

September 10, 1969

Miss Sue Zander
Executive Assistant
200 26th St., N. W.
Apartment J-204
Atlanta, Georgia

Dear Miss Zander:

We are aware of the important contribution that you made to the City of Atlanta through the Atlanta Urban Corps this summer.

On behalf of the City, and personally, I wish to express our grateful appreciation for your fine work.

Sincerely,

Ivan Allen, Jr.
Mayor

IAJr:lrđ

Appendix A

Southern Regional Education Board
Resource Development ProjectACADEMIC YEAR INTERNS
1968-1969Economic Development Administration

<u>Intern, College or University, Dates</u>	<u>Project Description</u>
Dickerson, Oscar Holloway, Lister Alabama A & M College (10/14--2/14)	Assigned to assist Peoples Cooperative of Madison County, Alabama, through an improved record-keeping system and educational efforts to promote advantages of cooperative efforts.
Grant, William Paone, John University of Virginia (11/6--5/30)	Assigned to provide follow-up assistance in developing Buckingham County, Virginia, Buyers Co-op.
Everhardt, Jerry UNC-CH French, Nita Guilford Helgeson, John W.C.U. Johnson, Charly N.C.S.U. King, Gary E.C.U. Penick, George Davidson Wassell, Phyllis J.C. Smith Williams, Garland Mars Hill	Participated in Pilot Study (conducted 12/6/68-2/8/69) to determine feasibility of major service-learning study in North Carolina. Participating institutions and the Smith-Richardson Foundation provided support for this effort.
Seminar on Economic Development Administration conducted for 12 interns by the Departments of Political Science and Economics of Middle Tennessee State University (1/1/69--6/30/69)	Basic purpose of this pilot program in the Teaching of Economic Development Administration was to intensify the learning environment by providing an opportunity to participate directly in an actual community development effort. Rural and urban-oriented Model Cities Programs in Smithville and Nashville provided learning context. Each intern is preparing a final report and evaluation of the seminar. MTSU is preparing an evaluation report on this approach to teaching Economic Development Administration.

Economic Development Administration (continued)

<u>Intern, College or University, Dates</u>	<u>Project Description</u>
Haire, Douglas Georgia State	Assisted with development of Atlanta Service-Learning Program.
Whelan, David Georgia Institute of Technology	
Zauderer, Gail Agnes Scott College (1/6--3/14)	
Goodrum, Lloyd Leich, Joan Mars Hill College (1/20--5/23)	Provided research assistance for Madison--Buncombe Rural Development Council, Inc., to examine economic and social impact of the food stamp program and the commodity food program in Madison County, North Carolina.
Hanzlik, Rayburn University of Virginia (2/20--5/30)	The Center for the Study of Science, Technology and Public Policy of the University of Virginia sponsored a project to survey existing resources within the university which are already or could in the future provide technical assistance to the surrounding community in dealing with community problems.
Sweet, Charles Duke University (3/18--5/30)	Examination of college Work-Study Program and its relationship with SREB Service-Learning Internship Model.
<u>Office of Economic Opportunity</u>	
Munson, Carlton University of Maryland (10/1/68--5/30/69)	With the Maryland State Office of Economic Opportunity, intern conducted comprehensive review of dimensions and implementations of On-the-Job Training in Western Maryland.
Sifford, Wallace Morgan State College (1/20--7/4/69)	With Morgan State College and Delaware State Office of Economic Opportunity, project designed to identify causes of student unrest.

Appendix B

Southern Regional Education Board
Resource Development Project

STATISTICAL ABSTRACT
Summer 1968

Project Subject Areas

Participating Host Agencies

Participating Universities and Colleges

Intern Profile

Counselor Profile

Former Intern Status - 1966-1968

Distribution of Interns by State and Agency 1964-1968

PROJECT SUBJECT AREAS
Summer 1968

	<u>EDA</u>	<u>OTA</u>	<u>OEO</u>	<u>TVA</u>	<u>ARC</u>	Summer 1968		Summer 1967	
						<u>TOTAL</u>	<u>%</u>	<u>TOTAL</u>	<u>%</u>
Public Adm. & Finance	32	-	1	2	-	35	23.1	6	7.1
Econ. Analysis & Planning	19	8	3	3	-	33	21.8	16	19.0
Comm. Action & Social Service	2	-	15	-	-	17	11.2	10	11.9
Tourism, Travel & Recreation	8	6	1	1	-	16	10.6	10	11.9
Manpower	8	1	3	2	1	15	10.0	14	16.6
Education & Training	7	-	6	1	-	14	9.2	5	5.9
Health & Sanitation	1	-	5	2	-	8	5.3	7	8.3
Legal Needs	-	-	6	-	-	6	3.9	11	13.1
Housing	2	-	3	-	-	5	3.3	5	5.9
Natural Res. Development	-	-	-	2	-	2	1.3	0	---
						<u>151</u>		<u>84</u>	

PARTICIPATING HOST AGENCIES WITH
WHOM INTERNS SERVED - SUMMER 1968

	<u>Number of Agencies</u>		<u>1967 Agencies Repeating in 1968</u>
	<u>1968</u>	<u>1967</u>	
Community Action Agencies	29	27	11
Economic Development Districts	26	14	10
General Development Organizations	22	16	7
State Office Departments	15	4	4
Tributary Area Organizations (TVA)	12	10	9
Regional Offices (EDA and OEO)	4	2	1
Employment Service Offices	0	5	0
Model Cities	1	0	0
	<u>109</u>	<u>78</u>	<u>42</u>

PARTICIPATING UNIVERSITIES AND COLLEGES
(Summer 1968 Resource Development Internship Programs)

Graduate Institutions

Auburn University
 Clemson University
 Delta State College
 Duke University
 East Carolina University
 East Tennessee State University
 Emory University
 Florida State University
 Florence State College
 Frostburg State College
 Furman University
 Georgia Southern College
 Georgia State College
 Louisiana State University
 Medical College of South Carolina
 Memphis State University
 Middle Tennessee State University
 Mississippi State University
 Morehead State University
 North Carolina State University
 Oklahoma State University
 Salisbury State College
 Southeastern State College (Okla.)
 University of Alabama
 University of Arkansas
 University of Georgia
 University of Houston
 University of Kentucky
 University of Maryland
 University of Mississippi
 University of North Carolina (Chapel Hill)
 University of Oklahoma
 University of South Carolina
 University of Southern Mississippi
 University of Southwestern Louisiana
 University of Tennessee
 University of Texas
 University of Virginia
 Virginia Commonwealth University
 Virginia State College (Norfolk)
 West Virginia University
 Western Carolina University

Undergraduate Institutions

Agnes Scott College
 Alcorn A & M College
 Alderson-Broadus College
 Arkansas A.M. & N. College
 Augusta College
 Berry College
 Carson-Newman College
 Clark College
 Florida Presbyterian College
 Glenville State College
 Hampden-Sidney College
 Knoxville College
 Lambuth College
 Little Rock University
 Middle Georgia College
 Pembroke State College
 Tougaloo College
 University of West Florida
 Valdosta State College
 Wilmington College (N.C.)
 West Liberty State College
 (W. Va.)
 West Georgia College
 West Virginia Inst. of
 Technology

SUMMARY

Graduate Institutions	42
Undergraduate Institutions	23
Junior Colleges	2
	<u>67</u>

1968 SUMMER INTERN PROFILE
ACADEMIC MAJORS OF INTERNS

	<u>EDA</u>	<u>OTA</u>	<u>OEO</u>	<u>TVA</u>	<u>ARC</u>	<u>1968</u>	<u>PERCENT</u>	<u>1967</u>	<u>%</u>
Soc. Science and Education	29	4	25	7	1	66	43.7	40	41.7
Bus. & Econ.	27	7	6	3	6	43	28.5	31	32.3
Law	5	-	5	1	-	11	7.3	13	13.5
Arch., Eng., Plng.	8	1	1	1	-	11	7.3	6	6.3
Humanities	6	-	1	-	-	7	4.6	0	00.
Ag., Rec., Home Ec.	1	2	1	1	0	5	3.3	0	00.
Medicine	-	-	4	-	-	4	2.6	3	3.1
Natural Sciences	3	1	-	-	-	4	2.6	3	3.1
						<u>151</u>		<u>96</u>	

ACADEMIC STANDING

	<u>EDA</u>	<u>OTA</u>	<u>OEO</u>	<u>TVA</u>	<u>ARC</u>	<u>TOTAL</u>	<u>PERCENT</u>
Sophomore	1	-	-	-	-	1	
Junior	14	4	7	1	-	26	47.0%
Senior	21	4	10	7	1	43	
Masters	23	4	11	2	-	40	
Ph. D.	8	2	1	1	1	12	
M. D.	-	-	4	-	-	4	43.0%
J. D./Law	4	-	5	1	-	10	
B. A. Graduate	8	1	5	1	-	15	10.0%
	<u>79</u>	<u>15</u>	<u>43</u>	<u>13</u>	<u>1</u>	<u>151</u>	

PERSONAL DATA

	<u>EDA</u>	<u>OTA</u>	<u>OEO</u>	<u>TVA</u>	<u>ARA</u>	<u>TOTAL</u>	<u>PERCENT</u>
Male	70	12	35	12	1	130	86.1
Female	9	3	8	1	-	21	13.9
Average Age	22.6	22.9	22.8	23.1	22.0	22.6	
Married	29	7	21	5	-	62	41.0
Single	50	8	22	8	1	89	59.0
White	77	43	38	13	1	142	94.0
Non-White	2	2	5	-	-	9	6.0

REASONS GIVEN BY INTERNS FOR SEEKING
INTERNSHIP APPOINTMENT:

	<u>1967</u>	<u>1968</u>
Relate academic theory to real world	32.7%	33.1%
Contribute to develop- mental activities	22.7	33.1
Research Experience	6.3	16.1
Working with people	16.3	10.5
Help with career choice	18.1	4.8
Job	3.6	2.4

FAMILY INCOME LEVEL OF INTERNS

	<u>1967</u>	<u>1968</u>
Below \$5000	13	16%
5000-7499	20	24.6
7500-9999	14	17.2
10,000-15,000	17	21.
15,000-over	17	21.
Total Responses	<u>81</u>	

COUNSELOR PROFILE

<u>Highest Degree Attained</u>	<u>1968</u>	<u>Percent</u>	<u>Positions Held</u>	<u>1968</u>
Ph.D.	59	55.6	Assistant Professor	32
M.A.	37	34.9	Associate Professor	23
Other	10	9.4	Dept. Chairman	13
	<u>106</u>		Professor	12
			Bureau Director	10
			Instructor/Lecturer	8
			Other	8
				<u>106</u>

<u>Teaching Area</u>	<u>1968</u>	<u>Percent</u>
Social Sciences & Education	52	49.0
Business & Economics	29	27.3
Agriculture, Home Ec. & Recreation	9	8.5
Architecture, Eng. & Planning	5	4.7
Humanities	3	2.8
Law	3	2.8
Natural Sciences & Mathematics	3	2.8
Medicine	2	1.9
	<u>106</u>	

<u>Years at University or College</u>	<u>Average Age</u>	--	40.8 years
1-2 years	48	20-29 years	8
3-5 years	27	30-39 years	51
6-10 years	12	40-49 years	27
11-15 years	7	50-59 years	13
16-20 years	4	60-69 years	7
20-over years	7		<u>106</u>
unknown	1		<u>106</u>
	<u>106</u>		

Counselors Repeating for Second Year: 24, or 22.6%

FORMER INTERN STATUS - 1966-1968
(As of December 31, 1968)

<u>Current Educational Status</u>	EDA	CEO	TVA	OTHER	TOTAL	%
Graduate School	48	29	16	6	99	28.5
Undergraduate School	37	16	11	1	65	17.8
<u>Current Employment Status</u>						
Private Industry	8	6	2	1	17	4.9
Public Service						
Education (Teaching)	26	11	5	0	42	12.1
Federal Gov't.	6	2	2	0	10	2.8
State Gov't.	2	1	0	0	3	0.8
Local Gov't.	3	1	1	0	5	1.4
Resource Dev.	6	2	3	2	13	3.7
Military	10	2	2	0	14	4.0
Unknown	32	19	14	2	67	20.0
Duplicates (Interns who have served in more than one internship assignment)	9	1	2	0	12	3.4
TOTALS	<u>187</u>	<u>90</u>	<u>58</u>	<u>12</u>	<u>347</u>	

Intern Evaluation requested "yes" or "no" response to following question: "Would you be interested in receiving information concerning employment positions and educational opportunities in community or resource development?"

87.7% answered Yes
10.7% No
1.3% N/A

INTERNSHIP PROGRAMS - 1964-1968
Distribution by State and Agency Sponsorship

		ALA	ARK	FLA	GA	KY	LA	MD	MISS	NC	OKLA	SC	TENN	TEX	VA	WVA	DC	TOTAL
ARC	SU-67												1					1
	SU-68												1					1
EDA	SU-66				3	3				3			1		2	3		15
	AY-66-67	1			6	6				3			6			3		25
	SU-67	3	2	1	5	1			3	3		1	1	3	1	4		28
	AY-67-68	1	3		2					3			1	9		5		24
	SU-68	2	2	2	42	3	4	1	2	6	2	4	4	4	1	1	3	
OEA	SU-67	1	1		1				1	4			2					10
	SU-68	1	1		3	1			2	2		1	2		1	1		15
OEO-CAP	SU-67	2		2	5	3				3		4	5		2	1		27
	SU-68	1	2	2	4	4		3	1	3	3	4	6	2	3	4	1	43
OEO-LS	SU-66					5							5					10
	SU-67	3			2	1						2	1		1			10
TVA	SU-64-65												11					11
	SU-66	2			1			1	4				6					14
	AY-66-67	2						1	2				5					10
	SU-67	1			1			1	2				5					10
	SU-68	1			1			1	4				6					13
USDOL	SU-67		2		3								5					10
TOTALS:	Part-time	2	0	0	9	7	0	0	1	3	0	1	19	0	0	8	0	50
	Full-time	19	13	7	70	20	4	4	12	39	5	16	63	6	11	16	1	306
	Totals	21	13	7	79	27	4	4	13	42	5	17	82	6	11	24	1	356
% of All Interns		5.9	3.6	1.9	21.9	7.6	1.1	1.1	3.6	10.8	1.4	4.8	23.1	1.7	3.1	6.8	0.3	
SUMMARY:	ARC	2																
	EDA	196																
	OEO	90																
	TVA	58																
	USDOL	10																
		<u>356</u>																

THE
Link
NEWS OF THE CORPS

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



Mr. Dan Sweat
Government Liason
Mayor's Office
City Hall
Atlanta, Georgia

Volume IV

INTERNS MAN A WALK-IN CENTER

Located in the recreation area of Trinity Methodist Church, 265 Washington Street, is the Walk-In Counseling Center directed by the the Atlanta Youth Council. The Center is a new project which is dedicated to serving the immediate personal problems of the 13-21 year age group. Three Atlanta Urban Corps interns are managing the program.

In an interview with Loyd Sanders, intern from Morehouse College, it was learned that Sanders, Bill Patterson (Univ. of Indiana), and Jo Ingle (Georgia College at Milledgeville) spend some seventy hours per week counseling young people whose problems range from general feelings of dejection and lack of personal value drug addiction and illegitimate pregnancies.

As the problems of the Center's clientele vary in degrees of urgency and acuteness, Loyd, Bill and Jo have learned through sessions of debriefing that each must be handled quite separately. The interns are fully aware of their own limitations in the field of counseling although all three are upper-level psychology majors at their respective colleges. Therefore, the Center relies heavily on the relationship it has established with various social service agencies which are prepared to offer professional assistance in the treatment of more severe cases of adolescent problems.

Loyd praised Georgia State College's willingness to donate professional time at a moment's notice. Hours of psychological testing and the like are administered by Georgia State professionals who can be at the Center within five minutes after having been contacted. Great assistance has come too from Mr. John Cox, director of the Atlanta Youth Council, Mr. Lewis Dinkins, assistant to Mr. Cox, Mrs. Yvonne Bingham, counselor from Atlanta University, and Mr. David Weddinton, director of the Walk-In Center.

Of concern to Sanders and to the other two interns is the location of the Walk-In Center. Trinity Methodist is located under the shadow of City Hall itself, and though the Center is grateful to have the comfortable space in the Church, it seems that the Walk-In program might be far more effective were it located in the area of the

city were young people live and feel most natural. As Loyd pointed out, "Who is going to just 'Walk in' to 265 Washington Street and bare their souls?" Sanders feels that the Center might more effectively be located in the Capitol Homes area.

For the present, however, the Center is operating with as much effectiveness as these three interns can foster. A campaign is on to publicize the program so that young people can learn where they can come for personal counseling and professional help. Loyd, Bill and Jo man the Center from 11 a.m. to 11 p.m. six days per week. They find that most young people respond to the Center's program in the evening and thus have geared their working hours to meet the needs of the people whom they serve. If the Walk-In Center proves successful in its initial operation it is hoped that an expansion program will result in branch offices out in the areas of the city where counseling for adolescents is so desperately needed.

At the Walk-In Counseling Center are three Urban Corps interns who are applying their experience and educational training to a real need of the city, who are realizing their limitations and finding ways to supplement their own service capacities, and who are creatively planning for a more effective program. Theirs is a job of responsibility and relevancy.

ATLANTA URBAN CORPS REPRESENTED IN NEW YORK

In a five day trip to the national office of the Urban Corps in New York City, Sam Williams, director of the Atlanta Urban Corps, learned of the operations of other Urban Corps throughout the nation and represented our Atlanta program reporting on its progress, its problems and successes. At the meeting were directors from eight different Urban Corps and representatives from six other cities which at present do not have Urban Corps but are considering establishing the Urban Corps program.

After hearing reports from the directors of Urban Corps in cities such as New York, Boston, Dayton, Detroit, and San Francisco, Sam concludes that the Atlanta program is unique in its emphasis on the educational aspect of the intern experience. Only in Syracuse, N. Y. does there exist a like effort to involve an educationally sound learning experience for Urban Corps interns. In that city's Urban Corps program fairly successful attempts have been made to develop

academic course-credit for Urban Corps internship experience. Generally, however, Urban Corps in cities other than Atlanta are basically programs for summer employment with very little emphasis placed on educational relevancy or student administration.

FALL URBAN CORPS PROGRAM BEING PLANNED

Under the direction of Dave Whelan, the Placement and Development branch of the Urban Corps is in the process of planning its continuing program. City and agency supervisors have expressed great satisfaction with the work that Urban Corps interns have accomplished this summer and are anxious to employ more students throughout the year.

Students may continue their involvement with the Urban Corps in any of several ways. The program always welcomes volunteers, those community minded students who will be able to find time during the school year to devote a partial work week to city problem areas. For those students who qualify for College Work-Study funds, the Urban Corps will be able to find both full-time and part-time jobs. There also may be funds available for a limited number of students who need to work during the school year but who are not eligible for C.W.S.P. funding. Another way by which students will be able to work with the Urban Corps program beyond its summer 1969 schedule is through college accreditation of the Urban Corps internship program. Several colleges have already agreed to offer course credit in the form of special courses, sociology, independent study and the like to their students who work during the school term with the Urban Corps. Two major Atlanta schools will give credit for Urban Corps internships and/or related courses which will be transferable to the other colleges. There will be those students who will want to take a quarter off from regular course work and devote an entire three months to Urban Corps work.

Just as students are urged to continue their involvement with the Urban Corps continued program so institutions are urged to involve their faculty members and staff as advisors and consultants to both Urban Corps students and employing agencies.

Dave indicates that if enough Urban Corps staff is available this fall there will be provisions made to establish an office of community projects. This office will aid individual students and student groups in finding community projects or the in-training equipment for already existing projects which students might sponsor or assist.

The expansion plans of the Urban Corps are still quite flexible and any comments or suggestions from students, faculty, and others interested in the program are welcomed. Applications for fall participation will be made available in the near future.

INTERNS ATTEND HUNGER AND MALNUTRITION HEARING

Representing the Urban Corps at the Hunger and Malnutrition Hearing July 11 and 12 were interns Ralph Martin and Charlie Brown. Charlie described the hearing in terms of its attempts to bring to the attention of Fulton County officials the inadequacies of the county's surplus food program.

At present the Food Warehouse is open to the public between the hours of 9 a.m. and 4 p.m. As Charlie pointed out, it is during these hours that the people who are dependent on surplus food for existence need to be on the job. The food program has only one distribution point which often makes it very difficult for people who live in the large metropolis of Atlanta to get to the warehouse. When asked if there might be other points of distribution made available and more appropriate hours scheduled, officials of the program admitted that the feasibility of such planning had never been discussed.

At the hearing it was learned, too, that the food program makes no attempt to meet the special diet problems of its customers. Referred to by the officials as "recipients," a term which to Charlie connotes degradation, the people who depend on surplus food usually are people who are sick or undernourished in the first place. Several cases were heard of people who have received strict medical orders for special diets, eg. sodium diets for heart patients, whole milk requirements for cancer patients, and who have been unable to meet these diets because of their dependency on a food surplus program which is deaf to their needs. Charlie notes that there is no interaction at all between Grady Hospital and the Food Warehouse which could alleviate this situation.

Another disturbing fact is that the Warehouse makes food pick-up available only once per month. Food issues weigh 130 pounds for an average welfare family thus making transportation necessary. Charlie has recognized the fact that taxicabs cost approximately \$3.50 for an average trip to the warehouse, and for each package an additional \$.75 is charged. For a family dependent on surplus food, such money just for the transportation of that food seems outrageous to this intern.

The Hunger and Malnutrition Hearing was sponsored by the Health, Education and Welfare Department and chaired by Mr. Maynard Jackson. Personal testimony was given by people who know the effects of hunger in Atlanta. Panels discussed the problems and directed their comments to Fulton County officials. It is hoped that from the uncovering of such inadequacies as those of the Commodity Foods program some relief will be found for the hungry people of our city.

ATLANTA URBAN CORPS

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

July 30, 1969

Dear Intern Supervisor:

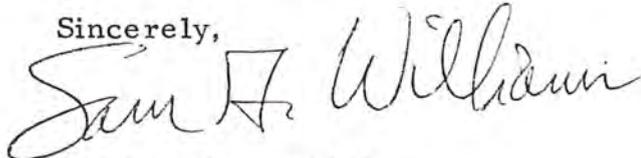
As you know, we are presently planning our fall intern program and also trying to project needs for next summer. In order to support a year-round operation and adequately prepare for a large summer influx of interns, we need funds for a full-time staff.

We are approaching private donors and government agencies for administrative funds, but need some proof of performance of interns from you.

Will you please write a letter to us to be used for fund raising that gives a brief outline of your opinions of the Urban Corps and the interns placed with your agency. We also welcome constructive criticism.

Your prompt cooperation will be greatly appreciated.

Sincerely,



SAM A. WILLIAMS
Director

SAW:ml

*We expect some drabby
"honey coated" words of wisdom!*

Atlanta Service-Learning Conference
c/o Atlanta Urban Corps
30 Courtland Street, N.E.
Atlanta, Georgia 30303

(404) 524-8091

16 DAY SWEAT

We're pleased to enclose the report on our inaugural meeting of June 30 - July 1, 1969.

Please note that the next two sessions of the Conference are scheduled for Monday and Tuesday, August 18 and 19 in Atlanta.

The session to be sponsored by the Service Work Group is to be held August 18 at Central Presbyterian Church (across from the Capitol), 201 Washington Street, Atlanta. The meeting is to begin at 10:00 a.m. and run until 5:00 p.m.

The session to be sponsored by the Learning Work Group is to be held August 19 from 1:00 to 6:00 p.m. also at the Central Presbyterian Church.

This is the only notice you will receive of these meetings. We hope you will attend and bring friends interested in an exploration of the service-learning concept. Both groups are planning a brief general meeting at the beginning and end of their sessions with the bulk of the time devoted to small discussion groups.

The Conference Staff

Sally Cantor
Don Eberly
Kytile Frye
Babs Kalvelage
Melinda Lawrence

The

.... The critical thing about the service-learning concept is the hyphen.

Lee Heubner
Staff Assistant
to President Nixon

Atlanta

.... When the Urban Corps interns came here in June, we discovered there was no baseball league for inner city kids and nearby facilities were closed to them. We called a meeting, talked with some key people, and now have two leagues operating for 200 young men.

Karl Paul
Atlanta Urban Corps Intern

Service - Learning

Conference

.... The need is to concentrate on ways of helping the young to realize the potential of their new sense of purpose and spirit for service... It places upon our colleges and universities the obligation to examine their policies and practices and to make those adjustments necessary for the proper exercise of student participation... Of the 350,000 young people taking part in the College Work-Study Program, most have been employed on their campuses. We would like to see the ratio reversed, with the majority working off-campus.

James E. Allen, Jr.
Assistant Secretary for
Education and U. S.
Commissioner of
Education

a report

on the inaugural meeting

June 30 - July 1, 1969

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Atlanta Service-Learning Conference
c/o The Atlanta Urban Corps
30 Courtland Street, N.E.
Atlanta, Georgia 30303
404-524-8091

I. INTRODUCTION

The Service-Learning Concept

To serve and to learn; these fundamental goals of our society are engrained 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 old-fashioned 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?

It is the thesis of the convenors of this Conference--many of whom are at the interface between education and community--that by combining the needs and resources of education both will better be served. It is hypothesized that the tension between the practical urgent demands of community and the requirements of disciplined rational thought of education can be a very productive force for the development of society and for learning and the advancement of knowledge.

This combination of action and reflection, of experience and examination, this integration of service and learning can foster a style of life where education and vocation are parts of the same fabric and the gap between community and education is closed. Simply stated, then, service-learning is an integration of the accomplishment of a needed task with educational growth.

It is clear that greater student involvement in community affairs is coming--it is already here in many ways but it is growing. Students want it, agencies need their services, colleges increasingly are encouraging it. National legislation to supplement Peace Corps, VISTA, Teacher Corps, and other programs is under consideration in Washington: are we prepared to utilize these growing opportunities productively for all parties?

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

Although there is a growing inclination to accept the service-learning concept as a valuable element of a learning experience, there is relatively little understanding of how the abstraction can be translated into a practicable model. Local leaders recognized the urgency for developing this model. Consequently, the Atlanta Service-Learning Conference was organized in the spring of 1969 to explore the implications of the service-learning concept, to define the elements necessary for a successful program, and to structure and implement a program in the Atlanta area to serve as a model for similar programs in other urban centers. The diversity of the sponsoring organizations is evidence of the broadly based interest and support at both national and local levels for the development of this program. The list of sponsors includes:

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, and
The Peace Corps.

With the addition of Atlanta businessmen and persons from outside Atlanta, the sponsors are representative of the persons who are participating in the conference. In the organizational meeting, the sponsoring agencies decided on a six-month period for the conference during which the participants might utilize all available resources and examine in depth several important aspects of the service-learning concept. In order to facilitate this type of study, the conference has been divided into six work groups: namely, service, learning, curriculum and inter-institutional relations, research, finance, and methods and programs.

Each of the work groups will meet in a number of individual sessions in order to study the topic, raise pertinent questions, and suggest possible answers. During the six-month period each work group will chair a formal session of the conference. These sessions will have the dual roles of first, allowing the host group to profit from the experience of the other participants and, second, giving each participant the opportunity to relate his area of interest and study to the complete work of the conference. Having profited from this exchange of ideas, each work group will produce a report to be submitted to a Steering Committee, composed of work group chairmen and representatives of the sponsoring organizations. This Steering Committee will chair the final session of the Conference, to be held in December. At this session the integrated report will be presented and a program will be proposed for implementation.

The first session of the Conference was held on June 30 and July 1 and attended by over 300 persons. The format of the initial meeting included a number of speakers, seminars to introduce participants to the concept of service-learning, and organizational meetings of the work groups. The balance of this report contains the keynote address by U.S. Commissioner of Education, James E. Allen, Jr., summaries of other speeches and discussions, and a list of participants who attended the inaugural session.

Coincident with the launching of the Conference has been the creation in 1969 of the Atlanta Urban Corps, a group of 220 students serving full-time throughout the summer with 15 city and 35 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 the 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.

Sam Williams, director of the Atlanta Urban Corps, points to the relevance of the educational aspect of the program. Nine staff members make up the evaluation team which is responsible for developing and assuring an education dimension for each intern's summer assignment. Five professors serve as counselors to lend technical and educational assistance to individual interns and groups of interns, and 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 is 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.

This is the setting in which the Conference is convened. Each of a variety of perspectives has a distinct contribution to make to the enterprise. Additional participants, assistance and information are welcome. It is only a beginning. But if theory and practice, students and faculty, public and private bodies interact in the manner outlined, the Conference will have something significant to say to Atlanta and the nation by the end of 1969.

II. EDUCATIONAL NEEDS OF YOUNG PEOPLE TODAY

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Remarks by James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

None of you would be here today at this conference on service-learning if you were not aware of how different the educational needs of young people are today from those of past generations. All of you know that the needs of the new generation are defined by its aspirations. And that aspiration is the edge of the great divide between the generations.

For past generations,--and I mean not only the parents but the older brothers and sisters of today's young people--the touchstone was vocation. The career as a means to the economic ends of material well-being. The career as a means to the psychological ends realized in achievement, success, and prestige.

Sometimes, of course, members of preceding generations thought of the career as an avenue of service to conceptions beyond the self--there are many professions with a humanitarian dimension in both theory and practice. But for most people, the furtherance of such ideals as the betterment of society was accepted as an extra-curricular activity. Something to be done after the serious business of the day, if time permitted.

For large and increasing numbers of young people today this situation is not only changed but reversed. It is the pursuit of goals beyond the self that comes first and the money and success that take second place.

Clearly it will take a new kind of education to accommodate such a change in traditional ways of thinking about man and society. We are still in the process of identifying it, but some things we know.

For example, we can be sure that an education that fits the needs of young people today must be broader than the school. Among the many artificialities the young reject is the idea that the classroom and the library are the best, if not the only, places for learning. Today's youth is as bored with four wall abstractions as it is with materialism.

Today's youth want an education geared to realities more vital than either theory or things. It is less interested in ideas than in values. Young people want their education to take them past knowledge to wisdom, and past wisdom to action--the kind of action that can translate their energy and their vision into new patterns of life.

The "now" generation doesn't want to wait for any of this. It finds the old hierarchies an ineffectual structuring of society. It has no use for the protocol of power as we have known it.

The new attitudes of young people toward education and the life for which it is presumably preparing them are sometimes criticized as

irresponsible. But it is precisely responsibility that they are asking for. Some people think youth wants to start at the top and rearrange society without bothering to find out what makes our institutions operate. In my opinion, it is the other way around. Young people want first-hand experience with our institutions to teach them their sociology. They want to learn the mechanics of social change by experimenting where it can actually happen.

This is the positive side of activism. This is what has taken students out of classrooms and away from well-paid, conventional jobs, leading them instead into the Peace Corps, Vista, and the Teacher Corps. This positive activism has moved young people past the Peace Corps, Vista, and the Teacher Corps; it has inspired them to invent their own ways of reaching people who need help. Store-front schools, street academies and many other innovative institutions testify to their enterprise.

By now it is quite clear that the activism of the 1960's is much different from that of other decades. The meaning of the difference has been captured in the words of Arthur Mendel, professor of Russian history at the University of Michigan "Youth no longer speaks for itself; it defines an era."

At the same time, in all their eagerness for a chance to deal directly with the raw stuff of history, in the making, today's young

people continue to want what school in the old classroom-and-library sense of the word should and can give them. They want background against which they can measure their experience. They want an education that breaks down the old barriers between school and community without breaking down either the school or the community.

This is what work-study programs are all about. There is no trend in education more promising, and the Federal Government is wholeheartedly behind it. Secretary Finch and my colleagues in the Office of Education are convinced advocates of the work-study concept, and the Department of Health, Education, and Welfare is actively involved in promoting it.

It is very much in line with President Nixon's emphasis on volunteer effort as the key to community renewal. The President has called for a national clearinghouse on voluntary activities, with a computerized data bank to make available information about what has been tried and where, how well it worked, and what the problems were. The student employees working at HEW this summer will help assemble information of this kind on the volunteer activities of the young.

As you know, HEW is responsible for administering a program of Federal grants to colleges which provides some 350,000 students with the opportunity to work on or off the campus during their college career. HEW can pay up to 80% of the wages of the students as they partake of the educational experiences of working in a wide range of socially constructive projects. The scope of their activities is as broad as the social scene.

Of the 350,000 young people taking part in such work-study programs, most have been employed on their campuses, but increasing numbers are employed in local government agencies, schools, hospitals and other organizations, public and private.

We hope to learn from student community service activities wherever they are taking place. In Michigan, for example, we know that students are leading the way in productive volunteer activities for various segments of the population of their state. Currently, some 10,000 student volunteers on the 27 different Michigan campuses, are engaged in projects many of which they have developed on their own initiative and maintain without much financial help from government sources. As an example of the varied and numerous projects, agriculture students from Michigan State University work together with inner city people in developing community garden cooperatives.

Elsewhere in the nation we find students contributing other types of social service to their communities. There is the Memphis Area Project South which sponsors "clothes closets" for needy families. Through this project, students also collaborate in planned parenthood programs in South Memphis and help in nutrition classes for low-income people.

Your own city has always been noted for its progressiveness. The fact that Atlanta is hosting the opening of the six-month conference is a fine example. It is equally encouraging to see Atlanta adopt the program of the Urban Corps as a model to meet urban needs.

Last summer there were 76,000 students employed in programs supported by Federal work-study funds.

This summer, the Office of Education will have 225 students on its own payroll. I should like to tell you something about the projected activities of these summer employees. A goal of the summer program is to promote communication between government and the youth community.

Some students will be organizing seminars for the Office staff on topics of concern and "relevance" to students today. Such topics include curriculum reform, university administration, urban universities, and an urban extension service. Other students will be researching programs and practices of the Office as related to student and youth participation. In particular we hope they will gather and analyze information on activities in the areas of work-study and volunteer community service, in order to help us determine where Federal involvement might be most constructive.

We can already begin to see the shape of some of the problems to be dealt with. One is how to get more of the students involved in work-study programs off the campus, into the community. We would like to see the ratio of on-campus to off-campus work reversed, with the majority working off-campus instead of the opposite situation which prevails now.

Another problem is how to overcome the dilemmas and disadvantages of the work-study program. Such as the difficulty of integrating new people into established organizations on a short-time basis. The accreditation dilemma--it is agreed that there should be recognition of service as a part of higher education, yet some universities have

found that formal accreditation of community work turns it into a nine-to-five routine and diminishes dedication. However, other universities and colleges have developed means for granting academic credit to learning-service activities, making them integral to the academic life.

These are not impossible problems. Like you, we believe that what Aristotle said is true, "What we have to learn to do, we learn by doing." We, too, will learn by doing.

We feel that we are opening up avenues of many kinds--between youth and the larger community, between youth and government, between the generations. We are committed to the new view of educational needs that this implies.

The experience of groups like yours will be helpful to us as we try to adapt the Federal Government's role to the changes taking place in our society. We look forward to your recommendations as you review and study the learning-service concept in the months ahead. I hope we can draw on the report of your deliberations as a source of new models for student contribution to community renewal.

With so much of the business of America and the world still unfinished, it is heartening indeed to observe that perhaps the greatest awareness of this unfinished business exists in the young.

The need, therefore, is to concentrate on ways of helping the young to realize the potential of their new sense of purpose and spirit for service. This involves intensive efforts -- far greater than yet

evidenced. It also places upon our colleges and universities the obligation to examine their policies and practices and to make those adjustments necessary for the proper exercise of student participation. So rather than challenging youth, it is they who are challenging us and it is, I believe, a most heartening and hopeful situation when exhortation is more needed by age than by youth.

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III. INAUGURAL MEETING SUMMARIES

Welcome by Mayor Ivan Allen, Jr.

Atlanta's Mayor Ivan Allen opened the Conference on June 30 by focusing on the problems of the cities and the effect that young people can have on the solutions. Allen defined the foremost urban problems as race, transportation, and financing of city services. He said that although "the structure of government is capable of coping with these problems...it is the failure of man to adapt which prevents the solution." "Atlanta," said Mayor Allen, "welcomes the entrance into city government of a group of concerned young citizens." He concluded that if the need is going to be met, it will be met by the youthful generation "that has the concern."

Service-Learning in Action in Atlanta: An Up-To-The-Minute Report

Chairman: Sam Williams, Director of the Atlanta Urban Corps

Members: Don Nelson, Georgia Tech Community Services Coordinator

Don Roe, Special Assistant to the President of Citizens
and Southern National Bank

Charles Pyles, Associate Professor, Political Science at
Georgia State College; Stern Intern Coordinator

Tara Swartzel, Atlanta Urban Corps Intern

Dan Sweat, Deputy Administrator, City of Atlanta

Atlanta Urban Corps

Sam Williams explained its purposes as:

- (1) providing students with the practical educational

experience of learning through service to the local community.

- (2) giving needed manpower to local agencies and community organizations
- (3) encouraging students to not only learn about urban problems but to pursue careers in urban affairs.

He said that the Atlanta Urban Corps plans to grow from 220 interns in the summer of 1969 to 1000 interns in the summer of 1970. Also, plans are being made for a number of internships during the forthcoming academic year.

Georgia Tech Community Services Office

Don Nelson reported that the Georgia Tech community had thought that money could solve the problems of urban America. Now, he said, we are discovering that we can't live in a major city and not respond with some kind of feeling or action. It's no longer a question of money but how one commits himself to what's happening around him that really counts.

Dean Miller Templeton and he got together in November, 1969, and found that fifteen or twenty programs were being sponsored by Tech students, so the two of them formed the Community Services Coordinating Staff. Their primary objective was to coordinate the projects then operating and to try to get more students and faculty interested and involved. In the last few months he's had trouble just keeping up with what's going on!

Some of the projects students are involved in are: High Step, Free University, Techwood Tutorial, YMCA Institute of Understanding and the Tech Action Committee.

C & S Bank Community Action Programs

Don Roe reported that C & S Bank instituted the "Georgia Plan",

a "people to people program", in May of 1968. He said that it was an action program on the part of private enterprise, without government funds, to provide business opportunities to low income and disadvantaged Americans. It is based on simplicity and sincerity and on four basic assumptions:

- (1) Two of the fundamental principals of democracy are government by reason, not force, and the most good for the most people.
- (2) Everyone wants to improve his standard of living.
- (3) The incentive method is the best way to accomplish things.
- (4) Government steps in to fill needs when business does not.

He said that the "Georgia Plan" was inaugurated in Savannah with a "spring cleaning" in which most of the volunteers came from two local colleges, Armstrong and Savannah State. This was such a success that in ensuing months thirteen other Georgia cities had clean-up operations. In Atlanta, Vine City was the area affected. Altogether approximately 74,800 Georgians have participated in these clean-up endeavors. But, he said, a one day clean-up won't solve problems. What comes afterwards is most important. So the C & S Community Development Corporation was established last winter with a budget of one million dollars. The purpose of this organization is to provide funds for down-payment loans so that first mortgage home financing can be obtained and to provide equity capital for new businesses. So far, 1,000 families and twenty businesses have directly benefitted from these loans.

The Stern Interns

Charles Pyles reported that three years ago the Stern Foundation approached the American Society for Public Administration and said that they had \$30,000 available and would like to sponsor an internship program, specifically for black students in public administration.

The challenge was not met at that time, but in the summer of 1968 the Georgia chapter decided to explore possibilities in this area. After one year of planning fifteen students from eleven colleges and five faculty advisors began a ten week work assignment. in state and local government agencies. From over forty applications, the students chosen were selected on the basis of academic achievement, written expression, personality and character references.

Manpower Survey

Tara Swartsel reported that the Department of Labor is conducting a survey to find out how student manpower is being used in Atlanta. One student on each of ten campuses in Atlanta is researching to try to find out what is now available and what the potential is for service-learning at each college. When all the reports are compiled the schools will be compared and variations will be considered.

The Service-Learning Concept looks good, she said, on paper and looks like it would apply to everyone, but how can the concept be applied on all campuses without the curriculum becoming "gimicky"? Curriculum committees are jealous of class time. They don't want to use a professor's time and skills and have students taking time out of the classroom unless they see definite results in the field work as it relates to the classroom. She thinks this is the problem the participants of the service-learning conference must keep foremost in their minds.

Atlanta's Urban Observatory

Dan Sweat reported that five years ago Robert Wood, Under Secretary of Housing and Urban Development (HUD), saw a need for involvement of the academic community in the affairs of the local community. The

mechanism he envisioned was a system of urban observatories in major metropolitan areas. The passage of the 1968 Housing Act enabled HUD to assist in establishing urban observatories in Atlanta, Albuquerque, Baltimore, Kansas City, Milwaukee, Nashville, and Washington, D.C. The Atlanta Urban Observatory is based at Georgia State College and has a close working relationship with City Hall, from which it originated. It is also in the process of developing linkages with the other colleges and universities in Atlanta.

Mr. Sweat said he believed that the Atlanta program has a head-start because the Urban Corps program, whose philosophy is so close to that of the urban observatory, is already in operation in Atlanta.

Address by Lee Heubner

Lee Heubner, staff assistant to President Nixon, addressed the Conference at the dinner session on June 30. He struck a note of caution, a note of perception and a note of hope for the participants:

Let's be sure we have projects that make sense in terms of the people being served and the person being educated. Unless we're willing to do this rigorously and precisely and uncompromisingly, I don't think the service-learning program will be as successful as it really ought to be....

The critical thing about service-learning is the hyphen....

One thing under discussion in the White House is a federally-assisted program to support the position of campus service coordinator, someone to whom the students could visit to inquire about specific opportunities in community service. Also, the service coordinator would discuss with faculty members questions regarding academic credit and curricular changes related to community service.

Address by William Allison

Bill Allison, Director of Economic Opportunity Atlanta, spoke on June 30 on the "Needs of Urban America." He said that "these are troubled times. Our campuses are witnessing a revolutionary response by young people who want to do something about the world they live in. What happens on campus cannot be separated from what happens in the larger society." Allison urged cooperation between the academic community, government, and private agencies to solve the problems of the cities. He expressed a faith that the "Atlanta Service-Learning Conference is destined to spearhead the development of this union." He said that the idea of cooperation and union was long overdue. "Now is the time for them to work together." Allison concluded that participation is the key factor and, "service-learning is one way participation can be realized."

Service-Learning and National Programs

The national and international components of service-learning were highlighted at a symposium that included Tom Houser, Deputy Director of the Peace Corps; H. Jeffrey Binda, Executive Assistant to the Director of VISTA; Paul Cromwell, Special Assistant to the Director of the Teacher Corps and Michael Goldstein, Director of the Urban Corps National Development Office. Dr. Carl Wieck of Morehouse College was the moderator.

Noting that the Peace Corps had been in the service-learning business for eight years, Mr. Houser reported that "most returning volunteers say they learned more than they gave." Mr. Cromwell said colleges could become more relevant by working with businesses and

government agencies in arranging work assignments linked with classroom studies.

Mr. Binda stressed the service aspect, saying it was vital, when arranging for aid to the poor and disadvantaged, to assign persons who can do the job well. Mr. Goldstein, former director of the nation's first Urban Corps in New York City, outlined the program in which college students serve with municipal agencies and are funded largely by the College Work-Study Program.

The panelists agreed that experience in a service-learning program would be valuable background for entry into a long term service program. Also, it would help the participant to decide whether to apply for such a service program.

Remarks by Edward DuCree and Arthur Hansen

The final session of the Conference dramatically focused on the diverse and sometimes conflicting interests which must have a part in determining the nature of a service-learning program. Ed DuCree, director of Emory University's Upward Bound Program, called for the examination of goals and effects of current service programs.

Quoting from Shakespeare's "Hamlet", DuCree said the question remains, "to be or not to be." Black people want to be, to exist, he stated. Service programs which fail to help people to exist as human beings are of little or no use, he said. For example, he said that some tutorial programs in which white volunteers teach black children have the effect of impressing on the children the value of being white rather than teaching them the a b c's.

Dr. Hansen, President elect of Georgia Tech, reminded the audience of the university's traditional roles of learning and research.

Service to the community, which became a major goal of many universities following the land-grant act of a century ago, is also a legitimate goal, he said. The question is whether service per se is a learning experience and therefore deserving of academic recognition. Hansen said he would not want to accredit service experiences until he was convinced of their learning inputs.

A small demonstration decrying the effect of Georgia Tech's expansion on nearby residents interrupted Dr. Hansen's speech and led to an extended session in which heated debate gradually gave way to some fundamental problems in the areas of service-learning and black-white relations. A partial report on the exchanges is contained in Mr. DuCree's reply to a participant who described the role he was playing. Mr. DuCree said, "We don't want you to play a role; we want you to be a person."

Seminar Summaries

Midway through the inaugural meeting, seminars were held to discuss all aspects of the service-learning concept and to assist participants in selecting a work group. The seminar chairmen were:

James Austin, Georgia Municipal Association

Robert Clayton, Spelman College

Clavin Cox, the Atlanta Constitution

Phillip Ruopp, Peace Corps

Russell Williams, Atlanta University

No conclusions emerged from the seminars, but among the comments and questions were the following:

How is learning-by-serving different from learning-in-the-classroom?

The service-learning concept may lead to a radical change in the concept of the university and education in general.

Government administrators must control service-learning programs, not colleges.

A consortium of colleges should run the service-learning program in Atlanta.

Can cultural empathy be taught?

High school students, drop-outs, and housewives should be in service-learning programs.

Urban Corps interns should receive academic credit for their learning experiences.

What criteria should be applied to matching an intern with an opening to insure that both performance and learning will be at a high level?

These observations, together with the questions posed in Section IV, will be considered by the respective work groups.

IV. WORK GROUP SUMMARIES

The Conference is functioning primarily through its six work groups: service, learning, curriculum and inter-institutional relations, finance, research, and methods and programs. Each work group is to marshal available resources, study in depth its assigned topic, sponsor a session of the Conference, and submit a report describing its observations and recommendations leading toward a comprehensive model for a continuing service-learning program.

Sponsorship and dates of subsequent Conference sessions are as follows:

Service	August 18
Learning	August 19
Curriculum	mid-September
Finance	October
Research	November
Methods and Programs	November
Steering Committee	December

Below are summaries of the first work group meetings on July 1 and some of the questions each is exploring.

Service Work Group

Chairman: Ross Coggins, Regional Director of VISTA

Ross Coggins opened the discussion by asking those present to mention what services students are now doing or could do in regard to service-learning. The discussion of this question raised many others, most of which were left unanswered. It will be the purpose of this group to answer such questions as:

- (1) What criteria define relevant services and who should have priority in determining the relevance or potential learning experience of a service-type job?
- (2) Can agencies and colleges cooperate among themselves and with each other in the rendering of services?
- (3) Who is to be served: the student, the college, the agency or the people, or a combination of all?

- (4) Are universities attuned to the needs of the community and can they accept the idea that a service career mode is vital to our society?
- (5) What should be the size of the service rendered, in comparison with societal needs?
- (6) Should service be full-time or part-time and how long should it last?
- (7) What services can agencies accept and what kinds of agencies can accept youth in service?
- (8) Does tutoring, etc., satisfy the needs of the "now generation" with their sense of urgency and need to see quick results?
- (9) What do students think are the major service needs and will the university allow the student to work for meaningful change in the system?

Learning Work Group

Chairman: Sally Cantor, Atlanta Urban Corps Intern

The meeting of the section on Learning was begun by a description of the Mars Hill Project, its origin and outline. One enthusiastic professor was given a grant to instigate and develop interest in the concept of service-learning. He looked into curriculum and local service opportunities. It began with a tutorial program and then a recreational program. This became the field work for physical education, sociology, etc. The communication which is necessary for this to come about smoothly is possible in a small school. There is a problem in the structure of a large university which makes it almost impossible to integrate this kind of learning. How might this be overcome?

Many segments of society are concerned with this kind of learning taking place. Students are the largest mass of participants. Thus the training ground for students, i.e. the university, must be changed first. There are places in the traditional college structure which could be changed to be more in line with this new concept. For example, in the practice-teaching part of an education major. Instead of being a complete block of time at the end of the learning period, it would be more relevant and thus valuable to have the

practice-teaching interwoven with the academic study, over a greater length of time.

Practical experience makes theory more concrete but it requires a place to plug into the traditional curriculum. Practice-teaching is an easier area to see the possibilities; but how can this type of learning be given academic credit in other courses? You can learn something from anything you do if you are perceptive, but to be given academic credit what one is doing must be put to academic analysis.

Learning is not just of one type; it consists of different processes. What kind of learning happens when one is put in a context of people and problem-solving? If the ultimate goal is being sensitive to each other, how can one avoid complete relativism? Perhaps this is only a part of the desired goal and can be fitted into the whole as a matter of degree. It would be valuable to question an intern to see if his learning can be classified, if an analysis can be made of the learning possibilities. It is very important, however, that this not become Step 1, 2, 3 on how to become a successful learner.

There is always the problem of how to bring out what has been, or is being learned. It is difficult to bring life-style to a conscious level where it must be for our purposes. It will be necessary to compare the goals and patterns of both traditional university-learning and service-learning. For example, a university stresses commitment to truth, to principle; service stresses commitment to people, to becoming involved with those around you. In university-learning, decisions are made after all the facts are gathered and a logical assessment of them has been made. With service-learning, the situation demands that action must often be taken without all the facts, by a "feel" for the right moment of what seems the most viable alternative. One must have confidence to do this and live with the consequences, be willing to make changes as factors change priorities.

Questions to be considered by the work group include the following:

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

How can students be helped to grasp the broader implications of what they really 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?

Curriculum and Inter-Institutional Relations Work Group

Chairman: Dr. William W. Pendleton, Professor of Sociology, Emory University

In the opening meeting of the curriculum work group there was a very general discussion of the problems involved in incorporating a service-learning program into established academic framework of higher education.

A question was raised as to whether a service-learning program was a legitimate element of any academic program. There was some debate as to whether it could be considered the responsibility or even a legitimate function of a university to provide the student with a broadening experience. It was decided that one of the major tasks of the work group would be the development of a structure which would insure that the student utilized the full learning potential of the service experience.

Several suggested elements of this structure were: faculty advisors, seminars, and student reports.

There were other questions concerning the basic structure of the program. For example: How would service-learning experiences be integrated into the existing departmental structure? On what basis would credit be given? What would be the ratio of hours worked to credit-hours received? How many credit-hours of service-learning could be counted toward graduation? What channels, such as independent study, special programs or seminars with labs, already exist which could be used as a mechanism for giving credit for a service-learning course?

Certainly the most valuable product of this initial meeting was an awareness of the complexities of the problems confronting the work group. A number of questions were raised, several others will be focused on at later meetings. The following questions are a few of those for which the curriculum work group will attempt to provide conclusion.

What courses now exist as training for other forms of service which could be relevant to service-learning programs?

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 are the potentials of a faculty consultant service?

What are the possibilities for utilizing community members as instructors or resource people within the classroom?

What are the possibilities for and problems of cross-crediting among institutions?

Finance Work Group

Chairman: William Jones, Department of Health, Education and Welfare

Presiding: Charles Hamblen and Charles Moore, Department of Health, Education and Welfare

The first questions raised about funding were: who, how much, and how? It was stated that the program was not to be directed by the Federal government, but that the government should be a source of funds, primarily through legislation.

Mr. Hamblen reviewed what was available through Federal programs. He said that perhaps the best sources have suffered a cutback in appropriation (the Cooperative Education Program and Education for Public Service), but they might be refunded in the next fiscal year. Mr. Hamblen was asked how to go about requesting Work-Study funds. He said that the application must be made by an institution by November 1st. If the institution includes a proposal for meaningful off-campus activities it will receive priority in the allocation of Work-Study funds. It was remarked that many colleges did not use a large amount of their funds or did not include descriptions of off-campus activity in their requests for funds. The funding for such a proposal would be 80% federally funded and 20% funded by the agency.

Discussion then centered on the study made by 22 Republican Congressmen concerning student unrest. Their recommendations were:

1. Don't cut off funds to institutions which have experienced student rebellions.
2. Establish a National Youth Foundation to encourage student participation in community problems.
3. Increase funds for student aid.
4. The government should expand its lines of communication with students.

In addition to raising money from federal programs, it was suggested that service-learning projects approach foundations and businesses as they might have greater flexibility in awarding funds for the purposes of the particular project. It was stated that a program already under way might stand a good chance of obtaining support as it would demonstrate commitment to the idea.

Other suggestions were that students are good at maximizing funds if allowed to go after them, and that students should be a part of the decision-making process when financial aid officers submit plans for utilizing Work-Study funds.

Additional questions to be examined by the work group are:

- (1) In funding service-learning programs, what share should be borne by the agency being served? by the student of an educational institution? by the government?
- (2) How should the Atlanta Urban Corps be financed in the future?
- (3) What proportions of Work-Study funds should be spent on off-campus service activities?
- (4) Should all students in a service-learning program receive a stipend for their services?

Research Work Group

Chairman: Timothy Ryles, Assistant Professor of Political Science, Georgia State College

The immediate objective of the research work group is to determine the availability of student manpower for service-learning programs in Atlanta. With over 40,000 college students in metro Atlanta, a Conference-related survey is being made to find out how many of them would be interested in service-learning projects, and under what conditions (such as stipends and academic credit). Surveys are also being conducted to determine the demand for students in service-learning programs, attitudes of employers toward them, and attitudes of student interns.

Over the longer range the work group plans to consider ways of involving students in research and ways of linking research on service-learning with the curriculum.

It was agreed that the quality of research should not be compromised simply to give students responsibility for it. Thus, some students will need training in research methodology.

The work group agreed to try to identify "what we don't know about service-learning." As an example of a practical research project, it was suggested that a study be made of what makes a "good" Urban Corps placement and what makes a "bad" one. Such research would be conducted in close cooperation with the Urban Corps staff.

Methods and Programs Work Group

Chairman: William W. Allison, Economic Opportunity Atlanta

Presiding: John Cox, Atlanta Youth Council

The work group decided to begin by finding out what methods are used by other intern agencies in the nation. Michael Goldstein was named national chairman of this field work group. Other members are:

Phyllis Atkins, Truly Bracken, and Cynthia Knight--Atlanta

Margaret Davis--Athens, Georgia

Gordon Drennen--Georgia

Tim Collins--North Carolina

John Bromley-Kentucky and Tennessee

Alga Hope--Florida

Sandra Mincey--Alabama

Kent Christison--Virginia

After obtaining basic information on existing programs in service-learning, the work group decided to consider alternative methods and examine possible ways in which the Conference should relate to other programs.

V. ATLANTA SERVICE-LEARNING CONFERENCE PARTICIPANTS

- Ivan Allen, Jr.-City of Atlanta
 James E. Allen, Jr.- U. S. Office of Education
 *William Allison-Economic Opportunity Atlanta (EOA)
 Walter Anderson-EOA
 James Austin-Georgia Municipal Association
 Yvonne Bankston-EOA
 H. Jeffrey Binda-VISTA (Washington, D.C.)
 John Blakley -Stern Intern
 William Boone, Jr.-Stern Intern
 David Bootier-Southern Regional Education Board (SREB-Tennessee)
 John Bromley-Peace Corps (Tennessee)
 Norman Brooks-U.S. Office of Education
 Charlotte Buford-SREB (Georgia)
 *Linda Bulloch-SREB (Georgia)
 Stephanie Bush-Stern Intern
 Russell Caldwell-SREB (Georgia Municipal Association)
 Kenneth Christison-SREB (University of Virginia)
 Mary Ann Carroll-Peace Corps (Georgia)
 Robert Clayton-Spelman College
 Lee Clowers-Florida Governor's Office
 *Ross Coggins-VISTA (Georgia)
 Timothy Collins-Guilford College
 William Combs-Peace Corps (Texas)
 Calvin Cox-Atlanta Constitution
 John Cox- Atlanta Youth Council
 William Cozzins-Georgia Tech
 Paul Cromwell-Teacher Corps (Washington, D.C.)
 Terrence Cullinan-Stanford Research Institute
 Kenneth Darnell-Defense Contract Administration Service
 Margaret Davis-Stern Intern
 Sue Day-U.S. Department of Health, Education and Welfare (Georgia)
 Michael Douglas-Atlanta University
 Edward K. Downs, Jr.-Stern Intern
 *Carthur Drake-Morehouse College
 Gordon Drennen-Stern Intern
 Eleanor Duckett-Mars Hill Community Development Institute
 Edward DuCree-Emory University Upward Bound
 Noel Dunivant-North Carolina Resource Development Internship Program
 Roscoe Dunlap, Jr.-Stern Intern
 Elizabeth Dyer-Peace Corps (Georgia)
 *Donald J. Eberly-National Service Secretariat
 David L. Edwards-SREB (Lynchburg College)
 James Elens-SREB (Mars Hill College)
 David Ford-Stern Intern

*Members of Conference Steering Committee

Casey Fredrick-Mars Hill College
 Michael Goldstein-Urban Corps National Development Office (New York)
 Claude B. Green-Clemson University
 Katherine Griggs-SREB (South Carolina)
 David Grubbs-Middle Tennessee State University
 Douglas Haire-SREB (Georgia State College)
 Charles Hamblen-U.S. Office of Education (Georgia)
 Grace Hammonds-Stern Intern
 Arthur G. Hansen-Georgia Tech
 Michael Hart-SREB (Georgia)
 James Hertenstein-Georgia Tech YMCA
 Lee Heubner-Office of President Nixon
 Richard Hoffman-Mars Hill College
 Lois Hollis-Stern Faculty
 Solomon Hollis-Stern Faculty
 *Edward Holmes-Emory University
 Alga Hope-SREB (Florida A & M University)
 Martin Hope-Georgia Department of Family and Children Services
 Roma Hopper-Georgia State College
 John Hough-Mars Hill College
 Thomas Houser-Peace Corps (Washington, D.C.)
 John Howard-Wheat Street Baptist Church
 James Irwin-Georgia Municipal Association
 Enoch Johnson-EOA
 Joy Jones-EOA
 *William Jones-HEW (Georgia)
 Tyrone Joubert-Stern Intern
 Ernest M. Kahn-University of Maryland
 Anders Kaufmann-SREB (South Carolina)
 Patrick Kelly-Georgia Tech
 Daniel Kendrick-Georgia Department of Family and Children Services
 Jane Kibler-Urban Training Organization
 *Joseph D. Kimmins-Peace Corps (Georgia)
 Earl O. Kline-Georgia State College
 Paul Knipper-Peace Corps (Louisiana)
 Joseph Kushner-Valdosta State College
 Alex Lacey-Georgia State College
 Antoine Laiche-Peace Corps (Georgia)
 H. Page Lee-Mars Hill College
 Earl Leininger-Mars Hill College
 Carol Lim-American Friends Service Committee
 Elearnor Main-Emory University
 John Mallet-Psychologist, Atlanta
 Thomas Manley-North Carolina State Planning Task Force
 Kathy Marks-SREB (Georgia)
 Jenifer Mauldin-Fulton County Health Department
 William E. McMurry-Georgia State College
 Lou Moelchert-Mars Hill College
 Toby McEffett-HEW (Washington, D.C.)
 Charles Moore-U.S. Office of Education (Georgia)

E. Phillip Morgan-Emory University
 Robert Mostellar-Southern Regional Council
 Ukanga C. Mudakha-Stern Faculty
 Donna Mull-SREB (Georgia)
 Ryland Needom-Stern Intern
 Donald Nelson-Georgia Tech Community Services
 Gloria Nelson-Peace Corps (Georgia)
 * Robert Nelson-Peace Corps(Georgia)
 John Niblock-SREB (Georgia)
 Jerry Norris-Stern Intern
 Patrick Ntukogu-Morehouse College
 William O'Connell-SREB (Georgia)
 David Palmer-Georgia State College
 * William Pendleton-Emory University
 Mario Perez-Reilly-Middle Tennessee State University
 Rogbert Phillips-Stern Intern
 George Podelco-City of Nashville
 Roger Prior-U.S. Department of Commerce (EDA-Washington, D.C.)
 Charles B. Pyles-Georgia State College
 Frank Raines-White House Fellow
 * William R. Ramsay-SREB (Georgia)
 Sara H. Reale-Georgia State College
 Doris Richardson-YWCA (Georgia)
 David Roberts-Southern Education Foundation
 Donald Roe-Citizens & Southern National Bank, Atlanta
 Jack W. Rollow-Georgia State College
 Thomas Roth-Mars Hill College
 Marlene Rounds-SREB (Atlanta University)
 Phillip Ruopp-Peace Corps (Washington, D.C.)
 Roger Rupnow-Georgia Tech
 Wendell H. Russell-Oak Ridge Associated Universities
 * Timothy Ryles-Georgia State College
 Logan Sallada-U. S. Office of Education
 Charles Sanders-Stern Faculty
 Paul Sholar-Mars Hill College
 Robert Sigmon-SREB (Georgia)
 Doris Sims-Stern Intern
 Peter Skinner-Peace Corps (Florida)
 Dora Skypeck-Emory University
 Margaret Ruth Smith-SREB (Georgia)
 Janis Somerville-North Carolina State Planning Task Force
 Sandra Spruill-City of Atlanta, Aviation Department
 Gideon Stanton, III-Tulane University
 Mary Stevens-Emory University
 Lonnie Stewart-SREB (Georgia State College)
 Daniel Sweat-City of Atlanta
 Levi Terrill-VISTA (Georgia)
 Barbara Thompson-National Student YWCA

Sherman Thompson-University of South Florida
William Traylor-Emory University Legal Services Center
Wallace Tyner-Peace Corps (Texas)
Simeon Udunka-EOA
Princella Wade-Stern Intern
Merle Walker-Agnes Scott College
Phil Walker-Georgia Tech
W. P. Walker-Mars Hill College
Frank Walls-City of Savannah
Oliver Welch-State Planning Department
Plemon Whatley-EOA
Anthony Whedon-Morehouse College
Daniel White-Georgia Tech
Carl Wieck-Morehouse College
Larry R. Williams-Office of Economic Opportunity (Georgia)
*Russell S. Williams-Atlanta University
Dorothy Wilson-Atlanta Public Library
*Prince Wilson-Atlanta University Center Corporation
Kenneth Wittemore-Fulton County Health Department
Michael Wittman-Florida Governor's Office
J. McDonald Wray-University of Georgia Institute of Government
James Wyatt-Mars Hill College
Gayle Yates-HEW (Georgia)

ATLANTA URBAN CORPS INTERN PARTICIPANTS

Linda Alexander	Rose Haywood	Betty Peters
Rudine Arnold	Ernest Henderson	John Petzelt
Phyllis Atkins	Janice Herring	Susan Pickard
Burnley Bainbridge	Dorothy Hicks	Sanford Prater
Stanley Ball	Joseph Hill	Bessie Quillens
Edwin Barrett	Elizabeth Hillbrath	Gene Roberts
Franklin Benfield	Joan Hollenbach	Linda Robinson
Manie Berk	John Hotard	Tim Rogers
Solomon Berry	Mostaffa Howeddy	Russell Rucker
Jacqueline Blackwell	Narma Ingram	Lloyd Sanders
Walter Bloom	Martha Irby	Valerie Scalera
Marianne Boder	Tommy Isaac	Michael Silberstein
Carol Bonner	Margaret Jaccino	Carol Simmons
*Truly Bracken	Rudolph Jefferson	Teia Sinkfield
Regina Brackston	* Babs Kalvelage	Deborah Small
Jane Bridges	Alvin Keck	Christine Smith
Charles Brown	Kathleen Kennedy	Janie Snider
Lisebeth Brown	Lloyd Keys	Tom Snider
Robert Brown	Steve Kiemele	Valinda Spalding
James Bruce	Ria Kirshstein	Jim Spence
*Sally Cantor	Cynthia Knight	Julius Stephens
Raines Carroll	Maureen Kreger	Michael Stubbelfield
Steve Chandler	Judith E. Lange	Evans Sturdivant
Roosevelt Childress	* Melinda Lawrence	Tara Swartzel
Charles Choice	Stephen Lester	Charles Thomas
Dan Christenberry	Diane Lewis	Jerry Thompson
Nancy Cooran	King Fun Liang	Constance Thurmand
Richard Combes	Andrea Luce	Valerie Tomlinson
Brenda Comer	Gordon Lurie	Bill Travis
Diane Cousinea	John Mann	Sally Tucker
Careatha Daniels	Jon Martin	Larry Tully
Mary Daniels	Jenifer Mauldin	John Tumlin
*Mark Dash	Anna Maycaux	Betty Underwood
Sylvia Dawson	Emmett McCord	John Waggener
Inmond Deen	Albertine McCrary	Carol Watkins
Sarah Dennard	Patricia McLaughlin	Patricia Watkins
Pamela Dozier	Joseph Menez	Paula Whatley
Walter Dricer	Bill Millkey	Coloria Wheeler
Peggy Durrah	Alan Miller	* Dave Whelan
Joanne Flemister	Ken Millwood	Ben White
Michael Floyd	Sandra Mincey	Dawn White
Grange Fretwell	Addie Mitchell	Roslind Williams
*Kytie Frye	Madie Moore	* Sam Williams
Beverly Gaither	James Mulligna	Olivia Williamson
Maggie Gerber	Carmencita Myrick	Diane Wilson
Frank Goodson	Harold R. Nash	Susan Windom
Mary Ellen Gordon	Helen Newman	Mike Winston
Beverly Grimes	Nancy Ann Norbert	Gary Wood
Alice Hamilton	Shirley Owens	June Woodward
Resna Hammer	Richard Padgett	Carolyn York
David Hanley	Bill Patterson	Sue Zander
Charles Haynes	Belinda Pennington	

July 10, 1969

Dr. James E. Allen, Jr.
Assistant Secretary for Education
&
U. S. Commissioner of Education
Department of Health, Education & Welfare
Washington, D. C.

Dear Dr. Allen:

On behalf of the 225 interns of the Atlanta Urban Corps, I thank you for addressing the recent Atlanta Service Learning Conference. Your interest and presence indicated to college students that the national leadership of higher education is indeed in tune with their concern.

Your statement about college work-study funding and the reversal of off-campus expenditures is, in my opinion, a mildstone to college involvement in community action. I only hope that colleges will encourage thorough planning by off-campus agencies to develop meaningful programs for student involvement.

If our project can be of any help to you for materials or ideas, please let me know. I am sending under separate cover a 1,000 page research book on community-college programs in twelve cities which I compiled as Task Force Director on Youth and the Federal Government for President Nixon.

Sincerely,

SAM A. WILLIAMS
Director

SAW:sz

July 10, 1969

Dr. James E. Allen, Jr.
Assistant Secretary for Education
&
U. S. Commissioner of Education
Department of Health, Education & Welfare
Washington, D. C.

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Sincerely,

SAM A. WILLIAMS
Director

SAW:as

July 16, 1969

Resource Development Project

Mr. Daniel Sweat
Governmental Liaison
Office of the Mayor
City of Atlanta
Atlanta, Georgia

Dear Mr. Sweat:

Your participation in the seminar was very much appreciated by the student interns. The tough realities of how you move people and ideas for the development of an area is a new concern for most of these students. I believe that you and Dean Stephens were able to raise some of the right issues for these students from their scattered questions.

I want to personally thank you for spending the morning with us and for adding a significant dimension to the seminar experience.

Sincerely,



Robert L. Sigmon
Internship Coordinator
Resource Development Project

RLS:ht

July 17, 1969

Mr. Roy O. Elrod
Director
Atlanta Civic Center
395 Piedmont Avenue, N. E.
Atlanta, Georgia 30303

Dear Roy:

I was very disappointed to hear that the Municipal Buildings and Athletics Committee have taken an action, the effect of which is to prohibit the central staff of the Urban Corps Project from utilizing the available parking spaces at the Municipal Auditorium. I am especially disappointed that, not being aware that you were proposing to submit this question to the committee, I did not have an opportunity to discuss this matter with the committee chairman or members.

While I can well understand your proper concern regarding security, interference, etc., it is my feeling that there are some extremely important reasons why the city should do something more than is absolutely required of us for these students who are doing so much for the city. These are outstanding young people who will definitely be playing a leading part in this community in the future. It is difficult for us to explain to them that we are not a hidebound bureaucracy when we are unwilling to accomodate them on such a routine matter as this one.

Roy, I sincerely hope that this is not representative of the manner in which we work together to solve problems in the future. I had talked to you on July 7, and as a result was under the impression that you and I could work this out together.

I am looking forward to working with you in the future, and I am cognizant of the excellent job you are doing at the Civic Center. I want you to know that I stand ready and willing to assist you in anyway that I can at any time.

Very truly yours,

Dan Sweat, Jr.

DSjr:je

July 14, 1969

Mr. Lee Heubner
Staff Assistant to the President
The White House
1600 Pennsylvania Avenue, N. W.
Washington, D. C.

Dear Lee:

It was a pleasure meeting you and having the opportunity to discuss things of mutual interest.

I appreciate you assisting our young college students in making the Service Learning Conference a success. If you get any ideas as to how we can strengthen this type program, please do not hesitate to call on us.

In the meantime, feel free to call on us if there is anything we can help you with from this end of the line.

Sincerely yours,

Dan Sweat

DS:fy

July 14, 1969

Dr. James E. Allen, Jr.
Assistant Secretary for Education
and U. S. Commissioner of Education
U. S. Department of Health, Education and Welfare
Washington, D. C.

Dear Dr. Allen:

I want to thank you again for taking the time to come to Atlanta
and support the efforts of our college students.

The Atlanta Service Learning Conference was a great success and
your appearance and statement was certainly a high light of the
conference.

I know the students agree with me.

Sincerely yours,

Dan Sweat

DS:fy

July 10, 1969

Mr. Lee Heubner
Staff Assistant to the President
The White House
1600 Pennsylvania Avenue, N. W.
Washington, D. C.

Dear Lee:

Thank you very much for taking an extra effort and interest in addressing the recent Atlanta Service Learning Conference.

It was mutually agreed upon by our staff members that your talk was an excellent synopsis of the service-learning concept and the idea of college involvement in communities. We are presently transcribing your speech and I will send you a copy when it is completed.

Dan Sweat and Mayor Allen have both indicated their pleasure of being able to see young enthusiasts (and liberals) such as yourself in the White House.

As we discussed, I am sending you a list of people instrumental in the Conference that you may be interested in contacting later. I only hope your next visit to Atlanta allows us more time to relax and enjoy some of our "southern hospitality."

Sincerely,

SAM A. WILLIAMS
Director

SAW:sz

Enclosure

July 21, 1969

Miss Barbara Pettitt
3399 Buford Highway
Apartment Y-1
Atlanta, Georgia

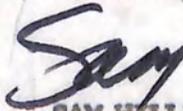
Dear Miss Pettitt:

Your letter requesting information about working with underprivileged children in the Atlanta area has been forwarded to my office by Mayor Ivan Allen, Jr.

The Atlanta Urban Corps is a summer internship program for college students. We have interns working with agencies concerned with underprivileged children, however most of these projects will end around September first. I would like to suggest that you contact Mr. Jack Milkey at 525-2068 of Economic Opportunity Atlanta's "Start Now-Atlanta." This program is involving over 500 Atlanta residents as volunteers in such projects as you desire. In this manner you could receive additional training in your field of interest which would better equip you for future employment.

If I may be of additional help to you, please let me know.

Sincerely,



SAM WILLIAMS
Director

SW:ml

cc: Mayor Ivan Allen, Jr.
Mr. Jack Milkey

TO: Mayor Ivan Allen 
FROM: Sam Williams, Director
DATE: July 25, 1969

SUBJECT: Possible Visit To New York City

Persuant of our recent discussion about a possible visit to New York in connection with the New York Urban Corps, I received a call from Mayor Lindsay's office inquiring about possible dates you might be available for such a visit. Mrs. Moses gave me several dates which I passed along to Mayor Lindsay's aide.

Today, I received a call from Mayor Lindsay's staff, stating that they would invite you to speak to the New York Urban Corps interns, during the final session, August 19. All this information will be coming to you soon in a letter from Mayor Lindsay himself. As you suggested, this would be an ideal time to give more exposure to the Atlanta Urban Corps by taking a few of our interns with you.

Please advise me of your action after receiving Mayor Lindsay's letter.

SW/kar

cc; Dan Sweat

July 18, 1969

Mr. Andrew Glasberg
Urban Corps National Development Office
250 Broadway
New York City, New York

Dear Andy:

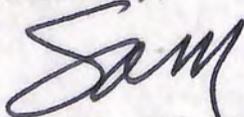
I am leaving Atlanta the first week of September for Harvard Business School and we need a Director. I've been talking to Mike Goldstein about possible directors and he suggested you. I don't know your obligations at present, but Mike thought you had a contract to teach through June, 1970.

As you know, Atlanta's Urban Corps is progressing very well. We have cooperative resources from area colleges, business donors, city government and private agencies. I have no doubts about expansion possibilities only through planning. City government is co-sponsoring an Urban Life Center with Georgia State College through a special grant from Housing and Urban Development. It is a "kind" of university relations office with promising opportunity.

The Mayor's assistant says that if a decision was made to hire a person of your caliber that you could possibly be a professor in the Urban Life Center as well as direct the Urban Corps.

If you are interested, could you please send me a resume and call me about arranging a visit?

Sincerely,



SAM A. WILLIAMS
Director

SAM:dl

✓cc: Mayor's Office - Dan Sweat

NON-CITY INTERNSHIPS

<u>AGENCY</u>	<u>INTERNS</u>	<u>DEVELOPER</u>	<u>IC</u>	<u>DEVELOPMENT COMPLETE</u>	<u>LETTER SENT</u>
Gate City Day Nursery	7	Tom King	5-5-69()		
Christian Council	1	Truly	Tues ()		
Community Council	2	King			
Center of Arts	1	Truly			
Visiting Nurses Assn.	(2)	Eliza Starnes			
Rice Memorial Presbyterian Church	(2)	Page			
Sarah D. Murphy	(2)	Page			
Kirkwood Christian Center	(4)	Mary Chapman			
Department of Catholic Soc. Serv.	(2)	Mary Chapman			
Boy Scouts	(8)	Jack Adams	(Mon)		
Model Cities	(-)	Charlie Brown			
Mennonite House	(2)	Charlie Brown			
St. Vincent DePaul	(1)	Charlie Brown			
Atlanta Girl's Club	(10)	Marlene Rounds			
Grady Homes Girls Club	(5)	Marlene Rounds			
Fulton County Health	(20)	Linda Bullock			
Fulton County	(3)	Wally Bloom			
EOA	(50)	Wally Bloom			
J.C.C.	(-)	Wally Bloom			
Y. M. C. A.					
Metro Atlanta Boys Club					
Phyllis Wheatley YWCA		Terry Allen			
Hillside Cottages		Wally Bloom			
American Cancer Society					

<u>AGENCY</u>	<u>INTERNS</u>	<u>DEVELOPER</u>	<u>IC</u>	<u>DEVELOPMENT COMPLETE</u>	<u>LETTER SENT</u>
Family Counseling Center					
Ga. Easter Seal Soc.					
Neighborhood Services, Inc.					
Urban Lab in Education					
Maclog					
City Planning Commission					
DeKalb County					
Decatur (Sam)					
Grady Hospital					
MARTA ——— <i>Dianne</i>					
Chamber of Commerce					
Schools					
DeKalb		Arlene			
Fulton					
Decatur					
Butler Street YMCA					
Piedmont					
Vine City Foundation		Arlene			
Royal Knights					
Independent		Terry Allen			
Youth Council (22)		Diane			

12 more

.....



N E W S L E T T E R

ATLANTA URBAN CORPS

Edition I, May 5, 1969

30 Courtland Street, S. E., Atlanta, Georgia, 30303 Phone - 524-8091

THE ATLANTA URBAN CORPS IS OFF THE GROUND!

To those of you who have worked closely with the program this is welcome news, and in the following summary several areas of the program will be outlined to date. We hope by way of a regular newsletter we can keep you informed of progress made in the program as it develops throughout these next months and on into the summer. The Public Relations staff will be publishing the newsletter, and we will attempt to cover all areas of interest within the Urban Corps program.

WE HAVE AN OFFICE

Located on the second floor of the old city auditorium, 30 Courtland Street, is the new office of the Atlanta Urban Corps. With the generous help of the City the office is beginning to be equipped more adequately with desks, typewriters, filing cabinets and general office supplies. Full-time staff now includes four: Sam Williams, Dianne Wilson, Sue Zander and Arlene Bird. Melvin McCray and Stephen Mwamba of Georgia State College also have been employed part time to develop payroll and finance procedures. Volunteers have been in the office to help with the volumes of mail and applications, etc. which have begun to come in.

STUDENT RECRUITMENT

Our student recruitment effort, so vital to the quality of our summer program, was begun two weeks ago on the campuses of the participating colleges here in Atlanta. Recruitment is being handled by the College Relations Board, chaired by Marc Dash. The College Relations Board has been working quite effectively on the campuses and is to be commended for representing the A. U. C. well. A report submitted by Marc on April 29 showed the following figures:

<u>College</u>	<u>Approx. No. With One Week Remaining</u>	<u>Date</u>
Georgia State College	30	4/24/69
Emory University	25	4/28/69
Agnes Scott College	70	5/ 1/69
Clark College	120	4/29/69
Morris Brown College	115	4/29/69
Morehouse College	100	5/ 1/69
Spelman College	110	4/29/69
Georgia Tech	70	4/28/69
DeKalb Junior College	25	4/29/69
Total	<u>665</u>	

Formal recruitment closed on the campuses Friday, May 2. Marc Dash predicts that an overall figure of 1000 applications will be in hand to be reviewed for student placement.

A REPORT ON FINANCE

Bill Adams, Private Fund Raising Chairman, has submitted the following report on efforts being made in this area of the A. U. C.

In the initial conception of the Atlanta Urban Corps, the idea of soliciting the business community for financial assistance was considered to be absolutely necessary in order to make the A. U. C. a representative student program. Without financial assistance from the business sector only students who could qualify for college work study money would be able to serve as interns in the A. U. C. unless they volunteered their time. Business support will enable the Atlanta Urban Corps to involve students from all levels of income in the program and also will allow interns to work in agencies that cannot afford the cost.

Presently we are in the process of contacting the major businesses in the Atlanta area. We feel the A. U. C. provides business the opportunity to contribute to a worthwhile urban project as well as to provide them an excellent avenue for public relations.

Money available to date can be broken down as follows:

College Work Study Grants (approx. 220 interns)	\$195,000
Southern Regional Education Board	20,000
City Finance Department Grant	9,000
Fulton County Health Department	5,500
Stern Foundation Grant	1,000
Total	<u>\$230,500</u>

Our goal is 300 interns, half in city agencies and half in non-city agencies such as Y M C A, DeKalb County Government, etc. At present in our administrative department we need twenty-four interns. If private businesses contribute \$40,000 we will be able to operate at planned capacity.

Our financial effort has been greatly enhanced by the assistance of Mr. Dave Houser of Arthur J. Anderson and Co. Mr. Houser has been very beneficial in directing our approach to the business sector.

BOARD OF TRUSTEES MEETS

The Board of Trustees of the Atlanta Urban Corps met officially for the first time April 17, 1969 in the Wilby Room of the Georgia Tech Library. Mr. Bill Ramsay of the Southern Regional Education Board presided. Rich Speer, Student Director, spoke to the Board on the A. U. C. overall concept, followed by an organization report given by Sam Williams, Staff Director. Reports were made by David Whelan, Internship Development Director and by Sam Williams and Bill Adams who both reported on the financial aspect of the program. Tara Swartsel, Secretary of the College Relations Board, gave a short report on the work being done on the campuses by our College Relations Board representatives, and Marc Dash, Director of the College Relations Board described the actual program of student recruitment. Mr. Dennis Webb of Nall, Miller, Kadenhead, and Dennis reported on the legal status of the A. U. C., explaining to the Board that our charter has been approved by the State of Georgia and is being presented to the Internal Revenue Service for tax-exempt status as a non-profit organization.

BUSINESSMEN'S BREAKFAST A SUCCESS

On Tuesday, April 29 at 9:00 a.m. a breakfast was given in the tea room of Rich's downtown, made possible by Mr. Harold Brocke of Rich's and hosted by Mr. Kavanagh of Ric's personel department. Forty leading Atlanta businessmen were invited to become personally adquainted with the A. U. C. program. Good attendance and obvious interest proved our belief

that the Atlanta business community will play a vital role in the success of our program. Mayor Ivan Allen and Georgia Tech's past president Edwin Harrison each made opening comments on the Urban Corps, and Sam Williams, Rich Speer and Bill Adams made reports on specific areas of the Urban Corps concept. The businessmen were invited to commit themselves to the concept of the A. U. C. and if possible to make a financial commitment as well. Bill Adams is to make personal appointments to talk with individual businessmen from the group soon.

INTERNSHIP DEVELOPMENT UNDERWAY

In order that the students who work with our program this summer serve in relevant positions, the A. U. C. is utilizing students in the field to develop the job slots, or internships, in which students will be placed. Twenty-five students are now working on this development procedure, including students from Agnes Scott College, Georgia Tech, and the Atlanta University Complex; Dianne Wilson and Marlene Rounds are both working out of the A. U. C. office on this same development program. Contacts are being made at twenty city departments and forty extra-city agencies ranging from the local school boards to the Economic Opportunity Atlanta program. To date some fifty developed internships are in hand with an expected figure of over three hundred. Wally Bloom, Extra-City Coordinator and David Whelan, City Coordinator both are quite optimistic about the success of this particular aspect of the A. U. C. development.

Mr. Dan Sweat
Government Liason
Mayor's Office
City Hall
Atlanta, Ga.



680506

680506

ATLANTA URBAN CORPS

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

M E M O R A N D U M

TO: Dan Sweat

Date July 3, 1969

FROM: Sam Williams *SW*

SUBJECT: Black Students' Involvement in the Urban Corps

Pursuant to the meeting that you, Johnny Robinson and I had July 2, 1969, the following is a list of interns assigned to the Office of the Mayor and their race.

Jon Martin	White
James Bruce	White
Tommy Issac	White
Dan Christenberry	White
Mary Woodward	White
Walter Bloom	White
Sue Zander	White
Dave Whelan	White
Resna Hammer	Non-White
Inmond Deen	White
Dianne Wilson	Non-White
Margaret Gerber	White
Ken Millwood	White
Tara Swartsel	White
Tim Rogers	White
Dawn White	Non-White
Betty Underwood	Non-White
Diane Lovejoy	Non-White
Mac Rabb	White
Patty Harwell	White
Margie Langford	Non-White
Janice Foster	White
Steve Mwamba	Non-White
Tom Flemming	White
Joe Menez	White
Mennie Berk	White

In addition, you will find attached a list by college of all Urban Corps interns. Although I have no exact racial census, I estimate roughly 45% of our 219 interns are non-white.

Page 2
July 3, 1969

Additional students were offered intern positions in the Mayor's Office but declined. They are:

Kenneth Martin	Non-White
Richard Scholes	White
Lew Holland	Non-White
Melvin McCrary	Non-White
Arlene Bird	White

If you need the address or telephone number of these students, I can furnish them on request.

cc: Johnny Robinson

AGNES SCOTT COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
None		

Non-College Work-Study Students

T. Brackin	Kennesaw Mountain Park	\$2.20
S. Dennard	Fulton County Health Dept.	2.20
J. Lang	Fulton County Health Dept.	2.20
J. Maulding	Fulton County Health Dept.	1.80
S. Pickard	Kennesaw Mountain Park	2.20
S. Tucker	Kennesaw Mountain Park	2.20
T. Swartzel	Atlanta Urban Corps	2.50
C. Watkins	Fulton County Health Dept.	2.20
M. Gordon	Community Council	2.20

Declining Students

L. Cooke
E. Willis

Non-College Work-Study Students

Atlanta University

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
K. Liang	Finance	\$2.50
D. White	Atlanta Urban Corps	2.50

Brandeis College

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
V. Spaulding	Atlanta Youth Council	\$2.20

BROWN UNIVERSITY

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
R. Padgett	Atlanta Youth Corps	\$1.80

CLARK COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
L. Alexander	Dekalb YMCA	\$1.80
C. Bonner	Peace Corps	2.20
R. Childress	Water Works	2.20
C. Choice.	Parks & Recreation	2.20
W. Driver	Community Arts	2.20
G. Fretwell	Atlanta Youth Council	2.20
J. Herring	Library	2.20
D. James	Atlanta Youth Council	1.80
C. Knight	Wheat Street Church	2.20
B. Peters	Literacy Action	2.20
M. Simmons	Atlanta Youth Council	1.80
D. Wright	Library	2.20

Non-College Work-Study Students

I. Hightower	Community Arts	2.20
B. Holland	Urban Lab	Volunteer
P. Johnson	Water Works	2.20

Declining Students

M. Bostick
J. Bussey
I. Cleveland
M. Tagen
B. Stinson
B. Thompson
T. Williams
P. Wilkes

Dekalb College

College Work-Study Students

Name	Agency	Pay Rate
J. Flemister	Parks & Recreation	\$1.80
B. Grimes	Atlanta Youth Council	1.80
E. McCord	Atlanta Youth Council	1.80
F. McCord	Dekalb YMCA	1.80
E. Neal	Gate City Day Nursery	1.80
R. Rucker	Kirkwood Center	1.80
L. Scandrick	Atlanta Youth Council	1.80
C. Thomas	Community Council	1.80
V. Tomlinson	YWCA	1.80
P. Watkins	YWCA	1.80
E. Stuldivant	Boy Scouts	1.80

Declining Students

C. Cotton
M. Hampton
C. Person
C. Robinson
J. Searcy

EMORY UNIVERSITY

Non-College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
B. Bainbridge	Atlanta Girls Club	Volunteer
F. Benfield	Sanitation	\$2.50
J. Bruce	Mayor's Office	2.50
N. Corcoran	Emory Legal Aid	2.50
K. Frye	Atlanta Urban Corps	2.50
M. Gerber	Atlanta Urban Corps	2.50
D. Harvey	Finance	2.50
C. Haynes	Street Theatre	2.20
F. Hillbrath	Youth Council	2.20
J. Hollenbeck	City Attorney	2.50
M. Irby	Finance	2.20
A. Von Keller	Emory Legal Aid	2.50
G. Lurie	Mayor's Office	2.20
K. Kirschstein	Fulton County Health	2.20
R. Martin	National Welfare Rights	2.50
A. Mayeaux	Personnel	2.50
J. Martin	Mayor's Office	2.20
J. Mulligan	Fulton County Health	2.50
N. Norbert	Kennesaw Mountain	2.50
H. Newman	Fulton County Health	2.50
R. Simmons	Kennesaw Mountain	2.20
B. Snooks	Sanitation	2.20
J. Thompson	Family Counseling	2.20
J. Tunlin	Aviation	2.50
J. Walsh	Finance	2.50
E. Whigham	Housing Conference	2.20

College Work-Study Students

M. Daniels	Fulton County Health	2.20
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Declining Students

Tom Afflect
 R. DeMayo
 D. Followill
 M. Holland
 H. LeFever
 J. Stephenson

Georgia College at Milledgeville

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
J. Ingle	Atlanta Youth Council	\$2.20
S. Owens	Library	2.20
P. Sims	Summer Community School	1.80

Declining Students

E. Vignand

GEORGIA STATE COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
P. Atkins	Wheat Street Church	\$2.20
C. Daniels	Grady M & I Clinic	2.20
P. Durrah	City Parks	1.80
B. Gaither	Fulton County Health Dept.	1.80
A. McCrary	Atlanta Public Library	1.80
L. Robinson	Wheat Street Church	2.20
C. Smith	Street Theatre	2.20
O. Williamson	Atlanta Girls Club	2.20
M. Woodward	Mayor's Office	2.50

Non-College Work-Study Students

J. Bridges	Atlanta Public Library	2.50
W. Colliers	Aviation	1.80
F. Fleming	Mayor's Office	2.50
B. Kavelage	Atlanta Urban Corps	2.20
S. Lindsey	Atlanta Girls Club	1.80
S. Mwamba	Atlanta Urban Corps	2.20
V. Scalera	Ga. State Phy. Ed. Dept.	2.50
R. Toney	Sanitation	2.20
W. Travis	Sanitation	2.20
J. Petzelt	Ga. State Phy. Ed. Dept.	2.20

Declining Students

C. Bostick
 G. Faison
 W. Huff
 D. Kavelage
 M. Langford (Is working part-time)
 M. Morris
 R. Rattetree

GEORGIA TECH

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
C. Brown	St. Vincent de Paul Center	\$2.20
D. Christenberry	Mayor's Office	2.50
D. Draglin	Water Works	2.20
P. Harwell	Atlanta Urban Corps	1.80
K. Hatcher	Library	1.80
T. Hatcher	Public Works	1.80
A. Keck	Atlanta Youth Corps	2.20
W. Kemp	Water Works	2.50
H. Nash	Traffic	2.20
D. Paul	Wheat Street Church	2.20
J. Wilcox	Water Works	2.50
J. Wilson	Atlanta Youth Council	2.20

Non-College Work-Study Students

M. Bodor	Finance	2.20
W. Bloom	Mayor's Office	2.20
C. Caskey	Sanitation	2.20
R. Combes	Sanitation	2.20
A. DeLuca	Sanitation	2.20
J. Foster	Mayor's Office	2.50
M. Howedy	Planning	2.50
T. Hunt	Atlanta Housing	2.20
J. King	Atlanta Youth Corps	Volunteer
S. Lester	Sanitation	2.20
A. Miller	Kennesaw Mountains	2.20
M. Rabb	Atlanta Urban Corps	2.20
T. Snider	Finance	2.50
P. Stansbury	Sanitation	2.20
J. Uffelman	Sanitation	2.20
D. Whelan	Atlanta Urban Corps	2.50

Declining Students

S. Becket	R. Scholos
S. Chen	P. Scott
J. DeVenny	R. Still
R. Elliott	J. Sous
R. Fenet	A. Wallace
D. Henderson	G. Weaver
T. Hood	E. White
K. Jackson	E. Wahlen
C. Johnson	G. Zitlow
M. Karwisch	
P. Lu	
D. Marsh	
R. May	
P. Nwghe	
J. Olson	
P. Roberts	

Indiana University

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
W. Patterson	Atlanta Youth Corps	\$2.20

LAKE FOREST COLLEGE

College Work-Study Students.

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
S. Cantor	Service Learning Conference	\$2.20
S. Dawson	EOA	1.80

MERCER COLLEGE

College Work-Study Students

	<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
T. Wade		Southwest YMCA	\$1.80

Non-College Work-Study Students

G. Wood		Atlanta Youth Council	2.20
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MOREHOUSE COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
R. Carroll	Personnel	\$2.20
K. Dunlap	City Parks	2.20
M. Floyd	City Parks	2.20
E. Gaffney	Vine City	2.20
A. Kennedy	Atlanta Youth Council	1.80
E. McMichael	Community Arts	2.20
J. Moore	American Cancer Society	2.20
L. Sanders	Atlanta Youth Council	2.20
J. Stephens	Parks & Recreation	2.20

Non-College Work-Study Students

E. Barrett	Georgia Employment	2.20
R. Brown	Purchasing	2.20
L. Keys	Water Department	2.20
M. Mangham	Finance	2.20
M. St blefield	Street Theatre	2.20
R. Terry	Water Department	2.20
C. Wilson	Traffic	Volunteer

Declining Students

C. Burnett
 T. Cuffie
 A. Dollar
 K. Fagen
 K. Martin
 A. Moses
 J. McCottrell
 G. Simpson
 W. Wilson

MORRIS BROWN COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
B. Comer	Atlanta Girls Club	\$2.20
C. Davis	Parks & Recreation	2.20
A. Hamilton	Atlanta Youth Corps	1.80
R. Haywood	EOA	2.20
D. Humphrey	YWCA	1.80
R. Jefferson	Mennonite House	2.20
A. Mitchell	Wheat Street Baptist Church	2.20
C. McElroy	Parks & Recreation	2.20
C. Myrich	Academy Theatre	2.20
B. Pennington	Immigration	1.80
C. Simmons	Atlanta Girls Club	2.20
D. Small	Immigration	1.80
M. Strozier	American Cancer Society	2.20
B. Underwood	Atlanta Urban Corps	2.20
C. Waddell	Easter Seal	1.80
O. Wheeler	Finance	2.20
R. Williams	Gate City Day Nursery	2.20
R. Braxton	Fulton County Health Dept.	1.80
D. Hicks	Gate City Day Nursery	2.20

Non-College Work-Study Students

J. Myles	Sanitation	2.20
S. Prator	Sarah D. Murphy Homes	2.20

Declining Students

M. Comb
M. Cohen
J. Delay
W. Flanders
J. Howard
S. Johnson
A. Jones
D. Lemon
A. Lovelace
J. Powell
R. Rynder
Y. Ross
R. Sistarie
W. Smith
C. Smith
C. Williams
E. Warner
V. Chandler

OGLETHORPE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
D. Hanley	EOA	\$2.20
J. Menez	Mayor's Office	2.20

Non-College Work-Study Students

T. Isaac	Mayor's Office	2.50
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Southwestern

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
F. Flowers	Community Relations	\$1.80
G. Roberts	Street Theatre	1.80

SPELMAN

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
R. Arnold	Kirkwood Center	\$2.20
A. Chapman	Gate City Nursery	2.20
P. Dozier	Easter Seal	2.20
D. Lewis	Atlanta Girls Club	1.80
M. Moore	Library	2.20
B. Quillins	Kirkwood Center	2.20
T. Sinkfield	Atlanta Youth Council	2.20
C. York	Family Counseling	2.20

Non-College Work-Study Students

L. Howard	Literacy Action	2.20
M. Kreger	Fulton County Health Dept.	2.20
S. Mincey	Wheat Street Church	Volunteer

Declining Students

S. Holiday
V. Smith

UNIVERSITY OF GEORGIA

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
S. Berry	Crime Commission	\$2.20
M. Friedman	City Water	2.20

Non-College Work-Study Students

F. Goodson	Sanitation	2.20
J. Hotard	Sanitation	2.20
K. Millwood	Atlanta Urban Corps	2.50
J. Spencer	Crime Commission	2.50

Declining Students

W. Goldstein
L. Shahid

Do Not send Letter to Georgia

University of Pennsylvania

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
P. Whatley	Fulton County Health	\$2.20

Non-College Work-Study Students

J. Waggener	Business License	2.20
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VASSAR

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
M. Freeman	Dekalb YMCA	\$1.80

WEST GEORGIA COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
S. Ball	Fulton County Health Dept.	\$2.20
K. Betsill	Decatur YMCA	1.80
L. Brown	Fulton County Health Dept.	2.20
D. Cousineau	Fulton County Health Dept.	2.50
N. Ingram	Atlanta Public Library	2.20
M. Jaccino	Fulton County Health Dept.	1.80
K. Kennedy	Fulton County Health Dept.	1.80
S. Kiemele	Fulton County Health Dept.	1.80
J. Mann	Atlanta Youth Council	1.80
R. Lynes	Water Dept.	2.20
P. McLaughlin	Atlanta Girls Club	1.80
S. Strobhart	Kirkwood Center	2.20
C. Thurmond	Grady's Girls Club	2.20
L. Tilley	Atlanta Youth Council	1.80
D. Turner	Dekalb YMCA	2.20
S. Windom	Fulton County Health Dept.	2.20
M. Winston	Motor Trans.	2.20
E. Henderson	Parks & Recreation	2.20

Declining Students

J. Neighbors

YESHIVA COLLEGE

College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
L. Shields	Easter Seal	\$2.20

Non-College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
<u>Florida Presbyterian College</u>		
S. Chandler	Fulton County Health	\$1.80
<u>Northwestern University</u>		
F. Hill	Emmaus House	2.50
<u>University of Kentucky</u>		
J. Hill	Water Dept.	2.20
<u>Coppin State College</u>		
Jacqueline Blackwell	EOA	2.20
<u>Randolph-Macon</u>		
A. Luce	Decatur-Dekalb YMCA	1.80
<u>University of North Carolina</u>		
M. Lawrence	Atlanta Service Learning Conference	2.20
B. White	Literacy Action	2.50
<u>Wesleyan</u>		
W. Millkey	Finance	1.80
<u>Antioch College</u>		
M. Berk	Mayor's Office	2.20
<u>Clemson</u>		
T. Rogers	Atlanta Urban Corps	2.50
<u>George Washington College</u>		
M. Silberstein	Kennesaw Mountain	2.20
<u>North Carolina Arts School</u>		
C. Walker	Finance	1.80
<u>East Carolina</u>		
E. WitCher	Fulton Planning	2.50
<u>Berry College</u>		
G. Smith	Emmaus House	Volunteer

Non-College Work-Study Students

<u>Name</u>	<u>Agency</u>	<u>Pay Rate</u>
	<u>Tulane</u>	
I. Deen	Atlanta Urban Corps	\$2.50
	<u>Vanderbilt</u>	
J. Elman	Sanitation	2.50

Declining Students

R. Westbrook

University of the South

E. Benjamin

C. Dill

Earlham College

A. Cherry

Tuskegee

W. Johnson

Smith

J. Dayan

Barnard

A. Waller

Mt. Holyoke

S. Erlick

ATLANTA URBAN CORPS

30 COURTLAND STREET, N.E. / PHONE [404] 525-2662 / ATLANTA, GEORGIA 30303

April 25, 1969

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

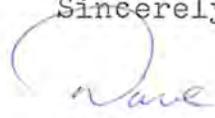
Dan,

Enclosed are our Internship Development Forms for the Mayor's office internship positions this summer. Since you are so well acquainted with the program, I see no need to discuss the internships per se with you. If you will see that a development form is completely filled out for each internship in the Mayor's office (xerox a copy if two are the same.) with a detailed description of the purposes, objectives, etc. of the position, it will be appreciated.

We would like you to return these forms to us at the A.U. C. office as soon as possible. If you have any questions, please call the office and leave a message for me.

Thank you for your help.

Sincerely,

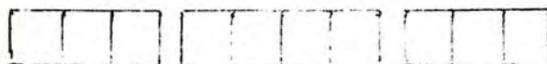

David Whelan

*Reports
returned
5/6 and
5/7/69*

HW

Urban Corps Representative _____

Date _____



Name of Host Organization _____

Organizational Unit of Proposed Assignment _____

Address _____

Assignment Location (if different from above) _____

Person Responsible for Internship _____

Title _____ Telephone No. _____

Function of Organizational Unit _____

Internship Project Title (Outline on Reverse Side)

Beginning Date _____ Ending Date _____

Full Time _____ Part Time _____ Approx. Hours Per Week _____

Special Assignment Conditions _____

Experience, Skills, Training or Other Qualifications Desired:

Interview Requested: Name of Interviewer _____

Location _____ Phone _____

Request for assignment of an Atlanta Urban Corps intern in the described position on the reverse side is hereby approved. I hereby certify that the assignment of an Atlanta Urban Corps intern into this position will not result in the displacement of a regular worker or impair existing contracts for service.

Signature _____

Title _____

Date _____

Project Outline

Describe briefly in terms of how the task serves the purposes of the organization:

Specific objectives of internship project:

Planned orientation and approaches:

To Be Completed By Atlanta Urban Corps

Educational Counselor _____
Name Title

Address _____ Phone _____

Technical Representative _____
Name Title

Address _____ Phone _____

Intern _____
Name College

Address _____ Phone _____

Approved For Atlanta Urban Corps _____
Signature Date

ATLANTA URBAN CORPS

30 COURTLAND STREET, N.E. / PHONE [404] 525-2662 / ATLANTA, GEORGIA 30303

May 13, 1969

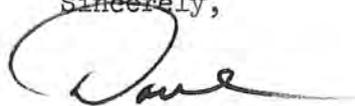
Mr. Dan Sweat
Director of Governmental Liaison
City of Atlanta
68 Mitchell Street, S. W.
Atlanta, Georgia 30303

Dear Mr. Sweat:

We have received your completed Internship Assignment Forms
and will contact you very soon regarding placement.

Thank you for your interest in the Atlanta Urban Corps.

Sincerely,



DAVID WHELAN, Coordinator
Internship Development

DW:sz

July 15, 1969

Mr. Charles L. Davis
Director
Department of Finance
City of Atlanta

Dear Charles:

I have your letter of July 10, 1969 in which you indicate that you have disbursed \$250 to Mr. Mark Dash through the regular payroll procedure. As you know, this disbursement was requested to be in the form of an educational stipend. It is our request that the remaining three payments of \$250 each be disbursed directly from the remaining funds of the Stern Family Grant, which is now deposited in Account TA-25-62-310. You have one miscellaneous request in hand, and you are requested to make this disbursement from this appropriation.

Soon the Urban Corps Project Director will forward to us the remaining two payments to be made from the TA-25-62-310 account.

Many thanks for your assistance and cooperation.

Very truly yours,

Dan Sweat

DS:je