

STEP ONE: PLAN YOUR INTERNSHIP PROJECT

Internship Projects Must Be:

- Finite – have a clear end point/goal
- Well-planned – have a timeline of what should be completed by when, as well as an expectation of the amount of time needed for completion of each stage of the project
- Relevant – have a connection to the intern’s course work or area of interest
- Well-supervised – have one on-site contact person who is familiar with the project and can act as a mentor
- Well-supplied – have the appropriate resources available for the completion of the project
- Reasonable – have a clear understanding of the intern’s time commitment, skill set, and other responsibilities
- Flexible – have a back-up plan if the internship falls through

Do:

- Determine what the goal of the internship is for the student – training in a particular area, overview of working in a museum, fulfilling specific requirements for a course or graduation requirement, etc.
- Get to get to know the intern before the project begins, find out what his/her interests and goals are
- Have options, let the intern choose the project he/she would like to work on
- Provide a “job description”
- Provide orientation to your organization and your staff before the intern begins
- Stay in touch with the intern’s advisor and the internship coordinator
- Provide constant feedback to the intern
- Say “thank you”!

Do Not:

- Give “busy work”
- Expect to be able to turn the intern loose on his/her own!

What about pay?

- Credit vs. not-for-credit
- Stipend vs. salary

Sample Internship Projects

In History:

Research for “Bridges of Friendship: How Children Learn About Other Cultures”

Research Question: How did the 1924 Immigration Act – and earlier anti-Asian immigration laws – lead to the development of the 1927 Friendship Doll Program between the United States and Japan?

Research for the Meriam R. Hare collection

Research Question: How did the Walthall family’s move from Virginia to Ohio fit into the larger pattern of Quaker migration to Ohio/Indiana from the south in the first half of the 19th century?

In Art/Graphic Design:

“Beyond Birmingham: Friends and the Civil Rights Movement”

Working with the Curator to understand the stories contained within the exhibit, the Intern will be responsible for the general exhibit design, floor plan, and installation of the exhibit in a manner that conveys the “message” of the exhibit.

“A Concern for the Slave” Traveling Exhibit

Intern will be responsible for the Wall Plan. Using the content of the anti-slavery exhibit at the Quaker Heritage Center last spring, and based on the specifications the Curator will provide about square footage and hanging capability, you will re-design a three-dimensional exhibit to fit the wall space in a conference room. Intern will also work with the Curator to design the panels in terms of graphic design, photographs, and text layout.

In Education:

Underground Railroad and Anti-slavery Classroom Curriculum

Create a series of pre- and post-visit classroom activities and worksheets for use in a 4th grade Social Studies class to go with an in-class presentation developed by the Curator. These activities are designed to familiarize students with the subject before the formal presentation, and to reinforce the concepts and ideas presented after the class visit. The Curator will provide the content needed for each of these activities. It is the Intern’s responsibility to design/create the worksheets based on that content.

In Collections:

Watson Library Collection

When the Quaker Heritage Center opened in 2005, it “inherited” a collection of artifacts collected by Wilmington College’s Watson Library over the previous 60+ years. Some pieces of that collection came with documentation; others did not. Some pieces of that collection have since been processed; others have not. Working with the Curator and utilizing the PastPerfect collections database, the Intern will:

1. Pull all artifacts of the Watson Library Collection from collections storage.
2. Identify and separate cataloged vs. uncataloged collection items.
3. Develop an appropriate re-numbering system, if necessary.
4. Inventory the cataloged items to check for full description records, complete description records where needed, and renumber collection items where needed.
5. Process uncataloged items.

STEP TWO: FIND THE PERFECT (COLLEGE) INTERN

Art Academy of Cincinnati (undergraduate): Student Services
www.artacademy.edu/student-services/careers.php

Miami University Middletown (undergraduate): Career, Co-Op, and Internship Services
www.regionals.miamioh.edu/jobs/coops_internships.htm

Northern Kentucky University (graduate): Master of Arts in Public History
<http://artsience.nku.edu/departments/hisgeo/maph/newprojects.html>

University of Cincinnati (graduate): Museum Studies Certificate Program
http://daap.uc.edu/academics/art/certificates/museum_studies_certificate.html

University of Dayton (undergraduate): Career Services
www.udayton.edu/careerservices/student/internshipsandcoops/internships/index.php

Wilmington College (undergraduate): Career Services
www.wilmington.edu/career-services-employer/index.cfm

Wittenberg University (undergraduate): Career Services
www5.wittenberg.edu/administration/careers/internship.html

Wright State University (undergraduate): Career Services
www.wright.edu/career-services/co-ops-and-internships

Wright State University (graduate): Public History Program
<http://liberal-arts.wright.edu/history/programs/graduate/public-history-plan>