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A report based upon data collected through the administration of the Intern Program at Fort Schuyler describes a pilot project in intern instructorships established in 1960 at Maritime College, Fort Schuyler. The program provides one year and an optional second year of practical teacher training for graduate students working toward the PhD. in a variety of liberal arts fields. The report provides background information, description, descriptions, and analyses of the program, and presents proposals for a wider application of college teaching internships within the State University of New York. Appendixes include a table describing the interns participating in the project and organization charts for the proposed expanded program. (BN)

COLLEGE TEACHING INTERNSHIP

(REPORT ON A PILOT PROJECT)

August 1965

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Intern Instructor Program
State University of New York Pilot Project

Maritime College at Fort Schuyler

CONTENTS

PREFATORY NOTE

The greater part of this report is based upon data collected through the administration of the Intern Program at Fort Schuyler, including the experience, reactions, and discussions of all those who have been associated with the program. In taking primary responsibility for the report, I must not neglect to name a number of individuals who have contributed to the success of the program and therefore to the substance of the report. Principal among these are Professor Robert B. Sennish, Dr. W. Dwight Todd, Dr. Albert J. Gares, and Dr. Joel J. Belson, all of the Maritime College Humanities Department. Dr. Belson was also of particular help in preparing the introductory section of the report and Professor Sennish in his comments upon the final draft. Dr. B. Baruch Hochman, a former member of the department, now an Assistant Professor of English at Bard College, has also made significant contributions to the program.

A special measure of thanks must go to Dr. A. Sanford Limouze, the newly appointed president of the Massachusetts Maritime Academy. Because of his vision, his confidence and his energy, Dr. Limouze, then Chairman of the Humanities Department at Fort Schuyler, made the project possible and started it in the right direction.

A very special kind of credit belongs to the interns themselves, who, over the years, have not only been active subjects of scrutiny, but reacting subjects as well. Their responses have always been an important part of the program.

To Mrs. Anne Bieber, secretary to the Humanities Department, go our thanks for inestimable aid in correspondence, scheduling, collation of materials, and the publication of this report.

INTRODUCTION

Many primary and secondary school systems have long required prospective teachers to submit to the discipline of teaching under the supervision of experienced personnel, usually as part of an undergraduate teacher training program. Some colleges have required prior classroom experience as a condition for employment but have not, as a rule, provided the means for the novice to gain such experience. Nor are such means regularly provided in the schools.

In recent times, and in the presence of growing student populations, the college teacher has been initiated in the practice of teaching by:

1. a full-time assignment immediately on completing his graduate training;
2. a part-time assignment, usually a means of earning income while preparing for matriculation examinations or writing a thesis;
3. the award of a graduate assistantship from the university at which he is studying;
4. an internship program.

The beginning teacher, whether or not he has completed his graduate training, is usually asked to teach lower classmen and to teach outside his major field of interest. He teaches European History, 1550-1820, not the Development of the English Parliament in the Seventeenth Century, "Humanities," not Eighteenth Century Literary Criticism. What texts shall he choose for his class? A competent instructor should know. But a graduate student has not been reading textbooks, readers, surveys. What standards shall the new instructor set for his students? A competent instructor should know. But how? Ultimately his students will tell him, but he may be unprepared to listen. What kind of examinations should he give? To what extent should he teach as he has been taught? How shall he deal with ignorance, especially his own? To whom shall he turn for help? his department chairman, who has expressed such confidence in his abilities? his senior colleagues, whom he has just met? his peers, who have exactly his questions and few new answers? College teachers have survived and even flourished, but their nurture can be improved.

The overwhelming majority of college instructors begin to teach, full or part-time, before the completion of the Ph.D.. As a consequence, they carry a double burden: the anxiety of making good in new circumstances for which they have had little preparation; and the problem of meeting their graduate study requirements, including the writing of an acceptable dissertation. One hesitates to mention the additional problems that we are all heir to under any circumstances. Although part-time work can entail most of the burdens of full-time work with fewer rewards, it has the redeeming feature of giving the new instructor more time to reflect upon and to cope with the problems that confront him. But this advantage can be offset if the part-time instructor is exploited, used as a means of balancing a budget and of relieving senior professors of undesirable work assignments. With little salary, questionable status, and no help from his colleagues, an instructor's sense of pride in work can be so damaged that he may tend to treat his students as he is being treated, putting his immediate needs before theirs, so that little is learned on either side of the desk.

The graduate assistantship, until very recently, has been open only to a few, and the kind of experience gained under it, like the kind of stipend granted, has varied greatly. The assistant may be required to read papers or be assigned by a senior staff member to a large lecture group; he may teach a conference section, give an occasional lecture, or in some programs actually teach one or two courses. The graduate assistant, although largely without supervision, is at least in a position to ask questions and seek help. Without any formal program of consultation or evaluation, however, little help is actually sought or provided. The work load is more or less suited to the abilities of the instructor. However, unless the assistantship includes at least a year of actual classroom teaching experience, its function would seem to be limited. The pay for services rendered is usually contemptible.

Opportunities for teaching internship are rarely offered on the college level. In the middle 50's Brown University provided an internship for candidates holding the Ph.D. who had no previous teaching experience. Their teaching was to be supervised. The salary offered was egregiously low--even then. Starting with the summer session of 1960 and for several summers thereafter, the City College of New York conducted a program, funded by a Carnegie Grant; another program has been instituted at the University of Denver, another at Teachers College, Columbia University, and an internship in administration at Hofstra University. There may be others that have escaped the attention of this report.

Not only have college internships been rare, but they have been conducted in atypical circumstances which have diminished their value. Beginning teachers of English at Columbia have been assigned to special three-week sessions of teaching English to foreign students. Other programs have been relegated to summer sessions where the staff structure is temporary and loose and where faculty activity is divorced from the major educational concerns of the college. Only a small percentage of the regular faculty remain for summer work, and the visiting professors come from institutions with other concerns. The brevity of the summer session also militates against a meaningful orientation in course planning and teaching. A summer session can be a valuable adjunct in the training of teachers, but it cannot suitably contain the whole process. One of the principal conclusions of this report is that the value of an intern program is not only relative to its employment of the practice teaching principle, but to the circumstances of such practice teaching and to its supervision. At Fort Schuyler we have been fortunate in having the use of the regular academic year, and we have enjoyed the right conditions for the conduct of our experiment.

THE INTERN PROGRAM AT FORT SCHUYLER: BACKGROUND

In January 1962, a preliminary report was issued based primarily upon the first year's operation of the Intern Program at Fort Schuyler. Those parts of the report that still apply have merely been rephrased and consolidated for inclusion here. In the three and a half years since the publication of the preliminary report, we have been able to define our objectives more clearly, and that clearer definition is also reflected here.

As originally stated, we had hoped to provide practical training for potential college teachers, and we had hoped by this means to attract capable people into the college teaching profession. Perhaps we originally intended, in point of emphasis, to provide a service for graduate students, giving them the opportunity to enter their chosen field under optimum conditions. This was certainly not unmixed altruism, for at the same time we could conduct an interesting educational experiment and provide our college with a small adjunct labor force that would relieve some of the staff work-load pressures. We soon found that in order to conduct the program properly it took almost as much staff time as the additional help of the interns supplied. In order to insure good conditions for teacher training, and in order to insure that our course standards would not be diluted, much time and attention had to be spent in supervising the work of the interns. This has been time well spent for it has resulted in professional satisfaction and development. But the time has been consumed, nevertheless. It is interesting to note that when the pressures of committee work, faculty meetings, and other faculty duties have interfered with our attempts to provide as complete attention as possible to the interns, we have felt frustrated and deprived.

Initially, in February 1959, Dr. A. S. Limouze, then chairman of the Humanities Department at the Maritime College, had submitted a request to State University for a supplementary budget to establish a pilot project in intern instructorships for beginning college teachers. His initial proposal contained what became the main outline of the project. The program was designed for graduate students working toward the Ph.D. who intended to make a career of college teaching, but who had no teaching experience on the college level. With few exceptions, this objective has remained in force. Candidates with a limited amount of extension or part-time teaching experience, who are otherwise thought to be suitable for the program, are considered and in some cases appointed, since we feel they can still profit from internship. The attached Appendix A provides profiles of the ten interns who have served since 1960. Appointments are made for one year renewable for an additional year. A continuation of the second year depends upon the suitability of the candidate as demonstrated in the first year. We have found that in every case our screening has been careful enough so that the optional second year becomes a matter of choice by the intern himself. In all but two instances appointees have remained for the optional second year.

One man did not take a second year appointment because he decided to leave the academic for the business world. Another, who had left the business of art publishing to enter the sacred grove at the age of 39, was sufficiently prepared, through both maturity and internship, to accept a regular appointment at Rutgers. Although, elsewhere in this report, we recommend a one-year internship as a practicable complement to a Ph.D. program leading to college teaching, a second year of internship has considerable advantages for most trainees. For one, it increases the possibility that an intern may teach an entire sequence of courses.

On the other hand, the second year can also insure a second time around in one or more courses, providing the opportunity for rectifying the faults of the novitiate as he matures. As a whole, the intern's familiarity with the mechanics of his place and function, leaves him freer in the second year to cope with the pedagogical and intellectual aspects of teaching, as well as to continue his graduate training.

Initially we planned to assign a teaching load of three courses, i.e. nine hours or three-fourths of the usual teaching load at Fort Schuyler. This plan has had to undergo modification for more than one reason. In every instance it has seemed more desirable that in the first semester of appointment an intern be assigned no more than two courses. In addition, since most of our interns have been English instructors, and since their first programs have included Freshman Composition, limitation to two courses has been practically mandatory. As a matter of fact, we have come to feel it is desirable to maintain a two-course work load throughout an intern's appointment so that his pursuance of graduate work, a requirement of the program, can be honored more in the observance than in the breach. We have not always succeeded in maintaining a two-course work load because of staff limitations. Wherever possible we have utilized forms of assistance and team teaching to avoid assigning three-course schedules.

The intern's salary, unlike the usual stipend for graduate assistants, has been kept at roughly three-fourths of the beginning salary of a regular instructor. While, at the present starting salary of approximately $4400, this is hardly a lving wage, there seems to be adequate compensation in other ways. The program does after all provide genuine training, and our departing interns have been able to qualify for immediate appointments, in some cases to assistant professorships.

The administration of the program has included some formal orientation and discussion, but these have deliberately been kept at a minimum. Initial departmental discussions have oriented the intern in the teaching of the subject as well as in the housekeeping details of the Maritime College. We initially tried to schedule several seminar discussions during the course of the semester, but soon found that the more informal interchanges which take place in a departmental office were much more valuable.

Classroom observations of interns have been frequent, a minimum of six per semester. Here too our initial approach has been modified toward somewhat greater informality. At first we planned observation reports with defined areas of comment, but we soon found that a mere series of notations and impressions provided a much better basis for oral discussions between the intern and his observer.

From the very beginning we have been concerned with relieving the pressures of classroom observations. The fact that an intern's reappointment or continuation does not depend upon observation reports, is in itself a help toward concentrating on the techniques of pedagogy, the sense of involvement, and the reactions of students, rather than upon the success of a particular performance. In other words, the intent has been to concentrate upon analysis rather than value judgment. For this reason, discussions between the observer and the intern have been held, whenever possible, directly after the class session. In addition, it has been our practice to invite interns to sit in on the classes of regular staff members. The very existence of the invitation, even when not taken, seems to create an easier atmosphere, to reinforce the impression that the intern's work is being considered rather than attacked. In those instances when interns have

observed regular instructors the discussions between interns and senior staff members have been as lively and powerful and probably as helpful as those following our observations of interns.

Early in the planning stages of the intern program there were attempts to secure private funding. In June 1958, a proposal was submitted to the State University requesting that it be presented to the Fund for the Advancement of Learning since at that time budget restrictions of State University made the financing of the program impossible until 1960-61. The proposal was subsequently rejected by the foundation, and in 1959 a request for a supplementary budget together with an abstract of the entire project was submitted to State University. The program was then approved for the 1960-61 academic year for three intern instructorships.

We have since then conducted the program with these three positions, at times allocated in more than one department, usually utilized in the Humanities Department for English literature and composition, occasionally for history. In the preliminary report of January 1962 we recommended that the project be expanded at the Maritime College, that it be instituted in several other colleges in the State University system on an expanded pilot project basis, that further efforts should be made to enlist the aid of a private foundation to assist in the expanded functioning of the program, and that an investigation should be made into the feasibility of requiring a year of teaching internship for those Ph.D. candidates who are preparing to teach on the college level. None of these recommendations were acted upon although the general and informal responses were good. Perhaps the rather uncertain course of State University at that time contributed to the neglect of so promising an educational idea.

THE INTERN PROGRAM AT FORT SCHUYLER: DESCRIPTION AND ANALYSIS

Teachers are trained in order to minister to students. We might therefore properly begin with some assessment of student reactions. We have from the beginning taken student reaction into account by avoiding any intrusion upon the relation of the intern and his class during the first three weeks of the semester. Our object has been to impress upon the students the identity of their instructor and to impress upon the instructor the fact that whatever relationship he could establish with his students was in the final analysis his and his alone. During this initial period we are patently available for advice, and yet we have not forced our guidance upon the interns.

The interns have been quite pleased with this approach. Our recognition that the problem of relating to one's students was common rather than unique, could only be reassuring, and the fact that something was being done to cope with the problem added further reassurance.

It has always been our principle that students should know that they are central to the teaching process. We have evidently been successful in maintaining this principle even when students have been assigned to intern instructors. For the most part, although our students are aware of the intern status of their instructor, their reactions have not indicated any particular self-consciousness or disturbance about the fact. The differences in student-teacher relationship that we have noticed can perhaps be defined in terms of reactions to older or younger instructors with no particular reference to the fact that the interns are beginning instructors. There has sometimes been a tendency for students to feel insecure with a younger and seemingly less experienced instructor. On the other hand, many students thrive on a closer identification with youth.

Although the members of the participating staff have often disagreed about the relative capability of the various interns, they have been unanimous in agreeing that we have never had an intern who could not become a competent teacher. Of course, we have been dealing with a limited number of carefully chosen candidates. It is therefore particularly important to define the bases of judgment in the event that the program is expanded to a point where selectivity is reduced. The following is a check list for evaluating intern performance which has evolved from our experience since 1960. We have found that the categories listed provide valuable bases for consultation and advice:

1. classroom performance
   a) lecturing
   b) managing class discussion
2. the devising of assignments
3. the devising of exams
4. grading compositions and exams
5. handling of recurrent problems such as cheating and complaints about course grades
6. participation in departmental work and planning
7. participation in faculty affairs

It has been our experience that the formal classroom visitation is at best a poor basis for evaluation, but on the other hand that it can be valuable if used as an advisory adjunct. One must emphasize the word adjunct since observations in themselves can be misleading because of the artificiality of the classroom situation when an observer is present. Even our senior professors testify that they have tended to teach differently on those occasions when interns have visited their classes. They have found it impossible to avoid a feeling of self-consciousness and pressure owing to the presence of an observer in the room, despite the fact that the observer has been in no position to wield authoritative judgment.

The frequency of visits and the frequency of consultation have made our classroom observations especially useful for advisory purposes, but it is perhaps impossible to calculate the value of those informal observations which have occurred in the intimacy of small departments in a small college, since they have emodied reactions which were simultaneously personal and professional.

In addition, some of our formal departmental practices have been adaptable to the needs of the intern program. For example, the Humanities Department has for many years followed a system of cooperative grading of uniform final examinations in composition and at times in literature. That is, each instructor grades the papers submitted by the students of other instructors. We have found this procedure valuable where subjective impressions might intrude in the maintenance of standards. When applied to the guidance and evaluation of interns in their work, the practice has additional values. We now assign, for cooperative grading, a uniform topic in freshman composition at midterm. By this means the interns are able to see specific instances of how other teachers evaluate the work of their students, and the interns are also afforded reviews of their evaluations of another teacher's students. We avoid class for class exchanges so that an intern can benefit from a wide spectrum of comparison.

For purposes of comparative analysis, I should like to make further reference to the Intern Program conducted in summer sessions at the City College. Originally established under a Carnegie grant, the project has continued on a shoestring without Foundation money, because the staff and administration of City College are convinced of its validity and its need.

The City College program is of particular interest to us because it is close in many details to our own project, and therefore is one of the very few genuine internship programs for college teachers. It is markedly different, however, in its greater dependence upon formalized seminars and in its limitation to the atypical experience of summer session teaching. We have found informality and flexibility to be extremely important, not only to the direct needs of the internship situation but also to opportunities for experimentation. Thus we have been able to apply cooperative teaching, team teaching, and various forms of assistance by interns, and we have experimented with classroom observations to the point of attempting to replace them with self-evaluations by the interns. The last has been tried only recently and promises some interesting results.

With respect to the atypicality of the summer session, Professor Samuel Middlebrook, who directed the initial City College program, expressed the hope that the internships could be adapted to the uses of the regular staff in the normal academic year, thereby making greater effectiveness possible.*

* "The Summer Session College Teaching Internship Program at the City College," AAUP Bulletin, Autumn 1961.

We completely endorse Professor Middlebrook's implication. But it would be well to retain the use of the summer session as a convenient means of extending one's resources. Along with fuller utilization of our educational facilities, a summer session could incidentally provide increased opportunities for internship. I have already alluded to part-time teaching in summer and evening sessions of urban institutions, as a notoriously poor means of initiation into college teaching. But with proper conditions and sufficient supervision, the initiation could become orientation and true internship. We would never recommend, however, that an internship be limited to summer session work alone.

During the first year of the operation of the State University Intern Program, all observers were required to submit general statements about each intern to supplement the specific notes which they had made during each observation. While the specific notes on classroom observations tended to contain about 80% negative criticism, the general evaluations tended to be about 90% positive. Thus, when the observer functioned as an advisor, he naturally looked for things to correct. On the other hand, when he was called upon to make general judgments, either he was not confident enough to voice a generally negative judgment boldly, or his perspective enabled him to put negative elements in their proper place. We soon found that general evaluation was not particularly useful for our purposes. It did perhaps have a desirable psychological effect upon the intern, but we found that the same end could be more easily and more directly accomplished in the discussion following a particular observation. On the other hand, to prevent a feeling of disbelief about such general commendations when an observer felt that a lesson had gone badly (and these were exceptional instances), the observer was encouraged to simply tell the intern, "That was a bad one, wasn't it?" Usually, however, the interns were beforehand in admitting failure, since they were working in an atmosphere where they could expect sympathetic responses.

The objectivity of the observer is always a problem. In his article on the City College program,* Professor Middlebrook refers to the reaction of some interns to the review of a twenty-page set of reports over a decade of actual class observations of non-tenure teachers at City College.

> Some were disturbed by the obvious subjectivity of most of the reports therein. They were also struck by the temperament or ruling habit of mind that seemed to be revealed when the same man wrote a sequence of reports on different probationers over the years.

What a frightening experience this must have been for these young teachers, to realize that one's professional future might one day depend upon the judgment of an individual who rides his idiosyncracy with all the monomania but none of the humor of Tristram Shandy's Uncle Toby.

The teacher who has become habituated to a particular technique can only grudgingly accept other possibilities. At Fort Schuyler we made ourselves aware of and were constantly reminded of this phenomenon. On the whole the final evaluations demonstrated our capacity for setting individual prejudices aside simply by being mindful of them. In addition, practically all of the observers found that, since the interns could make return visits to their classes, their critical attitudes were tempered, and their minds were open to a wider range of possibilities

* Op. cit.

in teaching excellence. When return visits have been made, senior staff members have felt an acceleration of the process of their own self-evaluation, a process inevitably set in motion by a program such as this.

Much of the commentary in the observers' reports concerned details which were not particularly crucial when taken one at a time, but which, as a whole, provided a revealing estimate of technical competence and confidence. More considerable, however, were the evaluations of planning and treatment of subject matter and of the success or failure of intellectual engagement with students. Some of the observers simply reported what went on in a session as a basis for later review in the conference with the intern. By this means an observer could point to good features in the teaching performance in some detail, avoiding the seemingly kind insincerity of mere general praise followed by a list of specific faults. The process is time consuming, but for many it seemed the most effective way to apply classroom observation in a constructive manner. A very important by-product of the observation process was the effect upon the observers themselves. Frequently, observation notes revealed that the educational experience was a shared one.

A further word should be said about self-evaluation by interns, a technique which I have mentioned as one of our experiments. Even if self-evaluation cannot wholly substitute for classroom observations, we have come to feel that it can be an added means of evaluation which could relieve the pressures I have described. The process consists of the following. The intern meets a class knowing that after the session he will sit down with one of his senior colleagues to describe his teaching and judge its success. His report includes his handling of the subject matter, his handling of the class as a whole and of individual students, as well as an estimation of the responsiveness of the students. The senior staff member, of course, tries to evaluate this evaluation. His probing questions are not only meant to help him understand and judge the session, but to foster the self-analysis of the intern instructor as well. In effect what this technique does is to formalize a departmental office phenomenon, the bull sessions of enthusiastic and interested teachers about their classroom experiences. In its limited application so far, it seems to have excellent possibilities.

Other sources of material for evaluating the intern program have been provided in statements submitted by the interns themselves, and in these statements it has been overwhelmingly apparent that their experience has been profitable. Although the interns have been critical of certain procedures and conditions, they have unanimously agreed that internship as such, that is, the essential process of independent teaching with relation to observation and guidance from senior colleagues, has been valuable in their training.

Apparently too, the organization of the program and its circumstances here at Fort Schuyler have provided interns adequate opportunity for the pursuance of graduate studies. Appendix A reveals some extent of their accomplishment. The chart can only indicate such specifics as the completion of matriculation examinations, oral examinations, and the like. It could not with accuracy indicate the extent to which a candidate had been able to develop his research for the doctoral dissertation. In the five years in which the program has been operating, no intern has completed his doctoral work, although one of our former interns seems on the verge, and 11 have made some progress toward completion.

These facts reflect a graduate school situation which has been a serious problem for some time. It is probably not one which an internship program can solve, unless perhaps through very close liaison, in policy as well as administration, between the employing college and the graduate school. Individually, we at Fort Schuyler have been able to provide some consultation on graduate study in the normal course of circumstances, but such activity has never been systematized and, of course, has never had the sanction of communication with the graduate school.

The modification of our initial conception of a maximum work-load, was only in part the result of an attempt to provide sufficient time for graduate study. The salary paid had to be viewed against the fact that a substantial portion of the training of an instructor has to be an involvement in the entire academic process. It was therefore unavoidable that more time would be consumed than the three-course work-load had indicated to us initially. Wherever possible we have attempted to minimize time consumption through various devices. Some have led to experiments in the co-assignment of courses in a kind of cooperative teaching arrangement, and some in assignments of three or more instructors to a course in variant kinds of team teaching. In no instance were we able to carry these experiments to the point where we could say they were being adequately tested, but in every instance the experiences were certainly stimulating.

Currently, three interns are serving in the field of English. All three are on their first year of appointment and have been offered and have accepted second-year appointments. One of our intern instructors is a woman, a fact worth mentioning since she is not only the first woman appointee to the intern program, but the first woman on the teaching faculty in the history of the Maritime College.* In some sense one could say that the intern program has here provided an opportunity for creating greater flexibility in the staffing of the college by helping to break down a prejudice of long standing. Predictably, the adjustment to what seemed so momentous a change has been quick and easy.

In the fall semester, some scheduling difficulties served to increase our awareness of the importance of professional and intellectual interchange between interns and senior colleagues. Departmental work schedules had been so arranged that the interns, who were on three-day programs, met their classes on Tuesdays, Thursdays, and Saturdays. Virtually none of the rest of the department had Saturday classes and not all of the staff had Tuesday or Thursday classes. Both senior staff and interns complained about the reduced contact with the interns. The interns seemed to be particularly disturbed about the loss.

During last spring semester, the difficulty was largely resolved, and the difference was notable. Senior staff members could again enjoy the lordly position of ministering to a junior colleague in the throes of deciding whether to fail a student on the mid-term report or let him by with a D. For the experienced professor this is more than a means of ego inflation. It is the means of renewal of enthusiasm and concern through observing them in others. One can only hope that the calming effect of the senior colleague is as beneficial as the invigorating effect of the intern.

* The only other woman on the college staff is a librarian who has full faculty status, but who does classroom teaching only to the extent of giving occasional lectures on the use of the library.

In the scheduling for the coming fall, the interns have been assigned two courses each, one Freshman Composition and one Humanities II (second semester of the western world literature survey). In the spring semester all of the interns taught Humanities I, a course which includes some major works which most specialists in English literature have not studied in graduate school. The amount of preparation was therefore considerable. To follow with similar demands from Humanities II is to call for marked effort, but the interns agree that the effort is worth the opportunity of completing the sequence.

Departmental scheduling problems have also made it necessary to assign some additional work to the interns. In this instance Necessity has mothered the invention of group assignment. We have decided to experiment by assigning all three interns to teach one composition class. Of course, team teaching is no longer particularly new, but the experiment lies in the use of novice instructors who will be given a great deal of independence in deciding how to arrange the division of time and the general conduct of the class. We hope this will be a means of testing in extreme form the kind of independence and involvement that we have encouraged in other ways, such as through participation in the preparation of uniform exams and the cooperative grading of final examinations, consultation in choice of texts and in the design of curricula.

At this point we can readily sum up the most valuable features of internship as they have become apparent during our experience with the pilot project at Fort Schuyler. An intern should have the opportunity to begin the practice of his profession under the supervision of experienced and interested professors, with good working conditions, with wide latitude for individual initiative and independent control of his classes, and with conditions that will encourage and further his graduate studies.

PROPOSALS FOR WIDER APPLICATION OF COLLEGE TEACHING INTERNSHIP:

Through a review of the history and background of the pilot project in college teaching internships conducted at Fort Schuyler, as well as through a description and analysis of its working out here, I have attempted to demonstrate in some detail the ground for our very sure belief that the principle of internship can contribute much to the proper preparation of college teachers, to the pedagogical interest and development of already experienced teachers, and to the student's feeling of inclusion rather than exclusion when he is assigned to an inexperienced teacher. I shall now proceed to make a case for wider application of college teaching internship with the more direct involvement of the graduate schools that are responsible for the academic preparation of potential college teachers. More particularly, I am proposing an extensive program of teaching internship for its wider application within the State University of New York.

THE ROLE OF THE GRADUATE SCHOOL

It became clear during our study that the initiative and direction in an internship program could come from the graduate schools themselves and with some profit to them. Justifiable criticism has been leveled at the unreality of graduate training which entirely neglects the preparation of college teaching, and there has been discussion about and some action toward the creation of a teaching Ph.D.. But the fear of educationism and its undue emphasis upon methodology, has for the most part paralyzed the efforts of academic university people, leaving a very considerable problem largely unresolved.

Is there any doubt that graduate schools should be concerned with both the specific and the general welfare of their students, at least to the extent that these impinge upon the realization of fullest professional potential? Yet too often in graduate schools, especially on the Ph.D. level, there is no feeling of definite professional purpose because there is a lack of definite professional preparation. It should be possible to avoid the narrow dogmatics of vocationalism and still maintain a modicum of professional guidance. The graduate student is at least half aware of the fact that his forays into scholarship may never result in the material and psychological benefit of publication. Even now, when teaching jobs are plentiful, his sense of his objective may be rather hazy, since his graduate training is so little related to his actual professional possibilities.

A year of teaching internship could supply clearly related professional preparation as well as a sense of definite purpose. Internshp enables a trial and a choice such as the typical graduate assistantship can not provide. There is really no substitute for working with and on a college teaching staff, and certainly no substitute for the independent handling of one's own students. Internship is also a relatively painless induction as compared with the usual hectic beginning of a college teacher's career with its immediate sense of overwhelming responsibility in untried circumstances. In addition, since an internship specifically entails direct guidance by senior colleagues, a year of such experience is in many ways the equivalent of at least two years of initial teaching experience without significant indoctrination and guidance and under a full work load.

Since college teaching internships are very rarely available, graduate students must, of course, depend upon whatever means they can find to make a start in their chosen profession. The results are frequently unhappy for the novice and for the profession. With the present demand for college teachers, it is now possible for increased numbers of young people with Master's degrees to get full-time teaching positions. Their economic need and an understandable feeling that acceptability for hire obviates the need for training, contribute to unwise career beginnings. The potential college teacher not only misses adequate preparation for his profession, but it is also difficult, if not impossible, for him to complete his graduate work. Thus, over the long-range, he may find that significant advancement in his profession is closed to him. From a larger point of view, such a state of affairs can only result in reduced quality of college teaching throughout the nation. This is a responsibility which the graduate schools must shoulder since the overwhelming majority of Ph.D. candidates in a great number of important fields will end up as scholars who are specialists in teaching rather than in the publication of articles and books. But carrying the burden will bring rewards.

The benefits to participating colleges and universities in an internship program are many. For graduate schools there are benefits in terms of directing and consolidating a student's efforts as well as in preserving contacts with undergraduate schools and their needs. For participating colleges there is a source of labor supply in a tight market. The efforts which are necessary to maintain the full effectiveness of this kind of supply are efforts well spent, for the result is a continuing examination and awareness of one's own professional purpose. The continuing contact with graduate schools, especially for smaller colleges, provides a window on the world and a view of what the universities are doing professionally.

In addition to the foregoing, there is an eventual benefit to all of higher education in the encouragement that is given to candidates for the profession of college teaching and in the fact that the supply of teachers will not only increase but the quality and state of readiness of beginning teachers should be enhanced as well. Such an eventuality could certainly relieve the strain in any department which needs to struggle along with several novice instructors.

It is likely that any one of a number of specific plans would work in particular circumstances. For example, a given graduate school could require that a candidate for the Ph.D. in teaching, complete one year of internship at one of a number of possible cooperating colleges. This could come after a student has matriculated in all respects, having only his dissertation to complete. Thus, he would teach a six-hour program in one of the cooperating colleges while working on his dissertation. He could also receive remuneration for his work from the participating college, while his graduate school could grant credit toward his degree without tuition as its contribution toward the expense of the internship. In an intra-university arrangement, budgeting could be quite different. It is also quite possible that outside funding could be arranged.

Not only should private foundations be interested in a method for improving the quantity and quality of college teachers, but so should the federal government. In the Higher Education Act of 1965 (H.R. 9567) now pending before Congress, Title III makes specific provisions for grants to raise the quality of developing institutions of higher education through assisting cooperative programs among institutions which attempt to encourage exchange of faculty or students, faculty

improvement programs, and others. The bill would also authorize the Commissioner of Higher Education to grant "National Teaching Fellowships" to graduate students and junior faculty members to encourage them to teach at developing institutions.*

In all instances, the participating college should be responsible for providing the graduate school with an evaluation of the intern's professional competence from as many points of view as possible. Observation trips by graduate professors should also be made for purposes of evaluation. In no case should the graduate professor be a man solely concerned with the teaching process as isolated from a specific field. All graduate professors should, from time to time, be observing travellers and should regard such duty as a very important part of their professional function, as important as running a seminar or nursing a student through his dissertation. Indeed, part of the function of the professor's trip could be to confer with the student on the progress he is making in the production of his dissertation.

It is important in any internship program that an intern clearly understand that he will not be considered for regular employment at the college where he has served his internship. This will prevent the unpleasant kind of competition that occurs in colleges which use the up-or-out system. Care must be taken not to defeat the training purpose of the program. For example, under tense competitive conditions, teaching observation can become a traumatic experience for the novice rather than a means of indoctrination under guidance. There is no reason why a participating college should not have first choice in hiring interns trained at other participating colleges. While such an arrangement could certainly result in effort on the part of interns to do well, it would not entail the playing upon personality which is almost inevitable in the other circumstance.

There is no reason why a man who seriously intends to pursue a career in college teaching should not expect and get financial security, a program light enough to allow him to pursue his graduate studies, and a significant and thorough orientation in his profession. The cooperation of graduate and undergraduate schools can contribute shared responsibilities and shared expense. A more regularized and expeditious approach to doctoral work is beginning to prevail under the urging of Professor Barzun and others. Tentatively and timidly the need for improvement of college teacher preparation is being recognized in academic circles outside the teachers colleges. A professional internship requirement, as with medical training, could very well be the best means of expediting and regularizing graduate work, as well as of providing college teacher preparation. Now is probably the time to conduct an interesting and valuable experiment in teaching internship as a doctoral requirement.

The succeeding details should make quite clear that an adequate application of the internship principle to the training of college teachers will result in substantial financial investment. I have mentioned the possibilities of private funding and government subsidy which might be applied to a more substantial or even total financing of an internship plan on a large scale. But the larger universities, including State University of New York, need not wait for such an eventuality since they can benefit immediately in many ways.

* The information comes to me from a recent Chapter Letter of the American Association of University Professors, dated August 2, 1965.

AN EXPANDED PROGRAM FOR STATE UNIVERSITY OF NEW YORK

The logical extension of our recommendation to continue and expand the intern program, is to involve the entire State University of New York. The pilot project in college teaching internships should at this point be expanded and applied on a university-wide basis. Initially and immediately this should still be in pilot form, involving several four-year units and at least one of the University Centers, possibly two, and one or two universities outside the SUNY complex. In particular, this would mean that the program would utilize the graduate centers as feeders for interns to those campuses close to the university centers. Perhaps the matter of geographical proximity is not particularly important for a permanent arrangement, but it would be advisable to begin under such circumstances in view of the need for consultation between graduate students and professors, and the use of university libraries.

Internship arrangements between graduate centers and four-year colleges could provide an interplay of contacts among the campuses of the State University system. Thus, in addition to an indirect linking with programs and activities on the graduate level, there could be a unifying effect within the university. The most recently issued version of the State University Master Plan recognizes the problem of retaining the strength of unity in a great university with geographical and administrative spread, while at the same time preserving the richness of diversity which these characteristics afford. Dr. Samuel B. Gould, President of State University of New York, has also alluded to the great need for faculty as the university expands. At a recent conference on higher education in New York State, held at the Biltmore Hotel in New York City,* Dr. Gould responded to a question concerning the recruitment of faculty, by mentioning, among other efforts, the possibility of in-service development under faculty guidance. A program of internship, as developed below, would cater to both the need for interchange and the need for faculty. The interns themselves would be graduate students from the main university centers and would serve for a year or two on one of the undergraduate campuses. Eventually, one could include the two-year colleges, but that would probably require an extension of the program in kind as well as quantity, for I suspect that the community colleges, for example, will require a somewhat different concept of the college teacher to meet their somewhat different function. In any case, it would be desirable for the interns to serve on staffs away from the centers at which they are doing their graduate study. Graduate professors at Stony Brook or Binghamton could make observation trips from campus to campus to consult with the local supervisors of interns, to discuss the progress of interns with other members of the department concerned, and perhaps to observe the interns in the classroom as well.

Appendix B-1 is a recommend structuring of an intern program as it might be applied at State University of New York. B-2 contains an outline of functions. The organization is certainly no more than suggestive, particularly since I cannot pretend to know just where the program should fit in the functioning of our university's central staff. Before the details of an expanded plan are fixed, a number of studies should be made to determine the specific means of application. There should also be wide publication of the purposes and the implications of college internship.

* "Higher Education in New York State: The Present Emergency." Sponsored by the New York Citizens' Committee for Public Higher Education, March 19, 1965.

It is especially important that the faculties be completely aware of what they must contribute to and might hope to derive from an intern program. Perhaps the Faculty Senate, through its committee on the academic program, should become involved from the very inception of planning. The university centers should be approached to determine: the feeling in the graduate schools about the possibility of an internship requirement; the kind of cooperation that would be forthcoming; the advisable number of graduate students that should be included in an expanded pilot project; and the field of availability of such students in order to match them to the needs of those colleges that would use their services. In similar fashion, the colleges, especially those within close radius of the university centers, should be surveyed, not only for their particular needs, but also for their reactions to the possibility of applying an intern program within their various departments. One cannot overstress how important it is for the participants to realize how much energy and attention their involvement will demand.

A survey of other graduate schools and colleges in New York State should also be made to determine what cooperative arrangments might be advisable. This step could come first, since, up till now, all of our interns have come from graduate schools outside of State University. One can perhaps more readily build upon the present working arrangements, informal as they are, with New York University, Columbia University, and others that have sent candidates for our consideration. Whether these universities can be persuaded to attempt a one-year internship requirement in their graduate programs, is another matter. At one point I had informal discussions respecting such a possibility with officials from the New York University Graduate School of Higher Education. Since the gentleman from New York University wished to relate the internships to one or more formal courses in methods of college teaching, and since I did not agree with this approach, no further steps were taken.

It would be possible to expand the pilot project initially by extending it to other colleges in State University without changing its present mode of operation. Presently, graduate students become interns not because they can use the one or two years of internship as a graduate degree requirement, but simply because they recognize the valuable training that they can get in such a context while they continue with their graduate studies. It is rather likely, however, that we would have to utilize the State University campuses which are close to the established graduate schools. In New York City there are only Fort Schuyler, Oyster Bay and Stony Brook, unless other four-year colleges are established in the future. The community colleges should not be brought in at this point. Just what distinctive pattern should be developed for the community colleges, is not within the competence of this report to discuss, but certainly we have here an important area that should be investigated.

Let us pursue further the outline of organizational pattern, given the expansion of the intern program on a pilot project basis within the State University. The term "project" is not to be taken in its most recently defined technical sense. Whether at this point the program should be designated a project or an institute, for example, would have to be determined by our central staff in relation to other university-wide programs. As the organizational chart in Appendix B-1 indicates, there should be a director for the entire program with an adequate staff and with final responsibility for the co-ordination of all of its aspects. The division of function among the director's staff must be such as to provide smooth liaison between graduate centers and colleges with respect to assignment of interns and

observations of their progress. This is particularly important since it will probably be necessary, at least initially, to conduct the program with colleges that have volunteered to participate, perhaps after some rational persuasion, and that may retain final say in the hiring of interns. Of course, if the internship is to become a doctoral requirement, this last must be modified. In addition to the foregoing, the director's office must act as a clearing house for reports from the various supervisiors. Hopefully, the collected data would be the nucleus of a scholarly effort that would not only provide a basis in knowledge for the best development of internship at State University, but also for the extension of meaningful programs in college teacher training throughout the nation.

At the graduate centers of State University, the department heads could outline plans for intern requirements. The year of internship can be added to present Ph.D. requirements or can substitute for one or another of them. On a pilot basis, internship can be offered in lieu of assistantship or fellowship awards. Or the internship year could carry course credit. The evaluation of an intern's performance could thus be a part of the certification for the degree and could also form a basis for recommendations and certification for college teaching. Whether this pattern would ever result in a formal certification procedure for teaching on the college level (and whether such practice would be desirable) is a matter for interesting speculation.* The variations described should not all exist in the same graduate center. It would be best to try a different pattern in each.

In the cooperating four-year colleges, local supervisors should be appointed and should be released from a portion of their teaching schedules to provide time for the rather extensive duties that their positions will require. These duties would include enlisting the cooperation of the faculty in the departments in which interns are lodged, as well as in the college as a whole, devising and administering observation procedures, maintaining correspondence with the university center and with the director of the program, and keeping records of all procedures and practices in the form of reports and memoranda. These last would be particularly necessary while the program is being conducted on a pilot basis.

The expanded pilot project should try to preserve those features of internship that have worked out so well at Fort Schuyler. It should continue to provide the intern with as wide a range of experience as possible. One should consider the possibility of assigning only relatively advanced courses to the intern during his first semester. It has always seemed to me, as well as to other experienced college teachers, that the elementary courses in a college curriculum are frequently the most difficult to teach and require the most extensive experience. Advanced courses tend to be closer to the more immediate academic experience of the graduate student. Senior staff members, however, covet advanced courses as opportunities to apply more advanced knowledge and as professional status symbols.

An intern's teaching load should not exceed two courses in his first semester and should possibly be maintained at two courses throughout his internship. In each semester the intern's classes should be observed a total of at least six times by three different men. Each observation should be followed by consultation with the observer on the same day. There should be no observations scheduled before the fourth week of a semester. The interns should have an opportunity to observe the classes of their senior colleagues either by specific invitation or, if in a

* There are, for example, evident parallels in Dr. Conant's speculations about the certification of primary and secondary school teachers. (James B. Conant, The Education of American Teachers, New York, McGraw Hill, ct. 1963.)

particular department it seems comfortable enough, at any time they choose.

There should be some beginning orientation for the intern instructor. This should not concern itself with general teaching methodology but with the specific climate, regimen, regulations, and customs of the particular institution in which the intern is going to teach. As part of this process the intern should receive copies of the texts and syllabi of the courses he will teach well in advance of the beginning of the semester. It should be possible for the intern to have sufficient time to review the materials, to come to some tentative decisions as to what he might do in his courses, and then to have an opportunity to consult with either the local supervisor or with one of his future colleagues before the opening of the semester.

A composite evaluation of the intern's work should be made by the local supervisor using the reactions of all members of the staff who have observed the intern in the classroom. The supervisor should also elicit comments and even written observations concerning the intern's performance at faculty and departmental meetings as well as in other less formal professional instances. All of these evaluations should be detailed and descriptive rather than general and judgmental. The local supervisor should transmit as much of this raw material as seems feasible to the graduate university center by way of one of the program coordinators. Certainly a good deal of the data should be distilled, but it should be left in such a form that the responsible person in the university center, away from the local situation, can exercise his individual judgment as freely as possible.

The supervisor in the four-year college should not attempt a final evaluation about the fitness of the candidate. The function of the local staff should be accurate observation and reporting. A committee, including representatives from the program director's staff and from the graduate center, should evaluate the descriptions and discussions which emanate from the college and should come to some conclusion about the certification of the candidate as a college teacher. Certainly, where there is some doubt, consultation between the college supervisor and the committee would be desirable.

The budgeting of the program would have to take into account a number of factors. I have already mentioned the necessity for released faculty time for supervisors, as well as the need for the full-time services of a director and a staff of coordinators. It is idle at this moment to attempt a specific dollar and cents estimate. There would need to be a substantial budget for travel among the several campuses. It should go without saying that there should be ready and easy interchange among the professors involved in the program, and that this interchange should go beyond the memorandum, the letter, and the telephone call. Intern salaries should be continued at their present level of approximately $4200-$4500 per year, or a reasonable equivalent combining expenses, salary and free tuition. In any arrangement with universities other than State University, the college that utilizes the services of the intern could provide $3000 of the intern's salary while the additional amount, representing needed faculty supervision of interns, could either be supplied by the graduate school, by government grant, or by private foundation funds.

In the practical planning of an expanded intern program in State University of New York, we should consider the possibility of coupling the use of interns with the need for substitute time to provide faculty with extended leaves and sabbaticals. Sabbatical leaves are seldom granted because of inadequate provision for substitute instructors. It is a particular problem at small campuses of the State University, especially in small departments where it becomes very difficult, if not impossible, for the remaining members of the department to take up the slack for one of their colleagues. It is well to remember, however, that an adequately conducted intern program requires a great deal of time expenditure. One cannot expect that six hours of intern teaching time will mean a full six hours applied toward sabbatical leaves. Of course, if the necessary released time for supervision is already budgeted within the intern program, there will be fuller time utilization for substitute purposes from the intern's schedule.

In any event, it becomes obvious that the addition of part-time help through internships, would provide some means for creating flexibility in the leave system within the State University. Great care must be taken to prevent a shifting emphasis from teacher-training to the utilization of intern time for substitute purposes. The substitute system as practiced for many years in the City University of New York, illustrates the dangers that must be avoided.

CONCLUSION

This report will have served its purpose if it has demonstrated that internship, in the context of graduate study, can create a climate which is generally conducive to creative teaching. The very considerable additional advantages should also be emphasized, namely the part that internship might play in filling the need for substitutes for instructors on sabbaticals and other extended leaves and, more important, in providing an organic unity through professional interchange among campuses within the State University.

Furthermore, any good program that attacks the problem of maintaining and expanding faculty in sufficient numbers and quality to meet the needs of higher education in the coming decade, must also have its effect upon a central academic problem of our time, what a former Soviet premier, had he been an academic dean, might have called the cult of impersonality. One risks relating everything to the characteristic student rebellion against being programmed, neatly stacked and fed into the computer, or to what has now become identified as the Berkley syndrome. But I suggest that a concentration upon teaching and teaching value, such as an intern program would entail, might answer one clearly identified cause of dissatisfaction and turbulence among students. Dean Joseph F. Kauffman of the University of Wisconsin blames a good deal of the unrest on what he calls the class-opportunism and selfishness of many faculty members. A New York Times editorial of April 30, 1965 ("The University Idea"), referred to Dean Kaufman's remarks and summed up the essence of this particular relationship as capably as anywhere else. The editorial alluded to the fact that many students are frustrated in their expectation of contact with the learned and it pointed to two sources of neglect of students by faculty:

> 1. the faculty man who is intent upon what he calls scholarship and who is therefore impatient with the intrusion of students on his time;
> 2. the college professor who sits upon his tenure as he recites from his crumbling notes.

The following quotation from the editorial reaches a conclusion which I would like to apply to the intent of the intern program, or at least to one of the by-products which might come out of its more generalized intention.

> The fundamental idea of the university assumes that it will encompass a community of scholars fruitfully working to extend the frontiers of knowledge, and also dedicated to passing on their understanding to their students. The unbalancing element today is a lack of reward or recognition for interest and excellence in teaching, in contrast to the rich return available along the many avenues of non-teaching activity now open to college professors.

Part of the difficulty comes from the inadequate means of evaluating college teaching and, therefore, from the lack of established standards for the advancement of faculty through excellence in teaching. It is very possible that in the working of an intern program a means of evaluation could evolve. At Fort Schuyler we have become aware of such a possibility. We feel confident that our evaluations

of the intern instructors who have served with us, have been accurate and meaningful. We are aware that we have been dealing with an atypical situation, with limited numbers of novice instructors. Whether the means of evaluation that we have developed can be extended to areas of the profession as a whole, is questionable, but certainly worth the questioning.

At this point it may seem as though we have found in the internship principle and in the internship program a panacea for all academic ills. It is partly the result of our enthusiastic involvement in a noble experiment. Nevertheless, we feel a certain confidence that our reactions proceed more from reality than fantasy. It has at times been frustrating to work in the limited circumstances of a pilot project--with so few interns and in the somewhat isolated circumstances of the Maritime College. Particularly in the beginning, it was apparent that the technical-professional orientation of the Maritime College tended to interfere with the recruitment of interns as well as with the propagation of the program's educational meaning. Very few academic people, after all, are even vaguely familiar with maritime education, and, therefore, they tend to patronize anything even loosely associated with it. In addition, our publicity has not been extensive, for we have had neither the budget nor the staff time to extend it.

But we have retained our confidence in the logical conclusion that the great capital outlays for State University must be accompanied by wide-ranging plans to meet the need for faculty expansion and faculty improvement. Recent policy statements by President Gould have increased this confidence. The internship program does provide possibilities for general contributions to State University recruiting by perhaps creating a permanent system for the development and acquisition of faculty. At the same time the national needs for college faculty could be served. Until now it has been difficult to arouse significant interest in other universities for a project which has been left undeveloped here. We have certainly had sufficient cooperation with respect to the supplying of candidates for positions, but there has never been a clear and extensive understanding of the educational nature of our undertaking. The expansion of the program within State University would certainly bring about a significant change of view.

Of course, no final assessment is possible on the basis of our limited experience. Further study will be necessary along a number of lines, and perhaps this should wait until the pilot project is administered in an expanded form so that there will be sufficient numbers for adequate sampling. Certainly there is sufficient ground for going ahead with the expansion of the pilot project. There is, at the very least, the constructive hope that novitiates in the academic profession may in the future be saved from the frustrations and inadequacies of professional orientation by way of substitute systems, assistantships, evening sessions and extensions, not to mention up-or-out and publish-or-perish systems. Generations of <u>scolares vagantes</u> have traveled the road from one university center to another (at their own expense), before they can find a professional resting place. Let us extend our hand in greeting and say, "Here ye shall rest, and here ye shall work. Abide with us, and let the university prosper."

APPENDIX A

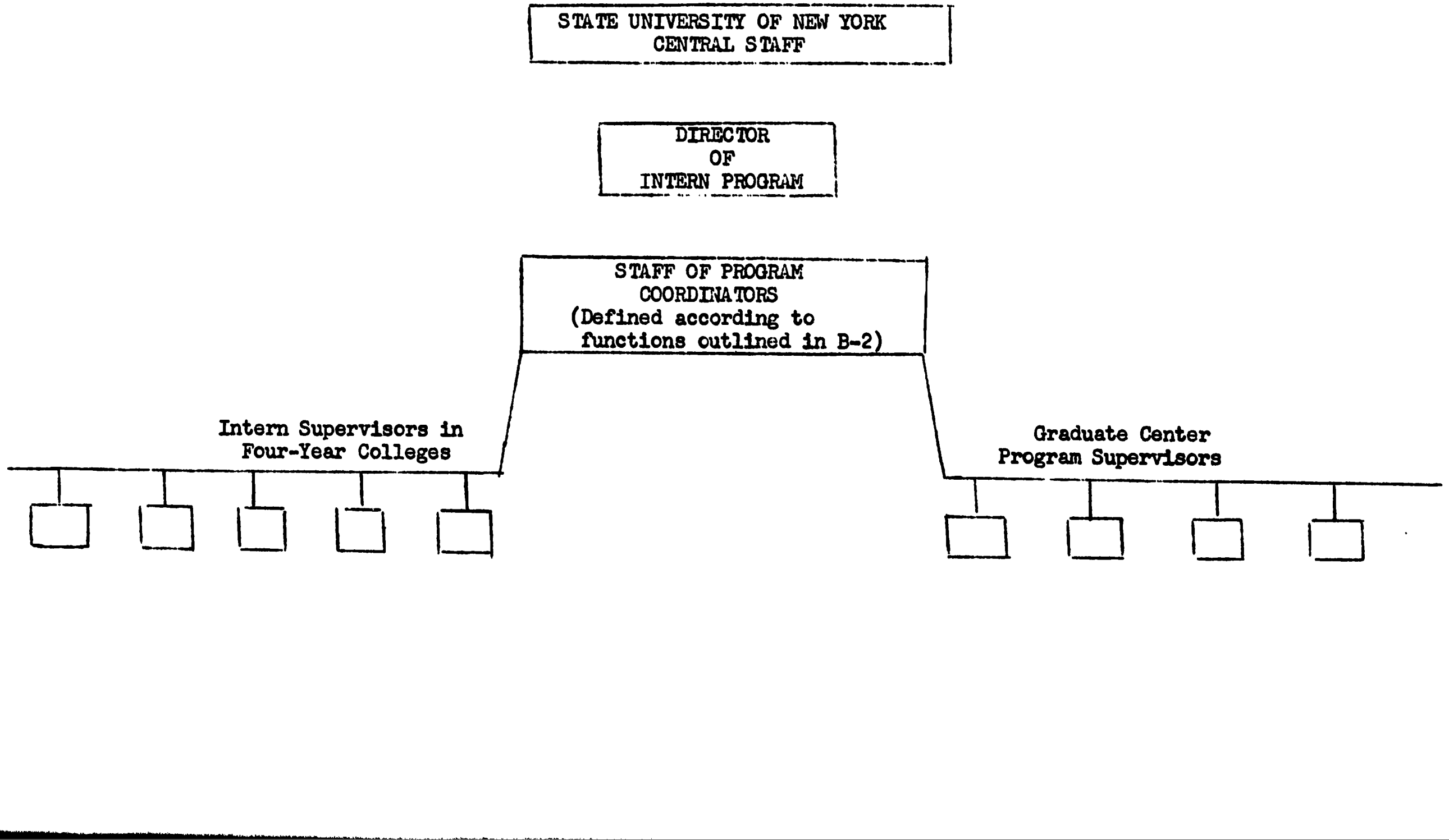
INTERN PROFILES--1960-65

INTERN INSTRUCTOR (Age, Marital Status when appointed	SPECIAL FIELDS	DEGREES HELD	FURTHER STUDY	TERM OF INTERNSHIP	PRESENT POSITION
Stephen S. Weidenborner 26-Single	English	A.B. Princeton	Ph.D.-NYU (Passed Orals)	1960-61 1961-62	Asst. Prof.-Rockland Community College
Joseph De Sousa 32-Single	Economics	B.A. Hofstra M.A. Rutgers	Research for Dept. of Labor Statistics	1960-61 1961-62	Peace Corps-- La Paz, Bolivia
Henry McCormick Rouse 23-Married	Economics (A.B.) English (M.A.)	A.B. Duke Univ. M.A. Duke Univ.	Ph.D.-Duke Univ. (Passed courses)	1960-61	Declined 2nd year internship to become Exec. Trainee for Olivetti Crp.
Edward Lambert Richards 30-Married	American Literature	B.A. Yale M.A. Columbia	Ph.D.-NYU (Passed language exams & courses)	1961-62 1962-63	Instructor-Westchester Community College
Jack Barschi 25-Single	American Literature	A.B. Hunter M.A. NYU	Ph.D.-NYU (Passed Orals)	1962-63 1963-64	Instructor-Hunter College
Angelos Ballas 29-Single	Economics	B.S. NYU M.A. NYU	Ph.D.-New School for Social Research (Passed Orals)	1962-63 1963-64	Asst. Prof.-Naval Academy, Annapolis
Leslie Okin 39-Married	Dramatic Art (A.B.) Literature (M.A.)	A.B. Univ. of Minnesota M.A. NYU	Ph.D.-NYU (Passed comprehensives & one language)	1963-64	Instructor-Rutgers University
Carleton S. Tritt 28-Married	English	B.A. Cornell	Ph.D.-Univ. of Washington (All but dissertation)	1964-65 1965-66	Intern Instructor Maritime College
Thomas J. Sobchack 27-Married	English	B.A. Columbia M.A. Hunter	Ph.D.-Hunter (Passed language exams & courses	1964-65 1965-66	Intern Instructor Maritime College
Libby S. Hummer 27-Married	English	B.A. Swarthmore M.A. Univ. of Pa.	Ph.D.-NYU (Passed comprehensives	1964-65 1965-66	Intern Instructor Maritime College

APPENDIX B-1

PROPOSED EXPANDED PROGRAM

ORGANIZATION CHART



APPENDIX B-2

PROPOSED EXPANDED PROGRAM

OUTLINE OF FUNCTIONS

COLLEGE SUPERVISORS

1. Interview and hire interns (unless an assignment system is used)
2. Assign intern work-loads
3. Supervise intern orientation
4. Schedule and supervise observations by senior staff
5. Evaluate observation reports
6. Be responsible to a coordinator for progress reports on individual interns and on program

PROGRAM COORDINATORS

1. Act as clearing house for recruitment and hiring of interns (or for assignment
2. Act as clearing house for reports on interns and on programs, and for evaluations to and from graduate centers
3. Act as general liaison between college and graduate supervisors
4. Check on progress of program and maintain standards
5. Publicize program
6. Formulate policy in executive council with director
7. Carry out policy
8. Report to director

GRADUATE SUPERVISORS

1. Recruit interns (unless assignment system is used)
2. Prepare student profiles for transmittal to colleges via program coordinators
3. Assign graduate professors to observation trips
4. Transmit observation reports and progress reports on program to coordinator
5. Evaluate completed internships for degree purposes and graduate school recommendations (references)
6. Serve on committee with program coordinators to evaluate or certify interns for college teaching