

"TOP FORTY" - Interns Meeting

August 4, 1969 - 3pm

Attendance: 32 Interns out of the invited 40

Purpose: To indoctrinate interns who will be in the City of Atlanta to prepare them to inform students and faculty on their campus regarding the Urban Corps. Also, it was hoped that the "Top 40" students could present some good organizational ideas for the fall program.

AGENDA:

- I. Sam Williams presented the History of the Urban Corps from its beginning in New York and on.
- II. The interns were told the purpose of the three seminars, how this special group was chosen and why they were selected.
- III. Don Eberly, of the Atlanta Service-Learning Conference, spoke on the value of the service-learning aspect as it related to the Urban Corps and to the summer experience of the intern.
- IV. A few questions were asked to all the interns in order to get some good ideas:

Example: What should be the purpose and goal of the Urban Corps?

Example of answers: One intern felt that the "learning" part of the program should be dropped-he felt that you automatically learn when you serve. Another intern felt that the goals of the program cannot be structured-it was such an individual matter-and that if you structured the goals, you would naturally look for students who "fit the mold."

- V. Suggestions for change
 1. Make all financing the same for all levels. This summer there were many students of different levels making different amounts and doing the exact same thing.
 2. Expand the Urban Corps-it was too small to make significant impact.
 3. Expose the interns more to each other which would make each intern aware of where other interns are-and could possibly develop into interns using each other's services and help.
 4. Send a list of all interns to each intern and their agency.
 5. Have interns on each campus screen other interns for participation in the program.
 6. Orient more Urban Corps jobs to outside administrative city departments.

MEETING OF "TOP 40" INTERNS

August 11, 1969

Georgia State College - 8:30 P.M.

PURPOSE OF MEETING: To present to the interns the non-city agency and city department views of what an intern can and should do.

ATTENDING:

<u>NAME</u>	<u>AGENCY</u>
1. Walter L. Bloom, Jr.	Mayor's Office
2. Careatha Daniels	Grady M. & I Project
3. Inmond Deen	Atlanta Urban Corps Staff
4. Mattie Dimmeny	Morris Brown College
5. Maggie Gerber	Urban Corps staff
6. Rose Haywood	EOA Health
7. Janice Herring	Atl. Public Library
8. Freddy Hill	Emmaus House
9. John Hotard	Sanitation Dept.
10. Tommy Isaac	Mayor's Office
11. Babs Kalvelage	Service-Learning Conf.
12. Michael Kemp	Water Department
13. Melinda Lawrence	Service-Learning Conf.
14. S. Ralph Martin	National Welfare Rights
15. Alan Miller	Kennesaw Mt. Nat'l. Park
16. Ken Millwood	Urban Corps Staff
17. Ronald Nash	Traffic Engineering Dept
18. Rick Padgett	Atlanta Youth Council
19. Karl Paul	Wheat Street Baptist Church
20. Susan Pickard	Kennesaw Mt. Nat'l Battle. Pk.
21. Bill Ramsay	SREB
22. Tim Rogers	Atlanta Urban Corps Staff
23. Barbara Rudisill	Atlanta Urban Corps Staff
24. Christime Smith	Economic Opportunity Atlanta
25. Kendra Smith	Kirkwood Christian Center
26. Dan Sweat	City Department Admin.
27. Sally Tucker	Kennesaw Mt. Nat'l Battle Pk.
28. Bettye Underwood	Atlanta Urban Corps Staff
29. John Waggener	Finance Department
30. Dave Whelan	Atlanta Urban Corps Staff
31. Sam Williams	Atlanta Urban Corps Director
32. Gary Wood	(Rent-A-Kid) Atlanta Youth C.
33. Sue Zander	Atlanta Urban Corps Staff

The meeting was opened by Mr. Dan Sweat, City Deputy Administrator, giving his opinion of why the city departments need interns. He pointed out that the city needs the new ideas of college interns. He feels the strength and weaknesses of the Urban Corps could be (1) strength - Service-Learning Concept, Southern Regional Educational Board and that the Urban Corps is student run. (2) Weakness: The Urban Corps is not yet a year round operation.

Sam Williams asked Mr. Sweat to explain his feelings on how far an Urban Corps type program can go in change city government.

Mr. Sweat stated that students should go in and expand the system to the breaking point, then loosen-up, otherwise there's no more system to work on.

Bill Kemp, an Urban Corps intern in the Water Department, suggested that the city set up permanent administrative positions in city departments for interns. He felt this could be a unifying force for city government, i.e., interns come together and take problems to the Board of Alderman.

Cont'd

Mr. Sweat, when asked about the possible effectiveness of the intern reports being written, stressed the importance of being thorough in the reports and that they would all be read by someone in his department. Some would be sent to the Mayor, but he assured the group that the Mayor could not read all reports.

A discussion of city government followed and Mr. Sweat encouraged the interns to seek careers in city government.

In the absence of Father Ford, Emmaus House, who was to discuss the intern as seen by the private-agency, the discussion was opened by Mr. Bill Ransey, of the SREB.

Gary Wood, an Urban Corps intern with the Rent-a-Kid Agency, said that the Urban Corps was vital in keeping private agency going.

Freddye Hill, of Emmaus House, stated that although interns were needed in the agency, "could we all possibly be do gooders and doing more harm in starting programs that we must have in the fall." She stated that an Urban Corps intern should go into a private agencies and determine their needs and work within them.

Rick Padgett of the Atlanta Youth Council asked why should there be a difference of purpose between going into a city department and a private agency? In other words, was it more important as an intern having a personal relationship to a group of kids or an intern in the city department where you're affecting the system of mass media.

John Hotard, Sanitation Department, concluded that we should attempt to do both.

MEETING OF TOP 40 INTERNS
Monday, August 18, 1969
City Hall - Committee Room #2
3:00 p.m.

The final meeting of the "Top 40" interns was held Monday, August 18, 1969, in Committee Room #2, City Hall, 3:00 p.m., with Dave Whelan, Director of Development, Urban Corps staff, presiding.

The purpose of the meeting was to inform the intern of what action can be taken on campus, what resources are available on the campus and the present status of academic credit, and what problems are present in the campus and community.

Dave Whelan pointed out the following examples of PROGRAM POSSIBILITIES:

(1) Emory University

- a. The school of Nursing at Emory University is negotiating to place junior nursing students in a community action agency using the Urban Corps to assist them. The Dean of the Nursing School at Emory, Mrs. Ada Fort, in her explanation as to why the Nursing School is very much in favor of this plan, stated that nursing students are taught all medical subjects and that the faculty now is pushing to give the students exposure on a "real life" basis to the types of people and situations they could be exposed to and this in turn, would possibly develop a more aware type of person.

- b. The Political Science department at Emory (Dr. Bowen and Dr. Main) are backing the idea of students enrolling in certain courses and having the option of coming to class or working through the Urban Corps and receiving credit for their intership providing they meet all other criteria set. (example: readings, reports, etc.)

(2) Clark College

- a Dr. Harris, Chairman of the "Committee on Non-Traditional Curriculum" agrees that if a student wishes to participate in the Urban Corps for credit (3 to 9 hours) then he can appear before the committee.

Mrs. Edith Ross-Associate Professor, Atlanta University School of Social Work, interjected the plan of the AU Center Schools combining all Atlanta University schools in a program of SOCIAL WELFARE-which will include undergraduates in 4 courses of social work. She suggested this was a possible way to link the AUC with the Atlanta University Complex. (Dr. Garth is chairman of the program, Mrs. Ross is Coordinator)

(3) Georgia Tech

- a. Social Science course-"Problems in Urban Society," is a course when there is a possibility of the student enrolling and having an intership through the Urban Corps part of his course.

(4) Transferring Credit

Dave Whelan suggested that there might be a possibility of a transient student enrolling in other school's course that might have an intership, and trasferring the course back to the partent institution. Students were told to check with their department head.

Mr. Bill Ramsey, of the Southern Regional Education Board, stated that although he is not against the idea of credit being given, he felt students should not approach their respective departments heads immediately with the idea of getting credit for their intership, (either summer or fall) this is not the way to approach the faculty, as they are probably not aware of Urban Corps and will want to know immediately the important things such as the Educational Aspects, value and techniques. In order to present this adequately, the students must be prepared to back this up and give concrete examples of "what was learned from their intership this summer."

Some student suggestions given at the meeting pertaining to the overall Urban Corps program and specifically campus participation are as follows:

- (1) Charlie Brown, Georgia Tech, suggested that the difficulty as far as Tech would be in convincing the faculty that the program is important. He suggested that an example of an intership to be suggested to the faculty would be the idea of engineering students surveying part of the Model Cities area where surveying is needed rather than surveying Peters Park which is surveyed because of lack of other suggestions.

Susan Pickard, Agnes Scott, suggested the possibility of using an "ENDOWMENT" fund Agnes Scott for Urban Corps interns from Scott since they do not receive CWSP funds.

Loyd Sanders, Morehouse, suggested that a faculty members from each school be asked to work with the Urban Corps so that transferring credit would be more easily handled.

Ken Milwood, University of Georgia, suggested to have both student and faculty representative from each school as the "official" Urban Corps Representatives.

Sam Williams made the following suggestions for the intern to do in the fall:

1. Meet as a group again sometime in October or November.
2. Go see financial aid officer and find out what is the school's allocation for CWSP and how much they are requesting next year and how much is being spent off-campus.
3. Keep in touch with the Urban Corps office with names, etc., of people to contact.

August 18, 1969

Possible Urban Corps Directors Contacted
To Date

1. Bob Sigmond, Assistant Director, Resource Development Project SREB
2. Ken Millwood, Public Relation Director, Atlanta Urban Corps
3. John Sweet, VISTA Volunteer, Atlanta
4. Alan Gould, Assistant Director, New York Urban Corps
5. Elayne Landis, Assistant Director, New York Regional Metro Planning Commission
6. James W. Foughner, Financial Aid Director, Dalton Junior College
7. Ronnie Chinchilla, Director VISTA training program, Westinghouse Learning, Atlanta
8. Imre Kovacs, Youth and Urban Minister, NewHaven Congregational Church
9. Thorburn Reid, President, Project Earning Power, Washington, D. C.
- 1 0. Ronald Kabl, M.S. degree, Community Development, University of Missouri
- 1 1. Michael K. Ray, Retired Major, EOA at present

EXPERIENCE:

- Editorial Assistant — World Scope Encyclopedia, New York City, August, 1959, to January, 1960, general editing of articles submitted for printing in encyclopedia
- Editor — Freelance, January, 1960, to August, 1960, research and editing of theses in political science and history; bibliographical research for magazine articles
- Editor — Anderson Map Company, New York City, April, 1960, to August, 1960, research for isometric map of New York City, developing location and significance of historical sites, ethnic neighborhoods and places of interest
- Teacher — New York City Board of Education, October, 1960, to January, 1966, teaching elementary school one year at P.S. 144 in Harlem; teaching English and Social Studies three years in junior high school in Greenwich Village; faculty advisor to student newspaper and magazine; faculty advisor to General Organization
- Urban Planner — Nassau County Planning Commission, January, 1966, to January, 1968, site planning for Mitchel Field; study of office construction and white collar employment; assignment by County Executive to work with Metropolitan Regional Council in New York City resulting in revival of the council of governments through revitalization of programs in transportation, jet noise, air pollution, water pollution, recreation, solid waste disposal, etc.; preparation and submission of first HUD application for planning funds.
- Assistant Director — Metropolitan Council, January, 1966 to present, general administration, organization, budgeting, program development and writing; direct responsibility for regional program areas in narcotics addiction, law enforcement, student internship; work with mayors and chief county elected officials in tri-state metropolitan area towards goal of regional cooperation and local participation in regional planning and decision-making

EDUCATION:

- Brooklyn College, Government and History, B.A., 1958
Harvard University, Government, Summer, 1956
University of Pennsylvania, History, M.A., 1961
New York University, Urban Planning, 60 credits, M.U.P.;
Werner-Hegemann Scholarship, 1963-64; 1964-65

Elayne Landis confd

THESES:

University of Pennsylvania, M. A. thesis about assimilation of immigrants in New York City, considering housing, education, group affiliations, employment; governmental participation

New York University, M. U. P. thesis concerned with goals, problems and accomplishments of neighborhood conservation programs

PERSONAL:

Born: U. S. A.

Age: 32

Marital Status: Single

REFERENCES:

Perry L. Norton, Professor of Planning
Graduate School of Public Administration
New York University
Four Washington Square North
New York, New York

Hon. Lawrence F. Kramer
Mayor
City Hall
Paterson, New Jersey

Hon. Charles E. Pound
Commissioner
Department of Parks and Recreation
County Office Building
White Plains, New York

Resume of: JAMES WILLIAM FOUGHNER
2235 ~~Causton Bluff Road~~ 1462-D BOULDERCREST RD. S.E. APT 3
Savannah, Georgia 31404 ATLANTA, GEORGIA 30316
Phone: 912-236-2664 404-241-1972

JOB OBJECTIVE:

Position of development director or federal programs coordinator.
Also interested in public relations and related fields.

PERSONAL DATA:

Birth:	August 22, 1938
Height:	5' 10"
Weight:	190 lbs.
Health:	Excellent
Marital Status:	Single MARRIED
Draft Status:	1-Y
Employment Area:	Southeast
Hobbies:	Sports, Government, Music, Literature and Theater.

EDUCATION:

1960-1963	Law School, University of Georgia Graduated June 1, 1963 with JD
1958-1960	Journalism School, University of Georgia Graduated June 4, 1960 with ABJ B average: Major field, Radio and Television.

Extra-curricular Activities:

1960-1963	Member of Athens Legal Aid Society, Vice Chairman of Legal Aid Society. . .Phi Delta Phi Legal Fraternity. . .First place winner from Georgia Law School in Legal Aid Essay Contest.
1958-1960	Member of Di Gamma Kappa Broadcasting Fraternity

EMPLOYMENT EXPERIENCE:

1968-1969	Director of Information, Federal Projects Officer and Alumni Director, Dalton Junior College
1963-1968	Civil Defense Research University of Georgia Research Associate, Director of Publicity and Recruitment, under contract with the Office of Civil Defense, Department of Army, to investigate the habitability of community fallout shelters. . . Research duties included experimental design for simulated confinement studies, selection and training of management of staffing, supervising the work of graduate assistants, writing the final reports, participation in government and academic seminars. As a result of our publicity efforts, 4,000 shelterree volunteers were recruited over a five year period.

REFERENCES:

- Dr. Thomas R. Ahearn, Kennesaw Junior College, Marietta, Ga. 30060
- Mr. Thomas E. Hart, Dalton Junior College, Dalton, Ga. 30720
- Professor Worth McDougald, University of Georgia, Athens, Ga. 30601
- Dr. James Allen Watson, Atlanta Board of Education, Atlanta, Ga.
- Mr. James McIntyre, Georgia Municipal Association, Atlanta, Ga.
- Mr. Don Southerland, Georgia Center for Continuing Education,
Athens, Ga.

Imre Kovacs
19 Orchard Place
New Haven, Connecticut 06511

August 15, 1969

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

Dear Mr. Williams:

Mr. Tappan Wilder, the Director of the Yale Internship Program in Urban Studies, tells me that he recommended my name to you for the position of Director of the Atlanta Urban Corps and that he sent you my resume.

As outlined in your letter to Mr. Fleishman, the Atlanta Urban Corps seems to be a success with high potential for even greater success and greater service to the community. I would like to express my strong interest in the program and desire to work with it.

At present I am the Assistant Minister at the North Haven Congregational Church. During the past year I have been responsible for developing an urban ministry program, relating the church to an inner city target neighborhood in New Haven. The program has included getting groups in the church involved in service opportunities in the city and educating the youth through a program of encounters with different aspects of urban life. In addition, part of the program was to educate suburbanites in the complexities of the metropolitan area in which they live through a day long educational seminar which I helped develop. At present, I am training a group of people who will take responsibility for the urban ministry using the assistant minister as a resource person.

Another group in the church which I am training is a group of six couples. I recruited the couples for an intensive weekend training conference last fall. This group is developing a comprehensive re-evaluation of the church and a plan for the restructuring of the church for service to the community.

An additional responsibility which I have assumed this summer is being Resident Director of the Yale Summer Programs. This position involves administering and coordinating the non-academic program for over five hundred students. A major responsibility of the position is the general care and welfare of the students. This involves daily contact with a large number of students who

Imre Kovacs
19 Orchard Place
New Haven, Connecticut 06511

Mr. Sam Williams

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range from college and high school students studying foreign languages, to black college students doing intensive graduate preparatory work, to graduate students on research grants.

My vocational goal is to be in a position where it would be possible to use the resources of the structures of society and direct them toward solving the problems of the city. I am particularly interested in the Urban Corps because it has as its goal directing the resources of the academic structures in Atlanta toward the needs of the community.

I believe that I have abilities which would especially suit me for working with the Urban Corps. First, I have had experience in both the academic and urban communities, not only as a student and resident, but also in positions of responsibility demanding administrative ability. Second, I believe that one of my strongest abilities lies in the area of planning and administering. I have had training and experience in planning and model building processes, and possess the ability to direct and coordinate individuals and groups.

My resume does not include any references. Below are the names of two men whom I believe can give you a fair evaluation of my work and abilities.

Mr. Joseph Downey
Director of Community Services Division
Community Progress Incorporated
270 Orange Street
New Haven, Connecticut 06511

Rev. Arthur Higgins
Minister of Church and Society
Connecticut Conference of United Church of Christ
20 Drazen Drive
North Haven, Connecticut 06473

I look forward to hearing from you.

Sincerely,

Imre Kovacs / B.K.
Imre Kovacs

Resumé

Imre Kovács

Two copies plus 11

Address 19 Orchard Place
New Haven, Conn. 06511

Telephone 203-776-3044

Present position Youth and Urban Minister
North Haven Congregational Church

Background and past positions Grew up in New York City . . . Father, minister of the First Hungarian Reformed Church, New York . . . Secretary of the National Youth Cabinet of the United Church of Christ, 1961-62 . . . Delegate to the North American and European Ecumenical Youth Assemblies, 1961, 1962 . . . Vice-president, Yale Divinity School Student Association, 1968 . . . Resident Director, Yale Summer Programs, 1968, 1969

Education Rudolf Steiner School, New York, 1953-1961 . . . Yale University, B.A., 1965, majored in Chinese Studies and religion . . . Yale Divinity School, B.D., 1968, . . . Yale School of Art and Architecture, courses in the history of city planning and urban structure while at the divinity school

Urban experience 1963-68 Secretary of Dwight Hall, undergraduate organization at Yale responsible for student involvement in the New Haven inner city. Responsibility for developing new programs . . . YMCA group worker with inner city boys . . . Executive Secretary of Hill-Dwight Ministerial Alliance. Community organization work with black mission churches in New Haven inner city, field work while in divinity school. Organized day care center. Edited Alliance newspaper which was distributed to the churches. Worked with New Haven Redevelopment to relocate churches in renewal area. Assisted in comprehensive analysis of Hill area. Co-ordinated Alliance programs with Community Progress, Inc., New Haven's anti-poverty agency

Urban-suburban ministry, 1968 to the present Grant from the Connecticut Conference of the United Church of Christ to discover ways of relating the North Haven church to an inner city target area in New Haven, Newhallville. Planned, with the assistance of Christian Community Action, a day long educational program on the interrelationship of the city and suburb. Worked with the black ministers in the Ministers Association of Newhallville. Secured and supervised divinity school student to work with Association. Developing a group within the North Haven church to take responsibility for continuing the ministry. Final report to the Conference to be "Manual for Developing an Urban-Suburban Ministry"

Vocational goals To understand the dynamics of urban change . . . To enable the structures to be more responsive to the needs of people . . . To change the structures to create a more human urban environment

Resume

THORBURN REID

Home: 3429 34th Place, N.W.
Washington, D.C. 20016
363-8554 (202)

Office: Project Earning Power
1826 Jefferson Place, N.W.
Washington, D.C. 20036
296-4433 (202)

SUMMARY

Skills

- * Program analysis, evaluation and development
- * Writing: analyses and programs
- * General management and administration
- * Youth leadership
- * Fluent Spanish, fair French

Areas of Experience

- * National and international government agencies
- * Community development, urban and rural
- * Youth involvement in contemporary problems
- * International relations and law
- * Latin America

WORK EXPERIENCE

1967-

present

PRESIDENT, Project Earning Power, a national, non-profit corporation with headquarters in Washington. The Corporation's first president and officer. Responsibility for planning and administering a national program to assist severely handicapped workers in sheltered workshops to raise their earnings. The job involves:

- * Securing and administering government contracts and grants.
- * Directing, evaluating and supporting national organization with offices in Los Angeles, Chicago and New York.
- * Coordinating and directing professional (designers, businessmen, etc.) volunteers, consultants, national organizations such as the Women's Committee of the President's Committee on Employment of the Handicapped, the National Association of Sheltered Workshops, the Industrial Design Society of America.
- * Total reorganization of all phases of the Corporation, stressing establishment of clear goals and clear lines of authority, and streamlined organization.

1967-

1966

ADMINISTRATOR, Mid-Atlantic Region, VISTA, Washington, D.C. The "domestic peace corps", a program of volunteers working in the war on poverty. Responsible for establishing and directing the Mid-Atlantic office when VISTA was first regionalized.

- * Selected and supervised staff of 28, regarded as best regional staff.
- * Planned, administered, evaluated and supervised programs and training involving 750 volunteers in seven states and the District of Columbia.

- * Coordinated programs with OEO offices, state and local agencies, and project sponsors.
- * Programs were predominantly in urban and rural community development and mental health; stressed institution building in programming, i.e., assigning volunteers to institutions which would thereby be aided most in becoming self-sufficient.

1966-
1964

DEPUTY DIRECTOR, Peace Corps/Peru, in Lima, Peru. Volunteers work in development programs in: urban and rural community development; coops, and small industry development; education.

- * Shared responsibility with Director for planning and administering programs for over 400 volunteers.
- * Coordinated and worked with participating Peruvian agencies and U.S. Overseas Mission officials.
- * Shared responsibility with Director for seven regional offices and ten associate directors, plus three Peruvian technical advisors.
- * Emphasized: building self-sufficient Peruvian institutions; establishing clear program priorities reflecting Peruvian needs; matching volunteers with appropriate jobs; maintaining open communications with volunteers and staff.

1964-
1962

EVALUATOR, Peace Corps/Washington. Evaluation Division reviewed for Director all aspects of Peace Corps, including selection and training of volunteers, program planning and operation overseas.

- * Prepared written reports for Peace Corps Director and Division Heads on all aspects of Peace Corps country programs; and reports on all aspects of Peace Corps training programs.
- * Visited and studied intensively Peace Corps programs in countries in Latin America, and 3 countries in East Asia and Africa, interviewing Peace Corps, AID, Embassy and host national officials and Peace Corps volunteers.
- * Stressed: comparison of stated program goals with actual performance; aptness of program goals; matching volunteers with appropriate jobs.

1962-
1960

COMMITTEE COUNSEL, Special Committee on World Peace Through Law of the American Bar Association, Washington, D.C. Committee was engaged in preparing and directing four regional international conferences to promote development of international law.

- * Prepared draft conference working papers on problems and potential of international law; special committee reports; conference agendas and budgets; correspondence for participating lawyers here and abroad.
- * Responsible for advance preparation on site and administration of conferences in Costa Rica, Nigeria, Italy and Japan with local public and private officials.

RESUME

RONALD J. KALIL

New Address

71 The Prado
Apt 6
Atlanta

TEMPORARY ADDRESS (until June 1969)

~~314 Christian College Avenue~~

~~Columbia, Missouri 65201~~

~~Phone: 314-449-4556~~

HOME ADDRESS

163 Kohanza Street

Danbury, Connecticut

Phone: 203-748-6134

VOCATIONAL GOAL

To engage in any or all aspects of community development: training, promotion, programming, marketing, evaluation, and consulting.

PERSONAL

Born: April 4, 1942
Danbury, Connecticut

Health: Excellent

Height: 5' 8"

Marital Status: Single

Weight: 155 pounds

EDUCATION

M.S. : Community Development, University of Missouri, June 1969

B.B.A.: Accounting, University of Connecticut, June 1964

EXPERIENCE

September 1968 to Present: Graduate Research Assistant

An eight month assistantship to work on community development research projects in mid-Missouri.

September 1967 to Present: Graduate Student

I am working toward an M.S. degree in Community Development. It will be completed in June 1969.

June 1967 to September 1967: VISTA Associates Program Manager

A temporary job to act as liaison between VISTA central office in Washington, D.C. and VISTA volunteers in the field. It was my job to select eighty applicants, assist in training them, finding placements for them, and representing these summer volunteers in the field.

November 1966 to June 1967: Peace Corps Recruiter

I was employed by Peace Corps as a campus recruiter at colleges and universities in the southern and southwestern regions of the United States.

August 1964 to August 1966: Peace Corps Volunteer

I worked in a community development project at the village level in rural Northeast Brazil.

FOREIGN LANGUAGES

Portuguese, Spanish, and Arabic

TRAVEL

Brazil, Paraguay, Argentina, Uruguay, Chile, Bolivia, Peru, Ecuador, Venezuela, Dominican Republic, and Mexico.

REFERENCES

Dr. Lee J. Cary	Dept. of Regional and Community Affairs Professional Building University of Missouri Columbia, Missouri 65201	Chairman of Department and Professor
Joseph Higdon	Trans Century Corporation 1520 Seventh Street, N.W. Washington, D.C. 20001	Program Administrator
Roger Bouteiller	127 Westville Avenue Ext. Danbury, Connecticut 06810	Businessman
Laurie Graeff	2600 East Ward Terrace #10 Anaheim, California	Social Worker

RESUME OF:

Michael K. Ray - Retired Major

PERSONAL DATA:

Date of Birth: 12/22/22
Weight: 155 Pounds
Height: 5' 6"
Marital Status: Married - 5 children
Draft Status: 3-A

Military History:

1943-1946
1950-1967

Infantry - Highest grade 1st. Sgt.

Infantry - Adj. Gen. Corp. Highest grade Major
Retired June 30, 1967

EDUCATION:

1941-1942

1939-1941

American Institute of Banking
Los Angeles, California
Accounting and Principals of Banking

Belmont High School
Los Angeles, California

SERVICE SCHOOLS

1959

Adj. Gen. Officers Career Course
Ft. Harrison, Indiana

During period of 1952 to 1967, attended courses in Personnel Management, Civilian and Military Purchasing and Contracting Special Services Courses in operation of Recreation Areas to include facilities such as Golf courses, Bowling Lanes, Service Clubs, Theaters, Crafts Club and Snack Bar Operation.

Public Relation Courses.
Education equal to approximately three years college.

EMPLOYMENT HISTORY:

9/15/50 to Present

1950-1952

1952-1956

United States Army
Officer - Primary duties: Chief of Special Services. Post and Division Level.

Company Commander

Assistant Special Services Officer and Custodian of Central Post Fund.

Duties: Had complete responsibility for the contracting and purchasing of all recreation supplies and materials, food and beverage for soldiers club, snack bars etc. Contracting Officer for new construction and rehabilitation plus furniture and fixtures. Handling all phases to awarding of contract. Supervised construction of 18 hole golf course, Pro shop and Club House. Staffed and supervised operation of Club House, Cocktail Lounge, and Dining Room. Arrangements for all private parties up to a maximum of 250 was handled under my direct supervision. Organized Hollywood Live Shows which included local talent, Bob Hope, Bing Crosby, Jack Benny and Lou Costello. Provided transportation, Motel and Hotel accommodations.

Mayor Allen.

MINUTES
GRANT REVIEW BOARD
AUGUST 13, 1969

The Grant Review Board of the City of Atlanta met Wednesday, August 13, 1969, at 10:00 a.m. to discuss the Request for Proposal from the U.S. Department of Housing and Urban Development for participation in the Urban Information System project. The following persons were present at the meeting:

Members	Dan Sweat, Chairman Collier Gladin, Planning Director Jay Fountain, Deputy Director of Finance
Others	John Watson, Planner Raymond Fleming, UrbanCorps Intern Kenneth Gregor, Urban Observatory Coordinator

Mr. Watson explained that the RFP invites proposals for the research and development of a comprehensive, integrated municipal information system or sub-system. This is an experiment to learn whether or not a prototype can be developed and successfully operated as a relatively standardized system which can be transferred to other municipalities with a minimum of alterations.

It is the intention of HUD to select one city in the population range 50,000 to 500,000 to award a \$2.5 million grant for the development of a comprehensive system and several cities will be chosen to receive lesser grants for development of individual sub-systems.

A detailed summary of RFP 2-70 is attached.

After much discussion, the Grant Review Board recommends the following:

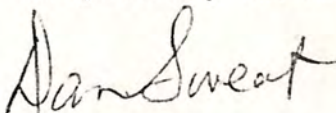
1. That the City of Atlanta make application for the \$2.5 million comprehensive system grant, provided the Mayor and Board of Aldermen commit adequate resources and assign high priority for the project.
2. That the responsibility for preparation of the Grant application be lodged with the Data Processing Review Committee under the following conditions:
 - (a) That the Data Processing Review Committee be expanded to include qualified representatives from each city department, the School Department and the Administrative Staff of the Mayor and Board of Aldermen and that an executive committee composed of those best

qualified representatives of departments most affected by this project be chosen to guide development of the application. The project director for application development be recommended by this group and will report to it.

- (b) That this committee report to a joint committee of the Aldermanic Finance Committee and the Planning and Development Committee.
3. That the committee take immediate steps to accept proposals from interested software consulting firms and recommend a software firm to the Joint Aldermanic Committee.
4. That the committee establish immediate communications with the Urban Observatory through the City's Urban Observatory Coordinator to determine the interest of the Urban Observatory in participating in the Urban Information System project.

The Grant Review Board feels that this is an important opportunity for the City to obtain considerable federal assistance in developing an information system and that maximum effort should be put forth in an attempt to be selected as the comprehensive system city.

Respectfully submitted,



Dan Sweat
Chairman

DS:je

Consultant Firms, Software/ Systems
HUD RFP H 2-70

1. Computech Systems, Inc.
2. Leasco Systems and Research Corp.
3. Service Bureau Corp.
4. Computer Usage Development Corp
5. Computer Applications, Inc.
6. Doxiadis-System Development Corp
7. Ernst & Ernst
8. Arthur Andersen
9. Community Development Associates
10. Urban Research & Development/Management Science America
11. Control Data Corp
12. Electronic Data Systems
13. Computer Technology, Inc.
14. Arthur Young

MEMORANDUM

TO: Members of the Data Processing Review Committee
FROM: John Watson *JW*
SUBJECT: HUD RFP 2-70, Urban Information System Grant

The City has received RFP 2-70 from the Department of Housing and Urban Development. This statement of work invites proposals for the research and development of a comprehensive, integrated municipal information system or sub-system. This is an experiment to learn whether or not a prototype can be developed and successfully operated as a relatively standardized system which can be transferred to other municipalities with a minimum of alterations.

Past approaches to urban information systems have been fragmentary. What is needed is a system formulated as an integral part of municipal operations based on the satisfaction of operational requirements of municipal agencies and maintenance of the data base for that system. To achieve this broad goal, a fourfold integration is required, linking together the following:

1. The processing, analytical and control capabilities of urban information systems.
2. The several complimentary approaches to information development; housekeeping, data bank, model-building, and process control.
3. The various processes of urban administration.
4. The many urban and other governmental entities within a municipality.

There are several basic principles which this project must observe:

1. A fundamental analysis of the entire system and its needs is necessary.
2. The system must be operationally based, i.e. in support of

municipal operations.

3. The system is municipal - oriented, since it is at this level that urban problems and programs are dealt with.
4. Automation rather than computerization of the system is desired.
5. The system must provide for feedback from the community & its government.
6. Since this is an R & D effort, experimentation and innovation are desirable. Careful documentation is an absolute necessity. Success and failures should be explicitly recorded for the benefit of other municipalities.

One complete system and several subsystems will be funded in this project. In general, the functions of a municipality fall in four categories:

1. Public safety - police, fire, inspections
2. Public finance - usually every department has an accounting function, with an overall budget department.
3. Human resources development - health, welfare, education, recreation, etc.
4. Physical and economic development - planning, construction, maintenance, engineering, utilities.

A subsystem comprising one of the above divisions should be completed and tested within two years, while the complete system will have three years.

Respondents are required to propose their respective formation into consortia, consisting of at a minimum the municipality as the prime contractor and a systems/software subcontractor. A college, university, or center subcontractor as a third member of the consortium is urged but

not required. No contractor or sub-contractor may be involved in more than one such project.

A municipality must demonstrate that it has already made a substantial investment of human and material resources into the development of a municipal information system. Existing experience and resources must be utilized to expedite the development of a system. The proposal must have a rational relationship to existing development of an information system or subsystem in the municipality.

The municipality must provide the project leader and leadership for all phases of the project. Assuming that a university or research center is included, the following roles are most appropriate:

- educational and training course design, and orientation connected with the project
- cost/benefit analysis and evaluation of the success & failures
- systems conceptualization
- rationalization of information and decision processes

The systems/computer software organization would perform the following:

- systems conceptualization
- detailed systems design
- programming
- systems & procedures
- detailed documentation & manual preparation
- technical training

The proposal must specify who will do what and when it will be done.

The consortium project team should include the following types of personnel:

- experienced municipal functional and managerial professionals
- municipal government analysts
- computer technicians
- documentation & procedures manual specialists
- researchers, human factors scientists, social scientists
- training specialists
- academicians - political scientists, public administrators, urban-ologists, and information and computer scientists.

The municipality must show evidence of the commitment of all government individuals & units whose cooperation is essential to the scope of work proposed. It must also show a commitment of the following resources to the project:

1. Personnel:

- the mix of talents available
- the specific persons involved, their contribution and relevant background, & the time they will spend on it.
- the relationship of non-project municipal professional employees & policy-making officials to the project.

2. Machines:

- the EDP equipment available
- the support available from suppliers/manufacturers

3. Organization:

- a project leader
- the capability to continue the project beyond the life of the federal funding

The municipality must include a "letter of intent" from all members of the consortium. It must also show evidence of its commitment to utilize the systems in planning, operations, and management.

The consortia involved in the project will maintain a close liaison to discuss common problem areas & expressed needs. Informal status and progress reports will help to keep everyone informed and to reduce duplication of efforts.

Research & development is defined to consist of six steps:

1. Systems analysis
2. Systems Conceptualization
3. Systems Design
4. Systems Development
5. Systems Implementation
6. Systems Evaluation

Each step is closely interrelated and provides inputs to the other. The areas which will require the greatest attention to detail, and which have been merely skimmed in the past, are data acquisition and data base management. Present emphasis should be on an information and decision system rather than a data processing system.

The research and development projects must utilize the systems approach, have clearly stated objectives, and exhibit effective systems management. They must also be based on design concepts that are transferable to other municipalities. The information systems must provide for continuing data base management and development, as well as implementation procedures for data base management.

Data base documentation will include the exact name of each datum, a discussion of its meaning where necessary to be absolutely clear, its source location, the frequency with which it is reported, the range and kind of values associated with it, the meaning of the codes, and the medium, place and identity of its storage. This process should be automated with a minimum of human interfacing wherever possible. The problem of

data compatibility is greatly increased by multi-source reporting. Differences in coding and classification schemes, data names, area definition, reporting dates and period covered will have to be reconciled.

A data access control plan must be developed for the system, governing the release of data in terms of what, who, when and how. Certain data will be considered mandatory, some will be recommended, and some optional by Federal agencies. Geocoding of the data base is also required.

The data system should be open-ended to allow data sharing. Proposals should reflect an interest to employ conventional models of hardware and peripherals which have a capacity appropriate for the system or subsystem. This is necessary if the project is to be transferable to other cities.

This approach permits the conceptualization of incremental development of the information system. At the least sophisticated level are automatic data processing techniques conventionally employed in the administrative affairs of the municipality. These include personnel, finance and property accounting, billing and disbursing, registering and licensing, and other routine tasks. The requirement for software is generally limited to data and files management, cross-tabulation and report generation. The computer processing mode conventionally employed is batch-processing.

A second level of sophistication are hardware and software in support of the control of operation of a municipality. These include scheduling, dispatching, allocation and monitoring, e.g., traffic control, and emergency vehicle dispatching. Emphasis here is on a rapid response capability, and therefore, the on-line, real time mode is more generally appropriate.

A third level of sophistication is in terms of the hardware, software and files required for planning support. Here, both batch processing

and on-line, real time modes are important. Generalized software conventionally required includes PERT and/or CPM for planning and scheduling, simulation and statistical analysis programs.

The remaining level of sophistication is at the policy-making and management level. Here the requirement at its fullest development is for exception-reporting techniques, a planning-programming-budgeting system, automated alerting systems, on-line cross-tabulation and report generation and the cathode ray tube and teletypewriter for on-line displays.

Detailed analysis of current municipal operations is required to determine their relationship to the goals of the system. Existing procedures, forms, records, and reports must be evaluated in terms of the basic functions performed by the city. Points of information generation, processing, and utilization and the extent of this information must also be identified. Decision-flow analyses are also necessary.

Below is a check list of specific capabilities the data processing system should have:

- Capabilities to accept and output data in a variety of forms.
- Capabilities to handle large volumes of data.
- Capabilities to operate on individual values in a data set.
- Capabilities to manipulate and alter data set structure.
- Capabilities for report production and graphic display.
- Capabilities for fact retrieval and analysis.
- Capabilities for data base reference service and documentation.
- Capabilities for process management.

The development of an implementation plan must be effected in coordination with all participating agencies. The plan should outline the steps necessary to implement the system. It should include:

- Hardware and software considerations, i. e., detail the hardware installations and system programming.
- Facility requirements.
- Procedures necessary to integrate the system into operations.
- Discussion of user needs and how the system will meet them.
- Discussion of subsystem development and strategy.
- Definition of external agency relations.
- Automatic data processing policies.
- A central index of information that presently exists in the municipality.

HUD will require that the proposals be submitted prior to 3:00 P.M. (EDT) October 31, 1969. Format for submission will be Part I, Technical and Administrative Data, and Part II, Financial Data. Standardized terms and conditions for federal grant programs will apply to the contract. Proposals will be evaluated by HUD and results of the competition should be known during December, 1969.

Factors in Selection

The selection of participants in this program will be determined by the extent to which each of the items listed below is satisfied in the proposals of respondents. These items are summarized from indicated locations elsewhere in this statement of work. They are listed in the order they appear, and not in order of importance.

1. Objectives of the Project.
2. Selection of project.
3. Emphasis on Fundamental Analysis.
4. Emphasis on operationally based.
5. Emphasis on municipal orientation.

6. Emphasis on automation.
7. Emphasis on providing environmental and governmental feedback.
8. Emphasis on research and development.
9. The type of project. If an information subsystem, the municipal functions which will be grouped together and served by the subsystem should be listed and discussed. If an integrated municipal information system, the functions grouped together in each subsystem should be listed according to subsystem. Full justification should be set forth for departures from the classification of functions in the statement of work.
10. Population of the municipality. Departures from the expressed rule must be justified.
11. Assurance of sufficient level of investment to promise completion of project within the allowed time.
12. Current existing level of investment in municipal information systems.
13. Relationship of the proposal to existing information system development in the municipality.
14. Formation of Consortium and identification of members.
15. Definition of roles of members of the consortium.
16. Range of talents made available by the consortium.
17. Evidence of cooperation.
18. Resource commitment.
19. Letters of intent.
20. Long-range commitment.
21. Plans for extra-consortium participants.
22. Willingness to participate on Inter-Consortium Panel.
23. Concept of Data Acquisition.

24. Concept of Data Base Management.
25. Concept of Data Base Documentation.
26. Concept of Data Compatibility.
27. Concept of Data Access Control.
28. Concept of Data Standardization.
29. Statement of willingness to comply USAC standardized, data lists.
30. Geocoding.
31. Concept of system expansion.
32. Concept of documentation.
33. Concept of Transferability--hardware.
34. Concept of Transferability--software.
35. Concept of Transferability--System design.
36. Concept of Transferability--Documentation.
37. Concept of internal monitoring and evaluation.
38. Statement of willingness to plan a program of briefings and demonstrations.
39. Concept of Research Program.
40. If the comprehensive integrated municipal information system (IMIS) option is exercised: Concept of IMIS.
41. If the municipal information subsystem (MIS) option is exercised: Concept of MIS.
42. Proposal of special area of research.
43. Concept of system perspectives.
44. Definition of effort and mix of resources allocated by tasks.
45. Specification of task time-phasing.
46. Agreement to perform tasks.
47. Agreement to use conventional, non-machine language in programming.

48. Agreement to use conventional, easily transferable programming language(s).
- 49.. Agreement to place all software and related documentation developed in this project in the public domain.
- 50.. Agreement to the principle of program modularity.
51. Agreement to project orientation.
52. Description of organizational arrangements.
53. Dissemination plans.
54. Continuation plans.
- 55.. Existing long-range information system development plan.
- 56.. Relate the proposal to the long-range plan.
- 57.. Identification of probable other resource support for plan.
58. Agreement to maintain a project journal for case study.
59. Agreement to use systems approach.
60. Concept of specifications and characteristics.

ATLANTA URBAN CORPS, GENERAL FUND ACCOUNT
 BALANCE SHEET
 July 31, 1969

<u>Account Number</u>	<u>Title</u>	<u>Appropriation</u>	<u>Encumberances</u>	<u>Expenditures</u>	<u>Balance</u>
G-25-62	Partitions	646.00		646.00	0
G-25-500U	Mileage	500.00		15.00	485.00
G-25-62-830	Salaries	170,115.00		86,412.08	83,782.92
G-25-62-7140	Telephone	600.00		0	600.00
G-25-62-7600	Postage	150.00		0	150.00
G-25-62-7610	Printing and Reproduction	500.00	62.24	853.40	(415.64)
G-25-62-7700	Office Supplies	1,000.00	171.80	450.43	378.49
G-25-62-8100	Rentals	400.00	210.00	50.00	140.00

ATLANTA URBAN CORES, GENERAL FUND ACCOUNT
BALANCE SHEET
August 14, 1969

\$500

<u>Account Number</u>	<u>Title</u>	<u>Appropriation</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Balance</u>
G-25-62	Partitions	646.00		646.00	0
G-25-500U	Mileage	500.00		281.70	218.30 x 10.00
G-25-62-830U	Salaries - 7-21	170,195.00 ✓		88,212.08	82,447.39 72,000 5,000
G-25-62-7140 U	Telephone	600.00		298.75	301.25 ←
G-25-62-7600 U	Postage	150.00		150.00	0
G-25-62-7610 U	Printing and Reproduction	500.00	62.24	902.23	(464.47) ✓
G-25-62-7700 U	Office Supplies	1,000.00	171.80	450.43	378.49 ✓
G-25-62-8100 U	Rentals	400.00	210.00	90.00	100.00 10.00

July 28, 1969

MEMORANDUM

To: Charles L. Davis
From: George Berry *GB*
Subject: Urban Corps

I met with Sam Williams and Inmond Deen of the Urban Corps this morning to review their financial status. It appears that we are pretty well on budget for the time being. This, however, depends upon the success we have in billing the colleges and universities for their participation under the College Work Study Program. As of yet, we have not submitted our first bills to them but as I understand it, they are on your desk for signature as of now. We should know within the next two weeks if we are operating within the budget that was approved on June 19, 1969.

One of the items discussed was the proposed \$9,000 contribution that was to be contributed by Atlanta University from the proceeds of the city grant to them. I advised Sam that I would talk with you concerning this and if it was your desire, I would follow up and see what could be done to consummate this transaction.

GB:je

ATLANTA URBAN CORPS

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

July 18, 1969

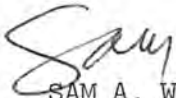
Mr. George Berry
Office of the Mayor
City of Atlanta
City Hall
68 Mitchell Street, S. W.
Atlanta, Georgia

Dear George:

Enclosed are accumulative bills from the Mentally Retarded Childrens Camp totalling \$116.79 which I approved in advance, *for use by our interns*

Also enclosed are donations to cover this amount. Would you please route this through proper chanel[s] to see that the bill is paid.

Sincerely,



SAM A. WILLIAMS
Director

SAW:sz

Enclosures (3)

1. Two bills from Stone Mountain Memorial Association
2. Two checks (1@\$50; 1@\$10)
3. \$56.80 - cash

*Sent to Finance for
Deposit 7-22-69.*



July 22, 1969

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

Dear Charles:

With this letter I am hand delivering to you cash in the amount of \$56.80 and two checks payable to the Atlanta Urban Corps in the total amount of \$60.00.

Please deposit these funds in the General Fund and appropriate to the Urban Corps Budget Account #G-25-62-770U.

In a few days, I will forward two invoices from the Stone Mountain Memorial Association totaling \$116.79. These funds are for the purpose of making these disbursements.

Very truly yours,



George J. Berry
Administrative Coordinator

GJB:je

Enclosures

Urban Corps
Atlanta

ATLANTA URBAN CORPS

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

July 17, 1969

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

Dear George:

Enclosed are properly validated Urban Corps contracts with the following colleges:

Brandeis University
Brown University
Clark College
DeKalb Junior College
Emory University
Georgia College at Milledgeville
Georgia State College
Georgia Institute of Technology
Lake Forest College
Morehouse College
Morris Brown College
Spelman College
Vassar College
Yeshiva University
University of the South

As was mentioned in your recent letter, you still have contracts for Indiana University, Mercer University, Oglethorpe College, Southwestern University, and the University of Pennsylvania which lack the Mayor's signature, pending an authorizing resolution by the Board of Aldermen.

In reviewing the legality of these contracts for future programs note that the official contract covers responsibility and administration. Wage rates and program length can be readily changed by signing a new "Schedule" attached to each contract. This should facilitate quicker legal arrangements for future interns from the colleges.

Sincerely,

Sam
SAM A. WILLIAMS
Director

SAW:sz

Enclosures

July 18, 1969

Mr. Charles L. Davis
Director
Department of Finance

Dear Charles:

I am submitting fully executed copies with 15 colleges and universities providing for their financial commitment to the Atlanta Urban Corps Project under the College Work Study Program:

Brandeis University
Brown University
DeKalb College
Emory University
Clark College
Georgia College
Georgia State College
Georgia Institute of Technology
Lake Forest College
Morehouse College
Morris Brown College
Spelman College
Vassar College
Yeshiva University
The University of the South

Please file and index these contracts as the official City copy.

Very truly yours,

George Berry

GB:je

Enclosures

July 17, 1969

MEMORANDUM

To: Linda Anderson
From: George Berry
Subject: Attached M. R. 's for Urban Corps

As you have requested, I have had the Urban Corps people prepare a M. R. in the amount of \$1, 315.11 payable to the Atlanta Children and Youth Services Council. In addition to this, the Urban Corps Finance Director advises me that his records indicate that they owe the Council \$20 for postage and \$33.86 for office supplies. They have prepared two additional M. R. 's for these amounts.

It would be appreciated if you would determine whether or not these latter two amounts are valid and if not, please return the M. R. 's to this office.

July 28, 1969

MEMORANDUM

To: Jay Fountain
From: George Berry *GB*
Subject: Urban Corps Deposits

In discussing Urban Corps finances this morning with Sam Williams and Inmond Deen, I was advised that they have been forwarding their cash receipts directly to you for deposit. As you know, three external sources of funds were established by the Finance Committee and Budget Commission by a resolution adopted on June 16, 1968. Inmond was not sure that all of the cash receipts that they have submitted have been deposited to the proper account.

I advised him that I would ask you and or Linda Anderson to check into this to make sure that all the receipts have been deposited to the appropriate revenue account.

GB:je

Urban Corps

CITY OF ATLANTA
DEPARTMENT OF FINANCE
ATLANTA, GEORGIA 30303

TO: George Berry

FROM: Linda Anderson *la*

SUBJECT: Urban Corps

Attached are four checks (each in the amount of \$250.00) in payment of the first installment due under the agreements with Carl Wiecke, Patrick Ntukogu, Roger Whedon and the Georgia Institute of Technology (Roger Rupnow) for services as educational advisors.

LA:s

Attachments

Note:
checks picked up by
Urban Corps 7-23-69

Urban Corps



CITY OF ATLANTA

DEPARTMENT OF LAW
2614 FIRST NATIONAL BANK BUILDING
ATLANTA, GEORGIA 30303

HENRY L. BOWDEN
CITY ATTORNEY
FERRIN Y. MATHEWS
ASSISTANT CITY ATTORNEY

ROBERT S. WIGGINS
MARTIN MCFARLAND
EDWIN L. STERNE
RALPH C. JENKINS
JOHN E. DOUGHERTY
CHARLES M. LOKEY
THOMAS F. CHOYCE
JAMES B. PILCHER
ASSOCIATE CITY ATTORNEYS

July 24, 1969

HORACE T. WARD
DEPUTY CITY ATTORNEY

ROBERT A. HARRIS
HENRY M. MURFF
CLAIMS ATTORNEYS

JAMES B. HENDERSON
SPECIAL ASSOCIATE CITY ATTORNEY

Mr. George J. Berry
Administrative Coordinator
City Hall
Atlanta, Georgia 30303

Dear Mr. Berry:

I am herewith returning the following contracts which have been approved as to form:

1. Twenty-five (25) contracts between the Atlanta Urban Corps and non-city agencies.
2. Five (5) contracts between the Atlanta Urban Corps and specific colleges and universities.

With best regards, I am

Sincerely yours,

Horace T. Ward
Deputy City Attorney

HTW/cj

Enclosures

Urban Corps

CITY OF ATLANTA

DEPARTMENT OF FINANCE

501 CITY HALL

ATLANTA, GEORGIA 30303

July 28, 1969



CHARLES L. DAVIS
DIRECTOR OF FINANCE

EDGAR A. VAUGHN, JR.
DEPUTY DIRECTOR OF FINANCE

W. ROY SMITH
DEPUTY DIRECTOR OF FINANCE

JAMES R. FOUNTAIN, JR.
DEPUTY DIRECTOR OF FINANCE

Memorandum

To: George Berry

From: Linda Anderson *la*

Subject: Atlanta Children and Youth Services Council
Accounts Receivable from Atlanta Urban Corps

Thanks for the three miscellaneous requisitions which you forwarded to me on July 17, 1969, as follows:

(1) MR #16 - <u>net</u> salaries	\$1,315.11
(2) MR #15 - office supplies	33.86
(3) MR #14 - postage	20.00

I am sending MR #16 to accounts payable for processing, however, I am holding MR #14 and MR #15 for further verification.

The report furnished to me by Mike Aarons of our Audit Staff indicated an account receivable for office supplies of \$35.00. By copy of this memo, I am requesting Mike to verify the amount for me.

The charge for postage would have arisen from use of the Youth Council's postage machine. By copy of this memo, I am requesting Martin Burke to check their postage log and advise if the amount is correct. (This figure would not have been picked up on Mike's audit as his records would indicate total expenditures from postage rather than any usage allocation).

cc: Martin Burke, Youth Council
Mike Aarons, Audit Division

Urban Corp



CITY OF ATLANTA

DEPARTMENT OF FINANCE
501 CITY HALL
ATLANTA, GEORGIA 30303

July 30, 1969

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

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

TO: George Berry
FROM: Linda H. Anderson *LH*
SUBJECT: Atlanta Children and Youth Services Council
Accounts Receivable from Atlanta Urban Corps

I am writing in regard to my memorandum of July 28, in which I stated that I had forwarded MR #16 for processing but was holding MR #14 and MR #15 (postage and office supplies, respectively) for verification.

I have now received verification of these amounts and accordingly have released MR #14 and #15 to Accounts Payable for processing.

LHA

LHA:MM:v1

Urban Corp

CITY OF ATLANTA



DEPARTMENT OF LAW
2614 FIRST NATIONAL BANK BUILDING
ATLANTA, GEORGIA 30303

HENRY L. BOWDEN
CITY ATTORNEY
FERRIN Y. MATHEWS
ASSISTANT CITY ATTORNEY

July 31, 1969

ROBERT S. WIGGINS
MARTIN MCFARLAND
EDWIN L. STERNE
RALPH C. JENKINS
JOHN E. DOUGHERTY
CHARLES M. LOKEY
THOMAS F. CHOYCE
JAMES B. PILCHER
ASSOCIATE CITY ATTORNEYS

HORACE T. WARD
DEPUTY CITY ATTORNEY

ROBERT A. HARRIS
HENRY M. MURFF
CLAIMS ATTORNEYS

JAMES B. HENDERSON
SPECIAL ASSOCIATE CITY ATTORNEY

Mr. George J. Berry
Administrative Coordinator
City Hall
Atlanta, Georgia 30303

Dear Mr. Berry:

Transmitted herewith are two contracts referred to me by your office which have been approved as to form.

Very truly yours,

A large, stylized handwritten signature in blue ink, which appears to read "Horace T. Ward". The signature is written in a cursive, flowing style with long, sweeping lines.

Horace T. Ward
Deputy City Attorney

HTW/cj

Enclosures

ATLANTA URBAN CORPS
DEPARTMENT OF FINANCE

To: Sam Williams, Director, Atlanta Urban Corps

From: Inmond L. Deen, Director of Finance, Atlanta Urban Corps

Re: Initial Report on the Department of Finance

Date: July 2, 1969

I.

The payroll schedule for employees of the Atlanta Urban Corps is set forth in a memorandum (labeled Appendage "A") which has been distributed to all interns.

Individuals who agreed to work as volunteers and who are to receive \$200.00 as compensation for their services will be paid \$100.00 on July 16, 1969, and \$100.00 on August 27, 1969. It is felt that this method will serve to encourage the volunteer in that it permits him to receive some monetary reward for his services prior to the conclusion of the summer program. It further has the effect of providing protection to the Urban Corps in the event that the volunteer resigns prior to the conclusion of the summer program. Payment at the beginning of the program would leave the Urban Corps without protection from financial loss should the volunteer resign. Payment at the conclusion of the program could conceivably, while affording protection to the Urban Corps, impose a burden on the volunteer and would not contain the incentive factor inherent in the split payment method.

II.

In order to comply with guidelines set forth by the Department of Health, Education, and Welfare, College Work-Study Program Division, the following procedure has been inaugurated:

- A. A certified statement (labeled Appendage "B") will be mailed to each participating college or university having College Work-Study Program students employed by the Atlanta Urban Corps. The statement will include information relating to each student as follows:
 1. Name.
 2. Wage rate.
 3. Total number of compensable hours worked during the immediately preceding pay period.
 4. Gross pay received for the immediately preceding pay period, and
 5. Gross pay received to date.
- B. Time cards (labeled Appendage "C") signed by each student and his immediate supervisor certifying that a particular number of hours were worked by the student will be mailed to the student's college or university in instances where the student is enrolled in the College Work-Study Program.
- C. Each employee is required to pick up in person his paycheck or to give written authorization to the individual who will pick up the check. In the former situation the individual is required to give written certification of receipt. In the latter situation the authorized individual is required to certify receipt

of all pay checks received. (See Appendages "D" and "E".)

III.

A bookkeeping system has been designed and is tentatively scheduled to become operative on July 10, 1969. The system will consist of the maintenance of the following Journals and Ledgers:

- A. General Journal--posted daily Monday through Friday prior to 9:15 a. m. listing all monies received and all liabilities incurred the preceding day.
- B. Cash Receipts and Disbursements Ledger--posted twice weekly recording the flow of capital.
- C. General Ledger--posted twice weekly containing separate accounts for:
 - 1. Office equipment,
 - 2. Office supplies,
 - 3. Payment received from agencies as contracted for,
 - 4. Payment received from educational institutions as contracted for,
 - 5. Payment received in the form of grants and donations from foundations,
 - 6. Payment received in the form of grants and donations from the private business sector,
 - 7. Utilities, and
 - 8. All other necessary accounts.
- D. Individual Earnings Records--posted bi-weekly.
- E. Petty Cash Records--maintained by Sam Williams.

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

ATLANTA URBAN CORPS
DEPARTMENT OF FINANCE

To: Sam Williams, Director, Atlanta Urban Corps
From: Inmond L. Deen, Jr., Director of Finance,
Atlanta Urban Corps
Re: Departmental Report
Date: July 16, 1969

I.

After repeated efforts to resolve the unusually perplexing situation surrounding compensation for VISTA volunteers assigned through the Southern Regional Education Board to the City of Atlanta, Atlanta Urban Corps, little has been accomplished. Responsibilities, however, have been defined, to wit:

- A. VISTA volunteers will receive bi-weekly supplements from the City of Atlanta, Atlanta Urban Corps in amounts determinable by multiplying the total number of compensable hours worked by each intern during the preceding pay period by either .07, .47, or .77, depending upon the individuals educational level.
- B. Volt Technical Corporation, a subsidiary of Volt Information Sciences, Inc., 795 Peachtree Street, N.E., Suite 630, Atlanta, Georgia, a private corporation under contract with VISTA to provide administrative and logistical financial support, will disperse on a weekly basis the VISTA share of VISTA volunteers pay.
- C. The City of Atlanta, Atlanta Urban Corps supplement plus the VISTA share will closely approximate that received by all other interns of a comparable educational level.
- D. Carol Lim, Volt Technical Corporation, phone 876-6354, has been designated as the representative of her company to handle inquiries from VISTA Volunteers assigned to the Urban Corps regarding compensation from VISTA.

II.

The procedure outlined in section II of this Department's initial report, dated July 2, 1969, regarding College-Work Study Program guidelines is proving satisfactory.

III.

The book keeping system outlined in Section III of this Department's initial report is now in operation and is relatively efficient. Improvement is needed in this area. As a bare minimum the following is necessary:

- A. Working space (available for payroll auditors)
- B. Freedom from unnecessary interruptions and confusion

IV.

Mr. W. Walton Clarke, First National Bank of Atlanta, was talked with on July 10, 1969. He agreed on behalf of the First National Bank to donate One Thousand Dollars (\$1,000.00) to the City of Atlanta, Atlanta Urban Corps.

Mr. Charles S. Marvin, A.T.&T., was talked with on July 9, 1969. Mr. Marvin indicated an interest on the part of A.T.&T. to make a donation to the Urban Corps. He suggested that I call his immediate supervisor, Mr. Tom Koneig, on July 14, 1969, and arrange a conference. Mr. Koneig was ill. However, his secretary set up a conference for July 22, 1969 at 10:00 A.M.

Mr. Plemon Whatley (Junior at Harvard) , employed by A.T.&T. and assigned to E.O.A., was talked with on or about July 1, 1969, and has reported to Mr. Marvin that he feels the Urban Corps is deserving of a donation.

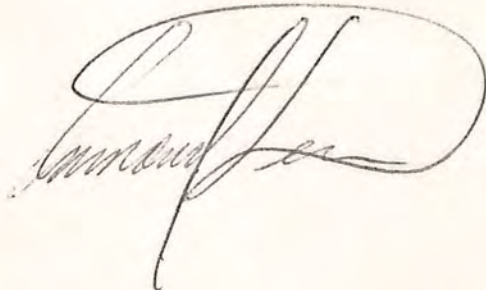
A.T.&T.'s offices in Atlanta are located at Room 1831, The Hartford Building.

V.

In general, Finance has been plagued by senseless mistakes, inadequate secretarial support, and troublesome inefficiency.

At this time the addition of Dianne Wilson to this Department in a somewhat elusive position is not, in my opinion, justifiable either in cost to the Urban Corps or in increased efficiency.

The above mentioned recommendation, if followed, will provide the needed space mentioned in Section III, A, above and will eliminate the need for close supervision and will, to some extent, provide relief from unnecessary confusion and inefficiency.

A handwritten signature in cursive script, appearing to read "P. J. [unclear]", enclosed within a large, loopy oval shape.

ATLANTA URBAN CORPS
DEPARTMENT OF FINANCE

To: Sam Williams, Director, Atlanta Urban Corps

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

Re: Departmental Report

Date: August 1, 1969

I. Payroll

The payroll system is functioning satisfactorily. Two areas need improvement:

- A. At present, billing colleges requires a manual transference of information from computer print outs which are grouped according to work location, typing of the bill, and checking of the figures. The city gave the option of having the print outs grouped either by work location or school. Someone chose to have the interns grouped by work location. This is of little value to my Department as agency (work location= agencies) financial arrangements are handled by contract. If the problem of separating CWSP interns and non-CWSP interns can be overcome (if the city can be sold on the idea) the computer print outs could be certified and mailed to the colleges. This would eliminate three steps and at the same time reduce the probability of errors. This system would, however, involve the inconvenience of sorting pay checks and grouping them by City Department and agency. Less time and effort are required to sort pay checks than to manually transfer the required information. In my estimation, this should be done if the city and the Urban Corps maintain their present relationship.
- B. The procedure outlined in section II, C, of my report dated July 2, 1969 is onerous and burdensome. The interns, justifiably, do not like it. I feel HEW should be made aware of the unpalatable nature of the guide line necessitating this procedure and a request for relief made. I intend to act accordingly. We were fortunate on the July 30, 1969 disbursement date. Only one problem of any significance arose: a staff member told Andrea Frye, a volunteer, she would receive \$100 on July 30. The "culprit" had not the authority to make the decision. Nonetheless, we will pay her and Young Hughley at their convenience after 12:00 o'clock noon 8/1/69.

II. College Billing

The college billing system will work adequately. Colleges will be billed (bills mailed) today for amounts owed as of July 2, 1969. They will be billed August 5, 1969, for amounts owed as of July 30, 1969. The August 13th, and August 27th, billings will be no problem. The September 10th billing should not be a problem but the mechanics have not been worked out.

III. Agency Payments

Non-profit agencies in which AUC interns are placed have contractually agreed to employ the student and to pay a part of the student's salary ranging from 100% to 00%. On Wednesday, August 6, 1969, prompting of agencies who have not fulfilled their contractual obligations will be commenced.

IV. Contracts

A. Agency Contracts

EOA was delayed in executing our contract due to the change of directorship. The contract has been delivered to George Berry for execution by the city.

We still do not have a contract with SREB for the Fulton County Health Department. This involves 21 interns. Since SREB has given us \$7,000.00 and will give us \$13,000.00 within two weeks (according to Bill Ramsay) I consider that organization reputable.

The decision was made to contract with the Academy Theater as a non-city agency even though the funds actually come from the City (Atlanta Board of Education). Miss Nancy Hagar was talked with and agreed to this arrangement on July 15, 1969. A letter confirming the earlier verbal agreement and a written contract were mailed to Miss Hagar July 16, 1969. The contract has not of this date been returned to this office.

The Atlanta Youth Council is for our purposes a non-city agency. The contract has been executed.

B. College Contracts

When the college contracts were executed, both copies of the West Georgia contract were returned to the college. Mr. Paul M. Smith, Jr., Director of Financial Aid, stated by telephone on 8/1/69 that he would on that date mail one copy to me. When it is received, Mr. Charles Davis, Director of Finance, City of Atlanta, will certify the West Georgia bill.

C. Educational Advisor Contracts

Contracts have been entered into between the City of Atlanta, Atlanta Urban Corps, and Carl Wieck, Patrick Ntokogu, Roger Whedon, Barbara Rudisill, and the Georgia Institute of Technology--Roger Rupnow,

the said individuals to act as Educational Advisors to the 1969 Urban Corps Project. Duties to be performed shall include but not be limited to job visitation with the interns and agency supervisors, planning and conducting education seminars for small groups, as well as all interns, working in coordination with our field evaluation staff to insure job relevancy and educational significance of the program for each intern, assisting the intern in his articulation of his experience and other counseling and advisory duties connected with the program.

For the services outlined above, each Educational Advisor shall be compensated in the amount of One Thousand Dollars.

D. Urban Corps-Library Theatre Contract

A contract between the City of Atlanta, Atlanta Urban Corps, and Arthur Pellman has been drawn, approved, and is in the process of execution. The contract provides in essence that Arthur Pellman is to serve as Director of the Urban Corps-Library Theatre for a period of not less than ten weeks and that he will be compensated in the amount of One Thousand Dollars.

V. Staff

Steve Mwamba is performing a task that is in my estimation tedious and demanding. He has and is continuing to keep errors at a minimum.

Mac Rabb is now working in my office and is performing at a level that is above what can ordinarily be expected or demanded of an individual.

Patty Harwell is doing an excellent job in providing secretarial support. She is diligent, unusually efficient, and in every respect a pleasure to work with.

July 18, 1969

Miss Elayne Landis
Associate Director
Metropolitan Regional Council
155 East 71st Street
New York, New York 10012

Dear Elayne:

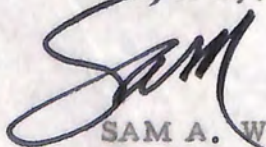
I am leaving Atlanta the first week of September for Harvard Business School and we need a Director. I've been talking to Mike Goldstein about possible directors and he suggested you. I did casually mention at the recent Urban Corps Conference that we're looking, but I'd like to make it more definite.

As you know, Atlanta's Urban Corps is progressing ~~very well.~~ ~~We have~~ ~~very well.~~ ~~We have~~ cooperative resources from area colleges, business donors, city government and private agencies. I have no doubt 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

SAW:dl

✓ cc: Mayor's Office - Dan Sweat

July 30, 1969

Dr. John Hogarty
Director, Co-op Program
Antioch College
Yellow Springs, Ohio

Dear Dr. Hogarty:

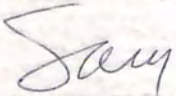
I am sorry all our efforts did not bear fruit in bringing Antioch students to the Atlanta Urban Corps this first year. However, we may yet alleviate the situation.

As you know, the Urban Corps is a college intern program. This summer, more than 220 students from 433 colleges participated. Our main emphasis is building a program whose primary purpose is an educational experience for the intern. This summer, our staff of fifteen is composed almost entirely of students. We also have five professors serving as educational consultants. We are presently planning a year-round program that will include academic credit for interns through three cooperating Atlanta colleges.

Our central problem is the need for a director. I am leaving in September for Harvard Business School. Ideally, we would like a young graduate student type with experience in working with students and administrative problems. The director will be jointly working with the Southern Regional Education Board and The Office of The Mayor for program administration. Possibilities for faculty status of a director at Georgia State College are good through their Urban Studies program. Salary level is in the \$800 per month range and above, depending upon experience. The job is full-time and minimum obligation of a year.

If you know of anyone that might be interested in serving as director, would you please have them call me collect? The enclosed information will supplement this letter in explaining the Urban Corps.

Sincerely,


Sam Williams
Director

SW:kar

Enclosure

cc: Mr. Dan Sweat

July 30, 1969

Dr. Joel Fleishman
Yale Intern Program
Yale University
New Haven, Connecticut

Dear Dr. Fleishman:

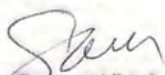
Mr. Bill Ramsay of the S.R.E.B. has told me of your interest in the service-learning approach to education. Bill also indicated that you are aware of some of the student intern programs in the South and that you might be able to help us in finding a director for the Atlanta Urban Corps.

As you know, the Urban Corps is a college intern program. This summer, more than 220 students from 43 colleges participated. Our main emphasis is building a program whose primary purpose is an educational experience for the intern. This summer, our staff of fifteen is composed almost entirely of students. We also have five professors serving as educational consultants. We are presently planning a year-round program that will include academic credit for interns through three cooperating Atlanta colleges.

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If you know of anyone that might be interested in serving as director, would you please have them call me collect? The enclosed information will supplement this letter in explaining the Urban Corps.

Sincerely,


Sam Williams
Director

SW:kar

Enclosure

✓cc: Mr. Sam Sweat

City Hopes to Hire 100 Urban Corps Students

Atlanta city government hopes to have an Urban Corps of up to 100 college interns working for and with it by the spring semester.

Dan Sweat, governmental liaison director at City Hall, said Friday that the city is seeking to employ 100 under the federal College Work Study Program, and already is negotiating with college officials.

Sam Williams, president of the Georgia Tech student body last year, brought the attention of Sweat and Mayor Ivan Allen Jr. to the success of the New York intern program last spring.

Williams and other college leaders have followed up this fall. The delay was due to the time needed to begin and carry out the city's massive summer program, Sweat explained.

Sweat met with the students last Monday and has another session set for next Thursday. The students have been asked to select a spokesman, who will be sent to New York to confer with the director of the program there, Michael Gildstein.

The Ford Foundation gave New York funds to provide free technical assistance to other cities interested in establishing an Urban Corps.

Sweat said that the City Personnel department has established two classifications for the college interns. John Cox, executive director of the Atlanta Children and Youth Services Commission also has cooperated.

Sweat hopes that the college students can provide general administration and supervision for the program. The program will hit its peak during the summer



PLANS FOR SPRING
Dan Sweat

Frank McGaughey and Eugene McLemore last summer reinforced the intent of the city to establish a larger program.

"We must use the talents of the young men and women," Sweat said. "We've found they can carry a larger role than we normally would think. We must use their creative abilities in our government."

months Sweat said, but could have about 50 working for the city in all departments during the spring months. New York City has about 3,000 in its program.

Georgia Tech students spearheaded the drive to establish an Urban Corps here, Sweat said, and Emory University and the Atlanta University Center have also been interested. In fact, Sweat added, he hopes all 33 colleges in the metropolitan area will eventually take part.

Sweat said the outstanding performance of city interns

Student Application Process Procedure

1. Student application forms distributed on campus by college relations board to student center, student government office, placement center, etc.
2. Applications returned to college relations board member on individual campus, 90% completed by May 2, 1969. Postcards will be sent to all applicants stating that their application has been received and is being processed.
3. Urban Corps finance representative will meet with financial aid officer on each campus and review applicants from that campus as to their eligibility for financial aid. Some applicants will already be eligible from past aid records. Other applicants may have to complete supplementary financial applications. The definition of financial aid is the financial aid officers responsibility. Ideally we will request him to certify from Atlanta Urban Corps applicants a number eligible for work study funding equal to his number of off campus work study slots. In addition we will ask the financial aid officer to select alternately eligibles equal in number to 20% of his total number certified in the event that those originally certified cannot be placed due to job requests not available.
4. Application forms will be reviewed by the Personnel Committee consisting of student agency, job developer, and recruiting representatives. Those applicants previously approved for work study funds by individual campuses will be separated from other applications.
5. Remaining non-work-study eligible applicants will be reviewed by the Personnel Committee and a number of applicants will be selected to be funded from private sources (estimated to be equivalent to 70 interns), on the basis of ability, desire, work experience and financial need. Likewise the Personnel Committee will select an "alternately eligible" group in the event their first selections cannot be placed.
6. Work-study and privately funded applicants will be grouped according to interest and assigned to job slots by the Personnel Committee. Of these financially "covered" applicants those that cannot be placed for reasons of specific job requests will be held aside and replaced from "alternately eligible" applicants.
7. All applicants will be notified of their application status. Categories will be as follows:
 - a. financially eligible for work-study funding and assigned.
 - b. privately funded and assigned.
 - c. alternately eligible - possibility of placement.
 - d. cannot be placed due to lack of funds and/or job not available to fit applicants request.
8. Assigned interns will be notified of their job description and requested to interview their intern supervisor. Student and agency will approve assignment.
9. Internships not approved by agency or student will be reviewed and placed elsewhere by the Personnel Committee if possible.
10. If approved internship cannot be filled a new applicant will be drawn from the "alternately eligible" applications.

11. Confirmed interns will be sent orientation material and informed of payroll and operating procedure.
12. Intern attends orientation program.
13. Work period begins.

PRIORITY IN PLACEMENT FOR INTERNS NOT APPROVED FOR CWSP

1. Genuine interest in educational concept of URBAN CORPS experience.
2. Educational and job experience that is relevant to job opening applied for.
3. Financial Need
4. Atlanta resident - enrolled in Atlanta college
5. Atlanta resident - enrolled in non-Atlanta college
6. Non-Atlanta resident - enrolled in non-Atlanta college

May 5, 1969

PLACEMENT SUB-COMMITTEE

Linda Bullock	-	Education
Dianne Wilson	-	Social Services & Humanities
Marc Dash	-	Science & Technology
Dave Whelan	-	Administration, Management & Law

Sub-committee will separate job slots and student applications into above four categories and make placement subject to veto by Personnel Committee

ATLANTA URBAN CORPS
INTERN CATEGORIES
1969

A. ADMINISTRATION, MANAGEMENT, AND LAW

A-01 Public Administration and Management Asst.
A-02 Labor Relations Asst.
A-03 Public Relations and Editorial Asst.
A-04 Personnel Asst.
A-05 Purchasing Asst.
A-06 Legal Asst.
A-07 Accounting Asst.
A-08 Statistics Asst.
A-09 Secretarial Asst.

B. SCIENCE AND TECHNOLOGY

B-01 Laboratory Asst. (Biology)
B-02 Laboratory Asst. (Chemistry)
B-03 Clinical Asst. (Medical)
B-04 Clinical Asst. (Dental)
B-05 Nursing Asst.
B-06 Medical Technology Asst.
B-07 Dietary Asst.
B-08 Data Processing Asst. (Operations)
B-09 Data Processing Asst. (Programming and Systems Design)
B-10 Electrical Engineering Asst.
B-11 Mechanical Engineering Asst.
B-12 Civil Engineering Asst.
B-13 Traffic Engineering Asst.
B-14 General Engineering Asst.
B-15 Urban Planning Asst.
B-16 Production Asst. (Radio, Television, or Film)
B-17 Graphic Art Asst.

C. SOCIAL SERVICES AND HUMANITIES

C-01 Social Welfare Asst.
C-02 Group Work Asst.
C-03 Community Programs Asst.
C-04 Mental Health Asst.
C-05 Recreation Program Asst.
C-06 Recreation Therapy Asst.
C-07 Manpower Training Asst.
C-08 Research Asst. (Psychology or Sociology)
C-09 Dramatic Arts Asst.
C-10 Historical Research Asst.

D. EDUCATION

D-01 Teaching Asst.
D-02 Education Asst. (Curriculum and Program Development)
D-03 Library Asst.
D-04 Audio-Visual Asst.
D-05 Instructor in the Arts (Music, Drama, Etc.)

AS

ATLANTA URBAN CORPS

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

July 10, 1969

Mayor Ivan Allen, Jr.
City of Atlanta
City Hall
68 Mitchell Street, S. W.
Atlanta, Georgia 30303

Dear Mayor Allen:

Thank you for addressing our interns during the recent Atlanta Service Learning Conference. Your enthusiasm and support are vitally needed and appreciated on behalf of the Urban Corps.

I am enclosing a list indicating each college, student and assignment for Urban Corps Interns.

Sincerely,



SAM A. WILLIAMS
Director

SAW:sz

Enclosure

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. Swartsel	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
P. Johnson	Water Works	2.20

Declining Students

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

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
M. Almond

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
J. Spence	Crime Commission	2.50

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
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. Howeedy	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. Elliot	J. Sous
R. Fenet	A. Wallace
D. Henderson	G. Weaver
T. Hood	B. White
K. Jackson	E. Wahlen
C. Johnson	G. Zitlow
M. Karwisch	T. Hatcher
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
C. 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
S. Mincey	Wheat Street	2.20

Non-College Work-Study Students

L. Howard	Literacy Action	2.20
M. Kreger	Fulton County Health Dept.	2.20

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. Strobbert	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>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

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

July 7, 1969

Resource Development Project

TO : Atlanta Seminar Participants

FROM: Robert L. Sigmon

RE : Preparation for Seminar

- A. Over 20 interns from 12 states representing both undergraduate and graduate institutions and from a variety of projects and agencies will be attending.
- B. As a technique for each intern to present the nature and substance of his internship assignment, you are requested to prepare and bring with you to the seminar a symbolic expression, some tangible evidence, of your project efforts.

As an example, last year an intern working with Mexican-American Consumer Co-op in Texas brought a paper bag containing a can of beans and some tortillas to symbolize the basic diet of the people and products for the co-op. Another intern working with community organizations in North Carolina used a cigarette to discuss the tobacco economy of that area and its relationship to organizing in rural North Carolina.

Each intern will be offered the opportunity to discuss his or her project. To facilitate early discussions on the nature of development, you are requested to develop an outline of what you think the developmental process includes in the carrying out of your project or in any other area that you are familiar with.

- C. We will attempt during the seminar to examine the developmental process as it relates to you and your project.
- D. To focus the educational question, would you be thinking about the question of how we became autonomous learners?
- E. On Monday morning, a public official and a representative of a higher education institution in Atlanta will attend the seminar to dialogue with us on the role of youth in both the meeting of public needs and discovering better ways of encouraging learning in the context of meeting those needs.

See you Sunday, July 13 in Atlanta.


Robert L. Sigmon

DIAKONIA PAIDEIA
and the
SOUTHERN REGIONAL EDUCATION BOARD
RESOURCE DEVELOPMENT INTERNSHIP PROGRAM

By Donald J. Eberly

The Resource Development Project of the Southern Regional Education Board offers internship appointments to a limited number of college upperclassmen and graduate students who demonstrate an interest in the processes of social and economic change. The program is designed to provide service-learning experiences for students through assignments to specific projects of developmental agencies, community action programs, and to other local, state, or regional organizations concerned with developmental change.

Financial support is provided by public agencies interested in economic development, resource development, community action and related fields. They include: Appalachian Regional Commission, Coastal Plains Regional Commission, Economic Development Administration, Office of Economic Opportunity and Tennessee Valley Authority.

This report, prepared by Mr. Donald J. Eberly, Executive Director of the National Service Secretariat, evaluates the SREB Resource Development Internship Programs and recommends directions for future service-learning activities.

DIAKONIA PAIDEIA
AND THE
RESOURCE DEVELOPMENT INTERNSHIP PROGRAMS

Donald J. Eberly

It is useless to try to report on SREB's Resource Development Internship Programs (RDIP) in one dimension, albeit that is the traditional approach taken to problem solving. If we want a job done, we hire someone to do it. If we want someone to learn, we teach him and thereby, the assumption goes, he learns. If we want to promote university-community relations, we establish a Committee for the Promotion of Relations between the University and the Community. But that kind of uni-dimensional approach just won't work with the Internship Program. However, it is reassuring to note that if we took a series of snapshots of the program along different axes, we would see everyday occurrences. Looking along one dimension, we would see a person doing a job; along another, a person learning in the field of law or economics; along another, a person experiencing life in a poverty area for the first time; along still another dimension, a person deciding upon a career. And so on. The list is a long one.

The beauty and strength of the RDIP is that all these things can happen to the same person at the same time, for the internship concept rejects the notion that learning can occur only at school as firmly as it does the notion that a job is a job, and has no business being examined against the writings of Plato, or Spinoza, or Frost, or Keynes, or King.

Yet there seems to be no word or phrase that captures the essence of this kind of service-learning program. On such occasions, it has been helpful to borrow from ancient Greek, as Norbert Wiener did in coming up with the word "cybernetics," to try to symbolize the project. In this paper we use diakonia and paideia, two Greek phrases that carry with them the concepts of teaching and learning through activity, and of a style of life geared to contributing to the welfare of others.

In our special shorthand, then, this paper is a report on the diakonia paideia concept as implemented and administered by the RDIP. It is based on the writer's interviews with several of the interns, counselors, government officials and administrators, his attendance at RDIP conferences in 1967 and 1968, his perusal of confidential reports of program participants, and his deliberate exposure to the diakonia paideia concept for the past two decades.

Unfortunately, the medium in which this report is rendered does not permit a simultaneous examination of all aspects of the concept and the program, so it will look separately at three major components: manpower for service, the learning aspect, and community-university relationships. Then it will explore areas where all components meet; namely, program balances and imbalances, funding, and the future. The report assumes the kind of familiarity with the program that can be obtained by reading the 1966 and 1967 reports of the RDIP.

Manpower for Service

A fundamental change that is occurring in the American concept of work was emphasized by the interns in their application forms

and evaluation reports. According to their statements, only three percent of the interns in 1967 and 1968 sought internship appointments in order to get a job. The other 97 percent applied in order to:

1. Relate academic theory to the real world
2. Contribute to developmental activities
3. Acquire research experience
4. Work with people
5. Help with career choice

Traditionally, a job is something obtained to enable a person to make ends meet. One doesn't go to his job a minute early or remain a minute overtime without remuneration. It is something to be scorned. One feels a sense of relief on Friday afternoon, and Monday morning is blue. Economists can control the flow of manpower into industries and services simply by regulating salaries and wages, because employees automatically seek the highest level of emoluments.

John Kenneth Galbraith punctured this picture of a job when he noted, in The Affluent Society, that some middle-class college graduates would prefer low-pressure jobs in pleasant surroundings to better-paying jobs that involve high tension and long commuting time. It has been further punctured by some 25,000 Peace Corps Volunteers--most of them college graduates--who have sometimes chosen a primitive existence in a strange land at subsistent wages over more "attractive" offers at home. And today it's being further

deflated by thousands of ministers who turn down suburban churches for ghetto parishes, lawyers who choose legal aid help for the poor over prestige law firms, and business graduates who are more interested in a firm's social involvement than its corporate profits.

Most interns appear to have similar attitudes. They want a job with meaning, where they can learn and serve and work with people.

The internship concept gives to government officials, private employers and educators an opportunity to transform the classical notion of a job into one that has the characteristics described above. Today's youth is searching for meaning and relevance and many have found that jobs can be structured to include these attributes by assigning much of the drudgery to automation.

Many business and labor officials are actively concerned with restructuring jobs so that the worker performs more effectively and gains satisfaction from learning and serving. But there is little evidence to suggest that the spirit which motivates such officials is at all pervasive, or that it stems from little more than a reaction to demands and events. It should be clear from recent upheavals on campuses and in major cities that more than "reacting" is required. Imagination and initiative is needed in the realm of transforming jobs into experiences with greater meaning, relevance, and satisfaction for the worker. The internship program offers an ideal setting for such a transformation.

Interns are young. They possess the energy, imagination, ideals and mobility of youth. Further, they serve only a short time (12 weeks in the case of RDIP) which permits a wide array of experiments with little risk of loss from those which fail. Also,

internships occur at the interface of the generation gap, and at a point where the academic world and the world of work meet.

At the same time, the internship program is far from ethereal. Real work is done--real services performed. It was reported that research done by a two-man intern team was the basis of a \$500,000 grant to the agency where the interns were engaged. Another's research contributed to passage of a new law in Tennessee which put controls on loan sharks. We know that interns undergo real training and career development in the fields in which they serve. These results can be seen in the intern's evaluation reports, in job offers received from their summer employers, and in changes in educational programs such as the shift of a law student's career from corporation law to poverty law.

With a firm foundation in manpower development and accomplishment of useful services, the diakonia piadeia concept and the RDIP's implementation of it gives today's leaders in business, government, labor and education a model for the transformation of the classical notion of a job into one that has meaning and relevance. It also offers a constructive alternative to the confrontations taking place across the nation: provides internship openings for all youth who seek them and are willing to participate.

With the changing attitude toward jobs goes greater unpredictability about jobs. It has recently been reported that 10 years ago half of today's jobs for college graduates didn't exist. While we can guess the future on the basis of extrapolation of current trends, history suggests that more important criteria are scientific

discoveries and international events, neither of which yield to extrapolation. We cannot be very specific in attempting to define jobs that will have to be performed in 1980.

Hence it is a disservice to students and to society to regard the training element of any educational program as a uni-dimensional assembly line operation. Rather, there must be several degrees of freedom within the training process to enable the student to probe and explore related areas of interest, and to do so on his own initiative. RDIP interns seem to possess this freedom to a greater degree than do their colleagues in other older intern programs. The traditional, vocationally-oriented intern programs (e.g., medicine, education, public administration) were seen by conferees at a recent RDIP Review Conference as over-programmed, offering too little exposure to other fields, and giving the intern little chance to free himself from feeling like a student. There seems to have been very little mutual exploration between the RDIP organizers and those who administer traditional internship programs. It would appear that both groups could benefit from discussions and, perhaps, cooperative programs.

Similar exploratory discussions should occur with leaders of student-sponsored community service projects, which can be found on most campuses. Typically, these are part-time programs, with no academic credit given, with little academic consideration of what is observed while serving, and with little feedback to the classroom. Here again all parties could benefit from a mutual exploration of interests and activities.

One vital, unanswered question in the manpower field is how many jobs exist? This question should have high research priority because of its implications for the eventual magnitude of internship programs. One or more small areas should be selected and approaches made to all organizations where interns might be placed to determine how many could be used and in what capacity. Both summer and academic year interns should be considered. It is strongly suggested that this survey be linked with a promise of interns for agencies which want them and are qualified to receive them. Just another survey would mean that some administrators would pull numbers out of a hat or throw the surveyor out of the office in order to get rid of a useless intrusion. To be done properly, there must be community backing, wide publicity, full explanation, a comprehensive survey and, of course, interns and funding.

The Learning Dimension

It is well established that what is learned in an educational setting may bear small resemblance to what is taught. An intern spends very little time in a classroom but most of the summer, whether he is on the job, at a counseling session, or in an intern seminar, is spent in a learning environment. The same is true of the other full-time participants, members of the SREB staff, and to a lesser extent, of the part-time participants, the counselors, supervisors and consultants. What, then, is learned?

Written reports and comments by all conference participants emphasize these kinds of learning:

1. The participant learns interpersonal skills which contribute to being an effective person, and discovers

- his strengths and weaknesses in sensitive situations.
2. He learns the consequences of putting to the test his ideas conceived in a theoretical or vicarious setting.
 3. He learns how to identify a problem and bring appropriate resources to bear on its solution.
 4. He learns what moves people and what prevents movement.
 5. He learns something about the totality of facts and forces involved in resource development.
 6. He learns strategies that can maximize service-learning opportunities for himself and others.
 7. He learns some of the characteristics of the cooperative and competitive process and the strengths and weaknesses of the two.
 8. He learns that the actual accomplishment of something is inevitably more complex and difficult than is studying, planning, dreaming.
 9. He learns how creative freedom and imaginative guidance can be combined in enabling a person to accomplish things and become a constructive force.
 10. He learns of deficiencies in his regular academic work and feeds back this information to his academic colleagues.
 11. He learns vital techniques in interviewing people, conducting research, and writing reports.
 12. More prosaically, he gains knowledge of the one or several disciplines related to his assignment--knowledge that was not in the textbooks or lectures.

Obviously there is overlap among the 12 types of learning described above. Perhaps they could be fully covered in three statements. Perhaps 30 statements are needed to differentiate sufficiently.

The critical question is what produces these learnings? Some agency representatives and counselors participate in as many as seven different internship programs, yet they consistently and independently

point to the RDIP program as having much the biggest "payoff."

What strikes the observer as the prime ingredient came through most clearly in the dramatic presentation of a case study at the 1968 RDIP Review Conference. The lonely intern, surrounded by a supervisor who was pushing him to complete an application for a federal grant, a counselor from the university who was trying to pull him into producing research data of interest to the counselor, and an attractive technical representative who was trying to lure him into an extended visit to her agency, turned to the RDIP official and asked, "Who am I responsible to?"

"You are responsible to yourself," came the reply.

In short, an intern is seen by the RDIP staff as an adult and is treated in that manner. He is expected to give evidence of having learned without resorting to a multiple-choice exercise or the rephrasing of his counselor's pet theories. He is expected to seek outside aid while seeing that it remains secondary to his main project.

Secondly, the RDIP insists on maintaining an even balance between service and learning. This attitude frustrates the impatient official and professor who think in only one dimension at a time. "What is the real purpose," they demand, "to learn or to serve?" When the answer "both" comes back, the inquirer is dumbfounded and may want no more to do with the idea. Receptivity for the concept is more likely to be found among those who have themselves experienced service-learning and by those who commonly practice multi-dimensional thinking.

Third, it's well managed. Interns show up at the appointed time, stipends arrive on schedule, interns' reports are published

as promised. This aspect does not require a detailed analysis, but must be included in a list of attributes because too many good concepts have foundered in the sludge of technical incompetence and mismanagement.

Fourth, the seminars and reports appear to be valuable learning instruments. Several interns came to the seminars with problems they thought were unique to themselves, but discovered they were common to most of the other interns, and everyone benefitted from the ensuing discussion. Both seminars and reports produce some tension in interns because they must assume responsibility for something that will be publicly assessed. On the whole, the tension so produced does not seem inordinate; after the internships, some students look upon their responsibilities in the seminar or report writing as the most valuable part of the internship.

Fifth, off-campus experience appears to be a crucial ingredient of the internship program. On campus, even in a work situation, the usual protective forces and pecking orders are at play. Off campus, the intern encounters the real world, with its loneliness, its demands, its unreasonableness, its rewards.

Academic credit for internships is certainly justifiable on the basis of the above 12 points. However, credit is not essential to the learning process, although it may be helpful in some cases and perhaps harmful in others. In 1968 about 40 of the 150 interns received credit, although few expected it at the beginning of their program. While the promise of academic credit might stimulate some interns to learn more, it might constrain others from giving full reign to their ideas in deference to doing what they think will produce the best grades.

Of course, academic credit, like a dollar bill, has no intrinsic value. It is simply an arbitrary measuring device which is convenient to many people and institutions. Learning went on before academic credit was invented, and will continue after it is discarded. But it exists, and must be considered. The way a student regards academic credit might provide a clue to its proper relationship to the internship program. The student who views credit requirements as a series of undesirable hurdles to be gotten rid of would benefit little from receiving credit because that attitude by a student won't permit him to learn much as an intern. On the other hand, the student who regards academic credit as accurately reflecting the importance of a series of experiences appropriate to a person of his age and background and interests will benefit from receiving credit because it will be consistent with his outlook.

Apart from the intern himself, academic credit for internships is a means of getting one's foot in the door of the academic establishment. The program can be listed in the college catalogue and the administration can decide that counseling five interns is the equivalent of teaching a class of, say, 20 students. Thus, academic credit for internships would give the program institutional backing as well as higher esteem in the eyes of government officials and others who look for evidence of institutional support as a major index of the merits of a program. What has to be guarded against in this kind of situation is a slackening of standards.

Unless more detailed studies reveal that academic credit for internships leads systematically to a strengthening or weakening of learning, it is probably the course of wisdom to continue the

practice of treating each case on its merits. At the same time, RDIP officials should remain responsive to requests for help in handling the issue of academic credit.

Two factors that one might assume to be crucial are not. One, the nature or content of the intern's assignment is not necessarily important. For example, a chemistry student conducted a survey of county purchasing procedures and in so doing produced a useful document for the agency. He came away feeling that he had learned a great deal. Two, it's not necessarily important whether the agency where the intern works is efficient or inefficient, whether his supervisor is strong or weak. Each kind of situation provides a setting for a learning experience, given the interest of the intern and the support and guidance of the counselor.

What is important in regard to the preceding paragraph-- and this gets us back to the heart of the concept--is that the total operation not be thought of as the addition of its parts, in which a "good" agency is rated +2, a bad supervisor as -3, but as a process that includes a multitude of inter-relationships. This holistic perspective is held by members of the SREB staff and many others involved in the internship program. An applicant for an intern program need not have it, but many acquire it in the course of their internship, as is evident from their reports.

"The university and public service" has been the subject of a much publicized, on-and-off debate in recent months among such men as Jacques Barzun, Clark Kerr, Alan Pifer and Mark Rudd. It is disappointing that the debates have emphasized the role of the university in providing institutional support for presumably beneficial

programs, to the virtual exclusion of the importance of community service by staff, faculty, and students in the performance of its teaching function.

Whether, how much, and how the university as an institution should serve the community may be debatable issues. Whether the university should be a seat of learning is not. The embarrassing question for educators is how do you expect to prepare your students to become competent in their fields, and more importantly, to become effective and constructive citizens unless you arrange for them to experience meaningful involvement in the real world and to reflect upon this involvement in the company of your learned faculty?

William James tells us that reading and listening can enable us to know about something but not to know it until we have experienced it. For example, it has been reported that a full-year internship for Ethiopian university students typically teaching in village schools added nothing to the students' awareness of rural poverty and its associated problems. But what did happen to the average intern was that he moved from the level of awareness to the level of commitment to do something about rural poverty. In the United States, the problems of today and tomorrow can be identified through awareness, but they cannot be solved without commitment.

For university leaders who consider knowing something to be a higher form of learning than merely knowing about something, the time has come to introduce internships of the RDIP type as an integral part of the learning process.

The University and the Community

As with the awarding of academic credit, the fostering of university-community relationships is almost impossible to institutionalize from the outside. Clearly the thrust of RDIP interest is

to move beyond the traditional town-grown kind of relationship common to academic institutions into patterns of real participation. At one university, businessmen and others in the community serve as visiting lecturers and discussants and are listed in the catalogue. Much more common is the practice of professors engaging themselves, sometimes with pay and sometimes without, in community affairs. The RDIP is another bridge between community and university over which mutual participation can flourish.

At the RDIP Review Conference in the fall of 1968, most of the discussion on university-community relationships centered around strategies for expanding the RDIP type of internship program. Conferencees were unanimous in urging program expansion, but RDIP officials cautioned that, as presently constituted, its ceiling has almost been reached in terms of administrative capability.

It was generally agreed that some kind of decentralization was in order, but where responsibility should rest was a point of major disagreement. The case for university administration was espoused by those who saw the internships as primarily a learning experience, and who believed that the learning dimension would wither away under auspices outside the university. Also, it was suggested that university students be involved in program policy and administration. One problem, of course, would be the location of the program in the university. For example, one would envision the type of program administered by the School of Public Health, and quite another type by the School of Education.

Persons who argued for state sponsorship seemed to feel that a state agency would maintain a better balance of interests between

doing a job (many of the agencies where interns serve are state-related) and learning. (Most interns serve in their respective states so the states have a vested interest in them as human resources.)

What is so clear is that the SREB-RDIP has the confidence of all parties in the intern program and any new agency, wherever it is based, will be suspect by one or more parties, perhaps to the extent that it would never be able to get off the ground. Further, any attempt to create an entirely new set of agencies would give rise to in-fighting that could well defeat the program.

Given the magnitude of good will and breadth of support for the program, SREB-RDIP will be delinquent in its responsibility to the South, and to the nation, if it fails to continue to play a central role in building the internship program. This can be done in ways that do not necessarily mean a greatly expanded administrative role for the RDIP. For example, the RDIP could establish guidelines for internships, act as a conduit of funds for programs, and evaluate programs. This kind of arrangement would permit a variety of sponsors--a university here, a state agency there--to evolve on the basis of merit and in the image of the SREB-RDIP.

Another possibility would be for the RDIP to create or to contract to a separate agency the bulk of administrative chores which it presently carries. In this way, the RDIP could maintain its present small staff who could concern themselves with keeping on the right track a greatly expanded internship program.

Balances and Imbalances

To return to the multi-dimensional view of the internship program, it is obvious that a number of balancing acts must be carried on simultaneously. Among these are:

1. A balance between elements of rigidity, e.g., the writing of reports on schedule, and elements of flexibility, e.g., scope for intern initiative
2. A balance between the intern's particular assignment and exposure to new fields and situations
3. A balance between making suitable arrangements for learning to occur, but not making things so easy that little or no learning will occur
4. A balance between an intern's performing a useful task and gaining knowledge and wisdom
5. A balance wheel to maintain a dynamic equilibrium among the program objectives and among the sometimes competing forces that come into play (Review Conference participants felt that SREB-RDIP is just the right kind of balance wheel)

Two important aspects of the internship program seem to be seriously out of balance: the program is far too small in comparison with the need for it and it appears to receive its money from sources out of proportion to the returns. For reasons cited earlier, this kind of internship is one that should be within reach of every college and university student, all 6,000,000 of them. It should not be restricted to one region of the country, nor to students who just happen to hear about it. It is certainly not foreseen that every student will want to participate in this program, for some are in a position to set up their own internships and others will prefer alternative uses of time. But no one should be excluded from this kind of experience simply for lack of funds, information, job

openings, supervision, or counseling.

To try to analyze costs and benefits is difficult because of several unknowns. We do not know, for example, what overhead costs to assign to the participating university or host agency. We do not know what dollar value to assign as the benefits of an internship received by the federal or state government or by the university.

In spite of these unknowns, certain conclusions can be drawn from what we do know, and from assumptions that seem reasonable. Not every case yields a savings comparable to the two-man team which, at a total cost of \$5,000, completed an analysis and report which the host agency had been prepared to contract out at a cost of \$51,000. But reports from supervisors and others give clear evidence that the overwhelming majority of interns make a contribution to the host agency at least equivalent to the stipend they receive as interns. Only in a minority of internships does the host agency even make a contribution to the stipend. The first conclusion, then, is that full payment of the intern's stipend by the host agency is economically justifiable.

We also know that the internship process generates a significant amount of learning by the intern. This outcome is seen in the awarding of academic credit to interns, and in reports of the interns and their advisors. While impossible to quantify exactly, it would seem to be fairly comparable to what is learned in half a normal semester.

Judging by tuition charges at institutions receiving the lowest amounts of public subsidies, the cost to the student of a half-term's learning is at least \$500. Hence, the second conclusion is that the amount of relevant learning derived from the internship process

justifies full payment of the university counselor's fee (\$300) by the university. (Also, the university overhead appears to be at least offset by the learning gained by the professor and benefits gained by the institution, as a consequence of participation in the internship program.)

Benefits to the several governments--federal, state and local--are more general. The expectation is that interns will select careers consistent with the needs of society, that they will be better citizens and more productive members of the economy. Whether or not these expectations materialize will not be known for 20 or more years. At this stage, it can be reported that the internship process is having the kind of effect on interns that they are moving themselves in these directions. Here again, quantification is impossible, but in comparison with the magnitude of public support for classroom education, and considering the assumptions upon which it is based, financial support for experiential education of the RDIP variety certainly appears to be a better investment than support for classroom education. The objective should be to achieve a proper balance between classroom and experiential education which, in financial terms, will be reached when the rates of return on investment become equal.

In addition to the federal agencies supporting the RDIP, experimentation with the diakonia paideia concept can be found in such programs as the Peace Corps, College Work-Study Program, Neighborhood Youth Corps, Job Corps, VISTA and Teacher Corps. This experimentation should continue, and changes should be made where needed.

From where this observer stands, the RDIP offers a unique experiment in the diakonia paideia concept and, as may be inferred from foregoing observations, more advanced than other experiments in several important respects. Hence, while a re-alignment of financial support is appropriate, continued support from government agencies is warranted during this experimental period.

As the internship program becomes institutionalized, it should endeavor to alter its support pattern in three ways, as follows:

1. The university should cover the cost of fees for the counselors and should assume a greater role in the recruitment of interns, development of projects, seminars and report writing.
2. The host agency should pay a share of the intern's stipend that reflects the real worth of the intern to the agency, but not so much as to make the agency feel it can exert an employer's control over the intern. Thus, the agency's contribution should always be less than the salary or wage a regular employee would receive for doing the intern's job. Using these criteria, a typical agency could be expected to contribute from 50 percent to 75 percent of the intern's allowance.
3. Government, at all three levels, should provide general purpose support of sufficient magnitude to enable researchers to determine the appropriate balance between classroom education and experiential education for college and university students.

In addition to altering the support pattern, SREB should look for savings. Consider the team concept. A team of four interns could have one basic task, one university counselor, and one technical advisor, and write a single report, thereby reducing the number of consultants by 75 percent.

Another saving in scale should result from more concentrated recruitment and placement efforts. The administrative backstopping for 100 interns from one campus or at one agency should be only a

fraction of the present administrative costs for one intern multiplied by 100.

One important funding feature to retain is use of SREB as a conduit of funds. Both the government agencies and the universities much prefer dealing with one place having fiscal responsibility than several. Of course, SREB does not want to become a large operating agency, but there is really little problem here because the SREB-RDIP could allocate funds just as foundations do. Project submissions could be made to the SREB-RDIP for approval, payment and evaluation. Much of the legwork now done by the RDIP staff could be assumed by the institutions submitting the projects.

The Future

The inevitability of change is truer today than ever, for changes occur more quickly than before. Yet the RDIP is in danger of stagnation. As presently constituted and sponsored, the numeric ceiling has been reached and, because of general program excellence, qualitative changes can be expected to lead to incremental improvement only.

Given this rather constraining situation, what should be the future course of the RDIP? In reviewing the observations and suggestions contained in this paper, the following activities should be carefully considered:

1. Experiment with larger-scale programs. This academic year, pursue aggressively the possibilities for larger programs in North Carolina, Georgia, and Atlanta. Next year, concentrate on one or two campuses, guarantee internships to all who genuinely seek them, discover what percentage of students come forward. At the same time, saturate a community or region to determine the number of internships available among a given population. Include semester-long and academic-year internships.

2. Encourage campuses to share the counselor's allowance and agencies the intern's allowance.
3. Encourage universities, agencies, and consortia to sponsor internship projects on their own, but tied in with the RDIP for standards, consultations and, where appropriate, funds.
4. Spread the word. Proceed with the conference being planned for 1969. Invite a few representatives from outside the domain of SREB. Make it a setting for the strongest kind of endorsement possible for the RDIP program and discuss future plans.

MANPOWER FOR DEVELOPMENT 1968

A REPORT OF THE
STUDENT INTERNSHIP PROGRAMS IN
RESOURCE DEVELOPMENT

SOUTHERN REGIONAL EDUCATION BOARD
RESOURCE DEVELOPMENT PROJECT
130 SIXTH STREET, N.W.
ATLANTA, GEORGIA 30513

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Internships in Resource Developments 1968

GENERAL INFORMATION

The Resource Development Project of the Southern Regional Education Board is offering summer internship appointments to a limited number of college juniors, seniors and graduate students who demonstrate an interest in the processes of social and economic change. The program is designed to provide service-learning experiences for students through assignments to specific projects of development agencies, community action programs, and to other local or regional organizations concerned with the problems of developmental change.

Projects to which interns are assigned are selected and structured to achieve several goals:

- (1) To give immediate manpower assistance through the work of students to economic and social development agencies.
- (2) To provide constructive service opportunities for students seeking to participate in the solution of social and economic problems.
- (3) To encourage young people to consider careers and citizen leadership roles in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies.
- (4) To give students in social sciences and related studies a more relevant and meaningful education and training in the complexities of resource development.
- (5) To provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and keeping curriculum, teaching and research relevant to societal needs.

PROGRAM OPERATION

Each intern is guided by a project committee consisting of at least one representative of the local organization, a university representative appointed as a counselor, and a technical adviser—usually from the sponsoring agency. The project committee assists in defining specific objectives and suggests approaches to operation at the initiation of each project. Interns, however, plan and carry out assigned

projects with a minimum of supervision and direction. Each intern participates in an orientation program and at least one seminar on resource development during his appointment. A written report is required of each intern upon completion of the project.

FINANCIAL CONSIDERATIONS

A stipend of \$65 per week for undergraduates and \$75 per week for graduate students is paid to each intern for a 12-week assignment period. The first payment is made upon initiation of the project and final payment is made upon completion of the final report. A travel and miscellaneous allowance of up to \$200 is available to each intern. On-the-job travel is reimbursed at 8 cents per mile. Housing and food arrangements are the responsibility of the intern.

REQUIREMENTS

Interns must have completed at least two years of college prior to beginning their assignments. They must have demonstrated high academic achievement, maturity, writing ability and be capable of independent work. They must be citizens of the United States, in good health and free to spend full time in the area of assignment for the 12-week internship period.

APPLICATION

Interns apply to designated persons of the participating university or college or may send forms to the address below. Applications are available from the SREB Resource Development Project. Appointments are made beginning in April, and summer interns normally begin working in June.

PROGRAM SPONSORSHIP

Financial support is provided by federal agencies interested in economic development, resource development, community action and related fields. During the summers of 1966 and 1967, internships were supported by the Tennessee Valley Authority; the Economic Development Administration of the U. S. Department of Commerce; the Office of Economic Opportunity, and the U. S. Department of Labor.

ADDITIONAL INFORMATION

Campus representative:

SOUTHERN REGIONAL EDUCATION BOARD

Resource Development Project

130 Sixth Street, N. W.

Atlanta, Georgia 30313

Phone: (404) 872-3873

*Resource Development Project
Southern Regional Education Board*

INTERNSHIPS IN RESOURCE DEVELOPMENT 1968

- A 12-WEEK SUMMER PROGRAM FOR COLLEGE JUNIORS, SENIORS AND GRADUATE STUDENTS TO WORK WITH DEVELOPMENT AGENCIES AND COMMUNITY ACTION PROGRAMS IN THE SOUTH.
- \$65 PER WEEK FOR UNDERGRADUATE STUDENTS.
- \$75 PER WEEK FOR GRADUATE STUDENTS.
- LIMITED TRAVEL AND MISCELLANEOUS EXPENSES.

SOUTHERN REGIONAL EDUCATION BOARD

SREB was established in 1949 under interstate compact, now ratified by the legislatures of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

SREB aids in the social and economic advancement of the South by assisting states to improve the quality of higher education . . . provide the widest opportunity possible in higher education . . . build educational programs which meet the social and economic needs of the region.

SREB is devoted to helping Southern colleges build high quality research and education programs . . . by providing regional support and utilization of advanced programs . . . and avoiding unnecessary duplication of facilities among the compact states. (over)

INTRODUCTION

Internship assignments were arranged for 151 students during the summer of 1968 by the Resource Development Project of the Southern Regional Education Board. Interns were appointed in each of the 15 member states of SREB, involving 109 local, state and regional agencies and 69 southern colleges and universities.

All internship projects were concerned with developmental problems and opportunities in the region, and were conducted in the context of SREB's service-learning internship model.

These 1968 internships were technically in four separate programs, each sponsored by a different federal or state agency. Agency sponsorship determined the general focus of the projects and the types of organizations to which interns were assigned.

Although major financial support for the internships came through the four federal grants or contracts, a variety of local, state and regional organizations also provided financial support. The major sponsors were:

Economic Development Administration
Office of Program Analysis and Economic Research

Economic Development Administration
Office of Technical Assistance

Office of Economic Opportunity
Community Action Program

Tennessee Valley Authority
Office of Tributary Area Development

State, local and regional agencies supporting interns include:

Appalachian Regional Commission: Tennessee
The City of Atlanta
Coastal Plains Regional Commission
North Carolina State Planning Task Force
Tennessee Office of Economic Opportunity
Fifteen Area Planning and Development Commissions: Georgia

Administration by the Southern Regional Education Board allowed for coordination of all internships into a single program. This unified approach provided for economy and efficiency in management and emphasized the related roles of various programs and agencies in the total development picture.

PARTICIPANTS

Internships were extended to include three states and 39 academic institutions not previously participating. Over 600 individuals participated in the program during the summer and academic year.

	<u>Summer 1968</u>	<u>Academic Year 68-69</u>	<u>Totals</u>
Interns	151	21	172
Local Agency Committee Members	116	8	124
Faculty Counselors	106	12	118
Technical Representatives	<u>178</u>	<u>11</u>	<u>189</u>
Total Participants	551	52	603

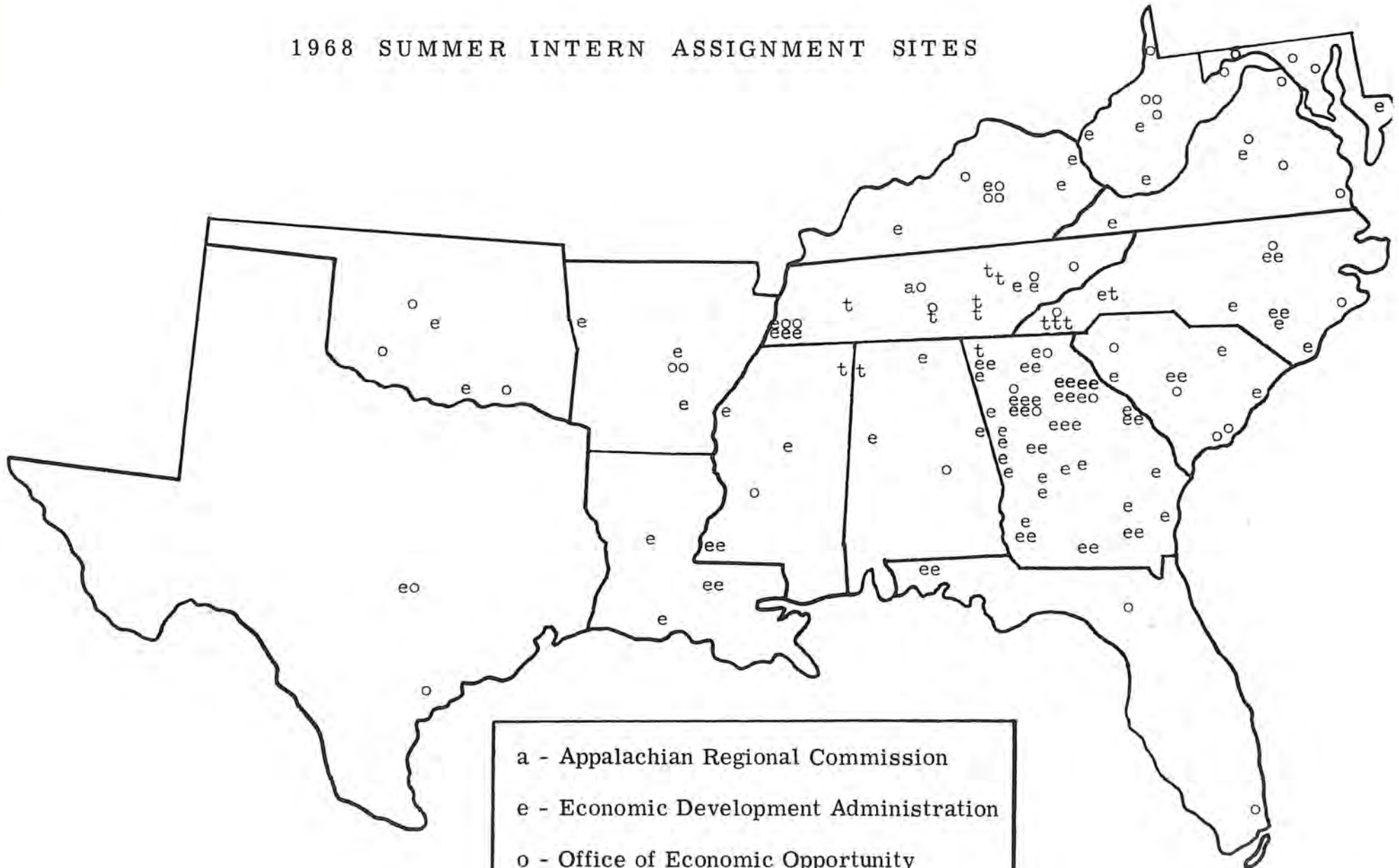
PROJECT SUBJECTS

Project subjects, identified by host agencies, continued to reflect a wide variety of topics. Project subject areas that previously interns had not been asked to examine included:

- Economic Impact of College on Community
- OB-GYN Service Delivery of Public Hospital
- Headstart Training in Rural Area
- Small Business Administration Assistance in Mississippi
- Census of Mississippi City
- Neighborhood Youth Corps Evaluation
- Study of Dyslexia and School Dropouts
- Profile of Seafood Processing Industry in two North Carolina Counties
- Family Planning Assistance and Review
- Comprehensive Health Planning Assistance
- Aid for the Elderly
- High School Counseling
- Assistance with Rural Co-ops

These topics, in addition to the traditional project categories, continue to suggest that student manpower is capable of assisting with a great variety of societal problems, and that their services can be applied with insight and skill. (See Summer 1968 Bibliography.)

1968 SUMMER INTERN ASSIGNMENT SITES



- a - Appalachian Regional Commission
- e - Economic Development Administration
- o - Office of Economic Opportunity
- t - Tennessee Valley Authority

SEMINARS AND MEETINGS

Counselor Seminars were conducted in Memphis and Atlanta to acquaint faculty participants with program objectives and operations, federal agency sponsors and the roles of counselors. Sixty professors attended.

Intern Seminars were arranged for student participants to explore developmental and educational objectives. Eighty-two percent of the interns attended at least one seminar.

INTERN SEMINAR ATTENDANCE--SUMMER 1968

	<u>OEO</u>	<u>EDA</u>	<u>TVA</u>	<u>ARC</u>	<u>TOTAL</u>
Atlanta (July 18-19)	5	16	3	-	24
Charleston (July 22-23)	7	9	2	-	18
Louisville (July 18-19)	3	14	1	-	18
New Orleans (July 21-22)	6	12	-	-	18
Memphis (July 24-25)	4	13	2	-	19
Washington, D.C. (July 28-30)	<u>10</u>	<u>14</u>	<u>2</u>	<u>1</u>	<u>27</u>
Totals	35	78	10	1	124

In November, a Review Conference brought together 30 representatives of sponsoring federal agencies, state agencies, university officials, students and local developmental agencies to critically examine the Southern Regional Education Board's Resource Development Internship Programs. (Donald Eberly's "Diakonia Paideia" paper reports on the substantive issues discussed during this conference.)

Experimental interdisciplinary seminars were conducted by Memphis State University and the University of Tennessee for interns participating in internships in their area. The seven Memphis State University interns were enrolled in a seminar course for six credit hours. These interns were assigned to OEO, EDA and TVA related agencies. The seminar met weekly and used the intern assignments as primary subject matter for discussion.

Interns appointed in the East Tennessee area attended three seminars on resource development in July, August and October on a non-credit basis. These were arranged through the Political Science Department of the University of Tennessee.

FINAL REPORTS

One hundred twenty-eight final reports prepared by interns have been reproduced, with 11 not yet completed. Several reports represent team efforts.

Reports have been provided to sponsoring federal agency representatives as they have been completed. Local distribution of reports has been arranged by the host agency representatives. Requests have been received for re-printing several intern reports. (See Summer 1968 Bibliography.)

ACADEMIC YEAR INTERNS--1968-69

Internship assignments were arranged for 21 students during the academic year of 1968-69. These interns were appointed on a part-time basis and involved 16 colleges and universities and eight local, state and regional agencies. A compendium of these assignments is in the Appendix.

VARIETY OF APPROACHES

Extending beyond the one intern from one university to work on a single problem with a single agency, a variety of approaches to resource development internships characterized the 1968 summer programs.

(1) A statewide project to collect and analyze data on municipal and county government financial status was completed in cooperation with the Georgia Municipal Association, Georgia Area Planning and Development Commissions, County Commissioner's Association and nine state colleges and universities in Georgia. Twenty-eight interns used a standard data collection procedure for obtaining basic data which was in turn sent to Georgia Municipal

Association for computer processing. This information has provided the basic content of GMA's data bank for service to Georgia communities and agencies. In addition, each intern prepared a special report on one facet of local government for the participating Area Planning and Development Commission. (See Bibliography.)

(2) Four interns were appointed on part-time bases during the spring semester to develop their projects in more detail prior to initiating a full-time summer commitment. Advantages of such an approach are clearer project definition, earlier university involvement and a longer time period for the project.

(3) Georgia Area Planning and Development Commissions and other host agencies participated in a cost-sharing arrangement for the partial support of internships.

(4) Three interns worked with the Atlanta Model Cities Program. Two landscape architecture undergraduates from the University of Georgia were supported directly by the City of Atlanta with educational overhead being covered by SREB from EDA funds. The third intern was supported with OEO funds with the cooperation of Economic Opportunity Atlanta.

(5) In several projects, a team of interns collaborated on a single project:

Three East Carolina University interns prepared an extensive economic base study for a four county area in Eastern North Carolina.

Two University of Kentucky Law students worked with Legal Aid efforts in Lexington, Kentucky.

In Little Rock, Arkansas, two University of Arkansas medical students conducted a thorough review of outpatient practices of the OB-GYN Section. Improved services have since been reported.

A study of Negro entrepreneurs in three Southwest Mississippi counties was completed by joint work of an Alcorn A & M student and a University of Southern Mississippi student.

Manpower projects in North Carolina and Georgia were done by teams of two interns each.

(6) A former intern (James Wilson, TVA '66) served as a counselor for an EDA intern in Virginia.

(7) Several agencies requested extensions of projects.

(8) Five interns from the 1967 program period were appointed as advanced interns during the 1968 summer program.

EVALUATION NOTES

All project committee members and interns were requested to evaluate the internship program and their particular project experience. Questions were formulated by SREB and mailed to participants. Ninety percent of the counselors prepared lengthy evaluation statements, and over 50 percent of the other committee members responded.

(1) Interns, counselors and all other project committee members indicated the worth of the intern's project for the host agency as follows:

	<u>Interns</u>		<u>Counselors</u>		<u>Local Reps.</u>		<u>Total</u>	
	<u>Resp.</u>	<u>%</u>	<u>Resp.</u>	<u>%</u>	<u>Resp.</u>	<u>%</u>	<u>Resp.</u>	<u>%</u>
Very valuable	44	49.9	26	52.0	55	59.7	125	55.8
Of limited value	31	34.4	17	34.0	30	32.6	78	33.6
No value or negative value	1	1.1	1	2.0	1	1.1	3	1.3
Don't know	<u>14</u>	<u>15.5</u>	<u>6</u>	<u>12.0</u>	<u>6</u>	<u>6.5</u>	<u>26</u>	<u>11.2</u>
	90		50		92		232	

(2) Learning dimensions and educational values indicated in the questionnaires are very similar among interns, counselors and committee members. Most frequently mentioned educational values were:

1. Participation with problem solving or developmental process at many levels.
2. Better understanding of research, interviewing, analyzing and writing techniques.
3. Enhanced human relations abilities.
4. Motivation for educational and career goals.

(3) Interns responded to the question, "How will your internship relate to your academic program? (Check as many as apply)" in the following way:

	<u>No.</u>	<u>% of 83 Interns Responding</u>
Complement classroom activities	42	50.5
No direct relationship, just broaden background	41	49.4
Help prepare for eventual career	29	34.8
Research for advanced degree	9	10.8
Other	2	2.4

(4) Sixty-five percent of the interns responding to a question asking for recommendation on curriculum change recommended offering wide variety of courses that require field work experience with concrete societal problem.

(5) Based on responses received, about 30 percent of the 1968 summer interns received academic credit for their internship activity. Course credit ranged from one hour to 10 hours credit for required field experience.

(6) The following quotes from evaluation materials indicate that basic objectives and operational procedures remain worthwhile and functional.

To give immediate manpower assistance to development agencies and provide constructive service opportunities for students.

"Mr. Bigner established and conducted an in-service training program for Head Start which will be continued and enlarged upon as time progresses." (Les Montgomery, OEO Project Committee Member)

"It (the intern's report) has been of tremendous help to us in evaluating the goals of our organization. The report will be widely distributed and studied throughout our organization and used as a future policy guide." (R. Kirksey, EDA Project Committee Member)

". . .my work on this project provides them (agency) with significant information relative to their objectives of promoting tourist attractions. Much uncoordinated material has been arranged into the final report." (Kenny Smith, EDA Intern)

"The intern compiled a Where to Turn Directory, a compilation of resources in Dade County, indexed in a simple way to make it especially useful for target area workers and residents." (Betty Lou Barbieri, OEO Project Committee Member)

"The report is to be used for educational purposes with governmental officials, thought molders in the community, and civic leaders who will work for solution to the solid waste problem." (Clarence Streetman, TVA Project Committee Member)

To encourage young people to consider careers and citizen leadership in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies.

"The program has convinced me that a career in urban or regional planning is the one I would most like to pursue." (James Nichol, TVA Intern)

"The internship program has caused me to take courses dealing with social and economic problems in my academic studies this year. . .I have decided definitely upon a career dealing with some phase of community development." (Betty Dwight, OEO Intern)

"I have learned different aspects of resource development that I never saw before. I have been thinking seriously of changing majors if I don't lose too many credits. I feel that I would enjoy planning work." (Raymond S. Cannon, EDA Intern)

"It has influenced my thinking to the extent that I am now considering taking Urban and Regional Planning in Graduate School, instead of Economics." (Richard V. Dunn, EDA Intern)

To give students in social sciences and related studies a more relevant and meaningful education in the complexities of resource development.

"I have learned more through my internship than through any previous college or work experience. . . It has strengthened my dedication to the field of social sciences." (Stuart A. Bach, OEO Intern)

"I now view this program as a valued part of the needed effort to have each and every person develop to the fullest his potential with a feeling of responsibility to the society which made that development possible. . ." (Carol Brumby, EDA Counselor)

"The most significant part of the internship project is that young men and women are given the opportunity to mature to face reality and to be ready to enter the world realizing that they have civic obligations as well as selfish obligations." (Thomas W. Willis, EDA Counselor)

"I learned about what goes on in the world other than that which is immediately linked to my 18 straight years of education." (Thomas J. Blystad, EDA Intern)

"I learned how to work with people more effectively; something that I could never have learned in a classroom." (Tommy Austin, TVA Intern)

To provide additional avenues of communication between institutions of higher learning and programs of social and economic development.

"We have now established working relationships with the university's Department of Home Economics through Bigner's work here." (Les Montgomery, OEO Project Committee Member)

"This experience has gotten our foot substantially into the door of the UNC Population Center. . . Theirs is a big operation and already we are making full use of their audio-visual section, and hope to have training further augmented by them after their training subcommittee formulates plans. Your program gave me new insights." (Leon Mann, OEO Project Committee Member)

"An important secondary benefit to the agency as well as the university has been that these two institutions have been brought into a meaningful contact, which may lead to fruitful cooperation in the future." (Sagar Jain, OEO Counselor)

"On the basis of this experience, credit will be given for future internship activity. Under study is a plan to conduct all summer school architectural design activity much like an internship program with field work and independent study as the basis for other course effort." (Anders J. Kaufmann, OEO Counselor)

Counselor comments on the most significant part of the internship program.

"This opportunity to gain insight, first-hand, into the complex problems of human and physical resource utilization and development is one of the most significant contributions of the internship program." (James D. Wilson, EDA Counselor)

"The most significant part of the entire program was the scheduled and unscheduled meetings." (Bill R. Darden, EDA Counselor)

"The opportunity for students to become exposed to an action setting, to work largely on their own but with counseling available, and the opportunity to be freed of course and grading requirements are the most significant parts of the internship. Not to be overlooked, however, are the reciprocal benefits which accrue to faculty counselors who observe student growth and to agency persons who have opportunity to learn what students are interested in and capable of doing." (Daniel F. Hobbs, Jr., OEO Counselor)

"Action, man, action--student action, without the confinements of the curriculum and the classroom, against which rebellion is overdue. Self-determination, self-reliance, self-imagination, self-ingenuity, self-responsibility, self-etc." (Robert M. Viles, OEO Counselor)

". . .The most significant part of the internship program is the opportunity for students to participate in situations related to but often not available in the academic atmosphere. By being involved in service activities, students are sensitized to the needs and problems of their community and the society as a whole." (Mason Willrich, OEO Counselor)

INTERNS INTERESTED IN RESOURCE DEVELOPMENT EMPLOYMENT
AND/OR EDUCATIONAL OPPORTUNITIES

Interns, upon completion of their assignments, are asked about their interests in receiving information related to employment or education opportunities in resource development. Since 87 percent responded affirmatively, a listing of these former interns, indicating their present position and/or academic background and their SREB internship assignment particulars has been compiled.

Individuals are listed by academic backgrounds, which include law, economics, liberal arts, medicine, political science, social sciences, business and natural sciences.

This listing is provided to developmental agency employers and educational institutions.

CASE STUDIES OF SELECTED INTERNSHIPS

Case study brochures have been prepared to illustrate the scope and nature of resource development internships. The case study includes a statement of the intern's project subject; a note on the intern; a brief description of the project activity; and notes on the final report and follow-up results.