twenty-first century Michael Hart distributed an electronic

version of the Declaration of Independence which initiated Project Gutenburg in 1971,

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[94] A. Blanford, "Interacting with Information Resources: Digital Libraries for Education," *International Journal of Learning Technology*,2, no. 2.3 (2006), 185-202.

[95]Lyndon Ormond-Parker, and Robyn Sloggett, "Local Archives and Community Collecting in the Digital Age," *Archival Science* 12, no. 2 (2012), 192.

and in the 1980s the Library of Congress started digitizing and storing images of text.[96]

Since 1990, an increasing number of academic journals have been electronically

published and the turn of the twenty-first century witnessed the establishment of

official support for scholarly digital efforts such as the National Endowment for the

Humanities creating an Office for Digital Humanities.[97] For reference throughout the

duration of this thesis, humanities-related fields include academic subjects such as

history, English, anthropology, geography, political science, and art history. Early efforts

to encourage digitizing humanities-related journals and collections that paralleled the

growing reliance of the general population on electronic tools indicates that prominent

individuals in academic fields, including those dedicated to the humanities and

traditionally paper-reliant subjects, accepted that it was necessary to become

electronically relevant. Without participating in the digital trend, paper sources such as

journals and books risk becoming inaccessible and irrelevant to users who anticipate

immediate access to sources.

Physical archival materials are still valuable and relevant to library collections.

Moreover, Digital Humanities projects, such as the March on Milwaukee Civil Rights

Project, are distinct from Digital Libraries in that they adhere to metadata standards but

also provide contextual information alongside their materials.[98] Digital Humanities

projects also encourage public engagement without losing any research value as

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[96] Project Gutenberg Consortia Center, "Project Gutenberg," http://www.gutenberg.us/ (accessed 2/17, 2014).

[97] Fox, "Digital Libraries," 22-28.

[98] Sheila Brennan and T. Mills Kelly, "Why Collecting History Online is Web 1.5," Center for History and New Media (1996-2014), http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=47.

evidence, which is what makes digital collections like March on Milwaukee valuable as education and curricula tools. In contrast, digital libraries more commonly offer metadata without educational context on individual collection materials. Historians Brennan and Kelly argue that library and archival collecting could not exist in a solely digital capacity, and therefore posit that collecting history online "floats in a world between the uneditable, didactic Web 1.0 and the completely open and editable Web 2.0, leaving us with a place we are calling, 'Web 1.5.'"[99] As librarians and historians continue to digitize history collections the roles of digital and physical collections will continue to shift in the way they are accessed and valued depending on their use as educational and recreational information sources.

Digital libraries and the collections within them offer users immediate contact and therefore become more applicable to their research needs. On par with the popularity of the Internet, in 1993 federal legislation in concert with various funding sources marked the digital library as a priority in journal discussions.[100] In the years following, tutorials, panels, workshops and conferences developed that directly related to the subject of digital libraries and their application to the humanities, government information, and scholarship. Since 2008 the Office for Digital Humanities currently lists 203 projects it has funded. Additionally the Office for Digital Humanities has increasingly supported connecting users to appropriate collections and has prioritized instigating

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[99] Brennan and T. Mills Kelly, "Why Collecting History Online is Web 1.5."
[100] Fox, "Digital Libraries," 22-28.

conversations on access and preservation to its receptive community.[101] The

significance of digital collections to humanities-related communities will only become

more prominent.

The Benefits of Using Digital Collections

A humanities-related digital collection's most notable characteristic is the

immediate access to primary and secondary sources it offers to users. More specifically,

in an archives the historical material can be fragile and requires limited handling and

view time. In contrast, digital representations of that source may be viewed more freely

and for an indefinite time range.[102] Digital collections are also introducing humanities

sources and topics to a new audience who may have never stepped into an archive.[103]

Therefore digital resources can work to expand the population of users who are

exposed to digital collections by being listed in links on websites or on web searches.

Archival and humanities collections in digital form evolve into new information

resources online. Not only do digital versions of collections require new approaches to

acquisition, storage and preservation, cataloguing, and organizing among other

processes,[104] but those physical collections in digital representations are perceived

differently by the user. Users interact differently with digital sources in that they are

able to navigate and interact with more sources relevant to their needs rather than

[101] Geoffrey Little, "A Place of Connection More than Repository: Using Technology in Special Collections," *The Journal of Academic Librarianship* 38, no. 3 (2012): 172-174.

[102] Jonathan Weber, "Shoestring Digital Library: If Existing Digital Library Software Doesn't Suit Your Needs, Create Your Own," *Library Journal* 131, no. 12 (2006): 30-32.

[103] Michael Doylen (UWM Archives Director), interview with Kate Otto, January 29, 2014.

[104] Peter Brusilovsky, Lillian N. Cassel, Lois M. L. Delcambre, Edward A. Fox, Richard Furuta, Daniel D. Garcia, Frank M. Shipman, et al., "Social Navigation for Educational Digital Libraries," *Procedia Computer Science* 1, no. 2 (2010): 2889-2897.

flipping through numerous archival folders. Digital collection users are in more control

over their search strategies when sorting through information organized electronically

and therefore come into contact with more relevant sources. Moreover, digital

resources are redefining the ways information organizers, scholars, and their audiences

consider and use archival papers and personal records.[105] These once physical sources

are now digitized and categorized in changing ways that reach users differently and thus

can potentially manifest into different applications of the material.[106] For example, an

assortment of newspaper clippings that is organized in an archival folder may reach a

user differently when presented to that same user digitally online by a list of newspaper

article titles. Instead of skimming through each clipping the user is able to pick which

titles seem most relevant to their research purpose. The immediate access and

organization of electronically presented information is a significant characteristic of a

digital collection that alters the user experience and also consequently the way the

material is retained by that user.

Although digital collections allow immediate access to resources previously

unavailable to users, or to those who were unaware those physical collections existed,

digital collections also allow more opportunities for individuals to access that

information in person. UWM Archives Director Michael Doylen stressed that users are

introduced to more sources online and consequently are able to make more efficient

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[105] Little, "A Place of Connection More than Repository," 172-174.
[106] Ibid., 172-174.

use of their time in the archives when they know exactly what they desire to see.[107]

Thus, scholars can peruse material online ahead of time to gain an idea of the exact

sources they choose to view in the archives and make efficient use of their time. In

contrast, users who were formerly unaware an archives existed may be exposed to a

local archives digital collection and therefore go to that archives to view a specific

source.[108] Additionally, more sources can be acquired digitally for institutions limited by

space. For instance, faculty desiring specific photographs for their instruction uses can

be satisfied more easily by digital collections.[109] However, one sacrifice digital access is

subject to, is the lack of direct content with the original document. Increased access

supplies an abundance of opportunities for individuals to gain more knowledge and

develop understandings of various topics relevant to their community or their research.

Digital collections also allow new opportunities for groups of people to define or

employ the information they acquire. Users, or distinct communities, can view

information simultaneously together or apart, gain a collective impression of the

information offered online, and employ it according to their groups' mission. Within the

humanities digital collections vary in their subject matter and similarly the diversity of

their sources exist in unique and interesting formats such as historical photographs,

newspaper clippings, or government documents that can be applied in a town

newsletter, a downtown walking tour, or a public official's speech.[110] The variety of uses

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[107] Doylen , interview, 2014.

[108] Doylen , interview, 2014.

[109] Joan E. Beaudoin, "Specters in the Archive: Faculty Digital Image Collections and the Problems of Invisibility," *Journal of Academic Librarianship* 37, no. 6 (2011): 488-494.

[110] Weber, "Shoestring Digital Library," 30-32.

digital sources offer due to increased access can facilitate increased evidence in both scholarly and popular materials. Digital collections can promote knowledge of products and information, empower communities who identify with histories, images, or related materials, and can find freedom in developing their perceived context of the material according to their use as an individual or a group.[111] More access and interaction with materials due to digitization and the creation of topical collections more often than not means more application of those materials by the general public. If people are introduced and apply high quality sources to their objectives, their efforts can be more informed and accurate, and may reach more people who are responsive to detailed, evidence-based information.

In comparison to other fields including the sciences, the humanities were initially resistant to digitizing efforts in that archival digital collections have been created only more recently in the last 20 years that digital collections have been popular. However, digital endeavors including the creation of databases like JSTOR and Archive Americana, as well as numerous digital collections which began in the 1990s, have dramatically increased into the twenty-first century. Digital collections related to the humanities employ information technology ranging from data visualization, textual analysis, geo-spatial mapping, and to support research and learning in those fields.[112] Wilensky and Schatz et al. describe digital collections as a network of multimedia information and information services supporting materials deemed of high value that gain quality

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[111] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.
[112] Little, "A Place of Connection More than Repository," 172-174.

through electronic services.[113] Furuta et al. elaborated that digital collections "develop a knowledge base and object database with the aid of text analysis and parsing, network editing and enrichment."[114] The context of creating digital collections emphasizes the evolving access and perspectives of those sources now available to users.

Digital collections become particularly useful to academic instruction, as well as to community learning. Now, students of various levels can access primary materials in a new resource through high quality learning objects.[115] In "Specters in the Archives" author Beaudoin stated "with institutionally created and managed collections we can examine what specific images (are) available for teaching and research."[116] Both textual sources and photographs are able to supplement the curriculum of courses and the faculty research interests. Moreover, digital representations of images and text can emphasize a more equal reliance of images for researchers to reference in their humanities-related works which traditionally have relied more heavily on text-based sources.[117] Additionally, what academic institutions include in digital collections designed for their curricula broadcasts the level and scope of their course designs to their community and potentially to other academic communities interested in what that institution is currently teaching.[118]

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[113] B. Schatz, H., B. Schatz, and Hsinchun Chen, "Building Large- Scale Digital Libraries," *Computer* 29, no. 5 (1996): 22-26.

[114] Fox, "Digital Libraries," 22-28.

[115] B. Tally and L.B. Goldenberg, "Fostering Historical Thinking with Digitized Primary Sources," *Journal of Research on Technology in Education 38* no. 1 (2005),

[116] Beaudoin, "Specters in the Archive," 488-494.

[117] Ibid., 488-494.

[118] Ibid., 488-494.

Digital collections can encourage inter-departmental as well as cross-institutional collaboration. Not only do these collections offer windows into the future of evolving renditions of learning, current work practices, and electronic publishing, but they offer bridges between communities and increase communication and workflow between disparate centers of intellect.[119] Within institutions more information needs are realized and met when the scope of information is more transparent,[120] and increased access to academic sources facilitate more efficient learning processes and increase research production within the academic community. In addition, increased collaboration can only serve to further evolve the state of digital collections and drive innovation.

Considerations for the Creation of Digital Collections

Digital collections undergo several stages in development to provide electronic sources to their users. For documents that are not originally in digital form, the appropriate individuals, whether archivists or designated faculty, select sources including images, print items, and other content to be digitized. For images and texts, digitizing means scanning with as little as a desktop scanner and an image-editing program for resolution and image file format purposes.[121] Operating knowledge of web design, programming software, and competence developing metadata using MARC, Dublin Core, or another scheme based on established standards, is the minimum necessary for creating a digital collection.[122] For the purposes of describing the developmental process, our case will consider a university library as the creator,

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[119] Fox, "Digital Libraries," 22-28.
[120] Ibid., 22-28.
[121] Weber, "Shoestring Digital Library," 30-32.
[122] Ibid., 30-32.

therefore assuming the minimal requirements are easily met due to standardized

university policies and software. Other considerations for creating a digital collection for

a library require that policies (such as source selection guidelines) are established before

the creation, as well as creators acknowledging copyright and subscription limitations.[123]

For example, a hate letter addressed to Milwaukee Civil Rights leader Father Groppi will

require approval from the person who wrote the letter, unless the letter is anonymous

or a copyright orphan, before publishing the source on a digital collection.

In addition to technological and bureaucratically related processes, aesthetics

and usability factors are also important. Particularly in 2014, regular users of the

internet expect decent performance, organization, and functionality when navigating

websites.[124] The easier it is for a user to navigate and become comfortable accessing

information from a digital collection, the more likely they will adapt those sources into

knowledge used to communicate with others in their research conversations that will

likely expose that collection to more users.[125] Several considerations and stages take up

significant time before a collection, which in our case is an archival collection, can be

previewed and deemed fit for digital publication.

A digital format may imply easier preservation of the involved sources when

compared to preserving the original source. In contrast, many scholars have indicated

that preserving digital documents is at least as difficult and must be backed up and

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[123] Brusilovsky, "Social Navigation for Educational Digital Libraries," 2889-2897.
[124] Ibid., 2889-2897.
[125] Ibid.

accounted for.[126] Moreover, once established digital collections require continued and

potentially increased support which ranges from improving the quality to contemporary

technological standards to formatting the collection for potential collaborations and

meta-collections.[127] A significant constraint to digital humanities projects or other

academic library digital collections is that they are expected to sustain themselves

through limited funding, one or two faculty advocates, and the limited work time of one

or two web programmers.[128] In addition, institutions have to keep up with development

and maintenance costs, which can demand faculty time spent on grant applications and

community fundraising.[129] However, one could argue such outreach could grant the

project more exposure and invite increased interest among the community. Long-term

digital collection can require significant funding, with one specific example being a

national museum life sciences virtual project that provides desktop access to plant,

animal and rock artifacts from around the world budgeting 4.5 million dollars.[130] If the

collection is part of an academic institution its upkeep as a research resource demands

technological, source, and relevancy maintenance. The traditional library may be

increasingly constraining, but if digital representations of collections fail to evolve they

will also be limited to who the users they reach and will fail to remain relevant.

Another challenge to digital collection creation is a lack of standards regulating

this relatively new digital resource phenomenon. Previously, several examples of poorly

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[126] Weber, "Shoestring Digital Library," 30-32.
[127] Wayne Kondro and Elizabeth Pennisi, "Boom in Digital Collections Makes a Muddle of Management," *Science* 308, no. 5719 (2005): 187-189.
[128] Little, "A Place of Connection More than Repository," 172-174.
[129] Doylen , interview, 2014.
[130] Kondro, "Boom in Digital Collections Makes a Muddle of Management," 187-189.

published academic digital collections have arisen devoid of a "uniformly professional level of skill."[131] An abundance of inadequate digital collections can confuse inexperienced users such as K-12 students. The general public is already exposed to an overload of information, and the resources that seem to project more visually sophisticated technologies are more likely to experience more popular use.[132] Moreover if a scholarly institution develops a collection of electronic sources what use is that resource if it is neglected, created with obsolete software, or not productively advocated?[133] Thus the lack of standards in place for academic institutions to reference when developing digital collections is problematic in that an abundance of low quality digital collections amass in cyberspace. Standards that offer an official framework and reference models, and potentially national or organizational certification can inform users which digital collections are updated and accurate. If the populace seeks out high quality digital collections noticeably created from novel software and interactive technologies that encourage the dissemination of the information they hold, those sources will be more easily absorbed and more readily accepted by the audience.[134] A poorly digitized source may be better than no source at all to a couple of dedicated researchers, but most sources are more accessible and useful if they are adequately digitized and well organized in an electronic platform.

Institutions that allocate adequate funds and staff time to write grant applications and dedicate significant work-time into quality digital projects are more

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[131] Beaudoin, "Specters in the Archives."
[132] Little, "A Place of Connection More than Repository," 172-174.
[133] Ibid.
[134] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.

likely to create digital collections that successfully facilitate quality research, promote

data access, and advocate source preservation. If libraries or collaborating institutions

save and maintain stand-alone digital collections that would otherwise be discarded

they must organize, sort, and make sense of the purpose of that collection.[135] Primarily,

those academic institutions should have an audience, particularly their student body,

which is competent in computing and has electronic research skills that keep them

motivated to look to those digital collections as quality research resources.[136] It is up to

the institution not only to consider the ways in which they employ their professional

efforts in developing collections, but also to decide what collections they maintain.

Digital humanities and electronic collections of sources will continue to remain in

the mainstream of information distribution. Digitizing archival documents and

developing digital collections supply academic and popular communities with innovative

ways to access information. This relatively new way of engaging with knowledge on a

digital level empowers researchers and communities with the ability to analyze histories

and manage contexts of historical documents in a more efficient way unrestricted by

time.[137] While organizing and summarizing digitized material is a substantial endeavor

by the professional staff involved, users are able to gain knowledge, clarify the context

of specific topics, critically analyze, and connect events and evidence in more accessible

ways that facilitate increased research conversations. As Beaudoin argued, digital

collections have the ability to amplify scholarly acceptance of visual information as an

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[135] Little, "A Place of Connection More than Repository," 172-174.
[136] Kondro, "Boom in Digital Collections Makes a Muddle of Management," 187-189.
[137] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.

acceptable form of evidence.[138] It is important to note that although digital

representations of sources are convenient and accessible; these collections are also

subject to new and expensive software revisions, format shifting, physical collection

threats, funding cuts, among other factors.[139] Additionally, even though standards are

needed to regulate digital collection developments those same policies may dismiss the

validity of some current successful collections. Regardless of the benefits and risks

involved in creating and maintaining a digital collection, this recent trend in source

organization will only increase in prevalence as physical sources witness budget cuts,

limited space, and competition with digital representations that users find more

immediate and more convenient to their research needs.

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[138] Beaudoin, "Specters in the Archive," 488-494.
[139] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.

Chapter Four
The March on Milwaukee Civil Rights Project

The March on Milwaukee Civil Rights Project is a digital collection composed of

825 primary source items from the archives of the University of Wisconsin - Milwaukee

Libraries and the Wisconsin Historical Society.[140] Overall, this digital archive contains

2000 pages of text documents, as well as video footage, oral histories, photographs, and

contextual materials.[141] The project was, and is still, overseen by project leader and the

UWM Director of Urban Studies/Coordinator of Public History Jasmine Alinder in

cooperation with historians, archivists, digital librarians, students, and partner

organizations who built a digital collection from the idea of creating a resource

dedicated to showcasing primary source material and contextual materials related to

Milwaukee Civil Rights history. The March on Milwaukee Civil Rights Project launched in

September of 2010 as a result of the developers' ideas to create a digital resource that

influenced users, particularly area students, to view the city they live in through a

different perspective. This digital collection co-exists among a growing number of civil

rights era-focused digital collections but is distinct in its subject matter pertaining to a

northern city's civil rights experience. The project designers intended for the collection

to be used primarily as a pedagogical tool for collegiate and Milwaukee secondary

school research. However, the site also serves as a significant collective history of the

City of Milwaukee's past and present road to racial equality. March on Milwaukee is a

compilation of primary sources from over a dozen collections, including oral histories,

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[140] Ann Hanlon (UWM Libraries Digital Collections Coordinator), interview with Kate Otto, February 7, 2014.
[141] Hanlon, interview, 2014.

interviews, news footage, personal papers, community group papers and documents,

government materials, and photographs from various stages of the city's civil rights

movement. These combined historical narratives work in concert as a current example

of a civil rights historical narrative that educates the surrounding community

(Milwaukee) in a way similar to the civil rights narratives previously discussed in this

thesis. Equally significant is that March on Milwaukee is included on the University of

Georgia's Civil Rights Digital Library (http://crdl.usg.edu/?Welcome), which advertises a

long list of high quality civil rights related digital collections, and therefore serves as a

reference to and aggregator of the nation's larger civil rights experience.

Project leader Jasmine Alinder took on a significant challenge when she gathered

a team of archivists, digital librarians, students, and historians with varying

commitments and schedules to create March on Milwaukee as a digital archival

collection. Although academic institutions are increasingly designing digital collections in

educational formats to serve the humanities, the project team formally agreed to design

the collection to be applicable to the Milwaukee community. March on Milwaukee is

unique because not only did the project originally partner with the Milwaukee Public

Library, but they also partnered with a local arts organization, Arts@Large, where they

worked with a dozen students from a school for at-risk youth to extend the collection's

purpose to include serving the Milwaukee community. March on Milwaukee stands as a

digital collection that not only fosters research, but also has shown how to use digital

collections in an outreach program that encompasses a service learning initiative.[142]

Although many forms of civil rights education exist to preserve the materials associated with the movement throughout various decades, the fact that March on Milwaukee is a digital collection supports the growing relevance and significance that digital archival collections have in academic and public communities due to their unique ability to collect, organize, and preserve primary sources and educational materials from multiple institutions on a single, accessible resource.

Digital Archives Collection Purposes, Risks, and Opportunities

Just as a local historical society might market their most unique collections by digitizing those sources, libraries and other public preservation institutions electronically organize and publish their special collections to satisfy current users and potentially attract new users. The concept of a digital repository has been defined in various ways throughout the Information and Library Science field, but Marek Sroka satisfactory described it as "an online database of digital or digitized objects designed to collect, organize, preserve, and share those items with local and global communities."[143] The March on Milwaukee Civil Rights Project is an example of one of the over 30 digital collections that is hosted by the UWM Libraries that organizes and preserves topical collections with the university's surrounding academic and public communities.[144] Digital archival collections are characterized by their preservation of primary materials

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[142] Ryan Hurley (Arts@Large Program Manager), interview with Kate Otto, February 10, 2014.

[143] Marek Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," *Slavic & East European Information Resources* 12, no. 2 (2011): 175-187.

[144] Ling Meng (UWM Libraries Associate Academic Digitization Librarian), interview with Kate Otto, January 31, 2014.

and historical data. The March on Milwaukee site qualifies as a digital archival

collection. Other examples include the Library of Congress American Memory Project,

the 50th Anniversary of the March on Washington

(http://50thanniversarymarchonwashington.com/), and the Voices of Civil Rights

(http://www.loc.gov/exhibits/civilrights/). The historical community is increasingly

introduced to sources and educational material digital collections as more scholars cite

digital collections in their bibliographies. As Sinn argued in his article "The Use and

Context of Digital Archival Collections," this bibliographic information will be useful in

the future when digital repository architects assess which digital collections are used by

scholars.[145] Digital archival collections may serve as interesting popular sources, but the

goal for institutions such as UWM will be to create reliable, scholarly resources that can

be applied to their own faculty's research and potentially extend to global academic

research.

In addition to their contribution to scholarship, digital collections may serve as

the research product of a scholar in the field.[146] The March on Milwaukee site was a

project undertaken by UWM Professor Jasmine Alinder who conceived the value in

creating a digital Milwaukee Civil Rights collection as an educational tool for UWM and

surrounding community. Alinder, as a humanities subject specialist, collaborated with

UWM and Wisconsin Historical Society archivists, and technically skilled librarians to

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[145] Donghee Sinn, "The use Context of Digital Archival Collections: Mapping with Historical Research Topics and the Content of Digital Archival Collections," *Preservation, Digital Technology & Culture* 42, no. 2 (2013): 73-86.

[146] Jim Martin, Hitoshi Kamada, and Mary Feeney, "A Systematic Plan for Managing Physical Collections at the University of Arizona Libraries," *Collection Management* 38, no. 3 (2013): 226-242.

electronically launch a collection as a scholarly product that not only offers community

history but pushes the civil rights topic further in historical research conversations.

Unrestricted by the confines of a bibliography to direct researchers to evidence, Alinder

and her collaborators have built an interactive space where users can not only view

specific primary sources but actually connect related sources together on a digitally

displayed, heterogeneous collection. In fact, UWM's Digital Collection Coordinator at

the time of the March on Milwaukee launch in 2010 stated that it was the first UWM

digital collection that prioritized digitizing multiple mediums of sources and providing

contextual materials.[147] Just as a user can go to Amazon.com and find unrelated

purchases, a scholar may go on March on Milwaukee and find primary sources from

multiple archives distantly located from each other and in various forms including

videos and newspaper articles.[148] Additionally, rather than spending time in library

microfilm units or flipping through archival folders, the March on Milwaukee Civil Rights

Project has related materials already digitized and uploaded for the user to access

immediately. UWM Digitization Librarian Ling Meng commented that March on

Milwaukee is a convenient resource in that "you don't have to go to the archives...24

hours and seven days a week it is open to all users. It allows for multiple users to do

research on the same item at the same time where as the physical object cannot do."[149]

As stated by Beaudoin et al., digital collections have the power to "support the

development of knowledge, clarify concepts, communicate inexpressible ideas (through

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[147] Krystyna Matusiak (University of Denver LIS Professor and former UWM Digital Collection Coordinator), interview with Kate Otto, February 18, 2014

[148] Dinesh Katre, "Digital Preservation," *IFLA Journal* 37, no. 3 (2011): 195-203.

[149] Ling Meng, interview, 2014.

images), provide inspiration...develop skills of critical analysis, and connect people and provide evidence."[150] Digital archival collections meet the specialized scholarly needs of researchers of multiple levels and often reflect the curriculum, specializations, and work of institutions.

The March on Milwaukee Civil Rights Project was a collaborative project led by Alinder who sought out UWM archivists Michael Doylen and Ellen Engseth, and UWM Digitization Librarians Krystyna Matusiak and Trevor Berman, as well as many students. As the project manager, Alinder created a framework of what she ideally wanted educational users to get out of the site and provided the vision for the team to create a digital collection made up of digitized Milwaukee civil rights primary sources with contextual materials suited for educational purposes.[151] March on Milwaukee's development was unique because prior to this project UWM had never created a digital collection with more than a couple of librarians involved, with multiple formats from multiple collections, or had included contextual information into a digital collection.[152] Although working with multiple people and their ideas is challenging, UWM Libraries' Digital Collection Coordinator in 2010, Krystyna Matusiak, commented that it turned out beneficial to gather the ideas of experts from various fields. The project became more dynamic and well-rounded.[153] Alinder also stated, "There's a pretty wide ranging skill set that you need to build a site like this. There was a lot of discussion in order for us to determine what to include and to share ideas. I can have an idea of what I want

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[150] Beaudoin, "Specters in the Archive," 488-494.
[151] Alinder, interview, 2014.
[152] Matusiak, interview, 2014.
[153] Ibid., 2014.

something to look like but I needed Krystyna and Trevor to tell me what was possible."[154] Moreover the project, as do many digital projects, gave a handful of UWM undergraduate and graduate students research and professional experience. UWM doctoral student Lucas Wolff was an undergraduate History student at UWM in 2010 who helped work on the project. From Wolff's perspective March on Milwaukee helped him develop his historical skills. Wolff stated,

> "I read secondary literature and researched to get familiar with the topic so I could write the key terms on the website, people, places, and events. I wrote those. I also helped with oral history transcriptions. It shaped my research interests and how I think about education as a whole. My experience as an intern, hands-on experience working with archivists and historians and grad students so it was relatively diverse groups of people so diversity of ideas and people talking about things. Seeing how it was applied I'm always thinking about how curriculum and historiography can be applied and how students learn."[155]

March on Milwaukee sought out student perspectives and used student research and collaborative ideas to create the site. Additionally, UWM Libraries Digitization Specialist Trevor Berman stated that collaboration also worked well for designing this particular digital collection mainly because it expanded the professional base that advocated the resource to users.[156] The more people who invested their time and efforts to March on Milwaukee, the more likely other people linked to them to view the site.

Collaboration can blend in outreach when more than institution invests resources into a project. March on Milwaukee was a collaborative project led by Alinder and the UWM Libraries in partnership with the Wisconsin Historical Society and a list of

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[154] Alinder, interview, 2014.

[155] Lucas Wolff (UWM History Doctoral Student), interview with Kate Otto, February 12, 2014.

[156] Trevor Berman (UWM Libraries Digitization Specialist), interview with Kate Otto, January 27, 2014.

several additional contributors. Because the project team added a greater variety and

quantity of sources from more locations, such as from UWM and the Wisconsin

Historical Society, the March on Milwaukee site has introduced sources and narratives

on the site to people from different geographical locations. Institutional collaborations,

such as those between museums and libraries, have helped grow the number of digital

collections and have increased their popularity.[157] In fact, topics including digital

preservation and access within information studies are at the forefront of research in

the field and encourage collaboration in creating scholarly and substantial collections

that are relevant and meet users' research needs.

The chief risks involved with creating a digital archival project such as the March

on Milwaukee Civil Rights Project are funding and maintenance. Additionally, Matusiak

commented that creating metadata and controlled vocabulary for civil rights primary

sources proved to be extremely challenging and time consuming.[158] Large research

collections housed in academic institutions like a university seemingly have the greatest

chance for success assuming they have a large staff and comfortable budget.[159]

Moreover, if a digital collection can gain academic institutions notoriety the more

motivation the museum, college, or county historical society has for dedicating the

resources to that project. Fortunately, March on Milwaukee creators were able to direct

valuable work time to the project because it furthered the mission and responsibilities

of most of the individuals involved. For example, in Professor Alinder's case her

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[157] Katre, "Digital Preservation," 195-203.
[158] Matusiak, interview, 2014.
[159] Weber, "Shoestring Digital Library," 30-32.

humanities specialization allowed for a public and scholarly project, and for the

archivists involved including Michael Doylen and Ellen Engseth the UWM Archives

materials were being displayed through a new medium and reaching more people. In

regards to maintenance, many institutions rely on collaborations to keep digital projects

going and to remain fresh to users.[160] Many times funding and upkeep efforts take just

as much resources and beginning a project.[161] Often, this pressure can be alleviated by

budgeting future project efforts before starting the project. Additionally, partnering up

with the UWM Libraries allowed the digital archival collection the ongoing infrastructure

to maintain the site. March on Milwaukee creators wisely applied for several grants and

established partnerships to in the initial stages of the project to offset resource

obstacles down the road.[162]

Digital collections are beneficial to humanities-related subjects in that the

sources they preserve are useful to both scholars and popular users. The March on

Milwaukee site offers this open characteristic in that it organizes primary sources

related to Milwaukee civil rights and also offers educational resources, such as an

interactive timeline to help put the sources in context for younger users or scholars less

versed in the topic. It is important for digital collection creators to recognize who uses

digital collections because those statistics offer librarians and faculty contextual

information about the real use of these digital resources. This recognition is valuable

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[160] Geoffrey Little, "We are all Digital Humanists Now," *The Journal of Academic Librarianship* 37, no. 4 (2011): 352-354.

[161] Little, "We are all Digital Humanists Now," 352-354.

[162] Doylen, interview, 2014.

when administrative leaders consider if the institution will maintain those resources.[163]

As collaboration becomes more valuable, the next trend in digital collections Marek

Sroka predicted will be "their unification and the development of digital tools allowing

for the comparison of images not only within a particular collection, but also among

other, similar collections worldwide."[164] The March on Milwaukee format as a digital

collection is significant in that it is already partaking in this trend with its inclusion on

the University of Georgia's Civil Rights Digital Library (http://crdl.usg.edu/?Welcome)

digital humanities project list. Furthermore, although March on Milwaukee is a

humanities-related collection in general, users and scholars researching in other fields

such as education, the arts, or Psychology could find the collection's materials useful for

their scholarly works. Knowing user behavior is another benefit to March on Milwaukee

existing as a digital collection in that it allows the faculty involved to develop methods

and set criteria for revisions and future projects[165]. The March on Milwaukee Civil Rights

Project's format generally encourages research by combining the research materials and

interactive qualities of multiple institutions and models to offer a well-rounded

comprehensive edition of easily accessible materials on Milwaukee Civil rights.

March on Milwaukee's Civil Rights Impetus

The March on Milwaukee Civil Rights Project's civil rights subject matter is

significant in that racial equality in Milwaukee has a substantial historical narrative,

particularly since the 1964 Freedom Schools previously discussed in this thesis.

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[163] Sinn, "The use Context of Digital Archival Collections," 73-86.
[164] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.
[165] Sinn, "The use Context of Digital Archival Collections," 73-86.

Obstacles in education, housing, and employment have continually denied many

Milwaukee minorities the opportunities disproportionately enjoyed by whites.

Moreover, even after the demonstrations and Freedom Schools of the 1960s, the

economic plight of the city's minorities worsened into the 1990s. Although Milwaukee

whites believed minorities had equal opportunity to succeed after the demonstrations

of the late 1960s, minorities continued to experience housing segregation and

inadequate schooling, and high levels of unemployment.[166] White Milwaukeeans may

have no longer waved Confederate flags at African Americans, but due to racial

segregation many rarely saw African Americans at all. Outright opposition to racial

equality was largely replaced by apathy or rationalizations for racial inequality that did

nothing or worsened the underlying causes of racial injustice in the city.[167]

As the United States advances into the twenty-first century racial segregation

continues to be a major issue. Milwaukee ranks as one of the most racially segregated

cities in the United States. While marginal improvements have been made in areas of

housing and education, minorities in the city still experience increasing economic

obstacles that help maintain a poverty-ridden lifestyle. One March on Milwaukee

project designer stated,

> "Today, there are vast sloths of this town that are not any good...it
> makes me think about why that is and it makes me hopeful that someone will
> make something happen. It doesn't have to be this way, and I hope in some way

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[166] Kathryn Otto, "Segregation, civil rights, and white resistance to racial equality in Milwaukee" (undergraduate thesis, University of Wisconsin - Milwaukee, 2010), introduction.
[167] Otto, "Segregation, civil rights, and white resistance to racial equality in Milwaukee," introduction.

this site will help someone see that way and that their community is malleable and they don't have to just live where they live because that's the way it is."[168]

Another March on Milwaukee developer commented, "The civil rights movement is not some far off thing, it's still very real and very significant to our city. And it can explain why we still see some of those lines of segregation. It brings it home."[169] The March on Milwaukee site serves the community as an evidence-based reminder of the events that have maintained distinct socio-economic racial disparities that continue to plague Milwaukee, and the site preserves and makes accessible this historical record to a variety of user research levels and purposes.

When asked how she came up with the idea to create March on Milwaukee, Professor Jasmine Alinder stated,

> "Originally Peggy Rozga - a professor at UW-Waukesha, and the wife of Father James Groppi, contacted Michael Gordon and myself and invited us for coffee and asked if we would be interested in collaborating with her to commemorate the 40th anniversary of Milwaukee's open housing marches. We met in 2005 and the 40th anniversary was in 2007. Peggy convened a city-wide committee to begin planning events around the 40th. That included WHS, Vel Phillips, Michael Gordon and I from UWM, Marcus White head of the Interfaith Conference of Greater Milwaukee, Mario Hall from the Milwaukee YMCA, and others - 20 some people from a lot of different service organizations, educational institutions, and nonprofits. So we planned for a year, and we planned for an exhibition at the Wisconsin Black Historical Society. Peggy wrote a play called *March on Milwaukee* based on their experiences protesting. I was in charge of coordinating a conference - civil rights history conference at UWM and Dick Gregory was a speaker for that. We had people march over the bridge - people walked from the north and south side of the bridge and met in the middle. So that was - the whole project came from Peggy.
>
> When I first went to Michael about wanting to do this, (Peggy was in the NAACP in the 60s) Peggy was attending the funerals of friends this time and she

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[168] Berman, interview, 2014
[169] Hanlon, interview, 2014.

felt like their activism was going unmentioned. Her motivation was to make sure that this story wasn't lost and that it was particularly communicated to Milwaukee's youth. The 40th anniversary weekend was in September of 2007. Hundreds of people participated in one or more of these events. It made an impact.

But then the weekend was over. What do you do? I knew there were really good resources located in the UWM archives on Milwaukee civil rights history and Michael Gordon had created many oral histories for the 40th anniversary weekend. So I knew there were good records and I wanted to make them accessible so we could continue the story even though the weekend's over.

So I planned on creating the website myself actually. I had created the March on Milwaukee weekend site myself. I thought I could make it work. But then I thought maybe I should talk to my friends in the archives. So I talked to Michael Doylen and Michael was really interested in the project and thought the archives would take it on. Ewa the (UWM Libraries) director was also interested. They were developing their online collections but they had never done anything this scale before. They were willing to invest their resources into this project."[170]

The March on Milwaukee Civil Rights Project is specific to the City of

Milwaukee's civil rights historical narrative. This geographical focus gives the collection a

unique identity and purpose, and also offers scholars an educational contribution point

for sharing the history and the experiences of people involved in the story.[171] The

primary sources collected by the project team and digitally preserved are accessible for

researchers and community members alike to relive historical events and discover other

individuals' perspectives on those same events. March on Milwaukee users can come in

contact with family and personal histories that intersect with their family's own

memories, and such a community identity can strengthen and initiate other educational

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[170] Alinder, interview, 2014.

[171] Marilyn Von Seggern, Alex Merrill, and Lihong Zhu, " Sense of Place in Digital Collections," *OCLC Systems & Services: International Digital Library Perspectives* 26, no. 4 (2010): 273-282.

tools and programs to keep their history relevant.[172] The March on Milwaukee site is a

sufficient example of a recent history that families and community members, as well as

scholars can communicate about and build from it ideas on the city's past and current

civil rights efforts. Similarly, researchers can use the site to compare the regionally

focused civil rights history to other national historical narratives and civil rights

educations. Digital collections of primary source documents and digital images

encourage a worldwide interest in presenting histories.[173]

To use another example, the Australian Aboriginal Communities Archives uses

information technology to build digital repositories that link the histories of aboriginal

communities and strive to empower that community.[174] Similarly, scholar Marek Sroka

focuses his information technology research on the digitally preserved prewar and

wartime photographs of Polish Jews during the Holocaust to gain worldwide interest

and to maintain public awareness on the subject.[175] People related or became

emotionally connected to those histories and therefore continued to use those sources.

Due to exposure and significant interest, the Polish archives are listening to its users and

are prioritizing digitizing their collections to maintain relevancy. For example, their

Warsaw National Digital Archive has over 15 million photographs and has 150,000

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[172] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.
[173] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.
[174] Ormond-Parker, "Local Archives and Community Collecting in the Digital Age," 191-212.
[175] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.

images digitized since 1996.[176] Likewise, the March on Milwaukee digital collection

encourages scholarly and community users to acknowledge Milwaukee's civil rights

narrative and maintain awareness on the lingering racial inequality that is still present in

the city.

March on Milwaukee as a city-specific digital collection provides users

with distinctive primary sources unique to that area's historical narrative. At one access

point users can interact with text, visual, audio, and geospatial primary sources related

to Milwaukee civil rights that further evolve user knowledge on the subject.[177] One

project leader stated,

> "It seems to bring a lot of materials together in a way that provides a lot
> of context so it's not just a bucket of materials. (The Milwaukee Public Library)
> might have materials also, but what is especially right about (March on
> Milwaukee) is that you get the film and oral histories where people walk you
> through what they went through - which is unique. The timeline is interactive
> and puts it in the broader context of the larger movement; it limits the amount
> of materials so you're not overwhelmed, and it focuses on a set of people and
> events so you can really zero in on that topic with some understanding of what
> happened in the city. So it's what people are able to do with the materials
> collectively and not the materials themselves."[178]

The format digital collections offer to users has redefined the research experience and

enriches knowledge with context.[179] In addition, digital collections provide sources 24/7

to a limitless amount of potential users, an objective that is particularly significant to

information technologists and humanities faculty in fields that demand public interest to

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[176] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.
[177] Seggern, " Sense of Place in Digital Collections," 273-282.
[178] Hanlon, interview, 2014.
[179] Christopher A. Lee, "Taking Context Seriously: A Framework for Contextual Information in Digital Collections," *UNC SILS TR-2007-04* (2007).

maintain relevancy. In contrast with actual UWM Archives hours, users can access

information immediately and more easily make connections between sources. As an

example of a digital archives collection, March on Milwaukee serves as more than a

compilation of primary sources as it offers context, search strategies, and source

connections to a population of users with wide ranges of research skills and subject

specialties.

The March on Milwaukee Developmental Process and Key People Involved

The research process for completing this thesis included conducting multiple one

to two hour interviews with the individuals involved in developing the March on

Milwaukee Civil Rights Project. The people interviewed were UWM Director of Urban

Studies Jasmine Alinder, UWM Archives Director Michael Doylen, UWM Associate

Academic Digitization Librarian Ling Meng, UWM Digitization Specialist Trevor Berman,

UWM Digital Collections Coordinator Ann Hanlon, former UWM Digital Collections

Coordinator Krystyna, Matusiak, former UWM archivist Ellen Engseth, 2010 UWM

Research Assistant Luke Wolff, and Arts@Large Program Manager Ryan Hurley. Among

the organizations who contributed to the site include Arts@Large, Friends of the Golda

Meir Library, the Milwaukee Public Library (MPL), the Wisconsin Historical Society

(WHS), as well as other UWM and Milwaukee community organizations that are

regularly mentioned throughout this thesis.[180] Nine separate personal interviews were

conducted overall and each responder acknowledged that although Alinder articulated

the idea, the digital collection project was open to the ideas of all the developers. The

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[180] "About," *March On Milwaukee Civil Rights History Project*, University of Wisconsin-Milwaukee Libraries, http://www4.uwm.edu/libraries/digilib/march/ index.cfm.

March on Milwaukee project was originally, and still is, a collaborative effort among various active UWM and Milwaukee community members.

The group of developers named above created the March on Milwaukee Civil Rights History Project in stages. Initially, Alinder brought UWM Archives Director Doylen and the UWM Libraries Digital Collection Coordinator who was then Krystyna Matusiak together to sketch and brainstorm the project.[181] Alinder and Doylen coordinated and mediated between all parties involved, initiated outreach plans, and also fostered learning experiences by managing research assistants and library graduate interns who participated in the site's development. Matusiak focused more on the technical aspects of the product and managed her digitization team to convert the primary sources that UWM archivist Ellen Engseth and Alinder selected. Matusiak specifically oversaw the digitization conversion of materials, created a project in CONTENTdm software, trained and supervised students in scanning and metadata creation process, coordinated the technical aspects of the project, created metadata for video records, and conducted quality review of the digital records.[182] Community outreach with Arts@Large Program Manager Ryan Hurley would come later in the developmental process, and included user evaluation and Milwaukee Public Schools (MPS) outreach to highlight the site as an educational resource.

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[181] Matusiak, interview, 2014.
[182] Ibid.

Establishing Policies and Guidelines

While collaboration allows for a creative and open environment, the March on

Milwaukee Civil Rights Project lacked formal policy making, but did have structured

meetings with formal agendas. Information Technology scholar Dinesh Katre noted in

"Digital Preservation" that when first developing a collection several needs extend from

the medium's principle characteristic: access. Katre specifically listed education and

professional practice, collection development, preservation, administration, and

sustenance as vital factors supporting digital preservation methodology.[183] As indicated

in interview responses, development for the March on Milwaukee project did not

always include formal objectives or policy making that addressed specific professional or

education goals, collection development beyond the confines of the topic,

administrative policies, or specific maintenance measures and a timeline. The objectives

and directions for development were broader and individuals apart of the site's

development were allowed to attend to their creative process when using their specific

skills.[184] The project's web designer responded,

> "We did have diverse subsets of librarians and library science people, and then history students and faculty - coming at it from different interests. Luke liked oral history, and some were given more direction. The interesting part was that everyone was very flexible from their perspectives and open minded. Everyone had preferences and specific design elements, but (their approaches) were also give and take so the creative process was dynamic. If someone had an idea with substantial back up as how it applied to this (project) then it was ok to go for it and do it and test it."[185]

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[183] Katre, "Digital Preservation," 195-203.
[184] Trevor Berman, interview, 2014.
[185] Ibid.

While this is a positive process in regards to creativity and innovation, future academic

projects will continue to lack standardized models that they might have been able to

acquire from March on Milwaukee recording their structural development models.

Fortunately, the March on Milwaukee developmental team was well-versed in their

individual skills. March on Milwaukee designers were also able to depend on set UWM

digital collection and Archives policies that made development run more smoothly.

Without set standards, digital collection cultivation, such as in March on Milwaukee's

case, is prone to developers neglecting to establish set policies, methods, and objectives

that are necessary to direct collection development.

Adding to the need for formalized policies and documentation are the

professional principles and ethical considerations necessary for archival and information

science practices. For example, digital materials are dependent on the applications that

digitize and electronically publish them. Depending on the creator, they are prone to

corruption or misidentification if the materials are poorly described or coupled with

insufficient metadata.[186] Museums, archives, and library collections all require formal

policies when developing digital collections, or any collection. Although the archivists

involved in the March on Milwaukee project used their institution's metadata and

cataloguing schemes, it is important for digital collection development teams to

formally agree upon those methods, in addition to official acquisition, preservation, and

maintenance policies publically to all members to ensure stability and a group vision

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[186] Seamus Ross, "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries," *New Review of Information Networking* 17, no. 1 (2012): 43-68.

that adheres to professional standards. Meaning, it is important for the digital collection

creators to establish acquisition methods, copyright issues, digital preservation

strategies, metadata methods, privacy and confidentiality, revenue sharing models, and

sustainability models among a list of other considerations for developing a repository.[187]

UWM Archives Director Doylen adhered to these standards and was specifically in

charge of copyright issues. For example, when selecting overtly racist hate mail to

digitize, Doylen selected only anonymous or copyright orphan letters.[188] A core Library

and Information Studies dependency is "to guarantee the authenticity, integrity,

interpretability, and context of a digital material across systems, time, and context."[189]

Moreover, information professionals are trained to recognize that official processes

must direct policy making and formulation, and that they must establish assessment

criteria to improve the quality of strategic planning so that qualitative criteria are

followed during the formulation process.[190] The March on Milwaukee developmental

process was successful in maintaining a group vision through holding regular meetings

during the collection's creation,[191] but might have benefited from more formally

coordinated collaboration to support the need for digital collection standardization and

more structurally communicated cultural knowledge to be accountable to users.

UWM Archivist Ellen Engseth followed guidelines when choosing the sources and

archival collections to have digitized. Alinder created a conceptual framework with

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[187] Katre, "Digital Preservation," 195-203.

[188] Alinder, interview, 2014.

[189] Ross, "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries," 43-68.

[190] Ramy Abboud ,"National Digital Content Policies," *IFLA Journal* 39, no. 4 (2013): 294-310.

[191] Trevor Berman, interview, 2014.

general arenas of activism including churches, legislature, the streets and sites where

activists demonstrated, as well as school and open housing.[192] Alinder commented that

they branched out from these central frameworks and then chose collections to digitize.

However, she noted that some collections, such as the Lloyd Barbee Papers are

voluminous and required careful selection. Engseth helped in those situations and

became the primary selector due to her close knowledge of the analog sources, her

experience with those sources instructional use, and her awareness of the popularity of

the sources.[193] Engseth also had to consider any legal limitations and the opinions and

suggestions of other faculty and librarian involved with the project. Engseth commented

on the process by saying,

> "I was one of many involved in general vision for the site, discussions over structure (I remember story boarding with post-it notes on large tables with Alinder), and the setting of goals for the site. We considered throughout the process both our goals and the potential interest and use of the user community."[194]

The collaborative process required that Engseth consider her colleagues opinions and

approval when selecting sources, as well as core guidelines for selecting source for the

March on Milwaukee Civil Rights Project. Specifically, Engseth considered the sources

usefulness to the process of learning with primary sources, the sources connections to

digital collection's events, the information richness of the sources and their format

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[192] Alinder, interview, 2014.
[193] Ellen Engseth, interview with Kate Otto, February 21, 2014.
[194] Engseth, interview, 2014.

types, and the past popularity of sources in the physical archives.[195] Additionally,

Engseth and her peers had to consider the legal restrictions, privacy issues, and other

administrative concerns pertinent to online publishing to make sure the sources were

ethically launched with the site.

Technical Considerations for Digital Archive Creation

Beyond the administrative obligations digital library collections require, more

technical developmental procedures such as web design and programming were vital to

the creation and success of March on Milwaukee. The infrastructure for creating a

digital collection is the foundation from which the digital service works. Therefore the

infrastructure must be extendable and upgradeable for resource maintenance and

credibility.[196] UWM Libraries Digitization Specialist Trevor Berman was responsible for

developing the website design for March on Milwaukee. Berman used UWM's specific

content management system: CONTENDdm, which is basically software that fosters the

uploading, organizing, and managing of digital documents.[197] Content management

systems are updated overtime, so digital collections require long-term maintenance to

evolve with the limitations of those systems. The graphical web browser and software

that are chosen for a specific digital service should both be easily useable by the

intended users, and also meet quality technology standards so the end product is

acceptable, such as being searchable via Google.[198] Berman indicated that CONTENTdm

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[195] Engseth, interview, 2014.

[196] Roy Tennant. "Digital Library Infrastructure." *Library Journal* 123, no. 11 (1998): 32.

[197] Trevor Berman, interview, 2014.

[198] Roy Tennant, "Personalizing the Digital Library," *Library Journal* 124, no. 12 (1999): 36.

is a user-focused software but lacked many interactive features that he will need to add

to the site over time, such as an interactive map.[199] Berman stated,

> "We originally wanted more interactive features on website. But they were hamstrung by design constraints of the time that depended on the content management system. Over time there are updates to the content management system. The content management system is a standardized system that is used across libraries and museums and cultural heritage institutions, but is not responsive to the changing technologies of the internet. So for the design aspect you can dream big but you have to pack it into a tight box. From a designer perspective that means you are limited to the ideas you can make happen."[200]

March on Milwaukee was fortunate in that the project was supported by UWM.

Meaning, the digital collection was able to use the software and development tools

already established for previous digital collections.[201] Had March on Milwaukee failed to

use web design software that was useable or updateable the service would risk being

obsolete in the near future as technology is continually advancing.

Academic library content management systems are restricted by their

standardized characteristics, but those resources still offer that institution's users a

familiar and easily navigated platform to perform their research. Efficient research and

site navigation are greatly supported by decent metadata. Metadata is data about data.

More specifically, metadata "is structured information that describes, explains, locates,

or otherwise makes it easier to retrieve, use, or manage an information resource."[202]

Basically, this descriptive data applies structured classification and terminology typically

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[199] Trevor Berman, interview, 2014.

[200] Ibid.

[201] Ibid.

[202] National Information Standards Organization, "NISO Standards," http://www.niso.org/standards/ (accessed 2/17, 2014).

germane to a library to the contents of a digital collection. Metadata aids in making

digital sources searchable and easily accessible to users.[203]

Metadata is another digital collection aspect that is routinely established in

academic libraries, including the UWM Libraries where two of the March on Milwaukee

sites archivists and three librarians work. Bruce and Hillman listed "completeness,

accuracy, provenance, conformance to expectations, logical consistency and coherence,

timeliness, and accessibility" as critical characteristics of appropriate metadata.[204]

Former UWM Libraries Digital Collection Coordinator Matusiak and the current UWM

Libraries Digital Collection Coordinator Ann Hanlon worked with CONTENTdm and

Dublin Core qualified elements. Matusiak commented that the metadata process

involved with March on Milwaukee's development was extremely challenging and time

consuming.

> "The challenge with metadata was primarily vocabulary. The content you put into describing those objects so we used a variety of controlled vocabulary for digital collections, but especially for civil rights collections it's really challenging because it's so limited. What we did is we created our own vocabulary - proper names, events, and keywords. For example, for "civil unrest" the recognized term is "riot" so we created lists of keywords. There are multiple topical subject fields, and the process was very extended. What starts with 15 (Dublin Core) elements amounted to about 40 field. It was very interesting intellectually when you are describing the collection. The names of people were challenging because we really wanted to create our own controlled vocabulary. So we had to do some research and check names. It took a great deal of time."[205]

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[203] Shannon Bohle, "The New Digital Awareness: The Choices You make Extend Beyond Delivering Digital Content (INFOTECH FEATURE)," *Library Journal* 133, no. 12 (2008): 26.

[204] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

[205] Matusiak, interview, 2014.

Without shareable metadata, digital projects like the March on Milwaukee site would

not be able to connect source metadata together in a manageable way.[206] If people

cannot access information and create relationships between sources that information

becomes irrelevant. Acceptable metadata, in addition to the policies and procedures

that regulate digital collection development; serves to work in concert to earn trust

from the user community.[207] Because the March on Milwaukee site used a familiar

metadata schema (Dublin Core), users are consequently able to more easily navigate the

site and be introduced to related sources.

User-Focused Digital Collections

Metadata is just one aspect of how digital collections can become user friendly.

A principle objective March on Milwaukee creators agreed upon was to prioritize

launching a user-friendly site.[208] As a research and educational service, March on

Milwaukee had to appear visually pleasing and offer search features that appealed to

students and faculty alike. Matusiak relayed that in contrast to other UWM collections

that are more straight forward with matter-of-fact organization and minimal

description, March on Milwaukee was unique in that

> "The purpose of the site was to educate undergraduates on civil rights, so
> we felt it was important to provide context. The goal was to increase the use of
> primary sources by undergraduate students. We even assessed a combination of
> user and usability study. Testing on students is also not typically done but it was

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[206] Seggern, " Sense of Place in Digital Collections," 273-282.
[207] Ross, "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries," 43-68.
[208] Doylen , interview, 2014.

very beneficial. After the first couple of user-studies we did modify the site and the design to make it more usable."[209]

The undergraduate researcher target audience meant that March on Milwaukee designers had to make the site engaging particularly to teenagers and young adults. Visual aesthetics are important particularly when considering the heavily reliance millennials place on visual cues in online searches.[210] Since March on Milwaukee was designed not only for academic researchers, but also for middle and high schools students and community members, site creators prioritized building a strong visual presence to represent the collection. Zimerman et al. noted that digital natives, or users who have grown up with digital technology, are "special, sheltered, confident, team oriented, conventional, pressured and achieving," and consequently react positively to visually pleasing web design and immediate access to information.[211] Digital collections are able to offer users both of these qualities. In fact, digital collections can go one step further. One key feature of the March on Milwaukee Civil Rights Project is that it organizes materials according to folder, which are labeled just as one would see in the physical archives. This organization is important in that it offers visual aesthetic to digital native users who have potentially never visited a physical archive.[212] This organizational model is also effective because it mimics how sources are organized according to box and folder in a physical archive, which is beneficial to users who have traditionally

[209]Matusiak, interview, 2014.

[210] Don Zimmerman and Dawn Bastian Paschal, "An Exploratory Usability Evaluation of Colorado State University Libraries' Digital Collections and the Western Waters Digital Library Web Sites," *Journal of Academic Librarianship* (35, no. 3) 2009, 227-240.

[211] Don Zimmerman and Dawn Bastian Paschal, "An Exploratory Usability Evaluation of Colorado State University Libraries' Digital Collections and the Western Waters Digital Library Web Sites," 227-240.

[212] Doylen , interview, 2014, and Trevor Berman, interview, 2014.

researched in physical archives. Adhering to concepts of traditional archival science adds

value to the design and delivery of digital libraries by aligning them with more

traditional approaches.[213] The more user friendly a digital resource such as the March

on Milwaukee digital collection is, the more used and relevant it becomes to its

community and therefore to multiple research conversations.

Much scholarship in relation to digital collections and user behaviors exists.

However, as Sinn argued, "there is not much research on how digital archives have

contributed to historical scholarship and why historians use them."[214] In an effort to

maintain relevancy, March on Milwaukee creators follow up with UWM researchers,

MPS teachers, and area organizations dealing in the field of education to discover ways

the site can be more beneficial to their research and instruction needs.[215] Investing in

March on Milwaukee assessment not only supports finding what services can be added

to the site to make it more effective for educators, but also supports it being a

legitimate scholarly resource that is appropriate for citing. By increasing their presence

in scholarly bibliographies, March on Milwaukee and other digital collections can gain

academic validity and adapt assessment methods.[216]

The development of the March on Milwaukee digital collection was a substantial

undertaking by project leader Jasmine Alinder, UWM archivists, UWM librarians, and

other contributors. In regards to maintenance all parties have temporarily stepped away

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[213] Ross, "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries," 43-68.

[214] Sinn, "The use Context of Digital Archival Collections," 73-86.

[215] Doylen , interview, 2014.

[216] Sinn, "The use Context of Digital Archival Collections," 73-86.

from the site with the understanding that regular improvements and source additions

would be made.[217] Although assessment will be talked about more in-depth later in this

thesis, their dedication to gaining feedback in person or from the link on the lower right-

hand corner of the site suggests the creators' goal to remain relevant, improve their

resource, and develop the collection further. The collection as it currently exists serves

to educate users on Milwaukee's struggle to achieve racial equality. As a place-based

digital collection, March on Milwaukee serves to generate geographical and educational

interests that extend its audience beyond Milwaukee and purely scholarly research.[218]

The process to digitize the variety of sources available on the site maintained the

meaning of the materials, as well as its sources provenance and authenticity that

influence how users employ them in their own research.[219] Guided by institutionally

available materials, March on Milwaukee development was regulated by standardized

technology that were then creatively applied by a handful of professionals from various

fields with a variety of skills. The creative outcome that amassed from this collaboration

unveiled an unfinished, yet comprehensive collection of materials, which provide

detailed insight to the many perspectives of Milwaukee civil rights' historical narrative.

Pedagogical Uses for Digital Collections

March on Milwaukee developers primarily intended users to employ the site for

educational purposes. Over the last decade, educators have consistently used digital

resources more in their instruction. Moreover, the reliance librarians, academic faculty,

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[217] Doylen, interview 2014, and Trevor Berman, interview, 2014.

[218] Seggern, " Sense of Place in Digital Collections," 273-282.

[219] Steven P. Morris, "Geospatial Web Services and Geoarchiving: New Opportunities and Challenges in Geographic Information Service," *Library Trends* 55, no. 2 (2006): 285-303.

and teachers will place on digital collections as pedagogical tools in the future will only continue to increase. Not only will students need to become competent in using digital collections for school work and research purposes, but instructors will need to be able to demonstrate and understand how these emerging technologies work. Classes no longer must relocate to the library for a primary source lesson, as these classes can access an even wider range of digitized primary materials online.[220] For example, one developer commented that "The digital resources are convenient. I've used things in presentations from the website because it's easily accessible. (Alinder) pulls footage from there frequently when she's talking about the website."[221] As a result, digital collections and similar resources are changing the ways humanities subjects and their materials have traditionally been taught. Primary and higher education students who were once limited by location in their primary research can now obtain relevant electronic versions of primary sources.[222] Similarly, academic faculty can broaden the scope of their instruction to introduce new concepts and evidence to students. A five-month study at Cornell University Library discovered a relationship between library pedagogical technologies being integral to quality faculty course websites.[223] Digital resources will not only become central to information literacy in the future but will also give individual courses more opportunities to engage students with relevant educational technologies.

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[220] James Mussell, "Using Digital Resources in Class," *Journal of Victorian Culture* 16, no. 1 (2011): 83-83.

[221] Lucas Wolff, interview, 2014.

[222] Mussell, "Using Digital Resources in Class," 83-83.

[223] Oya Y. Rieger, Angela K. Horne, and Ira Revels, "Linking Course Web Sites to Library Collections and Services," *The Journal of Academic Librarianship* 30, no. 3 (2004): 205-211.

As these digital resources are still relatively new, there is room for pedagogical development and experimentation on their pedagogical uses. The March on Milwaukee Civil Rights Project was created with the primary objective that it would become a pedagogical tool used in secondary school and college classrooms.[224] Therefore, the site's creators completed test sessions with UWM students and faculty to get a sense of the site's effectiveness as a pedagogical tool. These tests were necessary in that the ways librarians and faculty members use a site like March on Milwaukee are different than how students would use that site.[225] Creators observed teachers using March on Milwaukee as a research aid during instruction, and then observed students explore the site to see if the digital collection was an effective educational tool.[226] By understanding how students interact with digital resources, pedagogical strategies using these technologies can become more sensitive to user needs in how they interact with digitized materials.[227] Currently, students are increasingly using digital collections like the March on Milwaukee site for research. Additionally, digital resources may offer students an outlet from which to publish their research and collaborate in the construction of digital technology projects.[228] For example, research assistants might participate in digital collection development, student works can be published in digital collections, or student discussion forums can be housed in those collections. In this context educating students on how to perform research using digital collections

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[224] Alinder, interview, 2014.

[225] Ibid.

[226] Doylen, interview, 2014.

[227] Rachel Singer Gordon and Jessamyn West, "Data and Desires: What Users Really Want," tech tips for every librarian (column), *Computers in Libraries* 28, 1 (2008): 42.

[228] Bastian, "From Teacher to Learner to User: Developing a Digital Stewardship Pedagogy," 607-622.

becomes more important in that digital research will likely become an increasingly necessary professional development tool in the future.

Another important factor to making digital collections pedagogically relevant is educating instructors on instructive technologies. Incorporating those resources into lectures will not only help make digital collection more relevant to students, but will also assist in making course material more engaging to students. Digital collections as electronic resources may make sources more relatable to digital natives, also known as users who have grown up using the internet. More specifically, digital natives, and students today who are more dependent on digital resources in general, expect to find sources and library services virtually and as quickly as possible.[229] Today, electronic information exchanges are changing the expectations of how and where people find information. A user can instantly access a source online through a website, database, or an e-book organized in an online catalog.[230] The way information is presented has changed the publication industry and the expectations of users, redefining information access tools and the way people are educated on research strategies. Most important, the way data is created digitally today or how users expect information presented to them in an engaging ways has changed due to electronic formats.[231] Educational tools in the classroom do not need to involve handheld devices or social networking, but many instructors are using those strategies with students. Virtual visitors to library online

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[229] Rieger, Angela K. Horne, and Ira Revels, "Linking Course Web Sites to Library Collections and Services," 205-211.

[230] Geoffrey Little, "Teaching with Technology: Library Instruction in a Digital Context," *The Journal of Academic Librarianship* 38, no. 4 (2012): 242-243.

[231] Bastian, "From Teacher to Learner to User: Developing a Digital Stewardship Pedagogy," 607-622.

resources are surpassing physical library visitors in numbers, and library blogs, classes

that tweet, and digital collections partaking in tagging are attracting positive

attention.[232] Digital collections that are interactive, such as March on Milwaukee's

virtual timeline, answer the user call for engaging resources, even if those users are not

digital natives.

Digital natives, March on Milwaukee's target user group, are significant to digital

technology development and pedagogy because they are the greatest percentage of

users partaking in primary and higher education. Moreover, digital natives are

significant to library and course instruction trends in that this group tends to adopt new

technologies and devices quickly and easily.[233] More important to pedagogical

developments are the characteristics this unique group of users commonly

demonstrates. The current generation of students in the new millennia is that they are

hyper-attentive and multi-task on several projects at once in contrast to the "deep-

attention" trait traditional librarians and faculty are experienced to teaching where

individuals dedicate long periods of time to one task.[234] This distinction between

student generations is relevant to pedagogical designers in that today's students retain

knowledge in different ways. Moreover the role of libraries and universities is no longer

primarily promoting reading literacy and self-improvement, but now revolves around

digital literacy and community engagement.[235] Digital resources, including digital

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[232] Ian Mcshane, "Public Libraries, Digital Literacy and Participatory Culture," *Discourse: Studies in the Cultural Politics of Education* 32, no. 3 (2011): 383-397.

[233] Little, "Teaching with Technology," 242-243.

[234] Ibid.

[235] Mcshane, "Public Libraries, Digital Literacy and Participatory Culture," 383-397.

collections allow users to access information efficiently and communicate with peers

and colleagues on a global scale.

A challenge to the growing dependence on digital resources to supplement

education are that institutions with rare special collections and archival materials do not

yet have digital access to many or most of their materials. Therefore while access to

primary sources has significantly increased, there are still holes in this new digital

foundation, whether due an institution's lack of resources to digitize material or due to

their philosophies about what users they want using their materials.[236] This access

debate is ongoing in the field of Library and Information Studies and varies from

institution. A conflicting challenge digital pedagogical tools face is the vast amount of

digital resources, such as a digital collection, that are available to the population.[237]

Without standards to structure digital collections it will be difficult for students and

instructors to note which resources are acceptable research tools.

The March on Milwaukee Civil Rights Project defies challenges many institutions

housing digital resources face. March on Milwaukee was founded on the same

standards the UWM Libraries, a major research institution, place for all their digital

collections. Additionally, UWM Archives Director Michael Doylen stated that a

significant outcome of the March on Milwaukee launch is not necessarily that more

people can access the archives material online, but that more users are actually entering

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[236] Michelle Visser. "Perspectives on... Special Collections at ARL Libraries and K- 12 Outreach: Current Trends," *Journal of Academic Librarianship* 32, no. 3 (2006): 313-319.

[237] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

the physical archives because the site introduced them to these materials.[238] The March

on Milwaukee site has therefore expanded the audience of UWM and WHS archival

materials, and has witnessed an increase in use of the physical materials.

The March on Milwaukee Civil Rights Project opened opportunities for the UWM

Libraries and the faculty involved to experiment with the site as a pedagogical tool.

Information literacy and course-integrated instruction topics have created the bulk of

scholarship relating to digital education tools. In contrast, there is relatively less

research on digital resource applications in college and K-12 education classes.[239] The

potential use digital collections can serve to K-12 and college humanities classes in

particular supplies the Library and Information Studies and History fields with incredible

possibilities for future scholarship. How instructors showcase digital collections and

similar resources as practical applications to student research can supply researchers

with topics on user behavior and digital interactions with increased student learning and

competency in digital skills.[240]

March on Milwaukee is a prime example of a collection of digital primary sources

that can significantly enhance college and K-12 historical research on local civil rights

topics. Current UWM Libraries Digital Collection Coordinator Ann Hanlon stated, "The

civil rights movement is not some far off thing, it's still very real and very significant to

our city. And it can explain why we still see some of those lines of segregation. It brings

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[238] Doylen , interview, 2014.
[239] Visser, "Perspectives on," 313-319.
[240] Bastian, "From Teacher to Learner to User: Developing a Digital Stewardship Pedagogy," 607-622.

it home."[241] Alinder commented that March on Milwaukee's contextual materials give

Milwaukee civil rights a life. In contrast to digitizing sources and listing them

electronically, March on Milwaukee connects sources and makes that source

information understandable.[242] The varying ways K-12 and college students

meaningfully interact with March on Milwaukee, what sources dissimilar levels of

students rely on when performing research, or which interactive features users employ

will help creators understand how instructors can best implement the site as a

pedagogical tool in their classroom.

By emphasizing the value of the sources housed in digital collections to K-12 and

undergraduate level students, librarians and instructors are maintaining the relevancy of

those sources to education and as digital dependency increases. For example, UWM

Archives Director Doylen holds regular workshops for UWM faculty and area teachers

that demonstrate how to use digital collections to access primary sources in classes, and

he uses March on Milwaukee as his example.[243] Teachers can structure digital

collections as accessible means to primary sources and articulate how those sources

new digital formats offer them greater research possibilities and access to more

materials.[244] In addition to highlighting the value of digital resources pedagogy involving

digital resources will need to instruct students how to "identify, evaluate, and

responsibly use information resources."[245] The quantity of information available,

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[241] Hanlon, interview, 2014.

[242] Alinder, interview, 2014.

[243] Doylen, interview, 2014, and Hanlon, interview, 2014.

[244] Visser, "Perspectives on," 313-319.

[245] Little, "We are all Digital Humanists Now," 352-354.

particularly online, requires user judgment when evaluating digital resources and their

materials.

To better substantiate digital resources' roles in 21st research, the institutions

that created them must advocate and demonstrate the effective use of these resources.

As previously mentioned, prior to the launch March on Milwaukee developers took the

site preview to both UWM undergraduate and graduate classes. Outreach to the

internal and surrounding community is especially effective for academic units that

typically receive less attention,[246] such as the UWM Archives. UWM Archives Director

Michael Doylen stated that he and his staff personally call and visit Milwaukee area

schools and organizations to demonstrate digital services, and also invite groups in to

see the archives and recognize the different services available at the UWM Libraries.[247]

Moreover March on Milwaukee project leader and Director of Urban Studies Jasmine

Alinder advertised the site to UWM faculty and applied for several grants and awards to

draw increased attention to the collection. To date, March on Milwaukee has received

substantial funding and has accumulated three awards, including the Society of

American Archivists' (SAA) 2011 Philip M. Hamer and Elizabeth Hamer Kegan Award,

which "recognizes outstanding efforts to increase public awareness of archival

documents for educational, instructional, or other purposes."[248] Employing outreach for

quality digital resources, such as the March on Milwaukee Civil Rights Project, not only

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[246] Visser, "Perspectives on," 313-319.
[247] Doylen , interview, 2014.
[248] Ibid.

invites more users to the resource, but also builds bridges throughout academic and local communities that support active learning and institutional support.[249]

While March on Milwaukee offers a variety of educational services including interactive maps, a feedback link, source connections, and quality visuals, digital collections can go further than these examples in their pedagogical reach. Offering a space for commentary on a digital resource invites user feedback and reflection, and also engages academic conversation.[250] Information Studies scholar McShane supported that user-generated content establishes a relationship between users and the resource that can lead to increased reliance and trust on that resource.[251] In contrast, informal conversation could potentially result in researchers becoming skeptical of a digital collection's scholarly credibility. However, marketing a digital resource as a place to discuss, or as a resource that includes a section where students can submit their work, can build relevance and purpose. Likewise, including user-friendly media such as YouTube, tutorials, Skype sessions, or webcasts that engage students to that digital resource make it a more accessible educational tool. This "embedded librarian approach" is gaining popularity and has been practiced most heavily in medical librarian instruction, where it has been successfully received as an effective pedagogical strategy.[252] Students in other disciplines who undoubtedly respond positively to social media might benefit from more digital resources applying these more interactive tactics.

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[249] Visser, "Perspectives on," 313-319.
[250] Mussell, "Using Digital Resources in Class," 83-83.
[251] Mcshane, "Public Libraries, Digital Literacy and Participatory Culture," 383-397.
[252] Little, "Teaching with Technology," 242-243.

The information and academic professionals that create digital resources include specific resources have the opportunity to tailor digital collections to the way today's students learn. Collaboration among colleagues and similar institutions or programs will best advance the effective pedagogical aspects of digital resources.[253] Many academic institutions are actually employing committees to investigate the potential applications of features and services digital collections can offer to attract learners.[254] UWM Archives Director Michael Doylen has his graduate interns observe instruction sessions not only for instruction practice, but also so those interns can recognize how students are absorbing information and navigating the March on Milwaukee site.[255] Digital collections are the future for many physical collections and are changing how students obtain information, learn, research, and how they think of the library and related units. A largely accepted model among academic institutions currently is for that education center to create a participatory culture where student gather knowledge in innovative ways and engage with materials by creating practical scholarly products they can share with their community.[256]

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[253] Little, "We are all Digital Humanists Now," 352-354.

[254] Rieger, Angela K. Horne, and Ira Revels, "Linking Course Web Sites to Library Collections and Services," 205-211.

[255] Doylen , interview, 2014.

[256] Mcshane, "Public Libraries, Digital Literacy and Participatory Culture," 383-397.

Chapter Five
Assessing Digital Archival Collections

This thesis adds to current scholarship on digital resources in that it addresses

how assessment and outreach methods can improve digital collections as relevant

pedagogical tools. To date, research on digital collections has largely focused on their

technological services and practical applications,[257] as well as some usability evaluation

research within the last five years.[258] However, less research exists on ways to target

regular digital collection users, or on how to advocate particularly humanities-related

digital collections to specific communities of digital collections users. By using the March

on Milwaukee Civil Rights Project as an example of an educational resource, one can

evaluate the current assessment and outreach methods the site developers have

initiated to this point, and recognize how to maintain and improve those efforts.

March on Milwaukee's assessment and outreach since 2010 has been unique in

that it has directed both efforts by using higher education students in user-focused

evaluation studies and students from at-risk schools in outreach programming.[259]

Although the March on Milwaukee site is only one example of a digital archive

collection, its effective assessment and outreach implementations to date make it a

valuable case study, in concert with current scholarship, that supports increased

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[257] Christine L. Borgman, *from Gutenberg to the Global Information Infrastructure: Access to Information in the Networked World* MIT, 2000.

[258] Sudatta Chowdhury, Monica Landoni, and Forbes Gibb, "Usability and Impact of Digital Libraries: A Review," *Online Information Review*, 30, 6 (2006): 656-80.

[259] Jasmine Alinder, "Turning Students into Historians," (TeachingHistory.org, January 29, 2013), 2010 - 2014 Created by the Roy Rosenzweig Center for History and New Media at George Mason University with funding from the U.S. Department of Education.

assessment and outreach methods used for pedagogical digital archival collections are

valuable to their sustainability as educational resources.

At the turn of the twenty-first century, digital collections and their evaluation

were still being shaped by the Library and Information Science community. In fact, until

2005, scholarship on digital resource assessment was largely absent. In "Usability and

Impact of Digital Libraries" Chowdhury stated,

> "Although there were relatively few evaluation studies during the first period of development of digital libraries, this area of research has attracted significant attention over the past few years. The last five or so years may be considered as the first era of digital library evaluation where researchers have used different methods and techniques with the specific objectives of assessing usability and the impact on the target users."[260]

The emergence of digital preservation is still relatively new and therefore

standardization and assessment measures directed towards digital resources are still in

their advent. Libraries for an arguable amount of centuries have played a critical role in

the dissemination of information, and librarians and other information liaisons since the

1990s have been playing catch up as they strategically decide the order in which they

digitize the materials they house.[261] In fact, using digital collections pedagogically or for

research purposes has only recently become commonplace among academic

communities.[262] Therefore, focusing research on an undeveloped user conduct was not

yet relevant to the Library and Information Science or humanities-related fields.

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[260] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.
[261] Ross, "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries," 43-68.
[262] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

Today, however, digital resource assessment is becoming more prominent in

digital collection research as scholars are increasingly connecting the quality of digital

resources to regular maintenance measures structured around assessment.[263] More

specifically, as argued by Norberg, usability testing will gain importance as a method to

identify areas where digital collections can improve those resources so they give

positive first impressions, are easy for users to navigate, and encourage users to use the

site again.[264] Meaning, what makes people want to use digital collections? Blandford

and Buchanan in 2003, when digital collections started to become credible research

tools, noted five criteria that position digital resources as user-oriented. The criteria

include: collection developers recognizing how effectively and efficiently can the user

achieve their goals with a system, how easily can the user learn to use the system, how

well the system helps the user avoid making errors or recover from errors, how much

the user enjoys working with the system, and how well the system fits within the

context in which it is used.[265] Additionally, according to Seggern, a newfound

appreciation for outreach and community relevancy is a growing trend in regards to

information literacy and digital resources.[266] Following this trend a need for scholarship

on specific digital collection outreach measures will likely manifest and propel digital

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[263] Don Zimmerman and Dawn Bastian Paschal, "An Exploratory Usability Evaluation of Colorado State University Libraries' Digital Collections and the Western Waters Digital Library Web Sites," *Journal of Academic Librarianship* 35, no. 3 (2009): 227-240.

[264] Lisa R. Norberg, Kim Vassiliadis, Jean Ferguson, and Natasha Smith, "Sustainable Design for Multiple Audiences: The Usability Study and Iterative Redesign of the Documenting the American South Digital Library," *OCLC Systems & Services* 21, no. 4 (2005): 285-299.

[265] A. Blandford, and G. Buchanan, "Usability of Digital Libraries: A Source of Creative Tensions with Technical Developments," *IEEE Technical Committee on Digital Libraries Bulletin* (2003).

[266] Seggern, " Sense of Place in Digital Collections," 273-282.

resources as highly regarded pedagogical tools in academic libraries, universities, and in

K-12 arenas.

Digital Collection Assessment Strengths and Weaknesses

A significant obstacle obstructing digital collection assessment is that standard

guidelines and competencies for digital resources have not been developed, nor have

ways to convincingly measure user impact. Earlier in the short existence of digital

collections, Saracevic concluded that the main challenges digital resource evaluation

faced were that they are complex and therefore hard to evaluate, still in the early stages

of development, experienced limited user interest and investment, and lacked relevancy

to people to take the time to evaluate.[267] Still, today as digital collections continue to

gain significant scholarly popularity as research tools, their diverse contents and user

demographics (i.e. location, interests, purposes) make assessment measurement

extremely difficult.[268] One universal assessment benchmark is problematic in that

specific users use various digital libraries for different interests and activities. Thus, it

would be more beneficial to establish general standards for different types of digital

collections, such as universal evaluation methods for digital archive collections and

another set of guidelines for a science-related digital collection.

Assessment in the context that creators want a digital collection to be user-

friendly and an outreach tool is dependant on the resource's usability characteristics.

Usability in this context refers to how efficient and effective an information service is in

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[267] Tefko Saracevic. "Digital Library Evaluation: Toward an Evolution of Concepts." *Library Trends* 49, no. 2 (2000): 350-69.

[268] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

regards to its access to information, as well as how satisfied the user is with the

efficiency and lay out of a particular interface.[269] More specifically, digitization librarian

Ann Hanlon supported that usability in regards to digital archival collections depends

largely on providing users sufficient context to sources and offering a visually pleasing

and interactive resource.[270] How easily users can interact with a digital collection to find

useful information makes that resource relevant and purposeful. As research relies

more on digital collections to create scholarly work, more assessment models and

statistic monitors relating to search counts, page views, or interactive tool use are

necessary to encourage user satisfaction.[271] Norberg argued it would be beneficial for

evaluators to conduct large-scale studies on the length it takes to learn how to navigate

a site or how responsive users are to web design and interactive tools.[272] Furthermore,

the methodology for selecting sample populations will work to advance standardization

in the field.

Despite a lack of professional guidance, some professional institutions well-

versed in knowledge on digital resources have recently produced principles. For

example, the University of California - Los Angeles has adopted a list of criteria to "aid in

evaluating whether project will be a good return on investment, and to help in

establishing a strong rationale when requesting support from internal or external

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[269] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.
[270] Hanlon, interview, 2014.
[271] Seggern, " Sense of Place in Digital Collections," 273-282.
[272] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

sources."[273] One example is that the digital project must provide substantial support for

the institution's research and instruction.[274] These criteria support that digital

collections hold a central mission as research and pedagogical tools for academic

institutions. This educational purpose will maintain digital collections relevance as a

necessary information service in the future. Additionally, institutions have created

guidelines for assessment criteria. Chowdhury in "Usability and Impact of Digital

Libraries" noted key evaluation methods as including observation, interviews, document

analysis, and task analysis. These main assessment methods will give scholars direction

as to what methods are applicable to the digital collections. Cornell University's Human

Computer Interaction Group published a criteria for evaluating digital resources that

was made up of three categories: backstage concerns (e.g. metadata, copyright issues),

collection maintenance and access (e.g. collection scope and access), and usability.

Usability is one area scholars have largely neglected to research in the past, until the

current day when the information era has positioned user-centered resources as

necessary to maintaining relevancy.

Maintaining relevancy and assessing digital collections' usability are necessary

because an increasingly diverse population of students, instructors, and community

members are relying on these resources to meet their information needs. If Information

professionals can better determine the behaviors and needs of collection users they can

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[273] UCLA Libraries, "UCLA Library Criteria for Digital Projects,"
http://digital2.library.ucla.edu/criteria.html (accessed 2/17, 2014).
[274] UCLA Libraries, "UCLA Library Criteria for Digital Projects,"
http://digital2.library.ucla.edu/criteria.html (accessed 2/17, 2014).

create better resources.[275] According to Zimmerman, students and faculty using digital

collections have a large scope of research needs and skill levels using technological

resources, and in order for information specialists to create easily searchable sites they

must implement usability testing.[276] Moreover evaluating resources are imperative to

the formal commitments institutions promise their communities. An early version of the

eValued Project Toolkit suggested that digital resource evaluation is carried out for five

main reasons. First, for strategic planning with respect to services; second, for day-to-

day management of a service; third for investigating uses and impact of a service; fourth

for improving services; and finally for justifying services.[277] These reasons imply that

formal meetings and standards developed by an institution are necessary to guide

digital collection development. It would be unprofessional and potentially unethical to

create a digital resource without formal regulations that adhere to the institution's

mission and vision.

Assessment on digital collection usability is only starting to gain traction in the

field of Library and Information Science and within the humanities. Furthermore,

outreach methods related to framing digital archival collections as pedagogical tools

barely exist at all. Although different models and guidelines for evaluating digital

resources exist, universal standardization for at least different types of methods are still

developing. Using the March on Milwaukee Civil Rights Project as a case study, the

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[275] Norberg, "Sustainable Design for Multiple Audiences," 285-299.
[276] Don Zimmerman, "An Exploratory Usability Evaluation," 227-240.
[277] Evidence Base, "eValued Toolkit," http://www.evalued.bcu.ac.uk/ , (accessed 2/17, 2014).

remainder of this thesis will explore the ways a digital pedagogical tool can be assessed and presented in outreach efforts.

Methodologies for evaluating web sites and their designs have been well established by researchers over the last three decades.[278] However, similar to models guiding their development, digital collection evaluation methods are also still gaining standardization. Chowdhury offered a list of approaches to evaluation that are central to effectively assessing different aspects of digital resources including user-centered evaluation, which focuses on cognitive interaction with information retrieval, system-centered evaluation on the web system's efficiency, formative evaluation to assess the resource during its development, and finally summative evaluation that evaluates the resource at its completion.[279] Within these assessment subfields are traditional quantitative and qualitative methods for evaluating the end product. System and user statistics are examples of quantitative methodologies that can reveal how quickly a system uploads a document or how many users are visiting a site at a given time. Qualitative methods might be observing users in lab or natural settings using a digital resource, as well as surveys, interviews and focus groups, or feedback pages on the website to get user feedback.[280] Qualitative evaluation methodologies are valuable to digital collection assessment in particular because direct user perspectives on their experience and satisfaction can help collection designers improve that resource directly based on the intended audience. This feedback is best obtained through user samples

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[278] Norberg, "Sustainable Design for Multiple Audiences," 285-299.
[279] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.
[280] Vicki Tobias, *Web Survey on the use of Digital Resources in Instruction and Research*, 2009.

that appropriately reflect the site's intended audience. For example, a purposeful

sample could be gathered from creating what Norberg called a "screen script" that

ensures each participant matches the audience the sample must represent.[281] Therefore

if a digital archive collection is intended for historical researchers and some women's

studies researchers, gathering historians and women's studies scholars would be ideal

for evaluating that resource.

In the March on Milwaukee digital collection's case to become a better

pedagogical resource to faculty, college students, teachers, and K-12 students,

developers decided that usability, or user-centered, evaluation was the best

methodological framework for developers to assess the site. From this framework,

qualitative methods that gain feedback from the user and gather their perspectives will

help creators understand what will make the site more efficient at supplying

information, as well as how the site can offer a more pleasant and interactive

experience to the user. Zimmerman explained that the Digital Knowledge Center at John

Hopkins University conducted user testing that included remote user testing, testing

diverse user groups, testing parts of on digital collection (rather that the entire

collection), and testing in both natural and laboratory settings.[282] Tobias differentiate

that web-based surveys gather data about trends and general information, while

interviews and focus groups gather ideas about opportunities for the site.[283] March on

Milwaukee would benefit from observing a sample of university faculty and K-12

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[281] Norberg, "Sustainable Design for Multiple Audiences," 285-299.
[282] Don Zimmerman, "An Exploratory Usability Evaluation," 227-240.
[283] Vicki Tobias, *Web Survey on the use of Digital Resources in Instruction and Research*, 2009.

teachers using the site in their curriculum, as well as observing college and K-12

students navigating the site for research or with an educational worksheet in an activity

similar to a scavenger hunt.

Developers can also obtain direct feedback through interviews, focus groups, or

less visible methods including a feedback or "Contact Us" link on their site.[284]

Quantitative testing that addresses usability might go beyond demographic and page

statistic data and instead reveal what documents are downloaded most, or for how

many seconds or minutes did the average user stay on one page. Digital collection

assessment is best served by implementing multiple evaluation methods to ensure the

results will represent a greater population sample. Digital resources are widely

accessible, therefore the more feedback the better. Additionally, regular evaluation

even after designers launch the site will mean that highly visited sites will evolve with

technology to meet user expectations and maintain user statistics.[285] Digital collections

are useful because they are relevant to their users' education and research needs. If

those resources neglect to improve, users will look to other sites that are potentially

more interactive and provide more contexts.

March on Milwaukee Assessment Methods

Prior to the launch of March on Milwaukee, the site's developers were invested

in assessment. In fact, UWM Libraries' Digital Collection Coordinator in 2010, Krystyna

Matusiak, was interested in getting feedback and led the implementation of multiple

class observations, surveys, and interviews before launching the collection to ensure

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[284] Seggern, " Sense of Place in Digital Collections," 273-282.
[285] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

that it would be a practical educational tool.[286] According to March on Milwaukee Web

Designer Trevor Berman, the main site creators researched professional scholarship for

methods and survey questions that they distributed to the Milwaukee community.

Furthermore, Alinder recognized the need to create a bridge between March on

Milwaukee and the community and coordinated assessment and outreach efforts with

Milwaukee Public Schools and Arts@Large classrooms. Thanks to Arts@Large, the

March on Milwaukee project team observed the ways K-12 teachers and community

instructors used the digital collection as a pedagogical tool, and also how students

navigated the site for their research.[287]

Matusiak's case study during the UWM Spring 2010 semester served to examine

the ways UWM faculty used digital collection primary sources, and also to explore

faculty needs and expectations for the future use and integration of digital collections

into course integrated library instruction curricula. The research project was named

"User Interaction with Digital Collections of Archival Primary Sources: Evaluation of the

March On Milwaukee - Civil Rights History Project." The purpose of the study was to test

the prototype site of the *March On Milwaukee - Civil Rights History Project* in order to

"gather students' opinions about the site, to identify usability issues, to modify the

organization and presentation of the collection, and to improve the design of the site

based on the students' feedback."[288] The study protocol was UWM Institutional Review

Board-approved on February 1, 2010, and employed qualitative methodology in

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[286] Doylen , interview, 2014.
[287] Trevor Berman, interview, 2014.
[288] Krystyna Matusiak, "Digital Future Proposal," University of Wisconsin - Milwaukee (March 4, 2010).

addition to class observations, an online survey, focus group discussion, and document

analysis as data techniques methods. The classes the study included were English 150:

Multicultural America (two sections), History 294: Seminar on Historical Method:

Research Techniques, History 600: Race and Law in the United States, and History 717:

History of New Media.[289]

The evaluation methodology specific to this study largely involved gathering

qualitative data. March on Milwaukee project leaders introduced students to

Milwaukee civil rights history and collections of related sources available to them at

UWM. The designers then demonstrated key pages of the March on Milwaukee

collection followed by students completing specific assignments that guided them

through the site. March on Milwaukee developers observed students as they interacted

with the site in a natural classroom setting and focused on students' resource discovery,

their ways of interacting with digital representations of archival documents, and the

usability problems that students encountered with the collection interface.[290] After the

observation, student feedback was also gathered through an online survey, during focus

group discussions, and by student reflection papers from two of the classes. Faculty

from those classes were also asked to participate in a focus group. The study results

were used to redesign the collection in order to make it more usable and useful to

students' needs. Former UWM Libraries Digital Collection Coordinator Matusiak stated

that, "testing on students is also not typically done but it was very beneficial." A second

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[289] Matusiak, "Digital Future Proposal," UWM.
[290] Ibid.

phase of the study involved study creators gathering faculty teaching needs. From

faculty results, the UWM Libraries will possibly create workshops that will focus on

developing curriculum guides for implementing the March on Milwaukee digital

collection into relevant UWM courses.[291]

March on Milwaukee assessment questions varied in nature depending on their

interview, survey, or focus group format. For the main student online survey, questions

were short and there were few open ended questions that involved writing in contrast

to checking a box. For example, one question read "Visually, the March on Milwaukee

site is..." and students could choose to respond very unattractive, unattractive, neither

unattractive or attractive, attractive, or very attractive.[292] A more open ended question

example is "Please describe your difficulties using the materials."[293] The length of a

question and the number of total questions in a survey is important because assessment

designers will want to keep the responder focused. Considerable reading and room for

writing is unappealing and may not receive quality feedback. Focus group questions

were more open-ended and organized by topic, such as ease of use or material formats.

An example of a faculty focus group question was "What expectations do you have for

online archival collection? Do you expect to find entire archival collections online or

selected items? In your opinion, what is the ideal model? What is the minimum

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[291] Matusiak, "Digital Future Proposal," UWM.

[292] "My Report," University of Wisconsin - Milwaukee Libraries Digitization Unit, September 22, 2010.

[293] "My Report," UWM Digitization Unit, September 22, 2010.

acceptable model?"[294] Questions asked in person ideally should be specific to that audience to get specific feedback relevant to the mission of the assessment.

Other Digital Collection Assessment Examples

There are other notable real-life examples of digital collection case studies performing effective assessment measures. For example, in 2009 Colorado State University Libraries initiated a digital collection usability evaluation where 18 participants completed 11 usability tasks to assess two websites followed by a questionnaire. This study was problematic in that that all participants rated the sites positively but approximately one-third could not complete all 11 tasks.[295] This response inconsistency supports that designers must implement multiple assessment methods for accuracy.

Usability evaluation involves various levels, and apart from navigation and context levels, information retrieval accuracy allows collection designers knowledge of whether the site's search function is accessible to diverse user search terms. In one particular case, Petrelli described the evaluation of a historical image archive prototype to determine a cross-language information retrieval's usability. In the study, users had to perform 16 searches for images provided to them, "a known-item search task."[296] The study highlighted the diversity in requests for similar descriptions of visual content, and the weaknesses of the Information Retrieval system to supply similar results in response

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[294] "Faculty Survey," University of Wisconsin - Milwaukee Digitization Unit. (please refer to Appendix A).

[295] Don Zimmerman, "An Exploratory Usability Evaluation," 227-240.

[296] Daniela Petrelli and Paul Clough, "Analysing User's Queries for Cross-Language Image Retrieval from Digital Library Collections," *The Electronic Library* 30, no. 2 (2012): 197-219.

to those searches.[297] This study is relevant to digital collections in that search services

are information retrieval systems that must accurately respond to user queries. A user-

centered resource must have an information retrieval system that attends to user

behaviors rather than that system requiring the vast diversity, levels, and backgrounds

of digital collection users know the exact terms to search.

Information retrieval systems vary differently in their efficiency, and particularly

in how many relevant sources systems list in response user search queries. In a

University of Wisconsin (UW) System digital collection user study, faculty were observed

using digital resources including Google, Google Scholar, YouTube, Flickr, and a UW

System digital resource. The study coordinators had hypothesized that UW System

faculty would be comfortable searching and navigating Google and social networking

tools.[298] Study coordinators were surprised, however, to discover how little awareness

faculty had of library tools and academic online resources.[299] Most faculty responses

indicated their frustration with department websites, and their lack of familiarity with

scholarly databases, digitized maps, and library guides. Faculty likely had more

experience with Google resources and therefore used those research tools to find their

information more quickly than they believed they would from another resource with an

information retrieval system less comfortable to them. The study concluded that faculty

need more assistance with copyright issues, help managing their personal digital

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[297] Petrelli and Paul Clough, "Analysing User's Queries,"197-219.
[298] Vicki Tobias, *Digital Resources in Instruction and Research: Assessing Faculty Discovery, Use and Needs - Final Summary Report*, 2009.
[299] Tobias, *Digital Resources in Instruction and Research,* 2009.

materials such as photographs, and help creating visual and audio sources.[300] Library

workshops and more professional development sources would create a platform for

faculty to learn new digital resource strategies in a safe environment structured for

academic purposes.

In addition to the UWM student and faculty evaluation study, the site's

assessment efforts also involved the Milwaukee community nonprofit Arts@Large and

Milwaukee Public School (MPS) teachers and students' observation and feedback.

Arts@Large is a nonprofit organization that originated from the MPS Art Curriculum

Specialist Director developing an outlet where teachers could attend workshops relating

to integrating creativity in their curricula, and where students could combine their

academic work with personal creative expressions. In particular, for the March on

Milwaukee evaluation study local activists involved with the March on Milwaukee

primary sources and oral histories and an MPS teacher wanted to get the community

more involved by introducing them to the March on Milwaukee Civil Rights Project.

After a series of meetings, MPS students took a trip to UWM and met with UWM

Archives Director Michael Doylen to learn how to analyze primary sources as well as

how to use the website. After this visit, students broke into teams at school and

performed investigative research by recording their primary source research and then

by actively seeking out former Milwaukee civil rights activists and NAACP youth council

commandos.

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[300] Tobias, *Digital Resources in Instruction and Research,* 2009.

March on Milwaukee Assessment Results

In sum, March on Milwaukee gathered assessment data from 89 UWM

undergraduate and graduate students, UWM faculty, and a K-12 teacher and her

students. From the MPS users, the March on Milwaukee developers largely recognized

the site's potential as an educational tool for K-12 students. Arts@Large Program

Director Ryan Hurley commented that he would like to see March on Milwaukee

continue to spread as an "educational resource, and hopefully at some point we'll be

able to host more specifically educational curriculum documents connected to the site

so teachers have best practices and case studies and a variety of tools they can

access."[301] Developers observed that students positively interacted with the digital

collection and used it to apply the content to their exhibit research. Lucas Wolff was an

undergraduate student in 2010, and after reflecting on what he observed from the MPS

students exhibit he commented,

> "Seeing how it was applied I'm always thinking about how curriculum and historiography can be applied and how students learn. If they're using the website to make this art - they made a play and were singing songs - I think those applications are more effective ways to learn. People are always talking about radical changes to education but I think these are relevant ways too. The Arts aren't always regarded as good ways to learn like the sciences, but they work and are relevant."[302]

One teacher who visited the site stated how impressed they were that the March on

Milwaukee materials applied to the curriculum standards of their Language Arts

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[301] Ryan Hurley, interview, 2014.
[302] Wolff, interview, 2014.

course.[303] After being taught how to use the site, MPS students easily navigated March

on Milwaukee and applied it to their research. Their success as a class supports that the

digital collection can be used in other MPS classrooms.

The UWM student and faculty study also positively supported March on

Milwaukee as a user-friendly pedagogical tool. Student online survey responses

indicated that students found the site easy to use and helpful to their class work. More

specifically, 76% of students stated they were more knowledgeable about Milwaukee's

civil rights movement after visiting the site.[304] Moreover, almost 70% of student

respondents stated that they found their research resources quickly and efficiently and

would return to the website soon.[305] And 89% of students positively rated the site by

giving March on Milwaukee either a 4 or 5 on a 1 to 5 scale with a 5 being most

positive.[306] One History 294 student responded, "The oral histories were very interesting

because you got to hear a person's story as they recalled it (ex. Arlene Johnson). Also,

the pictures and video help give you an idea of the emotions and tension felt during that

time."[307] Another undergraduate student commented,

> "Being able to see actual interviews and footage of events happening in
> our city, and actually being able to put yourself in the situation and time is an
> amazing experience. I watched a few videos including announcements by the
> mayor and footage of the aftermath of the riots."[308]

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[303] Jasmine Alinder, "Turning Students into Historians."
[304] "My Report," UWM Digitization Unit, September 22, 2010.
[305] Ibid.
[306] Ibid.
[307] Ibid.
[308] Ibid.

To many UWM student respondents, Milwaukee civil rights became significantly more relevant to them after browsing the March on Milwaukee Civil Rights Project. March on Milwaukee presented civil rights sources that helped students understand the reasons for the current issues that affect Milwaukee. UWM students were able to acknowledge that activists in the city they live in struggled to obtain racial equality. In focus groups, students indicated that the variety of document formats (i.e. letters, articles) were essential to understanding the context of the videos and they wanted to see more context and sources added to the site.[309]

The study results more importantly indicated areas for improvement. Usability problems were the most significant and specific student grievances included poor navigation away from the homepage, confusing results organization, and the awkward structure of the documents.[310] As previously mentioned, no established model for digital archival management currently exists. Therefore, March on Milwaukee developers had to observe and consider student feedback to pinpoint the best ways to improve the site. The result of the student focus groups also unveiled various areas for improvement. Specifically students wanted a FAQ section, tutorials for the site, an ask-a-question via email service, and more educational tools.[311] Students were also unaware that they had the option to see typed versions of hand-written documents, and would have liked more help information when browsing March on Milwaukee.[312]

[309] "Focus Group Summary," University of Wisconsin - Milwaukee Digitization Unit, March 22, 2010.

[310] "My Report," UWM Digitization Unit, September 22, 2010.

[311] "Focus Group Summary," UWM Digitization Unit, March 22, 2010.

[312] Ibid.

The purpose of the March on Milwaukee UWM student and faculty study was to assist developers in improving the collection's design from a user-centered perspective. The majority of graduate student responses indicated that March on Milwaukee needed to improve its layout and navigation to become more useful to their research. One History 717 student responded, "More consistency in the overall layout would help with navigation. It would be nice if the sources were summarized in the search screen so the viewer could find sources more easily without having to open and browse through so many."[313] From this feedback, the homepage navigation has already been re-designed and shortly after UWM Libraries digitization staff worked to re-design the variety of formats and the multiple collections. The site has also created a search cloud in response to feedback that guides searches by listing relevant keywords.[314] Moreover, more key term entries, help pages, access points, and an interactive timeline have been implemented to make the site more user-friendly and visually appealing.[315] According to Matusiak, "The study became an important element of building the online collection and improving its design. It also helped the project staff to better understand students' expectations for a digital collection of archival materials and focus on improving the collection in light of students' needs   and information seeking behaviors."[316]

Other Relevant Digital Collection Assessment Findings

Other study results support the connections the March on Milwaukee user study made between site ease of use to a diverse population of users being linked to quality

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[313] "My Report," UWM Digitization Unit, September 22, 2010.
[314] Alinder, interview, 2014.
[315] Hanlon, interview, 2014.
[316] Matusiak, interview, 2014.

information retrieval systems and substantial inclusion of source context. UWM

Archives Director Michael Doylen and UWM Libraries Digitization Librarian Ann Hanlon

emphasized that March on Milwaukee offers connections between sources, source

format variety, and interactive features (i.e. the timeline on the site that offers the users

sources for each date) puts the sources in the broader context of the large Milwaukee

and national civil rights movements.[317] With more source context, users with a wider

variety of research experience can satisfactorily search the site. Zimmerman explored a

study that found that all users focus on usability and information retrieval relevancy,

while novice users uniquely focus on content, intermediate users on categorization of

sources by subject, and advanced users on whether or not a digital collection was

structured like a physical library. In this context usability and information retrieval

systems serve as common denominators for positive user experiences, while content

includes users with basic digital resource experience finding a site pleasing. In addition,

Norberg's findings suggested that visual appeal is key to securing user attention, and a

site's first impression will determine if a user will even continue searching the

resource.[318] If a digital collection exists as a pedagogical resource, ensuring that its

usability pleases all levels of users is important. However, the intermediate and

advanced users' desire for source categorization and structure in the study Zimmerman

explored also supports a need for ranking and placing sources in context. Regardless of a

user's digital resource experience, content in most cases increases a user's satisfaction

with the site's usability.

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[317] Hanlon, interview, 2014, and Doylen , interview, 2014.
[318] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

Digital Archival Assessment Limitations

The March on Milwaukee Civil Rights Project's evaluation study was effective in that it gathered multiple pools of students' and their teachers' responses to surveys on using the site, which offered site designers' firsthand feedback on specific site usability questions. However, the study lacked a broader user pool. For instance, the site could go further to get a greater sample of MPS teacher feedback, as well as UWM faculty, librarian, and undergraduate and graduate student survey responses. In fact, the designers could partner with UWM Research and Instruction Librarians to hold quarterly library workshops for students and community members, as well as professional development workshops for faculty and teaching assistants that involved demonstrating the website followed by time to observe and answer user questions on the site. Additionally, those workshops could set aside time for participants to answer a survey or supply general feedback. March on Milwaukee might also benefit from broadening their geographical reach to suburban and private schools in the Milwaukee area. A broader regional population of users increases the diversity and perspectives of user feedback which can help broaden the site's accessibility. The limitations of the March on Milwaukee evaluation study revolved around its small, specific, and narrowly located user sample.

Many usability testing examples exist, but as previously mentioned none have been standardized or fine-tuned to make up for current assessment method limitations. In general, digital resources are different from each other in regards to their subjects, target users, and sources that usability testing cannot adequately compare digital

collections or rely on a universal evaluation model.[319] Moreover, many studies are

focused on a specific digital resource example. Petrelli et al. noted that although their

findings on information retrieval usability would likely be applicable to other digital

repositories, it was still limited in its scope and related to one digital collection.[320] It is

also important to note, that digital resources are still in their advent. Meaning, long

term preservation strategies and user perspective studies have not yet been accounted

for by site managers.[321] More studies on cross-resource user behavior will need to

happen within library science and humanities related fields to further establish generally

effective usability-centered assessment methodologies.

Positive March on Milwaukee Assessment and Outreach Methods

Despite its limitations, the March on Milwaukee Civil Rights Project was

successful in focusing its evaluation methods on student and teacher user samples that

complemented its pedagogical purpose. Thus, the March on Milwaukee digital collection

was purposefully made, rather than created solely for the sake of digitally preserving

sources, and assessed based on that purpose. As the collection endures, it can evolve

the scope of its sources and educational services based on regular evaluation that

includes larger and geographically broader user population samples.

The March on Milwaukee UWM student study that took place in February of

2010 uniquely included teaching faculty perspectives regarding digital collections. It

focused on investigating current practices in using digital collections to support

curriculum, as well as faculty's interests and needs for using digital collections for

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[319] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.
[320] Petrelli and Paul Clough, "Analysing User's Queries,"197-219.
[321] Little, "We are all Digital Humanists Now," 352-354.

teaching purposes. The digital librarians intend to use the March On Milwaukee Civil

Rights History Project as a case study and to develop practical tools to integrate this

unique digital archive of primary sources into the curriculum of online and on-site

classes taught on the UWM Campus. Including the teacher's perspective in planning

digital projects increases the likelihood of creating collections relevant to instructors

and students and contributes to their effective use in the classroom. [322] By engaging

faculty and students in constructive conversations on digital archives sources as

teaching materials, college-level curricula can be better developed to support

instructors who use digital resources in their courses.

For the K-12 students from NOVA middle school and high school, their research

eventually amounted to the students creating exhibit projects out of the materials they

studied. Over the course of one year, students developed creative responses to their

research that manifested as oral reflections, poetry, presentations, or as visual

representations including photographs and sculptures. The end product was an exhibit

held for three months at the Arts@Large building in Milwaukee's Walkers Point

neighborhood, with a significant grand opening held during Milwaukee's popular Gallery

Night. Gallery Night involves city galleries opening their doors on a Friday night from 5-

9pm. Including the student's work as a Gallery Night featured exhibit meant that

hundreds of community members would be introduced to the March on Milwaukee site

and Milwaukee civil rights historical narratives. Through this exhibit, the March on

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[322] J. Hendry, "Primary Sources in K-12 Education," *American Archivist* 70 (2007), 114-129.

Milwaukee site's primary source material not only educated the students, but also

hundreds of people from the city of Milwaukee.

By partnering with Arts@Large, March on Milwaukee designers effectively

integrated substantial outreach with their assessment efforts. Outreach is necessary in

that it expands digital collection users and awareness which essentially brings in more

feedback and direction, as well as motivation to actually continue to manage a highly

visited site. Norberg et al., suggested marketing digital collections through libraries

distributing bookmarks, advertising in campus-wide emails or the library website, and by

librarians and faculty including digital collection content in presentations at conferences

or on-campus professional workshops.[323] However, Alinder went further by building

bridges from the sources to her target audience. The site exists, but by partnering with

Arts@Large and investing the time to show teachers and students how to make use of

the March on Milwaukee materials, Alinder and the project team emphasized K-12

engagement for the digital collection. Moreover by partnering with the Milwaukee

Public Library, the project team was able to gain an investor who regularly met with

them and gave them feedback on how to improve the site.[324] The Milwaukee Public

Library also hosted the March on Milwaukee launch event, which extended the digital

collection's reach to the community.

Marketing faculty training sessions and library resource tours are also examples

of smaller on-campus outreach methods that can include flyers and brochures for

participants. Again, however the project team went further and the UWM Archives

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[323] Norberg, "Sustainable Design for Multiple Audiences," 285-299.
[324] Alinder, interview, 2014.

developed several community workshops for faculty and teachers that demonstrate

March on Milwaukee as a high quality primary source digital resource.[325] Tobias et al.

found that more faculty are now asking for assistance in using and even managing

digital resources, and by campuses increasing faculty awareness of digital resources

workshops can better encourage their faculty's digital competence and productivity.[326]

Faculty with significant digital resource capabilities can research more effectively and

may help contribute to specific digital collection's content. Additionally, including a

digital collection pathway from a library research guide or website page, as well as on

social networking platforms like a library's YouTube or Facebook page serves to invite

more users to the site.[327] March on Milwaukee has a Facebook page, and in concert with

their initial primary outreach efforts, all parties involved have established a solid

education-focused user base.

Seeking user interest in digital collections, as well as overcoming the funding and

maintenance constraints previously addressed, can be alleviated through outreach

efforts. Generally, digitizing materials opens them up to the widest possible audience:

the internet, which advocates interest and outreach on a basic level.[328] However,

actively communicating with related communities about the project is also a productive

outreach effort. For March on Milwaukee's case, the creators wanted to involve the

community by asking area students and organizations to use the site for educational

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[325] Ryan Hurley, interview, 2014.

[326] Tobias, *Web Survey on the use of Digital Resources in Instruction and Research*, 2009.

[327] Little, "We are all Digital Humanists Now," 352-354.

[328] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.

purposes even before the September 2010 launch date.[329] This was a critical outreach

strategy in that a significant digital collection challenge many times is the lack of

knowledge by community and academic institutions on a digital repositories'

educational value. If March on Milwaukee, a resource communicating Milwaukee's

struggle for racial equality, had gone unnoticed by the Milwaukee community, a

significant audience would be lost. By initiating discussion and demonstrating the

educational tools digital archival repositories offer, the more value area academic staff

and community educators will place on these resources. March on Milwaukee

developers including project lead Alinder demonstrated the site's educational features

to Milwaukee Public School (MPS) classes, and also to area organization Art@Large,[330]

where the developers could market the site as well as gain valuable feedback and

assessment data before the collection's launch. Digital collections are informative and

usually interactive ways to engage the surrounding community about a relevant topic,

and in March on Milwaukee's case the Milwaukee community now has a scholarly tool

to educate users on Milwaukee's civil rights historical narrative.

Suggestions Based on Digital Collection Assessment Findings

One significant area March on Milwaukee can improve in terms of evaluation is

to prioritize assessing who is using the site. From a broad perspective, libraries want to

find out what specific user groups utilize digital resources to better develop those

resources from those results.[331] If libraries can discover what digital resources are more

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[329] Doylen, interview, 2014.
[330] Alinder, interview, 2014.
[331] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

valuable to a greater population of users, then librarians can accordingly focus their digitization priorities, as well as where to implement increased marketing of digital collections that experience low user statistics.

March on Milwaukee would benefit from user statistics so that designers know what pages would benefit from more sources, content, or interactive services. Alinder indicated that March on Milwaukee, similar to many digital collections, is limited by copyright issues and also by what they have in the UWM Archives.[332] In response to limited sources, March on Milwaukee does supply users with a bibliography that can point them to other resources and sources. Web masters should be able to gather user data to pinpoint what collections users are visiting and in what numbers and time frames.[333] In November of 2013 March, a little over two years after its launch, March on Milwaukee began collecting user statistics with Google analytics.[334] Since tracking user statistics since September 1, 2013, results organized by city have revealed that almost 4,800 users have visited the site for an average of 4:18 minutes.[335] More than half of the site views have come from Milwaukee area (over 2,000 views), Madison (262), Chicago (137), and Waukesha (104) areas, and users view an average of four pagers per visit.[336] Other notable cities outside of Wisconsin include Minneapolis (32), Los Angeles (25), and several areas in the state of Washington (32) and in the United Kingdom (61) and

[332] Alinder, interview, 2014

[333] Rachel Singer Gordon and Jessamyn West, "Data and Desires: What Users Really Want," tech tips for every librarian (column), *Computers in Libraries* 28, 1 (2008): 42.

[334] Hanlon, interview, 2014.

[335] Ling Meng, "March on Milwaukee GA Statistics by City," unpublished Google Analytics results from September 1, 2013 to February 28, 2014.

[336] Ling Meng, "March on Milwaukee GA Statistics by City."

Canada (13) countries.[337] It is important to note that because March on Milwaukee was launched and marketed in the fall of 2010, these statistics reveal data taken a significant time after the project team initiated key outreach programming. User statistics will likely increase substantially after the March on Milwaukee project team resumes outreach and adds lesson plans.

March on Milwaukee could also go further in better implementing its social networking efforts. Although social networking demands significant upkeep time, it creates relationships with users and keeps digital resources popular and relevant. March on Milwaukee project leader Jasmine Alinder stated that while March on Milwaukee does have a Facebook page, it is not regularly used to inform members on site updates.[338] Furthermore, social networking provides access to patron demographics that previously have been unaccounted for including relationship status, political affiliation, and recreational decisions among other characteristics that may or may not help drive marketing initiatives.[339] The UWM Libraries has an all-encompassing blog for its more than 35 digital collection. However, in regards to a blog specific to March on Milwaukee most of the developers agree that a specific blog is challenging to keep updated. However, if March on Milwaukee gains attention in the future, dedicating staff time to posting a copy of a particular photo or new educational tool added to the site will grab users attentions and might also spark more comments. UWM Libraries Digitization Specialist Berman commented,

[337] Ling Meng, "March on Milwaukee GA Statistics by City."
[338] Alinder, interview, 2014.
[339] Gordon and Jessamyn West, "Data and Desires: What Users Really Want," 42.

"I think in technical terms, (a blog) would be cool in that it would be adding fresh content to (March on Milwaukee) and spark conversations instead of leaning as a place strictly for research. Instead it would be more of a place to interact. In technical terms the content management system has a force field and Google doesn't do a good job of accessing the information behind there and allowing results. So most library collections you never see in search results so it becomes a silo of information. But if you link it up with a well-maintained blog that Google allows, anyone can use it. It will come up in searches and people will become of aware that it exists."[340]

By inviting faculty, students, and even community members to comment and contribute

to a blog, March on Milwaukee could develop more of a following. Interacting with

users and establishing virtual relationship in this way does serve to develop a great

familiarity and level of trust with users.

All project members agreed that March on Milwaukee would benefit from

including curriculum tools. She indicated her main regret from the first part of the site's

development was not creating a lesson plan from the Arts@Large outreach program

Alinder commented,

"My one regret right now is there isn't - the outreach part with Arts@ large was phenomenal, but there's no lesson plan from it. We didn't know how it was going to go and it was unfamiliar. I wish we had built into the project curriculum from 4th grade to the university level. I would like to have readymade guidelines for it so someone who is unsure of how to use the site is more comfortable. We don't have any curriculum on (the site), and I know many professors use the site and build assignments based on it. I've tried to find someone from the School of Education to help but it didn't work out. We just don't have anyone with the expertise."[341]

In the next phase, the March on Milwaukee project team can prioritize making

relationships with K-12 education professionals and upload lessons plans, assignments,

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[340] Berman, interview, 2014.
[341] Alinder, interview, 2014.

and tutorials germane to the Milwaukee civil rights sources on the site. This second phase effort will better develop March on Milwaukee as a pedagogical tool to 4th grade to university students.

While March on Milwaukee has succeeded in initiating several significant outreach efforts, the team could always participate in more collaborative efforts to maintain use. Currently, the site is included on Library Research Guides, the UWM Archives site, and the University of Georgia's Civil Rights Digital Library. March on Milwaukee could go further by including its presence on MPS digital resources and other community and city government sites, in addition to other national civil rights digital efforts. Sroka et al. explained *The Steve Project*, which is a collaborative effort of museum professionals who believe social tagging will evolve the ways collections are described and accessed.[342] Likewise the University of Iowa Libraries is implementing "crowd sourcing" to advance the use of their collections. Meaning, the institution is allowing academic and professionally qualified users to undertake specific projects such as transcribing their collection of civil war diaries or other paper collections.[343] This invites more participants to help develop the site, and for each person involved with a site the more people linked to them will visit the digital resource. Even including a discussion forum on a digital collection can positively evoke conversation around the issues the collection presents and the link it provides between past and present

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[342] Sroka, "Identifying and Interpreting Prewar and Wartime Jewish Photographs in Polish Digital Collections," 175-187.

[343] Little, "A Place of Connection More than Repository," 172-174.

events.[344] These examples of trending movements are more social, rather than

scholarly, approaches that share sources on popular networks like Flickr, Instagram, or

social media foras. However, public institutions can form more meaningful relationships

and consequently become more relevant to users. In fact, the Wisconsin Historical

Society's Freedom Summer Digital Collection maintains a page that posts a photograph

with a quotation multiple times in one week to attract user attention.[345] This keeps the

collection relevant and garners relationships with its users. March on Milwaukee

creators might want to consider retaining a Facebook, blog, or Instagram page after

their next significant update to remind users of their value and advertise their visual

collections in a thought-provoking way.

Conclusion

Based upon March on Milwaukee developers' feedback, they have agreed on

vaguely constructed goals and a vision for the collection. Because the site is primarily a

pedagogical tool, Alinder and other UWM and Milwaukee community March on

Milwaukee site designers want to incorporate classroom curriculum documents,

worksheets, and educational services to make accessible to instructors teaching civil

rights history in Milwaukee and beyond.[346] In "March on Milwaukee Civil Rights History

Project" historian Patrick Jones specifically suggested that project leaders might

consider "adding curriculum ideas for teachers, inviting scholarly perspective through

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[344] Ryan Hurley, interview, 2014.
[345] Ibid.
[346] Ibid.

brief video interviews, or publishing a series of short essays on key issues."[347] Every

developer response included that they plan to implement more interactive features to

the site. Ultimately the main improvements currently being applied to the collection

include some digital maintenance of files and building new tools and contexts. More

specifically, designers are conceptualizing an animated map that illustrates the 200

nights of marches in a way that is visually understandable to users.[348] Like the recently

revised interactive timeline, the map will ideally show the march routes, and then either

student art that related to a location or a primary source such as an oral history. This

map and the collection itself have the potential to be more relevant to the community

and collaborate with other university students or city officials who can use the site as

historical context to frame their current public efforts. For example, UW-Milwaukee

Epidemiology faculty is currently undergoing a research project titled **"Social

Inequalities and Toxic Air Pollution Exposures in Milwaukee, WI"** which links racial and

socioeconomic geographies with patterns in air toxins.**[349]** March on Milwaukee could

certainly collaborate with Epidemiology faculty on this project by relaying how

Milwaukee neighborhoods and segregation have evolved over the past decades, and

give the project a historical perspective that can help their current perspective to spur

people into action. This collaboration would introduce March on Milwaukee to a new

group of users. As a final March on Milwaukee initiative, developers plan to continue

current workshop and UWM archive instruction and outreach efforts, and potentially

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[347] Patrick D. Jones, "March on Milwaukee Civil Rights History Project," *The Journal of American History*, March (2013): 1134.

[348] Hanlon, interview, 2014.

[349] Zibler School of Public Health, "Epidemiology," (UW-Milwaukee), http://www4.uwm.edu/publichealth/research/research-epidemiology.cfm (accessed 2/17, 2014).

broaden their community educational foundation to surrounding Milwaukee schools.[350]

Employing UWM's new Digital Humanities Lab or the UWM Libraries instruction rooms

is a great central resource for instructors to hold regular instruction sessions for

students and faculty to become more familiar with UWM digital resources, and

principally advocating that March on Milwaukee is the default digital collection to use

for these purposes is relevant because the collection discusses a Milwaukee community

topic from which most participants can relate to at least geographically.

The main evaluation for March on Milwaukee, or any digital collection, to

prioritize is to regularly assess the resource. In order for a digital resource to discover if

it is meeting its target user population's needs, and to ensure that new problems have

not been introduced, collection designers must continually assess and test the sites

usability through consistent test methods and also with redesigned methods.[351] March

on Milwaukee managers have neglected to improve or upkeep the site over the last six

months. Nevertheless this disregard will not devastate the site, and realistically most

digital collections will experience cyclical maintenance to exist with other institutional

resources. Still, March on Milwaukee creators should meet and formally list their vision

and next steps to evolve the collection. In Jones' review he commented that the March

on Milwaukee site is generally aesthetically pleasing, but also emphasized that the

digital world is constantly improving and leans toward visual elements.[352] March on

Milwaukee project developers might consider adding more images from newspaper

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[350] Doylen , interview, 2014.

[351] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

[352] Jones, "March on Milwaukee Civil Rights History Project," 1134.

sources and implementing more recent designs or interactive tools. Additionally, their

next improvements should be documented on social networks and online institution

platforms such as the UWM Libraries' website and involve collaboration with

appropriate partners. Examples of collaboration could be other community Facebook

pages advertising March on Milwaukee upgrades, or national repositories updating the

ways they list the site on their repository in response to any added content.

Conclusion

Digital collections are a part of the new trend in scholarly research and pedagogical tools. Their relevancy and popular use for educational purposes will only continue to grow in the coming years. Therefore, investing in the assessment of current digital collection to ensure their long-term existence and to produce better quality development and evaluation models for other collections to build from is relevant and necessary for academic institutions. Earlier in the advent of digital collections, scholars pinpointed four central principles to apply when creating a higher education digital collection: create scholarly value by exploiting distinctive technological features, create coherent and interactive collections, protect and foster an intellectual commons for scholarly and education use, and be realistic about costs for development, outreach, and maintenance.[353]

Digital collections have significantly increased in numbers over the past two decades, causing digital resource evaluation to become a growing trend particularly in the last five years. Because educationally-focused digital collections are created for pedagogical and research purposes, users should be at the center of any evaluation study. Moreover, information needs and user behavior and purpose should drive the assessment of particular digital collections.[354] Who is using particular digital collections and recognizing how web design encourages or discourages use will reveal how to best

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[353] D. Waters, "Developing "Digital Libraries: Four Principles for Higher Education," *EDUCAUSE Review* SEPT/OCT, (2001): 58-59.

[354] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

develop or improve sites.[355] If a digital collection is not easy to navigate or aesthetically

pleasing, users will use other resources. More recently digital collections offer services

that recommend sources for users while they browse and offer more user-friendly

search results largely due to recent assessment efforts.[356] Additionally, re-evaluation

will drive digital collection maintenance. March on Milwaukee will have another

opportunity to evaluate its collection this year as Arts@Large is creating another exhibit

based off of the Wisconsin Historical Society's (WHS) Freedom Summer digital collection

in July. March on Milwaukee designers can borrow effective strategies that the WHS

collection employs and come up with ways the two collections can work together.

Users, the target audience of a digital collection, drive that collection's development and

maintenance, necessitating that user-focused evaluation ideally should be the primary

framework for assessment.

Digital collections are making unique and primary sources more accessible to the

general public in an advantageous and unrestrictive way. Digital collections expand

research services, reduce handling risks, and promote library resources.[357] To academic

institutions specifically, digital collections are becoming a new stage in the research

process and offer opportunities for educational institutions to foster new relationships

between their collection materials and researchers. March on Milwaukee goes one step

further in this context to offer the city's community at large the opportunity to gain new

perspectives on their racial history and development as a highly segregated

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[355] Norberg, "Sustainable Design for Multiple Audiences," 285-299.

[356] Chowdhury, "Usability and Impact of Digital Libraries: A Review," 656-80.

[357] Don Zimmerman, "An Exploratory Usability Evaluation," 227-240.

municipality. One UWM History 294 student responded in an online survey that, "The most glaring difference between the digital archives and the physical archives was the sensory experience. One cannot pick up an original historical document and not think about the people that handled the document before them."[358] March on Milwaukee is able to form these connections to public users because the collection gives context and meaning to its sources. Historical narratives are offered in various formats from documents to videos to audio that connect events and related factors to help users understand the material and form that information into knowledge. Through a digital collection, fragmented documents and primary source perspectives are directly connected to news clippings or news footage.

The March on Milwaukee Civil Rights Project has the potential not only to be a highly regarded and useful pedagogical resource for schools, and also to community members and public officials. March on Milwaukee is a unique example of a digital collection that has extended its purpose beyond academic research by actively producing a publicly exhibited educational project run in collaboration with local students that applied the collection's contents to address and provide historical context to contemporary racial challenges Milwaukee continues to battle. Alinder and project team members introduced students who had little interest in Milwaukee history to March on Milwaukee's various primary sources and slowly witnessed those same students relate to the sources they read, listened, or watched. Students as a result became invested in the subject matter that March on Milwaukee as a Milwaukee Civil

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[358] "My Report," UWM Digitization Unit, September 22, 2010.

Rights education source supplied to them. Just as students participating in 1964

Freedom Schools became invested in the city's struggle for racial equality, students in

MPS schools today are now able to easily access Milwaukee civil rights histories and

become aware of Milwaukee's historical narrative leading up to its current state of

segregation. The historical context March on Milwaukee supplies users in terms of civil

rights and city segregation can help individuals and the community at large address

current statistics involving segregation, unemployment, and public health realities in

Milwaukee. Academic Institutions and the Library and Information Science field at large

are recognizing the value in using digital collections to foster high quality research

projects. They are globally accessible to scholars, and easily used by a wide variety of

users. As March on Milwaukee and other digital archival collections acknowledge user

feedback and assess their technological shortcomings they can then improve the quality

and quantity of their content and remain relevant educational tools to an extended

audience.

The Milwaukee Freedom Schools in the 1960s and the 2010 March on

Milwaukee Civil Rights Project both foster empowerment and help students and

community members recognize the city's unique civil rights narrative. However, the

original Freedom Schools empowered community activism while March on Milwaukee

encourages community engagement and impartial user involvement with primary

sources that are put in context with historical events. Just as the Freedom Schools

educated their attendees on neglected aspects of African American history, the March

on Milwaukee Civil Rights Project helps users to find their way into neglected or ignored

chapters in the city's history by offering access to primary sources and contextualizing those sources, offering the potential for a transformational experience. Users can become historians and teachers themselves and educate others with the site's material.

My identification of March on Milwaukee's unique use of outreach and community engagement is useful for other people who are interested in digital archival assessment. There is still much debate in regards to quantitative and qualitative measures of digital archival assessment. Some groups focus on quantitative data, such as page visits, Facebook likes, and Google Analytics data, while other groups maintain that conversations and in-person feedback, focus groups, or survey response are more valuable. By creating a community partnership with Arts@Large, March on Milwaukee not only demonstrated the site's practical value as an educational tool, but also gained valuable student and staff feedback that created a foundational assessment framework to build from in future partnerships. Digital archival collection assessment does not need to be limited to the measurement of how many people visit a site and for how long. The qualitative question of how people engage with a site is also important. March on Milwaukee succeeds as a digital archival collection in part because it engages with its users and is an interactive educational tool. The site is distantly related to the Milwaukee Freedom Schools of the 1960s in that the language of the website is not overtly campaign for a cause, but rather that its users, whether students, teachers, or artists use the site's materials to create their own language and to emerge education and activism more organically. To date, scholarship has focused primarily on quantitative assessment measures. However, this thesis maintains that as librarians and

historians continue to create digital humanities projects, they would do well to complement quantitative measures with qualitative methods. Simply making information available via the Internet does not in itself ensure meaningful engagement. Outreach to community organizations, such as March on Milwaukee's partnership with Arts@Large, can draw increased attention to library and archival resources, resulting in collaborative projects that can produce information and feedback that can be used, in turn, to keep digital archival collections relevant and valuable to their users. As founders of Freedom Schools realized in the 1906s, access to information is vital to freedom. But it is not enough simply to make information available. Information must be made accessible in ways that users find engaging and relevant to their lives. Many of the problems that confronted civil rights activists remain with us, including racial and economic segregation, inequality, and unequal access to resources, including information about the past. March on Milwaukee's combination of added context, user-friendly interface, search capabilities, and projects for community engagement make it a model for libraries and archives that seek to engage users in a new era, one in which access to information remains vital for the practice of freedom.

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APPENDICES
Appendix A

Student Survey

User Interaction with Digital Collections of Archival Primary Sources: Evaluation of the *March On Milwaukee - Civil Rights History Project*

Please describe your experience after using the *March On Milwaukee - Civil Rights History Project* and share your suggestions:

1. Please check one:
    __Undergraduate   __Graduate   __ Community User

2. The *March On Milwaukee* site seems easy to use
    1   2   3   4   5

    agree   disagree

3. Organization and layout of the *March On Milwaukee* site is
    1   2   3   4   5

    not effective   very effective

4. Navigation throughout the *March On Milwaukee* site is
    1   2   3   4   5

    very difficult   easy

5. Visually the *March On Milwaukee* site is
    1   2   3   4   5

    unattractive   very attractive

6. How relevant and accurate are the results returned from your searches? Do your searches provide the information you expect?
    1   2   3   4   5

    poor   excellent

7. The most useful materials for my class assignments were (check all that apply):
    __ Documents
    __ Photographs
    __ Oral histories
    __ Videos

8. I have experienced difficulties using the following materials (check all that apply):
__ Documents
__ Photographs
__ Oral histories
__ Videos

```
Please describe your difficulties:



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9. The most interesting materials in the collection are (check all that apply):
__ Documents
__ Photographs
__ Oral histories
__ Videos

```
Please give an example of the materials that you found the most interesting:


```

10. The materials I looked at was easy to interpret and understand as a historical source

         1   2   3   4   5

    agree   disagree

11. As a result of using this website (check all that apply):
   __ I am more knowledgeable about the civil rights movement in Milwaukee
   __I am more knowledgeable about the history of Milwaukee
   __I found material more quickly and efficiently
   __I found/used new primary sources for my research
   __I completed my research/project in less time
   __I will return to this website soon
   __I will tell others about this website

12. Your overall rating of the *March On Milwaukee* site is:
         1   2   3   4   5

    negative   positive

13. Additional comments and suggestions

Appendix B

Faculty Interview Guide

User Interaction with Digital Collections of Archival Primary Sources: Evaluation of the
March On Milwaukee - Civil Rights History Project

1. What is your assessment of the students' experience in using the *March On Milwaukee* for class assignment?

   Do you feel that students could interpret and use the collection effectively with a minimal amount of intercession by me or librarian, due to the context and information presented on the site?

2. How you feel about putting archival primary sources online?

   In what way can digital collections of primary sources have impact on students' learning? Can they help instructors in designing courses and compiling teaching materials?

3. What did you expect to find in this digital collection which you did not?

4. Is there something you need to teach effectively with digital materials that is not yet included in this digital collection?

5. What was the least useful aspect of the digital collection?

6. What was the most useful aspect of the digital collection?

7. What expectations do you have for online archival collections? Do you expect to find entire archival collections online or selected items? What is, in your opinion, an ideal model? What is the minimum acceptable model?

8. How much description of archival collections (telling you what the collection is about, providing titles of documents, subject terms, dates, etc) do you expect to find online in addition to copies of original documents?

9. How does the experience of using the online collection compare to viewing the original materials in the Archives room? Which experience do you prefer and why?

10. What suggestions would you offer for effective integration of digital collections of primary resources into curriculum?

Appendix C

The March on Milwaukee Civil Rights History Project - Student Worksheet

http://www4.uwm.edu/libraries/digilib/march/index.cfm

1. Open the collection's **Home** page and browse by **Format** to become familiar with the types of documents available in the online collection. Examine closely two items from the formats of your choice. Write down the titles and formats of the two items that you examined:

_____

2. Can you identify the names of two groups and/or individuals that were involved in civil rights struggles in Milwaukee in the 1960s?

_____

What forms of protest did the groups engage in (e.g. marches, boycotts)? Can you locate documents or records that would give examples of the strategies of protest that the groups used?

_____

3. What information can you find about the civil disturbance of July 1967 in Milwaukee? What was the City of Milwaukee's reaction to this event?

Please list the documents that were useful to locate this information:

_____

4. Can you identify a document that provides a study of community opinions about the summer 1967 civil disturbances? Who is the author of this document? How would you cite it?

Appendix D

Focus Group Questions with Findings Notes (notes highlighted)

I. Questions related to the survey and observation:

1. ***User experience in using the online collection.*** Start with an open-ended question: What could you tell about your experience in using the Civil Rights collection?

   How does the experience of using the online collection compare to viewing the original materials in the Archives room? Which experience do you prefer and why*?*

   Possible follow-up questions:

   > *Is it clear to you as a user what is included in this collection?*
   > *What was difficult or frustrating about using this collection?*
   > *Do you have any suggestions for improvement?*
   > *What did you like about this collection?*

   [Users liked the tag cloud. They said that it was easy to use and they liked that it limited the search somewhat. Mostly they were impressed by the way it was able to branch them out to other related fields. Over all they wanted to the tag cloud to do a broad search across all fields and they wanted results to display at the folder level]

2. ***Ease of use:***
   What part of the collection do you find easy to use?

   Are there any parts of the collection that you found confusing and why?

   [About half of the students were unaware that they could see a typed text version of the hand written documents. Users liked the idea of having options to print/download but were unsure of how to do it.]

3. ***Use of videos vs. documents***
   Many of you started your exploration of the collection by watching the videos, but then moved to documents and reported in the survey that you found the documents to be the most useful. Could you tell us why you found the archival documents the most useful? What role does the video play?

   [Users stated that documents were essential to being able to understand the context of the videos.]

4. *Interaction with archival documents in the online collection*

How do you think you can search the documents included in the folders? Do you assume that all documents are searchable? What about handwritten documents, such as letters? Do you know how to find typed text of those documents that is easier to read?

[Many complained about the limited open hours of the archive. This made them value the material on the website. They said it was difficult for them to locate some items in the archive that they had found on the website. Also, ==they would like more information about the scope of the website. This is both historical context as well as a feel for what is missing in the digital collection==. The most appreciated part of the website was the ability to see and hear video and audio.]

PDF – if you want to get a copy of the documents, how would you go about printing or downloading the documents included in the folders? Would you be interested in printing all documents in the folders or just a selection?

5. *Help and FAQ*

Do you use Help pages when you are online? Do you think that a Help and/or FAQ page explaining how to use the documents would be useful? Would you use if we developed it? Would you be interested in watching a video instruction with an archivist explaining how to use a PDF version?

[==Not many people seem to actually use a FAQ but they seem to want one anyway. Everyone seemed to like the idea of being able to ask a question via email or some other onsite communication. Video and text tutorials were also popular. They liked the idea of these educational tools being made readily available so they could train themselves to use the site.==]

II. More general questions about user interaction with archival collections

6. User expectations and information seeking behavior

What expectations do you have for online archival collections? Do you expect to find entire archival collections online or selected items? What is, in your opinion, an ideal model? What is the minimum acceptable model?

How much description of archival collections (telling you what the collection is about, providing titles of documents, subject terms, dates, etc) do you expect to find online in addition to copies of original documents?

Do you find browsing through the folders and documents an acceptable method of locating documents? How much time are you willing to spend browsing through the folders to find relevant documents?

7. Final questions and comments
   Do you have any questions for us?

   General comments

   1. <mark>They liked the idea of being able to leave feedback.</mark>
   2. They wanted more contextual material (timelines, maps etc)

Appendix E

University of Wisconsin - Milwaukee Student Evaluation Study Results Tables

#	Answer		Response	%
1	1(negative)		0	0%
2	2		4	6%
3	3		4	6%
4	4		39	56%
5	5 (positive)		23	33%
	Total		70	100%

Table 1. Overall rating of the March On Milwaukee site
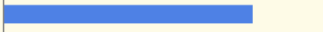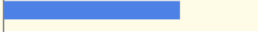
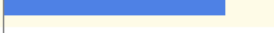| #	Answer		Response	%
1	I am more knowledgeable about the civil rights movement in Milwaukee		54	76%
2	I found research resources more quickly and efficiently		48	68%
3	I found/used new primary sources for my research		38	54%
4	I completed my research/project in less time		14	20%
5	I will return to this website soon		48	68%
6	I will tell others about this website		28	39%

Table 2. Students' evaluation of the usefulness of the collection

Appendix F

Answers to the Final March on Milwaukee Developer Interview Question:

In your opinion, why is the March on Milwaukee digital collection relevant to you personally?

Respondent A:

"Personally - It's really tough. I guess, when I do think about it - it makes me see Milwaukee in a different way. I have a habit of getting into a mindset about this place. There are vast sloths of this town that are not any good, and uh, it makes me think about just why that is and it makes me hopeful that someone will make something happen. It doesn't always have to be that way, and I hope that in some way shape or form this site will help someone see that way and that their community is malleable and they don't have to just live where they live because that's the way it is.

I'm interested to see where (March on Milwaukee) goes next. It's been a while since I've seen this project go somewhere and there are a lot of cool things about this project that could easily be re-visited and revived depending on what the next steps are. If you look at the users' perspective and who actually goes to the site and how they use it, then we can get it out there and get people to use it. So stuff like that, even just to give people a reminder that some of these problems still exist.

I do think the digital collections themselves expose the stuff that's in the library to new people. Students will go to the library, but how many students are going to gather enough courage up to go figure out how to use the archives? That's where the bulk of this material sits. You get that material out there and say where it's from and once people start using it they realize they can go and get more."

Respondent B:

"It was, when I first started in March 2012. Maybe a week or two into the job there was a gallery night at Arts @Large - who was featuring March on Milwaukee. So I took my family and went out to see that and there were a group of high school students singing and all these exhibits built around materials we had were made available. My daughter was eight at the time and was reading all the descriptions and we read about Vel Phillips who was there. And my daughter was awestruck. It was moving to see something I'm

usually so far removed from. It was great to see firsthand that we made such dramatic use of these historical materials and stories and my daughter was so impacted by the exhibit. It makes me want to make sure this collection stays in the front and center of what we're doing.

It confirmed to me that it was the right decision to make this job."

Respondent C:

I am an immigrant - I emigrated from Poland, and for many years Milwaukee was my second home. I lived in the south side of Milwaukee. My husband is of Italian descent and my mother-in-law went to school in Milwaukee. I didn't know that being immigrant - I didn't know much about civil rights. I was not familiar with the movement in Milwaukee. So I learned a great deal actually about what was happening in Milwaukee from this project. I haven't looked at all the documents but I watched all the videos. So for me personally it was a purposeful project because I learned a lot about the place where I live. That's the beauty of working on those projects.

When I worked at UWM I worked there for about 10 years, and most of my work was with the AGSL and their photographic questions. I built about 20 digital collections when I was there and they ranged in topic. And I have to tell you that March on Milwaukee is probably my favorite project because of the content because of its social importance and because it was a great team project - there were so many people involved. I speak for myself but we had those team meetings, and there was really a sense of excitement and that what we were doing was important. We put a lot of time on the project and learned a lot.

Trevor put so much of his own time in that project - it was that sense that we as a team."

Respondent D:

"First it's interesting to me. It really makes me think - I am from Taiwan, so we know there are black and white people in the states and they had some problems and still do. That's the only thing I knew before I came here. But we didn't know how much effort they paid for it. And I think that's the first firsthand material I have touched about the movement. So it really changed my thoughts about black and white history. As a foreigner it totally changed my view about the movement. I know what activists said but

it's not my history. But I do see something - for example, when I converted the videos I had to examine the videos to see if I did it right - so I have to watch them. So that's the first time I really knew what was happening in those years. Seeing is believing. That really makes me think it's alive and it's not a movie it's what really happened. It helped me to understand black history in Milwaukee, but also gave me a picture of the movement in the whole United States. We had some event after we launched it - a film about a bus across the nation.

Well I will say we spent a lot of time and effort to build this kind of collection for public interest. We hope there are more and more people that know there are so many precious resources here. We will feel happy if there are more people who use it. And if we can get more feedback, positive and encouragement, there will be more motivation to have some improvement - it would be very welcome."

Respondent F:

"I think social justice-based education in general has the purpose of showing people that at one point other people have taken actions to make their lives better. So I think any time you're able to share information and experiences/media linked to those experiences it is a positive experience.

I think I can speak for the young students and artists and teachers we've worked with - it's inspired them to take action in their community. It absolutely has. The students for example - they didn't see this as a fight that was won and over. They saw it as a continuing struggle. It is a continuing struggle. I think being able to understand our past and our challenges and what we need to overcome - building those linkages is incredibly important for education but also for community political action.

(March on Milwaukee) gave me perspective. It gave me a great amount of background knowledge. But it sparked my interest in investigating local history. Through this education project - the local aspect of it was the key to success because both as an arts administrator and teachers and students were more invested in it than if it was a website about national civil rights. Dr. King and Rosa Parks are great but bringing it home makes it more important and you become more engaged because you see the failures and successes and challenges that we still have. It becomes more than a text book. It becomes something that you can see right in front of you.

Respondent G:

"I would say, for example, my mom was like 9 at the time during the civil rights movement. She has the perspective of a scared white young suburbanite. When I talked to her about the movement she didn't remember Vel Phillips or (Lloyd) Barbee. She doesn't remember (Father) Groppi in a good way, but she also doesn't remember anything he said. I think if it's in the schools and widely used they would learn about their parents and grandparents generation and then parents might also be introduced to it and people can grasp a different perspective on it than they originally had if they look back on it. If people are still racist they can look at these sources and the contexts their presented in and change their perspective.

Respondent H:

"It provides a broader voice to those involved in that era; and provides many varied community an opportunity to both learn about the past and present race-based experiences in Milwaukee and the US. Collaborations with Arts@Large and other student groups are very rewarding as is knowledge of how scholars have become engaged in topics based on their interactions with the sites."

Respondent I:

"Essentially (March on Milwaukee impacts) the UWM community and the high school students in Milwaukee who have used it. Generally, going into the site they don't know anything about the topic. I usually get the response 'why didn't I know about this before?' I think in particular from the high school students in Milwaukee we've worked with, learning about this history made them look at their city in a different way and made them feel a sense of pride and ownership, and think that they had a role to play to make their city better for the future."