

cc: Mr. Charles L. Davis
Mr. Forrest Gee
Mr. George Berry

June 20, 1969

Mr. Sam Williams, Director
Atlanta Urban Corps
Municipal Auditorium
Atlanta, Georgia 30303

Dear Sam:

Enclosed is City of Atlanta general fund check number 6056 in the amount of \$50.00 for the purpose of funding a petty cash procedure for the Urban Corps Project.

These funds are to be used only for those miscellaneous requirements for which it would not be practical or possible to issue the regular purchase requests or miscellaneous requisitions to the Purchasing Agent. The expenditures from the proceeds of the petty cash fund must be for relatively small amounts.

Every expenditure, without exception, is to be substantiated with some invoice, bill, or memoranda containing an adequate explanation as to what is being purchased. Periodically, as the fund nears depletion, you should accumulate these written records and attach them to a miscellaneous requisition written for an amount sufficient to bring the total fund back to a total of \$50.00. You should charge the appropriate expense account for the amounts paid out, rental, printing, supplies, etc. This miscellaneous requisition, along with the supporting bills and invoices, should be forwarded to this office in the usual manner.

As the project nears completion, you should make a final report on the petty cash fund, returning to this office a record of all then remaining paid bills along with the cash balance of the fund. These remaining paid bills along with the cash balance should total \$50.00.

I trust this information is sufficient to instruct you on the proper operation of the petty cash fund. If any further clarification is needed, please contact me or George Berry.

Sincerely yours,

Dan Sweat

DRAFT

RESOLUTION BY

FINANCE COMMITTEE

WHEREAS, the 1969 Urban Corps Project anticipates the receipt of federal funds through the College Work Study Program administered by the Department of Health, Education and Welfare through most Universities across the Country; and

WHEREAS, the Finance Committee and Budget Commission, by resolution adopted June 16, 1969, anticipated \$77,856 from this program for the support of the 1969 Urban Corps budget based on agreements that have been executed by various Colleges and Universities; and

WHEREAS, such agreements have now been fully processed and are ready for execution by the city.

NOW THEREFORE BE IT RESOLVED BY THE MAYOR AND BOARD OF ALDERMEN OF THE CITY OF ATLANTA that the Mayor be and is hereby authorized to execute agreements with various Colleges and Universities the effect of which is to commit the Colleges and Universities for the financial support of the 1969 Atlanta Urban Corps Project through the federal College Works Study Program.

June 23, 1969

Mr. Richard N. Speer
Georgia Tech Box 34832
Atlanta, Georgia

Dear Rich:

This is to confirm your employment during spring term 1969 as an Atlanta Urban Corps part-time intern. As you remember, we agreed on an educational stipend of \$250.00.

Your check may be picked up at the Urban Corps office after we have a signed letter verifying your employment (for tax purposes) and a report, at least five type-written pages in length, explaining your specific duties, difficulties, accomplishments, and suggestions for improvement.

Sincerely,

Sam Williams

SW ph

cc: Bill Ramsey
✓ Dan Sweat

June 23, 1969

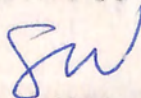
Mr. Dave Whelan
30 Courtland Street
Atlanta, Georgia

Dear Dave:

This is to confirm your employment during spring term 1969 as an Atlanta Urban Corps part-time intern. As you remember, we agreed on an educational stipend of \$250.00.

Your check may be picked up at the Urban Corps office after we have a signed letter verifying your employment (for tax purposes) and a report, at least five type-written pages in length, explaining your specific duties, difficulties, accomplishments, and suggestions for improvement.

Sincerely,



Sam Williams

SW:ph

cc: Bill Ramsey
✓ Dan Sweat

E. O. A.

This is a new one
see attached copy of letter
dated 7-9-69

July 9, 1969

Mrs. Joanna McKeever
Room 808
101 Marietta Street, NW
Atlanta, Georgia 30307

Dear Mrs. McKeever:

As agreed to in our conversation of this morning, I am forwarding to you:

1. A contract and one copy that will constitute the agreement as reached between Mr. Harold Barrett, E.O.A., and Mr. Dave Whelan, Urban Corps, regarding E.O.A. payment for two interns at the rate of \$880 each.
2. A contract and one copy that will constitute the agreement as reached between the forementioned parties regarding E.O.A. payment for two interns at the rate of \$250 each.

If you will please have someone authorized to contract for E.O.A. sign and return the four documents it will be appreciated.

Bank drafts should be made payable to the City of Atlanta, Atlanta Urban Corps.

I thank you in anticipation of your cooperation in this matter.

Sincerely,

Inmond L. Deen, Jr.
Financial Director

ILD:pch

Enclosures

Mr. Sam Williams , Director
Atlanta Urban Corps
Municipal Auditorium
Atlanta, Georgia 30303

Dear Sam:

Enclosed is City of Atlanta general fund check ^{number 6056} in the amount of \$50.00 for the purpose of funding a petty cash procedure for the Urban Corps Project.

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Insert para on back

I trust this information is sufficient to instruct you on the proper operation of the petty cash fund. If any further clarification is needed, please contact me or George Berry.

DS

CC: CLD, Forrest Gee, & Berry

As the project nears completion, you should make a final report on the petty cash fund, returning to this office a record of all/remaining paid bills ^{then} along with the ~~xxx~~ cash balance of the fund. These remaining paid bills along with the cash balance should total \$50.00.



NATIONAL DEVELOPMENT OFFICE
250 BROADWAY
NEW YORK, N. Y. 10007

The effectiveness of an Urban Corps depends in large part upon the perceptions of the participating students themselves. During the summer of 1968, 20 students from Sarah Lawrence College took part in New York City's Urban Corps, and one of them, Teresa Baker, wrote this article on their experiences with the city. Miss Baker had a bird's-eye view of the entire program from her internship position in the Urban Corps program development office.

A native of Denver, Colorado, Miss Baker received her B. A. from Sarah Lawrence College in June, 1969.

Miss Baker, 21, was editor of her college newspaper, an editorial assistant in the Sarah Lawrence Office of Publications and Publicity, and a tutor in the Upward Bound Program.

She will be attending the Columbia University School of Journalism in September, 1969.

Additional copies of this reprint are available upon request.

file

**URBAN
CORPS**

NATIONAL DEVELOPMENT OFFICE

Document Number 5A

Federal Regulations
Pertaining To The
College Work-Study Program
with
Analysis and Finding List

May, 1969

Document Number 5 A: CWSP Regulations

This is the fifth of a series of studies on the concept, development and operation of an Urban Corps student urban involvement program prepared by the Urban Corps National Development Office under a grant from the Ford Foundation.

Additional copies of this report and further information concerning Urban Corps programs may be obtained by writing:

Michael B. Goldstein
Director
Urban Corps National Development Office
250 Broadway
New York, New York 10007

Telephone: (212) 964-5552

The reader is urged to use these regulations in conjunction with the College Work-Study Program Manual, published by the U. S. Office of Education, and the Urban Corps National Development Office report on Legal Considerations (Document No. 5). The CWSP Manual may be obtained from the College Work-Study Program Branch, Bureau of Higher Education, U. S. Office of Education, Washington, D. C. 20202.

The College Work-Study Program was established under the provisions of the Economic Opportunity Act of 1964 and was subsequently incorporated into the Higher Education Act of 1965. These legislative enactments provided the basic "skeleton" of CWSP; the Commissioner of Education was empowered to promulgate regulations governing the specific use of CWSP funds.

Although draft CWSP regulations were developed and distributed as early as November of 1964, the College Work-Study Program did not, until the promulgation of the attached Regulations, operate under legally binding regulations. The guidelines for the administration of CWSP, codified in the 1968 College Work-Study Program Manual, are only interpretations of the legislative mandate, and not, in accordance with the Federal Administrative Procedure Act, legally enforceable. However, since each institution is required by statute to enter into a formal agreement with the Office of Education, for the administration of its CWSP program, the effects of this lack of "legal" regulations has been largely obviated.

As the utilization of CWSP became more extensive, and the uses themselves more sophisticated, the need for a concise set of formal regulations became apparent. The new Regulations not only complete the legal base for the administration of CWSP programs, but also provide for several substantive changes, additions and clarifications.

Perhaps the most significant element of the new Regulations is the increased emphasis on the nature of the work-study assignment, and the involvement of participating students in "worthwhile job opportunities for qualified students in employment for the institution itself or for public or private non-profit organizations, especially those engaged in health, education, welfare and related public service activities." (Section 175.1(b)(4); emphasis added). One of the criteria for the approval of CWSP grants has now similarly been specifically keyed to public service activities (Section 175.14 (c)).

The new Regulations define in detail what is meant by an "area vocational school and establish student eligibility requirements" (Section 175.2 (c) and 175.5 (b)). These institutions became eligible for participation in CWSP under the 1968 Higher Education Amendments. A 120-day annual limit is imposed on the duration of a cooperative education program for funding under CWSP (Section 175.2 (p)) and definitions and limitations are provided for the full-time employment of students during "non-regular periods of enrollment" (e. g. summer school; Sections 175.2 (q), 175.2 (r) and 175.6 (b)).

Work performed for the institution itself is now required, under the new Regulations, to "result in an expansion or broadening of the institution's student employment programs" (Section 175.4 (b)). This is considerably stronger than the previous "maintenance of effort" requirement. The nature of off-campus work is also more clearly defined, including a concise definition (and proscription) of "political involvement" (Sections 175.4 (c) and 175.4 (d)).

The new Regulations set forth the minimum permissible rates of pay for participating students and impose as an upper limit such hourly rate as the Commissioner of Education establishes (Section 175.8 (b) and 175.9).

The right of an institution to contract with an outside agency or organization to administer the ministerial functions of its CWSP program is recognized, with the explicit proviso that the institution remains responsible for the proper execution of the program, and that it may not, under any circumstances, delegate the authority to determine the eligibility of its students to receive CWSP assistance. (Section 175.16 (a) (2)). This provision sanctions the usual Urban Corps arrangement, where the municipality (or other agency administering the Urban Corps) serves as paymaster and provides the requisite on-going supervision and control of the work performed.

A copy of the new CWSP Regulations is included in this document. Also included is a finding list, cross-indexing the new Regulations with the comparable provisions of the 1968 CWSP Manual.

Finding List

This index cross-references the new CWSP Regulations with the 1968 CWSP Manual. An asterisk (*) denotes a substantive change enacted by the Regulations; a # indicates new material added by the Regulations, and n/c indicates no comparable provision in the CWSP Manual. Numbers refer to Regulation and Manual sections.

<u>Regs.</u>	<u>Manual</u>	<u>Regs.</u>	<u>Manual</u>
175.1	102*	175.5	(a).....302
			(b).....#
175.2	(a).....101		(c).....401-407
	(b).....606		(d).....306
	(c).....#		(e).....311
	(d).....103		(f).....401 (D)
	(e).....511 (B)	175.6	(a).....509
	(f).....201 (A)		(b).....510*
	(g).....401 (C)		(c).....510
	(h).....203 (B)	175.7	(a).....603, 606
	(i).....302 (C), 303, 304		(b).....708
	(j).....302 (C)	175.8	(a).....603*
	(k).....302 (B)		(b).....503, 710, 507*
	(l).....201 (A)	175.9505
	(m).....201 (C)	175.10604
	(n).....307, 308	175.11602
	(o).....302 (D)	175.12104 (D)
	(p).....305 (B)-(E)*	175.13	(a).....202
	(q).....#		(b).....201 (D)
	(r).....#	175.14202 (B)*
	(s).....517 (A)	175.15	(a).....702
	(t).....518 (B)		(b).....704, 705
	(u).....n/c		(c).....n/c
175.3	(a).....203	175.16	(a) (1)801
	(b).....203		(2)#
	(c).....705		(3)717
175.4102		(b).....801 et. seq.
	(a) (1) (i)519 (A)		(c).....901 et. seq.
	(ii)519 (C)	175.17n/c
	(2) (i)519 (D)		
	(ii)519 (B)		
	(b).....602*		
	(c) (1)517 (B)*		
	(2)517 (C), 517 (D)		
	(d) (1)519 (D)		
	(2)519 (D)		
	(3)517 (B)*		

ATLANTA SERVICE-LEARNING CONFERENCE
Room B-70 275 Peachtree Street
Atlanta, Georgia 30303

Dear Conference Participant:

Just a reminder! Preparations for the Atlanta Service-Learning Conference opening meeting at the White House Motor Inn in Atlanta from June 30 to July 1 are being finalized. Response, thus far, has been gratifying both by the intended participants and by national and local media.

Due to the support of participating organizations it has become possible to lower the registration fee to \$15.00 for all participants. This fee covers the cost of the three meals included in the program. For those who cannot attend all three meals, further adjustment will be possible. If you need lodging, reservations at the White House Motor Inn should be made by you personally.

Several areas of the conference have been integrated enabling us to conclude after the luncheon on Tuesday, July 1. This earlier conclusion will facilitate the departure of those participants who wish to leave in the early afternoon.

We hope that these changes will be conducive to your attendance at the conference. We look forward to seeing you there.

Conference Steering Committee
The City of Atlanta
The Atlanta Urban Corps
Economic Opportunity Atlanta
The Colleges and Universities of Atlanta
Department of Health, Education and Welfare
The Southern Regional Education Board
Volunteers in Service to America
The Peace Corps

*Faye
Notify all
interns to attend*

*✓ 1. Maney
2. Raymond
OK 3. Tom*

ATLANTA URBAN CORPS
30 Courtland Street, N. E.
Atlanta, Georgia 30303

June 20, 1969

Urban Corps Interns, Supervisors and Friends:

The Urban Corps and several service organizations such as the Peace Corps, VISTA, and the Southern Regional Education Board are sponsoring a National Conference on service-learning in Atlanta June 30 - July 1, 1969. The initial Conference will explore the service-learning experience of existing volunteer and service programs and plan a metropolitan model for Atlanta involving area colleges, local agencies, and foundations.

A series of follow-through meetings will be held during the summer to examine specific aspects of service-learning programs such as finance, college curriculum revision and educational aspects of service.

All Urban Corps interns will attend the first day's session June 30, with registration starting at 8:30 a.m., at the White House Motor Inn, 70 Houston Street, N. E. Interns should notify their supervisors in advance about their planned absence from work that day. We especially would like intern supervisors to attend. Hopefully some interns and supervisors will be able to attend the Tuesday Meeting as well.

During the afternoon session all interns will meet with Urban Corps evaluation staff members for additional information about the internship. Therefore attendance is very crucial.

Speakers for the Conference include Atlanta's Mayor, Student President at Clark College, Georgia Tech's President, Peace Corps and VISTA Regional Directors, and White House Aides.

We look forward to seeing you June 30.

Sincerely,

Sam A. Williams

SAM A. WILLIAMS
Director
Atlanta Urban Corps

SAW:blu

A PROPOSAL FOR MODEL SCHOOLS

A MEMO SUBMITTED TO RICHARD NIXON

FROM SAM WILLIAMS
JOHN CAMPBELL
FERRELL PAGE

STUDENT COALITION
WILLARD HOTEL
UNITED CITIZENS FOR NIXON-AGNEW
CHARLES RHYNNE, NATIONAL CHAIRMAN
NOVEMBER 5, 1968

Before WHY NOT (or the "model schools") proposal can be presented as legislation the following points need to be researched in more depth.

1. The cost of carrying out WHY NOT in approximately 20 schools in the initial year.
2. The duration of the grants and how they might be renewed.
3. The proposal refined and organized into booklet form.
4. A schedule of deadlines for the participating groups' planning and implementation of programs.
5. Approximately 20 schools representing the variety of existing institutions must be screened and briefed on the proposal. Pre-requisites for qualification would be a cooperative administration very interested in playing a larger role in the urban community.
6. The drafting of a major Presidential speech to introduce the idea of WHY NOT.
7. The possible use of the surrogate candidates as Presidential visitors and guests at participating colleges.
8. The adoption of a name for the plan. WHY NOT conveys the challenging, incentive, ^{and} daring of involved youth on the campus today. WHY NOT!

"Colleges whose concept of education stops at the walls of ivy give little but the option of dropout to students seeking participation in the real world. In contrast, a college that combines the opportunity for off-campus service experiences with the opportunity for on-campus academic reflection on the experiences, can engender in their students a thirst for educational involvement complementary to their thirst for societal involvement." ¹

Proposal for a "MODEL SCHOOLS" program in the Nixon Administration to develop and expand service programs involving young people.

A DIRECTION

Mr. Nixon in his speech "Today's Youth: The Great Generation" said:

"Our future leadership must provide our young people with a cause to be for; a commitment to the right to be unique; a dedication to social responsibility on a person-to-person basis.

"We are not talking here about a way to work off youthful enthusiasm; we are talking about a way to work in a sense of idealism and meaning that will grow throughout a person's life.

"There are 7 million college students today. The universities they attend are often close to and sometimes contribute to, urban problems. We have seen how government can make use of academic facilities as "think tanks" to move in on difficult projects. Every university must become a "think tank" for its local community.

"In that way students will add realism to their education, as they bring needed services to their communities.

"Some of this is well under way in pioneering colleges across the country; but now it should become a way of college life.

"The idea of bringing the resources of youthful energy to bear on urban problems is beginning to take root; what is needed now is a national commitment to provide incentive and financing to the great challenge facing this generation of Americans."

This proposal outlines how this national commitment might be started - to be concentrated initially at the education centers, but grants to be available to states, cities, and institutions whose projects fit the proposal's guidelines.

To marshal the national resources of our young people to confront our social problems in general, and the urban problems in particular, the Nixon Administration must be aware of the magnitude of work that can be done through volunteer student groups and individuals primed by federal funds in a systematic approach.

The "Model Schools" program attempts to achieve several distinct results:

1. Bring additional education resources to bear on social problems.
2. Provide a constructive outlet for the dissatisfaction many students feel with society by giving them the opportunity to develop and expand student resources in meaningful programs of social value.
3. Provide a worthwhile supplement to the formal education of the university.

¹Donald J. Eberly, "Service Experience and Educational Growth," Educational Record, Spring, 1968.

WHAT STUDENTS ARE NOW DOING

The importance of volunteer community service by students can not be over-emphasized. One individual helping another who is in need is one of the basic tenets which can build a revitalized society in our country, not only in the communities surrounding our nation's colleges and universities, but in every community. The suppressed radicalism of youth cries out for programs which can harness their energies for social betterment and which rely heavily on the principle of volunteerism.

Many groups already exist that use student volunteers in basic educational (tutoring, remedial reading), community action (recreational programs, organization of local newsletters), and rehabilitative (work in mental hospitals, prisons) activities. But many campuses lack even the basic organizational structure, and often where it does exist it suffers from a general absence of coordination, organization, experienced guidance and sufficient funding. Often the scope of a school's involvement in its neighboring area depends too much on the energies and time of too few members of the university community.

Many creative and helpful community programs do exist:

Memphis has a Volunteer Service Bureau that handles the placement of workers in over 200 positions in 50 non-profit agencies.

Students work with the Memphis Area Project-South which sponsors "clothes closets" to provide families with essential clothing when disaster hits. MAPS also oversees "planned parenthood" programs in South Memphis and nutrition classes that give instruction in planning well-balanced meals to the poor Blacks in Memphis.

The Human Opportunity Corporation in Austin has begun a foster grand-parents project. It recruits aged low-income persons to work with retarded children.

The University of Texas Law School has a Human Rights Research Council staffed with law students to inform low-income Negroes and Mexican-Americans of their legal rights and privileges.

The Community Involvement Committee at the University of Texas at Austin has submitted recommendations for field work in their personnel management program to work with minority groups and the hard-core unemployed to try to place them in better jobs.

One school offers special programs for black students before registration and continuing help to those who need it during the academic year.

The University of Chicago has allotted funds for a Summer Institute in which black students prepare talented eighth and ninth graders for college preparatory work.

Students at the University of Illinois at Chicago Circle provided transportation one summer for low-income children for trips to the city zoos, parks and museums.

A Community Arts Foundation in Chicago recently started a creative theatre for ghetto residents and held productions in alleys.

The Interdenominational Theological Center at Atlanta University has special preparatory courses for future ghetto ministers.

The University of Pennsylvania sponsored a program in criminal law and litigation, in which students accompanied police during their regular round of activities and assisted public defenders. Class credit was given for this work.

The Law School at the University of Detroit has a legal aid program for ghetto residents.

One group works on developing extracurricular activities within the walls of a prison -- sports, chess or bridge clubs, music lessons, quiz teams, managing of a literary magazine and the institution newspaper, management of an institution radio program for inmate education, and participation in weekly discussion sessions.

One student committee works with boys who are confined to a state reform school in Westboro, Massachusetts.

One groups of student tutors works with children in the third and fourth grades to help them to express themselves better, by having them dictate tales to the tutors, pound out their ideas on old typewriters, write short poems, make science observations, keep scrap books of thoughts, and mementoes of trips.

One program maintains an up-to-date collection of college, business and vocational school catalogues, a library of information on college board examinations, financial aid, and on "A Better Chance" and other available compensatory education programs.

COPE is a Boston organization designed specifically to place teenagers from low-income areas in institutions of higher education, done by representatives from the admission offices of the local universities, colleges and vocational schools.

At one school four qualified volunteers (including one who just completed the course) are currently teaching their second round of a 10-week computer class for ghetto residents.

Some imaginative tutors have started a biology learning room with a group of children who were introduced to the world of nature, foreign to their asphalt and cement world, by raising gerbils, hatching chickens and baby spiders, and growing plants.

A council of Intercollegiate Affairs in Boston encourages cooperation among student volunteer programs engaged in similar activities on different campuses.

Boston University's school of Nursing has sought out 27 young women from Roxbury who were interested in the field of nursing but who lacked the academic credentials for admission. Through a program, these girls have been successfully brought into the regular nursing program.

Boston University offers its facilities for recruiting and training of volunteers to any outside organization.

Harvard Business School students assist Roxbury ghetto businessmen.

Some schools have programs to provide better training for prospective teachers who want to work in ghetto schools.

Members of the Michigan State University Marching Band, "Band Brothers", offer free music lessons to children from low economic areas of Lansing.

In one area "Community Gardens" were established on urban redevelopment land. Through the purchase of shares, the community owns these gardens and the crops grown on them.

Students operate several community cooperative stores in the west side of Lansing, Michigan.

A program of consumer education "SHOP ALOT", uses student volunteers to aid inner-city residents in their shopping.

In one community, teenagers from the inner city were given the opportunity to operate a student-run radio station.

One faculty department sponsored a housing study to determine which low cost housing designs would best suit the needs of the people who will inhabit them.

One university has as a requirement for the degree of Master of Governmental Administration the assignment of students to various departments of city government.

Temple University has a Vice President for Urban Affairs to coordinate all activities with the community and has the responsibility for a Center for Urban Affairs and the Student Committee Action Center.

Project College Bound is a six week summer program for Philadelphia high school graduates from low-income backgrounds who have been accepted at colleges, but have specific educational deficiencies.

One school developed a counselor workshop--a three week summer institute to increase the professional competence of city high school guidance counselors in their work with students from minority groups.

At the University of Pennsylvania, the University Council on Urbanism and Related Human Resources is conducting a survey of the University's schools and research centers in developing interdisciplinary faculty seminars on urban problems and charting a university wide approach to the study of urban life.

The Temple University Hospital has developed a program for low-income mothers, giving pre-natal and delivery care.

A sorority developed a charm course (make up, hair care, personal hygiene,

posture, etc.) for children from broken or inadequate homes.

The Wharton Graduate School of Business has a Business Practice Service to provide management service to ghetto business people.

One school developed a pilot program connecting housing rehabilitation with vocational education, providing part-time and summer employment for high school students.

One University opened its olympic pool to poverty children during the week and provided instruction for an entire summer.

One city has started traveling libraries to visit ghetto areas.

Secretarial schools have developed technical-vocational courses in clerical skills to help needy girls find jobs.

One student group started a program of working with young urban children as tutors, playground aides, and group leaders for boy and girl scouts. They also work in hospitals in the escort service, as candy strippers, in feeding patients and other assignments through the Red Cross. Others work with handicapped persons, the mentally retarded, the deaf school, and many others.

Volunteers from MIT have used their special skills in mechanics and science, for use on building radios, erector set projects, three-dimensional maps of the moon, airplane and rocket models for children.

Tutoring Plus in Boston has produced its own textbook called "Tutoring On-A-Shoestring".

Michigan State University has established an Office of Volunteer Programs to provide greater university support in advising and coordinating all student voluntary service activities and organizations as well as to encourage the formulation of new programs.

One school developed a 13-week television course in Negro history and culture which was subsequently reproduced for use in teacher training in state-supported schools.

The University of Pennsylvania has a course, Urban Social Change and Human Development, designed to assist the planning student in understanding the process of social change in the urban environment through studying the attitudes of low-income and minority populations toward housing, renewal, education, employment and welfare services. A special reading seminar is offered to familiarize the planning student with interdisciplinary literature on poverty, combined with intensive field experiences in a critical slum area near the University.

The State of Michigan has a division of Volunteer Services. It is an information center for all volunteer programs for all the colleges and universities in Michigan. It provides assistance and advice for individual student projects. A statewide Governor's Conference is held annually for the directors of individual programs and projects on the respective campuses. The division does not provide program monies, but provides assistance wherever possible. Presently, there are about 10,000 student volunteers in Michigan at 27 different campuses. From this outstanding example set by Michigan student volunteers, both Governor Romney and Lt. Governor Milliken have encouraged broader volunteer activities to be undertaken by all segments of the population.

New York City has an URBAN CORPS internship program designed to offer college students the opportunity to participate first-hand in an urban society by taking a direct part in its administration. For eligible students, the program also provides a way to earn money through the use of college work-study funds. The URBAN CORPS is administered for the City of New York by the Office of the Mayor, in cooperation with the Department of Personnel. The URBAN CORPS is a cooperative venture of the City, the Federal Office of Education and the participating colleges and universities. Every assignment is individually prepared by the requesting agency or department, and is evaluated as to its applicability for a college student internship program. The majority of assignments are within existing agencies and departments, in on-going projects. Other assignments make the student a part of special task-force groups. Students may also be assigned to the central staff of the URBAN CORPS, working on the administration and operation of the program itself.

WE PROPOSE A "MODEL SCHOOLS" PROGRAM

that can offer qualifying schools of all sizes grants which would develop service programs that offer the promise of a more constructive and meaningful role both for students as well as to those in "neighboring communities". The program would focus our society's educational techniques and talents on the problems of life - either in our rural or urban areas.

It will not be simple to qualify for grants under this program. The government has neither the means nor the desire to invest public funds in an expensive program whose net effects will be marginal, wasteful, or visible only after protracted delay. We intend to help only those schools, cities, states, and institutions whose plans really serve to help others in their struggle for a more meaningful and productive life. We propose the following guidelines for determining an applicant's qualifications for the benefits - and achievements of this program. Many of these speak directly to the university educational structure, as initially, work will probably be concentrated here. But the overriding generalities of realistic and complete planning will apply to all.

The success that each demonstration program can have will depend on the quality of its planning, and the degree of cooperation it elicits from the various governmental bodies concerned (i.e. students, administration, faculty, community bodies, "Model Cities" people, and those in local Urban Coalitions) as well as private interests. The absence of this cooperation between contiguous areas is wasteful, as well as blind to the reality of urban life.

GUIDELINES

Service activities proposed should respond to the real needs of the community, by indicating a relevancy to the community given the realities of the environment.

Adequate identification must be made, of the areas which would be best served through student help in the community, schools, recreation centers, medical and mental hospitals, and probation departments.

Long term goals should stress the encouragement of community residents to work with existing educational institutions to develop new programs especially in the technical-vocational field.

Programs should be designed to nurture ghetto residents with recognized ability -- intellectual, academic, artistic, or athletic.

The programs should foster the development of local and private initiative and widespread citizen participation in the planning and execution of the program.

Local community groups should be encouraged to eventually develop and finance their own programs, and where possible people in the community should be trained to continue the specific educational or recreational project.

Contact should be made with local community agencies and school systems to insure program coordination with the present community activities.

Students should have a hand in assessing the nature of the service required and defining the task to be done.

Consideration should be given to involving adolescents in tutoring and counseling younger children for their mutual benefit.

The program planned should be consistent with successful programs of the past, as well as integrated into what they are now doing.

Experiences of often overlooked organizations like the YMCA should be utilized.

Planning should indicate sufficient provisions for organization and supervision of all aspects of the program.

There should be sufficient planning for projects to continue annually.

The program should be manned in each area by a single authority with adequate powers to carry out and coordinate all phases of the program. There must be a serious commitment to the project on the part of school and local people.

There should be adequate professional supervision, as well as adequate orientation and training, of the needed volunteers, and possible use of fulltime social workers explored.

"Tutoring" programs should include information guidance counseling, family services, school-home liaison, referrals, motivation-building, and recreational activities.

Emphasis on volunteerism should be evident and the areas where salaries are necessary made very explicit.

There should be evidence that the appropriate departments and groups within the university have been contacted to seek support for the proposed program.

The program should reflect an attempt to make full use of the university structure, not only its students, but scientists, economists, architects, mathematicians, as well as buildings, athletic fields and libraries. Attempts must be made to focus research resources on problems facing the city, such as traffic congestion, air pollution, housing, transportation, public health, etc.

Where possible a joint effort, exchange, or coordination of programs with neighboring schools should be made.

Lectures and special programs should be open to the community and scheduled with some attention to their interest and needs, e.g., a Black American series.

Evaluation of tutorial programs should be made through aptitude and psychological testing.

Plans should indicate an awareness of existing Federal programs which could provide financial support, and of techniques and projects which have provided successful examples in other areas of the country.

Institutional support should be available as needed, with a possible sequential development along these lines:

- a) an initial commitment to the educational value of properly executed service experience;
- b) faculty assistance in training and orientation;
- c) possible future provisions for academic credit for service experience;
- d) sufficient financial backing should be available so as to permit all students to participate;
- e) greater use should be made of work-study funds in projects that both socially productive as well as financially remunerative to students;
- f) greater use should be made of work-study funds for off-campus work, both during the academic year, as well as during summer.

GRANTS OF THE PROGRAM

We recommend that participating groups receive two types of federal assistance:

1. special grants be made for programs to groups whose plans justify the expenditure and fulfill the guidelines of this proposal and give promise of a meaningful impact on those participating.
2. that all available grants and urban aids in the fields of education, welfare, economic opportunity, and related programs be continued or expanded where justified.

Plans will be reviewed by a national office according to the preceding prerequisites. The national office will be staffed with people knowledgeable about the available federal funds as well as with individuals experienced in the planning and implementation of volunteer programs.

The research staff will have as its duties the gathering and distribution of all information that may be of use to submitting bodies, as well as the planning and organizing of relevant national and regional seminars and conferences on student social-work activities.

Small pamphlets, educational materials and the results of training conferences and leadership workshops would be provided to new and expanding organizations, or to those who wished to improve the quality of their program.

Another important aspect of the information gathering function would concern the financing of special student projects. A student group interested in working with the mentally ill at a local hospital would be able to obtain from this office information as to the funding programs in various government agencies which might be appropriate for its financing. The office would also assist the student group in preparing the proposal for federal funds.

FEDERAL COST

Funds will be required to assist participating groups in the implementations of their model demonstration plans. We should not underestimate the problems nor the financial needs involved in achieving these plans. The very scale of the demonstration and its widespread effects on the social structure of a community calls for coordination of the community's planning and administrative resources on an unprecedented scale.

The appropriate Federal contribution to this planning and implementation effort would be _____ million the first year, growing in increments of _____ million per year.

SECONDARY SCHOOL STUDENTS

The scope and depth of the work done by universities, cities, states, or institutions will often require detailed planning, financial assistance, and study.

But there are many things that could be done by our exceptional people in their mid-teens in secondary schools that can also have a massive effect, such as working as tutors in their communities in some of the remedial subjects, in secretarial fields, in home economics, and in the technical studies as well as art, music, etc.

The President should urge each Congressman to communicate with the high schools in his district about the great need for these projects. The national research staff of the "model schools" could provide information for these schools. Congressmen would propose "model" high schools each year and their services projects for consideration of Presidential awards. Given the attention and priority, this could be a very beneficial program, both in terms of the community work and the recognition of the early maturation of today's younger generation.

REWARDS

The President through the research staff and evaluation board would make very prestigious awards to those groups who during a year's time initiate programs most exemplary of the "model school's" guidelines.

It would be called the _____ award, and could involve a Presidential visit, a Presidential dinner, or a contribution of Presidential books or research material. To qualify groups must:

1. show signs of major achievement of benefit to the surrounding community.
2. show signs of massive student involvement.
3. have produced action that is recent and a result of a "model schools" program.

Successful action and innovation, not perfection or completeness, will be the real criteria.

Finalists would be chosen by an impartial board, and their spokesman would come to Washington for a conference and presentation of their program.

Greater use by the President of faculty-student prizes could also be used in areas, one particular individual faculty member or student did or initiated some particularly innovative idea or program by using an educational talent or technique on a social problem.

These rewards would be very important to generate the student-school action that is needed, to stress local involvement, and to stress the need for the teamwork approach to the problems.

SUMMARY

The character of the urban university is weakest in the area of communication and integration. There is a lack of communication both within the university's structure and between the university and those who can effectively utilize its assistance.

Integration goes hand in hand with communication in these areas. If integration seldom exists within academic institutions, it rarely exists within its community. There is an ever increasing need for the university to play a more diversified; participating role.

Higher education is often a symbol of medieval isolation, with the university insulated in its castle from the surrounding environment. When a university does cross the moat to involve itself with the community, the results are often uneven, fragmentary and unsystematic. The emphasis of education remains on the written word. In this change-oriented society the "PhD" and a long string of publications seems negatively correlated with problem solving capability. This program "Why Not" or "Model School's", suggests that the focus of education needs to be shifted away from the "print" to the problem.

The purpose of education is primarily to prepare the student to meet the demands of his world. Students recognize the need for a more relevant educational experience. And the community demands a more involved university. Both need the university to become a more active agent in problem solving and direct service. But in spite of all the recent encouragement from the citizens and students, the university continues its aloof role and at times ignores its responsibilities.

The poverty of an area breeds a psychological handicap for all ethnic groups. Welfare mothers and fathers without jobs frequently transfer their own guilt feelings to their children, and schools often underline the children's uncertainty.

It is here that the facilities of the university and the available manpower of students can have a large impact.

The proposals and requirements of "Why Not" (model schools) address themselves to the full integration of the university's resources in solving the urban problem. The development of increased student power and intensified student participation support our belief that traditional walls must be broken down, both within the university and the surrounding community, in the effort to bring about a more humane urban environment.

To break down these walls and escape from the feudal armor of the castle-and-the-moat, university administrators and faculty must begin to conceive of the university as a total social institution which is different from the aggregate collection of departments and colleges. They must develop with the students a balance between the educational programs and basic research, social advocacy and problem solving. It is for them to develop a balance between scholars and intellectual activists, between student-oriented professors and community-oriented problem solvers. This balance and coordination must be conceptual as well as organizational to succeed.

This academic movement must be with the assistance of student and community advice. The large brain trusts of universities are becoming like the federal government, bastions of bureaucracy where many people become lost. WHY NOT can develop contact between the "little people", the university, and the government. And the link between all of these can be the student.

Student tutorial programs already exist across the country and provide a perfect link with the community upon which the university can build. Tutorials are beneficial to all parties involved if these parties involved ~~if~~ are given a role in the planning and supervision. Many successful tutorials have been initiated by local residents. The residents of a ghetto in Cambridge, Massachusetts, created Tutoring Plus. In the summer of 1964, a group of teenagers met with a few older neighborhood youths who were attending college. All were trying to answer the question of why a small number of the older youths had made it to college while few of the rest had even finished high school. Tutoring Plus now involves M.I.T. students, the Polaroid Corporation, and Christ Church in Cambridge. The successful example of Tutoring Plus points the way for the university, the city, and WHY NOT.

In an increasingly open and secular ~~xxx~~ society, young people are concerned with their own identity, the nature and quality of their society and their relation to men everywhere. Tutorials bring a share of awareness and individual identity to both tutor and tutee. Ghetto youths often feel unable to deal with their environment, much less change it. This alienation is often translated into a self-fulfilling hostility towards any future efforts at personal or neighborhood advancement.

This alienation can be overcome by student volunteers running their own programs in conjunction with neighborhood community groups and parents. Student-run tutoring programs have inherent flexibility which enables them to be revised constantly to meet individual needs. They can operate with little of the stigma attached by adolescents to schools and agency sponsored programs.

First of all, the student volunteer is not too much older than the individuals they work with, thus contributing to a sense of comradeship and understanding between tutor and tutee. Secondly, the college student, by his very presence, is likely to provide the youth with a role model which is not merely a postiche of guidance counselor cliches but one which can communicate directly with the youth, overcoming a great deal of their time, energy, and thought, to the interpersonal relationships that are an integral part of any advancement activity. The student, merely by his presence at college, is likely to have access to all types of information his tutee may request.

Many problems of student programs can be overcome with the active interest and participation of the university. The nature of a student's life, at first not much to do and then too much, can work to the disadvantage of these programs. Some substitute for money is necessary to encourage steady participation. Course credit is the logical suggestion. Very few schools give credit for undergraduate field work, but the majority of schools do for graduates. This discrepancy needs to be changed.

The successful characteristics of student volunteer programs are relevant to any larger effort at community and university involvement. Projects must be initiated on a small scale with supervision reflecting consultation with university, community, students, city and private enterprise. Projects should also be allowed to develop slowly to find adequate and responsible local leaders. Immediate funding of uninvestigated projects may end in misspent funds, which could severely damage the entire effort. Quality planning is most important. Freedom of program selection must be guaranteed to each locale. Student committees must remain in control of volunteer programs with local citizens. Experience has shown that properly run volunteer programs attract the sincerest and highest quality workers. And that the introduction of remuneration often alienates the socially motivated and attracts the organization~~er~~ joiner or job hunter. The quality of service then drops. Public do-gooders with their weekend house painting serve only to irritate the ghetto resident.

Tutorial programs are only a fraction of what a university can do in an urban center. Not only do courses need to be changed to reflect urban problems but new priorities and policies need to be stated. Why should a city have to employ outside economists or mathematicians when the university's are available? Why should computers and programmers be hired when limitless research hours are available on campus waiting direction? WHY NOT could use the university facilities in the summer, its athletic fields, museums, lecture rooms, its buses, pools and tennis courts. WHY NOT could work with the city's and the citizens' needs through the university's resources. The "model schools" program would show that the government and the university are willing to give a greater responsibility to the student. No longer would there be a lack of communication within the university and between the university and those who can effectively utilize its assistance. No longer would segregation exist between departments, students, the community and the university. WHY NOT seeks to coordinate and redirect the energies of education to problem solving within the city and to problem solving training for the student.

Can we prepare our students to face that challenge better if we make working in it part of their education, maybe even for credit? Can we go beyond the research and problem-solving with our colleagues in the community of institutions, and relate ourselves to our ghetto neighbors to improve their environmental condition? Can we even go beyond the poorly developed programs and technologies of today and develop new visions of neighborhood life to which both residential and university communities contribute? Is it possible that the urban university can become a more vital mover in all of its missions by making this attempt? WHY NOT.

In a society characterized by accelerating change in all of its sub-systems, the problem solving urban university seems an inevitable trend. Will we be forced to it, or will we anticipate events and take leadership? That is the question. The answer is WHY NOT.

THE Link

NEWS OF THE CORPS

Atlanta Urban Corps
30 Courtland Street, N. E.
Atlanta, Georgia 30303

Mr. Dan Sweat, Jr.
Director of Government
Liason (Mayor's Office)
Atlanta, Georgia 30303

VOLUME III, 1969

INTERNS INITIATE PROGRAM

Wheat Street Baptist Church, pastored by Reverend William H. Borders, has for many years served its congregation as one of many Baptist churches in Atlanta. Recently, however, Wheat Street Baptist has been making concerted efforts to meet the social as well as the spiritual needs of its people. Serving in the Church's Wheat Street Garden and Community Center are six Urban Corps interns. Under the supervision of Reverend John Howard, Associate Pastor and head of the Education Center, interns Karl Paul of Georgia Tech, Sandra Mincey of Spelman, Cynthia Knight of Clark College, Joanne Mitchell of Morris Brown, and Phyllis Atkins and Linda Robinson of Georgia State, are coordinating programs in recreation and community relations. Assisted by three youth aids from EOA and nineteen Neighborhood Youth Corps students, the Urban Corps interns work five days a week and often in the evenings to provide the children of the Wheat Street area with constructive experiences in recreation and to investigate the social needs of the community. Karl, Sandra, and Joanne concentrate their services in the area of recreation while Cynthia, Phyllis and Linda work in the community learning from residents their needs, complaints and suggestions for a better community.

The Urban Corps interns have found that the children in their charge are not at all accustomed to participating in even the most limited programs of recreation and social stimulation that middle-class children take for granted. In an interview with Karl Paul, who serves as recreation director for the Center, it was learned that the interns and Wheat Street Baptist are attempting to offer some alternative to this situation.

After meeting in committee with area supervisors from the city Parks and Recreation Department, Karl found that there are virtually no arrangements in the city for sports leagues for youngsters. As Karl said, "Most of us have grown up in towns where softball leagues for kids were the expected summertime recreation arrangement-- and here in the inner city where leagues would be so valuable there is only one league established."

On Friday, June 27 a meeting of Parks and Recreation supervisors was held at 10 A. M.

Recreation programs were discussed, and it was at this meeting that Karl Paul learned of the lack of organized sports leagues in the city. By 3 P. M. that same day Karl had organized a meeting at Howard High School to begin work on drawing up such leagues. Seven of the fifteen Parks and Recreation Department supervisors attended. Over the week-end Karl compiled the information and ideas that came out of that meeting and by Monday had made arrangements for the 'American League' and the 'National League'. As Karl pointed out, there will be differences between these newly formed teams and the typical softball leagues of Hometown, U. S. A. There will not be any freshly laundered suits with matching caps. Neither will there be an abundance of regulation equipment.

There is a lot more to community relations than a kid's participation in a softball league. There is a lot that can not be accomplished by the Urban Corps interns at Wheat Street Baptist Church Garden and Community Center this summer. But there is now operating a recreation program that did not exist before these interns took the initiative. And there are numbers of Atlanta's inner city children participating in a constructive team sport who until now hardly knew that the opportunity for such programs could be made available to them.

Wheat Street Baptist Church is making an effort to answer the needs of its people. Urban Corps interns are helping. It is in programs such as this one that the opportunity to learn and serve becomes a personal and meaningful reality.

STREET THEATRE OPENS

The first season of the Library Urban Corps Street Theatre opened during the past week with the performance of "A Soul Gone Home," a play by Langston Hughes. The play was presented on July 7 and July 8 drawing crowds of 125 at the first performance and 75 at the second. This same play was presented July 11 at the Trinity Methodist Church. Directed by Arthur Pellman, instructor of drama at Clark College, the Street Theatre will present short plays throughout the summer on street corners, in churches, and anywhere that it is thought a crowd will gather spontaneously. Five Urban Corps interns will perform with the theatre:

They are Andrea Frye of Spelman, Young Hughley of Atlanta University, Christine Smith of Georgia State, Michael Stublefield of Morehouse and Gary Enck of the North Carolina School of Performing Arts.

MEETING OF THE COMMUNITY RELATIONS COMMISSION TO BE HELD.

The Community Relations Commission has released information on upcoming meetings to be held throughout the month of July. The Urban Corps feels that it would be to the interest of interns, supervisors and others concerned with our urban problems to attend one or several of these meetings. Therefore, CRC's schedule is included in The Link for the purpose of making known to its readers an excellent opportunity for becoming acquainted with the Commission:

July 14 University Homes Area (8:00 P. M.)

Flipper Temple A.M.E. Church, 580 Fair Street S. W.--an initial meeting to hear the problems of the neighborhood.

July 16 Buckhead Area (8:00 P. M.)

The "Hall of Bishops," Cathedral of Saint Phillip, 2744 Peachtree Rd., N. W.--a city-wide meeting to discuss "What are the responsibilities of whites in improving human relations in Atlanta?"

July 22 Perry Homes Area (8:00 P. M.)

Perry Homes Community Center, 2125 Clarissa Drive, N. W.--a return meeting to report to the citizens on action taken as a result of CRC's June meeting.

July 25 (2:00 P. M.) CRC's regular monthly meeting in Committee Room No. 4 City Hall.

July 29 Bellwood Area (8:00 P. M.)

Central City EOA Neighborhood Center
840 Marietta Street, N. W.--an initial meeting to discuss the problems of the neighborhood.

PROGRAM TO CONTINUE

Plans are being made for the continuation of the Urban Corps intern program in Atlanta beyond its summer 1969 employment structure. As more specific information is made available, The Link will keep its readers up-to-date with the projected plans. All interns, supervisors and others who are interested in continued involvement with the Urban Corps should remain in close contact with the office and should make their intentions known as soon as possible.

FINANCIAL ANNOUNCEMENT TO VOLUNTEER INTERNS

All volunteer interns working with the Atlanta Urban Corps program are advised that they will receive payment of the first half of their stipend on July 16 and the second half on August 27. This announcement comes from the office of Inmond Deen, Director of Finance. Interns should plan to pick up their paychecks between the hours of 1:00 P. M. and 5:00 P. M. in the Urban Corps office on the days stated.

WATCH FOR W.M.R.A. RALLY

SERVICE-LEARNING CONFERENCE SPARKS INTERN RESPONSE

Much could and has been said of the Atlanta Service-Learning Conference which was held June 30~~0~~ July 1 (See Vol. II, The Link). There were speeches and panel discussions, work groups and informal sessions. Some people in attendance felt that they knew quite well what the service-learning concept involves. Others were there to find out. For the Urban Corps interns who attended the two-day conference the experience meant different things and carried varying degrees of credibility. The following are responses from six interns gathered a week after the Conference thus allowing a period of reflection on overall opinions:

(1) Diane Lewis (Spelman) Atlanta Girls Club: "I'm afraid I was not very impressed by the Conference. It sounded to me as though it was simply a chance for the Conference to pat itself on the back."

(2) Rudine Arnold (Spelman) Kirkwood Center: "I enjoyed the Conference and especially the discussion which pointed out exactly what it is that the student interns are doing in the city. The talk sessions were more valuable than the speakers."

(3) Raines Carrol (Morehouse) City Personnel "The Conference was generally pertinent, but the students wanted to know more about what is going on in our own city now."

(4) Janice Snider (Univ. of Kentucky) Mayor's Office: "The morning sessions were dull. Interns were not really a part of the Conference. Hopefully the next Conference will be more meaningful. Frankly, I would have rather stayed at work."

(5) Anne Mayeaux (Emory) City Personnel "I wish the Conference could have been more concrete. The whole thing was more related to public relations than to the interns. However, it is difficult when a conference is planned in advance, as it must be, to relate content to the people who are actually to participate. I felt that the audience was more liberal than the speakers and that there was a sense of restlessness in the audience. It would have been good if more student organizations could have been represented. I especially enjoyed the chance to get together with the other interns. After all, we can learn so much from one another."

(6) Sally Cantor (Lake Forest) Service-Learning "Among the most important elements of the ASLC was the fact that numerous service oriented agencies were able to put aside their own individual points of view and focus on the larger dimensions of service-learning. Due to the nature of my Urban Corps assignment I feel that greater attention should be focused on the learning aspect of the Urban Corps assignment. Interns need to think out the meaning of their experiences. . . and what it tells them about themselves, their goals and their society. The service aspect is easier to realize, but the learning aspect must have equal focus. The first part of the Conference contained this element.

June 17, 1969

Mr. Charles L. Davis
Director of Finance
City of Atlanta
Atlanta, Georgia

Dear Charles:

This is to request that you recognize the signature of either Mr. Dan Sweat or Mr. George Berry of this office on all requisitions and other documents relating to the 1969 Atlanta Urban Corps Project.

This will involve all appropriation accounts created in our general fund budget by resolution dated June 16, 1969, with the suffix "U".

By copy of this letter, I am making the same request of the Purchasing Agent.

Sincerely yours,

R. Earl Landers
Chief Administrative Officer

REL:fy

cc: Mr. J. Forrest Gee

Charles L. Davis

etc.

Dear Charles:

This is to request that you ~~insert~~ ^{recognize} the signature of either Mr. Dan Sweat or Mr. George Berry of this office on all requisitions and other documents relating to the 1969 Atlanta Urban Corps Projects. This will ~~not~~ involve all appropriation accounts created in our general fund budget by resolution dated June 16, 1969 ^{with} ~~the suffix "U."~~ the suffix "U."

By copy of this letter I am making the same request of the Purchasing Agent.

VTY

REL

cc: Mr. J. Forrest Gee

ATLANTA URBAN CORPS

INTERNSHIP ASSIGNMENT

30 Courtland Street, N.E.
Atlanta, Georgia 30303

1	COLLEGE Antioch College	2	DATE June 11, 1969	3
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4	NAME & ADDRESS Manny Berk Antioch Union Yellow Springs, Ohio 45387	5	INITIAL ASSIGNMENT	6
		6	REASSIGNMENT	7
		8	PART TIME	9
		9	SUMMER	10
		<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D		

7	AGENCY City of Atlanta	8	COORDINATOR Dan E. Sweat, Jr.	9	PHONE 522-4463 Ext. 280
---	---------------------------	---	----------------------------------	---	----------------------------

10	ASSIGNMENT NO.	11	NATURE OF ASSIGNMENT Summer Program Evaluation Intern To monitor summer program components and recommend changes as needed. Also to assist in the compilation of summer facts for final report and evaluation. Will require field work as well as inside desk work.
12	ADDRESS 209 City Hall Atlanta, Georgia 30303		

TO BE COMPLETED BY AGENCY COORDINATOR

13	STUDENT <input checked="" type="checkbox"/> ACCEPTED <input type="checkbox"/> DECLINED <input type="checkbox"/> UNACCEPTABLE	14	IMMEDIATE SUPERVISOR DAN SWEAT	15	SUPERVISOR'S PHONE 522 4463 ext 280
16	REMARKS	17	ASSIGNMENT (NAME OF CENTER) CITY HALL	18	
			ASSIGNMENT ADDRESS	ASSIGNMENT HOURS	
				FROM	TO
				MON 8:30	5:00
				TUES	
				WED	
				THURS	
				FRI	
				SAT	
				SUN	
20	STARTING DATE June 19, 69	21	SIGNATURE OF COORDINATOR Dan E. Sweat		

TO BE COMPLETED BY INTERN IF DECLINING ABOVE POSITION

I decline this assignment and wish to be reassigned because:

I wish to withdraw from the URBAN CORPS. (see item 5 on reverse)

DISTRIBUTION: WHITE, CANARY & GREEN - URBAN CORPS
PINK - AGENCY COORDINATOR
BLUE - INTERNS RECORD

AGENCY COORDINATOR

FORM UC-4 9/67 M-822278

INSTRUCTIONS:

TO URBAN CORPS INTERN:

1. This is your intern assignment. In accordance with your stated preference, you have been assigned to the position described in Box 11 on reverse side.
2. You **MUST** contact the COORDINATOR named in Box 8 immediately to arrange for an interview, at which time the exact nature of your assignment will be outlined.
3. Bring all five copies of this form with you to the interview. **DO NOT SEPARATE THEM.** At your interview, the agency coordinator will fill out Boxes 13 through 21.
4. The agency coordinator will retain the pink copy. You will remove the blue copy for your records. You **MUST** return the other three copies to **THE ATLANTA URBAN CORPS, 30 Courtland Street, N.E., Atlanta, Ga. 30303.**

IMPORTANT--NO PAYROLL WILL BE PROCESSED UNTIL THESE FORMS ARE RECEIVED BY THE URBAN CORPS OFFICE.

5. If, before the interview, you decide that you do not want this assignment, check space in Box 22 and state your reasons.
If you wish to withdraw from the URBAN CORPS, check the space in Box 23. **THEN RETURN ALL COPIES TO THE URBAN CORPS.**

TO AGENCY COORDINATOR:

1. The intern who brings this form has been assigned to the specific position whose Assignment number appears in Box 10.
2. If you accept the intern for the assigned position, complete Boxes 13 through 21.
3. Retain the PINK copy for your records.
4. **RETURN THE REMAINING FOUR COPIES TO THE INTERN.**
5. If the intern is not acceptable or declines the position, check the appropriate space in Box 13 and return all five copies of the form to the intern.

NOTE:

If there are any questions regarding placement procedure, please feel free to call the URBAN CORPS at 524-8091 or write:

ATLANTA URBAN CORPS
30 Courtland Street, N.E.
Atlanta, Georgia 30303

THE Link

NEWS OF THE CORPS

**Atlanta Urban Corps
30 Courtland Street, N. E.
Atlanta, Georgia 30303**

PEOPLE OF THE URBAN CORPS

As the program of the Urban Corps develops, an increased personnel is necessary. The people we have working on the administrative staff are a group of interesting men and women from various backgrounds; together they are coordinating the many aspects of the Urban Corps. Let us introduce them to you!

Betty Lue Underwood and Marjorina Langford will both be working in the administrative offices as secretaries. Betty Lue is a junior at Morris Brown College and is from Barnesville, Georgia. Marjorina is a freshman at Georgia State College and is from our own Atlanta. Both of these girls are Urban Corps interns, financed by the College Work Study Program.

Dianne Lovejoy, a senior at Price High School, will work with us as an intern with the Neighborhood Youth Corps. She has worked with E.O.A., and will be our receptionist for the summer.

The Education and Evaluation team is made up of Resna Hammer, Education Director, Maggie Gerber and Dawn White, both Education Coordinators. Resna received her BA from Bennett College, and then served in the Peace Corps first as a volunteer for two years and then as a selection coordinator. She is married and living in Atlanta with husband Jeffrey and 10 month old baby, Rachel. Maggie is at present a candidate for her Ph.D. at Emory and received her BA from the University of Denver and her MA from Boston University. She has worked as co-director for the American Friends Service Committee and has taught both at Clark and at Northern Michigan University. She and her husband Leslie live here in Atlanta. Dawn received her BA at St. Francis College, Indiana, and is now working on her MA at Atlanta University. She is originally from Ceylon, but her family has been living in Detroit for the past nine years. She has worked with E.O.A. both in Atlanta and in Indiana and taught for a short time at a parochial school in Fort Wayne, Indiana.

Coordinating our staff are Sam Williams and his assistant Dianne Wilson. Sam, a former student body president at Georgia Tech, was director of President Nixon's task force on youth in federal government during the past year working in both Washington, D.C. and New York. Dianne, who received her BA from Spelman and has done work toward her M.A. at Atlanta University, is in charge of all special programs. She served in Kenya for one year in a program of the World Council of Churches in Harlem, N.Y. as a church program director.

Another of our busy, hardworking staff members is Sue Zander whose position as Executive Assistant makes her an important "information source." Sue received her B.A. from George Peabody College in Nashville, Tenn., and has worked with E.O.A. here in Atlanta as a personnel assistant since 1964.

The Urban Corps financial program is being handled by Steve Mwamba, payroll coordinator, and Inman Deen, physical director. Steve, originally from Zambia, Africa, has been in the U.S. for the past four years attending first the University of Nebraska and then Georgia State, majoring in finance. He and his wife Ivy and daughter Suzgyo live here in Atlanta. Inman comes to our program from Tulane University where he has just finished his first year of law school. He has worked in the Fulton County Juvenile Court as a probation officer for the past three years. Inman and his wife Mary will return to Tulane in September.

The job of keeping the Urban Corps before the public goes to Ken Millwood and Tara Swartzel. Together they will be publishing the newsletter and contacting radio, television and newspapers. Ken, who is from Marietta, has just graduated from the University of Georgia where he majored in journalism. He plans to go to the Business School at Georgia to obtain his M.A. Tara, who has just

graduated with a B.A. in Art from Agnes Scott College in Decatur, has been working with the development of the Urban Corps since this past winter.

AGENCY SUPERVISORS PARTICIPATE IN "CRASH COURSE"

On Tuesday, June 3, forty-five agency supervisors who will be supervising Urban Corps interns met at the Urban Corps office. Mr. Dan Sweat, City Deputy Administrator, was on hand to make introductory remarks. A film, "Action Summer" from the National Urban Corps office in New York, was shown to help the supervisors visualize the kind of work that their student interns can carry out this summer. Explanations of several operational areas of the Urban Corps followed: Steve Mwamba discussed the intricacies of the payroll procedure to be used throughout the summer; Dave Whelan explained legal procedures, contracts and special arrangements to be carried out by the Urban Corps and the agencies; and Resna Hammer gave a short description of the particular areas of the Urban Corps program. As Sam Williams said after the meeting, "You know, we've been dealing with paper work for so long here in the office; meeting with these supervisors today brought the program to life again for us — we are working with *people!* The success of the Urban Corps really does depend as much on these supervisors as it does on the interns. The enthusiasm exhibited by the supervisors gave our staff a real shot in the arm."

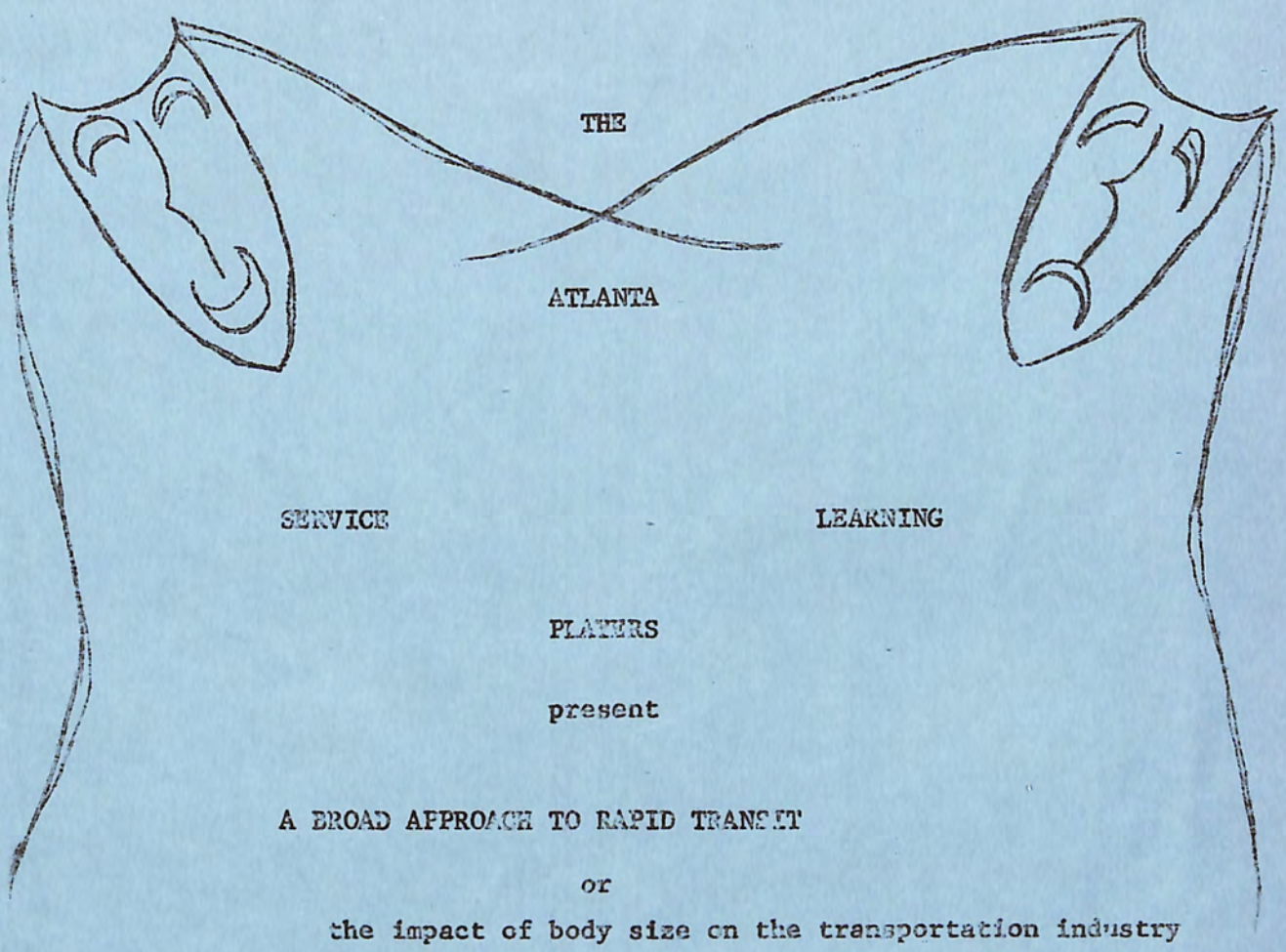
INTERNS MEET FOR ORIENTATION

On Monday, June 9, fourteen student interns met with the Urban Corps staff for an orientation program. The same film which had been shown to their supervisors at the meeting on June 3 was presented to the interns in the sky room of the old city auditorium. Following the film, Dave Whelan, Resna Hammer and Steve Mwamba explained such aspects of the Urban Corps summer program as payroll, education evaluation, and intern placement. As Dave pointed out to this group of interns who are to begin work this week . . . as the first interns to be "on the job" theirs is a responsible position. We are working with people — our student interns are, in fact, the Urban Corps.

OUT OF CHAOS . . . OUR OFFICE HAS A "FACE LIFTING!"

The bare, football field-sized echo chamber that our office once was is now beginning to look like a new place. With the addition of partitions the large room on the 2nd floor of the old city auditorium now is divided into five smaller offices with a large center room and a movable partition which allows for the addition of a sixth office space which can be adapted to various sized meetings. Office equipment has been provided by several of our special friends, among them the Atlanta Police Department and the city Purchasing Department. The Police Department has given us thirty cushioned straight chairs to be used in large meetings while the Purchasing Department has provided a filing cabinet and many "emergency supplies" — a special thanks goes to Mr. Al Randall of that department.

We have also found that Mr. Dan Sweat, City Deputy Administrator, can run a mimeograph machine and "tote" a load of paper — because he helped us do it — and we thank him!!!



THE

ATLANTA

SERVICE

LEARNING

PLAYERS

present

A BROAD APPROACH TO RAPID TRANSIT

or

the impact of body size on the transportation industry

ATLANTA SERVICE LEARNING CONFERENCE

White House Motor Inn
70 Houston Street, NE
Atlanta, Georgia 30303

June 30, 1969

THE ATLANTA SERVICE-LEARNING PLAYERS

present

a road approach to rapid transit
or
The Impact of Increased Body Size on the Transportation Industry

C A S T O F C H A R A C T E R S

Narrator

M. T. RoadsChief Planner, Same Old Roads & Traffic Association (SORTA)

O. L. McDonaldEnvironmental Investigations with Economic Impact Office (EIEIO)

C. T. StreetsCity Traffic Engineer

C. "Vic" Leider.President, Merchants & Peoples Bank and Chairman of SORTA

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Irvin CoreDirector, Service-Learning Agency (SLA)

Leah Zonn.Assistant Director, SLA

Miss Peller.Secretary to Mr. Core

Iva Grant.Grant Assignments Department, (EGAD)

ACT I

THE INGREDIENTS OF SERVICE-LEARNING

Scene I - A Community Need

Place. The Conference Room of SORTA(Same old Road & Traffic Association)
Time Spring
Characters Present . M. T. Roads, Chief Planner, SORTA
O. L. McDonald, Director, EIEIO(Environmental Investigations with Economic Impact Office)
C. T. Streets, City Traffic Engineer
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Situation. EIEIO has just confirmed reports that body size is increasing with each generation. The impact of this factor on SORTA plans for transportation facilities is the subject of this meeting. SORTA does not have the manpower to explore the dimensions of the problem and is seeking help.

Scene II - Students

Place. The Student Union Coffee Shoppe of Agnes Brown Clark University (ABCU)
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Cyrius Homeworcker, Graduate Student, Psychology
Millie Tante, Senior, Political Science
Constant Lee Dewingood, Senior, Sociology
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Situation. Students are discussing their views of their courses and education and society in general. Talk turns to plans and wishes for the coming summer and beyond.

Scene III - An Educational Institution

Place. Dean's office at ABCU
Time Spring
Characters Present . A. K. Demic, Dean
Carrie Burden, Financial Aid & Placement Officer
Wright N. Wright, III, Professor, Political Science
Ray Levant, Associate Professor, Economics
Situation. The group is meeting as an ad hoc committee to discuss student problems from an administration and faculty perspective. On the agenda are:
(1)academic standards, (2) student unrest, (3) financial problems, (4) physical facilities, (5)counseling.

Scene IV - A Coordinating Agent

Place. Office of SLA (Service-Learning Agency)
Time Late the same spring

(Scene IV - continued)

Characters Present . Irvin Core, Director, SLA
Leah Zonn, Assistant Director, SLA
Miss Peller, Secretary, SLA
Iva Grant, EGAD, (Exemplary Grant Assignments
Department)

Situation. Contacts have been made with SORTA, ABCU and students securing agreement to cooperate in a service-learning project on body size and transportation. Funds have been secured. The agreements are to be confirmed and a first meeting of the project participants is to be scheduled.

ACT II

SERVICE-LEARNING IN ACTION

Scene I - The Project

Place. SORTA Office
Time Late Spring
Characters Present . M. T. Roads
O. L. McDonald
"Abe" Willing
Ray Levant
Leah Zonn

Situation. Project participants are meeting as a project committee to help the intern define his task more specifically and to discuss roles.

Scene II - Education Interpretation

Place. Professor Levant's Office
Time Mid-Summer
Characters Present . Ray Levant
"Abe" Willing

Situation. Intern is well into his project and he is discussing some of his observations and ideas with his counselor.

Scene III - Coordination

Place. Service-Learning Agency Office
Time Late Summer
Characters Present . Irvin Core
Leah Zonn

Situation. Internships for the summer are almost over and the office is reviewing the situation.

Scene IV - Field Review & Evaluation

Place. SORTA
Time Late Summer
Characters Present . M. T. Roads

Act II - Scene IV, Continued

O. L. McDonald
"Abe" Willing
Ray Levant
Irvin Core

Situation. With only a few weeks to go, the project is reviewing with the intern his final steps and the preparation of his report. Discussion of community and educational issues evolves.

ACT III

Follow-Up and Aftermath

Scene I - Atlanta Service-Learning Conference

Place. White House Motor Inn
Time Now
Characters Present . All of you
Situation. The script from here on is yet to be written.

For II - Room IV, Corridor

G. L. Robbins
Raymond
Lavin

With only a few weeks to go, the project is
reviewing the entire program and
the preparation of his report. Discussion of
scientific and educational factors follows.

APPENDIX

Following is a list of

names of persons who have

place White House Hotel

Time

Character All of you

Discussion The report is to be written

233
✓

Mayor's Comments to Atlanta Service-Learning Conference

June 30, 1969

White House Motor Inn

70 Houston Street, N. E.

Atlanta, Georgia 30303

Total Attendance: 300

Purpose of Conference

To explore existing service programs involving youth and government in urban, domestic, and foreign setting and develop a metro-Atlanta model of service-learning between area colleges, government units, agencies and students.

Two day Conference sponsored by:

Urban Corps

VISTA

Peace Corps

Atlanta Colleges

Economic Opportunity Atlanta, Inc.

Teacher Corps

Southern Regional Education Board

- D R A F T -

Introductory remarks - welcome to Atlanta, etc.

"We cannot, any more than past generations, see the face of the future," Ralph McGill has written. "But we know that written across it is the word Education." Education today is rapidly changing from the old monolithic forms of yesteryear. Today's youth are demanding educational reforms. Many of our young people are in fact creating a new kind of education through their off-campus service activities. The service-learning concept is not new but its youthful applications are having a new effect on both domestic and foreign problems. Whether young people are serving in the Peace Corps in Zambia or working in Cabbage Town as a VISTA Volunteer they are having a learning experience.

They are learning that education doesn't end at the classroom door. In fact those of you that are Urban Corps interns will probably be amazed at your own learning experience after this brief summer.

The Urban Corps is an excellent example of educational innovation coupled with service. Interns will see the problems of our city by actually participating in city government as well as private agencies. They will be learning through a practical extension of their academic studies. In short, they help the city, expand their education, and help pay college expenses - all in one.

This Urban Corps is truly a student program. I first heard of this idea of relevant internships in city government when a group of student leaders from various Atlanta colleges came to City Hall with the idea more than a year ago. These students wanted a way to learn about the city and perform a service by actually working in it.

After many meetings and a great deal of encouragement by Dan Sweat of my staff and Bill Ramsey of the Southern Regional Education Board, we provided a group

young activists some support to see if this program would work. Almost all of the planning, development of jobs and placement was actually done by students. From what I hear, the intern jobs are very challenging and exciting. Just the physical appearance of City Hall has been greatly improved by all these young faces. Naturally there will be some disappointments and I'll assure you that you'll become frustrated and you'll see that we do have some almost un-solvable problems. I urge you not to become discouraged but to help us find new ways of correcting the ills of our seemingly archaic system. We need your youthful enthusiasm and you'd be surprised how it will change the attitude of those in our city who have been laboring, almost alone at times, for change and progress.

We in the city hope that this brief exposure to our problems and potentials will attract some of you young people to return after graduation and pursue this as a career. Governing our cities is this nations greatest problem. It is an exhaustive but rewarding experience that you young people must now begin to take responsibility for.

I hope the Urban Corps is only a beginning. Already we're having predictions of three-fold expansion of this intern program for next year. Just the fact that nearly 1,000 students applied this year is astounding, and when one considers that Atlanta has almost 40,000 students and nearly 35 colleges we can begin to see the potential. We need this focused, aggressive concern of young people. We need more movement between the two worlds of academia and city.

In New York, an outgrowth of their intern program has been a rapid exchange of ideas and personnel between city government and universities. We need this amiable relationship of university and city in Atlanta. We have just begun an Urban Life Center at Georgia State which all local colleges are being asked to participate in. We in the cities must take greater advantage of our universities and vice versa.

As John Gardner has said, the three main purposes of the university are research, teaching, and service to the community. We've seen how students are serving the community already but there are still many unexploited potentials inside our college gates.

If we look at the history of higher education we note that the greatest impetus was with the Land-Grant University almost 100 years ago - a system built to aid our agricultural society. Today our society is urban. But by comparison, our education system has not properly responded to our change in society. We need more people working on our cities problems. If the discipline of city planning can be used as an example, we will recognize the dramatic crisis. In all our universities combined we graduate less than 400 planners per year. More graduates of Medieval History are put on the job market than are urban experts.

What do we in the cities do for manpower? We must innovate and try to compete with industry for talent and we are in the disadvantage." Hence another reason why our cities are ungovernable.

Key urban persuasion posts are occupied by lawyers, ~~doctors~~ undertakers, clergymen, businessmen, bankers and social workers. These professionals have been produced by universities. These people are usually consulted on a technical or specialized problems, but the solving of these problems depends on related matters almost always falling outside the expertise of the consultant. In other words, the key experts in our urban society - through the exercise of their expertise - enter a realm of generalization for which they haven't been properly prepared by undergraduate or professional education. Therefore, universities should try to expose their professionals in urban areas to some type of urban education. The simplest method is by practical experience such as the Urban Corps, and the eventual solution is more teaching in urban concepts.

We must not neglect the professor in our plan for community involvement of our universities. Ways should be found to involve professors in areas of their

academic prowess in the city. Perhaps we should have an Urban Corps for professors too! I am sure that there are needed areas of research in the city that would interest many college instructors. This would insure that teaching does indeed remain relevant to our actual needs. In order to facilitate this dialogue, we must have more cooperation between colleges. Students and faculty should be able to more freely move between campuses. Atlanta colleges are unique and should keep their individual identity, but should encourage exchanges. We have great medical schools, law schools, schools of urban design and the greatest predominantly Negro college complex in the world.

We've only looked at the city as a laboratory, let's see how the city can help the university. Many young innovators on the urban scene could serve as guest lecturers or associate professors in our colleges. A vivid example of this is Bill Allison, now Director of EOA, who serves as an associate professor at Georgia Tech. This type of exchange should be greatly encouraged and ways should be found to foster and develop both professor-city exchanges and administrator-campus exchanges

We must not only research problems but we must implement them too. Often times a very good report is written - only to gather dust - or is written not with an eye for implementation. It is the same with residents in our deprived neighborhoods. They are tired of being studied. They want help. Research must be balanced by practicality and kept relevant.

Our cities will not go away. They will expand and multiply. We must plan for that. We must demand help from our universities.

The Urban Corps should only be a beginning. We need youthful enthusiasm of young people in VISTA, returning Peace Corps volunteers, Neighborhood Youth Corps enrollees, service groups on campus, adult education tutoring by students in the dozens of service projects. We need more exchange between our city and our campuses

on all levels. I hope this Service-Learning Conference explores all these possibilities and presents them to people who will act~~to~~ develop and carry them out.

Ralph McGill always said the South was the most exciting area of the country and the most exciting part of the South was to be young and taking part in its development. Those of you who are students today must accept this challenge of developing the South and our city, and those of you who are educators must help them.

THE INVOLVEMENT OF HIGHER EDUCATION

IN SERVICE-LEARNING PROGRAMS: A PRELIMINARY REPORT

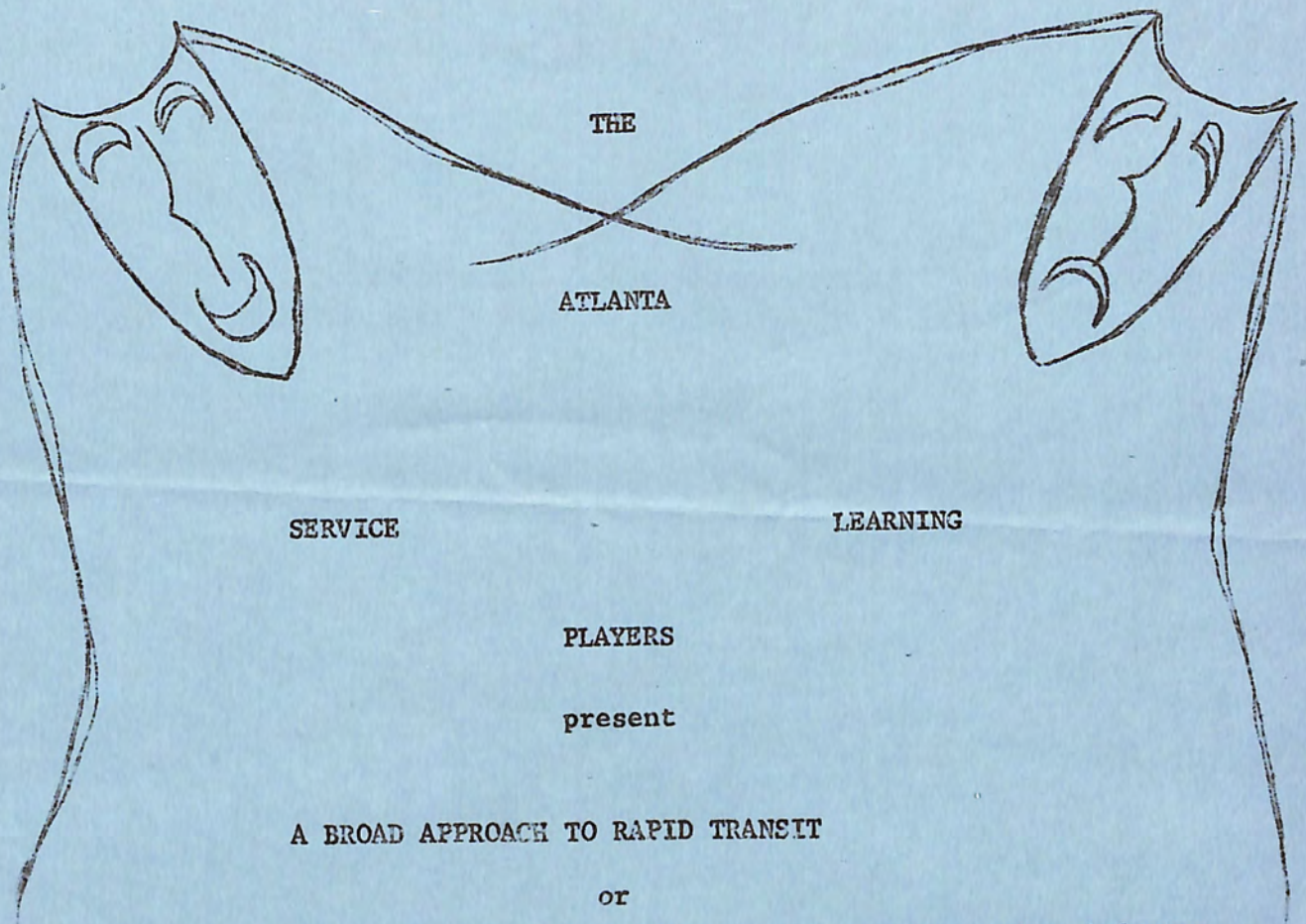
Determining the degree to which area colleges and universities are involved in service-learning programs and ascertaining the attitudes of higher education students, faculty, and administrators toward community involvement constitute two of the principal concerns of the Atlanta Service Learning Conference. To provide insight into these two areas of special interest, a number of college students are currently in the process of completing a survey of ten area colleges and universities. The ten institutions include: Agnes Scott College, Atlanta University, Clark College, Emory University, Georgia State College, Georgia Tech, Morehouse College, Morris Brown College, Oglethorpe College, and Spelman College. As part of a broader study of student manpower resources, this survey will seek answers to the following kinds of questions:

1. To what extent does the involvement of higher education institutions vary from campus to campus? What factors account for the variations?
2. To what extent does the degree of service-learning activities vary between different schools and departments within particular institutions? What accounts for the variations?
3. What areas of community life most readily lend themselves to student involvement?
4. What are the relative roles of students, faculty, and administrative personnel in community development activities?
5. To what extent does existing curriculum encourage student involvement in the community? Do students require academic credit for participation in community activities?
6. How important are community involvement programs to students, faculty, and administrators? What do the terms "community involvement" and "service-learning" suggest to these three important clientele groups?

7. What areas of community concern presently receive the greatest attention from higher education? The least concern?
8. Do existing patterns of service-learning practices suggest that some institutions can best serve by specializing in particular programs?

It is expected that answers to the above questions will be of value to ASLC for the following reasons:

1. The research will identify both the forces facilitating and the forces inhibiting development of the service-learning concept.
2. Cataloguing existing programs of community activities can assist ASLC'S role in coordinating service-learning programs and directing students into programs most suitable to their individual preferences.
3. The research will mirror the present scope of service-learning programs and identify areas of neglect.
4. In the long run, certain priorities may be set and thereby assist ASLC in gaining the essential financial resources for funding service-learning programs in the areas demanding the greatest concentration of community efforts.



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or

the impact of body size on the transportation industry

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Situation. The group is meeting as an ad hoc committee to discuss student problems from an administration and faculty perspective. On the agenda are: (1)academic standards, (2) student unrest, (3) financial problems, (4) physical facilities, (5)counseling.

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(Scene IV - continued)

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Act II - Scene IV, Continued

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Situation. With only a few weeks to go, the project is reviewing with the intern his final steps and the preparation of his report. Discussion of community and educational issues evolves.

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Follow-Up and Aftermath

Scene I - Atlanta Service-Learning Conference

Place. White House Motor Inn
Time Now
Characters Present . All of you
Situation. The script from here on is yet to be written.

Atlanta
Baltimore
Nashville
Albuquerque
Milwaukee
Kansas City
Washington
Boston, Penn &

Was on Party
U.S. Job Corps
model cities
Summer program
Housing Prog.
urban coded
urban obs.

John D. of South
Run out - big riots -
jumped on by black political
council by ~~the~~ white
citizens council
had a very battle
with Rep Brown, & others
two others
caused
and
festive
madness
all of the
Secretaries

Thoughtful
on these
experiences
gave me the
legitimacy to
meet the
challenge of
the suburbs

THE ATLANTA SERVICE-LEARNING CONFERENCE

June - December, 1969

Atlanta, Georgia

This paper was developed from materials prepared by William R. Ramsay of the Southern Regional Education Board, by Dean Edward Holmes of Emory University, by Sam Williams of the Atlanta Urban Corps, by J. D. Kimmins of the Peace Corps, by Donald J. Eberly of the National Service Secretariat, and others.

The Service-Learning Concept

To serve and to learn; these fundamental goals of our society are ingrained in the American rhetoric.

But how to serve? and how to learn? An institutionalized, bureaucratized 20th Century America has effectively limited the answers to these questions. For "service to country" America legislatively requires military duty only, which many of today's young people find morally questionable. For "learning" we have complex university systems with limited ability to respond to the individual and with oftentimes conservative views of what is education and what is not.

However, considerable attention is currently being given to the role of universities in service to society. At one extreme, arguments are heard that community involvement by an academic institution threatens its integrity and drains its resources. At the other end of the spectrum of opinion is the view of the university as a shaper of society with special social responsibilities because of its objectivity, standards, and resources of knowledge.

These arguments about campus-in-community may obscure fundamental questions of the role of the community as an educational resource. Can the university perform its primary functions of education and the discovery of new knowledge without an involvement in society? Can educational institutions develop the type of manpower needed by a rapidly changing society, both as professionals and as citizens in a democracy, without including the resources of societal experience in the educational process? How might community service, sought by many students, best be designed as a learning experience and integrated with other aspects of a total educational program?

Alternatives to traditional "service" and "learning" do indeed exist, because America is vast and strives for freedom of individual expression. Some universities and colleges, for example, bending to strong and sometimes violent winds of change, support the creation of "free universities" on their campuses. But, heavy course loads and the "success" syndrome of a hurry-up materialistic society, do not do much to encourage the average college student to pursue extra-curricular education that is unnecessary for a degree award.

Existing service programs like Teacher Corps, VISTA, and Peace Corps attract only a tiny percentage of college graduates, partly because the time spent with these agencies is often construed as altruistic "sacrifice."

The fact is that our society's definition of what is "practical," mows down idealist by the hundreds of thousands. The System persuades many that "volunteer" service and educational experimentation is to be undertaken at personal expense and risk, and only rarely at the expense or risk of established institutions.

. . . school administrators (must) wake up to the healthy new needs of student participation and incorporate that activity into the learning process.

President Richard M. Nixon
Radio address of October 17, 1968

A new approach is both necessary and possible. It requires new meaning for "practicality," new openness to change, new commitment to experimentation, new acceptance of the ability of youth, and indeed new social institutions and attitudes. . . to say nothing of competent human beings who are prepared to function in the new society.

It is to search for these new attitudes and processes that the Atlanta Service-Learning Conference is convened.

The Atlanta Service-Learning Conference

On April 30, 1969, at Atlanta University, students, faculty members and agency officials met to discuss the feasibility of a proposal to convene a conference of six-months' duration, whose goal would be a thorough study of the concept of service-learning in local application.

The participants voted to declare themselves the Atlanta Service-Learning Conference (ASLC), and to extend participant status to any agency, organization, or individual whose interests or activities have a bearing on the components of service-learning programs, or who have interests in the successful outcome of a local experiment in service-learning.

To date, students, teachers, administrators, educational institutions, federal, regional, and local government agencies, and diverse other private and public agencies and institutions have indicated an active, working interest in the ASLC.

The voice of youth has served notice that satisfaction can't be measured alone in dollars; that there is a need for service and contribution beyond the attainment of material success. If these goals require an investment in patience, then let us invest; if they require money, then let us spend.

Daniel Evans
Governor of Washington
Keynote Address to 1968 Republican
Convention

Formally stated, the Conference is convened to combine the resources of institutions and agencies concerned with the relationship between service experience and education, to explore and develop a conceptual framework and practical model for service-learning programs for universities

and communities, and to provide a structure for reflection and exchange among various local community and education programs during a six-month period (June-December, 1969.) Careful study combined with actual involvement in service-learning programs should result in a comprehensive picture and plans for service-learning in communities and on campuses. To assist the participants in their study, several methods will be employed:

I. Work Groups

The Conference will function primarily through work groups, each undertaking to explore in depth and to produce a report on one assigned function of the concept of service-learning. Work groups will meet in individual sessions, subject to the Chairman's call. The several components of a service-learning program, as identified by the Conference and assigned as work-group topics, with some questions for their consideration, are:

1. A Service Work Group

What should be the size of the service rendered, in comparison with societal needs?

What criteria defines relevant service?

What service do students perform and wish to perform?

What service can agencies accept?

How long should service last? (summer, one term, full year or longer?)

What kinds of agencies can accept youth in service? (Hospitals, Social Welfare, Educational, Religious, Governmental)

Should service be full-time or part-time?

2. A Learning Work Group

Can learning take place in roles which students consider socially irrelevant?

How can students be helped to grasp the broader implications of what they learn by serving?

What relationship exists between individual student goals and the choice of alternative service opportunities?

How can students be helped to raise the important, relevant questions about their service experiences?

How can interested, knowledgeable, and accessible faculty be identified and enlisted in the service-learning experience?

What implications of experience-based learning are pertinent to higher education in general?

How, in fact, do students learn from experience? How can it be measured?

How can community needs, student interests, and university programs interact to yield significant learning on the part of everyone involved?

What methods and techniques are most effective in preparing students for their job and community roles?

3. A Curriculum and Inter-Institutional Work Group

What courses now exist which are relevant to service-learning programs as training for other forms of service?
What inter-institutional relations now exist which could be utilized and developed for internships and program development?
What effects will the service-learning experience have on student expectations in the curriculum area?
What effect on independent study or directed research?
What will be accredited and how much credit will be given and asked?
Will this require cross-crediting among institutions?

4. A Research Work Group

What is the total need for student manpower in Atlanta?
What is the total student manpower potential in Atlanta?
Under what conditions could this manpower resource be tapped for the benefit of everyone concerned?
What changes in student attitudes occur during a service-learning experience?

5. A Financial Work Group

In funding service-learning programs, what share should be borne by the agency being served? by the student of educational institution? by the government?
How should the Atlanta Urban Corps be financed in the future?
What proportion of Work-Study funds should be spent on off-campus service activities?

6. A Methods and Programs Work Group

What methods are used by other intern agencies in the nation?
What are the relevant programs, proposed and developed, within and without the Atlanta area, that the Conference should know about?
In what ways should the Conference relate to other such programs?

Work groups will marshal available resources, implement ideas and concepts, guide the progress of the Conference, coordinate its operations, study its component concerns, and make recommendations based upon their study and observations toward the creation of a comprehensive model for a continuing service-learning operation in Atlanta.

II. Monthly Meetings of the Conference

Monthly sessions of the entire Conference will be convened, at each of which one or more of the component concerns will be the topic of study. Each work group will have an opportunity to chair a session of the Conference, and guide the discussion as it sees fit to focus the attention of

the entire Conference on its particular component of service-learning. Each work group will organize its assigned session, calling in whatever additional resource people are needed to explore completely the topic of its concern. The schedule for subsequent sessions of the Conference is as follows:

Early August	Service Work Group
Late August	Learning Work Group
September	Curriculum Work Group
October	Finance Work Group
November	Research, Methods and Programs Work Groups
December	Steering Committee

All persons attending the June 30 meeting are invited to select a work group in which to participate. Sign-up sheets are to be available in the June 30 afternoon seminars. The first work group meetings will be held at 11:00 AM on July 1.

III. A Practical Laboratory

Coincident with the launching of the Conference is the creation of the Atlanta Urban Corps, a group of 215 students serving full-time throughout the summer with 16 city and 32 private non-profit organizations in Atlanta. Most Urban Corps members are funded on the basis of 80% from the federal College Work-Study Program and 20% from the employing agency. The Southern Regional Education Board under grants from the Economic Development Administration, Office of Economic Opportunity and Department of Labor is providing support along with Atlanta businessmen and foundations to cover administrative costs and stipends for interns not eligible for the Work-Study Program. VISTA has assigned 25 associate positions to operate under Urban Corps auspices.

"The Urban Corps is the best example I've seen for young intelligent minds to grapple with the problems of the city."

Mayor Ivan Allen, Jr.

Sam Williams, director of the Atlanta Urban Corps, points to the relevance of the educational aspect of the program as he describes the educational evaluation team which is a part of his twenty-member staff. Nine staff members make up the evaluation team which is responsible for developing and assuring educational dimension of each intern's summer assignment. Five professors serve as counselors to lend technical and educational assistance to individual interns and groups of interns, and with one professional and three student staff members in the office plan seminars and coordinate other means of helping the interns make their summer work experiences educationally relevant. Each student will be required to present to the Urban Corps a report on his internship at the completion of his service period.

Thus, the Urban Corps, in addition to accomplishing needed tasks in the community and offering both a summer job and a relevant educational experience to its members, provides a practical service-learning laboratory for the Conference. Through observation of the Urban Corps and participation of its members, the Conference is assured the necessary dialogue between theory and practice.

A steering committee, composed of work group chairmen and other conveners of the Conference, has been formed to provide direction for Conference activities and to maintain a balance among the components of the service-learning concept. The motivation for convening the Conference combines an enlightened self-interest with an appreciation of the broader potential of the service-learning idea.

For examples, agencies are interested in competent manpower to do their tasks. They are also searching for potential career employees. Students are seeking experience and financial aid. Educational institutions are seeking to improve the education offered to students, to make it more relevant, and to identify useful career possibilities for students. By means of a service-learning program, it is hoped that these and other objectives can be more fully met than if each were pursued in isolation.

Sponsors of the Conference include the following organizations:

The City of Atlanta

The Atlanta Urban Corps

Economic Opportunity Atlanta

The Colleges and Universities of Atlanta

Department of Health, Education and Welfare

The Southern Regional Education Board

Volunteers in Service to America

The Peace Corps

Further information on the Conference may be obtained from the sponsoring agency officials identified in the program and from work group chairmen. The mailing address of the Conference is:

Atlanta Service-Learning Conference
Peace Corps, Southern Region, Ste. B-70
275 Peachtree Street, N. E.
Atlanta, Georgia 30303

THE ATLANTA SERVICE-LEARNING CONFERENCE

June - December, 1969

Atlanta, Georgia

This paper was developed from materials prepared by William R. Ramsay of the Southern Regional Education Board, by Dean Edward Holmes of Emory University, by Sam Williams of the Atlanta Urban Corps, by J. D. Kimmins of the Peace Corps, by Donald J. Eberly of the National Service Secretariat, and others.

The Service-Learning Concept

To serve and to learn; these fundamental goals of our society are ingrained in the American rhetoric.

But how to serve? and how to learn? An institutionalized, bureaucratized 20th Century America has effectively limited the answers to these questions. For "service to country" America legislatively requires military duty only, which many of today's young people find morally questionable. For "learning" we have complex university systems with limited ability to respond to the individual and with oftentimes conservative views of what is education and what is not.

However, considerable attention is currently being given to the role of universities in service to society. At one extreme, arguments are heard that community involvement by an academic institution threatens its integrity and drains its resources. At the other end of the spectrum of opinion is the view of the university as a shaper of society with special social responsibilities because of its objectivity, standards, and resources of knowledge.

These arguments about campus-in-community may obscure fundamental questions of the role of the community as an educational resource. Can the university perform its primary functions of education and the discovery of new knowledge without an involvement in society? Can educational institutions develop the type of manpower needed by a rapidly changing society, both as professionals and as citizens in a democracy, without including the resources of societal experience in the educational process? How might community service, sought by many students, best be designed as a learning experience and integrated with other aspects of a total educational program?

Alternatives to traditional "service" and "learning" do indeed exist, because America is vast and strives for freedom of individual expression. Some universities and colleges, for example, bending to strong and sometimes violent winds of change, support the creation of "free universities" on their campuses. But, heavy course loads and the "success" syndrome of a hurry-up materialistic society, do not do much to encourage the average college student to pursue extra-curricular education that is unnecessary for a degree award.

Existing service programs like Teacher Corps, VISTA, and Peace Corps attract only a tiny percentage of college graduates, partly because the time spent with these agencies is often construed as altruistic "sacrifice."

The fact is that our society's definition of what is "practical," mows down idealist by the hundreds of thousands. The System persuades many that "volunteer" service and educational experimentation is to be undertaken at personal expense and risk, and only rarely at the expense or risk of established institutions.

. . . school administrators (must) wake up to the healthy new needs of student participation and incorporate that activity into the learning process.

President Richard M. Nixon
Radio address of October 17, 1968

A new approach is both necessary and possible. It requires new meaning for "practicality," new openness to change, new commitment to experimentation, new acceptance of the ability of youth, and indeed new social institutions and attitudes. . . to say nothing of competent human beings who are prepared to function in the new society.

It is to search for these new attitudes and processes that the Atlanta Service-Learning Conference is convened.

The Atlanta Service-Learning Conference

On April 30, 1969, at Atlanta University, students, faculty members and agency officials met to discuss the feasibility of a proposal to convene a conference of six-months' duration, whose goal would be a thorough study of the concept of service-learning in local application.

The participants voted to declare themselves the Atlanta Service-Learning Conference (ASLC), and to extend participant status to any agency, organization, or individual whose interests or activities have a bearing on the components of service-learning programs, or who have interests in the successful outcome of a local experiment in service-learning.

To date, students, teachers, administrators, educational institutions, federal, regional, and local government agencies, and diverse other private and public agencies and institutions have indicated an active, working interest in the ASLC.

The voice of youth has served notice that satisfaction can't be measured alone in dollars; that there is a need for service and contribution beyond the attainment of material success. If these goals require an investment in patience, then let us invest; if they require money, then let us spend.

Daniel Evans
Governor of Washington
Keynote Address to 1968 Republican
Convention

Formally stated, the Conference is convened to combine the resources of institutions and agencies concerned with the relationship between service experience and education, to explore and develop a conceptual framework and practical model for service-learning programs for universities

and communities, and to provide a structure for reflection and exchange among various local community and education programs during a six-month period (June-December, 1969.) Careful study combined with actual involvement in service-learning programs should result in a comprehensive picture and plans for service-learning in communities and on campuses. To assist the participants in their study, several methods will be employed:

I. Work Groups

The Conference will function primarily through work groups, each undertaking to explore in depth and to produce a report on one assigned function of the concept of service-learning. Work groups will meet in individual sessions, subject to the Chairman's call. The several components of a service-learning program, as identified by the Conference and assigned as work-group topics, with some questions for their consideration, are:

1. A Service Work Group

What should be the size of the service rendered, in comparison with societal needs?

What criteria defines relevant service?

What service do students perform and wish to perform?

What service can agencies accept?

How long should service last? (summer, one term, full year or longer?)

What kinds of agencies can accept youth in service? (Hospitals, Social Welfare, Educational, Religious, Governmental)

Should service be full-time or part-time?

2. A Learning Work Group

Can learning take place in roles which students consider socially irrelevant?

How can students be helped to grasp the broader implications of what they learn by serving?

What relationship exists between individual student goals and the chose of alternative service opportunities?

How can students be helped to raise the important, relevant questions about their service experiences?

How can interested, knowledgeable, and accessible faculty be identified and enlisted in the service-learning experience?

What implications of experience-based learning are pertinent to higher education in general?

How, in fact, do students learn from experience? How can it be measured?

How can community needs, student interests, and university programs interact to yield significant learning on the part of everyone involved?

What methods and techniques are most effective in preparing students for their job and community roles?

3. A Curriculum and Inter-Institutional Work Group

What courses now exist which are relevant to service-learning programs as training for other forms of service?
What inter-institutional relations now exist which could be utilized and developed for internships and program development?
What effects will the service-learning experience have on student expectations in the curriculum area?
What effect on independent study or directed research?
What will be accredited and how much credit will be given and asked?
Will this require cross-crediting among institutions?

4. A Research Work Group

What is the total need for student manpower in Atlanta?
What is the total student manpower potential in Atlanta?
Under what conditions could this manpower resource be tapped for the benefit of everyone concerned?
What changes in student attitudes occur during a service-learning experience?

5. A Financial Work Group

In funding service-learning programs, what share should be borne by the agency being served? by the student of educational institution? by the government?
How should the Atlanta Urban Corps be financed in the future?
What proportion of Work-Study funds should be spent on off-campus service activities?

6. A Methods and Programs Work Group

What methods are used by other intern agencies in the nation?
What are the relevant programs, proposed and developed, within and without the Atlanta area, that the Conference should know about?
In what ways should the Conference relate to other such programs?

Work groups will marshal available resources, implement ideas and concepts, guide the progress of the Conference, coordinate its operations, study its component concerns, and make recommendations based upon their study and observations toward the creation of a comprehensive model for a continuing service-learning operation in Atlanta.

II. Monthly Meetings of the Conference

Monthly sessions of the entire Conference will be convened, at each of which one or more of the component concerns will be the topic of study. Each work group will have an opportunity to chair a session of the Conference, and guide the discussion as it sees fit to focus the attention of

the entire Conference on its particular component of service-learning. Each work group will organize its assigned session, calling in whatever additional resource people are needed to explore completely the topic of its concern. The schedule for subsequent sessions of the Conference is as follows:

Early August	Service Work Group
Late August	Learning Work Group
September	Curriculum Work Group
October	Finance Work Group
November	Research, Methods and Programs Work Groups
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All persons attending the June 30 meeting are invited to select a work group in which to participate. Sign-up sheets are to be available in the June 30 afternoon seminars. The first work group meetings will be held at 11:00 AM on July 1.

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THE INVOLVEMENT OF HIGHER EDUCATION

IN SERVICE-LEARNING PROGRAMS: A PRELIMINARY REPORT

Determining the degree to which area colleges and universities are involved in service-learning programs and ascertaining the attitudes of higher education students, faculty, and administrators toward community involvement constitute two of the principal concerns of the Atlanta Service Learning Conference. To provide insight into these two areas of special interest, a number of college students are currently in the process of completing a survey of ten area colleges and universities. The ten institutions include: Agnes Scott College, Atlanta University, Clark College, Emory University, Georgia State College, Georgia Tech, Morehouse College, Morris Brown College, Oglethorpe College, and Spelman College. As part of a broader study of student manpower resources, this survey will seek answers to the following kinds of questions:

1. To what extent does the involvement of higher education institutions vary from campus to campus? What factors account for the variations?
2. To what extent does the degree of service-learning activities vary between different schools and departments within particular institutions? What accounts for the variations?
3. What areas of community life most readily lend themselves to student involvement?
4. What are the relative roles of students, faculty, and administrative personnel in community development activities?
5. To what extent does existing curriculum encourage student involvement in the community? Do students require academic credit for participation in community activities?
6. How important are community involvement programs to students, faculty, and administrators? What do the terms "community involvement" and "service-learning" suggest to these three important clientele groups?

7. What areas of community concern presently receive the greatest attention from higher education? The least concern?
8. Do existing patterns of service-learning practices suggest that some institutions can best serve by specializing in particular programs?

It is expected that answers to the above questions will be of value to ASLC for the following reasons:

1. The research will identify both the forces facilitating and the forces inhibiting development of the service-learning concept.
2. Cataloguing existing programs of community activities can assist ASLC'S role in coordinating service-learning programs and directing students into programs most suitable to their individual preferences.
3. The research will mirror the present scope of service-learning programs and identify areas of neglect.
4. In the long run, certain priorities may be set and thereby assist ASLC in gaining the essential financial resources for funding service-learning programs in the areas demanding the greatest concentration of community efforts.

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June 25, 1969

Mr. Sam Williams
Atlanta Urban Corps Project
Municipal Auditorium
Atlanta, Georgia 30303

Dear Sam:

Please note the attached copy of a letter to Director of Finance Charles Davis concerning travel expenses for Urban Corps Enrollees.

It is requested that you provide me with a list of those enrollees who will be requesting reimbursement for this purpose and, also, an estimate of the number of miles that will be driven both monthly and in total for the benefit of the Urban Corps Project.

Very truly yours,

George J. Berry
Administrative Coordinator

GBJ:p
Attachment

bc: Charles L. Davis
Dan Sweat ✓
Johnny Robinson

June 23, 1969

Mr. Marc Dash
Georgia Tech Box 34402
Atlanta, Georgia

Dear Marc:

This is to confirm your employment during spring term 1969 as an Atlanta Urban Corps part-time intern. As you remember, we agreed on an educational stipend of \$250.00.

Your check may be picked up at the Urban Corps office after we have a signed letter verifying your employment (for tax purposes) and a report, at least five type-written pages in length, explaining your specific duties, difficulties, accomplishments, and suggestions for improvement.

Sincerely,

Sam Williams

SW:ph

cc: Bill Ramsey
 ✓ Dan Sweat

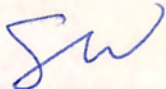
Mr. Bill Adams
Sigma Nu Fraternity
Fowler Street
Atlanta, Georgia

Dear Bill:

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Your check may be picked up at the Urban Corps office after we have a signed letter verifying your employment (for tax purposes) and a report, at least five type-written pages in length, explaining your specific duties, difficulties, accomplishments, and suggestions for improvement.

Sincerely,



Sam Williams

SW:ph

cc: Bill Ramsey
✓ Dan Sweet

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
L. D. Alexander	Clark College	DeKalb/Decatur YMCA	\$1.80	CWSP	Agency	
Melvin Almond	DeKalb College	City-Traffic Engineering	\$1.80	CWSP	Agency	
Phyllis Atkins	Georgia State	Wheat Street	\$2.20	CWSP	Agency AUC	
Franklin Benefield	Emory University	City-Sanitation	\$2.50			Agency
Edwin M. Barrett	Morehouse College	Ga. State Employ Ser	\$2.20			VISTA
Marianne T. Boder	Georgia Tech	City-Finance Dept	\$2.20			AGENCY
Jane Bridges	Georgia State	City-Public Library	\$2.50	AUC	Agency	
James M. Bruce <i>Row</i>	Emory University	City-Mayor's Office	\$2.50			Vista
Steve Chandler	Florida Presby.	Fulton County Health	\$1.80			Vista
Charles Choice	Clark College	City-Planning Dept.	\$2.20	CWSP	Agency	
Dan Christianberry <i>Row</i>	Georgia Tech	City-Mayor's Office	\$2.50	CWSP	Agency	
Walter Collier	Georgia State	City-Aviation	\$1.80			Agency
Nancy Corcoran	Emory University	Emroy-Legal Aid	\$2.50			Vista
Inmond Deen	Tulane University	Atlanta Urban Corps	\$2.50			Urban Corps
Daniel Dragalin	Georgia Tech	City-Water Dept	\$2.20	CWSP	Agency	
Walter Driver	Clark College	Community Arts, Inc.	\$2.20	CWSP	Agency AUC	
Peggy Durrah	Georgia State	City-Parks Dept	\$1.80	CWSP	Agency	
James Elman <i>Sweel</i>	Vanderbilt Univ.	City-Sanitation	\$2.50			Agency
Thomas Fleming	Georgia State	City-Mayors Office	\$2.50			Vista
Michael Floyd	Morehouse	City-Parks Dept	\$2.20	CWSP	Agency	
Gramaze Fretwell	Clark College	Atl. Youth Council	\$2.20	CWSP	Agency	
Beverly J. Gaither	Georgia State	Fulton County Health	\$1.80	CWSP	Agency	
Margaret Gerber	Emroy University	Atlanta Urban Corps	\$2.50			Vista

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Frank S. Goodson	Univ. of Ga.	City-Public Workds	\$2.20			Agency
David M. Harvey	Emory Univ.	City-Finance Dept.	\$2.50			Agency
Tony Hatcher	Ga. Tech	City-Public Works	\$2.20	CWSP	Agency	
Janice Herring	Clark College	City-Public Library	\$2.20	CWSP	Agency	
Iris Hightower	Clark College	Community Arts, Inc.	\$2.20			Urban Corps
Freddye Hill	Northwestern Univ	Emmys House	\$2.50			Vista
Joan Hollenbach	Emory Law School	City-Attorney's Office	\$2.50	AUC	Agency	
John Hotard	Univ of Ga.	City-Sanitation	\$2.20			Agency
Lydia H. Howard	Spelman	Literacy Action Found.	\$2.50			Vista
Dorothy Humphry	Morris Brown	YWCA	\$1.80	CWSP	Agency	
Martha Irby	Emory University	City-Finance	\$2.20			Agency
Rudolph Jefferson	Morris Brown	Mennonite House	\$2.20	CWSP	Agency	
Arlon Kennedy	Morehouse	Rent-a-Kid	\$1.80	CWSP	Agency	
Rita Kirshstein	Emory	Fulton County Health	\$2.20			Agency
Diane Lewis	Spelman	Atlanta Girls Club	\$1.80	CWSP	Agency	
Marjorina Langford	Georgia State	Urban C ^U rps Staff	\$1.80	CWSP	Agency	
Cathleen Liang	Atlanta Univ.	City-Finance	\$2.50			Agency
Andrea Luce	Randolph-Macon	Decatur/DeKalb YMCA	\$1.80	AUC	Agency	
Robert Lynes	West Gerogia	City-Water Works	\$2.20	CWSP	Agency	
Cynthia Knight	Clark College	Wheat Street Bapt.	\$2.20	CWSP	AUC*	
John Mann	West Georgia	Rent-a-Kid	\$2.20	CWSP	Agency	

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Joseph Menez <i>JM</i>	Oglethorpe College	City-Mayor's Office	\$2.20	CWSP	Agency	
Emmett McCord	DeKalb Junior	Rent-a-Kid	\$1.80	CWSP	Agency	
Albertine McCrary	Georgia State	City-Atl. Public Lib.	\$1.80	CWSP	Agency	
Eddie McMichael	Morehouse	Community Arts, Inc.	\$2.20	CWSP	Agency AUC	
Alan Miller	Ga. Tech	Kennesaw Park	\$2.20			Vista
Addie Mitchell	Morris Brown	Wheat Street Bpt.	\$2.20	CWSP	AUC *	
Jesse Moore	Morehouse	American Cancer Society	\$2.20	CWSP	Agency	
James A. Mulligan	Emory University	Fulton County Health	\$2.50			Agency
Harold R. Nash	Perogall Tech	City-Traffic Engineer.	\$2.20	CWSP	Agency	
Nancy A. Norbert	Emory Univ.	City-Parks & Rec-Kenn.	\$2.50			Agency
Richard Padgett	Brown Univ.	Atl. Youth Council	\$1.80	CWSP	Agency	
Delbert Paul	Georgia Tech	Wheat Street Bapt.	\$2.20	CWSP	AUC *	
Betty Peters	Clark College	Literacy Action Found.	\$2.20	CWSP	Agency	
Linda Robinson	Georgia State	Wheat Street Bapt.	\$2.20	CWSP	AUC *	
Leon Scandrick	DeKalb Junior	Rent-a-Kid	\$1.80	CWSP	Agency	
Teia Sinkfield	Spelman	Youth Council	\$2.20	CWSP	Agency	
Bartow Snooks	Emory	City-Sanitation	\$2.20			Agency
Ruth Simmons	Emory	City-Parks & Rec-Kenn.	\$2.20			Agency
Valendia Spaulding	Brandeis	Rent-a-Kid	\$1.80	CWSP	Agency	
Paul Stansbury	Ga. Tech	City-Sanitation	\$2.20			Agency
Julius Stephens	Morehouse	City-Parks & Rec.	\$2.20	CWSP	Agency	
Margaret Swartzel	Agnes Scott	Urban Corps Staff	\$2.50			AUC

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Charles S. Thomas	DeKalb Junior	Community Council	\$1.80	CWSP	Agency	
Jerry Thompson	Emory	Family Counseling Center	\$2.20	AUC	Agency	
Larry Tilley	West Ga.	Rent-a-Kid	\$1.80	CWSP	Agency	
Randall Tony	Ga. State	City-Sanitation	\$2.20			Agency
Valerie Tomlinson	DeKalb Jnior	YWCA-Phyllis Wheatley	\$1.80	CWSP	AUC	
William Travis	Ga. State	City-Sanitation	\$2.20			Agency
Sally Tucker	Agnes Scott	City-Parks & Rec-Kenn.	\$2.20			Agency
James Uffleman	Ga. Tech	City-Sanitation	\$2.20			Agency
Bettye Underwood	Morris Brown	Urban Corps Staff	\$2.20	CWSP	AUC	
Patricia Watkins	DeKalb Junior	YWCA-Phyllis Wheatley	\$1.80	CWSP	AUC	
Paula Whatley	Univ of Penn.	Fulton County Health	\$2.20	CWSP	Agency	
David Whelan	Harvard	Urban Corps Staff	\$2.50			AUC
Benjamin White	UNC	Literacy Action Found.	\$2.50			VISTA
Dawn White	Atlanta Univ.	Urban Corps Staff	\$2.50			VISTA
James Wilcox	Ga. Tech	City-W ater Dept.	\$2.20	CWSP	Agency	
James Wilson	Ga. Tech	Rent-a-Kid	\$2.20	CWSP	Agency	
Rosalind Williams	Morris Brown	Gate City Day Nursery	\$2.20	CWSP	Agency	
Michael Winston ;	West Georgia	City-Dept of Planning	\$2.20	CWSP	Agency	
Gary Wood	Mercer	Rent-a-Kid	\$2.20	AUC	Agency	
Mary J. Woodward	Ga. State	City-Mayors Office	\$2.50	CWSP	Agency	

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Stanley Ball	West Ga.	Fulton County Health	\$2.20	CWSP	Agency	
Maney Berk q <i>Direct</i>	Antioch	City_Mayors Office	\$2.20	AUC	Agency	
Macy Best	DeKalb Junior	Urban Lab In Education	\$1.80	CWSP	AUC	
Katherine Betsill	West Ga.	Decatur/DeKalb YMCA	\$1.80	CWSP	Agency	
Solomon Berry, Jr.	Univ. of Ga.	Crime Commission	\$2.20	CWSP(via SREB)	Agency	
Carol Bonner	Clark College	Peace Corps Project	\$2.20	CWSP	Agency	
Clifton Bostick	Ga. State	City-Sanitation	\$2.20			Agency
Regina Braxton	Morris Brown	Fulton County Health	\$1.80	CWSP	Agency	
Charles Brown	Ga. Tech	St. Vincent De Paul	\$2.20	CWSP	Agency	
Lucille Brown	West Ga.	Fulton County Health	\$2.20	CWSP	Agency	
Robert Brown	Moreshouse	City-Purhcasing Dpet.	\$2.20	CWSP	Agency	
Sally Cantor	Lake Forest	Service Learning Conf.	\$2.20	CWSP	AUC	
Wivian Chandler	Morris Brown	Gate City Day Nursery	\$2.20	CWSP	Agency	
Roosevelt Childress	Clark College	City-Water Workds	\$2.20	CWSP	Agency	
Margie Cohen	Morris Brown	City-Atl Public Lib.	\$2.20	CWSP	Agency	
Brenda Comer	Morris Brown	Atl. Girls Club	\$2.20	CWSP	Agency	
Diane Cousineau	West Ga.	Fulton County Health	\$2.50	CWSP	Agency	
Tom Cuffie	Morehouse	City-Atl. Public Lib.	\$2.20	CWSP	Agency	
Caretha Daniels	Ga. State	Grady Hospital	\$2.20			AUC
Mary Daniels	Morey	Kirkwood Christian	\$2.20	CWSP	Agency	

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE !</u>	<u>80%</u>	<u>30%</u>	<u>100%</u>
Calvin Davis	Morris Brown	City-Parks & Rec.	\$1.80	CWSP	Agency	
Sylvia Dawson	Lake Forest	Atlanta Youth Council	\$1.80	CWSP	Agency	
Carolis Deal	Sewanee	Gate City Day Nursery	\$2.20	CWSP	Agency	
Inmond Deen	Tulane	Urban Corps Staff	\$2.50			AUC
Peggy Dodson	Clark College	City-Atl. Pub. Lib.	\$2.20	AUC	Agency	
Alvin Dollar	Morehouse	Crime Commission	\$2.20	CWSP	Agency	
Pamela Dozier	Spelman	Ga. Easter Seal Society	\$2.20	CWSP	Agency	
Sara Erlick	Mt. Holyoke	Atl. Service Learning	\$2.20			AUC
Kenneth Fagen	Morehouse	City-Traffic Engin.	\$2.20	CWSP	Agency	
Mary Fagan	Clark College	American Cancer Soc.	\$2.20	CWSP	Agency	
Gregory Faison	Ga. State	City-Sanitation	\$2.20			Agency
Frances Flowers	Southwestern	City-Comm. Rel. Comm.	\$1.80	CWSP	Agency	
Janice Foster	Ga. Tech	City-Mayors Office	\$2.50	AUC	Agency	
Mary Freeman	Vassar	Decatur/DeKalb YMCA	\$1.80	CWSP	Agency	
Morris Friedman	Univ of Ga.	City-Water Dept.	\$2.20	CWSP* (see SREB)	Agency	
Robert Friend	Morehouse	Atlanta Youth Council	\$2.20	CWSP	Agency	
Mary Gordon	Agnes Scott	Community Council	\$2.20	AUC	Agency	
Katherin Hatcher	Ga. Tech	City-Water Dept.	\$1.80	CWSP	Agency	
Charles Haynes	Emory	Street Theater	\$2.20	AUC	Agency	
Rose Haywood	Morris Brown	Atlanta Youth Council	\$2.20	CWSP	Agency	
David Henderson	Ga. Tech	City-Water Dept.	\$2.20	CWSP	Agency	

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
Ernest Henderson	West Georgia	City-Parks & Rec	\$2.20	CWSP	Agency	
Barbara Holland	Clark College	Urban Lab in Educa.	VOL.	URBAN CORPS-\$200		
Michael Holland	Emory Univ.	City-Finance Dept.	\$2.50			Agency
Jerry Howard	Morris Brown	City-Parks & Rec.	\$2.20	CWSP	Agency	
Mostofa Howedy	Ga. Tech	City-Planning Dept.	\$2.50			Agency
Thomas Hunt	Ga. Tech	Atl. Housing Conf.	\$2.20			VISTA
JoAnn Ingle	Georgia College	Atlanta Youth Council	\$2.20	CWSP	Agency	
Norman Ingram	West Georgia	City-Atlanta Pub. Lib	\$2.20	CWSP	Agency	
Thomas Issac	Oglethorpe	City-Mayors Office	\$2.20			VISTA
Margaret Jaccino	West Ga.	Fulton County Health	\$1.80	CWSP	Agency	
Barbara Kalvelage	Ga. State	Atlanta Service Learn.	\$2.20			AUC
Allen Keck	Ga. Tech	Rent-a-Kid	\$2.20	CWSP	Agency	
William Kemp	Ga. Tech	City-Water Dept.	\$2.50			Agency
Kathleen Kennedy	West Ga.	Fulton County Health	\$1.80	CWSP	Agency	
Stephen Kiemele	West Ga.	Fulton County Health	\$1.80	CWSP	Agency	
John King	Ga. Tech	Atlanta Youth Council	VOLUNTEER -	Agency \$200		
Maureen Kreger	Spelman	Fulton County Health	\$2.20			VISTA
Paul S. Li	Ga. Tech	City-Sanitation	\$2.50			Agency
Susie Lindsey	Ga. State	Atlanta Girls Club	\$1.80	AUC	Agency	
Gordon Lurie	Emory	Fulton County Health	\$2.50			VISTA
Marvin Mangham	Morehouse	City-Finance Dept.	\$2.50			Agency
Jon Martin	Emroy	City-Mayors Office	\$2.20			VISTA

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
Ralph Martin	Emory	National Welfare Rights	\$1.80			VISTA
Jennifer Mauldin	Agnes Scott	Fulton County Health	\$1.80			Agency
Anne Mayeaux	Emory	Family Counseling Center	\$2.50	AUC		Agency
Fred McCord	DeKalb Junior	Decatur/DeKalb YMCA	\$1.80	CWSP		Agency
Chester McElroy	Morris Brown	City-Parks & Rec.	\$1.80	CWSP		Agency
Patricia McLaughlin	West Ga.	Atlanta Girls Club	\$1.80	CWSP		Agency
Kenneth Millwood	Univ of Ga.	Urban Corps Staff	\$2.50			AUC
Madie Moore	Spelman	City-Atl Public Lib.	\$2.20	CWSP		Agency
Steve Mwamba	Ga. State	Urban Corps Staff	\$2.20			AUC
Helen Newman	Emory	Fulton County Health	\$2.50			Vista
Shirley Owens	Ga. College	City- Atl. Public Lib.	\$2.20	CWSP		Agency
William Patterson	Indiana Univ.	Atlanta Youth Council	\$2.20	CWSP		Agency
Belinda Pennington	Morris Brown	Immigration Dept.	\$1.80	CWSP		Agency
John Petzelt	Ga. State	Ga. State Dept of Pshy.	\$2.20			VISTA
Susan Pickard	Agnes Scott	Kennesaw Mt.	\$2.20			VISTA
Sanford Prather	Morris Brown	Sara Murphy Homes	\$2.20	AUC		Agency
James Rabb	Ga. Tech	City-Finance Dept.	\$2.20			Agency
Rubye Render	Morris Brown	City-Parks & Rec.	\$2.20	CWSP		Agency
Gene Roberts	Southwestern	Street Theater	\$1.80	CWSP		Agency
Charlotte Robinson	DeKalb Junior	Gate City Day Nursery	\$1.80	CWSP		Agency
Russell Rucker	DeKalb Junior	Kirkwood Christain	\$1.80	CWSP		Agency
James Search	DeKalb Junior	Vine City Child Dev.	\$1.80	CWSP		Agency

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
Leroy Shields	Yeshieva College	Ga. Easter Seal Soc.	\$2.20	CWSP	Agency	
Michele Silberstein	George Wash. Univ.	Atlanta Youth Council	Volunteer -		Agency-\$200	
Carroll Simmons	Morris Brown	Atlanta Girls Club	\$2.20	CWSP	Agency	
Martha Simmons	Clark College	Atlanta Youth Council	\$1.80	AUC	Agency	
Deborah Small	Morris Brown	Immigration Dept.	\$1.80	CWSP	Agency	
Christine Smith	Ga. State	Street Theater	\$2.20	CWSP	Agency	
Virginia Smith	Spelman	Gate City Day Nursery	\$2.20	CWSP	Agency	
Susan Strobert	West Georgia	Kirkwood Christian	\$2.20	CWSP	Agency	
Mary Strozier	Morris Brown	Vine City Child Dev.	\$2.20	CWSP	Agency	
Michael Stubblefield	Morehouse	Street Theater	\$2.20	AUC	Agency	
Evans Studdivant	DeKalb Junior	Boy Scouts	\$1.80	CWSP	Agency	
Constance Thurman	West Georgia	Grady Girls Club	\$2.20	CWSP	Agency	
Donna Turner	West Georgia	Decatur/DeKalb YMCA	\$2.20	CWSP	Agency	
Valerie Valera	Ga. State	Ga. State Dept of Ed Psy	\$2.50			VISTA
Arthur von Keller	Emory	Emroy Legal Aid	\$2.50			VISTA
Archlee Wallace	Ga. Tech	City-Sanitation	\$2.20			Agency
John Walsh	Emory	City-Finance Dept.	\$2.50			Agency
Eloise Warner	Morris Brown	Gate City Day nursery	\$2.20	CWSP	Agency	
Carol Watkins	Agnes Scott	Fulton County Health	\$2.20			Agency
Geneva Weaver	Ga. Tech	Gate City Day Nursery	\$1.80	CWSP	Agency	
Elizabeth Whigham	Emory	Atlanta Housing Conf.	\$2.20			Vista

<u>NAME</u>	<u>COLLEGE</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
Eugen White	Ga. Tech	City-Water Dept.	\$2.20	CWSP	Agency	
Susan Windom	West Ga.	Fulton County Health	\$2.20	CWSP	Agency	
Eulis Witcher	East Carolina	Fulton County Governnt.	\$2.50	AUC	Agency	
Dorothy Wright	Clark College	City-Atlanta Public Lib.	\$2.20	CWSP	Agency	
Gunter Zietlow	Ga. tech	City-Avaition	\$2.50			Agency

<u>NAME</u>	<u>College</u>	<u>AGENCY</u>	<u>RATE</u>	<u>80%</u>	<u>20%</u>	<u>100%</u>
Pamela Wilkes	Clark College	City-Parks & Rec.-Kenn	\$1.80			Agency
Richard de Mayo	Emory	City-Parks & Rec.-Kenn	\$2.20			Agency
Burnley Mainbridge	Emroy	Atlanta Girls Club	VOL.		Agency-\$200	
Sandra Mincey	Spelman	Wheat Street	\$2.20			AUC
Beverly Grimes	DeKalb Junior	City-Blanning	\$1.80	CWSP	Agency	
Clovia Wheeler	Morris Brown	City-Purchasing	\$2.20	CWSP	Agency	
Mary Hampton	DeKalb Junior	City-Parks & Rec	\$1.80	CWSP	Agency	
Patricia Simms	Ga. College	Urban Lab in Education	\$1.80	CWSP	AUC	
Richard Steele	Ga Tech	City-Water Dept	\$2.20			Agency
Ruth Sistaire	Morris Brown	Rent-a-Kid	\$1.80	CWSP	Agency	
James Deiures	Clark College	Atlanta Youth Council	\$1.80	CWSP	Agency	
Lloyd Sanders	Morehouse	Atlanta Youth Council	\$2.20	CWSP	Agency	
Dorothy Hicks	Morris Brown	City-Motor Transportation	\$2.20	CWSP	Agency	
Walley Bloom	Ge Tech	city - mayors off	2.20			VISTA

June 26, 1969

Mr. Charles L. Davis
Director of Finance
City of Atlanta
Atlanta, Georgia

Dear Charles:

Prior to the time that the City took over sponsorship of the Urban Corps Project, the Urban Corps Project Director reached a verbal agreement with four students to pay them each \$250.00 for their services in setting up the Urban Corps Project. They were not to receive any other compensation for their work such as the other enrollees are. These four students were:

Mr. Bill Adams
Mr. Dave Whelan
Mr. Marcus Dash
Mr. Rich Speer

Because of this special circumstance regarding the compensation of these four individuals, I advised Mr. Sam Williams to have them execute some written memoranda certifying that they did work during this period and for Mr. Williams to complete a miscellaneous requisition for the four checks. These documents relating to Mr. Adams and Mr. Whelan have been forwarded to your office. Those for Mr. Dash and Mr. Speer will follow shortly.

I am completely aware that this arrangement does not conform to generally accepted ways of doing things for the City. We came upon the scene after the fact, however, and these agreements were already made and these individuals have already provided their services on the basis of the agreement that was reached. For whatever it is worth, it is my feeling that we can properly consider these payments as coming from the proceeds of the private contributions that have been made to the Urban Corps.

It is our feeling that, under the circumstances, these invoices should be honored and paid and you are requested to do so. We have advised the

Mr. Davis
Page Two
June 26, 1969

Urban Corps Project Director that any future commitments of this nature must be made through proper City procedure with the prescribed authorization.

Sincerely yours,

Dan Sweat
Deputy Chief Administrator

DS:fy

cc: Mr. Sam Williams

Faye - ChD would like - this
this A.M. - Yes

Mr. Charles L. Davis
Director of Finance
City of Atlanta,
Atlanta, Georgia

Dear Charles:

Prior to the time that the city took over sponsorship of the Urban Corps Project, the Urban Corps Project Director reached a verbal agreement with four students to pay them each \$250.00 for their services in setting up the ~~XXXXXX~~ Urban Corps Project. They were not to receive any other compensation for their work such as the other enrollees are.

These four students were:

Mr. Bill Adams
Mr. Dave Whelan
Mr. Marcus Dash
Mr. Rich Speer

Because of this special circumstance regarding the compensation of these four individuals, I advised Mr. Sam Williams to have them execute some written memoranda certifying that they did work during this period and for Mr. Williams to complete a miscellaneous requisition for the four checks. These documents relating to Mr. ~~Da~~ Adams and Mr. Whelan have been forwarded to your office. Those for Mr. Dash and Mr. Speer will follow shortly.

I am completely aware that this arrangement ~~xxxx~~ does not conform to generally accepted ways of doing things for the city. ~~Unfortunately,~~ We came upon the scene after the fact, ^{however,} and these agreements were already made and these individuals have ^{already provided} ~~contributed~~ their services on the basis of the agreement that was reached. ^{For whatever it is worth,} It is my feeling that we can properly consider these payments as coming from the proceeds of the

private
/ contributions that have been made to the Urban Corps. ~~XXXXXXXX~~

~~XXXXXXXXXXXXXXXXXXXX~~

It is our feeling that, under the circumstances, these invoices should be honored and paid and you are requested to do so. We have advised the Urban Corps Project Director that any future commitments of this nature must be made through proper city procedure with the prescribed authorization.

VTY

Dan Sweat
Deputy Chief Administrative Officer

cc: Mr. Sam Williams

Home Telephone Nos.

ATLANTA URBAN CORPS STAFF

Summer, 1969

- 1. Executive Director.....Sam Williams.....233-3652
- 2. Executive Assistant.....Sue Zander.....876-0915
- 3. Director of Development.....David Whelan.....378-3850
- 4. Fiscal Director.....Inmond Deen.....261-1192
- 5. Director for Special Projects.....Dianne Wilson.....521-3827
- 6. Payroll Coordinator.....Steve Mwamba.....627-8837
- 7. Payroll Coordinator.....Mac Rabb.....875-1848
- 8. Education & Evaluation Director....Resna Hammer.....872-6576
- 9. Evaluation Staff.....Maggie Gerber.....522-7029
- 10. Evaluation Staff.....Dawn White.....522-2464
- 11. Evaluation Staff.....Tim Rogers.....876-7779
- 12. Public Relations Director.....Ken Millwood.....428-4668
- 13. Public Relations Staff.....Tara Swartzel.....634-6864
- 14. Secretary.....Bettye Underwood.....
- 15. Secretary.....Patty Harwell.....758-2477
- 16. Receptionist.....Diane Lovejoy.....758-7741

Interns Assigned to the Urban Corps Staff

- 17. Atlanta Service Learning Conference.....Babs Kalvelage....634-9957
or
634-8069
- 18. Atlanta Service Learning Conference.....Melinda Lawrence..523-4597
- 19. Atlanta Service Learning Conference.....Kytile Frye.....636-3877
- 20. Atlanta Service Learning Conference(at SREB).....Sally Cantor.....876-2927

bcc: Mr. George Berry
Mr. Sam Williams

June 25, 1969

Mr. Charles L. Davis
Director of Finance
City of Atlanta
Atlanta, Georgia

Dear Charles:

An unanticipated expense item has arisen in connection with the Urban Corps Project. No budget provision was made for travel expenses in connection with any of the enrollees. Most of them are engaged in duties which do not require travel. However, a relatively small number have been assigned to work which does require the use of their personal vehicle. Examples are those in the Mayor's Office assigned as Community Service Coordinators in the EOA Centers and, also, those on the Urban Corps staff that are required to travel to the various work stations to interview supervisors, take care of complaints, and perform the evaluation function. Also, there is a problem, we find, in transporting the payroll records from the various work stations to and from the central payroll unit in City Hall.

It is, of course, not right for the enrollees to be required to use their private vehicles in the performance of their assigned duties without reimbursement. I am well aware, however, it would not be practical to request the Board of Aldermen to establish temporary auto allowances for such a program as this, especially in view of the fact that there are no established numbered positions.

We propose, therefore, to reimburse those enrollees who use their car on the basis of the standard city rate. We propose to secure a signed statement certifying as to the miles driven on Urban Corps business within a given month and forward to your office for payment along with a miscellaneous requisition. Because the amounts will be relatively small both individually and in total, we will charge account G-25-62-770U. We believe that this will be the most expeditious way to handle this matter.

Sincerely yours,

Dan Sweat

DS:fy

Mr. Charles F. Davis

etc

Dear Charles:

An unanticipated ~~the~~ ~~unexpected~~ expense item has arisen in connection with the Urban Corps Project. No ~~a~~ budget ~~allowance~~ ^{provision} was made for travel expenses in connection with any of the enrollees. Most of them are engaged in duties which do not require travel. However, a relatively small number have been assigned to work which does require the use of their personal vehicle. Examples are those in the Mayor's office assigned as Community Service Coordinators in the EOA centers. Also, those on the Urban Corps staff that are required to travel to the various work stations to interview supervisors, take care of complaints, and perform the evaluation function. Also, there is a problem, we find, in ~~moving~~ transporting the payroll records from the various work stations ~~to the~~ ~~city~~ to and from the central payroll unit in City Hall.

It is, of course, not right for the enrollees to be required to use their

private vehicles in the performance of their assigned duties without ~~compensation~~ ^{reimbursement}. I am well aware, however, that it would not be practical to request the Board of Aldermen to establish temporary auto allowances for such a program as this, especially in view of the fact that there are no established numbered positions.

We propose, therefore, to reimburse those enrollees who use their car ~~based~~ on the basis of the standard city rate. We propose to secure a signed statement certifying as to the miles driven on urban corps business within a given month and forward to your office for payment along with a miscellaneous requisition. Because the amounts will be relatively small both individually and in total, we will charge account 6-25-62-7704.

We believe that this will be the most expeditious way to handle this matter.

V T T

D S

cc: Sam Williams
G. Berry

6/30

I N T E R - O F F I C E M E M O R A N D U M

TO: Mayor Ivan Allen, Jr.

DATE: June 19, 1969

FROM: Sam Williams *sw*

SUBJECT: Speech to the Atlanta Service-Learning Conference

Thank you for agreeing to address the initial meeting of the Atlanta Service-Learning Conference, June 30 at the White House Motor Inn, 30 Houston Street.

As we discussed, all 225 Urban Corps interns will be in attendance as well as representatives of local colleges, businesses, and government agencies. We also expect out-of-town representatives of service programs such as Peace Corps, VISTA, Teachers Corps, and others.

Speakers for the two day conference include Georgia Tech's new President, Clark College Student Body President, Peace Corps Director and White House staff members.

You are scheduled to welcome the group at 9:00 a.m., June 30. I am forwarding through Dan Sweat an outline of comments you might consider appropriate for your address.

cc: Dan Sweat ✓



NATIONAL DEVELOPMENT OFFICE
250 BROADWAY
NEW YORK, N. Y. 10007

Revision of College Work-Study Program Manual

The U. S. Office of Education has issued a set of new pages for the 1968 College Work-Study Program Manual, replacing those sections which have been affected by the 1968 Higher Education Amendments and the new College Work-Study Program Regulations (45 CFR 175), copies of which were recently distributed.

We direct your attention to the new Section 104 (D) (2) which stiffens the institutional maintenance of effort requirement. The use of CWSP funds must, as of July 1, 1969, be used to expand an institution's financial aid program.

The revised Section 607 sets forth more detailed information on program audit procedures. Where the Urban Corps is the fiscal agent for the participating colleges, it is suggested that a copy of the official Audit Guides be obtained from the appropriate Regional Auditor as noted at the end of Section 607.

The revised "Model Off-Campus Agreement" includes several new sections which clarify the position of an Urban Corps as the employer and paymaster. This form of agreement may be used interchangeably with that recommended in the Urban Corps National Development Office report on "Urban Corps-College Contractual Arrangements (Doc. No. 3).

Additional copies of the CWSP Manual and the Regulations may be obtained upon request from this office or directly from the College Work-Study Program Branch, Bureau of Higher Education, U.S. Office of Education, Washington, D. C. 20202.

SUPPLEMENT #1 (May 1969) to the

COLLEGE WORK-STUDY PROGRAM MANUAL, 1968

Materials in this supplement include:

- (1) Replacement pages for Pages 1-3, 6-3, and 6-7.
- (2) Replacement for Appendix 1 - Legislation.
- (3) New Material. Appendix 2 - College Work-Study Program Regulations as printed in the May 13, 1969 Federal Register.
- (4) New Material. Appendix 7 - Model Off-Campus Agreement Form.

D. Fulfillment of Financial Requirements of Participation

An institution participating in the College Work-Study Program should be fully aware of the following financial responsibilities which it accepts upon entering the program.

1. Effective August 20, 1968, the law provides that the Federal share of the compensation of students employed in the College Work-Study Program cannot exceed 80%, except that in certain circumstances to be established by regulation, a Federal share in excess of 80% may be approved by the Commissioner. From the inception of the program to August 19, 1967, the Federal share of the compensation of students employed in the College Work-Study Program could not exceed 90%. From August 20, 1967 to August 19, 1968, the maximum Federal share was 85%.

A participating institution is responsible for ensuring that the remaining share, which is referred to as the institutional share, is contributed promptly in conjunction with payroll disbursements,

(Section 603 contains a further discussion of the institutional and Federal shares of student compensation.)

2. An institution participating in the College Work-Study Program is required, under Section 444(a)(5) of the law, to maintain its own efforts in the areas of student employment and student financial aid.

From the inception of the program through fiscal year 1969 (ending June 30, 1969), the Federal funds made available to an institution for a College Work-Study Program must be used to expand student employment expenditures beyond those which the institution provided in its own student employment program prior to its entry into the College Work-Study Program. (Section 602 contains specific information with regard to the level of student employment expenditures which must be maintained.)

After July 1, 1969, and for fiscal years ending on or after June 30, 1970, the Federal funds made available to an institution for a College Work-Study Program must be used to expand student financial aid expenditures beyond those which the institution provided in its own student financial aid program prior to fiscal year 1970, or to its entry into the College Work-Study Program, whichever is later. (Section 602 will be revised at a later date.)

An institution's first point of contact on any matter affecting the program should be the Regional Office for the area in which the institution is located. The addresses and telephone numbers of the nine Regional Offices of the Office of Education are listed in Appendix 4.

The Regional Office student financial aid staff assists the institution with program development and operational problems, makes recommendations on the institution's application for funds, conducts on-site program reviews, and generally provides assistance to college personnel on an individual basis. In addition, the regional audit staff of the Department of Health, Education, and Welfare arranges for periodic audits of the College Work-Study Program. (Section 607 contains additional details about program audits.)

The College Work-Study Branch, Division of Student Financial Aid in Washington is responsible for the general administration of the program, including the development of policy and program materials, final award of grants, and review of fiscal and operations reports. The titles and telephone numbers of the Washington office personnel are listed in Appendix 4.

603 Federal and Institutional Shares of Student Compensation

Effective August 20, 1968, the law provides that the Federal share of the compensation of students employed in the College Work-Study Program cannot exceed 80%, except that in certain circumstances to be established by regulation, a Federal share in excess of 80% may be approved by the Commissioner. From the inception of the program to August 19, 1967, the Federal share of the compensation of students employed in the College Work-Study Program could not exceed 90%. From August 20, 1967 to August 19, 1968, the maximum Federal share was 85%.

The institutional share of each student's gross compensation, whether provided in cash or otherwise, (see section 605 for a discussion of noncash payments) must equal at least 20%. The institutional share must be contributed promptly in conjunction with payroll disbursements.

All disbursements of compensation of students under the program must be in the proper Federal/institutional share. This requirement holds true regardless of the source of the institutional share. (See Section 604.) In cases where students are working under an agreement entered into between the institution and a public or private nonprofit agency, the agreement should specify the extent to which the agency will bear the cost of such contributions.

Communications, including telephone toll calls, telegrams, and similar items, may be charged when such communications are directly related to the conduct of the off-campus phase of the program. Employee travel necessary to the conduct of the off-campus activities should be computed and charged according to the institution's own regulations governing employee travel expense.

607 Program Audit

Unlike the National Defense Student Loan Fund, which is a revolving trust fund, Federal College Work-Study funds are accounted for by 6-month grant periods. All records pertaining to program management and fiscal control during a given fiscal year must be retained by the institution for a period of five years following the end of the fiscal year, or until audited by the Department of Health, Education, and Welfare Audit Agency or its authorized representative, whichever is earlier. Records involved in any claim or expenditure questioned by the Commissioner, or on audit, must be retained until necessary adjustments have been reviewed and approved by the Commissioner.

Under the Fair Labor Standards Act of 1938, as amended, the Department of Labor requires the retention of records. Employers are required to keep records on wages, hours, and other items listed in the record-keeping regulations, 29 CFR Part 516. No particular form of records is requested. Records must be retained at least three years. (This record retention period is separate and apart from that required in the preceding paragraph.) Contact the nearest Office of the Wage and Hour and Public Contracts Divisions, listed in Appendix 8, for more specific information.

When the College Work-Study Program at an institution is audited, the objectives of an audit will be to determine whether the institution:

1. has met the requirements of the applicable laws and regulations in establishing the College Work-Study Program;
2. has established adequate systems of internal control, accounting, and reporting, and has exercised suitable controls in the operation of and accounting for the funds provided for the program; and
3. has established and is following policies and procedures to ensure that the funds provided are being used only for the purposes set forth in the institution's agreement with the Commissioner and that the policies and procedures conform with the applicable laws and regulations.

Since independent auditors, such as a State auditor or an institution's own Certified Public Accounting firm, may be authorized to perform audits of the College Work-Study Program, institutions are encouraged

to schedule annual audits of their programs. Certified or Licensed Public Accountants may obtain a copy of the College Work-Study Program Audit Guides from the Department of Health, Education, and Welfare Regional Auditor at the addresses listed in Appendix 4. The expense, if any, of such an audit is properly chargeable to the administrative expense allowance discussed in Section 606.

APPENDIX 1

Higher Education Act of 1965 (P.L. 89-329)
Title IV, Part C, as amended

Part C--Work-Study Programs

Statement of Purpose; Appropriations Authorized

Sec. 441. (a) The purpose of this part is to stimulate and promote the part-time employment of students, particularly students from low-income families, in eligible institutions who are in need of the earnings from such employment to pursue courses of study at such institutions.

(b) There are authorized to be appropriated \$225,000,000 for the fiscal year ending June 30, 1969, \$255,000,000 for the fiscal year ending June 30, 1970, and \$285,000,000 for the fiscal year ending June 30, 1971, to carry out this part.

Allotments to States

Sec. 442. (a) From the sums appropriated to carry out this part for a fiscal year, the Commissioner shall (1) allot not to exceed 2 per centum among Puerto Rico, Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands according to their respective needs for assistance under this part, and (2) reserve the amount provided by subsection (e). The remainder of such sums shall be allotted among the States as provided in subsection (b).

(b) Of the sums being allotted under this subsection--

(1) one-third shall be allotted by the Commissioner among the States so that the allotment to each State under this clause will be an amount which bears the same ratio to such one-third as the number of persons enrolled on a full-time basis in institutions of higher education in such State bears to the total number of persons enrolled on a full-time basis in institutions of higher education in all the States.

(2) one-third shall be allotted by the Commissioner among the States so that the allotment to each State under this clause will be an amount which bears the same ratio to such

one-third as the number of high school graduates (as defined in section 103(d)(3) of the Higher Education Facilities Act of 1963) of such State bears to the total number of such high school graduates of all the States, and

(3) one-third shall be allotted by him among the States so that the allotment to each State under this clause will be an amount which bears the same ratio to such one-third as the number of related children under eighteen years of age living in families with annual incomes of less than \$3,000 in such State bears to the number of related children under eighteen years of age living in families with annual incomes of less than \$3,000 in all the States.

(c) The amount of any State's allotment which has not been granted to an eligible institution under section 443 at the end of the fiscal year for which appropriated shall be reallocated by the Commissioner in such manner as he determines will best assist in achieving the purposes of this Act. Amounts reallocated under this subsection shall be available for making grants under section 443 until the close of the fiscal year next succeeding the fiscal year for which appropriated.

(d) For purposes of this section, the term "State" does not include Puerto Rico, Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands.

(e) From the appropriation for this part for each fiscal year the Commissioner shall reserve an amount to provide work-study assistance to students who reside in, but who attend eligible institutions outside of, American Samoa or the Trust Territory of the Pacific Islands. The amount so reserved shall be allotted to eligible institutions and shall be available only for the purpose of providing work-study assistance to such students.

Grants for Work-Study Programs

Sec. 443. (a) The Commissioner is authorized to enter into agreements with eligible institutions under which the Commissioner will make grants to such institutions to assist in the operation of work-study programs as hereinafter provided.

(b) For the purposes of this part the term "eligible institution" means an institution of higher education (as defined in section 435(b) of this Act), or an area vocational school (as defined in section 8(2) of the Vocational Education Act of 1963). 1/

Conditions of Agreements

Sec. 444. (a) An agreement entered into pursuant to section 443 shall--

(1) provide for the operation by the institution of a program for the part-time employment of its students in work for the institution itself^{2/} or work in the public interest for a public or private nonprofit organization under an arrangement between the institution and such organization, and such work--

(A) will not result in the displacement of employed workers or impair existing contracts for services,

(B) will be governed by such conditions of employment as will be appropriate and reasonable in light of such factors as type of work performed, geographical region, and proficiency of the employee, and

(C) does not involve the construction, operation, or maintenance of so much of any facility as is used or is to be used for sectarian instruction or as a place for religious worship;

(2) provide that funds granted an eligible institution pursuant to section 443 may be used only to make payments to students participating in work-study programs, except that an institution may use a portion of the sums granted to it to meet administrative expenses, but the amount so used may not exceed 5 per centum of the payments made by the Commissioner to such institution for that part of the work-study program in which students are working for public or nonprofit organizations other than the institution itself;^{3/}

(3) provide that in the selection of students for employment under such work-study program preference shall be given to students from low-income families and that employment under such work-study program shall be furnished only to a student who (A) is in need of the earnings from such employment in order to pursue a course of study at such institution, (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study while employed under the program covered by the agreement, and (C) has been accepted for enrollment as a full-time student at the institution or, in the case of a student already enrolled in and attending the institution, is in good standing and in full-time attendance there either as an undergraduate, graduate, or professional student;

(4) provide that the average hours of employment of a student under such work-study program, shall not exceed fifteen per week over a semester, or other term used by the institution in awarding credits, during which the student is enrolled in classes;

(5) provide that in each fiscal year during which the agreement remains in effect, the institution shall expend (from sources other than payments under this part) for the employment of its students (whether or not in employment eligible for assistance under this part) an amount that is not less than its average annual expenditure for such employment during the three fiscal years preceding the fiscal year in which the agreement is entered into;^{4/}

(6) provide that the Federal share of the compensation of students employed in the work-study program in accordance with the agreement will not exceed 80 per centum of such compensation; except that the Federal share may exceed 80 per centum of such compensation if the Commissioner determines, pursuant to regulations adopted and promulgated by him establishing objective criteria for such determinations, that a Federal share in excess of 80 per centum is required in furtherance of the purposes of this part;

(7) include provisions designed to make employment under such work-study program, or equivalent employment offered or arranged for by the institution, reasonably available (to the extent of available funds) to all eligible students in the institution in need thereof; and

(8) include such other provisions as the Commissioner shall deem necessary or appropriate to carry out the purposes of this part.

(b) An agreement entered into pursuant to section 443 with an area vocational school shall contain, in addition to the provisions described in subsection (a) of this section, a provision that a student in such a school shall be eligible to participate in a program under this part only if he (1) has a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate, and (2) is pursuing a program of education or training which requires at least six months to complete and is designed to prepare the student for gainful employment in a recognized occupation.

(c) For purposes of paragraph (4) of subsection (a) of this section, in computing average hours of employment of a student over a semester or other term, there shall be excluded any period during which the student is on vacation and any period of non-regular enrollment. Employment under a work-study program during

any such period of non-regular enrollment during which classes in which the student is enrolled are in session shall be only to the extent and in accordance with criteria established by or pursuant to regulations of the Commissioner.

Sources of Matching Funds

Sec. 445. Nothing in this part shall be construed as restricting the source (other than this part) from which the institution may pay its share of the compensation of a student employed under a work-study program covered by an agreement under this part, and such share may be paid to such student in the form of services and equipment (including tuition, room, board, and books) furnished by such institution.

Equitable Distribution of Assistance

Sec. 446. The Commissioner shall establish criteria designed to achieve such distribution of assistance under this part among eligible institutions within a State as will most effectively carry out the purposes of this Act.

1/Effective for fiscal years ending on or after June 30, 1970, this paragraph has been amended to read as follows:

"(b) For the purposes of this part the term 'eligible institution' means an institution of higher education (as defined in section 435(b) of this Act), an area vocational school (as defined in section 8(2) of the Vocational Education Act of 1963), or a proprietary institution of higher education (as defined in section 461(b) of this Act)."

2/Effective for fiscal years ending on or after June 30, 1970, section 444(a)(1) has been amended by inserting after "work for the institution itself" the following: "(except in the case of a proprietary institution of higher education),".

3/Effective for fiscal years ending on or after June 30, 1970, this paragraph has been amended to read as follows:

"(2) provide that funds granted an eligible institution pursuant to section 443 may be used only to make payments to students participating in work-study programs, except that an

institution may use a portion of the sums granted to it to meet administrative expenses in accordance with section 463 of this Act;"

(Section 463 reads as follows:)

"Expenses of Administration

"Sec. 463. (a) An institution which has entered into an agreement with the Commissioner under part A or C of this title shall be entitled for each fiscal year for which it receives an allotment under either such part to a payment in lieu of reimbursement for its expenses during such fiscal year in administering programs assisted under such part. The payment for a fiscal year (1) shall be payable from each such allotment in accordance with regulations of the Commissioner, and (2) shall (except as provided in subsection (b)) be an amount equal to 3 per centum of (A) the institution's expenditures during the fiscal year from its allotment under part A plus (B) its expenditures during such fiscal year under part C for compensation of students.

"(b) The aggregate amount paid to an institution for a fiscal year under this section plus the amount withdrawn from its student loan fund under section 204(b) of the National Defense Education Act of 1958 may not exceed \$125,000."

4/Effective for fiscal years ending on or after June 30, 1970, this paragraph has been amended to read as follows:

"(5) provide that the institution will meet the requirements of section 464 of this Act (relating to maintenance of effort);"

(Section 464 reads as follows:)

"Maintenance of Effort

"Sec. 464. An agreement between the Commissioner and an institution under part A or part C shall provide assurance that the institution will continue to spend in its own scholarship and student-aid program, from sources other than funds received under such parts, not less than the average expenditure per year made for that purpose during the most recent period of three fiscal years preceding the effective date of the agreement."

ATLANTA URBAN CORPS

30 COURTLAND STREET, N.E. / PHONE [404] 524-8091 / ATLANTA, GEORGIA 30303

PRESS RELEASE

PRESS RELEASE

Date: June 27, 1969

Subject: The Opportunity for Black Involvement

For future details, contact: Ken Millwood
Public Relations Director

For Immediate Release:

The concept of permitting active young minds to serve their community by attacking its crucial problems is being brought to life this summer for the first time in Atlanta. The Atlanta Urban Corps is placing competent college students into summer jobs with relevance to the contemporary urban situation.

The Atlanta Urban Corps is a student conceived, student managed organization which is designed to draw upon the mental resources of concerned college students in coping with city problems. The Corps has students working in areas of mental health, city services, social work, traffic engineering, education, community art, and many others. The students gain an educational experience unknown in any American classroom. The city benefits in that crucial jobs that have long been ignored finally get qualified attention.

A most important aspect of the community-student dialogue is the meaningful involvement of black students in the problems of urban life. Reality teaches us that blacks are those whose life-styles are confined most heavily by the Metropolis. Therefore, the true worth of the Urban Corps experiment is built on the strong core of black students participating in the program.

The Atlanta Urban Corps is pleased to announce the placement of the following students from the Atlanta University Complex. As can be seen by their jobs, these students are participating in agencies which can help solve the fundamental ills of the city.

CLARK COLLEGE

1. Linda Alexander
2. Charles Choice
3. Walter Driver
4. Grauze Fretwell
5. Janice Herring
6. Iris Hightower
7. Delores James
8. Cynthia Knight
9. Betty Peters

AGENCY

- Dekalb YMCA
- Parks and Recreation
- Community Arts, Inc.
- Atlanta Youth Council
- Atlanta Public Library
- Community Arts, Inc.
- Atlanta Youth Council
- Wheat Street Baptist Church
- Literacy Action Foundation

CLARK COLLEGE (cont'd)

10. Martha Simmons
11. Dorothy Wright
12. Carol Bonner
13. Barbara Holland
14. Paul Johnson

AGENCY

- Atlanta Youth Council
Atlanta Public Library
Peace Corps
Urban Lab
City Water Department

MOREHOUSE

1. Edwin Barrett
2. Robert Brown
3. Mike Floyd
4. Eddie Gaffney
5. James Kennedy
6. Eddie Mitchell
7. Jesse Moore
8. Loyd Sanders
9. Julis Stephens
10. Mike Stublefield
11. Kay Dunlap
12. Marvin Mangham
13. Ronald Terry

- Georgia Employment Center
City Purchasing Department
City Parks and Recreation
Vine City Project
Atlanta Youth Council
Wheat Street Baptist Church
American Cancer Society
Atlanta Youth Council
Parks and Recreation
Street Theatre
Parks and Recreation
Finance Department
City Water Department

SPELMAN

1. Rudine Arnold
2. Pamela Dozier
3. Linda Howard
4. Diane Lewis
5. Sandra Mincey
6. Madie Moore
7. Teia Sinkfield
8. Bessie Quillens

- Kirkwood Center
Georgia Easter Seal Foundation
Literacy Action Foundation
Atlanta Girls Club
Wheat Street Baptist Church
Atlanta Public Library
Atlanta Youth Council
Y.M.C.A.

MORRIS BROWN COLLEGE

1. Brenda Comer
2. Calvin Davis
3. Alyce Hamilton
4. Rose Haywood
5. Dorothy Humphrey
6. Jerome Jefferson
7. Addie Mitchell
8. Chester McElroy
9. George Myles
10. Belinda Pennington
11. Sanford Prater
12. Carroll Simmons
13. Deborah Small
14. Bettye Underwood
15. Cynthia Waddell
16. Clovia Wheeler
17. Rosalind Williams
18. Regina Braxton
19. Vivian Chandler
20. Mary Strozier

- Atlanta Girls Club
Parks and Recreation
Atlanta Youth Council
Atlanta Youth Council
Y.W.C.A.
Mennonite House
Wheat Street Baptist Church
Parks and Recreation
City Sanitation Department
Immigration Department
Sarah Murphy Home
Atlanta Girls Club
Immigration Department
Atlanta Urban Corps
Easter Seal Foundation
Purchasing Department
Gate City Day Nursery
Kirkwood Center
Fulton County Health Department
American Cancer Society



CITY OF ATLANTA

DEPARTMENT OF FINANCE
501 CITY HALL
ATLANTA, GEORGIA 30303

June 27, 1969

CHARLES L. DAVIS
DIRECTOR OF FINANCE
EDGAR A. VAUGHN, JR.
DEPUTY DIRECTOR OF FINANCE

W. ROY SMITH
DEPUTY DIRECTOR OF FINANCE
JAMES R. FOUNTAIN, JR.
DEPUTY DIRECTOR OF FINANCE

MEMORANDUM:

TO: George Berry

FROM: Linda Anderson *LA*

SUBJECT: Urban Corps

The audit staff has completed their audit of the books and records of the Atlanta Children and Youth Services Council as of May 31, 1969.

This audit indicates that Urban Corps owes the Youth Council \$1,315.11 (details attached).

Please prepare a miscellaneous requisition reimbursing the Youth Council as soon as possible.

LA

LA:lek
Attachment

*sent to Williams for
MR on 7-2-69.
JRB*

ATLANTA URBAN CORPS
 AMOUNTS DUE
ATLANTA CHILDREN AND YOUTH SERVICES COUNCIL

Salaries - Net*

Dianne Wilson	\$ 601.24
Sue Zander	299.97
Steve Mwamba	136.40
Arlene Bird	<u>242.50</u>
	\$ 1,280.11
 Office Supplies	 <u>35.00</u>
 TOTAL due to Youth Council	 <u><u>\$ 1,315.11</u></u>

*Does not include withholdings as follows:

	<u>FICA</u>	<u>FWT</u>	<u>GWT</u>
Dianne Wilson	\$ 37.48	\$ 138.30	\$ 10.16
Sue Zander	19.90	69.10	4.78
Steve Mwamba	-0-	-0-	-0-
Arlene Bird	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
	<u>\$ 57.38</u>	<u>\$ 207.40</u>	<u>\$ 14.94</u>

Note: Details in Auditor's workpapers.

URBAN CORPS MINUTES

MEETING 3:00 pm Friday the 27th of June

Mr. Robinson stated that if the Urban Corps people wanted to have meetings outside of their regularly scheduled meetings with him, such as for the purpose of sensitivity training, then it would be okay with him only if he were contacted in advance as to the time and place of such meeting. If the meeting was to be held in City Hall, Mr. Robinson would also have to make arrangements to reserve the proper facilities.

Two federal government interns will be working on the field starting Monday. Mr. Dement will be working in East Central ~~da~~ and Miss Sorrel will be working in Nash-Washington. The City Hall interns should plan to make sure that these two new interns blend in with their activities.

Mr. Robinson then announced that two interns, Mr. Berk and Mr. Fleming, would also be put out in the field shortly and arrangements would be made accordingly. Mr. Robinson felt that it was a good idea for the interns to get as diversified a summer as possible.

Effective July 1, 1969, the Police department will have four new wreckers going at full steam to remove all the unwanted, inoperative automobiles

Garbage and trash remain a constant problem throughout the poverty areas that the interns are working in.

Mr. Robinson announced that if any of the interns wanted to have a clean-up program that they let their supervisors know in advance so that arrangements might be made for trucks and machinery to be there on the day for the clean-up project. A comment from the audience expressed that Saturday would be a good day to pick up the trash. Sanitary meetings are always on Wednesday and it is good to let the department know of any project that a pick-up would have to be made for.

Mr. Bloom said that there were many cars that needed to be picked up in the Pittsburg area of the city. He said that in a area that amounted to only one-eighth (1/8) of Pittsburg he marked over 50 cars and felt that he missed as many. He expressed the opinion that a total plan involving all the interns be evolved so that a more effective clean-up can be reached in these areas.

A discussion then ensued as to which philosophy was best, having cars picked up inefficiently but with community backing or to have cars picked up efficiently but without much community support. Mr. Robinson felt that since this problem is such a constant one, and since the interns will be here only a summer, it is would be better to have the community backing even if the clean-up was not as efficient as it could be. Those favoring community action as opposed to effectiveness seemed to dominate.

Mr. Robinson then called the COs into his office and he turned the meeting over to the Urban Corps people.



CITY OF ATLANTA

DEPARTMENT OF FINANCE

501 CITY HALL

ATLANTA, GEORGIA 30303

June 26, 1969

CHARLES L. DAVIS
DIRECTOR OF FINANCE

EDGAR A. VAUGHN, JR.
DEPUTY DIRECTOR OF FINANCE

W. ROY SMITH
DEPUTY DIRECTOR OF FINANCE

JAMES R. FOUNTAIN, JR.
DEPUTY DIRECTOR OF FINANCE

Mr. Dan E. Sweat, Jr.
Director of Governmental Liaison
Mayor's Office
City of Atlanta
Atlanta, Georgia 30303

Dear Dan:

Reference is made to your letter of June 25, 1969, in which you advise of the oversight in providing travel allowances for certain interns in the Urban Core Program. I agree with your concept of paying these interns; however, I believe it would be wise to transfer funds from the operating account, 770U, to a 500U account which is normally established for auto allowances or transportation purposes. This action would be consistent with the general accounting procedures of the city and would set forth the proper record of expenditures of the Urban Core.

In order to implement this, I would need an estimate of the cost of transportation so that the appropriate transfer within appropriations can be made.

Sincerely,

Charles L. Davis
Director of Finance

CLD:dhf

June 25, 1969

Mr. Sam Williams
Atlanta Urban Corps Project
Municipal Auditorium
Atlanta, Georgia 30303

Dear Sam:

Please note the attached copy of a letter to Director of Finance Charles Davis concerning travel expenses for Urban Corps Enrollees.

It is requested that you provide me with a list of those enrollees who will be requesting reimbursement for this purpose and, also, an estimate of the number of miles that will be driven both monthly and in total for the benefit of the Urban Corps Project.

Very truly yours,

George J. Berry
Administrative Coordinator

GBJ:p
Attachment

bc: Charles L. Davis
Dan Sweat
Johnny Robinson

ATLANTA URBAN CORPS

30 COURTLAND STREET, N.E. / PHONE [404] 524-8091 / ATLANTA, GEORGIA 30303

June 25, 1969

Mr. George Berry
Office of the Mayor
City Hall
City of Atlanta
68 Mitchell Street, S. W.
Atlanta, Georgia 30303

Dear George:

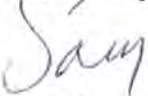
Attached are two statements certifying part-time, spring term employment for Mr. Bill Adams and Mr. David Whelan with the Atlanta Urban Corps.

These men are to receive \$250 each as an educational stipend. (This is not taxable income since they were receiving academic credit for their Urban Corps services, therefore there are no W-2 forms attached for tax deduction purposes.)

Two other students were employed under the same agreement. They are Rich Speer and Marcus Dash. I do not have their statements at this time certifying employment. Please pardon the rush on these two students, but Bill Adams is leaving for Europe Thursday, June 26, 1969, and needs his check before he leaves.

Thank you for helping us expedite this matter.

Sincerely,



SAM A. WILLIAMS
Director

SAW:sz

Enclosure

Both forwarded to
Finance for payment
6-25-69
JBB

bcc: Mr. George Berry
Mr. Sam Williams

June 25, 1969

Mr. Charles L. Davis
Director of Finance
City of Atlanta
Atlanta, Georgia

Dear Charles:

An unanticipated expense item has arisen in connection with the Urban Corps Project. No budget provision was made for travel expenses in connection with any of the enrollees. Most of them are engaged in duties which do not require travel. However, a relatively small number have been assigned to work which does require the use of their personal vehicle. Examples are those in the Mayor's Office assigned as Community Service Coordinators in the EOA Centers and, also, those on the Urban Corps staff that are required to travel to the various work stations to interview supervisors, take care of complaints, and perform the evaluation function. Also, there is a problem, we find, in transporting the payroll records from the various work stations to and from the central payroll unit in City Hall.

It is, of course, not right for the enrollees to be required to use their private vehicles in the performance of their assigned duties without reimbursement. I am well aware, however, it would not be practical to request the Board of Aldermen to establish temporary auto allowances for such a program as this, especially in view of the fact that there are no established numbered positions.

We propose, therefore, to reimburse those enrollees who use their car on the basis of the standard city rate. We propose to secure a signed statement certifying as to the miles driven on Urban Corps business within a given month and forward to your office for payment along with a miscellaneous requisition. Because the amounts will be relatively small both individually and in total, we will charge account G-25-62-770U. We believe that this will be the most expeditious way to handle this matter.

Sincerely yours,

Dan Sweat

DS:fy

June 24, 1969

Miss Barbara Rudisill
Admissions Office
Agnes Scott College
East College Avenue
Decatur, Georgia

Dear Miss Rudisill:

Thank you for accepting a position as an Education Advisor for the initial program of the Atlanta Urban Corps. As you know, Ed Angus was our liaison with the Southern Regional Education Board when you were interviewed for the position and there was some question as to how you would be paid. SREB has transferred money designated for Urban Corps use to our budget. For your educational consultance you will receive a stipend of \$1,000 for the summer program.

Your duties will include on the job visitation with interns and agency supervisors, planning and conducting education seminars for small groups as well as all interns, working in coordination with our field evaluation staff, to insure "job relevancy and education significance" of each internship, and assisting the interns in their articulation of this experience as they return to their respective colleges and universities. Your duties will also include counseling interns on their final report and reading and approving reports, using the basic outline in the Internship Handbook.

We realize that many of your specific responsibilities are vague but we urge you to be innovative and work with our evaluation staff, headed by Resna Hammer, in planning details. Through prior agreements we expect that this obligation will require at least three-fourths of your time and attention for the remainder of the summer, after July 11, 1969.

We will issue your stipend in four installments of \$250.00 each on July 23, August 6, August 20, and the last check after intern reports have been edited and approved by you.

This program is the first of its kind in the nation. Your initiative and interest will be a very meaningful part of its success.

Sincerely,

SAM A. WILLIAMS
Director

cc: Resna Hammer
Bill Ramsay, SREB

June 24, 1969

Professor Roger Whedon
1417 South Gordon Street, S. W.
Atlanta, Georgia 30310

Dear Professor Whedon:

Thank you for accepting a position as an Education Advisor for the initial program of the Atlanta Urban Corps. As you know, Ed Angus was our liaison with the Southern Regional Education Board when you were interviewed for the position and there was some question as to how you would be paid. SREB has transferred money designated for Urban Corps use to our budget. For your educational consultance you will receive a stipend of \$1,000 for the summer program.

Your duties will include on the job visitation with interns and agency supervisors, planning and conducting education seminars for small groups as well as all interns, working in coordination with our field evaluation staff to insure "job relevancy and education significance" of each internship, and assisting the interns in their articulation of this experience as they return to their respective colleges and universities. Your duties will also include counseling interns on their final report and reading and approving reports, using the basic outline in the Internship Handbook.

We realize that many of your specific responsibilities are vague but we urge you to be innovative and work with our evaluation staff, headed by Resna Hammer, in planning details. We anticipate that your Urban Corps duties will require roughly one-third of your time.

We will issue your stipend in four installments of \$250.00 each on July 2, July 23, August 6, and the last check after intern reports have been edited and approved by you.

This program is the first of its kind in the nation. Your initiative and interest will be a very meaningful part of its success.

Sincerely,

SAM A. WILLIAMS
Director

cc Resna Hammer
Bill Ramsay, SREB

June 24, 1969

Professor Roger Rupnow
Department of City Planning
Georgia Institute of Technology
Atlanta, Georgia 30332

Dear Roger:

Thank you for accepting a position as an Education Advisor for the initial program of the Atlanta Urban Corps. As you know, Ed Angus was our liaison with the Southern Regional Education Board when you were interviewed for the position and there was some question as to how you would be paid. SREB has transferred money designated for Urban Corps use to our budget. For your educational consultance you will receive a stipend of \$1,000 for the summer program.

Your duties will include on the job visitation with interns and agency supervisors, planning and conducting education seminars for small groups as well as all interns, working in coordination with our field evaluation staff to insure "job relevancy and educational significance" of each internship, and assisting the interns in their articulation of this experience as they return to their respective colleges and universities. Your duties will also include counseling interns on their final report and reading and approving reports, using the basic outline in the Internship Handbook.

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We will issue your stipend in four installments of \$250.00 each on July 2, July 23, August 6, and the last check after intern reports have been edited and approved by you.

This program is the first of its kind in the nation. Your initiative and insuring part of its success.

Sincerely,

SAM A. WILLIAMS
Director

cc: Resna Hammer
Bill Ramsay, SREB

P.S. As we agreed, will send the check to the City Planning dept, payable to "Ga Tech".

June 24, 1969

Dr. Carl Franklin Wieck
Department of English
Morehouse College
Atlanta, Georgia 30314

Dear Dr. Wieck:

Thank you for accepting a position as an Education Advisor for the initial program of the Atlanta Urban Corps. As you know, Ed Angus was our liaison with the Southern Regional Education Board when you were interviewed for the position and there was some question as to how you would be paid. SREB has transferred money designated for Urban Corps use to our budget. For your educational consultance you will receive a stipend of \$1,000 for the summer program.

Your duties will include on the job visitation with interns and agency supervisors, planning and conducting education seminars for small groups as well as all interns, working in coordination with our field evaluation staff to insure "job relevancy and education significance" of each internship, and assisting the interns in their articulation of this experience as they return to their respective colleges and universities. Your duties will also include counseling interns on their final report and reading and approving reports, using the basic outline in the Internship Handbook.

We realize that many of your specific responsibilities are vague but we urge you to be innovative and work with our evaluation staff, headed by Resna Hammer, in planning details. We anticipate that your Urban Corps duties will require roughly one-third of your time.

We will issue your stipend in four installments of \$250.00 each on July 2, July 23, August 6, and the last check after intern reports have been edited and approved by you.

This program is the first of its kind in the nation. Your initiative and interest will be a very meaningful part of its success.

Sincerely,

SAM A. WILLIAMS
Director

cc: Resna Hammer
Bill Ramsay, SREB

SAW:sz

June 24, 1969

Professor Patrick Ntukogu
Department of Political Science
Morehouse College
Atlanta, Georgia 30314

Dear Professor Ntukogu:

Thank you for accepting a position as an Education Advisor for the initial program of the Atlanta Urban Corps. As you know, Ed Angus was our liaison with the Southern Regional Education Board when you were interviewed for the position and there was some question as to how you would be paid. SREB has transferred money designated for Urban Corps use to our budget. For your educational consultance, you will receive a stipend of \$1,000 for the summer program.

Your duties will include on the job visitation with interns and agency supervisors, planning and conducting educational seminars for small groups as well as all interns, working in coordination with our field evaluation staff to insure "job relevancy and educational significance" of each internship, and assisting the interns in their articulation of this experience as they return to their respective colleges and universities. Your duties will also include counseling interns on their final report and reading and approving reports, using the basic outline in the Internship Handbook.

We realize that many of your specific responsibilities are vague but we urge you to be innovative and work with our evaluation staff, headed by Resna Hammer, in planning details. We anticipate that your Urban Corps duties will require roughly one-third of your time.

We will issue your stipend in four installments of \$250.00 each on July 2, July 23, August 6, and the last check after intern reports are edited and approved by you.

This program is the first of its kind in the nation. Your initiative and interest will be a very meaningful part of its success.

Sincerely,

SAM A. WILLIAMS
Director

ATLANTA URBAN CORPS

30 COURTLAND STREET, N.E. / PHONE [404] 524-8091 / ATLANTA, GEORGIA 30303

June 23, 1969

(Dictated June 20, 1969)

Mr. George Berry
City of Atlanta
City Hall
Atlanta, Georgia

Re: Invoice from Standard Press, Inc.

Dear George:

I received today an invoice, which is attached, from Standard Press, Inc., 739 Trabert Avenue, N.W. in the amount of sixty-five and forty-nine one-hundredths dollars (\$65.49) for printing contracted *for* prior to the adoption on May 19, 1969 of the ordinance creating the Atlanta Urban Corps as a division of the Mayor's office.

This constitutes, to the best of my knowledge, the only remaining obligations assumed prior to the forementioned date.

Your usual prompt attention to this matter will be appreciated.

Sincerely,



Inmond L. Deen, Jr.
Director of Finance
Atlanta Urban Corps

ILD:ph

Enclosure

cc: Mr. Charles L. Davis
Mr. Forrest Gee
Mr. George Berry

June 20, 1969

Mr. Sam Williams, Director
Atlanta Urban Corps
Municipal Auditorium
Atlanta, Georgia 30303

Dear Sam:

Enclosed is City of Atlanta general fund check number 6056 in the amount of \$50.00 for the purpose of funding a petty cash procedure for the Urban Corps Project.

These funds are to be used only for those miscellaneous requirements for which it would not be practical or possible to issue the regular purchase requests or miscellaneous requisitions to the Purchasing Agent. The expenditures from the proceeds of the petty cash fund must be for relatively small amounts.

Every expenditure, without exception, is to be substantiated with some invoice, bill, or memoranda containing an adequate explanation as to what is being purchased. Periodically, as the fund nears depletion, you should accumulate these written records and attach them to a miscellaneous requisition written for an amount sufficient to bring the total fund back to a total of \$50.00. You should charge the appropriate expense account for the amounts paid out, rental, printing, supplies, etc. This miscellaneous requisition, along with the supporting bills and invoices, should be forwarded to this office in the usual manner.

As the project nears completion, you should make a final report on the petty cash fund, returning to this office a record of all then remaining paid bills along with the cash balance of the fund. These remaining paid bills along with the cash balance should total \$50.00.

I trust this information is sufficient to instruct you on the proper operation of the petty cash fund. If any further clarification is needed, please contact me or George Berry.

Sincerely yours,

Dan Sweet

ATLANTA URBAN CORPS
30 Courtland Street, N. E.
Atlanta, Georgia 30303

June 20, 1969

Urban Corps Interns, Supervisors and Friends:

The Urban Corps and several service organizations such as the Peace Corps, VISTA, and the Southern Regional Education Board are sponsoring a National Conference on service-learning in Atlanta June 30 - July 1, 1969. The initial Conference will explore the service-learning experience of existing volunteer and service programs and plan a metropolitan model for Atlanta involving area colleges, local agencies, and foundations.

A series of follow-through meetings will be held during the summer to examine specific aspects of service-learning programs such as finance, college curriculum revision and educational aspects of service.

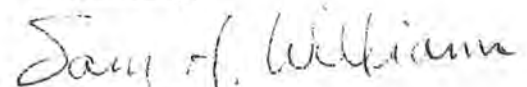
All Urban Corps interns will attend the first day's session June 30, with registration starting at 8:30 a.m., at the White House Motor Inn, 70 Houston Street, N. E. Interns should notify their supervisors in advance about their planned absence from work that day. We especially would like intern supervisors to attend. Hopefully some interns and supervisors will be able to attend the Tuesday Meeting as well.

During the afternoon session all interns will meet with Urban Corps evaluation staff members for additional information about the internship. Therefore attendance is very crucial.

Speakers for the Conference include Atlanta's Mayor, Student President at Clark College, Georgia Tech's President, Peace Corps and VISTA Regional Directors, and White House Aides.

We look forward to seeing you June 30.

Sincerely,



SAM A. WILLIAMS
Director
Atlanta Urban Corps

SAW:blu



SOUTHERN REGIONAL EDUCATION BOARD

130 SIXTH STREET, N. W. • ATLANTA, GEORGIA 30313 • 875-9211

June 12, 1969

Mr. Charles Davis
Comptroller
City of Atlanta
68 Mitchell Street, S. W.
Atlanta, Georgia

Dear Charles:

Reference is made to our letter of March 19 regarding cooperation between the City of Atlanta and the Southern Regional Education Board in the appointment of summer internships. We wish to confirm our support for the development of an Urban Corps in Atlanta. The Urban Corps will be a means to increase opportunities for college students to have service-learning experiences related to community development and to their educational and personal growth.

As we have discussed, SREB has set aside \$20,000 of funds received under federal grants in support of internships to invest in the Atlanta program. The enclosed check for \$7,000 is provided from the Economic Development Administration grant to assist in effectuating the Urban Corps and the appointment of interns. As stated in our letter of March 19 a minimum of 17 internships which meet SREB's criteria and standards are required to meet our contractual obligation. These criteria and standards have been discussed with Mr. Sam Williams of the Atlanta Urban Corps. We of course are most anxious that the maximum number of internships be appointed this summer and meet high standards of service and learning. The use of students provided by SREB should be directed toward the maximum number of internships conforming to these standards. This must include a strong educational dimension.

It is quite clear that SREB's funds alone are not sufficient to carry the full administrative burden of the Urban Corps, nor would we consider this appropriate. The City will be the primary user of interns and it would seem essential that strong support be provided by the City both in terms of leadership, provision of service and provision of funds.

As you know, we are supporting Mr. Sam Williams on assignment as program director of the Atlanta Urban Corps over and above the \$20,000 in direct funds. We will be glad to cooperate in other ways within

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Mr. Charles Davis

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June 12, 1969

the limit of our resources. Reports of internship appointments and cost sharing arrangements will be necessary in meeting our obligations to sponsoring agencies. We will work out details with Sam Williams.

The cooperation of the City in this effort is much appreciated. We look forward to a growing program and a significant model for the South and for the Nation.

Sincerely,

William R. Ramsay
Director
Resource Development Project

WRR:lee

Enclosure

cc: Dan Sweat
Sam Williams

Urban Corps

June 12, 1969

Mr. Charles L. Davis
Director of Finance
City of Atlanta
Atlanta, Georgia

Dear Charles:

The Urban Corps has delivered to this office a group of invoices totalling \$1,610.79. These obligations were incurred by the Urban Corps prior to its budget being established within the City budget.

As a result, these invoices did not receive prior approval by your office or the Purchasing Agent. It is our understanding that private contributions, the amount of which are in excess of that needed to meet these expenses, have already been delivered to your office. It is requested that you utilize these funds to make these payments.

We are meeting this Friday, June 13, with the Urban Corps to insure that all future expenses and obligations incurred by the Urban Corps be accomplished within accepted City procedures.

Very truly yours,

George Berry

George J. Berry
Administrative Coordinator

GJB:fy