

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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# SOUTHERN REGIONAL EDUCATION BOARD

## 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:

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### 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

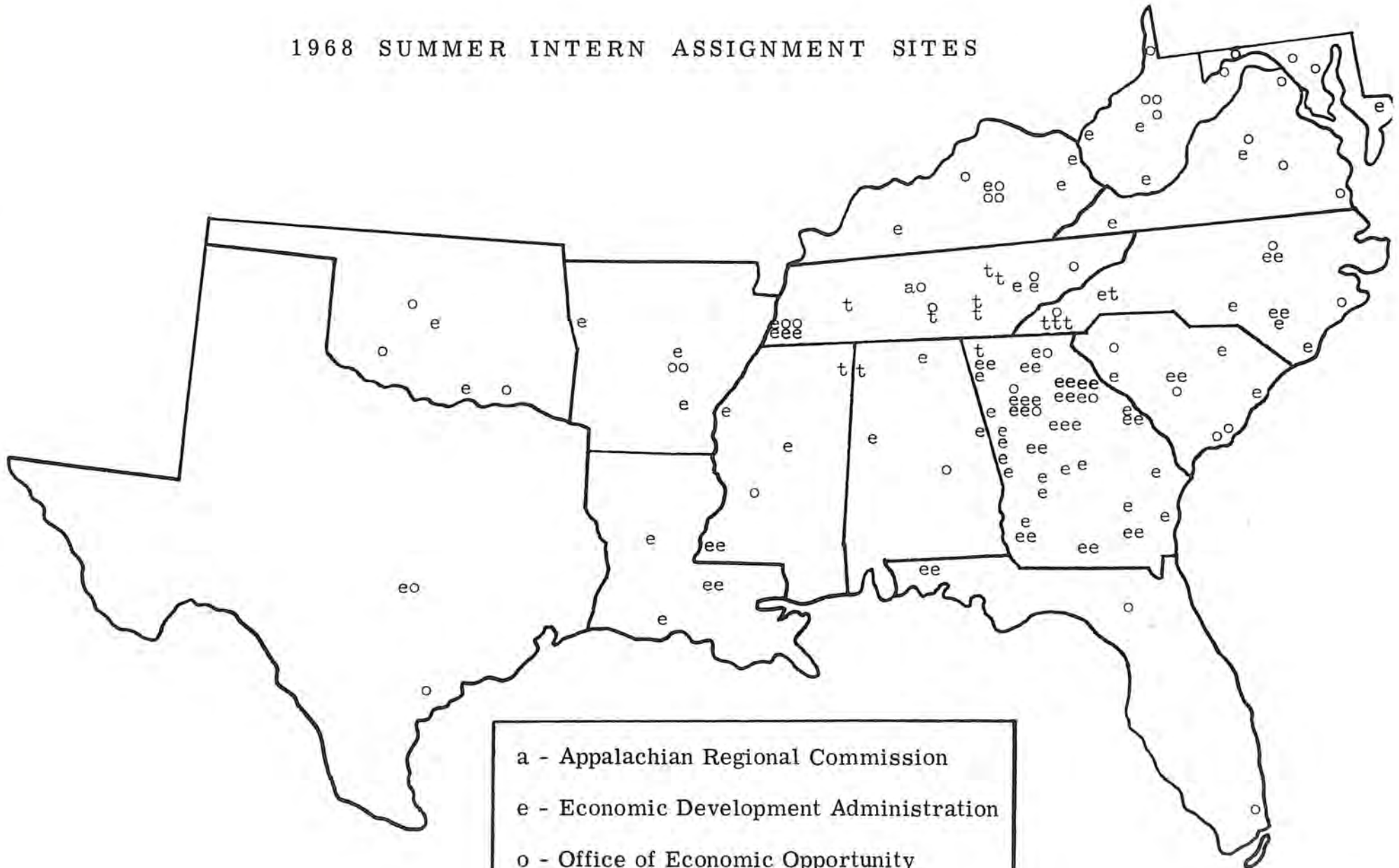
Project subjects, identified by host agencies, continued to reflect a wide variety of topics. Project subject areas that previously interns had not been asked to examine included:

- 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.