ABSTRACT

        The Southern Regional Education Board (SREB) has been
operating a program of service-learning in resource development for
student interns, public service agencies, and institutions of higher
education since 1967. The objectives of the program are: (1) to give
manpower assistance to agencies concerned with economic and social
development; (2) to provide opportunities for students to participate
in the solution of social and economic problems; and (3) to encourage
students to consider careers in development programs and public
service. This publication is an anthology of articles written by
those who first helped to start the service-learning programs and is
divided into three sections. Section I deals with the development of
the service-learning concept, section II with translation of the
concept into a variety of settings, and section III with attempts at
evaluating both the concept and practice. A major result of this
program has been the emergence of a philosophy that can apply to the
broader development of off-campus experiences for students by
providing students with opportunities to combine social and economic
internships with their college programs. (Author/PG)

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Service-Learning in The South

Higher Education and Public Service 1967-1972

Southern Regional Education Board

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Higher Education and Public Service
1967-1972

The Student Intern Project
SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N.W.
Atlanta, Georgia 30313
1973

Contents

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Introduction

Peter Meyer

The Southern Regional .Education Board (SREB) has been operating a program of service-learning in resource development for student interns, public service agencies, and institutions of higher education since 1967. For five·years a large number of students, agency personnel, educators, and observers have struggled to give birth to and nurture the educaticnal and service components of service-learning internships. The life of the child and its many parents has been neither easy nor simple. The struggle for acceptance and the dynamic growth of service-learning will continue so long as both the concept and those applying the concept remain alive.

At this particular juncture it seems appropriate to reflect upon some of the issues emerging from the growth of service-learning. What is service-learning? What are the service and learning components of internships? What are internships? What is experieatial education? What is off-campus education? As the program has developed over the past five years, these and many more questions have arisen out of a continuous dialogue among the various individuals and groups working with the SREB service-learning program as well as with developing service-learning programs in other regions of the country.

Many approaches to this particular publication could have been taken. It could have been, for example, a chronological history of the program, written by one individual. It could have developed into a series of discrete monographs, each dealing with one aspect of theory or program development and each published and distributed separately. However, we believe that the major dynamics of the program are best conveyed in an anthology format, which allows some of the parents of service-learning to describe how they have attempted to help the child develop.

With the exception of Huey Long, whose evaluation of the effect of the program on agency supervisors appears in Sectio[...] the contributing authors has been intimately invo[...] service-learning effort in a variety of roles. William O'Co[...] opening article gives service-learning a historical per[...] helped nurture the program through various stages as [...] Special ·Programs for SREB. Robert Sigmon and Micha[...] members of the original SREB project staff, writ[...] perspective as well as from the perspective of current[...] independent, but affiliated, state-wide programs. [...] represented by the contributions of Merrill Goodwyn, [...] Richard Smurthwaite, David Kiel and Walter Gordon.[*] [...] so many intern authors are represented in this publicat[...] the high quality of intern participation and testifies as w[...] the most crucial factors of the service-learning progra[...] intervention of the intern in his own experience as w[...] formulation of that experience for those who will follow[...]

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Peter Meyer served as Director of the Student Intern Project from January 1971 until August 1972 and is currently a professor in the School of Health and Social Services of Florida International University.

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service-learning effort in a variety of roles. William O'Connell, whose
opening article gives service-learning a historical perspective, has
helped nurture the program through various stages as Director of
Special Programs for SREB. Robert Sigmon and Michael Hart, both
members of the original SREB project staff, write from that
perspective as well as from the perspective of current directors of
independent, but affiliated, state-wide programs. Interns are
represented by the contributions of Merrill Goodwyn, Edward Cole,
Richard Smurthwaite, David Kiel and Walter Gordon.* The fact that
so many intern authors are represented in this publication indicates
the high quality of intern participation and testifies as well to one of
the most crucial factors of the service-learning program: the direct
intervention of the intern in his own experience as well as in the
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*Walter Gordon, a student at Emory and an intern at SREB, was responsible for much of
the preparation of this volume and thus deserves special credit.

feasible for SREB to continue the program. As has already been mentioned, the Office of Economic Research of the Economic Development Administration has afforded SREB continuous support over the five years. In addition, the following agencies have contributed support at one time or another: the Office of Technical Assistance of the Economic Development Administration, the Department of Labor, the Office of Economic Opportunity, the Appalachian Regional Commission, the Coastal Plains Commission, the Tennessee Valley Authority, the Moody Foundation of Texas, and many state and local governmental agencies.

Through the far-sighted vision of our primary funding source, the Office of Economic Research of the Economic Development Administration (Department of Commerce), service-learning internship programs are now being offered through the Western Interstate Council for Higher Education (WICHE), the New England Board of Higher Education (NEBHE), and Midwest Advisory Council for Higher Education (MACHE). In effect, what began as a modest effort in the state of Tennessee in 1964-65 has national scope now in 1972, for there are only a few states that do not now have or have not had in the past five years some involvement in the service-learning effort. Since the SREB effort was the first one, and since the other regional programs are modeled after SREB's, it seems logical that this publication dealing with service-learning should come from the Board.

Section I
The Development of
The Service-Learning Concept

Service-Learning as a Strategy for Innovation in Undergraduate Instruction

William R. O'Connell, Jr.

Off-campus, experiential education is fast becoming a major and acceptable part of undergraduate education across the country. More and various types of institutions are adding activities outside the classroom and off the campus for many students. In the past year there have been several national meetings which have included a focus on some aspect of this development. Current interest in providing non-traditional educational opportunities for students has been stimulated largely by recommendations from national boc. ·s such as the Carnegie Commission on Higher Education and the Newman Task Force. Of course, interest on the part of educators is also stimulated by growing recognition of the possibility that locations away from the institution can provide legitimate learning environments.

Field work, internships, and cooperative education of varying types have long been a part of most professional education, but the current interest is much more encompassing and attention is being turned to developing opportunities for all students, not just those in professional programs, to gain practical experience as a regular part of the undergraduate experience.

Over the past five years, a program has been operated in the Southern region to provide college students opportunities to combine social and economic development internships with their college programs. A major result of this program has been the emergence of a philosophy which can apply to the broader development of off-campus experiences for students. The unique contribution of this program to the development of innovations in undergraduate instruction is the concept of a balance between service and learning through the relationships among the various components of the internship.

The Development of Service-[

Work to develop service-learning Southern higher education began with which started in Oak Ridge, Tennesse and expanded by the Oak Ridge Associ

The internship program was base students had been used as interns by local development association during th under the leadership of several Oak Ri a volunteer basis. Second, with nin administering educational programs universities for the Atomic Energ considering the possibility of utilizing than nuclear science. The Tennessee helped with the first local internshi expanding that idea. ORAU agreed to support from other agencies for addit experience in administering similar pro utilizing Oak Ridge administrative procedures, thirty-nine interns were pla

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The Development of Service-Learning in the South

Work to develop service-learning as a strategy for change in Southern higher education began with a community service program which started in Oak Ridge, Tennessee, and was further developed and expanded by the Oak Ridge Associated Universities (ORAU).

The internship program was based on two perspectives. First, students had been used as interns by the Clinch-Powell River Valley local development association during the summers of 1964 and 1965, under the leadership of several Oak Ridge staff members working on a volunteer basis. Second, with nineteen years of experience in administering educational programs involving many colleges and universities for the Atomic Energy Commission, ORAU was considering the possibility of utilizing this experience in areas other than nuclear science. The Tennessee Valley Authority, which had helped with the first local internships, expressed an interest in expanding that idea. ORAU agreed to develop a program and to seek support from other agencies for additional internships. Drawing on experience in administering similar programs for science students and utilizing Oak Ridge administrative and program development procedures, thirty-nine interns were placed in 1966.

To further expand and develop these ideas, the program was moved to the Southern Regional Education Board (SREB). This move in 1967 officially expanded the program to the fifteen participating SREB states and began the concentrated effort to stimulate college student involvement off campus.

The expansion of these internships in resource development and their movement to SREB grew out of a concern for relating higher education to programs of social and economic change, and was based on a tested sample of the potential service of students as well as a growing public acceptance of the pleas of students for more relevant educational experiences.

Internship Objectives

Since the formalization of this program, its objectives have remained consistent, though some of the elements have been refined through experience. There are several dimensions to the program which appear to be somewhat distinct, though they are related through these underlying objectives. The continuing objectives of the program are

1. to give immediate manpower assistance, through the work of students, to agencies concerned with economic and social development;
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 in programs of development and provide a pool of trained personnel for recruitment in public service;
4. to allow students, agency personnel, and faculty to engage in a shared learning experience from which all can benefit;
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 providing a means for relating curriculum, teaching, and research to contemporary societal needs.

The internship design has remained consistent since its inception while continually being reviewed and evaluated. The dynamic relationship between the manpower and educational goals gives vitality to the experiences of all involved. The term *service-learning* has been adopted as best describing this combination of the performance of a useful service for society and the disciplined interpretation of that experience for an increase in knowledge and in understanding one's self. The coupling of action and reflection has implications for both education and vocation and also is seen as more than a useful technique for performing a task or for educational enrichment. It leads to practice in the development of a lifestyle.

The concept of service, which is promoted in this program, implies an obligation to contribute to the welfare of others or to the community as a means of development and being. It recognizes the need for honest and r these experiences as a disciplined means of i of human needs. These two concepts couple possibility of a lifestyle of sensitivity, matu creativity. Service-motivated action for m either as a career or through citizen acti deliberate, self-directed learning as an unend

Service-learning has proven to have m public and service agencies and to educa contributions of students as extra manp dimension of practical experience are obviou this internship program. The linking of service as provided in the SREB internship pattern usually found either in student jobs or in field experience programs.

Internship Pattern

The SREB internship structure varies so student, the choice of topic, the character the policies of the participating college or follow a basic pattern which includes comm to maximize the potential for both effecti learning.

Each intern is assigned to an organizatio related to social or economic development utilize the student's ability and contribute to

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community as a means of development and fulfillment as a human being. It recognizes the need for honest and rational interpretation of these experiences as a disciplined means of increasing understanding of human needs. These two concepts coupled as one unit suggest the possibility of a lifestyle of sensitivity, maturity, commitment, and creativity. Service-motivated action for meeting society's needs, either as a career or through citizen action, is encouraged and deliberate, self-directed learning as an unending process is promoted.

Service-learning has proven to have much to commend it to public and service agencies and to educational institutions. The contributions of students as extra manpower and the learning dimension of practical experience are obvious and are not unique to this internship program. The linking of service and learning, however, as provided in the SREB internship pattern provides experiences not usually found either in student jobs or in the traditional academic field experience programs.

Internship Pattern

The SREB internship structure varies somewhat with the type of student, the choice of topic, the character of the host agency, and the policies of the participating college or university. However, all follow a basic pattern which includes common ingredients that seem to maximize the potential for both effective service and effective learning.

Each intern is assigned to an organization carrying out programs related to social or economic development which can effectively utilize the student's ability and contribute to his learning.

Each internship begins with the definition of a project by the host organization, with assistance from program staff and university representatives. The work to be done in the project must be needed by the host organization, be of sufficient scope and level to assure motivation and growth of the student, and be feasible in terms of the limitations of time and the student's experience.

Universities and colleges usually participate in internship projects in their own geographical areas. They provide assistance in defining purposes, scope, and methods to be used in completing the chosen project as well as determining educational values. Interns are recruited through participating colleges and begin immediately to share in planning the specific project work and schedule. Faculty

counselors for each internship come from the participating institutions.

Each intern has a project committee including a host agency official, a faculty counselor, and often a technical representative. The agency official gives the intern guidance, assists him in gaining access to community resources, relates the project to the overall program of the organization, and aids the intern in obtaining any needed services. The university counselor is available to advise on procedures and methods and assists the intern to set and meet standards in carrying out the project and preparing a report. The counselor also assists the intern to review and interpret his experience for educational and personal development. The technical representative is someone who assists with projects in specialized areas. He assists the intern in identifying technical resources and in properly dealing with technical matters in his report.

Interns are charged with performing a specified task and are given the time, financial support, organizational status, and personnel resources to accomplish the project objectives. They are primarily responsible for determinining their own schedules and setting directions. They can call on committee members to assist rather than supervise them. This independence and self-direction is an important feature of the program in stimulating student response, growth, and achievement.

Seminars held for all students are designed to stress the interrelationships among various activities and problems in development. These gatherings allow interns to share experiences and gain a broader perspective on public issues in social change.

A final report is required of each intern, causing him to organize and articulate his accomplishments, observations, and recommendations. It is a report to the host agency and therefore must be useful as well as meet academic standards. Project reports are normally reproduced in quantity for use by the host organization.

Interns have completed projects in such diverse areas as industrial development, tourism, recreation, conservation, reclamation, forest management, watershed development, manpower development, health, education, tiaining, social services, and municipal management.

Program Expansion

From its informai beginnings with four interns in 1964 through

the summer of 1968, the administered internships for 35 grown and agency response point that many were willing support interns.

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Program Expansion

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the summer of 1968, the intern project had developed and administered internships for 356 students. Interest from students had grown and agency response was extremely favorable even to the point that many were willing to use their own operating funds to support interns.

SREB decided in 1969 that program decentralization across the Southern region should be the next emphasis. This move served to enlarge the administrative capacity of the program and, what is more important, to extend and further develop the service-learning concepts. Since 1969, SREB's effort has been devoted to encouraging and assisting the establishment of state-level programs. The results have been dramatic in terms of the number of students, institutions, and agencies involved. Five states have operated state-wide programs and several others are in various stages of program planning. Affiliated state-level programs have provided opportunities for more students to participate and for the development of internships with agencies and higher educational institutions in closer association. This closer relationship has brought more commitment from colleges, often including the assignment of staff and faculty at institutional expense.

Financial Support

Financial support for these internships has come largely from non-educational agencies. Until decentralization efforts began, all costs were paid by grants or contracts from federal agencies to SREB. These funds provided for the payment of all but agency participants as well as the general operating costs. Each student intern receives a stipend for his work and faculty counselors were paid by the program, though currently many faculty participate as part of their regular institutional load. Other costs include student travel—if required by the project and to attend the seminar—and report reproduction.

Support has been provided through the years at varying levels by the Economic Development Administration (EDA), Office of Economic Opportunity, Coastal Plains Regional Commission, Applachian Regional Commission, Tennessee Valley Authority, and the Department of Labor. The Office of Economic Research of EDA, however, has been the sustaining agency; even in the face of inability to attract funds from educational agencies or foundations, this

agency has provided financial and philosophical support for the refinement of the service-learning concept and is responsible for the program's survival. Parenthetically, it should be noted that officials of this EDA office initiated efforts in 1969 to establish similar regional programs across the country in agencies comparable to SREB. These programs began by using the procedures and principles established in the SREB program, though each has now developed its own distinct characteristics.

Beginning with the 1969 efforts to decentralize program operations, principles of cost-sharing were also developed. Many agencies accepting students agreed to pay portions of the interns' stipends, sometimes the travel costs, and often the full cost of report reproduction. Some colleges have provided faculty counselors at no cost or on released time with expenses for travel paid by the program. Funds available under federal grants were supplemented through cost-sharing and program decentralization to the extent that there were 500 interns in 1969 as compared with 150 in the summer of 1968 with roughly the same amount of financial support from federal agencies.

Since that time, while operating with even fewer funds available through grants to SREB, the number of students involved has continued to expand with the addition of new sources of funds in each of the affiliated programs and through new arrangements for sharing the costs involved.

Successes and Challenges

The success of these service-learning internships has been judged largely on the basis of enthusiastic response to the idea and testimony of successful experiences. The demand from students for opportunities to participate has outstripped the ability of any program administrator to supply positions. Agencies that once host interns under this plan are anxious to have more, even when required to invest additional program funds. Some colleges have officially established service-learning internships as part of their academic offerings. One such college is Mars Hill in North Carolina, which has completely revised its curriculum and reflects earlier extensive participation in this program. Examples of such dramatic response are scarce however.

Several pilot studies have provided evidence that basic beliefs about the program are sound. A sample survey of agencies which had participated in the program showed that participants felt the interns

had made definite contributions to positive service to the communities. learning dimensions, interns have indic standing community problems, public n affect solutions to these problems and n experiences students say they learned a different from themselves and ways the with these fellow members of socie counselors both indicate that generally identifying specific, practical problem termining ways to deal with them

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A very important aspect of this multi opportunity for new institutional-commu student as the focus, the faculty member in a relationship that seems unique educational approach. Working together helps them to develop new insights into can make to the other's work. Facu contributions to the curriculum while a source of technical assistance. More syst aspect of the program is also needed.

The full potential of service-learning most colleges and universities which ha inevitable that off-campus, experiential continue to grow. Whether an institut service-learning approach or some other. tested in this action program offer ad traditional programs of field work, pract The service-learning model offers anoth gram that seems specifically suited for c non-experimental college or university program to include opportunities for non-traditional settings.

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had made definite contributions to the agencies and provided
positive service to the communities. In efforts to evaluate the
learning dimensions, interns have indicated an increase in under-
standing community problems, public needs, and the realities that
affect solutions to these problems and needs. Through cross-cultural
experiences students say they learned a great deal about people very
different from themselves and ways they might or might not work
with these fellow members of society. Students and faculty
counselors both indicate that generally interns gain new skills in
identifying specific, practical problems and independently de-
termining ways to deal with them.

As a strategy for affecting change in the undergraduate cur-
riculum, service-learning in the South has still to provide the
academic community with sufficient evidence that these concepts
deserve special consideration. Like most suggested innovations, and
particularly those in the area of experiential education, evaluating
the learning dimensions is the most complex task. Some preliminary
work has been done through the North Carolina Internship Office
and may provide a design for further study of these concepts.

A very important aspect of this multi-dimensional program is the
opportunity for new institutional-community relationships. With the
student as the focus, the faculty member and agency personnel serve
in a relationship that seems unique in this community-based
educational approach. Working together as partners with the student
helps them to develop new insights into the contributions that each
can make to the other's work. Faculty often realize potential
contributions to the curriculum while agencies may identify a new
source of technical assistance. More systematic investigation of this
aspect of the program is also needed.

The full potential of service-learning seems yet to be realized by
most colleges and universities which have been involved. It seems
inevitable that off-campus, experiential educational activities will
continue to grow. Whether an institution chooses to adopt this
service-learning approach or some other, the concepts developed and
tested in this action program offer additional alternatives to the
traditional programs of field work, practicum, coop, or work-study.
The service-learning model offers another type of off-campus pro-
gram that seems specifically suited for consideration by the public,
non-experimental college or university interested in expanding its
program to include opportunities for undergraduates to learn in
non-traditional settings.

7

Diakonia Paideia and the Resource Development Internship Programs

Donald J. Eberly

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

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

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

In our special shorthand, then, ⬧ *diakonia piadeia* concept as impleme RDIP. It is based on the writer's i interns, counselors, government offi attendance at RDIP conferences in l confidential reports of program pa exposure to the *diakonia paideia* con

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

Unfortunately, the medium in which this report is rendered does
not permit a simultaneous examination of all aspects of the concept
and the program, so it will look separately at three major
components: manpower for service, the learning aspect, and com-
munity-university relationships. Then it will explore areas where all
components meet, namely, program balances and imbalances, fund-
ing, and the future. The report assumes the kind of familiarity with
the program that can be obtained by reading the 19?? and 1967
reports of the RDIP.

Manpower for Service

A fundamental change that is occurring in the American concept
of work was emphasized by the interns in their application forms and
evaluation reports. According to their statements, only 3 percent of
the interns in 1967 and 1968 sought internship appointments in
order to get a job. The other 97 percent applied in order to:
(1) relate academic theory to the real world; (2) contribute to
developmental activities; (3) acquire research experience; (4) work
with people; or (5) help with career choice.

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

because employees automatically seek the highest level of emoluments.

John Kenneth Galbraith punctured this picture of a job when he noted, in *The Affluent Society*, that some middle-class college graduates would prefer low-pressure jobs in pleasant surroundings to better-paying jobs that involve high tension and long commuting time. It has been further punctured by some 25,000 Peace Corps volunteers—most of them college graduates—who have sometimes chosen a primitive existence in a strange land at subsistent wages over more "attractive" offers at home. And today it is being further deflated by thousands of ministers who turn down suburban churches for ghetto parishes, lawyers who choose legal aid help for the poor over prestige law firms, and business graduates who are more interested in a firm's social involvement than its corporate profits.

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

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

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

Interns are young. They possess the energy, imagination, ideals, and mobility of youth. Further, they serve only a short time (twelve weeks in the case of RDIP), which permits a wide array of experiments with little risk of loss from those which fail. Also, internships occur at the interface of the generation gap, and at a point where the academic world and the world of work meet.

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

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

With the changing attitude toward jobs goes greater unpredictability about jobs. It has recently been reported that ten years ago half of today's jobs for college graduates did not exist. We can guess the future on the basis of extrapolation of current trends, but history suggests that more important criteria are scientific discoveries and international events, neither of which yield to extrapolation. We cannot be very specific in attempting to define jobs that will have to be performed in 1980.

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

who administer traditional internship programs. It would appear that both groups could benefit from discussions and, perhaps, cooperative programs.

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

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

The Learning Dimension

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

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

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

weaknesses in sensitive situations.
2. He learns the consequences conceived in a theoretical or vicari
3. He learns how to identify a resources to bear on its solution.
4. He learns what moves people at
5. He learns something about t involved in resource development
6. He learns strategies that can n tunities for himself and others.
7. He learns some of the charac competitive process and the streng
8. He learns that the actual ac inevitably more complex and diff dreaming.
9. He learns how creative freedor be combined in enabling a per become a constructive force.
10. He learns of deficiencies in feeds back this information to his
11. He learns vital techniques in research, and writing reports.
12. More prosaically, he gains kr disciplines related to his assignme the textbooks or lectures.

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2. He learns the consequences of putting to the test his ideas conceived in a theoretical or vicarious setting.

3. He learns how to identify a problem and bring appropriate resources to bear on its solution.

4. He learns what moves people and what prevents movement.

5. He learns something about the totality of facts and forces involved in resource development.

6. He learns strategies that can maximize service-learning opportunities for himself and others.

7. He learns some of the characteristics of the cooperative and competitive process and the strengths and weaknesses of the two.

8. He learns that the actual accomplishment of something is inevitably more complex and difficult than is studying, planning, dreaming.

9. He learns how creative freedom and imaginative guidance can be combined in enabling a person to accomplish things and become a constructive force.

10. He learns of deficiencies in his regular academic work and feeds back this information to his academic colleagues.

11. He learns vital techniques in interviewing people, conducting research, and writing reports.

12. More prosaically, he gains knowledge of the one or several disciplines related to his assignment--knowledge that was not in the textbooks or lectures.

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

The critical question is, v hat p oduces these learnings? Some agency representatives and counselors participate in as many as seven different internship programs, yet they consistently and independently point to the RDIP program as having much the biggest "payoff."

What strikes the observer as the prime ingredient came through most clearly in the dramatic presentation of a case study at the 1968 RDIP Review Conference. The lonely intern, surrounded by a supervisor who was pushing him to complete an application for a federal grant, a counselor from the university who was trying to pull

him into producing research data of interest to the counselor, and an attractive technical representative who was trying to lure him into an extended visit to her agency, turned to the RDIP official and asked, "Who am I responsible to?"

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

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

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

Third, it is well managed. Interns show up at the appointed time, stipends arrive on schedule, interns' reports are published as promised. This aspect does not require a detailed analysis, but must be included in a list of attributes because too many good concepts have foundered in the sludge of technical incompetence and mismanagement.

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

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

its unreasonableness, its rewards.

Academic credit for internships is basis of the twelve kinds of learning list not essential to the learning process, al some cases and perhaps harmful in othe 150 interns received credit, although few of their program. Although the promis stimulate some interns to learn more, it giving full reign to their ideas in deferen will produce the best grades.

Of course, academic credit, like a value. It is simply an arbitrary measuring to many people and institutions. Learnin credit was invented and will continue exists and must be considered. The way credit might provide a clue to its internship program. The student who vie series of undesirable hurdles to be gotten from receiving credit. On the other han academic credit as accurately reflecting t experiences appropriate to a person of I interests will benefit from receiving consistent with his outlook.

Moreover, academic credit for intern program's foot in the door of the ac program can be listed in the college catal can decide that counseling five interns is class of, say, twenty students. Thus, aca would give the program institutional back in the eyes of government officials and o of institutional support as a major index What has to be guarded against in th slackening of standards.

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

Of course, academic credit, like a dollar bill, has no intrinsic
value. It is simply an arbitrary measuring device which is convenient
to many people and institutions. Learning went on before academic
credit was invented and will continue after it is discarded. But it
exists and must be considered. The way a student regards academic
credit might provide a clue to its proper relationship to the
internship program. The student who views credit requirements as a
series of undesirable hurdles to be gotten rid of would benefit little
from receiving credit. On the other hand, the student who regards
academic credit as accurately reflecting the importance of a series of
experiences appropriate to a person of his age and background and
interests will benefit from receiving credit because it will be
consistent with his outlook.

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

Unless more detailed studies reveal that academic credit for
internships leads systematically to a strengthening or weakening of
learning, it would probably be wise to continue the practice of
treating each case on its merits. At the same time, RDIP officials
should remain responsive to requests for help in handling the issue of
academic credit.

Two factors that one might assume to be crucial are not. One,

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

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

"The university and public service" has been the subject of a much publicized, on-and-off debate. It is disappointing that the debates have emphasized the role of the university in providing institutional support for presumably beneficial programs, to the virtual exclusion of the importance of community service by staff, faculty, and students in the performance of its teaching function.

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

William James tells us that reading and listening can enable us to know *about* something but that we do not *know* it until we have experienced it. For example, it has been reported that a full-year internship for Ethiopian university students teaching in village schools added nothing to the students' awareness of rural poverty and its associated problems. But what did happen to the average American intern in similar situations was that he moved from the

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level of awareness to the level of commitment to do something about
rural poverty. In the United States, the problems of today and
tomorrow can be identified through awareness, but they cannot be
solved without commitment.

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

The University and the Community

As with the awarding of academic credit, the fostering of
university-community relationships is almost impossible to institu-
tionalize from the outside. Clearly, the thrust of RDIP interest is to
move beyond the traditional town-gown kind of relationship
common to academic institutions into patterns of real participation.
At one university, businessmen and others in the community serve as
visiting lecturers and discussants and are listed in the catalogue. Much
more common is the practice of professors' engaging themselves,
sometimes with pay and sometimes without, in community affairs.
The RDIP is another bridge between community and university,
another means by which mutual participation can flourish.

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

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

Persons who argued for state sponsorship seemed to feel that a

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

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

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

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

Balances and Imbalances

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

1. A balance between elements of rigidity, e.g., the writing of reports on schedule, and elements of flexibility, e.g., scope for intern initiative
2. A balance between the intern's particular assignment and exposure to new fields and situations
3. A balance between making suitable arrangements for learning to occur, but not making things so easy that little or no learning

will occur
4. A balance between an intern's pe: gaining knowledge and wisdom
5. A balance wheel to maintain a dy the program objectives and among forces that come into play (Review C that SREB-RDIP is just the right kind

Two important aspects of the intern seriously out of balance: the program is f with the need for it and it appears to rece out of proportion to the returns. For reas of internship is one that should be within university student, all 6 million of them. to one region of the country, nor to stu hear about it. It is certainly not foreseen th to participate in this program, for some their own internships and others will pref But no one should be excluded from this for lack of funds, information, job counseling.

To try to analyze costs and benefits is unknowns. We do not know, for exampl assign to the participating university or ho: what dollar value to assign as the benefits by the federal or state government or by th

In spite of these unknown", certain from what we do know, and from assumpt Not every case yields a savings compara which, at a total cost of $5,000, comple which the host agency had been prepared t $51,000. But reports from supervisors and that the overwhelming majority of intern the host agency at least equivalent to th interns. Only in a minority of internships make a contribution to the stipend. The fir full payment of the intern's stipend economically justifiable.

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4. A balance between an intern's performing a useful task and
gaining knowledge and wisdom
5. A balance wheel to maintain a dynamic equilibrium among
the program objectives and among the sometimes competing
forces that come into play (Review Conference participants felt
that SREB-RDIP is just the right kind of balance wheel)

Two important aspects of the internship program seem to be
seriously out of balance: the program is far too small in comparison
with the need for it and it appears to receive its money from sources
out of proportion to the returns. For reasons cited earlier, this kind
of internship is one that should be within reach of every college and
university student, all 6 million of them. It should not be restricted
to one region of the country, nor to students who just happen to
hear about it. It is certainly not foreseen that every student will want
to participate in this program, for some are in a position to set up
their own internships and others will prefer alternative uses of time.
But no one should be excluded from this kind of experience simply
for lack of funds, information, job openings, supervision, or
counseling.
To try to analyze costs and benefits is difficult because of several
unknowns. We do not know, for example, what overhead costs to
assign to the participating university or host agency. We do not know
what dollar value to assign as the benefits of an internship received
by the federal or state government or by the university.
In spite of these unknowns, certain conclusions can be drawn
from what we do know, and from assumptions that seem reasonable.
Not every case yields a savings comparable to the two-man team
which, at a total cost of $5,000, completed an analysis and report
which the host agency had been prepared to contract out at a cost of
$51,000. But reports from supervisors and others give clear evidence
that the overwhelming majority of interns make a contribution to
the host agency at least equivalent to the stipend they receive as
interns. Only in a minority of internships does the host agency even
make a contribution to the stipend. The first conclusion, then, is that
full payment of the intern's stipend by the host agency is
economically justifiable.
We also know that the internship process generates a significant
amount of learning by the intern. This outcome is seen in the

awarding of academic credit to interns, and in reports of the interns
and their advisors. While impossible to quantify exactly, it would
seem to be fairly comparable to what is learned in half a normal
semester.

Judging by tuition charges at institutions receiving the lowest
amounts of public subsidies, the cost to the student of a half-term's
learning is at least $500. Hence, the second conclusion is that the
amount of relevant learning derived from the internship process
justifies full payment of the university counselor's fee ($300) by the
university. (Also, the university overhead appears to be at least offset
by the learning gained by the professor and benefits gained by the
institution, as a consequence of participation in the internship
program.)

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

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

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

is warranted during this experiment

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is warranted during this experimental period.

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

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

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

Another saving in scale should result from more concentrated
recruitment and placement efforts. The administrative backstopping
for 100 interns from one campus or at one agency should be only a
fraction of the present administrative costs for one intern multiplied
by 100.

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

The Future

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

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

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

2. Encourage campuses to share the counselor's allowance and agencies the intern's allowance.

3. Encourage universities, agencies, and consortia to sponsor internship projects on their own, but tied in with the RDIP for standards, consultations, and, where appropriate, funds.

4. Spread the word. Proceed with the conference being planned for 1969. Invite a few representatives from outside the domain of SREB. Make it a setting for the strongest kind of endorsement possible for the RDIP program and discuss future plans.

Service-Learning: An Educational Style

Robert L. Sigmon

Most of us would acknowledge that a significant portion of today's students are alienated. The signs of this alienation are many: extensive drug use, long hair, and the development of communes and other intensive communities. Just as critical, although not as evident, is an increasing uneasiness about the possibilities for one's future emotional and intellectual growth. This uneasiness is evident, for instance, in the general reluctance of students to enter public life.

Several factors have been consistently advanced as causes of this alienation. One historian, Richard Hofstadter, has suggested that a determining factor is the lack of a sense of vocation among youth in American society (see *Newsweek,* July 6, 1970). This lack can be attributed partially to a technological culture in which the products of one's work are increasingly less visible. Related to Hofstadter's analysis is another which attributes alienation to the fact that youth are denied responsibility and that their entry into meaningful public roles is prevented for too long a period. An increasing number of students, however, view the life and values of American society as not so meaningful and even bankrupt; they view entry into public life as an unwise investment of energy and commitment.

Experiential Learning

One means of getting at the source of this alienation is to examine in greater detail the criticism of the manner in which we educate ourselves. Our current educational approaches possess at least three basic deficiencies. The first deficiency is a result of our seeming inability to recognize that learning is a constant in the life of every individual and that experience itself can be the subject-matter of education. The pattern of formal education implies that one's

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competence to enter public life is certified in the receipt of a degree.
We recognize that a man has been adequately trained by simply
having acquired some technical skill or that he has been made more
human by having been exposed to the cultural and intellectual
traditions of Western civilization. Both modes, and especially the
latter (which is considered the more liberal and humane), assume the
necessity of communicating some body of knowledge which is then
appropriated by the individual and utilized to meet the demands of
his own experience. I believe that this assumption is fallacious since
it is similar to maintaining that human life proceeds deductively, that
is, that human action is always a result of the application of some
principle. In my theological seminary days I began to sense from
current movements in philosophy and psychology that all philo-
sophical inquiry and thought begins with human experience. In many
instances, formal educational practices have failed to recognize that
life proceeds inductively. As a result, we have failed to learn from the
generators of the culture which educational institutions are re-
sponsible for transmitting. For instance, the content of Kant's
thought and argument is taught without the realization that his
philosophy was derived inductively from his attempts to make sense
of his experience. If we truly want our educational processes to
develop humane and competent people, a more sensible way to
proceed would be to enable students to learn to examine their own
experiences as creatively and as critically as possible. Besides
proceeding from a false assumption, formal education, in fact
provides little opportunity to learn how to learn or how to solve
problems other than those that are hypothetical. Only a small
percentage of university and college education involves questions of
lifestyles and process understanding or examines how institutions
influence behavior. Most of the current emphasis in education is on
factual information, content delivery, and the preparation of specific
skills. Research tells us that within five years this kind of education is
either forgotten or outdated. This loss to society and the individual is

a result of the failure to recognize that learning is a constant factor of human experience from birth to death. Educational relevance occurs when individuals begin to deal competently and compassionately with their experience of the world.

Cross-Cultural Settings

A second deficiency of formal education is its lack of emphasis on cross-cultural experience. The exposure to other cultures and lifestyles through the mass media is indeed high, yet, our understanding of other behavior patterns and cultures is low. This irony is due largely to the fact that the exposure to other cultures is passive. I maintain that only by living in cross-cultural contexts and by experiencing other behavioral patterns and modes of thought does an individual become aware of cultural distinctions and of the values that are uniquely his own. In many instances, formal education has failed to recognize the educational validity of cross-cultural experience. However, if one's goal becomes learning how to learn, then such experience is not only valid but essential. Whether in an Indian ashram, a black community in Charlotte or eastern North Carolina, in the management arm of a large business, or in a mental health facility, the immediate and direct confrontation of other ways of viewing reality would produce the individual's appreciation of shared values as well as of genuine differences. Properly engaged in, cross-cultural experience enhances an individual's ability to proceed inductively and to conceptualize on the basis of his experience of the world. In a study of Peace Corp training *(Journal of Applied Behavioral Science,* Vol. 3, No. 4), Roger Harrison notes that training programs employing the instructional methods of formal education left trainees ill-prepared to adjust quickly to life in other cultures and to conceptualize on the basis of their experiences. A recurring phenomenon among Peace Corp returnees was also their inability to do more than simply exchange "war stories." Harrison attributes this inability to the fact that most of their education had not been spent dealing intellectually with their concrete experience.

The study also suggested that this inability was due to more than simply a lack of previous cross-cultural experience or an emphasis within formal education on modes of learning other than experiential. The major deficiency which Harrison noted was that few Peace Corp trainees had been prepared by their formal education to

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Student Initiative

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Student Initiative and Autonomy

This lack of emphasis on developing autonomy and on fostering
student initiative is a third deficiency of formal education. Students
in our society have been taught with authoritarian supports for such
a significant portion of their lives that they find the going
exceedingly difficult when they are forced to teach themselves. In
formal education, as it is currently structured, students are told what
to do and how to do it as well as what is important and what is
unimportant. One very dangerous result of this directive approach is
that the educational system will produce people who are willing to
have things decided for them. In spite of what could be said in its
favor, the present system of education is not committed to creating
confident people whose learning is self-generated.

Service-Learning in North Carolina

These criticisms of formal education as it is currently conducted
reflect what is behind the learning side of service-learning internships.
I have argued that an emphasis on experiential learning, cross-cultural
settings, and student initiative and autonomy is necessary. But I feel
very deeply that this kind of education is also the most exciting and
rewarding primarily because its assumptions about the nature of
learning and being human involve service as a natural consequence.
Most universities are not in the business of granting academic credit
to students working to solve immediate and indigenous community
problems. Within formal education, a premium is placed on
dispassionate analysis, which most often results in unrealistic and
abstract concerns. I am sure, however, that students' concerns are
never as humane and realistic as they are when these concerns grow
out of direct contact with people who have problems. Service-
learning internships have as their intent the development of open,
flexible, competent, learning, and caring individuals. Although
criticisms of non-experiential modes of education entail an emphasis
on the self, this emphasis is balanced within the concept of
service-learning internships by the necessity for service and by the
recognition that it is only in "giving a damn" about one's brother

that one's own experience, however well-conceptualized, can begin to have meaning.

These thoughts about a new way to approach education and public service provide a conceptual framework for the North Carolina Internship Office (NCIO). The Department of Administration and the Board of Higher Education of North Carolina state government are cooperating in providing basic support for the NCIO. The basic assumptions and objectives of this office are:

1. College students are a significant source of manpower for meeting public needs in North Carolina, and we seek to provide student manpower for public service.
2. The world of public agencies and needs beyond the classroom is a learning environment that is grossly underutilized, and we seek to foster this understanding.
3. We also seek to facilitate the development of institutional relationships and linkages which might enhance these primary objectives.

With a limited student staff, the NCIO is attempting to stimulate and foster programs that will provide service-learning opportunities for students at the state and local government levels. As a result of our objectives, we are also conducting research about the nature of the internship experience and examining the program goals and designs of at least twenty different programs that are operational in the state this summer. We are also attempting to provide some long-range planning which might better enable the state to utilize student internship participation in state problems and to understand the service-learning concept.

At least ten internship programs throughout the state have emerged out of the service-learning concerns which I have been discussing with you, and another ten programs are actively utilizing student manpower this summer. Five hundred students along with 2,000 students under the Plan Assuring College Education (PACE) program constitute a fine beginning by state government in providing opportunities for young people to become involved in public issues in the state. You at Charlotte are part of this effort.

We have been delighted that this university and the public agencies of this area have begun to respond so favorably and so capably to the kind of service-learning activity that we in the NCIO

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If the task is recognized by you

erience, however well-conceptualized, can begin

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vide a conceptual framework for the North
Office (NCIO). The Department of Administra-
d of Higher Education of North Carolina state
perating in providing basic support for the NCIO.
ns and objectives of this office are:

ents are a significant source of manpower for
needs in North Carolina, and we seek to provide
er for public service.
public agencies and needs beyond the classroom
vironment that is grossly underutilized, and we
is understanding.
to facilitate the development of institutional
d linkages which might enhance these primary

nt staff, the NCIO is attempting to stimulate and
t will provide service-learning opportunities for
and local government levels. As a result of our
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ternship programs throughout the state have
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, and another ten programs are actively utilizing
this summer. Five hundred students along with
er the Plan Assuring College Education (PACE)
fine beginning by state government in providing
ung people to become involved in public issues
Charlotte are part of this effort.
delighted that this university and the public
a have begun to respond so favorably and so
of service-learning activity that we in the NCIO

are committed to supporting and encouraging. Your activities have a ring of authenticity in that they have been locally determined and are locally administered and you have local students dealing with local problems. This design from an administrative point of view appears to be a commendable model and many others are beginning to hear about your enterprise and express interest in it.

From an educational point of view, those of you who are participants in the internship processes, either as student interns, faculty counselors, or agency colleagues, have an immensely exciting opportunity. For if you accept the argument presented tonight, you have to all three see yourselves as learners. And you are involved in this opportunity because of your own decisions and because there was something useful to do.

Role of Agency Colleague

For those of you who are agency colleagues (about the public business) and have a student or two interning with you, a fantastic educational responsibility rests upon your shoulders. You have defined a task within an overall mission that you and the intern believe can be accomplished in a ten- to twelve-week period. You are, as a result, providing the experiential context for the service and learning of a student. In most cases, the student will not have been exposed to the cultural styles of public agencies and is therefore in a cross-cultural setting just by being in your agency. It is my hope that both you, the agency colleague, and the students recognize the immediate worth or usefulness of the task being pursued and are equally aware of the possibilities for significant learning. To be so aware demands some time and sensitivity. In order to find administrative ways for allowing the student to be as autonomous as possible, we recommend and have found effective the method of appointing students in service-learning internships as independent agents through independent contractual arrangement. That is, nego-tiate a contract with the student to perform a certain portion or work and state some educational objectives within the constraints of a time period and a given public environment. It is my conviction that by arranging this relationship, the task (the product) you want completed will be better accomplished and more helpful to the pursuit of your own objectives.

If the task is recognized by you as being important, if the

cross-cultural aspects of the office routine or nature of the assignment are entailed, and if the intern is seen as having independent status, the host agency has in essence become the environment for the student to begin to find his way toward a service-learning lifestyle, realizing, it is hoped, the values inherent in the service-learning concept I have discussed. He has exercised a public responsibility in response to a specific need and has begun to see that he must be a caring, learning human being.

Role of Faculty Counselor

The faculty counselor functions as an interpreter for the student, for the agency colleague, for himself, and for his academic colleagues. With the student he has an indispensable function in assisting with the definition of a carefully conceived task assignment. Too low or too high an expectation can be harmful. He can be available to the intern for the personal kinds of concerns that will arise. He can assist the intern in understanding the kinds of experiences he is encountering and the nature of cultural confrontation and he can support the student in his quest for self-directed, autonomous learning during the internship. With the agency representative, he can be available to represent the energies and talents of academia for dealing with public issues. He likewise can be supportive of the learning environment that public life presents. Too often the university-community dialogue never becomes dialogue, since the university provides its services from its storehouses of wisdom and rarely recognizes the educational uses of the world beyond the classroom.

Faculty members, I believe, hold the key to educational reform because they generally hold the key to effective educational power. It is my growing conviction that if faculty members do not become more involved in experientia! learning opportunities, their credibility will begin to deteriorate rapidly.

The Student

Even though I think being a local agency colleague and being a professor in these service-learning internships can be a highly intriguing and demanding enterprise, the real excitement for me is in what happens to a student who gets a taste of confronting an issue and seeing something happen as a result of his effort; who begins to sense that his own limited exposures to life have been protective and

begins to see the vastness and expansiven human experience; who begins to take charg educational agenda, and realizes that he ca rather than have them happen to him. This the payoffs of the service-learning internship

Some Criteria for Evalua

Each participant in the service-learni league, faculty member, and student—have i they can "put it all together." In this regar some questions which might be useful in me internship process:

First, are the students dealing with indig In other words, is the student's problem or

Second, are we meeting those needs in That is, are university officials, agency of bodies cooperating through the internship pr

Third, are we' raising the level of dialo life within the university, the community, questions "What is worth doing?" and "W being pursued with any vigor at all?

Fourth, are students beginning to deal w as interns and to develop an awareness of th experiential learning?

It is the hypothesis of the NCIO th internship route which stresses the servi internship design, these criteria can be me intensity and success. Service-learning for s place to begin realizing a vision about th survive with style in the following decades.

Risking Tragedy

Corita Kent and Joseph Pintauro, in th in Man, say "We must become new men or either way we risk tragedy." I believe that t tion in student service-learning internships, becoming new men, for we are risking trag being open, by attempting to become con ways to learn, and by accepting public oblig

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begins to see the vastness and expansiveness and heterogeneity of human experience; who begins to take charge of his own life, his own educational agenda, and realizes that he can cause things to happen rather than have them happen to him. This is excitement and one of the payoffs of the service-learning internship style.

Some Criteria for Evaluation

Each participant in the service-learning process—agency colleague, faculty member, and student—have immense opportunities if they can "put it all together." In this regard, I would like to suggest some questions which might be useful in measuring the success of the internship process:

First, are the students dealing with indigenous community needs? In other words, is the student's problem or task humanly important?

Second, are we meeting those needs in interinstitutional ways? That is, are university officials, agency officials, and other public bodies cooperating through the internship process?

Third, are we raising the level of dialogue about the quality of life within the university, the community, and the agency? Are the questions "What is worth doing?" and "What is worth knowing?" being pursued with any vigor at all?

Fourth, are students beginning to deal with their own experience as interns and to develop an awareness of the lifestyle possibilities of experiential learning?

It is the hypothesis of the NCIO that through the student internship route which stresses the service-learning concept and internship design, these criteria can be met with varying degrees of intensity and success. Service-learning for students can be the logical place to begin realizing a vision about the ways we can learn to survive with style in the following decades.

Risking Tragedy

Corita Kent and Joseph Pintauro, in their little book *To Believe in Man*, say "We must become new men or be satisfied as we are . . . either way we risk tragedy." I believe that through mutual participation in student service-learning internships, we are on the frontier of becoming new men, for we are risking tragedy by trying to care, by being open, by attempting to become competent, by searching for ways to learn, and by accepting public obligation.

Section II
Expansion of Service-Learning:
The Development of State Programs

North Carolina Internship Office

Robert L. Sigmon and David N. Edwards, Jr.

Recent educational conferences in Sarasota, Florida, and Cleveland, Ohio, indicate not only that community-based experiential learning has grown dramatically in recent years as a curricular feature of higher education but also that this empirical learning style is to be a major trend in the immediate academic future of the nature.

Obviously such a vigorous movement must have been generated by strong and pervasive forces. In the views of the staff at the North Carolina Internship Office (NCIO) there were three: (1) the beginnings of action taken on the old recognitions that experience is itself educational and that learning continues throughout life; (2) attempts to introduce cross-subcultural and service-oriented experiences into curricula; and (3) recent emphasis upon the development of student autonomy and initiative.

The response of the state of N.rth Carolina through NCIO, for three full years now, has been espousal of service-learning. This particular form of experiential learning is a distillation of considerable thought about three questions: what is worth knowing; what is worth doing; and how community-based learning can be maximized. To provide a sound learning context, service-learning requires of any internship that: (!) there be a task whose meaning is clear to the students; (2) the student receive in his placement careful support from his educational institution; and (3) reciprocal learning among the student and his work directors be assumed.

In the three-year history of NCIO the interplay of the three educational forces, the three preliminary questions, and the three ingredients of a successful internship has led to the completion of ten substantial studies by NCIO and two major articles in national publications (*Appalachia* magazine and *NSVP News* of ACTION).

Obviously, however, these products of cerebral activity could not

alone have convinced the governor, the G Department of Administration, and the North of Higher Education (BHE) to support servic done. What dramatized not only the validity service-learning was the realization that mo energies and talents of our 148,000 college st directed to state program development, mana Who better way to enlist student power than ing. Thus, in March 1969 the Southern Reg (SREB) and the North Carolina Departme agreed to establish a state internship office. A in April of that year, and SREB provided dire student intern associate and staff consultatio Administration gave finarcial and administra the organizational responsibility vested in Education. Before 1969 only two major involvement with public issues existed in North

The next thirty-six months saw NCIO n programs involving over one thousand servi and assist in the development of twelve inter the state. These programs have been supporte $500,000 and by the cooperation of 150 publi

Partly by way of contribution and part burgeoning activity several events helped mold tion of NCIO. In September 1970 Governor Southern Governor's Conference:

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North Carolina Internship Office

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alone have convinced the governor, the General Assembly, the
Department of Administration, and the North Carolina State Board
of Higher Education (BHE) to support service-learning as they have
done. What dramatized not only the validity but also the utility of
service-learning was the realization that most of the vast creative
energies and talents of our 148,000 college students were not being
directed to state program development, management, and advocacy.
What better way to enlist student power than through service-learn-
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(SREB) and the North Carolina Department of Administration
agreed to establish a state internship office. A director was employed
in April of that year, and SREB provided direct assistance through a
student intern associate and staff consultation. The Department of
Administration gave financial and administrative support to sustain
the organizational responsibility vested in the Board of Higher
Education. Before 1969 only two major programs for student
involvement with public issues existed in North Carolina.

The next thirty-six months saw NCIO manage or help initiate
programs involving over one thousand service-learning internships
and assist in the development of twelve internship programs across
the state. These programs have been supported by the raising of over
$500,000 and by the cooperation of 150 public agencies.

Partly by way of contribution and partly in response to this
burgeoning activity several events helped mold the present configura-
tion of NCIO. In September 1970 Governor Robert Scott told the
Southern Governor's Conference:

> I want very much for us to provide leadership in developing
> constructive opportunities for college students and faculty to
> contribute more directly to programs of economic and govern-
> mental improvement in the South. . . . I would like to see the
> establishment of a network of programs so that we can extend
> the opportunities for service-learning to a much greater number

*ctor and David N. Edwards, Jr., is the Assistant Director of the
Office. This history of service-learning programs in North
igher Education in North Carolina" (June 14, 1972) published
of Higher Education.*

of students and make more effective use of the energy and talents of these young people in helping their region achieve a higher quality of life. This is one approach to making our collegiate curricula more meaningful to students. It is also a promising way to attract more able students into public service careers.

During the 1971-72 session the General Assembly went on record supporting the ideals and programs underpinning service-learning. On July 1, 1971, through a "B" Budget appropriation from the General Assembly, the Board of Higher Education assumed fiscal responsibility for NCIO and has recently made the office an integral part of the new Center for the Continuing Renewal of Higher Education. On August 20, 1971, the Board of Higher Education passed a resolution expressing its support of NCIO and service-learning, recommending higher education's use of these two learning resources and suggesting expansion of the service-learning option to all students, with academic credit where warranted. On October 15, 1971, as a signal of the success and growing future of state-supported service-learning, an assistant director was added to the full-time staff of NCIO. This brought the composition of personnel to a director, an assistant director, an administrative secretary, and *ad hoc* student intern assistance.

The programs and activities generated by this staff have resulted from the coordinated focus of three aims: (1) to increase university and college student involvement with public needs and opportunities; (2) to increase the utilization of off-campus North Carolina as a learning environment; and (3) to provide options for students to be exposed to and to develop a service-learning lifestyle.

NCIO, partially by design and partially because of the availability of federal funds, embarked on a strategy from the fall of 1969 to the present that included: (1) development of regional service-learning programs in Appalachian North Carolina; (2) assistance with urban-university-model programs in Charlotte and Winston-Salem; (3) liaison with existing and newly created student internship programs and their managers; (4) development of issue-focused internship programs in planning, health, law, and the environment; and (5) sustained planning, advocacy, and evaluative review.

Spreading the service-learning internship design (an agency base, a specific project, university support, project committee support,

independent status for stude NCIO initially gave attention or no off-campus learning e agencies that demonstrated a ing programs.

The following five section pilot efforts to date and indi

University-Regional Progr

As a result of the regiona the Appalachian area of Nort capacities for arranging and These schools are Appalachia John C. Campbell Folk Sch Asheville, Western Carolina U Among them different styles Development Institute at N Internship Program at Appala plary program designs. Two Y Regional Commission (ARC) have provided basic support funds, local agency funds, and

The developmental strateg the five senior colleges and School to determine its own a basic service-learning goals of the strengths of this strategy.

From these results a trian emerged. The state, through N seed money to initiate a serv colleges, because educational one-third of the costs. Public from student work, provide this cooperative arrangement participate and provide direct and conceptual guidance has full-time coordinator in Ashevi grants.

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independent status for student intern, seminars, and final report),
NCIO initially gave attention to colleges and universities with limited
or no off-campus learning experience and to nearby public-service
agencies that demonstrated a readiness to participate in service-learn-
ing programs.

The following five sections highlight the accomplishments of the
pilot efforts to date and indicate some ramifications for the future:

University-Regional Program in Appalachian North Carolina

As a result of the regional program approach, six institutions in
the Appalachian area of North Carolina are developing independent
capacities for arranging and managing service-learning programs.
These schools are Appalachian State University, Mars Hill College,
John C. Campbell Folk School, University of North Carolina at
Asheville, Western Carolina University, and Warren Wilson College.
Among them different styles have emerged, with the Community
Development Institute at Mars Hill College and the Student
internship Program at Appalachian State University providing exem-
plary program designs. Two Youth Leadership grants in Appalachian
Regional Commission (ARC) Research and Demonstration categories
have provided basic support that has been supplemented by state
funds, local agency funds, and university resources.

The developmental strategy of NCIO has been to assist each of
the five senior colleges and universities and J. C. Campbell Folk
School to determine its own approach and style consistent with the
basic service-learning goals of NCIO. Results to date clearly indicate
the strengths of this strategy.

From these results a triangular funding arrangement model has
emerged. The state, through NCIO and federal ARC grants, provides
seed money to initiate a service-learning program. Universities and
colleges, because educational values are received, provide up to
one-third of the costs. Public agencies, because they receive services
from student work provide one-third or more of the total cost. In
this cooperative arrangement, organizations have been eager to
participate and provide direct support. Initial support through funds
and conceptual guidance has been implemented and enhanced by a
full-time coordinator in Asheville, a position provided for in the ARC
grants.

Urban-University Models

Charlotte and Winston-Salem have been the sites of two NCIO-assisted models. In the Charlotte area the University of North Carolina at Charlotte Institute for Urban Studies and Community Services provided the leadership and a base of operation. There was top administrative support from the vice chancellor's office, management capability from the institute, and assistance in program development from members of the student body. Further impetus came from students at Davidson College and Johnson C. Smith University as well as city and county government officials. With only outside encouragement and limited financial assistance from NCIO the Charlotte "consortium" has evidenced s'ow, steady, and sound growth since the summer of 1969. It row can boast that thirty public and private agencies and all post-secondary educational institutions in the area are involved with service-learning. The program has paid off for 120 students in the form of academic credit for their internship experiences and weekly attendance at student-run reflection seminars. The model developed in the Charlotte area can be translated into almost any other urban or council-of-governments area in the state.

A 1969 summer intern initiated a program in Winston-Salem with the strong endorsement of the mayor. The city coordinated and managed programs for over 200 part-time student interns within one year. Title I grants from the BHE were secured for two successive years to provide additional support. The Academic Urban Affairs Consortium, based at Wake Forest University, came into being after the original effort and assumed operational responsibility for the Service-Learning Internship Program (SLIP). In contrast to the Charlotte model, only limited university support has been realized in Winston-Salem, and no sustaining program currently exists there.

Program Liaison with Other Internship Programs

NCIO has provided the leadership for convening project managers of internship programs in the state and providing a clearinghouse of information on programs. The network that is emerging is informal and committed to working collectively in improving and increasing off-campus service-learning opportunities for college students in North Carolina.

NCIO has provided technical assistan[ce] in North Carolina state government. N[CIO] published listings of interns supported b[y] and summer 1971. Publications on th[e] faculty roles in it, and other training-[related] produced and distributed throughout N[orth] training designs have been developed and of NCIO in coope.ation with different pr[ograms]

As the SREB-initiated effort with th[e] model from which other states could provided direct assistance and much infor[mation] personnel in Georgia, Pennsylvania, Sou[th] West Virginia. The NCIO staff continue[s] SREB participation, however, has been Recent collaboration has been limite[d] research and a newly initiated evaluat[ion] directions.

Special-Issue Prog[rams]

Through the interest of the Departm[ent of Housing and Urban] Development (HUD) in exposing minorit[y] planning issues, through the interest of universities in off-campus learning oppor[tunities] and through the NCIO commitment t[o] opportunities around special needs or is[sues] from HUD were made available for social interns from Shaw University, Winston-S[alem] North Carolina Agricultural and Technica[l]

With the emergence of ecological con[cern] and provided administrative assistance i[n] mental internships in 1970 and thirty in a specific task within a state agency and p[rovided]

Student-originated projects relating t[o] funded by the National Science Foundat[ion] of North Carolina at Asheville, Mars University, ard East Carolina University. received encouragement and support in NCIO.

Under an ARC grant, NCIO was i[n]

Urban-University Models

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NCIO has provided technical assistance to a number of programs in North Carolina state government. NCIO has collecred data and published listings of interns supported by the state for summer 1970 and summer 1971. Publications on the service-learning concept, faculty roles in it, and other training-related materials have been produced and distributed throughout North Carolina. Research and training designs have been developed and applied by the student staff of NCIO in cooperation with different programs across the state.

As the SREB-initiated effort with the state in 1969 was to be a model from which other states could learn, the NCIO staff has provided direct assistance and much information to state government personnel in Georgia, Pennsylvania, South Carolina, Virginia, and West Virginia. The NCIO staff continues a relationship with SREB; SREB participation, however, has been minimal over the past year. Recent collaboration has been limited to assistance in certain research and a newly initiated evaluation of NCIO's efforts and directions.

Special-Issue Programs

Through the interest of the Department of Housing and Urban Development (HUD) in exposing minority students to governmental planning issues, through the interest of three predominantly black universities in off-campus learning opportunities for social planning, and through the NCIO commitment to arranging service-learning opportunities around special needs or issues, two sequential grants from HUD were made available for social planning to service-learning interns from Shaw University, Winston-Salem State University, and North Carolina Agricultural and Technical State University.

With the emergence of ecological concern, NCIO has coordinated and provided administrative assistance in arranging eleven environmental internships in 1970 and thirty in 1971. Each student pursued a specific task within a state agency and produced a report.

Student-origirated projects relating to environmental issues were funded by the National Science Foundation (NSF) at the University of North Carolina at Asheville, Mars Hill College, Wake Forest University, and East Carolina University. The first three institutions received encouragement and support in proposal development from NCIO.

Under an ARC grant, NCIO was instrumental in assisting the

University of North Carolina Medical School Department of Family Medicine at Chapel Hill initiate an extern program for fifty medical students in Appalachian learning settings of the state.

With assistance from the North Carolina Central University Law School, NCIO through a law student intern-associate developed a vital program for law students to work with solicitors and defenders during the summer of 1971. This effort promises to provide a model for other clinical-education experiences for law students in the state.

Combining ARC and NCIO support, Vietnam veterans initiated veterans' college recruitment and counseling centers at Appalachian State, Warren Wilson, and Western Carolina during 1971. These centers have sparked a marked improvement in assistance to veterans returning to college life.

Looking Backward and Forward

In the program and projects reviewed above, NCIO has attempted to maintain a consistent educational philosophy and long-range perspective. The questions set forth below reflect the controlling considerations, and criteria 1 and 2 especially were used in many of the ten NCIO studies alluded to at the outset.

1. Are the projects dealing with local community needs? Does the problem or task of the student internship assignment have a sense of human importance about it?
2. Are we meeting these needs in interinstitutional ways? Are university officials, agency officials, citizens, and students co-operating through the internship process?
3. Are we raising the levels of dialogue about the quality of life within the university, the communities, and public agencies? Are the questions "What is Worth Doing?" and "What is Worth Knowing?" being pursued with more vigor?
4. Are the students involved beginning to deal more competently with their own experiences as interns and to appropriate their learning for the development and application of their own values?

Looking to the future, NCIO, directing its resources to a service-learning promotional strategy, will:

1. Further increase service-learnin[g] students by urging the state to su[pport] the people in a center for state adv[...] technical assistance research, and [oppor-] tunities. NCIO, within the new [...] potential, and NCIO's current con[...] inventory" on community-based, [...] should help develop a realistic plan [...]
2. Urge all public and private colle[ges to accept] service-learning as legitimate edu[cation for] academic credit, and recognize fa[culty] learning with financial and status r[...] Education has set an example fo[r the] above.)
3. Urge public organizations and [...] public needs by participation in s[ervice-learning not only in the] summer but throughout the yea[r through] regular budget designations and s[...] especially under the position ca[tegories of] contractual services, training, or spe[cial...]
4. Help infuse existing experientia[l learn-] ing possibilities. This would help [...] public issues and events through c[...] agency internship programs, local [legis-] lative internships, field experience [...] colleges and universities).
5. Encourage greater student pa[rticipation in co-] operating programs. Such encourag[ement of] differing learning opportunities to [...] and attack the unresponsiveness of [...] often implicated in college dropout[...]

The past and present efforts of NCI[O...] principle and fact; the future efforts[...] principle. To give substance to the pr[...] to execute several key projects.

To expand opportunities in the [...] specifically try to develop a system of [...] together what sometimes appear to be [...] A preliminary meeting with several bu[...]

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idents to work with so icitors and defenders
971. This effort promises to provide a model
on experiences for law students in the state.
NCIO support, Vietnam veterans initiated
ment and counseling centers at Appalachian
und Western Carolina during 1971. These
narked improvement in assistance to veterans

ng Backward and Forward

rojects reviewed above, NCIO has attempted
it educational philosophy and long-range
ns set forth below reflect the controlling
ia 1 and 2 especially were used in many of
ded to at the outset.

lealing with local community needs? Does
of the student internship assignment have a
rtance about it?
hese needs in interinstitutional ways? Are
igency officials, citizens, and students co-
internship process?
levels of dialogue about the quality of life
the communities, and public agencies? Are
t is Worth Doing?" and "What is Worth
sued with more vigor?
nvolved beginning to deal more competently
riences as interns and to appropriate their
velopment and application of their own

ure, NCIO, directing its resources to a
nal strategy, will:

1. Further increase service-learning opportunities for college
students by urging the state to support and make accessible to
the people in a center for state advocacy, program development,
technical assistance research, and clearinghouse data on oppor-
tunities. NCIO, within the new Board of Governors, has this
potential, and NCIO's current compilation of a "state-of-the-art
inventory" on community-based, experiential learning programs
should help develop a realistic plan of implementation.
2. Urge all public and private colleges and universities to endorse
service-learning as legitimate education, make it eligible for
academic credit, and recognize faculty involvement in service-
learning with financial and status rewards. (The Board of Higher
Education has set an example for this in the resolution cited
above.)
3. Urge public organizations and private agencies to embrace
public needs by participation in service-learning not just in the
summer but throughout the year. This implies appropriate
regular budget designations and student manpower provisions,
especially under the position categories of staff personnel,
contractual services, training, or special line items.
4. Help infuse existing experiential programs with service-learn-
ing possibilities. This would help expand youth involvement in
public issues and events through current mechanisms (e.g., state
agency internship programs, local government programs, legis-
lative internships, field experience programs, special programs at
colleges and universities).
5. Encourage greater student participation in planning and
operating programs. Such encouragement can help adapt widely
differing learning opportunities to present academic mechanisms
and attack the unresponsiveness of the educational establishment
often implicated in college dropout studies.

The past and present efforts of NCIO have now been presented in
principle and fact; the future efforts have been set forth only in
principle. To give substance to the proposed scheme, NCIO intends
to execute several key projects.
To expand opportunities in the state generally, NCIO will
specifically try to develop a system of business internships, bringing
together what sometimes appear to be incompatible social segments.
A preliminary meeting with several business leaders has already been

held to determine feasibility of the project.

To gather the latest data on community-based experiential learning, NCIO staff will visit campuses across the state as follow-up on the previously mentioned state-of-the-art inventory. This information in abstract form will be made available to any interested party but especially to schools planning or expanding programs, agencies interested in student interns, and funding sources for internship programs.

As companion to this inventory a case-study book on service-learning in North Carolina will be prepared for public use this summer.

The functions of information brokerage, fund-seeking, moral support, cultivation of government involvement at all levels, research, program management, and training can thus be seen as common elements of the recorded past, the developing present, and the projected future of NCIO. The office has executive, legislative, and administrative mandates, a list of proven successes with the service-learning model, and at least the potential for a variety of vital services to education and government in North Carolina. With continued support, NCIO feels it can realize its goal of seeing that every North Carolina college student has the opportunity of at least twelve weeks in community-based experiential learning as part of his academic career.

The Georgia Intern Program

Michael A. Hart and Lonni Ann Fredman

Goals and Purposes

The goal of the 1971 Summer Governor's Intern Program was to bring together college and university students and Georgia state government in an optimum utilization and synthesis of the resources of both.

Since the projects the interns undertook were of a professional nature and designed by the participating agencies as tasks essential to departmental operation and because the department's share of the intern stipend was only a fraction of the amount at which professional employees performing the same task would require, the Governor's Intern Program benefited state government through services as well as monetary savings.

To the interns the program offered a comprehensive service-learning experience in the realm of Georgia state government. Rather than following the traditional pattern of testing theory in the field, the Governor's Intern Program stressed community-based learning with heavy emphasis on the completion of the specific task and the acquisition of knowledge and skills. Frequently the designated project suggested further areas for the engagement of the intern's attention and the students were thereby in a position to isolate and act upon concerns not readily identifiable in the day-to-day functioning of the department.

Since a primary goal of the intern program was to enable the students to acquire an understanding of the total expanse of Georgia state government—to gain an insight into its purposes, organization, problems, and methods of operation—a series of seminars focusing on a variety of issues requiring public policy was designed to complement the intern projects and broaden the total learning

experience. High-ranking officials in various government chaired the meetings, each of w about twenty students serving in diverse Because the sessions stressed a dialogue rath answer format, the interns were able both to r on their individual projects and in school to t present their opinions directly to personnel making in the areas under discussion.

In bringing the interns together, the se point of unity for the program, giving the stu working outside the Atlanta area) a chanc become familiar with each other's projects, a of identity with the program as a whole.

The development of skills in problem-so relationships was of high priority. Placements of well-defined tasks designed by the agency intern in agency programs. Interns were en own means to meet an agency need and to co-workers and agency clients in determining ally, in meeting the on-the-job situations and in structuring new tasks not anticipated o original project design, many interns discov they had previously been unaware.

Planning and Recruitmen

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experience. High-ranking officials in various departments of state government chaired the meetings, each of which was attended by about twenty students serving in diverse areas of the program. Because the sessions stressed a dialogue rather than a question-and-answer format, the interns were able both to relate knowledge gained on their individual projects and in school to the topic at hand and to present their opinions directly to personnel influential in policy-making in the areas under discussion.

In bringing the interns together, the seminars also served as a point of unity for the program, giving the students (especially those working outside the Atlanta area) a chance to meet each other, become familiar with each other's projects, and feel a stronger sense of identity with the program as a whole.

The development of skills in problem-solving and interpersonal relationships was of high priority. Placements were made on the basis of well-defined tasks designed by the agency to actively involve the intern in agency programs. Interns were encouraged to seek their own means to meet an agency need and to become involved with co-workers and agency clients in determining these means. Additionally, in meeting the on-the-job situations and in taking the initiative in structuring new tasks not anticipated or designated by their original project design, many interns discovered abilities of which they had previously been unaware.

Planning and Recruitment

Operation of a pilot intern program began in the spring of 1971. Authority for directing the program was vested in the Governor's executive secretary, with administrative and technical assistance provided by additional staff from the Governor's office, the Department of Family and Children Services, and the Southern Regional Education Board. The first week in April, directors of state government agencies were informed about the initiation of the

Governor's Intern Program and asked to submit descriptions of projects for which they could utilize interns. The following week the Governor contacted the presidents of all colleges and universities in Georgia asking them to let their students know about the opportunity for participation in the program.

Over four hundred students applied and over twenty-five state agencies and eight area planning and development commissions requested interns. All applicants were interviewed either in person or by telephone. Screening was usually based upon maturity and interest in the program and educational classification, with priority given in the following order: (1) upperclassmen or graduate students, (2) Georgians attending Georgia schools, (3) Georgians attending out-of-state schools, (4) out-of-state students attending Georgia schools.

Two hundred students were referred to agencies for the final interview before appointment, with every effort made by the intern office to coordinate the students' interests and abilities with the departments' needs and functions. Interns and the agency supervisor had the final say in selection. Interns could accept or reject the project depending upon the challenge they saw in it. Agencies accepted or rejected students depending upon how they viewed the students' abilities to do the tasks.

Orientation

The program officially opened on June 14 with an orientation session in the State House Chambers. University and state government officials greeted the students and explained the challenges offered to them by participation in the program and the opportunities to contribute to the welfare of Georgia.

Particular attention was paid to informing the interns of the mission of the various funding agencies and the role the interns were to play in meeting agency goals. A follow-up orientation for small groups was held following the general session. At these sessions interns were briefed on their particular departments or commissions and the importance of their individual projects.

Funding and Expenses

Funds for program operation were provided by the Appalachian

Regional Commission, Coastal Economic Development Administra Agency, Office of Economic Oppor development commissions, and twe tion, the Atlanta Urban Corps prov for eighteen students participating in Regional Education Board provided tration and evaluation and granted for the program was approximately actual cash.

Interns were provided an edu undergraduates and $1,100 for grad eleven-week period. Four stipend che the appointment, with a final check the final report and its acceptance by

Travel and miscellaneous expens reimbursed by the cooperating ager expenses for travel involved in attendi

Program Com

Projects and

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Funding and Expenses

am operation were provided by the Appalachian
Regional Commission, Coastal Plains Regional Commission,
Economic Development Administration, Environmental Protection
Agency, Office of Economic Opportunity, eight area planning and
development commissions, and twenty-six state agencies. In addi-
tion, the Atlanta Urban Corps provided College Work-Study funds
for eighteen students participating in the program and the Southern
Regional Education Board provided technical assistance for adminis-
tration and evaluation and granted limited funds. The total budget
for the program was approximately $250,000, with nearly $150,000
actual cash.

Interns were provided an educational stipend of $935 for
undergraduates and $1,100 for graduates for full-time work for an
eleven-week period. Four stipend checks were issued in the course of
the appointment, with a final check of $100 issued upon receipt of
the final report and its acceptance by the interns' supervisors.

Travel and miscellaneous expenses related to the project were
reimbursed by the cooperating agency. The intern office covered
expenses for travel involved in attending the seminars.

Program Components

Projects and Reports

The major concern of the program was that the intern tasks be
meaningful to both intern and agency and that the projects be of
substance and depth similar to that of assignments undertaken by
professional state employees. At Governor Jimmy Carter's request, a
memo was sent to all supervisors stressing the Governor's desire that
all interns be given challenging tasks and that the supervisors expect
and demand top performance from all interns.

One intern was assigned to deal specifically with project
adjustment and evaluation. He made a personal visit to each of the
interns at the project locations and discussed program objectives with
the interns and their supervisors so that a better understanding could
be gained of what each participant wished to derive from the
individual project. For those interns who felt their projects were not
sufficiently challenging or were not called for an adequate utilization
of their talents, every effort was made to strengthen the project to
the satisfaction of both intern and supervisor. The goal was to see
that all students had interesting and meaningful assignments and that

the individual departments were able to gain optimum benefit from the talents and abilities of the interns working with them.

Upon completion of the full-time assignment, each intern was given forty-five days in which to complete a final report on his project. The reports were of major significance to the program. Not only did they require the interns to analyze their summer's experience in a coherent fashion and thus enable them to acquire a more ordered perspective on the tasks they had undertaken, but the reports also served as working documents for future departmental operation.

Project reports were reviewed by agency personnel to assure validity of the facts and conclusions and to evaluate the value of the writings. Many of the reports were published in large quantities by the departments, either separately or as part of more extensive agency documents, and were widely distributed to persons and organizations to whom the findings would be relevant.

The intern office retained a copy of all reports and published a compendium detailing the contents of each.

Important components of the program in addition to the projects and reports were the seminars, informal meetings with the Governor's staff, a periodic newsletter, social functions at the mansion, and a retreat for about twenty interns at the end of the program.

Seminars

The seminars dealt with eleven topics relevant to the potentials and problems facing Georgia. Knowledgeable officials in appropriate departments of state government served as discussion leaders. Though individual sessions varied in format—two of the seminars were field trips and several featured slide presentations—the overall emphasis upon a discussion rather than a question-and-answer approach gave interns and agency people alike the opportunity to become involved in a learning process in which both groups served as resource people.

The directors of state agencies or heads of departments within the agencies who chaired the seminars provided first-hand contact with matters concerning the individual agencies and were in positions to answer authoritatively controversial questions related to their department's scope of responsibility.

Interns brought their specific projects and academic experiences

directly to bear upon the topics at hand input of their ideas into receptive cha sessions included interns from a variety of of interest and perspective helped relate to the general milieu of state government.

Meetings with Govern

Small informal meetings with membe discuss any ideas, problems, or conce relating to Georgia government or the another opportunity for the students munication both among state officials a into direct contact with the operations office.

Newsletter

A periodic newsletter, *INTERNal* intern serving in the Governor's pres supervisors abreast of current happening as a forum for discussion of points philosophy. Future plans call for the publ a weekly basis with one intern project de communication.

Social Functio

An especially enjoyable aspect of the the opportunity to attend social function and a party at the home of one of the Interns serving out of town were parti opportunities to get acquainted with the more of a sense of identification with the

Retreat

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input of their ideas into receptive channels. Because each of the
sessions included interns from a variety of departments, the diversity
of interest and perspective helped relate the specific seminar subject
to the general milieu of state government.

Meetings with Governor's Staff

Small informal meetings with members of the Governor's staff to
discuss any ideas, problems, or concerns the interns might have
relating to Georgia government or the intern program provided
another opportunity for the students to establish lines of com-
munication both among state officials and themselves and to come
into direct contact with the operations of the state's highest elected
office.

Newsletter

A periodic newsletter, *INTERNal Review*, compiled by an
intern serving in the Governor's press office, kept interns and
supervisors abreast of current happenings in the program and served
as a forum for discussion of points of project and program
philosophy. Future plans call for the publication of the newsletter on
a weekly basis with one intern project devoted exclusively to internal
communication.

Social Functions

An especially enjoyable aspect of the program for the interns was
the opportunity to attend social functions at the Governor's mansion
and a party at the home of one of the Governor's staff members.
Interns serving out of town were particularly pleased with these
opportunities to get acquainted with their colleagues and thus to feel
more of a sense of identification with the program.

Retreat

Toward the end of the summer interns and supervisors were
notified of a retreat planned for approximately twenty-five interns to
discuss Goals for Georgia and to review the intern program.

Participants were selected on the basis of their interest in attending and on recommendations by the supervisors. The retreat was held August 26-28 at the Unicoi National Outdoor Recreation Experiment Station near Helen, Georgia. Position papers were developed on Goals for Georgia in the areas of education, protection of persons and property, social development, and natural environment. A comprehensive list of suggestions for future program operation was drawn up and Goals for Georgia Workbooks were filled out. The experience showed that such a relaxed setting is highly conducive to thoughtful and intensive reflection and discussion and serves as a valuable means of integration of program objectives—the problems and concerns each intern formerly identified from the perspective of his own project are now seen as they relate to the overall realm of state government. A greater frequency of such sessions is planned for future programs.

Intern Profile

Since placement in the 1971 Governor's Intern Program was based on a combination of interest, motivation, and academic major, the 136 students who participated in the program constituted a diverse group of individuals. The following is a capsule summary of statistics and information pertinent to this past summer's interns.

Personal Profile

A composite data profile on the interns as a group showed the average age to be 21.5 years. Breakdowns according to sex and marital status show that 103 (76 percent) interns were male, 33 (24 percent) female; 115 (85 percent) of the total group were single and 21 (15 percent) married. A total of 109 (80 percent) interns were white and 27 (20 percent) represented minority groups.

Educational Profile

Students from thirty-eight colleges and universities participated in the intern program. Twenty Georgia colleges were represented by 84 percent of the interns. Eighty-one (60 percent) interns were undergraduates while the remaining 55 (40 percent) held an undergraduate degree and had either made plans to begin or were

already engaged in a graduate or profes[...] following table and list indicate the div[...] grounds of the program participants.

Distribution of Academic Majors [...]
1971 Governor's Intern [...]

Academic Majors	
Social science, education, political science, government	
Business, economics, management, accounting	
Law	
Humanities, journalism, music, English, foreign languages, philosophy	
Architecture, landscape architecture, engineering	
Agriculture, forestry, recreation, physical education	
Natural science, mathematics	
Medicine, dentistry	

Participating Colleges and Un[...]
Governor's Intern Pr[...]

Albany State College	Georg[...]
Armstrong State College	Georg[...]
Atlanta University	Georg[...]
Augusta College	Georg[...]
Clark College	Medi[...]
Clemson University	Merc[...]
Columbus College	Midd[...]
Dartmouth College	Michi[...]
Emory University	More[...]
Florida State University	Morri[...]
Furman University	New [...]
Gardner-Webb College	New [...]
Georgia Institute of Technology	Nort[...]

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grounds of the program participants.

Distribution of Academic Majors Among Interns in the 1971 Governor's Intern Program

Academic Majors	N	%
Social science, education, political scier ce, government	66	48
Business, economics, management, accounting	23	17
Law	11	8
Humanities, journalism, music, English, foreign languages, philosophy	12	9
Architecture, landscape architecture, engineering	9	7
Agriculture, forestry, recreation, physical education	5	4
Natural science, mathematics	8	6
Medicine, dentistry	2	1

Participating Colleges and Universities—1971 Governor's Intern Program

Albany State College	Georgia Southern College
Armstrong State College	Georgia Southwestern College
Atlanta University	Georgia State University
Augusta College	Georgia, University ot
Clark College	Medical College of Georgia
Clemson University	Mercer University
Columbus College	Middle Tennessee State
Dartmouth College	Michigan, University of
Emory University	Morehouse College
Florida State University	Morris Brown College
Furman University	New Hampshire, University of
Gardner-Webb College	New York University
Georgia Institute of Technology	North Carolina, University of

Northwestern University
Notre Dame, University of
Pennsylvania, University of
Sam Houston State College
Savannah State College
Smith College

Spelman College
Vanderbilt University
Virginia, University of
Wesleyan College
West Georgia College
Yale University

Agency Profile

The interns served in the twenty-six state agencies and the eight planning commissions listed below.

Department of Corrections
Department of Defense
State Department of Education
Department of Family and
   Children's Services
Forestry Commission
Department of Public Health
Highway Department
Department of Industry and Trade
Department of Labor
Office of Lieutenant Governor
Merit System of Personnel
   Administration
Board of Pardons and Paroles
Bureau of Planning and
   Community Affairs
Department of Probation
Department of Public Safety
Purchasing Department
Regents of University System
   of Georgia

Department of Revenue
Department of Game and Fish
Governor's Intern Program Office
Department of Audits
Georgia Recreation Commission
State Office of Economic
   Opportunity
Office of the Governor
Reorganization Office
Goals for Georgia Program

Area Planning Commissions

Slash Pine APDC
Chattahoochee-Flint APDC
Middle Georgia APDC
North Georgia APDC
Central Savannah River APDC
Southeast Tennessee
   Development District
Coastal Plains APDC

Conclusions and Projections

The intern program staff sees the short pre-planning period as the main weakness of this summer's program. In addition to as extensive an interviewing process as the program and supervisors wanted, a more thorough briefing of the supervisors on the overall objectives of

the program was also hampered by the time
Limited funding was another handica
students who applied could be placed bec
more colleges offer academic credit for the
press for additional funding should be lessen
What we view as a strong point of this
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view as a weakness because it was not as ex
liked; we would have preferred to provide
so that each intern could have received cons
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gained the praise of Governor, intern, and su
a year rather than a couple of months to p
summer, the intern office will not only b
program weaknesses but will be able to h
components not realized this year.
Because of the acceptance of the int
students, and agencies and the Governor's
greater student involvement, the Governor
Affairs Office; its primary goal is the estab
intern program. The program will be supp
federal funds.
It is anticipated that the intern pro
practices and procedures developed in
program; at the same time it will explore alt
For programs affecting a specific regio
Regional Commission or the Coastal Plai
efforts will be made to place more students
in state agencies in Atlanta. Tasks for inte
c'osely related to the state's goals for th
agencies will continue to have the flexibility
will benefit them the most; however, guid
Serious consideration is now being
opportunities for students to become involv
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Georgia Recreation Commission
State Office of Economic
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Office of the Governor
Reorganization Office
Goals for Georgia Program

Area Planning Commissions

Slash Pine APDC
Chattahoochee-Flint APDC
Middle Georgia APDC
North Georgia APDC
Central Savannah River APDC
Southeast Tennessee
 Development District
Coastal Plains APDC

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he program and supervisors wanted, a
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the program was also hampered by the time element.

Limited funding was another handicap. Only 136 of the 400 students who applied could be placed because of lack of funds. As more colleges offer academic credit for the internship experience the press for additional funding should be lessened.

What we view as a strong point of this year's program—the visits by the intern from the program office to each of the interns—we also view as a weakness because it was not as extensive as we would have liked; we would have preferred to provide more supporting services so that each intern could have received consultative visits throughout the summer. Overall, the program was extremely successful and gained the praise of Governor, intern, and supervisor alike. By having a year rather than a couple of months to plan the program for next summer, the intern office will not only be able to correct current program weaknesses but will be able to build in many additional components not realized this year.

Because of the acceptance of the intern program by colleges, students, and agencies and the Governor's personal commitment for greater student involvement, the Governor has established a Youth Affairs Office; its primary goal is the establishment of a year-round intern program. The program will be supported by state, local, and federal funds.

It is anticipated that the intern program will continue the practices and procedures developed in establishing this year's program; at the same time it will explore alternative approaches.

For programs affecting a specific region such as the Applachian Regional Commission or the Coastal Plains Regional Commission, efforts will be made to place more students in the region rather than in state agencies in Atlanta. Tasks for interns will be defined more closely related to the state's goals for the region. State and local agencies will continue to have the flexibility to define projects which will benefit them the most; however, guidelines will be established.

Serious consideration is now being given to expanding the opportunities for students to become involved with specific problems whose solution can be approached from the perspective of a variety of different agencies. Air and water pollution projects, drug education, and early child care are examples of projects which will receive particular attention as the program moves to focus on broad areas of concern rather than on a multitude of particularized departmental tasks as were undertaken this past summer.

As the Georgia Intern Program expands, two components will receive particular attention. Local government and institutions of higher education will be encouraged to play a greater role in the program. Placement possibilities in city, county, and multi-county agencies open the door to unlimited internships. As colleges move more and more into the area of off-campus education, the model established by the intern program should be a natural vehicle. When academic credit is awarded for the intern experience, the numbers of interested students should rise significantly.

The Georgia Intern Program staff will become brokers rather than administrators as the program expands. By advocating internships, providing technical assistance, securing funds, and conducting training sessions the staff should be able to provide opportunities for all students interested in community involvement, assist in developing youth leadership, and supply a needed manpower resource.

Guidelines for Further Development and Expansion
of the Texas Service-Learning Program

H. Merrill Goodwyn, Jr.

Introduction

The objective of this report is to present recommendations and guidelines for the implementation and administration of an intern program based on the service-learning concept and involving the state's college students in units of state, regional, and local government. The state-wide program is to be an outgrowth of the Texas Service Learning Program (TSLP), a pilot intern program funded by a grant from the Moody Foundation of Galveston, Texas. The TSLP was coordinated by the Office of the Governor, Division of Planning Coordination (DPC), with the cooperation of the Southern Regional Education Board (SREB) and the Coordinating Board, Texas Colleges and Universities. It was conducted during the summer months of 1971 and involved twelve interns—eleven in Regional Councils of Government (CoG's) in the state and one in the DPC.

The TSLP can be considered an extension of the Resource Development Internship Program of the SREB, which has been successfully implemented in a number of federal, state, regional, and local government agencies in North Carolina, South Carolina, Tennessee, Georgia, Virginia, and Arkansas. All of the Resource Development internships are based on the concept of service and learning. Because of the general success and positive acceptance of this concept, it was adopted without reservation in the TSLP. From the extensive literature available on the Resource Development Intern Programs, an intern program terminology has been adopted and used throughout this report. Wherever the three terms *intern, internship,* and *service-learning* are used, they denote the following ideas:

An *intern* is an upperclassman or graduate student seeking

professional experience in a supervised w...

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As differentiated from a part-time or summer job, an *internship* is an experience in which the intern extends his academic background into an actual, practical situation and is exposed to the policy decisions of an agency as well as to the day-to-day aspects of problem-solving. The internship, then, is a structured learning situation involving not only the intern but also a supervisor who is involved in that agency's policy decision process and, where possible, a faculty member familiar with the intern's academic background who can relate the experience of the internship to that background.

The two fundamental requirements of a *service-learning* internship are that it provide a needed service to the sponsoring agency and that it is a learning experience for the participants, particularly the intern. Service-learning is the integration of the accomplishment of a needed task with educational growth.

Obviously, the adoption of the preceding terminology without further examination introduces a certain bias into this report. However, experience in the TSLP has shown that the concepts promoted by their adoption form a sound basis for an intern program that is both an extension of the educational process and a valid involvement of the intern in the operation of government.

The young, dynamic, and progressive attitude of the DPC staff in the accomplishment of their delegated responsibilities as well as the administration of the pilot program has also influenced my thinking on the future location for administration of a state-wide intern program. That bias, no doubt, will appear throughout this report.

The Individuals in an Intern Program

Throughout the investigation of internships and intern programs, one factor dominated all other findings. Each internship is a highly personal experience and its success, by any set of criteria, is almost entirely dependent upon interaction among the participants in the

intern program, motivation of the intern, and the relevance of the work performed to the goals of the intern, his supervisor, and his faculty advisor. Therefore, the organizational structure of a program designed to provide student interns with a meaningful learning experience and, at the same time, to provide a needed service for host government agencies must be capable of operating within the complex framework of distinct personalities motivated by different factors and striving toward diverse but hopefully not mutually exclusive goals.

At this stage, it is desirable to identify the potential participants in an internship and attempt to develop a personality for each that will be useful to the coordinator of an intern program. It is hoped that this approach will allow the intern program coordinator the flexibility to structure a program with the broadest possible appeal to students, government administrators, and educators. These four participants are the intern, the host agency supervisor, the faculty advisor, and the intern program coordinator.

The program, of course, must center on the educational development of the intern—an upperclassman or graduate student with an interest in public service but unsure of its potential as a challenging career and of his ability to significantly influence public policy. He is probably motivated by a desire to enhance the social and economic environment of himself and of his fellow man. He is also seeking a job that will correlate his academic training with "real world" experience. He is looking for an experience that will, within certain limitations, challenge his intellectual abilities or, at least, help him to realize what those abilities are. As perceived by the intern, the relevance of that experience to the social and economic problems of our society will be a factor in his desire to accept a structured internship and in his performance in that position. He may also be motivated by a promise of academic credit for the internship. But, he is still a student facing an uncertain future, facing the need for social status in life, and knowing that personal economic gain is an important factor in the future as well as the present attainment of his goals. Therefore, the adequacy of the salary or stipend he receives as an intern will be a dominant factor in his acceptance of and satisfaction with an internship appointment.

The participant with the greatest potential for influencing the intern's perception of his effectiveness as an individual and his experience within a learning context is the host agency supervisor.

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Through daily contact with the intern, the agency supervisor carries upon his shoulders the burden, or opportunity, of drawing out the intern's as yet unproved abilities as a productive member of his staff, of structuring the intern's program and responsibilities to serve his educational and personal growth needs, and of motivating the intern to seek future employment in the public sector. Probably the most difficult task faced by the intern program coordinator will be the identification of potential agency supervisors who will treat these responsibilities as opportunities rather than burdens.

The intern's perception of the agency for which he works will be profoundly influenced by his relationship with his supervisor. If, through his supervisor, the intern perceives the agency as efficient, sympathetic, and open to new ideas, he is more likely to be satisfied with the internship than another individual with a contrary view.

The first responsibility of an agency supervisor is to his agency and its immediate as well as future needs. He thus expects the intern to fulfill some part of those needs by performing a service which the agency could not afford without intern help. Surprisingly enough, studies have shown that factors such as recruiting college students for future positions in the agency and, through the internship, the establishment of agency-university liaison do not strongly influence agency supervisors to participate in intern programs. Thus, the service aspect of a service-learning intern program is uppermost in the agency supervisor's mind.

The intern's faculty advisor is a person interested in social and educational change, but his function within an internship is that of counselor. He is thus at least one step removed from the locus of change. He is in the tenuous position of having to recognize the fact that, although the internship is structured as a learning experience, the agency supervisor, who is probably paying all or a portion of the intern's salary, expects the intern to produce a service to the agency which is not necessarily consistent with the intern's academic growth. In those instances where the intern is receiving academic credit, this difference in perspective must be settled to the satisfaction of both the faculty advisor and agency supervisor prior to the beginning of the internship. When the intern is not receiving academic credit, the faculty advisor could find his relationship to the intern to be somewhat superficial since the intern realizes that the merit of his work will be judged primarily by the agency supervisor.

The faculty advisor, however, can provide a vital service to the

internship within a framework of mutual understanding among himself, the intern, and the agency supervisor. In the event that the intern finds it difficult to relate personally to his supervisor, the faculty advisor can fill the intern's needs as a personal advisor and friend. When the intern's project is within the faculty advisor's realm of expertise, he can be a valuable technical consultant. Under any set of circumstances, the faculty advisor must b* able to relate the intern's practical experience to his academic background.

Our experiences in the TSLP indicate that, when the faculty advisor is able to relate to the intern as either personal or technical counselor or both and when this relationship is understood and respected by the agency supervisor, the faculty advisor performs an important and vital function within the service-learning context. When he is not able to perform that function, his talent as a counselor and educator is wasted and therefore his positive perception and future support of the intern program as an educational experience cannot and should not be expected.

Probably the single most important talent that the intern program coordinator must possess is the ability to recognize those personal characteristics of potential agency supervisors, interns, and faculty advisors that can be combined to form a viable internship within the context of service and educational growth. This is a formidable task. It will become even more difficult as the intern program expands to include more students, agencies, and educational institutions. Somehow, the program coordinator must be able to maintain a highly personal relationship with each of the participants in the program, at the same time expanding his contacts with agency personnel, incorporating new disciplines and projects into the program, and dealing with a whole new set of student interns each semester. The learning curve for acquisition of this talent by the program coordinator will be a shallow one.

In addition to the task of maintaining personal relationships with individuals in the program, the coordinator must administer the program, function as a clearinghouse for information on the program, act as a broker of information for existing intern programs, act as a grantsman for securing funds for the program, arrange supporting services such as conferences and seminars for the participants, and maintain some system for evaluating the program's effectiveness. Where the needs of an individual intern are not fulfilled by his agency supervisor or faculty advisor, the program coordinator

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must either fill those needs or find someone who will. Of necessity,
then, he must be able to communicate effectively with the
participants in the program, particularly with the college students.
He will require adequate staff to perform the purely administrative
duties of his office so that his time can be devoted to the
establishment and maintenance of personal contacts in government
agencies and colleges and universities, interviews with potential
interns, organization of supporting services for the program, and
constant evaluation of the program's effectiveness.

In identifying the potential participants in an internship and
attempting to describe their personalities in broad terms, it becomes
apparent that each cannot be assigned a specific role within the
service-learning context. To do so would unnecessarily limit the
required flexibility of an intern program. Why ask an internship
participant to play a role he is not capable of fulfilling because of
personal factors or lack of direct access to the intern on a daily basis?

It is more appropriate to discuss the needs of each program
participant on the assumption that, if a need arises and the
participant normally expected to satisfy that need cannot do so, then
one of the other participants must step in. This approach is not
foolproof since certain needs can only be met by one of the
participants. However, it is more flexible than the simple assignment
of tasks to each of the participants described in the previous
discussion.

Since the personalities of each participant in an internship have
been described in some detail previously, a relatively concise listing
of needs can function here as both a summary and a set of guidelines
for future use.

The intern, in the selection, definition, and accomplishment of
his internship project, seeks satisfaction of the following needs:

1. an insight, not available in the academic community, into his
abilities to function as a productive member of society;
2. correlation between academic theory and actual problem-
solving;
3. an insight into the problems and operation of the public
sector;
4. adequate compensation for the services he is capable of
providing;

5. early assurance of his assignment as an intern and a clear definition of the scope of his project;
6 adequate physical facilities in which to work;
7. a concise definition of his role and status in the agency in which he works;
8. a knowledge of why his work is important to the agency, a clear picture of its impact on the agency's operation, and a knowledge of his host agency's function within the larger framework of state, local, or regional government;
9. an orientation in the overall operation of his host agency and immediate involvement in productive work for that agency;
10. guidance in his personal ability to function effectively in a new environment;
11. technical assistance in the accomplishment of his assigned project(s);
12. permissive but concerned supervision of his work;
13. adequate exposure to the policy process to assure an understanding of his supervisor's and agency's abilities and limitations in that process;
14. candid and competent evaluation of his progress and abilities;
15. a receptive atmosphere for discussion and evaluation of his own ideas and perspectives;
16. an understanding of the needs of the agency supervisor, faculty advisor, and program coordinator and of their functions and responsibilities in the internship.

The host agency supervisor in the selection of an intern, the definition of his project and responsibilities, and the supervision and guidance of the intern's progress needs:

1. additional manpower to serve the agency's needs effectively;
2. assurance that the intern is capable and willing to serve those needs;
3. assurance that the intern will fit in to the overall operation of his agency;
4. guidance in the selection and definition of a project within the service-learning internship context;
5. an understanding of his authority a v! its limitations over the intern as a quasi-member of his staff;

6. assurance that the intern is perfo
limits of his capability;
7. an understanding of the needs of
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in the internship.

The faculty advisor as technical and
intern needs:

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2. satisfaction that the project is
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The needs of the intern program co
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in the program;
2. control over individual internships
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3. assurance that participants in the
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4. assurance of adequate funding to
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6. assurance that the intern is performing up to and within the
limits of his capability;
7. an understanding of the needs of the intern, faculty advisor,
and program coordinator and their functions and responsibilities
in the internship.

The faculty advisor as technical and educational counselor to the
intern needs:

1. assurance that the internship is a learning experience for the
intern and possibly for himself;
2. satisfaction that the project is a challenge to the intern's
abilities and an extension of his academic background;
3. exposure, through the intern, to problem-solving in the public
sector;
4. a feeling of adequacy and importance in the advisory role;
5. an opportunity to follow academic interests and to participate
in social and educational change;
6. adequate compensation for the extra time he spends as intern
advisor or relief from his normal load as a faculty member to
devote time to his advisory responsibilities;
7. an understanding of the needs of the intern, the agency
supervisor, and the program coordinator and their functions and
responsibilities in the internship.

The needs of the intern program coordinator as he administers
existing internships, develops new ones, and supervises the various
services associated with an intern program include:

1. personal contact with a majority if not all of the participants
in the program;
2. control over individual internships to the extent necessary to
assure adherence to the service-learning concept;
3. assurance that participants in the intern program understand
and follow the guidelines for service-learning internships;
4. assurance of adequate funding to finance and control existing
programs and for development of new internships and concepts;
5. administrative support for routine tasks in the program so as
to allow freedom for tasks requiring personal attention;
6. strong policy support from his supervisors and from any other

group or individuals responsible for policy input to the program.

When one surveys the personalities and needs of internship participants as described in the preceding pages, one senses the strong interdependence of the individuals involved in a service-learning concept. This interdependence can best be described as a "partnership in learning."* That partnership is a potential learning experience not just for the intern but also for the other participants in the program. Based on mutual trust and understanding among government administrators, college students, and faculty members of the state's colleges and universities, the service-learning internship program can become a viable extension of the process of higher education in Texas.

Development of an Expanded Intern Program

Although the success of any intern program eventually depends upon the participants in individual internships, a framework for coordination of a number of internships is required if intern programs in units of state, regional, and local government are to become a viable extension of the process of higher education.

This section of the report is devoted to the development of alternatives for structuring, coordinating, administering, and expanding a state-wide intern program in Texas. Topics discussed include the goals, functions, alternative structures, and guidelines for a central intern program coordinating office.

Goals

A number of goals for intern programs appear in the extensive literature available on the subject. The goal statements fall generally into two categories: general goals for the intern program and goals specifically for the office administering an intern program.

Possible goals for an intern program include:

1. provide competent and highly motivated student manpower to public-service agencies;

2. extend the process of high of the public-policy arena;
3. give immediate manpowe students to sponsoring governr
4. encourage young people sector;
5. provide a pool of trair recruitment by sponsoring age
6. establish channels of com higher education and public-se
7. make the resources of t accessible to the solution of th
8. provide constructive servic to participate in the solut problems.

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[...]m Peter Meyer, Director of the Resource Development Internship

2. extend the process of higher education into the "real" world of the public-policy arena;
3. give immediate manpower assistance through the work of students to sponsoring government agencies;
4. encourage young people to consider careers in the public sector;
5. provide a pool of trained and qualified personnel for recruitment by sponsoring agencies;
6. establish channels of communication between institutions of higher education and public-service agencies;
7. make the resources of the colleges and universities more accessible to the solution of the community's problems;
8. provide constructive service opportunities for students seeking to participate in the solution of governmental and social problems.

Within the context of a voluntary intern program, motivation on the part of the student to participate in a public service is a safe assumption. However, that motivation is, to some degree, dependent on the remuneration available through the intern program. The ability of the student to complete successfully his internship assignment is almost entirely dependent upon the process of intern selection and that process' ability to match the student to the proper assignment. The relevance of that assignment to the intern's, not the agency's, faculty advisor's, or program coordinator's goals, will determine how meaningful it will be in the student's education. The service aspect of service-learning assumes that the program will provide needed and constructive manpower assistance to the sponsoring agency. This goal is by definition, then, an essential to the intern program we wish to establish in Texas.

Modern educators seem to feel that the missing ingredient in higher education has been its divergence from the day-to-day problems of the administrator or problem-solver in the real world. A school could not possibly simulate all or even a small portion of the situations a college graduate will face in his career. The internship, then, is the only way that a student can be exposed to these real problems in an educational context. Additionally, an internship in the public sector presents an opportunity for exposure of the intern to the public-policy process. Lack of exposure to this process is too often reflected in the public's lack of understanding that its

government must be responsive to the needs of all of the citizens it represents. In the event that a student is preparing for a career in the public sector, an internship in government is the only way he may be exposed to the policy process. If the student is not planning a public-service career, such exposure will prepare him for a more responsible role as a private citizen.

The goal of providing trained manpower for recruitment by sponsoring agencies produces some interesting observations. Having served an internship, the student becomes a more attractive employment prospect in both the public and private sector. Ironically, then, the host agency must compete on the open market for its own product. Although participants in the State Fellows Program of the University of Texas' Institute of Public Affairs interned in agencies of Texas state government, only about 30 percent of them are currently employed by the state. However, 54 percent of them are employed in both the public and private sectors in Texas and a partially overlapping 54 percent are still employed in the public sector throughout Texas and the nation. Although the statistics of this limited sample cannot be generalized to all intern programs, it is safe to say that an agency cannot rely too heavily upon an intern program's potential as a recruitment program. A majority of the agency supervisors interviewed during the course of this project were fully aware of this situation; in some cases, it produced a negative reaction on their part to internships.

Both in my interviews with agency supervisors and in some of the literature from other state's intern programs, the goal of establishing channels of communication between institutions of higher education and public service agencies was questioned. Generally, the desire for these channels among both faculty and agency personnel did not exist. Where that desire did exist, close geographic proximity between the college and the agency was usually the rule. Also, the channel between an individual faculty member and the government agency had usually been established prior to the internship.

We can turn now to an examination of the second category of possible goals, those for the office administering an intern program:

1. develop the administrative capacity to conduct an internship program stressing service and learning;
2. create a focal point for state-wide activities involving youth in community or off-campus programs;

3. educate participants in the opera learning internship program.

A large number of activities invo programs are already established in colle It is probably not desirable or poss administer, all of these programs from telephone interviews a majority of facult for a central focal point in the state t coordination, cooperation, funding aid, further development of their program number of these faculty contacts wanted programs more meaningful to the stu context.

Functions

The specific functions of a centra state-wide intern program will necessaril goals and the structure of that office. functions, services, and duties that can i staff will be presented here and will se which an administrative structure is t functions might include:

1. direct administration of an intern
2. acting as a grantsman for secu program;
3. arranging supporting services for p workshops, publicity, and publication
4. contacting agencies, colleges, and them as potential participants in the p
5. periodically evaluating the success
6. functioning as a clearinghouse and other intern programs involving st regional, and local government;
7. developing a regional or some oth operation of and expansion of the becomes too large to administer effe office.

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campus programs;

3. educate participants in the operation of a meaningful service-learning internship program.

A large number of activities involving youth in off-campus programs are already established in colleges and universities in Texas. It is probably not desirable or possible to supervise, or even administer, all of these programs from a central office. However, in telephone interviews a majority of faculty contacts expressed a desire for a central focal point in the state to which they could turn for coordination, cooperation, funding aid, advice, and education in the further development of their programs. And, not surprisingly, a number of these faculty contacts wanted to know how to make their programs more meaningful to the student within an educational context.

Functions

The specific functions of a central staff for administering a state-wide intern program will necessarily depend upon the program goals and the structure of that office. However, a general set of functions, services, and duties that can be accomplished by a central staff will be presented here and will serve as the framework upon which an administrative structure is to be superimposed. Those functions might include:

1. direct administration of an intern program;
2. acting as a grantsman for securing funds to support the program;
3. arranging supporting services for participants such as seminars, workshops, publicity, and publications;
4. contacting agencies, colleges, and universities and screening them as potential participants in the program;
5. periodically evaluating the success and impact of the program;
6. functioning as a clearinghouse and broker of information for other intern programs involving students in units of state, regional, and local government;
7. developing a regional or some other coordinative network for operation of and expansion of the program if and when it becomes too large to administer effectively from a single central office.

Alternative Structures for Administration

There are four structures that could be employed to administer a state-wide intern program. Rather than consider each alternative separately, it will probably be desirable where possible to combine the strong points of each into a single mechanism and to continually adapt that mechanism to the changing needs of the program. As separate structures, however, those alternatives are:

1. *Administer the program totally in the office of the governor.* This alternative has the advantage of offering strong, continuous control over the program's development and operation from the highest level of government in the state. Since a comprehensive state-wide program would require the governor's endorsement and continuing support, administration of the program from his office almost presupposes their existence. Intern programs in Georgia, North Carolina, and South Carolina are administered through the governor's office.

An intern program administered by the governor's office is also subject to at least some of the political fortunes (or misfortunes) of the governor. In Texas, where state agencies operate somewhat independently of the governor's control, there might occasionally be a temptation to use the intern program for political gains.

2. *Coordinate the program from the governor's office but diversify some of its administrative and contact functions, particularly with units of local government, through other existing agencies and institutions.* For instance, in the TSLP, the regional councils of government were given the responsibility of contacting faculty advisors and screening potential interns for the summer. Other organizations that could serve a similar function in a diversified structure might be the Texas Municipal League and Texas City Manager's Association, the Interagency Councils, the Association of Texas Colleges and Universities, and the Coordinating Board, Texas College and University System.

To some degree, this structure offers the same advantages and disadvantages of the first alternative with the added advantage of broadening the program's exposure to more units of government and to more colleges and universities. Along with this added advantage goes the disadvantage of loss of control of internships and a possible compromise of the guidelines by which the central office may wish to operate the program. As the program grows to include a large

number of interns in all levels of gov[
volume of administrative work requ[
some form of diversification.

3. *Create a private, non-profit[
program whose directors include co[
municipal officials, faculty, students[
priate.* This structure would probabl[
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would probably be more difficult for[
private corporation to establish as cl[
units of state, regional, and local go[
trator in a high position in state gover[
to be better suited to intern program[
serving only that community.

4. *Contract for administration o[
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number of interns in all levels of government in the state, the sheer
vo'ume of administrative work required will probably necessitate
some form of diversification.

3. *Create a private, non-profit corporation to operate the
program whose directors include community residents, state and
municipal officials, faculty, students, and other citizens as appro-
priate.* This structure would probably do the most to remove the
intern program from the realm of politics. On the other hand, it
would probably be more difficult for the program administrator in a
private corporation to establish as close a working relationship with
units of state, regional, and local government as could an adminis-
trator in a high position in state government. This alternative appears
to be better suited to intern programs organized in a community and
serving only that community.

4. *Contract for administration of the program with an existing
public or private, non-profit institution.* NASA has a contractual
agreement with the University of Houston to administer an intern
program for its headquarters near Houston. The governor's office
could contract with any number of schools of public administration
in the state for either complete administration of an intern program
or for certain services such as faculty advisors, conferences, and
seminars. It could also contract with, say, the Municipal League and
Texas City Managers Association for development of intern programs
in local government.

This alternative offers the advantage of relieving the governor's
office of the need for the additional staff necessary to support all or
certain functions of an intern program, although at least one staff
member would have to monitor the contract to assure compliance
with its terms. It is doubtful, however, whether one college or
university would extend its full cooperation to another university or
to a private institution which has been so favored as to administer a
state-wide program for the governor's office.

In order to broaden its appeal to all potential participants in
intern programs, any one of the four alternative structures offered
above could incorporate a policy advisory board or council into its
operation. Such a board should include interested representatives of
those organizations desiring to participate in intern programs.
Through those representatives, the program coordinator can maintain
closer ties with the organizations they represent, publicize the intern
program, and provide a broader point of view upon which to base

policy decisions. To become a viable element in administration of the program, however, the board must be charged with specific responsibilities rather than being called upon by the program administrator on an "as needed" basis.

Guidelines

The "Atlanta Service-Learning Conference Report, 1970" recommends ten guidelines for a service-learning intern program that I wish to present here as applicable to a state-wide program in Texas. They are:

1. Students see the importance of their assigned tasks.
2. Internships require utilization of the student's academic background.
3. Both agency supervisor and intern understand clearly their responsibilities.
4. Intern assignments do not displace regular agency employees.
5. Students consider in advance what they want to learn from their assignments.
6. All interns receive stipends for their work.
7. Students consult with academic advisors during their internships and write a report upon completion.
8. Academic recognition be accorded to students' learning experiences.
9. Adequate follow-up be carried out when appropriate so that new interns build upon the work of predecessors rather than simply repeating it.
10. Administration of the program be non-political.

Basically, the function of the program administrator is to see that these guidelines are followed whenever possible.

Administration of the Program

The single word summarizing the administration of an intern program should be *flexibility*. This section of the report reviews a number of the questions and problems that will arise in the program administrator's mind and presents some conclusions and recommendations about them. It also summarizes the findings of my

interviews with state agency directors and s programs in the state. It was designed as a program administrator and presents alternati them that he may wish to experiment with expanded program or combine into a flexible

Funding

In a nutshell, the program administrator of his most important functions will be the funds to conduct a broad-based intern progr concept requires students capable of perfo comparable to that of a new agency employ come "cheap"—nor do the services of a fac to their stipends, interns and faculty advi publication, and miscellaneous expenses c assigned tasks.

Total cost per internship in the TSL three-month period, not including the co consulting fees for SREB. Obviously, funds program cannot continue to come from a s Moody Foundation grant for the TSLP or governor's office.

Just as obvious, however, is the fact tha promote and control an intern program esta benefit of units of government in Texas, those funds must be state monies. Some federal, local, agency, and private funds mu by the program coordinator to finance the pr

Several schemes are available to the prog performance of his juggling act. First he mu in the general appropriations bill or as a con of the governor's office or some state agenc one-fourth to one-half of his desired operat fiscal year. With this "hard" money commi private, federal, state agency, educational, a form of matching funds, or "soft" money.

Following are methods by which he may save on expenses:
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interviews with state agency directors and survey of existing intern
programs in the state. It was designed as a set of guidelines for the
program administrator and presents alternatives on various aspects of
them that he may wish to experiment with in the early years of the
expanded program or combine into a flexible overall program.

Funding

In a nutshell, the program administrator's most difficult and one
of his most important functions will be the acquisition of adequate
funds to conduct a broad-based intern program. The service-learning
concept requires students capable of performing at a level roughly
comparable to that of a new agency employee. Such service does not
come "cheap"—nor do the services of a faculty advisor. In addition
to their stipends, interns and faculty advisors will require travel,
publication, and miscellaneous expenses commensurate with their
assigned tasks.

Total cost per internship in the TSLP was $1,850 for the
three-month period, not including the costs of conferences and
consulting fees for SREB. Obviously, funds for a large, continuing
program cannot continue to come from a single source such as the
Moody Foundation grant for the TSLP or from the budget of the
governor's office.

Just as obvious, however, is the fact that, if the state is going to
promote and control an intern program established primarily for the
benefit of units of government in Texas, a significant portion of
those funds must be state monies. Some combination of state,
federal, local, agency, and private funds must be continually juggled
by the program coordinator to finance the program.

Several schemes are available to the program coordinator in the
performance of his juggling act. First he must acquire, as a line item
in the general appropriations bill or as a commitment in the budget
of the governor's office or some state agency, a fund approximating
one-fourth to one-half of his desired operating budget for the next
fiscal year. With this "hard" money committed, he may then seek
private, federal, state agency, educational, and local support in the
form of matching funds, or "soft" money.

Following are methods by which he may acquire soft monies or
save on expenses:

1. Since the units of state, regional, and local government

participating in the intern program are receiving a service from the internship, they should, at a minimum, contribute all travel and publication costs of the intern. Several of those state agencies interviewed were willing to contribute a portion or all of the intern's stipend if they were given sufficient time to include the item in their budget preparations. (The guidelines for implementation of the State Employees Training Act of 1969 as published in an official memorandum by Governor Smith on October 31, 1969, provide for funding of intern programs. Presumably, these guidelines form a basis for intern program funding requests by state agencies.) The response of a number of the regional councils of government participating in the TSLP indicate a willingness to bear at least a portion of the cost of future interns.

2. Colleges and universities can donate the salary of a faculty advisor and staff time to support or coordinate the program on campus. When the college or university offers credit for an internship, it is then a part of the school's curriculum and the faculty advisor's salary and expenses should be included in this departmental budget.

3. The program administrator may hire a full-time faculty advisor for the period of a summer to counsel as many as fifteen or twenty interns located within a relatively small area such as Austin. His single salary could represent a savings over the stipend of $300 per advisor provided by the TSLP.

4. As the program grows, internships can be classified into categories for which specialized federal or private grants can be obtained. For example, Law Enforcement Assistance Administration (LEAA) funds could be used to finance internships in the criminal justice field. Many of the private foundations in Texas (of which there are approximately 250) finance only projects in their specific areas of interest. A complete list of private foundations in the nation, organized by state, can be found in *The Foundation Directory*, which is published periodically by the Russell Sage Foundation in New York.

5. Although the faculty advisor can contribute significantly to an internship, the needs of the intern normally fulfilled by the advisor could be fulfilled by another participant in the internship. Then the cost of the faculty advisor would be eliminated but possibly at the expense of the support of the academic community. This alternative, of course, should not be considered when academic

credit is offered for the internship.

Unfortunately, the financial success of to a large degree on the coordinator's abilit however, the program is well enough man reception by the participating units of gove willing to contribute a substantial p)rtion expenses.

Publicity for a State-wide

In order to expand the TSLP to incl and units of state and local government a publicity vehicle must be developed by th office. Several options are available and, a of them will probably be used as needed.

First, a brochure describing the prog brochure can be general in nature and operation, and potential for learning of th used more than one or two years, it sh agencies participating in the program or sp interns. Instead, it can categorize the types give a range of stipends. This brochure c used publicity vehicle for the program and of government as well as to colleges and uni

Second, a bulletin aimed specifically printed. This bulletin could be distributed t in the quantities needed for posting on dep It should emphasize and sell those points ab college students are interested, especiall application procedures.

Third, personal letters from the highest office administering the program can be sen of government at the state, regional, and l of the colleges and universities in the state. of units of government can emphasize th program and the letter to college presid learning aspects. Both letters should spec within the unit of government or the coordinate the program with its administrat

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Unfortunately, the financial success of the program will depend
to a large degree on the coordinator's ability to acquire soft funds. If,
however, the program is well enough managed .o acquire a positive
reception by the participating units of government, they will be more
willing to contribute a substantial portion of the intern's stipend and
expenses.

Publicity for a State-wide Program

In order to expand the TSLP to include more college students
and units of state and local government as well as the CoG's, some
publicity vehicle must be developed by the program's administrative
office. Several options are available and, as the program develops, all
of them will probably be used as needed.

First, a brochure describing the program can be printed. The
brochure can be general in nature and present the objectives,
operation, and potential for learning of the program. In order to be
used more than one or two years, it should not contain specific
agencies participating in the program or specific stipends offered to
interns. Instead, it can categorize the types of internships offered and
give a range of stipends. This brochure can be the most generally
used publicity vehicle for the program and can be distributed to units
of government as well as to colleges and universities.

Second, a bulletin aimed specifically at college students can be
printed. This bulletin could be distributed to colleges and universities
in the quantities needed for posting on departmental bulletin boards.
It should emphasize and sell those points about the program in which
college students are interested, especially available stipends and
application procedures.

Third, personal letters from the highest executive position in the
office administering the program can be sent to the directors of units
of government at the state, regional, and local levels plus presidents
of the colleges and universities in the state. The letter to the directors
of units of government can emphasize the service aspects of the
program and the letter .o college presidents can emphasize the
learning aspects. Both letters should specify that a single contact
within the unit of government or the college be established to
coordinate the program with its administrative office.

Fourth, and probably most important, will be personal contact

between the program administrator and the potential or existing participants in the program. As can be seen in the section on my interviews with state agency directors, personal salesmanship is probably the most effective means of promoting the philosophy and operation of an intern program and of avoiding misunderstanding about its goals. It would be desirable for the program administrator to talk with college students around the state in classes, seminars, or assemblies, but it is doubtful whether he could contact a significant number of them in the period of one or two years. However, this tactic may work as a method of recruiting students in a special field such as public administration, engineering, or social work.

One of the important functions that can be served by the faculty advisors or by members of an advisory board is that of publicizing the program to students and to units of government. Faculty and advisory board members who are enthusiastic about the program could greatly expand the number of personal contacts that the program administrator needs to make and could, through an understanding of the service-learning philosophy, serve as a valuable input to the intern selection process. A majority of the interns in the 1971 program were selected by faculty members and, realistically, faculty input to the selection process may be the only way to conduct a program involving a much larger group of interns.

The Selection of Interns and Faculty Advisors

The process of selection of interns and faculty advisors will be tedious and time-consuming but will be critical to the success of the program, particularly in its initial phases. I suggest that several methods be used and that the method remain flexible as the program adapts to changing needs and structures.

In the 1971 program, both interns and faculty advisors were selected by the directors of the host CoG's with some help from the DPC staff. This method of selection encouraged the opening of channels of communication between the CoG and the colleges and universities of each participating region. Since the development of such linkages is a potential goal of the intern program, that development should be continued. It also seems logical that the selection of interns and faculty advisors for internships in units of local government could be accomplished in a similar manner with the same potential goal in mind.

It may, however, be stretching the p expects units of state government to co interns and faculty advisors. Since most i government will be served in Austin, the in the recruitment and selection process directors from committing their agency the program administrator should acc recruiting potential participants in stat recruitment process for each agency shou its being accomplished, by the agency su administrator. Agreement should be reach the project, the academic background and desired intern, the desirability of the advisor, and whether the project is suitabl the participation of a faculty advisor will these criteria agreed upon, the progran provide the agency supervisor with s internship and final selection could then after interviewing each candidate.

The program administrator would students through the application process section on publicity. He could interview sending him to an agency supervisor for program becomes very large, this would expensive process. (This personal intervie mented with in the early stages of the prog it produced results that are beneficial to t process should require only one trip to A own expense and should occur at lea internship begins.

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It may, however, be stretching the potential goal too far if one expects units of state government to contact and select their own interns and faculty advisors. Since most internships in units of state government will be served in Austin, the expenses and time involved in the recruitment and selection process could discourage agency directors from committing their agency to the program. Therefore, the program administrator should accept the responsibility of recruiting potential participants in state agency internships. The recruitment process for each agency should be agreed upon, prior to its being accomplished, by the agency supervisor and the program administrator. Agreement should be reached on the general nature of the project, the academic background and other qualifications of the desired intern, the desirability of the participation of a faculty advisor, and whether the project is suitable for academic credit (if so, the participation of a faculty advisor will probably be essential). With these criteria agreed upon, the program administrator can then provide the agency supervisor with several candidates for the internship and final selection could then be made by the supervisor after interviewing each candidate.

The program administrator would learn of the interest of students through the application process discussed in the previous section on publicity. He could interview each applicant prior to sending him to an agency supervisor for final selection but, if the program becomes very large, this would be a time-consuming and expensive process. (This personal interview process could be experimented with in the early stages of the program to determine whether it produced results that are beneficial to the program.) The selection process should require only one trip to Austin by the student at his own expense and should occur at least six weeks before the internship begins.

Selection of faculty advisors for an internship can be accomplished in several ways. It is doubtful whether faculty selection interviews conducted by the agency supervisor would build support for the program among potential faculty advisors. Instead, the intern could be required to contact a potential faculty advisor prior to his selection interview with the agency supervisor and, in the event that the intern is selected by the supervisor, finalize his plans for the internship with his faculty advisor based on the advice of the supervisor. This process would assure the selection of a faculty advisor with a personal interest in the intern's development and who

is familiar with the intern's background. It would also probably assure that the faculty advisor teaches in the department in which the intern is studying and ease the process of arranging for academic credit. It presents, however, the disadvantage of the agency supervisor's having to accept the faculty advisor prior to meeting him and discussing the internship with him. Alternatives include the selection of faculty advisors by the program administrator or by the agency supervisor based on the subject-matter of the project. In either case, the faculty advisor would be familiar with the project but not with the intern or with the project's potential for academic credit in the intern's curriculum unless, by coincidence, he teaches in the same school and department in which the intern is studying.

After the program has existed for several years (and assuming that the participating faculty advisors are favorably impressed with it), a core of faculty members familiar with the program will be established in schools throughout the state; they can help in publicizing the program, recommend potential interns and other faculty advisors, and advise the program administrator as to further improvements in the program. This seems to be the case with other established intern programs and is a "growing" phase that the TSLP must go through in its establishment and institutionalization. Selection of qualified interns will be, then, somewhat dependent on the contacts developed among faculty members, the program administrator, and directors of units of government in the state and should remain flexible enough to allow for any combination of individuals and processes that can be beneficial to the program.

Academic Credit and Internships

SREB recommends that academic recognition be accorded to the intern's experience. As I have defined *internship* and *service-learning*, the intern program should be an extension of, if not a required part of, the educational process. Most college administrators seem to feel that actual experience should be incorporated into this process. It should not be difficult, then, to promote the idea of academic credit or recognition for internships. Indeed, the most difficult problem might be that of working out the details associated with offering credit in an off-campus situation.

Academic credit for internships may be offered either directly or indirectly. Using the full-time summer internship as an example, the

two methods might work as follows. Dire[...]
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Indirect credit could be granted to a s[...]
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Comments on the 1971 Texas Servic[...]

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two methods might work as follows. Direct credit could be offered
for a structured program in which the intern produces a report or
series of reports meeting pre-established requirements set forth by
the faculty advisor and agreed upon by the agency supervisor. The
intern's grade would depend primarily upon the quality of his
report(s), as judged by the faculty advisor. The amount of credit
could vary from three to nine hours (a light to moderate summer
load) depending upon whether the intern spent part or all of his
internship on preparation of the report(s). The direct credit situation
would require an agreement made prior to the internship between
faculty advisor and agency supervisor on a program that provided
both a learning experience and a needed service to the agency. The
direct credit method would probably require the student to register
(and pay tuition) for a summer course which could be called an
internship, or, more in line with a number of such courses offered in
colleges today, a special problems course.

Indirect credit could be granted to a student who has served an
internship by requiring him to write a report about some aspect of
his summer work during subsequent semesters. This credit could
again be granted through a special problems course or through a
thesis or professional report for which the data was gathered during
the internship. (One TSLP intern doing graduate work in forestry is
using the regional solid waste inventory he developed during the
summer as basic data for his thesis.) Under this indirect method of
granting credit, the intern would not have to register and pay tuition
and, depending on the nature of the required work, may not require
as close cooperation between faculty advisor and agency supervisor
as the direct method.

Comments on the 1971 Texas Service-Learning Program

Several important factors contributed to the initial success of the
TSLP. A majority of the participating CoG's were relatively new, had
a number of projects in which they were interested, and usually
lacked the full-time staff needed to pursue those projects. Most of
the interns were treated as staff members, and their contribution to
the work of the CoG was considered as important as the work of the
professional staff. Another important factor was the close proximity
of faculty advisors to the CoG offices which produced in many cases
a working relationship among the program participants that would be

difficult to duplicate in internships located in areas away from students' colleges and universities.

Two conferences which brought the interns together to discuss their projects, mutual problems, and personal observations were also important to the program.

Several problems surfaced during the pilot program which must be addressed by the administrator of a future program. The relationship of the intern to his faculty advisor was not a productive one in all cases. This problem resulted from the distance between the advisor's and intern's offices, personality conflicts or, as in one case, responsibilities assigned the intern by his faculty advisor which were beyond the scope of his project and contrary to program guidelines. While the selection and matching of projects, interns and faculty advisors in the pilot program was a problem, the process was more successful than it might have been given the short period of time in which it was accomplished (approximately one month). Payment of student and faculty stipends and travel and miscellaneous expenses also presented some problems in the pilot program because of administrative delays and wide variations in project expenses.

The pilot TSLP conducted during the summer of 1971 was at least as successful as was hoped for by the Division of Planning Coordination. Response of the interns to the program was almost entirely positive and enthusiastic. Response of the CoG directors as reflected in their letters and comments about the program and their requests for continuation of the program and expansion into more regional councils was just as positive. Letters from faculty advisors have been favorable and have offered a number of suggestions for improvement. Although SREB's participation and guidance in the pilot program was invaluable and to a great degree responsible for its success, the consensus among those of us who worked with the program seems to be that with the experience gained this summer the DPC staff is now capable of conducting the entire program in the future.

Virginia Resource Development Internship Program—
Summer 1970

State Council of Higher Education for Virginia

Between April and June the State Council of Higher Education for Virginia initiated a program which placed forty-three students in responsible, well-planned jobs with a wide variety of public-service agencies. Over the summer, the students worked on problems ranging from environmental planning to cost-accounting systems. Their work and the reports they wrote on their findings provided much-needed help to the host agencies and unique educational experience for the students.

At a time when students are allegedly losing faith and interest in social institutions, it is the experience of the Virginia program that a great many students are enthusiastically trying to work with these institutions, that the institutions are benefiting from the students' work, and that the students are learning from the experience.

In developing its own program, the State Council worked in close cooperation with institutionally based programs at the University of Virginia, Lynchburg College, Virginia Polytechnic Institute, and Virginia Military Institute. By combining financial and administrative resources, both the state and the individual institutions accomplished more than either could have done alone.

To support the program the State Council supplemented state funds with direct and indirect contributions from the host agencies, the Southern Regional Education Board (SREB), the Tennessee Valley Authority, the College Work-Study Program, the Economic Development Administration, and the Office of Education.

Goals and Structure

The Virginia Resource Development Internship Program has three objectives:

1. to provide competent and highly motivated student

manpower to public-service age
2. to provide college and grad
responsible public-service work
al and personal development;
3. to establish links between i
public-service agencies.

In the Virginia program each s
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Goals and Structure

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2. to provide college and graduate students with well-defined,
responsible public-service work that will enhance their education-
al and personal development;
3. to establish links between institutions of higher learning and
public-service agencies.

In the Virginia program each student works with a public-service
agency on a project-oriented, committee-directed job. That is to say,
the student's work centers on a specific area of responsibility, a
project, which is defined by the host agency. Each project supported
by the Virginia program must be useful to the agency, intellectually
and personally challenging to the student, and capable of being
cc .pieted in ten to twelve weeks. The intern is expected to produce
a written report on some aspect of his internship.

Each intern is guided by a committee consisting of a representa-
tive from the host agency, a faculty counselor from a cooperating
university, and, where possible, a third member who is familiar with
the problems involved but who has a slightly different perspective
from the other members. Initially, the committee reviews the project
with the intern and insures that it and the report are useful to the
agency and educationally stimulating to the student. When the intern
begins work on the project, the host agency provides whatever direct
supervision may be necessary. The committee does not supervise the
student, but individual members are available to him for consultation
and for confirmation that his work is meeting appropriate agency
and academic standards. Interns are, nevertheless, expected to show
considerable initiative and self-direction in planning and completing
their projects and reports.

This administrative arrangement is designed to meet the pro-
gram's objectives by insuring that the interests of each party involved
in a project will be met. The agency expects help and the student
expects a responsible, stimulating job. If either one or the other does

not gain the benefits he expects, he is unlikely to provide the effort and enthusiasm necessary for anyone to gain from the project.

The agency can be sure that the intern will be useful because the agency plays the essential role in defining what the intern's project and report will be. The Virginia program does not infringe on the agency's responsibility to determine what the agency problems are and how they can best be solved. The agency also makes the final decision on what student it will hire and has day-to-day supervision over him once he is hired. The program will help the agency find students to interview, but the agency makes the final selection and sets standards for his performance. Finally, the agency receives the indirect, and sometimes direct, benefits of the faculty counselor's expertise. Although such service to the agency is not the primary role of the faculty counselor, the intern is likely to perform better in his everyday tasks if he has someone to help him understand where exactly he is going, why he is trying to get there, and how his agency work relates to problems and ideas he has considered in an academic setting.

The student can reasonably expect a responsible, useful, and challenging job because the program does not support projects which fail to meet this description. The agency outlines what it wants done, but we make the final decision on whether we will help them do it. (Even in those cases where the agency's needs are not appropriate to the requirements of our program, we may help the agency find an interested student.) The student's educational interests are also met by the provision of a faculty counselor. Weekly conversation with the counselor should prevent the student from becoming so enmeshed in daily problems that he loses sight of what he is trying to do and, more important, why he is trying to do it. He is helped in making connections between what he is learning on the job and what he has already heard in more abstract terms in the classroom. Finally, we insist on a written report from the student. The report forces the student to take the difficult and educationally important step from merely understanding a problem to putting it in writing in such a way that his ideas are understandable and useful to someone else.

The final objective—links between college and public service—is not essential to the success of each project but is one of the greatest potential benefits from the program as a whole. There are already individuals both in colleges and in service agencies who recognize the mutual benefits that occur when these two types of institutions work together. The internship program tries [to] channels for these people, at the same ti[me] that these benefits do exist. Beyond the[m?] there is nothing in the structure of the [program?] are established between college and ag[ency?] preceding objectives are achieved, such [as a?] matter of course.

Development, Operation, [and?]
of the Virginia Pr[ogram?]

The Virginia Resource Developmen[t] outgrowth of concern that Virginia [was not taking?] advantage of federal College Work-Study [funds.] General Professional Advisory Committe[e] and Development Advisory Committee t[hat the?] state might increase its use of availab[le funds.?] investigation began with a survey of curr[ent programs in?] other states. After reviewing a number [of programs?] and some original proposals, the commi[ttee?] of a program similar to the highly succes[sful?] Internship Project conducted by the So[uthern Regional Education?] Board (SREB). In addition to utilizing w[ork-study funds the?] project made use of other federal m[oney and?] important, offered more to both student[s and?] other proposals considered. Using the [model of?] SREB, the state council developed its ow[n program.]

The actual operation of the Virginia [program began the?] part of April when a full-time field rep[resentative was hired and a?] budget proposal was submitted.

Funds for the internship program [came from three?] sources: federal funds allocated to the S[REB;?] through individual educational institutio[ns for?] local internship programs in cooperation [with agencies; and?] state matching funds from Items 496 [of the?] Appropriations Act.

SREB committed funds and som[e staff to assist in the?] development of the Virginia program. S[ome funds were?] obtained from the Economic Developme[nt Administration and the?] Tennessee Valley Authority, they were n[ot?]

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together. The internship program tries to encourage and provide
channels for these people, at the same tim2 trying to convince others
that these benefits do exist. Beyond the use of the faculty counselor
there is nothing in the structure of the program to insure that links
are established between college and agency. If, however, the two
preceding objectives are achieved, such links seem to develop as a
matter of course.

Development, Operation, and Benefits
of the Virginia Program

The Virginia Resource Development Internship Program is an
outgrowth of concern that Virginia has not been taking full
advantage of federal College Work-Study funds. In October 1969 the
General Professional Advisory Committee requested the Resources
and Development Advisory Committee to explore ways in which the
state might increase its use of available work-study funds. This
investigation began with a survey of current work-study programs in
other states. After reviewing a number of existing program models
and some original proposals, the committee recommended initiation
of a program similar to the highly successful Resource Development
Internship Project conducted by the Southern Regional Education
Board (SREB). In addition to utilizing work-study funds, the SREB
project made use of other federal money and, what is more
important, offered more to both student and agency than any of the
other proposals considered. Using the experience and advice of
SREB, the state council developed its own program.

The actual operation of the Virginia program began in the latter
part of April when a full-time field representative was hired and a
budget proposal was submitted.

Fu. ds for the internship program came from three general
sources: federal funds allocated to the SREB, federal funds available
through individual educational institutions which were developing
local internship programs in cooperation with the state program, and
state matching funds from Items 496 and 498 of the 1968-70
Appropriations Act.

SREB committed funds and some staff assistance to the
development of the Virginia program. Since these funds had been
obtained from the Economic Development Administration and the
Tennessee Valley Authority, they were matched by state funds. The

Virginia Program also made use of federal funds allocated to individual educational institutions. The University of Virginia and Lynchburg College had, in previous summers, worked individually with SREB on the development of institutionally based internship programs similar to the one being initiated by the state. As part of their programs, these two institutions had roughly $37,000 in federal work-study and Title I funds earmarked for internship developmei ' in the summer of 1970. These institutions agreed to work with the state program, and the state matched $25,000 of their federally provided money.

This $25,000 of state money was essential to the de ·lopment of the program because of the nature of the federal funds involved. If the University of Virginia and Lynchburg College had been restricted to sole reliance on their federal funds, their programs would have been limited to those students who met the work-study requirements of financial need. Furthermore. the financially eligible students could have been placed only in those agencies which could afford to pay the 20 to 24 percent of the student's salary as required by the Work-Study Program. On the other hand, with the state funds added to the previously committed federal money, these institutional programs had the flexibility necessary to select students and agencies on the basis of the contributions they could make to the program and not solely on their financial situation. In return, as we shall discuss later, the institutions provided the state with extremely helpful services in identifying internships and interns and handling payroll and other intern support functions.

In summary, the amount of funding involved in the Virginia program totaled approximately $55,000.

When the request for state matching funds was approved, the field representative for the program began visiting educational institutions and public-service agencies in order to arrange individual internships and to work out the terms of cooperation between the state program and institutionally based programs. Between late April and early June, the representative visited twenty-four agencies and twelve colleges throughout the state. The visits covered a broad range of city, regional, and state agencies and a similarly wide variety of public and private, two-year. four-year. and graduate educational institutions. In addition to these visits, the program began in mid-May receiving a number of unsolicited requests for interns. By late May, it was apparent that the demand by agencies and students

for this type of program was considerable and staff been available. the program cou twice as many interns.

Because of these restraints of time a depended heavily on the cooperation of i were developing their own programs. In a mentioned cooperation with the Univ Lynchburg College, the Virginia program p financial help to programs at Virginia l Virginia Military Institute. In return the ins of the time-consuming effort of working with interested students and agencies. T faculty counselors and undertook the ad paying and otherwise supporting many of done in addition to the commitment to th and other institutionally administered funds

By the middle of June there were for which met the requirements of and were program. In addition, the state program w responsible for the hiring or support of at in similar or related programs.

The cost to the state of supporting a p summer can be tabulated as follows:

Institutional support:
University of Virginia
Virginia Polytechnic Institute
Virginia Military Institute
Lynchburg College
Total
Intern stipends
Faculty stipends and travel
Seminars
Administration
Youth Advisory Council
Miscellaneous

The funds listed under "Institution provided by the state and administered by

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for this type of program was considerable and that, had more time
and staff been available, the program could have involved at least
twice as many interns.

Because of these restraints of time and budget, the program
depended heavily on the cooperation of individual institutions that
were developing their own programs. In addition to the previously
mentioned cooperation with the University of Virginia and
Lynchburg College, the Virginia program provided advice and limited
financial help to programs at Virginia Polytechnic Institute and
Virginia Military Institute. In return the institutions undertook much
of the time-consuming effort of working out individual internships
with interested students and agencies. They also helped identify
faculty counselors and undertook the administrative functions of
paying and otherwise supporting many of the interns. All this was
done in addition to the commitment to the program of work-study
and other institutionally administered funds.

By the middle of June there were forty-two interns in projects
which met the requirements of and were administered by the state
program. In addition, the state program was also wholly or partially
responsible for the hiring or support of at least forty other students
in similar or related programs.

The cost to the state of supporting a program of this size for the
summer can be tabulated as follows:

Institutional support:		
University of Virginia	$8,900	
Virginia Polytechnic Institute	9,000	
Virginia Military Institute	1,500	
Lynchburg College	6,000	
Total		$25,400
Intern stipends		$10,300
Faculty stipends and travel		1,300
Seminars		1,600
Administration		3,900
Youth Advisory Council		3,500
Miscellaneous		500
		$46,500

The funds listed under "Institutional Support" were those
provided by the st. te and administered by the institutions according

to guidelines established in each case by a letter of agreement between the state and the institution. As mentioned above, the funds went primarily to supplement other funds, such as work-study, available to the institutions for supporting interns. Some of these funds were also spent on faculty and administrative support. The intern and faculty stipends listed separately are those administered directly by the state. The costs of the seminars were incurred in bringing the interns to Richmond and paying their expenses during a two-day series of talks and discussions on the problems and opportunities of internships. Administrative costs include the field representative's salary and travel expenses as well as general office expenses. Although the goals and structure of the Youth Advisory Council did not correspond exactly to those of the state program, we did provide $3,500 to assist in their support. Miscellaneous costs include reproduction of reports required by the state agreement with SREB and minor unforseen expenses. The remaining funds can be used to begin development of a school-year program and of a program for next summer.

The costs may be summarized in the simple table given above, but the benefits are much more difficult to describe. A complete assessment would require a case study of each project, but a more manageable evaluation can be made by citing a few examples of benefits to agencies, students, and universities.

At the beginning of the summer, one of the newly staffed planning district commissions found its limited manpower stretched impossibly thin by a combination of federal and local demands. If federal requirements for a comprehensive plan could not be met on a very tight time schedule, essential funds would become unavailable. If, on the other hand, strong local pressures for land-use control and environmental planning were not satisfied, public support would be lost, public support necessary to make effective use of federal funds. The commission resolved these difficulties by using three interns to undertake the problems of local interest, thus freeing the professional staff to work on the comprehensive plan. Without the assistance of interns, the commission would have had to locate funds to hire consultants or another full-time staff member, and either of these alternatives would have cost significantly more than was currently budgeted.

Another agency, concerned about its growing transportation costs, used an intern to study possible solutions to this difficulty. In

his report the intern made reco
interagency transportation system a
tions with a review of the advanta
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coordinator of an interagency com
tion of his plan.

The benefits to the students
educational. The high proportion of
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interns. The interns were only a few
are eager to take advantage of a
responsibilities in seeking solutions
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plans to change their academic maj
decided on a career in city planning i
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number of interns who included in t
for getting other students involved i
submitting a curriculum proposal
undertake service-learning internshi
during the regular year. If accepte
effect of establishing a program like
of the regular curriculum of his univ
using what they have learned thi
booklets to help other students und
school year.

Like the students, the univers
derived a variety of benefits. By su
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ch more difficult to describe. A complete
e a case study of each project, but a more
an be made by citing a few examples of
ents, and universities.
the summer, one of the newly staffed
ions found its limited manpower stretched
mbination of federal and local demands. If
a comprehensive plan could not be met on a
essential funds would become unavailable.
rong local pressures for land-use control and
were not satisfied, public support would be
ssary to make effective use of federal funds.
these difficulties by using three interns to
of local interest, thus freeing the pro-
on the comprehensive plan. Without the
commission would have had to locate funds
other full-time staff member, and either of
l have cost significantly more than was

ncerned about its growing transportation
tudy possible solutions to this difficulty. In

his report the intern made recommendations for a non-profit
interagency transportation system and supported these recommenda-
tions with a review of the advantages and disadvantages of several
administrative and budgetary models. The intern is now serving as
coordinator of an interagency committee working on implementa-
tion of his plan.

The benefits to the students have been both financial and
educational. The high proportion of work-study students among the
interns indicates the role the program played as a source of financial
aid. In addition to the pay, more than half of the interns received
academic credit for their work. Important as they are, pay and
academic credit are not, however, the major benefits received by the
interns. The interns were only a few of the great many students who
are eager to take advantage of a chance to assume significant
responsibilities in seeking solutions to real problems. The interns
have demonstrated this eagerness in a variety of ways. Some have
plans to change their academic majors and at least one intern has
decided on a career in city planning instead of business. Probably the
most striking example of student enthusiasm for the program is the
number of interns who included in their reports specific suggestions
for getting other students involved in similar activities. One intern is
submitting a curriculum proposal that would allow students to
undertake service-learning internships both during the summer and
during the regular year. If accepted, his proposal would have the
effect of establishing a program like the Virginia internships as a part
of the regular curriculum of his university. Several students are also
using what they have learned this summer to write "how-to"
booklets to help other students undertake similar work during the
school year.

Like the students, the universities involved in the program
derived a variety of benefits. By supplementing work-study money
with state funds, the University of Virginia, for example, was able to
more than double the number of interns in its program. The
university initially located and placed these interns, but once the
actual projects were under way, the state program provided
assistance by assuming administrative supervision of those University
of Virginia interns working in accordance with state requirements.
Thus, at the University of Virginia, as at the other institutions,
the state and the institutions combined their administrative and
financial resources to achieve what neither could have done alone.

The Virginia program also provided a less tangible but equally important benefit to institutions by offering a well-structured and academically sound model for off-campus education. At a time when a large and growing number of institutions are interested in expanding education beyond its present heavy dependance on classroom teaching such a model is particularly valuable.

In addition to these benefits that are directly related to the program structure and goals, the Virginia program was also responsible for a number of indirect benefits to similar or related programs. For the most part, these indirect benefits resulted from the existence of a single program with state-wide interest in the use of student manpower in public service. As a result the program tended to become an informal clearinghouse for ideas and information. The exact nature of these indirect benefits is difficult to pin down, but a few of the clearer-cut examples may be given.

As mentioned earlier, the program assisted agencies in finding students even for those jobs that did not meet the program requirements. Similarly, it encouraged agencies to adopt a project-oriented, committee-guided use of students, whether or not they wished to be a part of the Virginia program. In one city, for example, the city manager outlined to the program's field representative a project that the city wanted completed. The field representative found a faculty member interested in the project and was in the process of helping the city locate an interested and capable student when such a student volunteered his services to the city. Since the faculty member was also willing to volunteer his help, the city decided that it could carry out the project on its own and that further state assistance or advice was unnecessary.

Not all of the program's attempts to interest agencies in developing their own programs were quite as unplanned as the events just described. The program and Lynchburg College cooperated in conducting for agency administrators two Title I Workshops on the use of student manpower. The first of these workshops was designed as a training session for those administrators who would be working with state interns over the summer. The second workshop, held in late August, was designed to present the Virginia program as an administrative model and to suggest possible sources of non-state fundings. This workshop concentrated on administrators from

agencies not using state interns.

The Virginia program also work Commonwealth Interns and the Gover Early in the summer a new director wa of the Commonwealth Interns. He d sentative of the Virginia program the p and specific suggestions based on th program and SREB. Although differ arated the two programs in many are common interest or of common diffi information was helpful to both progra

When the Governor's Youth Advis field representative spent several day students and in discussions of what pr how the council could best be orga precluded the use of common adminis of common interest were exploited example, members of the council al Interns attended the internship semina the state program.

The experience of the past summ program offers important benefits in l In the short term it provides agencies manpower, and it offers the students possibility of receiving academic cred important, however, are the long-ter much-needed help in seeking solution process they also have the opportuni service administrators with a kind unavailable anywhere else. By gettin responsibility and to deal with significa offered a unique chance to gain a government operates, of its potential when students are allegedly losing institutions, it is the experience of the many students are enthusiastically tryi tions, that the institutions are benefit and that the students are learning from

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The Virginia program also worked in cooperation with the
Commonwealth Interns and the Governor's Youth Advisory Council.
Early in the summer a new director was hired to coordinate activities
of the Commonwealth Interns. He discussed with the field repre-
sentative of the Virginia program the program's administrative model
and specific suggestions based on the experience of the Virginia
program and SREB. Although different goals and structures sep-
arated the two programs in many areas, there were several areas of
common interest or of common difficulties where the exchange of
information was helpful to both programs.

When the Governor's Youth Advisory Council was initiated, the
field representative spent several days assisting in the selection of
students and in discussions of what problems could be expected and
how the council could best be organized. Again, different goals
precluded the use of common administrative organization, but areas
of common interest were exploited on an informal basis. For
example, members of the council along with the Commonwealth
Interns attended the internship seminars arranged and sponsored by
the state program.

The experience of the past summer indicates that the Virginia
program offers important benefits in both the short and long term.
In the short term it provides agencies with capable and inexpensive
manpower, and it offers the students a summer job with a strong
possibility of receiving academic credit as well as pay. Far more
important, however, are the long-term benefits. Agencies receive
much-needed help in seeking solutions to major problems. In the
process they also have the opportunity to provide future public-
service administrators with a kind of training and motivation
unavailable anywhere else. By getting an opportunity to assume
responsibility and to deal with significant problems, the students are
offered a unique chance to gain a real understanding of how
government operates, of its potentials and limitations. At a time
when students are allegedly losing faith and interest in social
institutions, it is the experience of the Virginia program that a great
many students are enthusiastically trying to work with these institu-
tions, that the institutions are benefiting from the students' work,
and that the students are learning from the experience.

Interns for Community Development
in South Carolina

Edward R. Cole and Richard K. Smurthwaite

Introduction

Purpose

Early in 1970, the Commission on Higher Education became interested in pursuing the feasibility of a state program of internships for South Carolina. The commission was encouraged in this by the Southern Regional Education Board (SREB), which had been active in the internship field since 1967. A group of state and other agencies which had had interns before or had indicated that they would be interested in such a program were invited to participate on a state internship committee. The State Planning and Grants Division was one of those asked.

As part of its Project P-41, a state-wide urban development manpower project sponsored by the United States Department of Housing and Urban Development, the State Planning and Grants Division decided to host two interns. Their task entailed: (1) examining the concept of internships in order to explore its relationship to state agency and local government manpower needs. This was their main goal. (2) Discussing the general concept of internships with agency heads and local government officials to document their thoughts and suggestions and to encourage them to sponsor interns in their agencies when areas could be identified in which they could work for the summer of 1971. (3) Determining the feasibility of a centrally administered state internship program in state and local government areas related to urban development for the summer of 1971 and considering and recommending a procedure for continuing the development of such a program. During the academic year the effort would necessarily consist of confirming agency sponsorship,

seeking university cooperation, and securing in such a program.

Orientation

The project began on June 22, 1970, with information period. This initial period incl surveys of state agency and local governm primarily intended to acquaint the interns related to those situations. Also included w various members of the project committee. valuable assistance in their particular areas o to community development. The orientati information which familiarized the interns wi

1. structures of local governments, state districts;
2. major problem areas related to com state agencies and local governments;
3. officials of these various governmenta interview concerning a state internship conducted;
4. a preliminary look at how a state might benefit the governmental compone
5. general advice on approaches and metl

Method

From this base of information, the inte method, which was made flexible in order tl as interns received information during the cedural aspects consisted simply of a lette follow-up interview with a group of selected

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seeking university cooperation, and securing students to participate
in such a program.

Orientation

The project began on June 22, 1970, with a short orientation and
information period. This initial period included a study of recent
surveys of state agency and local government situations and was
primarily intended to acquaint the interns with current problems
related to those situations. Also included were interviews with the
various members of the project committee, who were able to render
valuable assistance in their particular areas of interest as they related
to community development. The orientation provided a base of
information which familiarized the interns with:

1. structures of local government nents, state agencies, and sub-state
districts;
2. major problem areas related to community development in
state agencies and local governments;
3. officials of these various governmental entities with whom an
interview concerning a state internship program might best be
conducted;
4. a preliminary look at how a state program of internships
might benefit the governmental components involved;
5. general advice on approaches and method.

Method

From this base of information, the interns formulated a loose
method, which was made flexible in order that it could be modified
as interns received information during their interviews. The pro-
cedural aspects consisted simply of a letter of introduction to a
follow-up interview with a group of selected state agencies and local

governments. The primary purpose of the letter was to inform the government agencies of the idea of a state internship program and to start them thinking in terms of incorporating an intern into their manpower planning for the summer of 1971. This would lead to thoughts about the project on which the student might work. The secondary purpose was simply to acquaint the recipients with the name of the intern from the State Planning and Grants Division who would contact them regarding the intern program. By following this simple interview procedure, the interns gathered the information which is the subject of this report.

The Internship Concept Generally

Some Basic Characteristics of Internships

An attempt to narrowly define the position of the intern might deprive the position of the flexibility we are seeking to achieve. Flexibility is necessary for a number of reasons, the most obvious being the multifaceted needs of local governments and state agencies in the manpower area. Any attempt to define an intern at this point is, therefore, to eliminate possible areas in which a student might work. Some basic characteristics of an internship, however, can be mentioned that can be found in a varied number of positions students can undertake.

1. An internship provides the student with the opportunity to combine service and learning. His service makes a measurable contribution to the agency's efforts to accomplish a necessary task. Through his experiences he becomes familiar with the purpose and functional apparatus of the agency for which he works and develops valuable insights and skills.

2. The internship program may prove a valuable avenue to sources of needed manpower for state agencies and local governments, if the scope of the intern's project is such that he comes to understand the role of the agency or government and to consider public service for his career.

3. Participating in an internship program represents a commitment on the part of the student, the agency, and the university to the concept of cooperative education or at least an admission that practical experience is a necessary part of the educational process.

Within these guidelines, a vari be found in state and local agencie a cross-section of assignments difi student is given and allowing flexi of students, the length of the int and credit.

Type of I

Presenting internships tend to giving students a service-learning monly undertaken by SREB inter which the student concentrates agency, accumulating the skills bilities and writing a report of internship. Supervision has ofte pendence allowed, if not always e most coimon in state agencies aimed at exposing the student responsibilities. In these programs time in a number of areas and Because of the nature of this typ normally required to write a repor though they are generally asked t the summer.

Both types of internship prog learning opportunities to the stude should be to encourage flexibility or local government's part in defi internships they sponsor. Any state summer will aim at developing a cr Lessons learned from comparing tl ing different type internships may future shape of the state-wide effor

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[..].

Within these guidelines, a variety of positions for students might
be found in state and local agencies. The program hopes to encourage
a cross-section of assignments differing in the type of assignment the
student is given and allowing flexibility in the selection and payment
of students, the length of the internship, and academic counseling
and credit.

Type of Internship

Presenting internships tend to be one of two types, both aimed at
giving students a service-learning experience. The type most com-
monly undertaken by SREB interns in the past has been projects in
which the student concentrates on one task of importance to the
agency, accumulating the skills needed to complete his responsi-
bilities and writing a report on his project at the end of his
internship. Supervision has often been limited and some inde-
pendence allowed, if not always encouraged. The type of internship
most common in state agencies that have instituted programs is
aimed at exposing the student to the range of a department's
responsibilities. In these programs, students often work for a short
time in a number of areas and receive much direct supervision.
Because of the nature of this type of internship, students are not
normally required to write a report at the end of their employment,
though they are generally asked to evaluate their experience during
the summer.

Both types of internship programs can provide valuable service-
learning opportunities to the student. One aim of any state program
should be to encourage flexibility and initiative on the state agency
or local government's part in defining the form and content of the
internships they sponsor. Any state internship program initiated next
summer will aim at developing a cross-section of quality assignments.
Lessons learned from comparing the experiences of agencies sponsor-
ing different type internships may prove valuable in determining the
future shape of the state-wide effort.

Timing

Though the length of an SREB internship has usually been twelve
weeks, no reason exists not to encourage shorter or longer programs,
depending on the type of internship. Several of the officials

interviewed expressed interest in internships during the school year. The present effort to develop an internship program was not begun, however, at a time that would permit work on defining or instituting measures needed to sustain a state-wide school-year internship program for 1970-71 in South Carolina.

The Internship Program as It Related to Manpower Planning

The state's high school, technical education, and college students compose a source of manpower that is not utilized to its fullest extent by employers, including state agencies and local governments. Accordingly, internship programs may be viewed by the manpower planner in two ways: they encourage students to fill important roles during the summer months or part time, and they familiarize students with the work performed by an agency or government, perhaps encouraging them to consider public service as a career.

Participation in a summer intern program may prove particularly useful to an agency because:

1. Students represent a source of manpower from which people with a wide variety of different skills and educational backgrounds can be recruited.
2. Students can work on projects of short duration, relieving an agency of the problem of having to pull a full-time person from his main, continuing responsibility to work on such a project; or the intern may work on a number of extremely short projects for which an agency lacks the manpower to complete within a limited time and budget.
3. Students are usually fairly mobile; they can live where work needs to be done and their schedules can be flexible. They are, therefore, a relatively inexpensive source of skills.
4. Since the intern's stipend may be issued through a state-centered administrator, the student does not have to be routed through any of the requirements demanded for full-time employees.

Findings

Local Governments

Out of thirty-six people with whom the internship program was

discussed, only two indicated that they ⸻ the program. Two others thought the ⸻ gave their blessings to it, but said their ⸻ adequately taken care of in other w⸻ whelmingly in favor of the establishm⸻ program. The word *enthusiastic* would ⸻

Most of the people interviewed und⸻ of what an intern should be, that is, i⸻ "measurable contribution" approach wi⸻ experience. Therefore, the program fo⸻ have projects whose content value is v⸻ adequate supervision. The people inte⸻ understanding of their responsibilities ⸻ the learning aspect of his internship.

These men whose responsibility it is ⸻ government see local government beco⸻ they thus fee' there is a need for better ⸻ generations- not only by those who w⸻ but by those who will be private citiz⸻ program of internships has been establ⸻ by the men interviewed, who realize th⸻ to offer more opportunities for its you⸻ problems and working of local governme⸻ have more manpower in all phases ⸻ internship program could be an impor⸻ students in this rapidly expanding field.

Several people indicated an interes⸻ normal school year of September t⸻ government components have program⸻ work, but these do not necessarily co⸻ summer period. This may indicate that t⸻ some form of cooperative education.

Quite a number of these people h⸻ during the summer in previous years. ⸻ varying degrees of responsibility. The ⸻ students had done in the past met t⸻ established for internships in the state pr⸻

The responsibilities of the student ⸻ employing agency. The host agency mus⸻ make its personal choice of candidat⸻

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Findings

Local Governments

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discussed, only two indicated that they were not at all interested in the program. Two others thought the program was a good idea and gave their blessings to it, but said their student manpower needs were adequately taken care of in other ways. The response was overwhelmingly in favor of the establishment of a planning internship program. The word *enthusiastic* would be appropriate.

Most of the people interviewed understood very well the concept of what an intern should be, that is, in relation to the "project" or "measurable contribution" approach within a service-learning type of experience. Therefore, the program for the summer of 1971 should have projects whose content value is very high and with more than adequate supervision. The people interviewed also exhibited a fine understanding of their responsibilities to the student in relation to the learning aspect of his internship.

These men whose responsibility it is to look to the future of local government see local government becoming increasingly important; they thus feel there is a need for better understanding of it by future generations—not only by those who will become public employees but by those who will be private citizens. The need for a planned program of internships has been established. The need was stressed by the men interviewed, who realize that South Carolina must begin to offer more opportunities for its young people to learn about the problems and working of local governments. Local governments must have more manpower in all phases of their operations. A state internship program could be an important approach in interesting students in this rapidly expanding field.

Several people indicated an interest in using interns during the normal school year of September through May. Various local government components have programs on which a student could work, but these do not necessarily coincide with the twelve-week summer period. This may indicate that there is a growing demand for some form of cooperative education.

Quite a number of these people had, of course, used students during the summer in previous years in varying capacities with varying degrees of responsibility. The descriptions of what some students had done in the past met the criteria which have been established for internships in the state program.

The responsibilities of the student must be primarily to the employing agency. The host agency must be allowed to interview and make its personal choice of candidates. The people interviewed

seemed to think that this point was essential.

The attitude toward students and their ability to make meaning-ful contributions was good on the whole. This is obvious when we consider the overall enthusiasm for the project. Two agencies indicated that they had nothing students could do, and one of the two stated flatly that students could not make value judgments. The head of this agency asserted that students could only perform menial chores.

The main concept to agencies interested in using an intern was usually funding. The area in which difficulties were encountered can be limited almost solely to the municipalities, where the interviews were conducted with city managers. The maximum amount which a city could spend at this point is $1,000-1,100. Cities are mainly interested in seeing most of the money go to the intern stipend. Municipalities have little "slack money" with which an intern could be paid. Money for an intern would have to be budgeted in most cases. This means that the city council must approve any expenditure for an intern. (This difficulty should be minimal however, since most of the city managers who were interviewed are willing to recommend that money for the hiring of an intern be budgeted. One city manager indicated his city could not afford the program unless fully or mainly funded with outside funds.) Sub-state districts, planning commissions, and Model Cities Programs should have little or no problem with funding.

The city managers all seemed to be progressive, sincere, and dedicated men. They were very practical but seemed to be interested in the growth and development not only of their own cities, but the state as well. They were as cooperative a group as one could hope for in working on a project of this type. They were limited by being budget-r ited, but this is their primary responsibility. City managers almost invariably also cited the provisions of the South Carolina Constitution which limit the growth and operations of the municipalities and counties in the state. Within these limitations they were, without exception, willing to try to participate in the program by using an intern.

The directors of sub-state districts, seven of whom were interviewed, were very interested in the program, with the exception of one. He had no faith at all in student judgment. This was surprising in light of the enthusiastic response given by the other six. These sub-state districts seem to be accomplishing the task of getting

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There was some negative rea
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State Ag

The most evident and most of
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mentioned included:

1. Agencies that have in the pas
interns have been denied their r
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2. One agency that planned to
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had these funds withdrawn by
The agency's assistant director
work on defining possible areas
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3. Several agencies, such as t
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across the idea of regional cooperation in an excellent fashion. The
city officials of towns in various districts all spoke highly of their
regional commission.

There was some negative reaction to the idea of a faculty
counselor where there had been a bad experience with a faculty
counselor. Criticisms such as "the counselor had not been present to
advise the student at all during his internship" or the counselor was
of no value at all to the intern were voiced. The people interviewed
were very much against paying the faculty counselor $300 for the
summer. They felt that either the cost should be reduced to around
$100 or the college or university should bear the expense of
providing the academic counselor. Many of the people interviewed,
however, felt that a faculty counselor could be very valuable as a link
with the academic world and as a technical advisor to the student on
specialized types of projects.

State Agencies

The most evident and most often articulated barrier preventing
agencies from making definite commitments to employ interns was
the problem of funding. Agencies were asked to contribute the direct
cost of the internships, which would be in the range of
$1,200-$1,500 per intern. The specific problems and experiences
mentioned included·

1. Agencies that have in the past specifically requested funds for
interns have been d- iied their request by the Budget and Control
Board.
2. One agency that planned to pay interns to work on some of
the projects the full-time employees would have undertaken,
from monies allotted to pay personnel which were never hired,
had these funds withdrawn by the Budget and Control Board.
The agency's assistant director said he would be reluctant to
work on defining possible areas in which interns could work and
to request funds for interns if he could receive no assurance the
request would not be denied again.
3. Several agencies, such as those funded by the Office of
Economic Opportunity, are experiencing substantial cutbacks in
the monies granted to support their programs.
4. Some agencies funded by the federal government receive

grants for projects only 60 to 90 days before the project is to begin. Although this does not prevent their employing interns in the projects, it does make it more difficult for the agency to anticipate the type of intern it may be able to employ.

The Need for a State Program of Internships in South Carolina

A basic consideration in determining whether a South Carolina internship program is feasible is: does the need for such a program exist? The reality of this need was confirmed through discussions with state agency and local government officials and through a study of recent reports on the shortage of public sector manpower and services.

Most state agency and local government officials expressed a need for more manpower to execute their responsibilities and most said they thought that students could help supply the services they presently lacked. Many of those agencies that did not have at present a pressing need for more manpower saw the importance of such a program in encouraging college and TEC students to consider a state agency career. The role of an internship program in encouraging state and local government careers was especially important to those agencies requiring skill and expertise not emphasized in undergraduate education; exposure to the agency's activities might begin to lend interns with these agencies some understanding of that field.

Studies conducted during the past two years have uncovered the need on the part of communities for more resources to meet their problems. In the "South Carolina Local Government Study," the articulated needs included aid in housing, crime prevention, fringe development, finance, the development of natural resources, planning, the preparation of applications for funds, purchasing, and management. It was suggested that these needs could be met by "requests for state assistance" and increases in local government manpower. In some cases, these solutions could be read, "by providing or hiring someone to work full-time at a specific project," a position that could well be filled by an intern.

Section III
Evaluation of Service-Learning

Agency Supervisors' and Faculty Counselors' Evaluation of the SREB Internship Program

Huey B. Long

Introduction

By the spring of 1971 the Southern Regional Education Board (SREB) internship program, based on cooperative arrangements among SREB, institutions of higher learning, and public agenc's, had been in operation for five years. The purpose of this evaluation is to identify the qualities that seem to have accounted for the successes of the internship program during these five years. These fall into three categories: (1) the characteristics of the internship projects that generated specific, tangible benefits; (2) the characteristics of the interns themselves; and (3) the characteristics of the sponsoring agencies. *Success* as used here is a subjective measure based on the perceptions of academic counselors and agency representatives concerning the degree to which the intei.: achieved the project objectives and the extent of subsequent contributions of the project.

A specific and basic question directing the focus of the evaluation was, "Have SREB internships made any definite and observable contributions to the agencies and communities served?"

An evaluation of the SREB Internship Program at this time [1971] appears to be desirable for several reasons. First, the program appears to be developing a kind of institutional form. Second, no outside agency has previously critically examined the program. Third, many of the individuals in supervisory roles in the program have become victims of the mobile society.

The implication of the first and third reasons for evaluating the program in 1971 are somewhat related. The individuals who participated in the program during its formative stages as advisors or supervisors guided the program into the current framework. Five years is long enough for the framework to become stabilized, but not

so long as to prevent a modificati many of the advisors and supervi agencies and locations with incre year or two it may be impractical advisors and supervisors. Such a t structure of the program to bec more difficult to modify if desired

The second reason given above objective view of the program. SR commendations, and criticisms fr program. However, it is commonl reviews may be less than the impa agency.

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so long as to prevent a modification of the structure, if desired. Yet many of the advisors and supervisors appear to be moving to other agencies and locations with increasing speed. Thus, within another year or two it may be impractical to contact such a large number of advisors and supervisors. Such a time extension would also allow the structure of the program to become solidified and consequently, more difficult to modify if desired.

The second reason given above suggests the need for a critical and objective view of the program. SREB files contain recommendations, commendations, and criticisms from individuals associated with the program. However, it is commonly accepted that the impact of such reviews may be less than the impact of comments by an independent agency.

The evaluation is limited to North Georgia, i.e., that part of the state lying north and west of a line drawn from Augusta through Macon to Columbus. This line generally follows the geologically defined "Fall Line" that separates the Piedmont from the Coastal Plain portion of Georgia. Intern projects lying outside of the designated area are not included.

Judgments of the agency representatives and academic counselors constituted the basic data used in the evaluation. No independent verification of such judgments or perceptions was attempted. It is assumed that the perceptions and responses of individuals interviewed accurately reflect the general value of the intern program.

This evaluation does not discuss or treat the educational or learning value of the internship experience. It is assumed that the experience made valuable contributions to the student. Measurement and analysis of such benefits lie beyond the scope of this study and properly may be an area worthy of further examination. Furthermore, since the evaluation is primarily directed at the agency and college dimensions of the program as they relate to intern behavior, data were not collected from any intern. Locating established professionals was often difficult and the problem would have been

greatly increased by including interns in the data collection activity.

A further restriction concerns the intern project index. Only those intern projects in the designated geographic area that were included in the index provided by SREB were considered. For example, some respondents indicated that they had worked with interns not listed in the material provided by SREB. In such cases, these intern projects were not included or discussed in the evaluation.

Terminology used in the report is generally straightforward and based on common usage. There are, however, a few terms that may need clarification. These terms are: *agency representative, academic counselor, college*, and *intern project*.

Agency representative or AR is the term used to refer to an employee of the organization employing the intern. The AR is generally the person who directly supervised the intern's activities. In a few cases, such as when the original supervisor was no longer available, another knowledgeable person employed by the agency was the respondent.

The term *academic counselor* or AC is used to refer to the faculty member of a college or university who provided academic guidance to the intern.

College is used as an inclusive term to refer also to universities. The term *intern project* is used in the report to refer to specific work activities of students placed in the employing agencies. Intern projects are individually enumerated in this report whereas individual interns are not. For example, there are 101 intern projects in the population, but since some interns served more than one internship during the five year period, fewer than 101 individuals were involved.

Evaluation Procedures

As one of the first systematic efforts to assess certain dimensions of the SREB Internship Program by an outside agency, the evaluation may properly be of great value to future studies of the program. Consequently, the evaluation procedures adopted bear the characteristics of a pilot study.

The procedure was designed to provide information on the program from two sources, ACs and ARs. Due to the thrust of the evaluation, it was believed desirable to obtain more interview data from ARs than ACs on as many intern projects as possible. As a

measure of cross-validation, an effor[t] on a number of intern projects fr[ ] example, on an intern project titled obtained from the AC and AR.

There was no way to determine h[ ] left their places of employment u[ ] initiated. Therefore, no magic perce[ ] design primarily called for a 100 per[ ] potential respondents). The results satisfactorily achieved.

Interview procedures were design[ ] data. The first level concerned spec[ ] second level concerned the program in

The population from which the sa[ ] the population included in the mate[ ] design suggested that the population best treated within the following clas[ ] cies; (2) agency representatives; (3) ac[ ] and (5) locations.

The agency population contained were classified according to sixteen Development Commissions (APDCs) sixteen categories. It thus followed th[ ] largest number of intern projects (66) potential respondents.

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Finding[s]

The respondents were requested in terms of how much it contributed reproduces the question and a tabulati[ ]

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measure of cross-validation, an effort was also made to secure data on a number of intern projects from both ACs and ARs. For example, on an intern project titled Open Space Study, data were obtained from the AC and AR.

There was no way to determine how many ACs or ARs may have left their places of employment until after the evaluation was initiated. Therefore, no magic percentage or quota was set. The design primarily called for a 100 percent contact (with all available potential respondents). The results suggest that such a :oal was satisfactorily achieved.

Interview procedures were designed to probe for two levels of data. The first level concerned specific inte·n projects while the second level concerned the program in general.

The population from which the sample was drawn was limited to the population included in the materials furnished by SREB. The design suggested that the population and subsequent sample may be best treated within the following classification framework: (1) agencies; (2) agency representatives; (3) academic counselors; (4) interns; and (5) locations.

The agency population contained three kinds of agencies that were classified according to sixteen categories. Area Planning and Development Commissions (APDCs) formed a majority of the sixteen categories. It thus followed that the nine APDCs placed the largest number of intern projects (66) and had the largest number of potential respondents.

Special mobility, physical limitations, and conflicting schedules precluded the possibility of interviewing all of the potential respondents. However, every reasonable effort was made to obtain a 100 percent sample in all categories. Table 1 illustrates the population distribution and the number and percent of the categories represented in the final tabulation.

Findings

The respondents were requested to describe each intern project in terms of how much it contributed to the agency mission. Table 2 reproduces the question and a tabulation of the responses.

Table 2 reveals a phenomenon that was reflected in several areas of the evaluation: ARs tended to rate the activities more favorably than did ACs. The possible reasons for this difference will be discussed later.

TABLE 1

Sample Obtained and Included in Interviews

Categories	Population N	Interviewed N	Interviewed %
Kinds of agencies	16	16	100
ARs	47	28	60
ACs	52	23	44
Intern projects	101	75	74
Geographic locations	16	11	70

TABLE 2

Perceptions of Individual Intern Projects

	AC	AR	Total	Weight
a. The internship contributed nothing to our agency mission	4	5	9	0
b. The internship contributed nothing to our agency mission but was helpful in other ways	2	5	7	1
c. The internship contributed a little to our mission	12	8	20	2
d. The internship contributed a lot to our mission	9	8	17	3
e. The internship was very helpful in achieving our agency mission	4	27	31	4
Totals (Responses)	41	53	94	
(Means)	1.68	2.89	2.36	

The combined quantified measure of th[e]
source of 2.36 on a 4-point scale.

One possible measure of the success of a[
degree to which the project objectives were [
the respondents were requested to make a [
whether or not the interns achieved the projec[
based on the responses to that question.

TABLE 3

Perceptions of Intern Project Objective A[

Respondent Class	Total Evaluation Responses	Yes N	Was Obje[Partially[N
AC	46	32	3
AR	54	39	5
Combined data	100	71	8

One hundred responses were provided b[
responses do not include all intern projects. E[
assessed by either kind of respondent, and tw[
assessed by both the AC and the AR. All ot[
respondent of only one class. In the twenty-si[
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	41	53	94	
	1.68	2.89	2.36	

The combined quantified measure of the response is a mean source of 2.36 on a 4-point scale.

One possible measure of the success of an intern project is the degree to which the project objectives were achieved. Accordingly, the respondents were requested to make a judgment concerning whether or not the interns achieved the project objectives. Table 3 is based on the responses to that question.

TABLE 3

Perceptions of Intern Project Objective Achievement

	Total	Was Objective Achieved?			
Respondent Class	Evaluation Responses	Yes N	Partially N	No N	Unknown N
AC	46	32	3	6	5
AR	54	39	5	10	0
Combined data	100	71	8	16	5

One hundred responses were provided by respondents. These responses do not include all intern projects. Eight projects were not assessed by either kind of respondent, and twenty-six projects were assessed by both the AC and the AR. All others were rated by a respondent of only one class. In the twenty-six projects assessed by both the AC and the AR, agreement existed in seventeen cases. There was no particular pattern evident in the respondents' judgments on the remaining nine projects.

A substantial number of the ARs and a smaller number of ACs discussed specific benefits that accrued to the community or agency as a result of specific intern projects. The benefits reported by the respondents may be classified according to: (1) administrative benefits to the agency; (2) direct "brick and mortar" benefits to the local communities; and (3) a combination of the above.

The benefits cited by the respondents varied from "the project helped us meet a statutory or legal requirement," "as a result of the project a federal grant has been received," to "the intern did a good job for us that we needed having done, but could never seem to have the manpower to put on it."

ACs and ARs generally perceived the internship program to be of value. The ACs appeared to be less enthusiastic about the program than the agency personnel. Table 4 reports the responses of both kinds of respondents.

Data in Table 4 continue to reflect the difference in perceptions of ACs and ARs. The quantified mean score for the program provided by ACs was 3.09 compared with 3.86 by the ARs. A grand mean of 3.61 on a 5-point scale places the overall assessment well toward the favorable end of the scale.

Seventy-two percent of the academic counselors and 79 percent of the agency representatives selected the two highest ratings possible. Of the combined total of respondents, 77 percent selected the highest possible ratings. Conversely, 24 percent of the ACs and 8 percent of the ARs selected the two lowest ratings. Of the combined total of respondents, 15 percent selected the lowest possible ratings.

Question 20 in the interview schedule provided the respondents with an opportunity to weigh the benefits to the agency against the costs of the program to the agency. These costs were direct and indirect. Examples of the direct costs include the salary of the intern, travel expenses, and report publication costs. Indirect costs included the time required of regular staff members to supervise and provide guidance or assistance, clerical assistance, and work space. Table 5 reports the findings.

The ACs were not as noncommital as the data indicate. Many of the ARs were interviewed with a second-generation interview schedule that did not contain the question in explicit terms. The value of the data is not greatly diminished by that fact, however, since the thrust of the question concerned the value to the agency.

Of the ARs interviewed, eighteen believed the internship program to be of a net positive value, five believed the program to be of negative value. An example of the feelings of the latter is, "We could have employed a full-time staff member to do the job and would have obtained a better report at less cost."

Ideally, a project director might strive for 100 percent success with 101 projects– but even in such a case it is expected that some would be better than others. The SREB internship program was not perceived as an "ideal"; otherwise the evaluation would not have been requested. Therefore, it was assumed that some projects woul.. be found on the negative end of the scale.

However, before presenting the findings, several observations

TAB

Rating of the SREB Intern

How would you describe the SREB
Internship Project?

a. Of no value to our agency

b. Of limited value to our agency and
    little value to students

c. Of limited value to our agency and
    great value to students

d. Valuable to our agency and of limite
    value to students

e. Valuable to our agency and valuable
    to students

f Of great value to our agency and to
    students

      (Total Respondents)
      (Means)

*Two counselors did not respond t

TAB

Perceptions of
SREB Internship Pr

Responses	Net Positive Benefit	
	N	
23 ACs	6	
28 ARs	18	
51 Total	24	

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TABLE 4

Rating of the SREB Internship Project by Respondents

How would you describe the SREB Internship Project?	ACs	ARs	Overall
a. Of no value to our agency	0	1	1
b. Of limited value to our agency and of a little value to students	5	1	6
c. Of limited value to our agency and of great value to students	1	2	3
d. Valuable to our agency and of limited value to students	0	1	1
e. Valuable to our agency and valuable to students	13	15	28
f. Of great value to our agency and to students	2	8	10
(Total Respondents)	21*	28	49
(Means)	3.09	3.86	3.61

*Two counselors did not respond to this question.

TABLE 5

Perceptions of Net Value of the SREB Internship Program To the Agency

Responses	Net Positive Benefit N	Net Negative N	Noncommital N
23 ACs	6	3	14
28 ARs.	18	5	5
51 Total	24	8	19

concerning efforts to describe a project as "successful" or "unsuccessful" appear to be in order. There appear to be several different dimensions or criteria for success. The first one, placed beyond the scope of this study, concerns the contribution of the experience to the development of the intern. The second concerns the question of achieving project objectives. For example, a student may have achieved the project objectives but the project ended with the report. Two such examples come to mind: A student produced the desired data; in other words, he met his project objectives but because his project could not be implemented without additional organizational funds the project has remained in limbo. In another example, an agency head with little or no interest in an intern's project replaced the administrator who originally developed the project. As soon as the intern completed the project it was forgotten in that agency. However, the AC reports that agencies in other areas have found the report useful. A third dimension concerns the program structure. For example, one intern's project was setting up a library. The intern did that and the project received the highest possible score (4) from the AR. But the intern failed to submit a written report and the AC therefore gave the project a score of "1".

According to data reported in Table 3, sixteen of the one hundred projects failed to achieve their objectives. Attention will first be directed toward those projects. First, it should be noted that of the sixteen projects, only two were judged as not achieving objectives by both advisors. There was disagreement among the advisors on several of the projects.

Of the sixteen projects that failed to achieve planned objectives, three were conducted by females and six by graduate students. Thus, approximately 20 percent of these projects were carried out by females, while 11 percent of the projects evaluated were by females. Of the failing projects, 40 percent were carried out by graduate students, while 55 percent of the projects evaluated were by graduate students.

Eleven of the projects that failed to achieve objectives were placed in APDCs. Thus, approximately 70 percent of the failing projects were placed in APDCs; ten of the eleven were performed for APDCs while one of the eleven was performed for an OEO-CAA agency. Of the projects evaluated, 65 percent were placed in APDCs.

Reasons given by the respondents for the failure of the intern projects to achieve the planned objectives are varied. However, five

general categories appear to be approp
sixteen projects in the five categories is as

1. Project design flaws and student abi
2. Personal problems and lack of intere
3. Failure to complete the project—4
4. Intern left—3
5. Lack of agency guidance—1

The interview was structured to secure
of project and related activities that app
possibilities for successful completion.
cloud the area but generally it appears that
several of the following characteristics:

1. The project was carried out by
grade-point average.
2. The project was in the student's aca
3. The student was mature.
4. The AR provided good supervision.
5. The project was meaningful.
6. The project did not require co
interpretation of data.
7. The project often consisted of
existing data in a different form.

There was considerable difference of
interviewing and coordination of activities

The seventy-five projects included i
classified according to ten kinds of p
development, economic labor, governmen
land-use, recreation, and miscellaneous.
projects in the ten categories were rated by

The seventy-five projects were rated by
The average cumulative rating for all proj
2.6. Thirty-eight ACs' ratings produced a
fifty-six ARs' responses yielded an average

According to the cumulative averag
crime-related projects (with the exception
projects) were most helpful to the ager

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general categories appear to be appropriate. Distribution of the
sixteen projects in the five categories is as follows:

1. Project design flaws and student ability—4
2. Personal problems and lack of interest—4
3. Failure to complete the project—4
4. Intern left—3
5. Lack of agency guidance—1

The interview was structured to secure a description of the kind
of project and related activities that appeared to contain the best
possibilities for successful completion. Many qualifying remarks
cloud the area but generally it appears that successful projects reflect
several of the following characteristics:

1. The project was carried out by a student with a high
grade-point average.
2. The project was in the student's academic area of interest.
3. The student was mature.
4. The AR provided good supervision.
5. The project was meaningful.
6. The project did not require complex manipulation and
interpretation of data.
7. The project often consisted of obtaining and compiling
existing data in a different form.

There was considerable difference of opinion concerning field
interviewing and coordination of activities with other agencies.

The seventy-five projects included in the evaluation can be
classified according to ten kinds of projects: crime, economic
development, economic labor, governmental, housing, information,
land-use, recreation, and miscellaneous. Table 6 reveals how the
projects in the ten categories were rated by the respondents.

The seventy-five projects were rated by ninety-three respondents.
The average cumulative rating for all projects on a 4-point scale was
2.6. Thirty-eight ACs' ratings produced an average score of 2.6 and
fifty-six ARs' responses yielded an average score of 2.7.

According to the cumulative average, social, recreation, and
rime-related projects (with the exception of the three miscellaneous
projects) were most helpful to the agencies. Conversely, projects

Twenty-five ratings by respo
twenty-two projects. Of these, si>

TABLE 6

Rating by Nature of Intern Project

Kind of Project	Total Projects N	Cumulative Rating	Rating N	Rate Mean	AC Rating N	AC Rate Mean	AR Rating N	AR Rate Mean
Land-use, zoning, & landscape	7	29	10	2.9	4	3.0	6	2.8
Crime	3	9	3	3.0	2	3.0	1	3.0
Economic development	10	38	15	2.5	7	3.1	8	2.0
Employment, labor	5	8	6	1.3	4	1.5	2	1.0
Recreation	5	21	7	3.0	4	2.8	3	3.3
Governmental	22	64	25	2.6	6	2.3	19	2.6
Social	11	37	12	3.1	4	2.8	8	3.3
Housing	5	21	9	2.3	4	2.3	5	2.4
Information	4	12	5	2.6	2	1.5	3	3.0
Miscellaneous	3	8	2	4.0	1	4.0	1	4.0
Totals	75	247	94	2.6	38	2.6	56	2.7

TABLE

Mean Ratings by

	ACs	
	N	Mean
Female	5	1.6
Male	32	2.8
Undergraduate	19	2.6
Graduate	20	2.3

TABLE

Governmental Studies and I

	Projects N
Financial capability studies	12
Other projects	10
Females	2
Males	20
Undergraduates	14
Graduates	8

devoted to employment and labor and to housing were least helpful.

The ACs' rating differed from the composite. Projects concerned with crime remained high but recreation and social projects were replaced by land-use and economic development projects. The ARs' strong ratings for crime, recreation, and social projects appear to have influenced the composite rating sufficiently to overcome the lower score given by the ACs.

Table 7 provides an additional breakdown of ratings by sex and class standing. Projects conducted by males and undergraduates received higher composite scores than did the females or graduates. The ACs rated the projects by females at a low score of 1.6 compared with a 2.6 score for males. ARs ranked projects by male students highest, 3.5, while a score of 2.8 was given to each of the other three categories.

The governmental classification contains twenty-one projects. Because of the variation among projects in this category, and because of a perceived pattern, the governmental classification was further

received the maximum score of 4. 1
of 0 and three could not be recalled
project that appears to have a lo
financial capability study. Since ov
governmental classification are of t
to be important. Furthermore, five
in such projects.

TABLE 6

by Nature of Intern Project

Cumulative Rating	Rating N	Rate Mean	AC Rating N	AC Rate Mean	AR Rating N	AR Rate Mean
29	10	2.9	4	3.0	6	2.8
9	3	3.0	2	3.0	1	3.0
38	15	2.5	7	3.1	8	2.0
8	6	1.3	4	1.5	2	1.0
21	7	3.0	4	2.8	3	3.3
64	25	2.6	6	2.3	19	2.6
37	12	3.1	4	2.8	8	3.3
21	9	2.3	4	2.3	5	2.4
12	5	2.6	2	1.5	3	3.0
8	2	4.0	1	4.0	1	4.0
247	94	2.6	38	2.6	56	2.7

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the governmental classification was further

examined. Table 8 contains some of the data generated through the additional analysis.

Twenty-five ratings by respondents were provided for the twenty-two projects. Of these, six, or 25 percent of the projects,

TABLE 7

Mean Ratings by Classification

	ACs		ARs		Total	
	N	Mean	N	Mean	N	Mean
Female	5	1.6	9	2.8	14	2.5
Male	32	2.8	34	3.6	66	3.2
Undergraduate	19	2.6	26	2.8	45	2.7
Graduate	20	2.3	29	2.8	49	2.6

TABLE 8

Governmental Studies and Interns by Sex and Class

	Projects N	Cumulative Rating N	Rating N	Rating Mean
Financial capability studies	12	34	15	2.3
Other projects	10	30	10	3.0
Females	2	4	2	2.0
Males	20	60	23	2.6
Undergraduates	14	38	15	2.5
Graduates	8	26	10	2.6

received the maximum score of 4. Three received the minimum score of 0 and three could not be recalled by the respondents. The kind of project that appears to ha·e a low probability of success is the financial capability study. Since over one-half of the projects in the governmental classification are of this kind, such a probability seems to be important. Furthermore, five of the APDCs supervised interns in such projects.

There is a possibility that other variables influenced the relatively low performance on the financial topics. The four projects receiving the high scores were all in two APDC areas. The other eight were distributed among three other APDCs. Thus, it appears that if an intern in the Coosa, Lower Chattahoochee Valley, or Oconee APDC areas undertook a financial capability study, the odds against success were great.

The possibility of a project-agency interaction that may have affected the score or the accomplishment of an intern project appears to be worthy of examination. Tab[...] that is useful in such an examination.

Sixteen classifications of agencies appea[...] Three agencies appear to have served as th[...] that received conspicuously high ratings [...] APDC, the Atlanta Model Cities, and th[...] Unfortunately, data from each of these [...] reliable because the Chattahoochee-Flint [...] project and the North Georgia score concer[...] Atlanta Model Cities score is based on th[...] more acceptable than the other two. The [...] have greater possibilities for reliability. is [...] APDC.

Low mean scores were given to projects [...] Department of Labor (Georgia State Empl[...] Athens and Atlanta), and the Lower Chattal[...]

Data is not sufficient to conclude [...] interaction existed, but neither is data s[...] possibility. The fact that two of the agenc[...] scores were also two agencies that hous[...] financial capability studies is sufficient evi[...] care in project definition within the two age[...]

There appear to be three major areas re[...] or contribution of intern projects. These [...] characteristics, (2) supervisory characteristi[...] acteristics. Profiles of the identifie[...] desirab[...] of the above three areas based on intervie[...] below.

Twenty-one intern characteristics wer[...] spondent to select from. Each respondent v[...] as he believed to be of importance.

Six of the characteristics appear to have [...] significantly more important than the oth[...] order (with the percent of selections) they a[...]

1. The intern should be able to express [...] word—91 percent.
2. The intern should be able to ex[...] percent.
3. The intern should be able to wor[...]

TABLE 9

Ratings of Intern Projects by Agencies

Kind of Agency	Total Projects N	Projects Rated N	AC Average	AR Average	Combined Rating
Central Savannah River APDC	4	3	2.0	4.0	3.0
Chattahoochee-Flint APDC	6	1	4.0	none	4.0
Coosa Valley APDC	11	7	2.7	2.6	2.6
Georgia Mountains Planning & Development Commission	8	6	3.6	3.6	3.6
Lower Chattahoochee Valley APDC	5	5	2.7	2.0	2.3
Middle Georgia Area Planning Commission	7	3	2.5	none	2.5
Northeast Georgia APDC	17	17	2.3	1.6	2.0
North Georgia APDC	2	2	3.0	4.0	3.7
Oconee APDC	6	5	2.7	1.4	1.9
Atlanta Model Cities	3	3	2.0	3.0	2.8
Atlanta Region Metropolitan Planning Commission	7	5	none	3.0	3.0
Augusta College	3	3	none	4.0	4.0
Coastal Plains Regional Commission	2	2	none	2.5	2.5
Department of Labor	3	3	2.0	2.0	2.0
OEO agencies	9	5	.5	3.7	2.4
Miscellaneous	8	5	3.5	4.0	3.6
Totals	101	75	2.6	2.7	2.6

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.ancial topics. The four projects receiving
two APDC areas. The other eight were
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8	6	3.6	3.6	3.6
5	5	2.7	2.0	2.3
7	3	2.5	none	2.5
17	17	2.3	1.6	2.0
2	2	3.0	4.0	3.7
6	5	2.7	1.4	1.9
3	3	2.0	3.0	2.8
7	5	none	3.0	3.0
3	3	none	4.0	4.0
2	2	none	2.5	2.5
3	3	2.0	2.0	2.0
9	5	.5	3.7	2.4
8	5	3.5	4.0	3.6
01	75	2.6	2.7	2.6

appears to be worthy of examination. Table 9 provides information that is useful in such an examination.

Sixteen classifications of agencies appear appropriate for analysis. Three agencies appear to have served as the home of intern projects that received conspicuously high ratings—the Chattahoochee-Flint APDC, the Atlanta Model Cities, and the North Georgia APDC. Unfortunately. data from each of these agencies may not be as reliable because the Chattahoochee-Flint score concerns only one project and the North Georgia score concerns only two projects. The Atlanta Model Cities score is based on three projects and may be more acceptable than the other two. The next agency, which does have greater possibilities for reliability, is the Georgia Mountains APDC.

Low mean scores were given to projects in the Oconee APDC, the Department of Labor (Georgia State Employment Service Office in Athens and Atlanta), and the Lower Chattahoochee Valley APDC.

Data is not sufficient to conclude that an agency-project interaction existed, but neither is data sufficient to disprove the possibility. The fact that two of the agencies reporting low success scores were also two agencies that housed students working on financial capability studies is sufficient evidence to suggest greater care in project definition within the two agencies.

There appear to be three major areas related to the achievement or contribution of intern projects. These three areas are (1) intern characteristics, (2) supervisory characteristics, and (3) activity characteristics. Profiles of the identified desirable characteristics in each of the above three areas based on interview responses are provided below.

Twenty-one intern characteristics were provided for the respondent to select from. Each respondent was free to select as many as h2 believed to be of importance.

Six of the characteristics appear to have been perceived as being significantly more important than the others to the AC. Listed in order (with the percent of selections) they are:

1. The intern should be able to express himself with the written word—91 percent.
2. The intern should be able to express himself orally—77 percent.
3. The intern should be able to work well on independent

projects—77 percent.
4. The intern should be self-directed—73 percent.
5. The intern should be able to meet people with confidence—73 percent.

ARs selected similar characteristics:

1. The intern should be able to express himself with the written word—81 percent.
2. The intern should be self-directed—81 percent.
3. The intern should be able to express himself orally—78 percent.
4. The intern should be able to meet people with confidence—78 percent.

One of the possible supervisory characteristics was selected by the AC as being of greater importance. The AC believes that it is best to provide the intern with a broad framework within which to work with periodic evaluation and direction based on project development.

The AR selected three supervisory characteristics as being of great importance. They are:

1. Involve the intern in staff activities sufficiently to make him appear to be a regular staff member—78 percent.
2. Select the intern project prior to the intern's arrival—78 percent.
3. Provide the intern with a broad framework within which to work, periodic evaluation, and direction based on project development—74 percent.

Eleven activity characteristics provide a selection base from which the respondents selected the most important activity characteristics. However, the selection distribution among both groups of respondents was such that no one characteristic appeared significantly more important than the others. In contrast, it appears that the ACs believed that the activity should not be limited to the agency mission or files, whereas the ARs and ACs believed that the activity should not be theoretical or abstract. Many respondents made qualifying remarks when selecting from each of the profile areas.

General Observati

In addition to the structured qu
respondents, an opportunity was provid
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Observations are reported unchanged; n
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General Observations

In addition to the structured questions discussed by the respondents, an opportunity was provided for general observation that the respondents might wish to make. Observations that appear to be pertinent to the evaluation are reported in the following pages. Observations are reported unchanged; no attempt is made in the report to justify, explain, or moderate the statements. The value of the statements appears to reside in the fact that the observations reflect the impression of the respondents. Furthermore, several of the respondents offered opinions that were exactly opposite from opinions held by their colleagues.

The role of the AC in the program appeared to be the major area of concern of ACs; 18 of 75 recorded statements were in some way related to this topic. Observations varied from recommending greater project control to specific suggestions of AC tasks. Generally, it appears that many of the ACs were uncomfortable in their roles. The uneasiness appears to come from several sources: (1) value conflicts between ACs and the ARs; (2) lack of communication; (3) lack of information; (4) involvement in projects in which the AC had little or no interest; and (5) involvement at the last minute.

The next area of concern to the AC was the procedure for selecting students for the internship. It was observed that "SREB seems to be selling cheap labor instead of an educational program." Seven observations related to this concern. In addition, four other observations suggested that the AC and AR should engage in more joint project pre-planning. Such pre-planning, it was suggested, would better define projects, activities, and roles and facilitate intern recruitment.

The third area of concentrated concern was the role of SREB. These comments varied from criticism of SREB administrative procedures to lack of clarity about SREB's role. Related comments were directed toward the report. There was criticism of the report requirement as being too rigid. Another individual said "the report is properly the concern of the student and the counselor—not the agency."

Other observations are summarized below:

1. The agency expects too much from the student.

2. Educational value of the internship should be emphasized.
3. The field experience is good for the student.
4. Benefits depend upon the appropriate use of student-collected data by the agency.
5. The program should be expanded and focused on both human and physical resource development.
6. College credit should be given.
7. Giving credit would destroy the program.
8. Intern success and grade-point average are related.
9. The agency using an intern should not have t᷉ pay.
10. There should be a sliding scale (financial su,port) according to the value of intern projects.
11. Supervision is the key to success.
12. Agencies lack manpower to provide adequate intern supervision.
13. Perhaps students should be placed in participant-observer roles rather than internships.
14. There has been difficulty in securing basic resource data from agencies.
15. Increase intern salaries.
16. Agency provided inadequate supervision.
17. SREB should have field contact with interns.
18. SREB should not intervene after the project is initiated.
19. Interns should have a pre-job training period at university.
20. Projects are unrealistic—too detailed.
21. The project should be completed by the end of summer.
22. ACs should receive pay for work on projects.

ARs were not as loquacious as the ACs. Forty-five observations were recorded based on comments by the ARs. Some of these are similar to observations made by the ACs but some conflict with the observations reported earlier.

Most of the ARs' comments fall under the general heading of supervision. The area receiving the most discussion concerned the impact of projects on local communities. Three of the observations suggested that the impact of a project upon the community is due to the nature of the project. Some projects are designed for direct impact and others are designed to provide information, according to the AR comments recorded.

The second area of concern produced ᴄ comments. Two of the recorded observatior that supervision at the agency level is the key Other observations differ; one AR believes th on the student than on the activity. Along s said success is related to the intern project' career field. Another saw success as being re level and maturity of the intern; he believes restricted to graduate students. Another AR and educational level but he did indicate tl student is an important variable.

Observations concerning the intern projec

1. The project should be meaningful.
2. The project should be achievable wil have a clear terminal point. (Four ol internships are too short.)
3. The educational value of the activity s
4. The project should be a time-consum sary task.
5. The performance should be of professi
6. The student should not be expected competence.
7. Basic research projects are better thaᴜ interns' limited experience and knowledgᴜ
8. Interns were less than satisfactory in cᴀ research. They required more supervisiᴄ necessary.

A fourth area of concern to the ARs wᴀ Six ARs addressed their comments to the setting project goals, and getting the right kiɴ ARs believe that the employing agency shᴄ interview and selection procedures.

Like the ACs, the ARs are confused a SREB, and the agencies all fit together. SRᴇ the criticism. One AR said, "The role of SR said that SREB should tell the student hᴇ situation and that SREB should discipline

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The second area of concern produced comments similar to AC comments. Two of the recorded observations reveal the perception that supervision at the agency level is the key to a successful project. Other observations differ; one AR believes that success depends more on the student than on the activity. Along similar lines, another AR said success is related to the intern project's being in the student's career field. Another saw success as being related to the educational level and maturity of the intern; he believes the internship should be restricted to graduate students. Another AR did not equate maturity and educational level but he did indicate that the maturity of the student is an important variable.

Observations concerning the intern project were as follows:

1. The project should be meaningful.
2. The project should be achievable within the time limit and have a clear terminal point. (Four other ARs said that the internships are too short.)
3. The educational value of the activity should be stressed more.
4. The project should be a time-consuming, simple, but necessary task.
5. The performance should be of professional quality.
6. The student should not be expected to possess professional competence.
7. Basic research projects are better than field work because of interns' limited experience and knowledge of agency.
8. Interns were less than satisfactory in carrying out independent research. They required more supervision than believed to be necessary.

A fourth area of concern to the ARs was the recruitment area. Six ARs addressed their comments to the area of project design, setting project goals, and getting the right kind of intern. Two of the ARs believe that the employing agency should be involved in the interview and selection procedures.

Like the ACs, the ARs are confused about how the colleges, SREB, and the agencies all fit together. SREB received the brunt of the criticism. One AR said, "The role of SREB is unclear." Another said that SREB should tell the student he is in an employment situation and that SREB should discipline interns for undesirable

behavior. A third said that SREB's involvement increased the cost (by requiring students to travel for orientation sessions and other activities) beyond the break-even point. As a result he rated the program at a net cost to his agency. A fourth said SREB should spend more time with the agencies developing the program.

Two of the ARs believe that the report requirement is too rigid and should be relaxed.

One AR said that his project, financed by a federal grant, had extremely rigid guidelines that caused numerous difficulties for all concerned. He said, "Send us the intern with fewer strings attached—we'll see that an appropriate and good job is done."

Conclusions and Recommendations

Based on the data collected in interviews with 23 ACs and 28 ARs, the following conclusions are offered concerning the intern projects covered in this evaluation:

1. ARs believed the internship projects contributed to their agency mission.
2. ACs believed the internship projects may have contributed a little to the agency mission while being helpful in other ways.
3. A majority of the intern projects achieved the planned objectives.
4. There are perceptions and evidence that the intern projects made direct tangible contributions to agencies and local government.
5. ACs and ARs believed the internship program to be valuable to the agencies and to the students.
6. The internship program was perceived as being of net positive value to the agencies employing interns.
7. Many different factors possibly contributed to unsuccessful projects. Major factors appear to be supervisory, project design, and intern related factors.
8. There is no clear relationship between successful project accomplishment and kind of activity.
9. Certain intern and supervisory characteristics were considered desirable. The intern characteristics are the ability to communicate, be self-directed, and meet people with confidence.

Desirable supervisory characteristics a
provided with a broad framework w
periodic evaluation and direction bas
(2) the intern project should be sel
arrival, and (3) the intern should be in

The following recommendations are of
of the SREB internship program:

1. The development of a document
the SREB internship program. This
itself to (1) program objectives. (2) p
tionale, and (4) definition of roles of
SREB. Such a document would enab
to examine the program structure suf
responsibilities of each participant. Su
provide an opportunity to question a
ities within a philosophical information
2. Placement activities should begin a
than at the present. Agencies desirin
the project by November of each ye
submitted for approval (to be grante
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3. Machinery should be instituted t
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4. Costs to sponsoring agencies should
5. ACs should be remunerated for thei
6. No ACs should have more than thre
7. Supervisory capability of agency sh

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Desirable supervisory characteristics are: (1) the intern should be
provided with a broad framework within which to work with
periodic evaluation and direction based on project development,
(2) the intern project should be selected prior to the intern's
arrival, and (3) the intern should be involved in staff activities.

The following recommendations are offered for the strengthening
of the SREB internship program:

1. The development of a document that outlines and describes
the SREB internship program. This document should address
itself to (1) program objectives, (2) program philosophy, (3) ra-
tionale, and (4) definition of roles of intern, agency, college, and
SREB. Such a document would enable each participating party
to examine the program structure sufficiently to understand the
responsibilities of each participant. Such a document would also
provide an opportunity to question and modify program activ-
ities within a philosophical informational framework.
2. Placement activities should begin at least nine months earlier
than at the present. Agencies desiring an intern should develop
the project by November of each year. Projects could then be
submitted for approval (to be granted or rejected no later than
January 15 of each year). Recruiting of interns could begin in
November with a preliminary screening by February 15. Poten-
tial interns and projects would be paired. Recruitment of ACs
would also begin in November with a pairing of ACs and projects
possibly by February 1. Potential interns, ACs, and ARs would
be able to meet between February 1 and March 30. Final
selection of interns would take place on April 15. A pre-employ-
ment work session including intern, AC, and AR would be
possible between April 15 and May 30. Such a program may
require the employment of a full-time SREB coordinator at large
institutions such as the University of Georgia.
3. Machinery should be instituted to improve follow-up com-
munications at least within a year of the completed program.
4. Costs to sponsoring agencies should be reduced.
5. ACs should be remunerated for their efforts.
6. No ACs should have more than three interns at one time.
7. Supervisory capability of agency should be evaluated.

8. Variation of the length of the internship should be experimented with.

9. SREB should consider removing itself from the operational procedures after the intern has been selected and placed. Funds for salaries and other expenses should be turned over to the cooperating college.

10. The program should be expanded.

11. The purpose and value of the report requirement should be examined.

12. A more flexible experimental stance should be adopted.

If the above recommendations are followed, it is believed that the SREB internship program will be able to cite even greater benefits to students, agencies, and communities in the future.

Service-Learning Takes a Look at Itself

David Kiel

Introduction and Note on Method

This study is based on questionnaires administered in the summer of 1970 to a sample of participants in internship programs throughout North Carolina. Most of these programs were conducted by a number of colleges and universities in cooperation with public agencies of various kinds throughout the state. Most of the programs are based on the concepts of service-learning originated by the Southern Regional Education Board (SREB), which is the guiding philosophy of the educational efforts of the North Carolina Internship Office (NCIO) for whom this study was undertaken.

Service-learning, as descriptive of a set of educational practices, consists of programs in which students learn by working on a real community problem in an atmosphere of support and autonomy. At eleven colleges and universities throughout North Carolina, summer internship programs were operated in 1970 on a service-learning basis. All programs followed a basic internship format which included the following items:

1. The student intern received an educational stipend to perform a specific service or project for a public agency.
2. A faculty counselor was provided by the students' educational institution as an advisor to the student.
3. There was a designated agency supervisor for the student's project.
4. In many cases there were seminars and conferences for the student interns which dealt with a variety of issues relevant to the students' work.

In addition, a number of other student programs that were similar in many ways above, excep* that they were opera universities but by state agencies. These ment Internship Program of the Institut Department of Corrections Fiogram, th Internships, and a small pro ortion of Education (PACE) program articipan involved about four hundred college an this summer.

This study is an attempt to explore that these programs generate and to disco to the participants involved, with a information that will be useful in ass effectiveness of these programs.

This study might be labeled "pre-e pre-evaluative in the sense that we are gat to be able ultimately to ask the appropri hypotheses that we will subsequently test report the reader will not find extensive u control groups, pre-tests, and post-tests. are employed, they are used as tools f purpose of framing likely hypotheses, not

This study is our second research programs and is preparatory to a third. I follow-up study of student interns v service-learning programs. In that study what seemed to be the crucial phen experience. In this study we have in many the relative frequency of these phenome

*See Elizabeth Herzog, "Some Guidelines for Evalua HEW, 1959, p. 79.

Service-Learning Takes a Look at Itself

David Kiel

duction and Note on Method

questionnaires administered in the summer of
articipants in internship programs throughout
of these programs were conducted by a number
rsities in cooperation with public agencies of
out the state. Most of the programs are based
service-learning originated by the Southern
ard (SREB), which is the guiding philosophy
orts of the North Carolina Internship Office
study was undertaken.

descriptive of a set of educational practices,
n which students learn by working on a real
an atmosphere of support and autonomy. At
iversities throughout North Carolina, summer
vere operated in 1970 on a service-learning
followed a basic internship format which
items:

rn received an educational stipend to perform
project for a public agency.
elor was provided by the students' educational
visor to the student.
signated agency supervisor for the student's

there were seminars and conferences for the
ich dealt with a variety of issues relevant to

In addition, a number of other students participated in internship
programs that were similar in many ways to the internship described
above, except that they were operated not by colleges and
universities but by state agencies. These include the State Govern-
ment Internship Program of the Institute of Government, the State
Department of Corrections Program, the Law and Order Division
Internships, and a small proportion of the Plan Assuring College
Education (PACE) program participants. In all, these programs
involved about four hundred college and university student interns
this summer.

This study is an attempt to explore the conditions for learning
that these programs generate and to discover what actually happened
to the participants involved, with a view toward uncovering
information that will be useful in assessing and improving the
effectiveness of these programs.

This study might be labeled "pre-evaluative research."* It is
pre-evaluative in the sense that we are gathering information in order
to be able ultimately to ask the appropriate questions and to frame
hypotheses that we will subsequently test scientifically. Hence in this
report the reader will not find extensive use of statistical procedures,
control groups, pre-tests, and post-tests. Where statistical methods
are employed, they are used as tools for managing data for the
purpose of framing likely hypotheses, not testing them.

This study is our second research effort on service-learning
programs and is preparatory to a third. In the fall of 1970 we did a
follow-up study of student interns who participated in 1969
service-learning programs. In that study we were able to identify
what seemed to be the crucial phenomena of the internship
experience. In this study we have in many cases been able to measure
the relative frequency of these phenomena. These data also contain

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*See Elizabeth Herzog, "Some Guidelines for Evaluative Research," Children's Bureau,
HEW, 1959, p. 79.

our first extensive look at roles of the faculty and agency participants in the service-learning program.

Another goal of this study was to attempt to see in what ways the internship could be viewed as a developmental process. In order to do this, questionnaires were administered at the start, middle, and at the end of the programs to each of the three types of participants: intern, counselor, and supervisor. Thus, nine,different questionnaires were used in the study.

Finally, this study was for the purpose of discovering which aspects of the internship program were most important to the learning opportunities we were trying to provide. So in this report we have some analysis of how student learning varies with differing program aspects such as task, content, supervisory support, intern motivation, and the like.

The major limitation of this study in achieving all of these goals stems from a declining rate of return* from the first to the third questionnaire in all role categories, as is shown in the table below.

	1st Questionnaire	2nd Questionnaire	3rd Questionnaire
Faculty	14	12	8
Agency	30	30	17
Student	67	42	17

The numbers are the count of the questionnaires returned for each administration. The questionnaires were administered by the co-ordinators of the programs with instructions to distribute them randomly. At a meeting in Charlotte in the early fall, the coordinators explained the decline in the rate of return. Generally, their response was that the questionnaires were too long and too many and that a number of projects were completed by the time they got the final questionnaires. This information as to the questionnaire tolerance of our respondents should be useful in planning our future research efforts.

This decline in actual number of questionnaires is complicated by the fact that in many cases, particularly among the faculty and agency respondents, different individuals returned questionnaires

*Originally we had sent questionnaires to 100 students, 35 faculty counselors, and 35 agency supervisors.

each successive admiriistration. Thus w
a continuous set of perspectives on
been due to the fact that progr
complaints about excessive questioni
around." This is again instructive in t
that researchers can cause for th
Nevertheless, the sample seems to ha
distribution. We have tried to note poi
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question some of the possible conclusi
the text I have generally indicated th
which tentative conclusions and, in
based to guide the reader as to the we
findings presented.

Despite these drawbacks, I feel th
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of the various roles in the service-le
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framework relating internship event
learning outcome. With the reader
judgment. But I feel in moving this I
more carefully controlled follow-up ev

The Varieties of Inter

Following the classification sche
report, we were able to count the
provided largely or exclusively research
significant component of setting up
bringing about some change, or tha
tunities for direct service to individual
responses to our first intern questionna
the intern projects consisted of rese
number, 27, contained a major compo
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each successive administration. Thus we have a composite rather than a continuous set of perspectives on the internship. This may have been due to the fact that program coordinators, faced with complaints about excessive questioning, tried to "spread the load around." This is again instructive in terms of the kinds of problems that researchers can cause for themselves and administrators. Nevertheless, the sample seems to have at least a good geographic distribution. We have tried to note points in the text where problems with the representativeness of the sample seem to call into serious question some of the possible conclusions from the data. Throughout the text I have generally indicated the number of questionnaires on which tentative conclusions and, in some cases, speculations are based to guide the reader as to the weight that he might give to the findings presented.

Despite these drawbacks, I feel that significant progress has been made toward clarifying the tensions, difficulties, and opportunities of the various roles in the service-learning format, in quantifying some internship phenomena, and in moving toward a theoretical framework relating internship events and processes to student learning outcome. With the reader, of course, rests the final judgment. But I feel in moving this far we have set the stage for a more carefully controlled follow-up evaluation, now underway.

The Varieties of Internship Activity

Following the classificatic schema developed in the 1969 repor', we were able to count the number of internships that provided largely or exclusively research opportunities, or contained a significant component of setting up or organizing a program or bringing about some change, or that included significant opportunities for direct service to individuals. We found that of 62 usable responses to our first intern questionnaire, 26 or about 43 percent of the intern projects consisted of research activity, a nearly equal number, 27, contained a major component of organizing, and only 9 internships, about one-seventh of the sample, provided major opportunities for rendering direct and personal services to individuals. One response was unclassifiable. In addition, we found that about two-fifths of the internships provided major opportunities for cross-cultural contact. This meant generally, a middle-class college student providing direct services to or surveying the poor, or a black

student working in a predominantly or exclusively white community agency.

Unfortunately, the poor return rate of the final questionnaire prevents us from drawing any inferences about the relationship between the above categories and the ultimate learning that takes place. Thus, the evaluation of this particular mix of learning opportunities provided by the NCIO and other programs will have to wait until we can establish these linkages between learning outcomes and internship activity and type.

The Orientation of the Participants to the Service-Learning Framework

A. Students

The returns from 67 interns reveal a strong confirmation of the conclusions drawn from our 1969 explorations. Given a chance to rank order their motivations for accepting an internship position in the summer of 1970 from among five factors identified in our previous study and also provided with the opportunity to write in additional factors, 52 of the 67 cited either "a chance to help others" or "a chance to work in a field that particularly interests me" as their chief motivation. A total of 29 students indicated that one of these statements was ranked first and the other ranked second in terms of their own hierarchy of motivations. Thus, it seems safe to say that the population sampled seemed strongly predisposed to service-learning values. The emphasis seems to be on action. The students seem to be seeking an opportunity to use skills, to try out knowledge gained in school, or to explore interests in a way that provides a significant service to others.

B. Faculty

In our 1969 report we identified "interest in social change, educational change, interest in a specific student, and academic interests" as the chief interests that lead faculty members to assume counseling roles to service-learners. In our 1970 study we tried to assess the relative strengths of these motivations.

The faculty, as a group, report that opportunities to follow academic interests and to participate in social and educational change

programs are about of equal impo important than the opportunity t are personally interested.

Nevertheless, in responding describe the initial stages of thei faculty members reveal that in already knew the student interns f them in the jobs themselves. In member worked with a group reported knowing well six out o and seven out of eight of the stu fact that faculty rate prior intere motivation, prior relationships di situations sampled.

We asked the counselors to li learning needs of the student int them to think about the various place in an internship situation an to support learning. We also were possible learning outcomes by bu

The responses to the question needs to learn as a person growin into three broad categories: int and self-discipline, and problem-s together accounted for 19 of 2 question. These responses are liste

Under autonomy and self-dis

1. independent action;
2. future orientation;
3. to become self-motivated;
4. self-discipline;
5. to work independently;
6. how to handle immense res

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program· are about of equal importance to them but relatively more
important than the opportunity to work with students in whom they
are personally interested.

Nevertheless, in responding to a question which asks them to
describe the initial stages of their relationship with the interns, the
faculty members reveal that in the majority of cases that they
already knew the student interns from previous courses or had placed
them in the jobs themselves. In two cases where a single faculty
member worked with a group of students, the faculty members
reported knowing well six out of seven of the students in one case
and seven out of eight of the students in another. Thus, despite the
fact that faculty rate prior interest in the student as a relatively low
motivation, prior relationships did exist in a majority of the intern
situations sampled.

We asked the counselors to list their perceptions of the specific
learning needs of the student interns. Our intent was to encourage
them to think about the various kinds of learning that could take
place in an internship situation and thus aid their ability to intervene
to support learning. We also were interested in expanding our list of
possible learning outcomes by building on their conceptualizations.

The responses to the question "what do you think he (the intern)
needs to learn as a person growing toward maturity?" tended to fall
into three broad categories: interpersonal competence, autonomy
and self-discipline, and problem-solving skills. These categories taken
together accounted for 19 of 22 items given in response to this
question. These responses are listed below:

Under autonomy and self-discipline, the student needs to learn:

1. independent action;
2. future orientation;
3. to become self-motivated;
4. self-discipline;
5. to work independently;
6. how to handle immense responsibilities.

Under the category interpersonal competence, the student needs
to learn:

1. to confront a situation and resolve it as benefits the person;
2. to sensitize himself to people involved;

3. to work with adults;
4. interpersonal competence;
5. how to learn to work with others without an overbearing attitude of superiority.

In the area of problem-solving skills, the student needs to learn:

1. to think;
2. to identify a problem;
3. to bring resources together to work toward a solution;
4. to screen information;
5. to know practical and pragmatic aspects of the real world;
6. to see complexity of bureaucracy;
7. more precise knowledge in his field:
8. to understand the joining of the philosophical and the practical.

Other "personal learnings" included: "respect for cultural differences," self-knowledge, and "more experience and exposure."

When we asked for the students' learning needs as community problem-solvers, we got two kinds of responses. Mostly, the faculty spoke about general aspects of problem-solving, but in a few cases they identified issues that were important to mastering specific internships. It is probably reflective of the fact that these questionnaires were filled out during the initial period of the internship that a great many of the perceived learning needs have to do with the processes of problem-definition. I would place the following responses in this category:

1. Distinguish between tasks that should be performed by the expert, the indigenous worker, and the student intern.
2. Discover that problem definitions are imprecise.
3. Show persistence and patience in information-gathering.
4. Learn the capacities of the problem-solver versus the dimensions of the problem.
5. Balance between cynicism and idealism and optimism and pessimism.
6. Size up a situation and place it in a workable context.
7. Conceptual tools to generalize community problems quickly.

8. Know the community and culture.
9. Establish relationships with people.
10. Come to see the dynamics of the situ involved.

Learning needs mentioned that were not s initial stages of problem-solving included:

1. Need to find out about themselves.
2. Ability to analyze, speculate.
3. To be open to new information.
4. To learn to draw conclusions on the bas
5. To listen.

Learning needs mentioned that were very s

1. Know more about folk music in the regi
2. Learn interview technique.
3. Black students develop a sense of worth.
4. Sense for service delivery problems.
5. Understand interagency cooperation.

Finally, we asked the faculty, "what do learn as a student trying to gain understanding or subject area?" In answering this the primarily in two ways: they talked about t knowing or sources of data that a student cou the skills he needs to learn in a community setti

The sources of data that the counse (1) theory and research, written knowledge; (2 tion: knowledge that comes from contac (3) knowledge that comes from actual invol mitment to action in a community setting. which these sources were mentioned are as people-experience—4; involvement—2.

The skills that the faculty cited as bei students to learn may be summarized as problem definition—3; making connections practice—2; information-gathering competence

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8. Know the community and culture.
9. Establish relationships with people.
10. Come to see the dynamics of the situation in which you are involved.

Learning needs mentioned that were not so clearly related to the initial stages of problem-solving included:

1. Need to find out about themselves.
2. Ability to analyze, speculate.
3. To be open to new information.
4. To learn to draw conclusions on the basis of adequate data.
5. To listen.

Learning needs mentioned that were very specific included:

1. Know more about folk music in the region.
2. Learn interview technique.
3. Black students develop a sense of worth.
4. Sense for service delivery problems.
5. Understand interagency cooperation.

Finally, we asked the faculty, "what does the intern need to learn as a student trying to gain understanding of a particular project or subject area?" In answering this the counselors responded primarily in two ways: they talked about the different ways of knowing or sources of data that a student could use and also about the skills he needs to learn in a community setting.

The sources of data that the counselors identified were (1) theory and research, written knowledge; (2) experience, observation: knowledge that comes from contact with people; and (3) knowledge that comes from actual involvement in and commitment to action in a community setting. The frequency with which these sources were mentioned are as follows: Reading—7; people-experience—4; involvement—2.

The skills that the faculty cited as being necessary for the students to learn may be summarized as follows: Analysis—2; problem definition—3; making connections between theory and practice—2; information-gathering competence—4; and interpersonal

skills—3. (The numbers represent the frequencies with which the items were cited.)

After getting the faculty to indicate their perceptions of student learning in the areas of personal growth, community problem-solving, and understanding a subject-area of project, we asked, "In which of these areas could they help the student?" Eleven indicated that they could help the student in "understanding a particular project or subject area," seven replied that they could help him in his "learning needs as a community problem solver," and three indicated that they thought they could be of assistance in helping the student "learn as a person growing toward maturity."

The faculty were asked to specify the things that "would make your relationship with the student intern a satisfying one." Most frequently mentioned sources of satisfaction were: being able to help the intern complete his task successfully—6; being associated with interns who exhibited enthusiasm, sincerity, and capability—7; helping the interns grow in some of the following directions—confidence as a problem-solver, concern about social problems, self-awareness, and decision-making ability—6. Faculty counselors also reported that being accepted and respected by their counselees would be satisfying—1.

Last, we asked the faculty what they wanted to learn from the experience of being intern counselor. Eight emphasized that they wanted to develop their competence as a teacher in an experiential learning situation. Another major learning goal was in the theory and practice of service-learning itself: understanding a specific community problem—2; facilitating the use of students as manpower to meet community needs—2; gaining a better understanding of the local community—4.

The faculty are themselves people who are interested in change, but their role is one of counselor. Thus, they are at least one step removed from the locus of change. In that role they see the student as having more needs than they can fulfill. (You recall that only about one-third felt they could meet personal growth needs of students, only about one-half felt they could meet their needs as problem-solvers, but almost all felt competent to meet their needs as traditional learners.) In talking about what would be satisfying for them, they talked chiefly about meeting the student's personal growth needs and intern needs as problem-solver, as well as the benefits derived from contact with enthusiastic, involved young

people. Finally, when asked respond typically that they counselor in this situation.

Thus it seems that by pla following things: we recruit and who are interested in chan which they can only meet the adequately supporting studen do, thus generating a need to learning situation. We will co this challenge as we explore la students.

C. The A

The agency supervisors we for participating in the interns them. These reasons were:

1. Perform needed servic without intern help.
2. Recruit college student
3. To get new ideas and p
4. Expose students to w government.

The results of this inquiry

Reason	1	2	
1	17	5	
2	3	7	
3	4	10	1
4	4	7	
5	2	1	

N=30

*calculated by adding 0 as 6.

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people. Fina.ly, when asked what *they* want to learn most, they respond typically that they want to learn how to be a better counselor in this situation.

Thus it seems that by placing faculty in this situation we do the following things: we recruit people who are interested in students and who are interested in change, but who are placed in a situation in which they can only meet their need to help bring about change by adequately supporting students—a task they do not feel equipped to do, thus generating a need to learn how to counsel in the experiential learning situation. We will continue to look at how the faculty met this challenge as we explore later in the report their interactions with students.

C. The Agency Supervisors

The agency supervisors were asked to rank four suggested reasons for participating in the internship program in order of importance for them. These reasons were:

1. Perform needed services which the agency could not afford without intern help.
2. Recruit college students for future positions in the agency.
3. To get new ideas and perspectives from students.
4. Expose students to work in social-service agencies and state government.

The results of this inquiry are summarized in the following table:

Reason	Rank						
	1	2	3	4	5	0	mean rank*
1	17	5	2	4	0	2	1.7
2	3	7	6	7	0	7	2.8
3	4	10	10	2	0	4	2.9
4	4	7	6	8	2	3	2.7
5	2	1	1				

N=30

*calculated by adding 0 as 6.

It appears, then, that the chief reason for agency participation is to gain extra hands to perform important services. Other reasons exist but they are generally of secondary importance.

This result is confirmed by the data gathered from the agency supervisors about their hopes and expectations for the interns. We asked them in the initial questionnaire what "a successful experience" would mean for them in terms of the performance of the student interns. We asked them to name as many items as they could think of as being a part of a successful experience. The responses were coded into six categories:

1. Concern about task completion.
2. Learning from the intern—desiring his ideas and perspectives.
3. Teaching the intern—exposing him to agency operations, recruiting him for future service.
4. Service-learning growth—wanting the intern to learn about community problem-solving methods, develop insight and concern about the specific community problem.
5. Personal growth—wanting the intern to develop ability to schedule and carry out his own work, the ability to work with others, to have a successful and meaningful experience.
6. Make agency-university liaison.

For example, the following response was coded 1 and 3: "A successful experience with student interns would necessarily mean the successful completion of the project or projects to which the intern has been assigned. It would also involve an interplay of ideas between the agency and the intern. The intern program is viewed by this office not merely in the light of the contribution the intern makes to the work of the office, but additionally in terms of the contributions the agency makes to the intern's store of knowledge of experiences. The intern should be involved in many various operations of the agency in order to obtain a broad view of the work of the agency. In this particular agency we deal with legal problems and procedures and feel that a large part of the term 'successful experience' is satisfied as the intern receives substantial exposure to the varied operations of the agency."

The results of the coding are summarized in the following table:

	Coding Ca	
	1	2
Frequency of response	21	14

Total N=30.

So successful task completion
supervisor's positive expectations,
learn from the intern, and to hav
awareness of, concern for, and co
community problems seemed als
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D. The Starting Places:
Orientations of th

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	Coding Categories					
	1	2	3	4	5	6
Frequency of response	21	14	14	15	5	1

Total N=30.

So successful task completion figured chiefly in the agency
supervisor's positive expectations, but desire to teach the intern, to
learn from the intern, and to have the intern develop a sense of
awareness of, concern for, and competence in dealing with specific
community problems seemed also to figure prominantly in the
agency supervisor's definition of a successful internship experience.
Concern about the student's individual growth was less frequently
expressed and the desire to develop university-agency liaison was
expressed in only one case.

In twenty-one cases the supervisors cited either giving ideas to
the intern or gaining ideas from the intern (coding categories 2 and 3
above). In six cases the supervisors expressed concern about giving
ideas only, in eight cases gaining ideas only, in seven cases taking
ideas and giving ideas, and in the remaining nine cases no mention
was made of teaching or learning as a positive expectation by the
supervisor. I mention this because I intuit that these perceptions or
expectations might turn out to be important aspects of the
internship process. Of course, further investigation is needed to
verify this hypothesis.

D. The Starting Places: A Comparison of the Orientations of the Participants

Agency supervisors differ in their initial orientation from faculty
counselors in at least one important respect. Faculty members
express an interest in learning from the experience of being a faculty
counselor: agency supervisors express an interest in over half of the
cases in learning from the interns themselves—valuing their ideas.

The faculty express little confidence about being able to help the
students grow personally during the internship experience but

express some sentiment that this would be a positive occurrence that would make their experience satisfying. The agency supervisor mentions personal growth as we have defined it relatively infrequently in his description of events involved in a successful experience. Nevertheless, the agency supervisors do report a considerable interest in other learning goals: motivating students toward public service and helping them learn about problem-solving methods and the nature of community problems.

Thus, while the chief expressed concern of agency supervisor is in successful task completion and benefiting his agency, he also has a fairly extensive education agenda. We also conclude that the faculty counselor and agency supervisor give little emphasis to the personal growth of the intern in their expressed goals and expectations about internship learning.

Finally, it must be said that neither the agency supervisors nor faculty counselors volunteer any interest in the goal of establishing links between public agencies and the university—an important goal of the service-learning concept.

The diagram on the next page represents a summary of our findings of the initial motivation and stated goals of the principal actors in the service-learning experience. Each of the goals listed are from the statements of various respondents; all of the goals involve aspects of the service-learning concept. The data summarized represents only stated goals and only statements taken at the outset of the internship. The double line represents a primary concern of the group, the single line represents a secondary concern, and a dotted line represents tertiary concern. No line represents little or no stated concern.

Interpersonal Relationships within
the Internship Structure

A. Student Perception of the
Supervisory Climate

The mid-project questionnaire asked the interns to indicate how much autonomy they had in carrying out their project and also the kind of support they were getting from their supervisors. Three categories of supervisory relationships were provided in brief paragraph descriptions. Students were to mark the paragraphs that

were approximately descriptive of the were receiving. They could mark sta restrictive style of supervision, a pe visory relationship, or a relatively in The results were as follows: restrictive cerned—34; permissive-indifferent—5. respondents indicated that they w permissive supervision.

This finding receives some support on the perceived helpfulness of vario the internship program. The students workers, other interns, agency supervis their helpfulness to the intern durin visors had the second highest mean l workers but were judged more helpful of all these groups fell between the " helpful categories," whereas the facult slightly on the lower side of the helpful" to "not much help."

Thus, the interns generally found supportive climate, though they saw from the faculty counselor.

B. Frequency of Con
Internship Prin

Perhaps some of the reasons tl perceived as significantly more helpfu lies in the striking differences in the f intern and counselor and intern and s the agency supervisor confers with th median frequency of contact between in our sample was biweekly.

C. The Nature of F:

Some differences also appear in the took place between the student inter counselor.

To assess the nature of the interacti

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:nts were to mark the paragraphs that

were approximately descriptive of the nature of the supervision they
were receiving. They could mark statements that described a very
restrictive style of supervision, a permissive and concerned super-
visory relationship, or a relatively indifferent kind of supervision.
The results were as follows: restrictive supervision—2; permissive-con-
cerned—34; permissive-indifferent—5. Thus over 80 percent of the 41
respondents indicated that they were receiving concerned and
permissive supervision.

This finding receives some support from the data collected earlier
on the perceived helpfulness of various categories of individuals in
the internship program. The students were asked to rate their fellow
workers, other interns, agency supervisor, and faculty counselor as to
their helpfulness to the intern during the summer. Agency super-
visors had the second highest mean helpfulness scores after fellow
workers but were judged more helpful than other interns. The scores
of all these groups fell between the "somewhat helpful" and "very
helpful categories," whereas the faculty members were judged to fall
slightly on the lower side of the continuum from "somewhat
helpful" to "not much help."

Thus, the interns generally found themselves in a permissive and
supportive climate, though they saw relatively little help coming
from the faculty counselor.

B. Frequency of Contact Between Internship Principals

Perhaps some of the reasons that agency supervisors were
perceived as significantly more helpful than the faculty counselors
lies in the striking differences in the frequency of contact between
intern and counselor and intern and supervisors. In the median case,
the agency supervisor confers with the intern on a daily basis; the
median frequency of contact between faculty members and interns
in our sample was biweekly.

C. The Nature of Faculty Help

Some differences also appear in the nature of the interaction that
took place between the student intern and his supervisor and his
counselo -

To assess the nature of the interaction between the counselor and

Faculty Counselors	Agency Supervisors	Student Interns

Helping students understand problem-relevant theory and research	Generating knowledge of and motivation for community problem-solving	Successfully completing the project

Learning about the educational process exemplified by the internship	Learning from students	Establishing agency-university liaison

Enhancing the intern's personal growth

intern(s), we asked the counselor to describe his own style in terms of both content and process. We asked him to indicate whether he spent "a lot, some or little time" talking about "personal problems of the intern, the relationship itself, the theoretical and technical dimensions of the project, and how to get the project done."

The faculty members by their own report spent relatively little time talking about the personal dimensions of their relationship compared to the task and theoretical dimensions.

We asked the faculty to rate themselves in terms of the frequency of certain styles of counseling behavior: offering or exploring alternatives; asking questions to get the intern to think; giving direct advice. The faculty members saw themselves as relatively Socratic and non-directive in their approach.

In asking the counselors to report the content of their interaction with the intern, we provided them with an opportunity to add their own entry if they felt our suggestions were not comprehensive enough. Nine of the twelve faculty members did add something. It is noteworthy that five of the nine who added something in the space provided listed discussing "the future implications of the project" and "fall follow-up." It seems that a significant proportion of the sampled faculty spent some time focusing on the question, "where do we go from here?" with the interns.

These data certainly confirm the view that the faculty did support student autonomy, which is consistent with overall student perceptions. The fact that they report task-orientation and eschewal of personal problems and their own relationships as topics of discussion might be seized upon as further explanation—along with infrequency of contact—for the fact that they are perceived as providing less help to the intern than other actors in the internship scenario. However, there are indications in the data that such a cut-and-dried impression of the faculty role is incomplete.

In responses to other questions, the faculty counselors show awareness of the feeling and personal dimensions of their relationships with the interns, speak about the process of establishing "rapport and trust," are able to recognize that personal growth has occurred in the interns, and express particular sensitivity to the emotional phases that the students go through during their internship. Hence the picture is somewhat ambiguous with respect to the climate of the student-faculty relationship in the service-learning setting. The other side of the data is most clearly shown in faculty descriptions of their initial stages of their relationships student interns.

The counselors were asked to describe the kind of help offered initially to the interns and the kind of help they the intern as seeking. Their responses are summarized below

Kind of Help Offered	Frequenc
Academic-technical assistance	
Liaison services	
Individual support and counseling	

Academic-technical assistance involves, for example, readings, designing questionnaires, making programmatic su Liaison services imply helping the intern make contact w he needs to see in the course of his project and se go-between with the agency supervisor. Individual su counseling implies giving moral support, motivating the seek his own solutions, listening to problems. In additio faculty members speak of efforts to make themselves "av rapping" and generally approachable.

The third questionnaire provided the counselors a describe their perception of how the relationship with developed during the summer. Seven out of the eig responded meaningfully to this question. All seven perceive in either their behavior or the intern's behavior or both progress of the summer. One faculty member confesse ambivalence" in the beginning but later came to see "stimulation" and providing "academic and theoretical bac In four cases there is an indication that the faculty memb relationship changing toward greater trust and openness some examples:

As we had more direct one-to-one contact ... our r strengthened. The crucial stage in each relationship they had a big problem that I could help them with an their confidence.

The relationship moved from a normal, structured give-and-take flexibility.

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descriptions of their initial stages of their relationships with the
student interns.

The counselors were asked to describe the kind of help that they
offered initially to the interns and the kind of help they perceived
the intern as seeking. Their responses are summarized below:

Kind of Help Offered	Frequency Reported
Academic-technical assistance	9
Liaison services	2
Individual support and counseling	9

Academic-technical assistance involves, for example, suggesting
readings, designing questionnaires, making programmatic suggestions.
Liaison services imply helping the intern make contact with people
he needs to see in the course of his project and serving as a
go-between with the agency supervisor. Individual support and
counseling implies giving moral support, motivating the intern to
seek his own solutions, listening to problems. In addition, several
faculty members speak of efforts to make themselves "available for
rapping" and generally approachable.

The third questionnaire provided the counselors a chance to
describe their perception of how the relationship with the intern
developed during the summer. Seven out of the eight faculty
responded meaningfully to this question. All seven perceived a change
in either their behavior or the intern's behavior or both during the
progress of the summer. One faculty member confessed to "role
ambivalence" in the beginning but later came to see his job as
"stimulation" and providing "academic and theoretical background."
In four cases there is an indication that the faculty member saw the
relationship changing toward greater trust and openness. Here are
some examples:

As we had more direct one-to-one contact . . . our relationship
strengthened. The crucial stage in each relationship was when
they had a big problem that I could help them with and thus gain
their confidence.

The relationship moved from a normal, structured type to a
give-and-take flexibility.

I had worked with the boys previously and we already had an excellent relationship. I can say that the relationship conti ied to grow and change.

Several of the faculty members described definite strategies that they followed in developing their relationships with the interns:

At first I attempted to get to know the student in a general way, to find out about his or her general interests, goals, and inclinations. I then began to inquire into their understanding of what the project was all about.

Strong support in beginning. Insisting on student's shouldering more load in the middle. Strong support at the end, through "separation" trauma and evaluation, acceptance of short-term goals.

When the boys were confused by some situation that arose in their agency, or when something came up that they did not understand or agree with, they came to me and we talked it over. I tried to help them see both sides, and I forced them to suggest possible courses of action; then I insisted that they take whatever course seemed best to them.

I would suggest two explanations for these somewhat ambiguous data. First, there were some faculty members who specifically shunned all aspects bordering on the interpersonal and kept their noses directly on the grindstone, but there other faculty members who were keenly aware of the interpersonal dimensions of their relationship and whose behavior was guided by these dimensions. Another possible explanation is the fact that many faculty members were simply unaware of or did not report when asked directly whether they dealt with the intern's problems and feelings; rather, they did these things to some extent but subsumed them under the label of "facilitating task performance." In either case, the faculty's unwillingness or inability to deal conceptuaily with the interpersonal dimensions of the internship is itself an important finding.

D. The Role of the Agency Supervisor

We asked the supervisors to describe their interaction with the intern in detail. Their responses enabled us to develop a list of the

types of behavior which filled the confer and supervisor. The list included: plann uating; helping find direction; providi general discussion; and facilitating persona of these categories is not hemogeneous hov first category, planning and scheduling, planning the intern's daily work, while project schedule and deadlines.

In the case of "helping find directio "direction," "suggesting," "exploring alte of evaluation we had "daily checking" ve progress reports." Two categories often me "providing concrete information," are not is difficult to report if there are significant discussions held and information provi internships.

In an effort to generate more inforn nature of the interaction between intern an supervisors to report "some of the things [the interns] that you feel have been r successfully completing their project?" The seem to fall into seven broad categories: " and autonomy," "being available to help. taining morale," "orientation toward pe instructing," "exposure and involvement." Examples of statements included in these c

Emphasizing self-direction and autonom

1. Giving them the freedom to develop openly as they wish, etc.
2. Let the intern know it was "his" pro attempt to influence him or sway his op
3. Minimal supervision.
4. Letting her set her own pace and w

Being available to help:

1. Every opportunity has been given areas he might have.

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types of behavior which filled the conference time between intern and supervisor. The list included: planning and scheduling; evaluating; helping find direction; providing concrete information; general discussion; and facilitating personal contacts. Behavior in all of these categories is not hemogeneous however. For example, in the first category, planning and scheduling, one supervisor talked of planning the intern's daily work, while another talked of setting project schedule and deadlines.

In the case of "helping find directions" we had examples of "direction," "suggesting," "exploring alternatives." In the category of evaluation we had "daily checking" versus asking for "periodic progress reports." Two categories often mentioned, "discussion" and "providing concrete information," are not specifically described so it is difficult to report if there are significant variations in the kinds of discussions held and information provided within or between internships.

In an effort to generate more information about the specific nature of the interaction between intern and supervisor, we asked the supervisors to report "some of the things that you have done with [the interns] that you feel have been most helpful to them in successfully completing their project?" The helping actions described seem to fall into seven broad categories: "emphasizing self-direction and autonomy," "being available to help," "motivating and maintaining morale," "orientation toward personnel," "teaching and instructing," "exposure and involvement," and "problem-solving." Examples of statements included in these categories are listed below:

Emphasizing self-direction and autonomy:

1. Giving them the freedom to develop their own projects, speak openly as they wish, etc.
2. Let the intern know it was "his" project and that I would not attempt to influence him or sway his opinions.
3. Minimal supervision.
4. Letting her set her own pace and work on her own initiative.

Being available to help:

1. Every opportunity has been given to discuss any problem areas he might have.

2. Be a listening post.
3. Let intern know he can call on me for any assistance he may need at any time.

Motivating and maintaining morale:

1. Personally showed a great deal of interest in project and intern.
2. Helping keep the goals in mind at points of confusion and discouragement.
3. Provided the stimulus for motivating students in their endeavors.

Orientation toward personnel:

1. Used personal contacts to aid interns.
2. Introducing them to as many personnel as possible.
3. Suggest helpful contacts in the community.
4. Explanation of people in the county and how the commission works for them.
5. Pointed out who might help their program and who could cause trouble.
6. Giving instructions as to what they can expect from our people.

Teaching and instructing:

1. Going over various forms with them.
2. Showing them how to organize their work.
3. Showing them how to get information.
4. Giving them detailed explanation of the working process involved in planning as it is being applied by regular staff.

Exposure and involvement:

1. Involving intern in a structurally orientated program.
2. Involving her in committee meetings.
3. Exposed him to various components of Juvenile Justice System.
4. Exposed him as a participant in a State Juvenile Delinquency

Task Force.
5. Trying to expose them a
and problems of the agency.

Problem-solving:

1. By talking daily we dealt
2. Discussing issues involved
various alternatives.
3. Talking about the proble
had and how to avoid them.

The agency supervisors were
on their part which may have "hi
their project." While the sup
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Along the same lines, severa
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Task Force.
5. Trying to expose them as much as possible to the workings and problems of the agency.

Problem-solving:

1. By talking daily we dealt with problems as they arose.
2. Discussing issues involved in the work and the implications of various alternatives.
3. Talking about the problems and explaining difficulties I have had and how to avoid them.

The agency supervisors were also asked to describe any actions on their part which may have "hindered the successful completion of their project." While the supervisors were understandably less verbose about their hindering actions than about their helping ones, they reported a number of omissions and hindering actions. One frequent response was concern about "providing too many options," or "not giving specific enough directions." But often, when this concern was expressed, it was coupled with the evaluation that this lack of direction, while discomfiting, had actually enhanced learning:

With some, perhaps, I have not been specific enough in outlining duties; with others, perhaps too specific! I might have saved some heartaches by some warnings. But perhaps they learned more thoroughly by experience.

. . . not providing enough guidance at one point because I wanted her to use her own creativity . . . . This worked well but it was frustrating for her.

Along the same lines, several agency supervisors felt that there had been inadequate prior planning and preparation of colleagues for the intern's entry into the office. A third major concern was not being able to spend enough time with the intern. This was expressed directly in several instances and also manifested in regret at "not being able to attend the seminars with interns," and at being "unable to spend enough time discussing their reactions or rapping about the program in broad generalities as it might affect their future lives or careers."
A final source of information as to what actually happened

during the internship is our inquiry as to what were the positive and negative events that the supervisors had observed midway in the internship experience.

Positive events cluster into categories reminiscent of the agency supervisor's expressed motivations for accepting interns and their positive expectations about the internship experience. Also consistent with that data is the frequency distribution of responses among these categories. By this I mean that guidance of successful task performance is the most frequently mentioned "positive event." This is mentioned about fifteen times, while other categories are mentioned about five times. The categories of "positive events" are: (1) evidence of successful task performance; (2) manifestations of intern interest and enthusiasm; (3) learning about the agency, the problem, demonstrating concern, and awareness: comprehending the overall purposes of the agency; (4) positive relationships: acceptance by agency colleagues, the development of rapport between the intern and supervisor; and (5) contributing ideas to the agency.

As in the case with reporting helping and hindering actions, the agency supervisors reported fewer negative events than positive ones. In about eight cases the negative events have to do with inadequate acceptance of or adjustment by the interns. The supervisors assigned responsibility in about half of these cases to their subordinates: "prejudice toward college students," "our own staff attitudes." In the other half the responsibility for the negative event was assigned to the interns: "feeling that the agency is part of the establishment," "they brought beer to work," "idealism without practicality."

The worst example of a negative event for which the interns were assigned responsibility came from a supervisor in the corrections program:

> ... the area of understanding, coping with, and influencing the bureaucracy . . . . This area has been the area of disharmony, conflict and failure . . . . I have tried to help them understand that no matter how incompetent people are and no matter how inefficient, you must still deal with the sensitivities of the individuals that make up the "system." You cannot just plow it over! Their attempts to affect positive change have actually resulted in serious set backs due to the methods they used.

In about five cases, negative events meant inadequate task

performance: "not rapid enough absor[ ]" "unwillingness to pitch in (to solve p[ ] outlined in project)."

A final source of negative comment[ ] non-work aspects of the internship progra[ ] "too many questionnaires," "lack of[ ] counselor."

With some interpretive effort we can[ ] some of the issues that are left veiled by the[ ] data. For example, why is it that the agency[ ] they are in daily contact with the interns, r[ ] could have spent more time with them tha[ ] this wish, combined with the data on [ ] indicates that the role of intern supervisor [ ] and that the supervisors gained considera[ ] educator-coach-counselor dimensions, whi[ ] typical task-oriented role. This is certainly[ ] seeds of danger lest the supervisor's pleasure[ ] leads them to take over responsibility for th[ ]

This is certainly a tension that already [ ] the concern of some of the agency super[ ] "give enough direction" coupled with thei[ ] that the interns would learn more if left on[ ] in the presence of the two supervisory[ ] supervisor's catalogue of their interaction[ ] daily checking versus periodic reports. T[ ] distinguished by the underlying dimensio[ ] fidence–lack-of-confidence in the capacity c[ ] act capably and independently.

The agency concern of inadequate p[ ] response to the intern "weightlessness" d[ ] report and may indicate a trace of "supervis[ ] ambiguity. Finally, the catalogue of posi[ ] suggests three interacting dimensions may [ ] standing the development of the intern[ ] environment. I suggest these are: (1) comp[ ] ance; (2) the growth or lack of growth [ ] acceptance between intern and the agency su[ ] (3) the competence in and motivation towa[ ]

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performance: "not rapid enough absorption of responsibility,"
"unwillingness to pitch in (to solve problems not specifically
outlined in project)."

A final source of negative comment was occasioned by the
non-work aspects of the internship program: "too many seminars,"
"too many questionnaires," "lack of contact with faculty
counselor."

With some interpretive effort we can bring into clearer focus
some of the issues that are left veiled by the mere presentation of the
data. For example, why is it that the agency supervisors, even though
they are in daily contact with the interns, report that they wish they
could have spent more time with them than they did? I suggest that
this wish, combined with the data on "positive intern events,"
indicates that the role of intern supervisor was inherently satisfying,
and that the supervisors gained considerable satisfaction from the
educator-coach-counselor dimensions, which contrasts with their
typical task-oriented role. This is certainly positive but carries the
seeds of danger lest the supervisor's pleasure at being with the interns
leads them to take over responsibility for the interns.

This is certainly a tension that already exists. It is manifested in
the concern of some of the agency supervisors that they did not
"give enough direction" coupled with their sense (as an educator)
that the interns would learn more if left on their own. It is also seen
in the presence of the two supervisory styles revealed in the
supervisor's catalogue of their interactions with the interns, e.g.,
daily checking versus periodic reports. The two styles might be
distinguished by the underlying dimension of trust-mistrust, con-
fidence-lack-of-confidence in the capacity of the interns to learn to
act capably and independently.

The agency concern of inadequate prior planning may be a
response to the intern "weightlessness" documented later in this
report and may indicate a trace of "supervisor weightlessness" or role
ambiguity. Finally, the catalogue of positive and negative events
suggests three interacting dimensions may be chief keys to under-
standing the development of the internship within the agency
environment. I suggest these are: (1) competence of task perform-
ance; (2) the growth or lack of growth of rapport and mutual
acceptance between intern and the agency supervisor and co-workers;
(3) the competence in and motivation toward innovating on the part

of the interns and the corresponding receptivity to ideas on the part of the agency personnel.

The Evaluation of Learning and Change

A. The Evaluation of Student Learning

Since the internship program of the NCIO is seen as means of expanding the range of educational opportunity of upperclassmen and graduate college students, it was one of our objectives in this study to try to specify what was learned from the internship experience and also to understand what aspects of the total experience could legitimately be seen as chiefly responsible for that learning.

In our 1969 report we identified from student interviews a number of specific categories of learning that seemed to occur with relative frequency as a consequence of the summer experience. Based on those categories, we designed fifteen items to be responded to on a 4-point continuum from strongly agree to strongly disagree to get a more specific measurement of student interns at the time their projects ended in the summer of 1970. Seventeen students, a very small return, completed the questionnaires, so these data must be considered as still exploratory.

In addition, for the first time, we have obtained some faculty and agency evaluations of the students' learning. Thus, even though there are small samples all around, we can look at the question of student learning from three perspectives.

B. The Relative Frequency of Selected Learning Outcomes

By analyzing the frequency distribution of the learning outcome items we were able to identify the strongest and most frequently occurring of the learning outcomes. Over two-thirds of the students agreed that the internship was a positive experience, that they grew in knowledge of their specific problem area and self-identity, and that they desire more experiential learning. The same proportion disagreed strongly that "continued efforts in the area were useless."

In the case of eight items, about two-thirds of the responses were about equally distributed between strongly and moderately agree.

These included: generating ideas fo in awareness of problem complexit ness and pride in task accomplish agency, satisfaction with agency alternatives.

In the case of three items, al clustered in the "agree somewhat" somewhat" area. These were "chan ment of action skills," and disagre needed."

The following table summari strength and frequency of the learni

Strongest Learning	Moderate Learni
Positive global evaluation	Suggestions for i provement q
Lack of pessimism about problem improvement	Sense of worthwhile sense of acc plishment
Project area knowledge	Accomplishmen
Self-identify growth	Identification of future roles possibilities
Desire for more experiential learning	Increase in aware ness of prob complexity
	Satisfaction with the agencies efforts
	Desire for re- employmen

A few words of caution need to these results. First of all, these are

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equence of the summer experience. Based
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tive Frequency of Selected
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ency distribution of the learning outcome
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utcomes. Over two-thirds of the students
was a positive experience, that they grew
cific problem area and self-identity, and
eriential learning. The same proportion
ntinued efforts in the area were useless,"
ns, about two-thirds of the responses were
be trongly and moderately agree.

These included: generating ideas for improvement of agency, growth
in awareness of problem complexity, a sense of project worthwhile-
ness and pride in task accomplishment, desire re-employment by
agency, satisfaction with agency efforts, identification of job
alternatives.

In the case of three items, about two-thirds of the responses
clustered in the "agree somewhat" area and in one case the "disagree
somewhat" area. These were "change in academic plans," "develop-
ment of action skills," and disagreement that "massive change was
needed."

The following table summarizes these data on the relative
strength and frequency of the learning outcomes:

Strongest Learning	Moderate Learning	Least Learning
Positive global evaluation	Suggestions for improvement generated	Changed academic plans
Lack of pessimism about problem improvement	Sense of worthwhileness, sense of accomplishment	Developed action skills
Project area knowledge	Accomplishment	Agreed that radical change was needed
Self-identify growth	Identification of future roles possibilities	
Desire for more experiential learning	Increase in awareness of problem complexity	
	Satisfaction with the agencies' efforts	
	Desire for re-employment	

A few words of caution need to be added in the interpretation of
these results. First of all, these are only internal comparisons. They

yield data as to the relative strength and frequency of response to items in the questionnaire. They say nothing about changes along these dimensions compared to other kinds of experiences. They reflect only self-perceived changes, i.e., perceptions that are not externally validated, and they are based on a very small sample (N=17) of the interns. What we have here, then, can only be described as tentative trends.

Having interjected this warning, I would like to venture some interpretation of these results. The relatively low learning scores on the action skills item may be accounted for by the under-representation of organizing type internships in this sample. While we say that over 40 percent of the interns who returned the first questionnaire in the sample were involved in organizing internships, only about 15 percent of those returning the third questionnaire were involved in such internships. I believe (though it remains to be empirically demonstrated) that the chief opportunities for the learning of action skills occurs in these internships.

Also, the low frequency with which changed academic plans seem to result from the internship experience is surprising in view of the trends in this direction suggested by our 1969 report. It may be that academic plans of interns were, in many cases, already consistent with the service-learning experience. Or else many of the interns were seniors who had no opportunity then to change their academic plans. We should take note of these possibilities in future attempts to assess the impact of the experience on interns' academic plans.

C. Framework for Organizing Learning Outcomes

By treating the learning outcome items as intervally scaled variables, we were able to generate a correlation matrix of the learning outcomes. With this tool we were able to identify certain items that tended to be associated with one another in clusters.

Using as a guide both these empirical results and certain logical considerations inherent in the apparent content of the items, we advance the following framework for looking at these outcomes. We call the first category process variables: these include variables relating to the nature of the task and the agency environment. We found that sense of project worthwhileness and sense of achievement were highly correlated (r = .936) and that disagreement that massive

change was needed in the agency, identifie within the agency, and satisfaction with a intercorrelated, forming an index of the inter agency. Sense of project worthwhil:ness an might be pooled to obtain an index of project

The items which indicated skill and know no significant intercorrelations in this sam Self-identity growth seems to be also uncorr knowledge acquisition items. On close ex growth, one finds that it asks for growth of range of areas: e.g., "what I want out of a jol future studies we may want to develop ite specific aspects of identity growth.

A third major factor may be increased learning. This would include the future-or pessimism about change, desire for more exp for re-employment, integrating academic pla the summer experience. These items wei correlated with one other.

If we look beyond the correlations that a level of probability and scan the pattern of some of the learning variables and the interesting pattern begins to emerge. Identit negatively correlated with all of the task dimensions, and the service-learning dimensio ness of problem complexity has a pattern of the same direction. On the other hand, the lea in knowledge of the problem area, shows po all the items included in the task factor and a shown on the preceding page and with the it service-learning factor. Furthermore, it is u identity growth and growth in awareness of pr

This pattern suggests that identity gr awareness of problem complexity are, at lea relatively more difficult or frustrating intern c is a relatively low sense of utility, low t relationships in the agency. Both items show tions with "experienced the summer as posi that some desired learning outcomes may be within the internship context in view of th

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Organizing Learning Outcomes

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change was needed in the agency, identification of desirable jobs within the agency, and satisfaction with agency efforts were all intercorrelated, forming an index of the intern's satisfaction with the agency. Sense of project worthwhileness and sense of achievement might be pooled to obtain an index of project meaningfulness.

The items which indicated skill and knowledge acquisition show no significant intercorrelations in this sample (p = less than .05). Self-identity growth seems to be also uncorrelated with the skill and knowledge acquisition items. On close examination of identity growth, one finds that it asks for growth of awareness over a wide range of areas: e.g., "what I want out of a job and life in general." In future studies we may want to develop items that identify more specific aspects of identity growth.

A third major factor may be increased motivation for service-learning. This would include the future-oriented items: lack of pessimism about change, desire for more experiential learning, desire for re-employment, integrating academic plans as a consequence of the summer experience. These items were seen to be highly correlated with one other.

If we look beyond the correlations that are significant at the .05 level of probability and scan the pattern of relationships between some of the learning variables and the process variables, an interesting pattern begins to emerge. Identity growth seems to be negatively correlated with all of the task dimensions, the agency dimensions, and the service-learning dimensions. The variable aware-ness of problem complexity has a pattern of relationships that is in the same direction. On the other hand, the learning outcome, growth in knowledge of the problem area, shows positive correlations with all the items included in the task factor and agency factor categories shown on the preceding page and with the items included under the service-learning factor. Furthermore, it is uncorrelated with both identity growth and growth in awareness of problem complexity.

This pattern suggests that identity growth and increase in awareness of problem complexity are, at least in part, responses to relatively more difficult or frustrating intern experiences where there is a relatively low sense of utility, low task achievement, poor relationships in the agency. Both items show small negative correla-tions with "experienced the summer as positive." This may imply that some desired learning outcomes may be mutually incompatible within the internship context in view of the negative correlations

between these outcomes and the service-learning variables.

This interpretation is further intimated by the fact that identity growth, awareness of problem-solving complexity, and action skills learning show moderate though non-significant intercorrelations, but problem-area knowledge and action skills are significantly correlated, though problem-area knowledge is uncorrelated with identity growth or awareness of problem-solving complexity.

Thus, identity growth and awareness of problem-solving complexity occur together but not with problem-area knowledge, whereas action skills learning seems to draw from both streams in the data.

We can summarize these data by suggesting the following two hypotheses:

1. If task factors and agency factors are positive, then change occurs in the direction of increased motivation toward service-learning and an acquisition of greater knowledge and action skills in community problem-solving.

2. If the task factors and agency factors are negative, then change occurs in the direction of increased self-awareness, increased knowledge of the difficulty of community problem-solving, and a sense of acquisition or greater action skill in community problem-solving. There is little increased service-learning motivation.

Of course, this isn't a complete framework. Factors that we have previously labeled as important, such as the qualitative nature of intern activity and type of intern motivation, have not been integrated with it. Unfortunately, the poor return of the third questionnaire prevents this integration on an empirical level.

Several notes are in order before closing this section. It was a surprise to the researcher to find that two variables—sense of project worthwhileness and identification of desirable future jobs within the agency—emerged as the most importantly related to many of the learning outcomes. My theoretical orientation would have led me to believe that task accomplishment would have been the more important of the two variables relating to the project itself. But, worthwhileness as a more crucial variable begins to make sense when one considers the data on initial motivation. The vast majority of the students reported that they were strongly motivated by an opportunity to help others. It is therefore not surprising that the capacity of the task to allow the student to meet his need to help others should have been an extremely important factor in understanding the internship process.

Similarly, the fact that the identificatio was an important explanatory variable in outcomes suggests that the desire for a car strong but unstated need of students programs.

We asked the agency supervisor to put educator and to evaluate the program as to was most educational and to specify what is a listing of the items that the agency learned during the summer and an indicatio

Most Valued Learning Outcome
New awareness and concern about public needs
Insight into the nature of community problems
Broad knowledge of the agency
Insight into the complexities of problem-solving efforts
Increased capacity for objective judgment
Relating academic theory to the real world
Increased research competence
Increased self-reliance in community problem-solving
Learning how to work with others
Learning how to get things done
No learning
Learning that the establishment is human

We also asked which aspects of the educational. Ten replied, the "direct

nd the service-learning variables.

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Similarly, the fact that the identification of desirable future roles was an important explanatory variable in relation to other learning outcomes suggests that the desire for a career identity may be a very strong but unstated need of students applying for internship programs.

We asked the agency supervisor to put himself in the place of the educator and to evaluate the program as to which aspect of the work was most educational and to specify what the intern learned. Below is a listing of the items that the agency supervisors thought were learned during the summer and an indication of their frequency.

Most Valued Learning Outcome	Frequency Observed
New awareness and concern about public needs	4
Insight into the nature of community problems	3
Broad knowledge of the agency	4
Insight into the complexities of problem-solving efforts	10
Increased capacity for objective judgment	1
Relating academic theory to the real world	3
Increased research competence	2
Increased self-reliance in community problem-solving	4
Learning how to work with others	5
Learning how to get things done	2
No learning	1
Learning that the establishment is human	1

We also asked which aspects of the internship were most educational. Ten replied, the "direct contact/interaction with

colleagues and clients." Five saw the observation of agency operations as most education.!; a like number saw the experience of carrying out a project as most valuable. Four others thought that carrying out research in the community setting was most educational.

In order to collect their impressions of student learning, we went through the list of the faculty evaluation questionnaires (N=8) and noted each comment that was an observation about student learning. We have arranged the comments under headings that seem appropriate from the context:

Awareness of difficulty and complexity of community problem-solving:

1. They both learned the reality of public administration that can come only from daily involvement.
2. Students begin to realize and appreciate that things cannot be changed overnight—mainly because the problem didn't come into being overnight.
3. The development of perspective on the part of the intern.
4. Interns realized that life is not a right or wrong, good or bad situation but a mixture, and yet such compromise can lead to progress.
5. Learn that the human element is primary and that they had to accept results that were the result of bargaining and negotiating.
6. Development of ability to adapt to disappointing as well as satisfying circumstances.
7. To learn more humility.

Autonomy and self-confidence:

1. Young adult emerged from being hand-fed information to a thinking individual with a good deal more self-confidence than he had at the beginning.
2. Building up of the self-confidence of the young men. They began to think of themselves as men rather than boys.
3. Improved self-concept for at least three of seven.
4. See the interns become individuals.

Increased motivation:

1. Several students are so excited about their experience that

they are actually seeking employment in a
2. They really enjoy the experience.
3. Rising enthusiasm for the project.

Learning failures:

1. NOT always reliable.
2. Never really came to grips with social a
3. Some students looked at this program not allow time for cross-fertilization interns.

The categories that the faculty observatio
in accord with student observations, though
with which the categories are mentioned are s
faculty seemed to note most frequently char
awareness of the complexity of the real w
idealism with pragmatism, ability to handle d
like. The students indicated that such learnin
increased motivation for experiential learning
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probably are consistent with our findings on
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the latter may be conceived as means to the fc

The following grouping (see next page) o
learning outcomes by the agency supervisors
list comparable to those learning outcomes o
students.

The faculty counselors and the agency s
frequently occurring outcome is increased
plexity of community problem-solving, pla
emphasis on this item than the students do.
see acquisition of new problem-solving skills
frequent than do the students, who put th
learning outcomes. The agency people conf
seeing a new awareness and concern about pr
reports of growth in autonomy and self-discip

It may be that students, faculty, and age
service-learning program may have group
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become individuals.

on:

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they are actually seeking employment in a similar area.
2. They really enjoy the experience.
3. Rising enthusiasm for the project.

Learning failures:

1. NOT always reliable.
2. Never really came to grips with social activist ideas.
3. Some students looked at this program as a job only and did not allow time for cross-fertilization reflection with other interns.

The categories that the faculty observations fall into seem largely in accord with student observations, though the relative frequencies with which the categories are mentioned are somewhat different. The faculty seemed to note most frequently changes that had to do with awareness of the complexity of the real world, the tempering of idealism with pragmatism, ability to handle disappointment, and the like. The students indicated that such learning was less frequent than increased motivation for experiential learning, which the faculty also noted. The faculty categories of autonomy and self-confidence probably are consistent with our findings on such items as sense of accomplishment and a sense of doing something worthwhile, since the latter may be conceived as means to the former.

The following grouping (see next page) of the items identified as learning outcomes by the agency supervisors on page 80 makes the list comparable to those learning outcomes observed by faculty and students.

The faculty counselors and the agency supervisors agree that a frequently occurring outcome is increased insight into the complexity of community problem-solving, placing somewhat greater emphasis on this item than the students do. The agency supervisors see acquisition of new problem-solving skills as relatively much more frequent than do the students, who put this low on their list of learning outcomes. The agency people confirm student reports of seeing a new awareness and concern about public needs and faculty reports of growth in autonomy and self-discipline.

It may be that students, faculty, and agency participants in the service-learning program may have group-related biases in the evaluation of learning so that an objective picture of what the student learns may really mean a compositive picture.

Learning Outcome Grouping	Combined Items	Combined Frequency
New awareness of and concern for public needs	1	4
New knowledge of the problem and the agencies	2, 3	7
Insight into the complexity of problem-solving efforts	4	10
New problem-solving skills	5, 6, 7, 9, 10	13
Increased self-reliance	8	4

D. Evaluation of the Experience by the Agency Supervisor

Two of the major goals of the program of the NCIO are: (1) to provide additional manpower to aid communities in dealing with local problems; and (2) to develop new linkages between the academic community and public agencies. In the final agency supervisor questionnaire we asked questions that were directly relevant to the evaluation of the summer intern programs in terms of these goals. We asked the supervisor to make an overall evaluation of the performance of the student interns. The results are summarized below:

Satisfaction with Student Performance	
Highly satisfied	11
Somewhat satisfied	4
Somewhat dissatisfied	1
Highly dissatisfied	1
Total	17

We asked the supervisors, further, to specify the reasons that lead them to make this evaluation. After looking at these responses, we found that the model characteristics of the highly successful intern were good work, good rapport, and a high degree of initiative and independence as judged by the agency supervis[] successful interns se?med to fall down on one or [] categories, e.g., did good work but didn't get al[] rapport but didn't perform quite satisfactorily In [] high dissatisfaction was noted, the intern was des[] argumentative," and the program itself as "u[] over-complex." The somewhat dissatisfied superv[] his projects had been subverted by the facult[] overemphasized the intern seminar. One of the i[] what satisfied was a summary statement of the w[] individually judged: 1 poor, 2 good, 1 superior.

Of seventeen supervisors responding, only f[] they planned to maintain contact with the facult[] coming year.

So, the students within this sample seemed t[] well, but the hope for continuing contact on the a[] seems to be anticipated only in a minority of the c[]

We asked the agency supervisor to describe hi[] were most rewarding and that were most trying i[] The responses to the inquiry of what was most[] agency supervisor, make it clear that he deri[] satisfactions that had not been anticipated in earli[] motivation and positive expectations. We have[] statements and listed them in the table on the next[]

Some illustrative examples of the responses a[] coded follow:

Establishing warm friendships with some of the[] how very much potential lies within young peo[]

The intern working with me has added enthusi[] my work frequently by talking with me about[] we are dealing with as they relate to her own e[] greatly increased my perspective. [Coded 2]

Seeing a broadening of her understanding of l[] how it works and its limitations; seeing a r[] resources available to citizens and the means[] Discussions about many subjects; observing he[] community and area. Observing her become a[] rural community at the family level, more th[] level. [Coded 3]

Combined Items	Combined Frequency
1	4
2, 3	7
4	10
5, 6, 7, 9, 10	13
8	4

xperience by the Agency Supervisor

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er to aid communities in dealing with
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	1
	1
	17

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categories, e.g., did good work but didn't get along, or had good
rapport but didn't perform quite satisfactorily. In the one case where
high dissatisfaction was noted, the intern was described as "lazy and
argumentative," and the program itself as "uncoordinated and
over-complex." The somewhat dissatisfied supervisor reported that
his projects had been subverted by the faculty counselor, who
overemphasized the intern seminar. One of the instances of some-
what satisfied was a summary statement of the work of four interns
individually judged: 1 poor, 2 good, 1 superior.

Of seventeen supervisors responding, only four indicated that
they planned to maintain contact with the faculty counselors in the
coming year.

So, the students within this sample seemed to have performed
well, but the hope for continuing contact on the agency-faculty level
seems to be anticipated only in a minority of the cases.

We asked the agency supervisor to describe his experiences that
were most rewarding and that were most trying in a personal sense.
The responses to the inquiry of what was most rewarding to the
agency supervisor, make it clear that he derived a number of
satisfactions that had not been anticipated in earlier questions about
motivation and positive expectations. We have categorized these
statements and listed them in the table on the next page.

Some illustrative examples of the responses and how they were
coded follow:

Establishing warm friendships with some of them. Realizing anew
how very much potential lies within young people. [Coded 1]

The intern working with me has added enthusiasm and insight to
my work frequently by talking with me about the program ideas
we are dealing with as they relate to her own experience. This has
greatly increased my perspective. [Coded 2]

Seeing a broadening of her understanding of local government—
how it works and its limitations; seeing a recognition of the
resources available to citizens and the means of tapping them.
Discussions about many subjects; observing her involvement in a
community and area. Observing her become a working part of a
rural community at the family level, more than an institutional
level. [Coded 3]

Code	Category of Positive Experience	Approximate Frequency (N=30)
1	Development of a warm personal relationship with the intern	6
2	Drew inspiration from the personal characteristics of the interns	7
3	Enjoyed seeing the interns grow, learn, and enjoy their internship	7
4	Interchange of ideas between supervisor and intern	4
5	Increased intergenerational understanding	2
6	Enjoyed being useful as an expert	1
7	Increased my sensitivity to the feelings of others	1

The supervisors also reported a number of personally trying experiences, although one-third of the thirty respondents indicated no especially trying or frustrating experiences. What bad things did happen were in the areas of: (1) administration—getting pay for the interns, making schedules; (2) dealing with intern performance failure—lack of punctuality, poor report writing, irresponsible attitude; (3) mediating—between rejecting agency people and well-meaning youth or between tactless young people and agency colleagues; (4) finding enough time to provide the kind of supervisory support deemed necessary; and (5) feelings of inadequacy in the supervisor role. Two excerpts illustrate this last category:

> The feeling that I might not be giving adequate guidance in the project, because of my own lack of knowledge and insight, was the one thing that bothered me.... I could not always provide clear-cut answers to the questions asked, but we did come to a better understanding of each other's problems.

> Providing the proper leadership to insure basic motivation

without taking over. Attempting to [...]
nient to continue in spite of difficulti[...]

The supervisors were asked what char[...]
intern program. The single response to th[...]
unanswered—was that they would take [...]
interns. They did however, supply a gr[...]
for overall change in the program. These[...]
timely paydays; more liaison with uni[...]
research orientation; clearer administra[...]
naires; delete seminars/college advisor[...]
programs.

E. Evaluation of Faculty [...]
    Experience and Le[...]

By and large, the counselors saw th[...]
When asked to rate their experience on [...]
from highly positive (1) to highly negative[...]
it as a highly positive experience and thr[...]
"mildly positive" experience (2).

When asked if they thought their b[...]
would be any different next year as [...]
experience, four replied with definite [...]
learning on interpersonal relationships, [...]
own knowledge of community problem-[...]
Two others indicated that they anticipa[...]
but one of these said, "I am already c[...]
handle responsible tasks if given enough [...]
amount of advice."

Here are examples of the definite p[...]
members report:

> Next Year: (1) course content chan[...]
> needs; (2) plan to use interns as r[...]
> issues" course.

> In order to bring about the (necessa[...]
> style ... faculty and administrators [...]
> some time in the near future, I'll try n[...]
> modus operandi for accomplishing this[...]

Category of Positive Experience	Approximate Frequency (N=30)
...elopment of a warm personal rela- tionship with the intern	6
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...oyed seeing the interns grow, learn, and enjoy their internship	7
...erchange of ideas between supervisor and intern	4
...eased intergenerational understanding	2
...oyed being useful as an expert	1
...eased my sensitivity to the feelings of others	1

...s also reported a number of personally trying ...igh one-third of the thirty respondents indicated ...ng or frustrating experiences. What bad things did ... areas of: (1) administration—getting pay for the ...chedules; (2) dealing with intern performance ...nctuality, poor report writing, irresponsible atti- ...g—between rejecting agency people and well-mean- ...een tactless young people and agency colleagues; ... time to provide the kind of supervisory support ... and (5) feelings of inadequacy in the supervisor ...illustrate this last category:

...ut I might not be giving adequate guidance in the ...e of my own lack of knowledge and insight, was ...hat bothered me .... I could not always provide ...rs to the questions asked, but we did come to a ...nding of each other's problems.

...proper leadership to insure basic motivation

without taking over. Attempting to provide sufficient encourage- ment to continue in spite of difficulties encountered.

The supervisors were asked what changes they would make in the intern program. The single response to this question—which most left unanswered—was that they would take more time to work with the interns. They did, however, supply a greater variety of suggestions for overall change in the program. These suggestions included: more timely paydays; more liaison with university; greater task versus research orientation; clearer administrative liaison; few question- naires; delete seminars/college advisors; and better orientation programs.

E. Evaluation of Faculty Counselors' Experience and Learning

By and large, the counselors saw their involvement as positive. When asked to rate their experience on a one-to-four scale ranging from highly positive (1) to highly negative (4), five of the faculty saw it as a highly positive experience and three of the faculty saw it as a "mildly positive" experience (2).

When asked if they thought their behavior as faculty members would be any different next year as a result of this summer's experience, four replied with definite change plans, one stressed learning on interpersonal relationships, and one spoke of how his own knowledge of community problem-solving had been expanded. Two others indicated that they anticipated no change in behavior, but one of these said, "I am already convinced that students can handle responsible tasks if given enough confidence and a minimum amount of advice."

Here are examples of the definite plans for change the faculty members report:

Next Year: (1) course content changes indicated by students' needs; (2) plan to use interns as resource persons in "social issues" course.

In order to bring about the (necessary) changes in educational style ... faculty and administrators must be re-educated. At some time in the near future, I'll try my hand at recommending a *modus operandi* for accomplishing this.

In the second questionnaire we asked a similar question: "What are you learning from the encounter as a teacher and a counselor?" Of the twelve faculty members responding, six indicated that their own service-learning awareness had increased in terms of understanding community problems and the practical difficulties in organizing to solve them. Eight responded primarily in terms of what they learned about students, primarily an increase in their estimation of students' abilities to do competent work independently. In two cases the faculty member registered both types of learnings, accounting for the total of fourteen responses. Interestingly enough, none of the faculty reported learning about how to be an effective counselor in this situation. This omission strikes this researcher a fairly significant finding, though not inconsistent with other data we have noted earlier. It is particularly consistent with the fact that the faculty members report relatively little dialogue with their students about the nature of their relationship.

Finally, we asked the faculty members about their plans for maintaining contact with the agency the interns were affiliated with during the summer, keeping in mind that one of the major goals for the internship office is to increase linkages between university faculty and community agencies. Seven of the eight faculty members replied to this question. Four replied that they intended to maintain their agency contacts, one for the purpose of obtaining field experience for his public administration students, one in order to recruit new students to carry on the project. Another said: "I have already planned to have the two agency supervisors meet with me in order to explore formally, more UNC-Charlotte-agency (mental health clinic) communication and joint efforts." Three replied negatively. In two cases this was because the faculty member was moving from the area, in one other it was because contacts with the agency people "did not develop very extensively" during the summer.

F. Closing Comments on the Agency and Faculty Change Data

If we were to make some summary statements about the evaluation of the service-learning internship program by the agency supervisors, we must state that they were generally highly satisfied with student task performance; they also received significant and it

seems unanticipated interpersonal reward with the interns. The main challenges that have been: overseeing the development of interns and agency workers, and provi leadership, leadership that was both su encouraged autonomy, independence, and the interns.

The faculty tended to evaluate the positive, though somewhat less so than the the reason for this may lie in the fact that on the average, much less contact with the fewer of the interpersonal rewards me supervisors. The learning that the faculty relatively dichotomous: that is, one group they learned more about service-learning solving, whereas another group indicated th to do with the capabilities of students to d difference may be indicative of a duality o ing relationships that our data has no Secondly, the fact that no faculty me learning in the area of how to be a mo interesting since this was a chief learnin members. This finding is understandable in faculty reported earlier that they spent very the student about their relationship per faculty had other opportunities to discuss student relationships. This apparent lack of that were important in the counseling accounted for the faculty's failure to repor

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seems unanticipated interpersonal rewards from their association
with the interns. The main challenges that they had to meet seem to
have been: overseeing the development of rapport between student
interns and agency workers, and providing the right kind of
leadership, leadership that was both supportive and helpful but
encouraged autonomy, independence, and self-reliance on the part of
the interns.

The faculty tended to evaluate the experience as generally
positive, though somewhat less so than the agency supervisor. Part of
the reason for this may lie in the fact that the faculty members had,
on the average, much less contact with the students and so received
fewer of the interpersonal rewards mentioned by the agency
supervisors. The learning that the faculty reported seemed to be
relatively dichotomous: that is, one group of faculty reported that
they learned more about service-learning and community problem-
solving, whereas another group indicated that their chief learning had
to do with the capabilities of students to do independent work. This
difference may be indicative of a duality of faculty-student counsel-
ing relationships that our data has not uncovered elsewhere.
Secondly, the fact that no faculty members report significant
learning in the area of how to be a more effective counselor is
interesting since this was a chief learning goal of many faculty
members. This finding is understandable in light of the fact that the
faculty reported earlier that they spent very little time speaking with
the student about their relationship *per se*. One wonders if the
faculty had other opportunities to discuss the development of their
student relationships. This apparent lack of discussion of the events
that were important in the counseling relationship may have
accounted for the faculty's failure to report any growth in this area.

While neither the faculty nor agency supervisors report strong
motivation to maintain and develop agency-university linkages, the
faculty seem to be somewhat more motivated in this area than the
supervisors sampled. By and large, however, this goal of the
service-learning program must be admitted to have been only partly
realized on the agency-faculty level. There is indication however, that
faculty members do revise their opinions upward of student capacity
for independent work as a result of being a counselor and that in
some cases this leads to plans for educational innovation. Our
follow-up study should give us some indication of how extensively
these plans were followed through.

The Internship as a Developmental Process

Can a project-oriented internship be divided into somewhat regularly occurring stages? One objective of this summer's inquiry was to find out. Our findings lead us to conclude that the internship, as presently constructed, leads not to one but to several intertwined developmental processes.

The students report that their internship changes with the demands of their particular task in a regularly progressing way. The faculty has contributed a description of the emotional states that accompany the various stages of task progression. The agency supervisor's view has to do with the differing rates of competence acquisition and the acculturation of the intern to the agency. It is evident from these descriptions that one's perception of the developmental sequence is linked to one's role and motivations within the service-learning framework. Nevertheless, these perceptions are important because they probably have a bearing on feeling, behavior, and learning within the service-learning context.

We have also spent some time exploring in detail the initial stages of the internship because our 1969 report indicated that students experienced their most intense feelings of difficulty during the first weeks. The initial stages of the internship are discussed in the section on "intern weightlessness" and in the faculty view of the progression of their relationship with the interns.

A. Internship Stages as a Function of Task Requirements

Fifteen out of the seventeen interns completing the final questionnaire perceived definite stages in their internships. These stages were almost exclusively related to the changes in activity called for by the intern's project. In a few cases, however, the interns perceived the major stages to be a reflection of changes in their relationships to their supervisors (a changing concept of their role in the office). In the two cases where the internship experience was perceived to be of a single piece, one internship project consisted of observation and recording the nature of cases in district court, the other involved informing the aged poor of their rights under Social Security regulations.

These data provided no evidence for postulating any relationship

between the perception of the internship as a in terms of the number of stages perceived a undertaken by the intern. The following tab on the relationship of stage perception to acti

	Research	Research-Organizing
Total N	7	3
Mean stages perceived	2.3	3.3

Nevertheless, a case-by-case analysis does for perceiving the internship as composed of with the nature of the intern's activity, even perceived is not directly related in these data.

In the case of research or data-gathering consisted of project design. The interns trie what they would study and how they wou two-stage research internship consisted of (1) collect and how to collect it, and (2) collec complex research endeavors the research a identifiable phases of internship activity: cluding the design of special research instrume activity, and (3) interpretation of data and co

Those interns in the sample who gathered problem and tried to implement problem sol generally saw their internships as divided Orientation to the problem, data-gathering, a point worth noting here is the whole new dime research internship because the intern has to t on the basis of his information. An excellen elements added is recorded in this excerpt fro intern:

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between the perception of the internship as a developmental process
in terms of the number of stages perceived and the kind of activity
undertaken by the intern. The following table summarizes the data
on the relationship of stage perception to activity-content categories.

| | Research | Research·
Organizing | Direct
Service | Other |
|---|---|---|---|---|
| Total N | 7 | 3 | 5 | 2 |
| Mean stages
perceived | 2.3 | 3.3 | 2.0 | 2.5 |

Nevertheless, a case-by-case analysis does reveal that the reasons
for perceiving the internship as composed of stages had much to do
with the nature of the intern's activity, even if the number of stages
perceived is not directly related in these data.

In the case of research or data-gathering projects, the first stage
consisted of project design. The interns tried to determine exactly
what they would study and how they would study it. Thus, the
two-stage research internship consisted of (1) deciding what data to
collect and how to collect it, and (2) collecting the data. In more
complex research endeavors the research activity leads to three
identifiable phases of internship activity: (1) project design, in-
cluding the design of special research instruments, (2) data-collection
activity, and (3) interpretation of data and compilation of a report.

Those interns in the sample who gathered data on some specific
problem and tried to implement problem solutions using their data
generally saw their internships as divided into three periods:
Orientation to the problem, data-gathering, and implementation. A
point worth noting here is the whole new dimension injected into the
research internship because the intern has to try to take some action
on the basis of his information. An excellent example of the new
elements added is recorded in this excerpt from survey of a Mars Hill
intern:

The third stage was the last—the actual organization of young
people and the final reporting—For me this was the period of
greatest strain because I had to evaluate the weeks prior to this

point and decide whether my actions had been justified up to this point and whether I had gained anything during the whole process of involving other people.

The stages of the direct-service internships were defined by the interns in terms of the stages of the relationships with their clients. In three cases, these were students who worked with a single indigent family during the summer in the Elizabeth City area. The interns described their summer in terms of the process of gaining the trust of the families with which they worked. They spoke generally in terms of two stages: (1) a stage of disorientation, (2) a period of gradually developing trust and increased activity after the intern really got to be accepted by the family. An intern who worked as a counselor for alcoholics in a state correctional center described his internship phases as (1) an initial disorientation and lack of responsibility, (2) airing of dissatisfactions with the agency director, (3) the assignment of counseling duties which he undertook for the rest of the summer.

It appears that almost all of the interns perceived that their summer's experience could be divided into two or three stages and that the nature of these stages corresponded to the kind of tasks undertaken. Where research was the task, the student saw the internship stages in terms of different operations on the information to be performed; where counseling was the task, the student saw the internship chiefly in terms of the stages of trust development with the clients; where action was called for, the lines of demarcation were between gathering information and using the information in attempting to bring about problem solution.

B. Emotional Correlates of Internship Stages As Perceived by Faculty

We asked the faculty members to tell us how they saw the development of the summer internship in stages. The faculty came up with a much more complex and elaborated view of the internship process than either the students themselves or the agency counselors. Students conceptualized their experience in two or at most three stages, but this data indicates that the faculty could see in some cases as many as five or six distinct stages. For example:

1. Excitement, challenge
2. Dismay, uncertainty
3. Some routinization
4. Pleasure with results
5. Back to uncertainty--realization that pro

This model seems to be generally duplicat three other faculty members. Departures from group program where there were initial tru counselor and interns to be overcome due differences, a group program in which the c variance in intern motivation, and a report wh interns seemed to grow and develop as they ga emotional phases of the typical project-orier sense to this researcher because they seem to internship events My composite schema on would be:

Feeling Level	Sin Inter
1. Anticipation, excitement	1. Conceiving and n
2. Confusion and dismay	2. Actually getting vagueness of th
3. Energy, determination	3. Finally deciding and getting abc
4. Ups and downs	4. Various follow-ti
5. Sense of accomplishment, satisfaction, relief	5. Task completion
6. Concern, uncertainty, anxiety	6. What to do next

C. Intern Development from the Agen

The supervisors were asked in the final qu the internship experience in terms of stages a turning points that occurred. Only seven out o supervisors were able to identify definite stages

The developmental sequences described w

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1. Excitement, challenge
2. Dismay, uncertainty
3. Some routinization
4. Pleasure with results
5. Back to uncertainty—realization that problems remain

This model seems to be generally duplicated by the reports of three other faculty members. Departures from this model included a group program where there were initial trust problems between counselor and interns to be overcome due to racial and other differences, a group program in which the counselor reports wide variance in intern motivation, and a report which merely said "both interns seemed to grow and develop as they gained experience." The emotional phases of the typical project-oriented internship make sense to this researcher because they seem to follow the pattern of internship events. My composite schema on the basis of this data would be:

Feeling Level	Simultaneous Internship Event
1. Anticipation, excitement	1. Conceiving and negotiating project
2. Confusion and dismay	2. Actually getting on the job and confronting vagueness of the real world
3. Energy, determination	3. Finally deciding on what's to be done and getting about it
4. Ups and downs	
5. Sense of accomplishment, satisfaction, relief	4. Various follow-through events
	5. Task completion
6. Concern, uncertainty, anxiety	6. What to do next?

C. Intern Development from the Agency Perspective

The supervisors were asked in the final questionnaire to describe the internship experience in terms of stages and to note any major turning points that occurred. Only seven out of the sixteen reporting supervisors were able to identify definite stages in the internship.
The developmental sequences described were both positive and

negative. The positive sequences included: increase in competence and confidence in task performance, steady deepening of relationship with agency supervisor, and increasing acceptance and respect won from co-workers and clients. In several cases this process was smooth and steady. In others there were definite lags and breaks.

An example of a steady growth experience:

... Gradually but not slowly, she began to develop a fine feel for the differences between important, the interesting, and the unimportant. Further she soon developed a keen insight into the declared purpose and the actual operations of manpower programs. She learned to appreciate, to a surprising degree, the steps necessary to bring recognition of an employment need through Congressional maneuvering, bureaucratic interpretations and, then, local power infighting, and finally, to the agency that implements the program ....

A rougher growth experience echoing the idea of the "weightlessness" phenomenon:

At the beginning she was shy, insecure, and frustrated. She showed real fear early in the game. But her poise, self-assurance and skill increased with leaps and bounds and her contribution cannot really be measured.

On the negative side, the experiences tended to be of interrupted or incomplete development. Here are examples:

We saw one intern go down-hill. Enthusiasm and plans were high at beginning. Initially, we thought this individual would be the most outstanding. After marriage, this one went down and each day was less dependable.

... he seemed to handle his assignments reasonably well ... yet, when it came time for him to write his project report, he did not seem to put much effort into writing it.

After several weeks on the job, Professor ——— called on us and impressed upon us the primary importance of the intern's seminar.... It was our understanding after that meeting that the interns would have to concentrate on a shorter-range project

which would satisfy their academic re[...] on, the interns kept more to the[...] focused on a descriptive analysis of th[...]

D. The Initial Stages: Expl[...] "Weightlessness Pheno[...]

The third question of the initial st[...] tuted a general probe into the "weightless[...] process of the intern's integration w[...] job-defining process. Fortunately, the re[...] naire was quite good, so the following a[...] intern observations.

The responses have been analyzed on[...] phenomenon: its prevalence, phenomen[...] causes, resolutions, and the factors presen[...] weightlessness was reported.

In 35 cases, the intern reported som[...] there was no weightlessness reported,[...] biguous.

The words used to describe this exp[...] common theme of general uncomfortabl[...] are examples of the different ways the[...] initial weightlessness described their feeli[...]

feeling somewhat directionless ... t[...] my purpose or what I was suppose[...] sense of helplessness ... depressing[...] uncertainty ... a feeling of vagu[...] questions ... frustration pertaining[...] concerning the project ... at the beg[...] were all completely lost.

In seven cases, or one-fifth of those[...] phenomenon, the interns volunteered[...] feelings were quite powerful. These are th[...]

At first the feeling of weightlessnes[...] panic stage ... quite acute ... over-w[...] weightlessness ... intense frustration[...]

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on, the interns kept more to themselves and their projects
focused on a descriptive analysis of the agency and its operations.

D. The Init al Stages: Exploration of the "Weightlessness Phenomenon"

The third question of the initial student questionnaire consti-
tuted a general probe into the "weightlessness phenomenon" and the
process of the intern's integration within the agency and his
job-defining process. Fortunately, the response to the first question-
naire was quite good, so the following analysis is based on sixty-two
intern observations.

The responses have been analyzed on the following aspects of the
phenomenon: its prevalence, phenomenology, intensity, duration,
causes, resolutions, and the factors present in the situations where no
weightlessness was reported.

In 35 cases, the intern reported some weightlessness, in 20 cases
there was no weightlessness reported, and 7 responses were am-
biguous.

The words used to describe this experience vary somewhat but a
common theme of general uncomfortableness seems to emerge. Here
are examples of the different ways the interns who did experience
initial weightlessness described their feelings:

feeling somewhat directionless . . . the feeling of not knowing
my purpose or what I was supposed to do . . . we floated . . .
sense of helplessness . . . depressing at points . . . feelings of
uncertainty . . . a feeling of vagueness and lots of overall
questions . . . frustration pertaining to the lack of information
concerning the project . . . at the beginning of the internship we
were all completely lost.

In seven cases, or one-fifth of those reporting the weightlessness
phenomenon, the interns volunteered the information that the
feelings were quite powerful. These are the terms they used:

At first the feeling of weightlessness plagued me almost to the
panic stage . . . quite acute . . . over-whelming . . . a great deal of
weightlessness . . . intense frustration . . . completely lost.

In one case an intern emphasized that while he did experience weightlessness, it was not an intense feeling or an overpowering one. In about four-fifths of the cases there was no indication as to the intensity of the feelings. One presumes that there was probably a continuum of intensity, but that it was an intense feeling for only a small proportion of the interns (only about 10 percent in this sample).

The duration of these feelings varied also. Eleven of the intern respondents indicated how long these feelings persisted. Their responses are summarized as follows: one week or less—2; two weeks—4; three to five weeks—3; and six or more weeks—2. Of course, these figures are only suggestive and permit no conclusions to be drawn since we do not have data on persistence for all 35 interns who experienced weightlessness.

The chief cause of weightlessness cited by the interns is the lack of certainty about exactly what to do and how to do it. The following response is illustrative:

My period of "weightlessness" began immediately. I didn't know what to do and my supervisor didn't know what to do with me. It took a week for us to get straight on exactly what my job would be.

Some other causes of weightlessness cited by the interns included: life in a strange town, anxiety about ability to get the job done, lack of help from agency personnel, fear that I might "have to confront some powerful people in order to get the job done."

The twenty interns who did not report feelings of weightlessness gave reasons which were largely the obverse of those given above. Commonly mentioned were: an initially clear role definition—4; effective orientation programs—5; other prior consultation—3; previous experience in the field—3; prior internship experience—1; and strong support from an agency advisor—3. Here are some examples of intern responses who reported no weightlessness.

I didn't experience that kind of feeling. I felt more comfortable and certain of what was expected to be done. The major factors were: The center is structured to permit easy movement and flexibility. Staff and residents have been receptive to ideas and help you can offer staff members. Orientation Week . . . aids one

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what people to contact for differe

My experience this year has b
definite, concrete, and in fact, ea
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but with the preliminary in-ser
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In two cases the interns reporte
because they felt the agency was do-
be called upon to produce:

There could be no lack of direc
early—the second week—that the
mital body which avoids taking
solves problems by covering then
that the Commission does, I knev
for me or expected of me.

Another example of an agency s
weightlessness is worth mentioning.
on thorough planning but also in
perceived by the interns:

Prior to beginning the internship
our objective and our method f
were given free reign and inforn
unless we encountered some insu
direction we feel that the success o
Therefore, we make decisions with
because of errors. Therefore we f
loose.

These feelings of weightlessness a
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to understand the organization of the department and to know
what people to contact for different information.

My experience this year has been, for the most part, very
definite, concrete, and in fact, easy projects to ease me into the
system. Then the problems become progressively more difficult,
but with the preliminary in-service orientation projects, they
become easier and easier to accomplish; that is, they can be
accomplished without the feeling of overwhelming frustration
and useless time consumed chasing rabbits.

In two cases the interns reported no feeling of weightlessness
because they felt the agency was do-nothing and that they wouldn't
be called upon to produce:

There could be no lack of direction of what to do. I saw very
early—the second week—that the Commission is a weak, noncom-
mital body which avoids taking a stand on an issue and often
solves problems by covering them up. Because there is so little
that the Commission does, I knew that there would be no duties
for me or *expected* of me.

Another example of an agency strategy that tended to reduce
weightlessness is worth mentioning. The emphasis here was not only
on thorough planning but also in reducing the potential threat
perceived by the interns:

Prior to beginning the internship we met and thoroughly planned
our objective and our method for reaching this objective. We
were given free reign and informed that we were on our own
unless we encountered some insurmountable obstacle. With this
direction we feel that the success or failure rests on our decisions.
Therefore, we make decisions with no fear of being hung on rack
because of errors. Therefore we feel, at least I feel, very free and
loose.

These feelings of weightlessness appear to have motivated a wide
variety of behavior on the part of the interns. This behavior appeared
to generate personal support and more information about the
internship so that plans could be concretized. This "search behavior"

seemed mostly to occur in three patterns that have to do with source of information. There were those (7) who tended to rely chiefly on a single authoritative source for direction and information, there were those (5) who sought information from a wide variety of sources, and there were those (6) who sought information from co-workers or fellow interns.

Here are examples of intern responses that have been categorized in this way:

[single authoritative source] For about the first two weeks I had this feeling of "weightlessness," after these weeks I had a good idea of what was expected of me. The credit for this can go to the advisor whom I worked under, he was very helpful in explaining every segment of the problem.

[wide variety of sources] In trying to cope with these feelings we traveled to various subsidiaries, talked with personnel, and read any available material concerning the organization, operation, and plans not only of this office but of the department as well. . . . Daily contact with several of the department's young ingenious members has especially strengthened our motivations and efforts.

[colleagues] During the first week I did feel weightlessness. However, as the week passed and I became more relaxed, this feeling soon left. This is probably because the people I worked around were so nice and helped in making me welcome to the new job.

Individual situations elicited still other responses. One individual, working with a group, resolved his anxiety about the lack of group initiative by providing the ideas which got the project moving. Another student, dissatisfied with the lack of meaningful work after two weeks, aired his grievances with the supervisors and got a new job. It took another intern six weeks to get to the same point with the same result. Another intern reported that he just accepted feelings of weightlessness as normal and indicated no special steps to alleviate them, saying that he would live with his "inadequacies."

In two cases the interns reported that they struggled through the weightlessness phase without help from others. One of these respondents expressed it this way.

In coping with these feelings as bes successful in forcing myself to aspir project rather than terminating it partner and I refused to contact anyon determined to resolve these ills indeper

E. Factors Affecting the Initi
Faculty-Student Relat

As the faculty described their initial ships with the interns several parameters were: (1) number of counselees—were facu individual students or with a group of stu were working with a group, were the stud different projects? (2) status of prior rela know each other beforehand, (b) did the students individually who were strange (c) were the students acquainted with eac as a group with the faculty?

In each case, the task of the faculty example, when the faculty member ha already established with the interns, he initial rapport. He may be then in a pos develop relationships among themselves. did not know the student group beforeh "break in"—to relate himself effectively to In one instance of this type the faculty m started off in a friendly and associative unstructured and informal." But another counselor to a group of black interns re the relationship was formal and one-sided. information and asking for participation . to give." Another counselor reported: "I overtures" to the interns.

So, in the case where there were pr counselors and students, the climate of have been perceived by the counselors when the counselor was a stranger to ar were mixed in terms of the climate of relationship.

:y

ur in three patterns that have to do with source
e were those (7) who tended to rely chiefly on a
urce for direction and information, there were
t information from a wide variety of sources,
(6) who sought information from co-workers or

s of intern responses that have been categorized

ive source] For about the first two weeks I had
veightlessness," after these weeks I had a good
 expected of me. The credit for this can go to
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other intern reported that he just accepted
ness as normal and indicated no special steps to
 that he would live with his "inadequacies."
interns reported that they struggled through the
 without help from others. One of these
 it this way.

In coping with these feelings as best I could however, I was
successful in forcing myself to aspire toward completing this
project rather than terminating it prior to completion. My
partner and I refused to contact anyone for help because we were
determined to resolve these ills independently.

E. Factors Affecting the Initial Stages of the
Faculty-Student Relationship

As the faculty described their initial stages of building relation-
ships with the interns several parameters emerged. These parameters
were: (1) number of counselees—were faculty members working with
individual students or with a group of students? If faculty members
were working with a group, were the student interns in the same or
different projects? (2) status of prior relationship—(a) did everyone
know each other beforehand, (b) did the faculty member know the
students individually who were strangers among themselves, or
(c) were the students acquainted with each other, but unacquainted
as a group with the faculty?

In each case, the task of the faculty member was different. For
example, when the faculty member had individual relationships
already established with the interns, he reported no problems of
initial rapport. He may be then in a position to help the students
develop relationships among themselves. When the faculty member
did not know the student group beforehand, his task was how to
"break in"—to relate himself effectively to the already formed group.
In one instance of this type the faculty member reported: "We have
started off in a friendly and associative relationship with is rather
unstructured and informal." But another faculty member, a white
counselor to a group of black interns reported: "The beginning of
the relationship was formal and one-sided. I was faculty feeding them
information and asking for participation . . . that they weren't ready
to give." Another counselor reported: "I have had to make all the
overtures" to the interns.

So, in the case where there were prior relationships between
counselors and students, the climate of the relationship seems to
have been perceived by the counselors as generally positive. But,
when the counselor was a stranger to an intern group, the results
were mixed in terms of the climate of the initial stages of the
relationship.

The Service-Learning Model in the Perspective of the Data

The support model for experiential learning and service used in the service-learning programs consisted of (1) intern(s), (2) their agency advisor, and (3) the faculty counselor. This report shows the faculty counselor role most in need of clearer definition and greater support since the faculty counselor is beset by initial feelings of incompetence to meet student's needs, is perceived as least helpful, and has least contact with the student. I believe that the distance of the faculty member may actually be turned to the advantage of learning because it gives him a crucial time perspective. But the faculty member must learn how to parlay his perspective into student learning and self-evaluation in individual and group situations.

The agency supervisor, it is revealed, may be the chief "educational agent" in the framework. As such he needs to be helped to deal with basic tensions of his role as task-master, educator, and coach of the interns.

We need to develop more effective means of encouraging the student to adequately conceptualize and learn from his on-going experience. While the intern's final report summarizes the content of his project, there are no mechanisms yet developed to help him understand the processes in the human interaction and interaction with the task which lead to the success or failure of his project.

We need to broaden our understanding of the learning environment to include the influences of non-supervisory agency colleagues, fellow interns, and the impacts of the service-learning program coordinating staffs to have a truly comprehensive base for continued inquiry.

Finally, it is also clear that the relationship between agency supervisor and faculty counselor is a very weak one. It is not strong enough to assure the hope for collaboration between agency and faculty for service and learning. Unless mechanisms can be developed that bring the agency and faculty together more effectively, the goal of increased university-agency communication will continue to be only occasionally accomplished.

The Agency Supervisors' Evaluation of the 1971 Summer Governor's Intern Program

Walter J. Gordon

One week after the Governor's Intern Program officially ended on August 27, 1971, the eighty-one agency personnel who had acted as intern supervisors were asked to evaluate the overall program. Each supervisor was asked to complete and return the "Host Agency Questionnaire." The questionnaire was divided into four parts, which called on the supervisor to evaluate his relationship with the intern he worked with, the intern's project, the intern himself, and the intern program administration. Even though divided this way for ease of completion and evaluation, the most pertinent and frequently appearing comments (e.g., "more advance planning") were found interspersed throughout the responses to the questionnaire.

The total sample evaluated contained the responses of 47 supervisors who collectively supervised 82 of the 136 interns. The method used in evaluating the questionnaires called for dividing the sample into the two following groups: (1) the 33 single intern supervisors who directly worked with only one intern each; and (2) the 14 multiple intern supervisors who collectively supervised 49 interns. In most cases, multiple intern supervisors worked with two interns; in five cases, supervisors were responsible for more than two interns, with the highest number being in the Purchasing Department, which supervised fourteen interns.

All questions appearing on the Host Agency Questionnaire (hereafter abbreviated as HAQ) were open-end questions; that is, no response choices were presented; therefore each question required reflection on the summer's experiences before an answer could be formulated. It can be further assumed that, since no set choices were presented, the answers, appearing in the supervisor's own words, indicate true feelings more accurately. Many supervisors' responses were similar however, and this allowed for a general categorization of the responses which could appear in table form. Therefore, the

categories listed in the tables below do no[...] verbatim from the HAQ but, rather, show i[...] supervisor's feelings. Though such catego[...] tabulation and display of results, they ofte[...] supervisors' words. For this reason, a secti[...] some representative comments drawn directl[...] and some of the various categories the comm[...]

All tables contain both the number of r[...] well as the number of interns they worked[...] interns" category should not be seen as the[...] gave a certain response, but rather the numb[...] to the supervisors who gave that response.

Part I of the HAQ called for an evaluatio[...] relationship. This section was designed not[...] for evaluation but also to in some way ed[...] forcing him to recall and articulate certain[...] hindered the relationship.

Table 1 shows the amount of contact [...] interns. As indicated, the greatest number o[...] with their interns on a daily basis. The sec[...] interns (19) made weekly contacts with th[...] figure is misleading since all 14 Purchasing[...] field work in several areas around the state[...] but weekly contact was unnecessary and imp[...]

Question 2 asked the supervisors to desc[...] interaction with the interns. As Table 2 di[...] saw themselves as playing an "advisory" ro[...] the intern advice when necessary, reviewing t[...] so forth; the next largest group define[...] "discussion" of general project plans and res[...] groups indicate that the greatest number of[...] let the intern take a free hand in the exec[...] intervened only when necessary or requested.

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categories listed in the tables below do not show responses drawn verbatim from the HAQ but, rather, show in more general terms the supervisor's feelings. Though such categories are necessary for tabulation and display of results, they often lose the impact of the supervisors' words. For this reason, a section is included to show some representative comments drawn directly from the questionnaire and some of the various categories the comments were put into.

All tables contain both the number of respondent supervisors as well as the number of interns they worked with. The "number of interns" category should not be seen as the number of interns who gave a certain response, but rather the number of interns responsible to the supervisors who gave that response.

Part I of the HAQ called for an evaluation of the intern-supervisor relationship. This section was designed not only to elicit responses for evaluation but also to in some way educate the supervisor by forcing him to recall and articulate certain actions which helped or hindered the relationship.

Table 1 shows the amount of contact between supervisors and interns. As indicated, the greatest number of supervisors had contact with their interns on a daily basis. The second greatest number of interns (19) made weekly contacts with their supervisors, but this figure is misleading since all 14 Purchasing Department interns did field work in several areas around the state and therefore anything but weekly contact was unnecessary and impractical.

Question 2 asked the supervisors to describe the nature of their interaction with the interns. As Table 2 displays, most supervisors saw themselves as playing an "advisory" role in the project, giving the intern advice when necessary, reviewing the interns' progress, and so forth; the next largest group defined their interaction as "discussion" of general project plans and results. Both of these large groups indicate that the greatest number of supervisors preferred to let the intern take a free hand in the execution of the project and intervened only when necessary or requested.

TABLE 1

On the average, how often did you confer
with the intern(s)?

	Supervisors N	Interns N
Daily	29	41
Once weekly	5	19
Twice weekly	5	7
3-4 times weekly	6	13
Periodically	2	2

TABLE 2

Please describe as specifically as possible the nature of your
interaction with the intern(s). How did you fit
into the project the intern worked on?

	Supervisors	Interns
Advisory	15	24
Discussion	12	· 23
Supervisory	8	22
In multiple ways	5	6
In determining project policy	4	4
Joint field work	3	3

Allowing interns freedom in project execution also appeared in response to Question 3, which asked the supervisor to list the actions taken on his part which either helped or hindered the intern. As Table 3 indicates, those actions viewed as most helpful were allowing the interns freedom, "general orientation" to the agency's functions and methods for conducting the project, and giving help in locating resources and making contacts with other agency officials. In contrast, the greatest number of supervisors saw no hindering actions on their part; the next greatest number saw their inability to give the intern more of their time as the primary hindering action. The only other unusually high number of interns appearing in the table were

TABLE

What are some of the things that you
were most helpful to him in succes
What are some of the things tha
back, might not have he
things more diffi

Helping Actions

General orientation
Allowed freedom in work
Helped find resources
and make appointments
Developed skills
Helped feel comfortable
Accompanied on specific tasks
No answer

Hindering Actions

None
Too little time for supervision
Lack of supportive services
(office space, clerical help, etc.)
Program—agency goals conflict
Lack of information
Lack of experience
Slow in getting project started
Not accompanying in field work
Others

all Purchasing Department interns; th
objectives and approaches of the
somewhat in conflict with his goals f

Along the same line, the supervi
identify the most rewarding experi
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most rewarding experiences for mo
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ɔ

TABLE 1

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Supervisors N	Interns N
29	41
5	19
5	7
6	13
2	2

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he project the intern worked on?

	Supervisors	Interns
	15	24
	12	23
	8	22
	5	6
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	3	3

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TABLE 3

What are some of the things that you did with the intern that you feel
were most helpful to him in successfully completing his project?
What are some of the things that you did that, in thinking
back, might not have helped him or made
things more difficult for him?

	Supervisors	Interns
Helping Actions		
General orientation	15	37
Allowed freedom in work	7	8
Helped find resources and make appointments	13	18
Developed skills	3	4
Helped feel comfortable	2	2
Accompanied on specific tasks	5	8
No answer	2	5
Hindering Actions		
None	23	32
Too little time for supervision	5	12
Lack of supportive services (office space, clerical help, etc.)	2	5
Program—agency goals conflict	1	14
Lack of information	2	3
Lack of experience	3	3
Slow in getting project started	3	5
Not accompanying in field work	4	4
Others	4	4

all Purchasing Department interns; their supervisor viewed the overall
objectives and approaches of the intern program office as being
somewhat in conflict with his goals for that particular project.

Along the same line, the supervisors were asked in Question 4 to
identify the most rewarding experiences and the most difficult or
trying experiences of the summer's work. Table 4 shows that the
most rewarding experiences for most supervisors were the intern's
work overall, his attitudes about the project and things in general,
and the uniquely fresh outlook that the interns brought into the
various agencies. Difficult or trying experiences echoed the hindering

TABLE 4

Please try to recall and describe the experiences that have been most rewarding or trying to you personally.

	Supervisors	Interns
Most Rewarding Experiences		
Intern's work	12	18
Intern's attitudes	9	31
Intern's fresh outlook	6	10
Intern's learning	4	4
Performance of specific task	7	9
Others	2	2
No answer	4	4
Most Difficult or Trying Experiences		
None	27	42
Too little time for supervision	3	4
Supervisor-intern relationship	2	4
Lack of supportive service	4	5
Automobile accident	1	14
General obstacles in project	3	4
Intern's personal traits (tardy, etc.)	4	4
Intern's idealism	3	5

TABLE 5

Did the intern(s) ever confer with you about perso[...] unrelated to his project? Did you have an[...] with the intern outside of your re[...] working relationships?

	Supervis[...]
No	25
Yes	11
Semi-personal	3
Yes, social activity	8

actions described in Table 3 above. It should be noted Table 4 is somewhat misleading in that while the Purchasing Department justifiably saw an automobile accident (no injuries) as the most difficult experience, it involved only two interns rather than all fourteen.

The last question in Part I questioned the supervisor's non-work relationship with the intern. Table 5 records the results, showing the largest number of supervisors did not discuss personal problems or engage in social activity with their interns. However, the largest number of interns shown on Table 5 did experience a non-working relationship with their supervisors. This somewhat paradoxical situation can be explained by further analysis of the table. Those supervisors who interacted socially were, in almost every case, multiple intern supervisors (8 supervisors for 31 interns). The possibility for group social interaction is far greater for supervisors

with several interns than those with only o[...] practicality of the supervisor's hosting a get-t[...] Such initial social interaction builds trust, whic[...] healthy working relationship.

Part II of the HAQ calls for the superviso[...] of his intern's [...]ecific project. Through thes[...] cance of the project to the supervisor and ho[...] Following are questions on the title and [...] project. As Table 6 shows, most supervisors [...] during the project, the amount and vario[...] experiences the intern had over the summer,[...] agency rendered by the intern as the strengt[...] supervised. As also indicated, most supervisors[...] their intern's project, or saw the twelve-wee[...] being too short for the amount of work involve[...]

Table 7 is useful in seeing how the intern p[...] were accepted overall. Part A shows that mos[...] continue the project next summer. Most of tho[...] not wish to continue that specific project next[...] was only a one-time project and would not [...] This is further reflected in Part B by the over[...] the supervisors who said they would be willing[...] intern again next summer regardless of the proj[...]

Question 5 asks the supervisor to indic[...] project may prove to be to the host agen[...] thought that the volume and types of data[...]

TABLE 4

describe the experiences that have been
ig or trying to you personally.

	Supervisors	Interns
	12	18
	9	31
	6	10
	4	4
	7	9
	2	2
	4	4
nces		
	27	42
on	3	4
p	2	4
	4	5
	1	14
	3	4
, etc.)	4	4
	3	5

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interaction is far greater for supervisors

TABLE 5

Did the intern(s) ever confer with you about personal or other problems
unrelated to his project? Did you have any interaction
with the intern outside of your regular
working relationships?

	Supervisors	Interns
No	25	30
Yes	11	16
Semi-personal	3	5
Yes, social activity	8	31

with several interns than those with only one intern, due to the
practicality of the supervisor's hosting a get-together for the group.
Such initial social interaction builds trust, which is a prerequisite to a
healthy working relationship.

Part II of the HAQ calls for the supervisor's personal evaluation
of his intern's specific project. Through these responses the signifi-
cance of the project to the supervisor and host agency can be seen.
Following are questions on the title and general nature of the
project. As Table 6 shows, most supervisors saw the data compiled
during the project. the amount and various types of valuable
experiences the intern had over the summer, or the service to the
agency rendered by the intern as the strengths of the project they
supervised. As also indicated, most supervisors saw no weaknesses in
their intern's project, or saw the twelve-week internship period as
being too short for the amount of work involved.

Table 7 is useful in seeing how the intern program and the interns
were accepted overall. Part A shows that most supervisors desire to
continue the project next summer. Most of those supervisors who did
not wish to continue that specific project next summer wrote that it
was only a one-time project and would not need to be continued.
This is further reflected in Part B by the overwhelming majority of
the supervisors who said they would be willing to supervise the same
intern again next summer regardless of the project.

Question 5 asks the supervisor to indicate how valuable the
project may prove to be to the host agency. The largest group
thought that the volume and types of data collected during the

TABLE 6

What were the project strengths and weaknesses?

	Supervisors	Interns
Project Strengths		
Compilation of data	11	23
General service to agency	11	12
Improved agency's service to public	5	9
General orientation	1	14
Amount, types of experiences	5	5
Working in interest area	5	5
No answer	9	14
Project Weaknesses		
None	17	31
Lack of time	13	28
Specific project-related	7	8
Lack of information	3	4
Project ill-defined	5	8

project would make it highly valuable to the agency. The next largest group felt the project's greatest value to be in releasing the supervisor to do other things and in that way increasing manpower at the agency.

Table 9 shows how the project reports will be printed and distributed. The significant fact to note here is that only 12

TABLE 7

Would you recommend assigning this project to an intern next summer?
Would you be willing to supervise the intern?

	Supervisors	Interns
A. No	18	31
Yes	25	43
No answer	4	8
B. No	5	5
Yes	37	67
No answer	5	10

TABLE 8

In what ways will the intern's work prove valuab
to your agency?

	Supervisc
Compilation of vital data	21
Manpower relief	8
Influenced agency policy	5
Identified problem areas	5
Others	3
No answer	5

TABLE 9

Will the intern's project report be printed
to whom will it be distributed

	Supervi
No	12
Unsure	4
Included in larger report	6
Yes	2
Yes—to related agencies	6
Yes—in-house	11
Yes—to general public	6

supervisors (working with 13 interns) are not
publish and distribute the project report. Furth
explained that the report was very valuable to
its limited applications, printing would be unne

Part III of the HAQ solicits the superv
individual intern and his general performance
period. Tables 10 through 13 record the su
Questions 1 through 4. The tables are self-expla
reflect the supervisors' general feelings rather
sub-question. It should be recognized that all r
HAQ speak highly of the interns and the perf
should be taken of the fact that 41 of the 47

ngths and weaknesses?

	Supervisors	Interns
	11	23
	11	12
	5	9
	1	14
	5	5
	5	5
	9	14
	17	31
	13	28
	7	8
	3	4
	5	8

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upervise the intern?

	Supervisors	Interns
	18	31
	25	43
	4	8
	5	5
	37	67
	5	10

TABLE 8

In what ways will the intern's work prove valuable or be of service
to your agency?

	Supervisors	Interns
Compilation of vital data	21	47
Manpower relief	8	11
influenced agency policy	5	7
Identified problem areas	5	5
Others	3	4
No answer	5	8

TABLE 9

Will the intern's project report be printed? How and
to whom will it be distributed?

	Supervisors	Interns
No	12	13
Unsure	4	5
Included in larger report	6	23
Yes	2	2
Yes—to related agencies	6	10
Yes—in-house	11	18
Yes—to general public	6	11

supervisors (working with 13 interns) are not making provisions to
publish and distribute the project report. Further, several of these 12
explained that the report was very valuable to them, but because of
its limited applications, printing would be unnecessary.

Part III of the HAQ solicits the supervisor' opinion of the
individual intern and his general performance during the internship
period. Tables 10 through 13 record the supervisors' answers to
Questions 1 through 4. The tables are self-explanatory; the categories
reflect the supervisors' general feelings rather than response to each
sub-question. It should be recognized that all results from part of the
HAQ speak highly of the interns and the performance overall; note
should be taken of the fact that 41 of the 47 supervisors would be

TABLE 10

How well did the intern(s) fit into the overall operation of your agency?
Was he aware of the agency's total operation? Did he
work well with others in your agency?

	Supervisors	Interns
Affirmative	45	80
Negative	0	0
Fair	1	1
No answer	1	1

TABLE 11

When given a specific responsibility, did the intern(s) utilize
his resources maximumly to produce results? Was
he ever slow to get the job done?

	Supervisors	Interns
Affirmative	40	72
Negative	0	0
Fair	6	9
No answer	1	1

TABLE 12

Do you feel that the project report accurately reflects the intern's
efforts? Is the report as thorough as you expected? Does
the report fulfill the objectives of the project?

	Supervisors	Interns
Affirmative	35	66
Negative	1	2
Fair	1	1
No answer	10	13

TABLE 13

If given the opportunity, would you be willin
intern(s) again? Would you recomm
to another group?

		Supervisors
A.	No	6
	Yes	41
B.	No	2
	Yes	45

willing to work with their interns again, and
willing to recommend their interns to other a
return (Table 13).

Part IV of the HAQ requests the superv
intern program's central administration. In te
direction and objectives, this part of the HAQ
of the comments made in this part have app
were felt most strongly by the supervisor app
the next four tables. As Table 14 points
thought it desirable to correlate the placemen

TABLE 14

What recommendations would you make on
placements of interns for next

	Su
Correlate with academic major	
More lead time	
Satisfied with this year's interns	
Define qualifications clearly	
Define program outline	
Limit to graduate students and seniors	
Others	
None	

TABLE 1C

fit in: the overall operation of your agency?
the agency's total operation? Did he
with others in your agency?

Supervisors	Interns
45	80
0	0
1	1
1	1

TABLE 11

responsibility, did the intern(s) utilize
aximumly to produce results? Was
slow to get the job done?

Supervisors	Interns
40	72
0	0
6	9
1	1

TABLE 12

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rt as thorough as you expected? Does
fill the objectives of the project?

Supervisors	Interns
35	66
1	2
1	1
10	13

TABLE 13

If given the opportunity, would you be willing to work with the
intern(s) again? Would you recommend him
to another group?

		Supervisors	Interns
A.	No	6	6
	Yes	41	76
B.	No	2	2
	Yes	45	80

willing to work with their interns again, and 45 of the 47 would be
willing to recommend their interns to other agencies if they couldn't
return (Table 13).

Part IV of the HAQ requests the supervisors' evaluation of the
intern program's central administration. In terms of shaping program
direction and objectives, this part of the HAQ is most valuable. Many
of the comments made in this part have appeared earlier; those that
were felt most strongly by the supervisor appear several times within
the next four tables. As Table 14 points out, most supervisors
thought it desirable to correlate the placement of the individual in an

TABLE 14

What recommendations would you make on the selection and
placements of interns for next year?

	Supervisors	Interns
Correlate with academic major	11	27
More lead time	9	19
Satisfied with this year's interns	7	7
Define qualifications clearly	1	3
Define program outline	1	2
Limit to graduate students and seniors	2	2
Others	5	5
None	11	17

agency with his interests or academic major and to allow more time for the selection and project-planning process.

When asked for their suggestions for improving the program's administration, the majority of the supervisors gave none or commented that this aspect of the program was satisfactory this summer. These su,,.·stions are recorded in Table 15.

TABLE 15

What suggestions do you have for improving the central administration of the program?

	Supervisors	Interns
None	30	48
More lead time	3	6
Better intercommunication	1	14
Supervisor orientation	6	6
Others	7	8

Included in the intern program's educational component was a series of problem-related seminars hosted by agency officials from various areas. Eighteen seminars on eleven different topics were held; each averaged three hours in length. Interns were encouraged to attend at least three seminars during the course of the summer. Question 3 on this part of the HAQ asks for the supervisors' reaction to these seminars. As the table below indicates, only a very small number of supervisors saw these seminars as being less than worthwhile.

TABLE 16

What are your reactions to the time the intern(s) spent attending the educational seminars?

	Supervisors	Interns
No comment	12	15
Favorable	19	33
OK	10	27
Not worthwhile	4	5
Indifferent	2	2

The final question on the HAQ
improving the program. As Table 17
to make no further recommendation
frequently appearing comment.

TABLE

Do you have any general recomm
program administratio

None
More lead time
Others

This report shows the general feel
who responded to the HAQ. In no w
categorical outline of the supervi
recommended that the next section
supervisors' responses verbatim, be r
reader can more accurately judge the
intern program.

There can be one overriding
evaluation: That the respondent super
greatly pleased with their individua
program overall.

Representative (

This section contains some re
supervisors drawn from the Host
comment is followed by the general
placed in for purposes of recording res

Part I –Intern-Superv

Question 3. What are some of the thi
you feel were most helpful to him
project?

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ing the educational seminars?

	Supervisors	Interns
	12	15
	19	33
	10	27
	4	5
	2	2

The final question on the HAQ asked again for suggestions for
improving the program. As Table 17 shows, most supervisors wished
to make no further recommendations except for "more le d time," a
frequently appearing comment.

TABLE 17

Do you have any general recommendations or suggestions for
program administration for next year?

	Supervisors	Interns
None	34	49
More lead time	7	22
Others	6	11

This report shows the general feelings of the 47 intern supervisors
who responded to the HAQ. In no way can it be more than a general
categorical outline of the supervisors' feelings. It is strongly
recommended that the next section, which contains some of the
supervisors' responses verbatim, be read carefully in order that the
reader can more accurately judge the supervisors' impressions of the
intern program.

There can be one overriding conclusion drawn from this
evaluation: That the respondent supervisors were, generally speaking,
greatly pleased with their individual interns and with the intern
program overall.

Representative Comments

This section contains some representative responses of the
supervisors drawn from the Host Agency Questionnaire. Each
comment is followed by the general category (in parentheses) it was
placed in for purposes of recording results.

Part 1—Intern-Supervisor Relations

Question 3. What are some of the things you did with the intern that
you feel were most helpful to him in successfully completing his
project?

Actually visiting several industrial parks and going with Joe on his first visit to one of the local contacts. [Accompanied on specific tasks]

Intern learned ɔ prepare precise, accurate, and brief statistical reports; intern obtained skill in technical writing techniques. [Skill development]

The most helpful action that I took was to tell him where information could be found and to suggest avenues to be pursued in order to secure the data necessary to complete the project. [Helped find resources and make appointments]

Question 3(B). What are some of the thing. you did that, in thinking back, might not have helped the intern or even made things more difficult for him?

By far the greatest hindrance was my inaccessibility to the interns at times. [Too little time for supervision]

D ie to the sensitive nature of our work and because of the fact that much information obtained is confidential, it was impossible to allow the interns access to all information which would have benefited them. [Lack of information]

Intern best qualified to answer this. [Others]

In some cases Jeanne had to find a community resource to meet the needs of one of the youngsters she was supervising rather than simply contact an agency which another worker had an ongoing relationship with. [Lack of experience]

Question 4. Please try to recall and describe the experiences that have been most rewarding to you personally.

The ability of the intern to "take hold" of the project and do an excellent job without day-to-day direction and guidance. [Intern's work]

Witnessing the intern become truly involved, contributory, and fulfilled in the specific area of work (psychological testing) comprising the project. [Intern's learning]

Steve is a highly intelligent, perceptive conversations about community and 'hig rewarding, in view of Steve's differen judgment. [Intern's fresh outlook]

The sheer vigor, vitality, and enthusiastic Spitzer to the project. [Intern's work]

Part 2—Evaluation of Proje

Question 3. What were the project streng Strengths listed included:

Providing a public and departmental doc historical development of the Departme [Compilation of data]

The fact that this was the first attempt at method for distributing these monies i [Improved agency's service to public]

This project provided a mathematically orie opportunity to apply his educational bacl interest area]

The interns enabled the SWMS to reach s goals which had thus far been unattain manpower. [General service to agency]

Weaknesses that were mentioned included the f

Perhaps the project weaknesses included tl did not have the in-depth experience and t an in-depth study of the entire payabl information, experience]

Are you kidding—I wouldn't swap my expe for anything! [None]

Lack of time to see his project throug running on the computer. A project of tl about six months minimum. [Lack of time

several industrial parks and going with Joe on
one of the local contacts. [Accompanied on

o prepare precise, accurate, and brief statistical
obtained skill in technical writing techniques.
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ship with. [Lack of experience]

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without day-to-day direction and guidance.

ntern become truly involved, contributory, and
specific area of work (psychological testing)
roject. [Intern's learning]

Steve is a highly intelligent, perceptive individual, and our
conversations about community and highway planning were
rewarding, in view of Steve's differences in opinion and
judgment. [Intern's fresh outlook]

The sheer vigor, vitality, and enthusiastic commitment of Mr.
Spitzer to the project. [Intern's work]

Part 2—Evaluation of Project

Question 3. What were the project strengths and weaknesses?
Strengths listed included:

Providing a public and departmental document portraying the
historical development of the Department of Public Safety.
[Compilation of data]

The fact that this was the first attempt at determining a rational
method for distributing these monies is its major strength.
[Improved agency's service to public]

This project provided a mathematically oriented student with the
opportunity to apply his educational background. [Working in
interest area]

The interns enabled the SWMS to reach some very worthwhile
goals which had thus far been unattainable due to lack of
manpower. [General service to agency]

Weaknesses that were mentioned included the following:

Perhaps the project weaknesses included the fact that the intern
did not have the in-depth experience and therefore could not do
an in-depth study of the entire payables system. [Lack of
information, experience]

Are you kidding—I wouldn't swap my experience with these kids
for anything! [None]

Lack of time to see his project through to completion and
running on the computer. A project of this kind usually takes
about six months minimum. [Lack of time]

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An Examination of Attitudinal Changes in SREB
Interns: Summers, 1968-1970

Walter J. Gordon

As the Student Intern Project of the Southern Regional Education Board (SREB) moves into its sixth year of operation, the verification of certain assumptions concerning the resource development internship seems timely. This report is designed, through the evaluation of data collected from SREB interns during the summers of 1968, 1969, and 1970, to accomplish the following two objectives: (1) to provide statistical verification of certain attitudinal changes evidenced in SREB interns as a result of their internship experiences; and (2) to substantiate the internship as a method of educating young people and encouraging them to consider public-service careers.

Analysis of the effect of the internship experience on the individuals involved can take a variety of forms. The approach used here is the evaluation of matched sets of questionnaires administered to SREB interns at the beginning and the end of the twelve-week internship period. The total sample was composed of 103 sets completed by 37 interns in 1968, 40 in 1969, and 27 in 1970. In all cases, the pre-internship questionnaire (Appendix A) was administered during the first week of the internship period; the post-internship questionnaire (Appendix B) was administered approximately two weeks after the completion of the individual's summer work.

Two types of questions are used in this evaluation: (1) reflective questions which called on the respondent to analyze his summer's experience from a personal standpoint, to therefore show how the intern himself perceived the benefits of his internship; and (2) questions which appeared in substantially the same form on both the pre-internship questionnaire and the post-internship questionnaire, to therefore exhibit certain attitudinal changes which occurred in the respondent between the beginning of his internship and the end. The questions represented in Tables 1, 6, and 9 are questions of the first

type: the data presented in a[...]
answers to questions of the secon[...]

The method used for data c[...]
each respondent's answers to s[...]
which also contained the re[...]
including age, sex, marital statu[...]
college, home state, and type c[...]
that such personal data might pr[...]
would be likely to give certain an[...]
personal differences among dif[...]
negligible. From these system ca[...]
the table form used throughout t[...]

For the sake of brevity, the [...]
and "post-internship questionna[...]
"post" for the remainder of the r[...]

The data examined is prese[...]
groups: (1) questions relating to[...]
learning internships; (2) questi[...]
internships on career choices; a[...]
ship experience to more tradition[...]

Four groups of questions f[...]
questions relating to the service [...]
tion of these questions indic[...]
(1) that interns are aware of the[...]
they are to help solve; (2) that [...]
those problems; (3) that the int[...]
approaches for solving the probl[...]
part in the solution of the proble[...]

When asked "Has your intern[...]
and economic problems?" the ov[...]
ents answered "Yes" (as Table [...]

*Several questions used in this evaluation a[...]
show totals higher than the total sample of r[...]

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les 1, 6, and 9 are questions of the first

type; the data presented in all other tables was extracted from answers to questions of the second type.

The method used for data compilation consisted of transferring each respondent's answers to selected questions to a system card which also contained the respondent's relevant personal data, including age, sex, marital status, academic status, academic major, college, home state, and type of project. It was originally assumed that such personal data might prove that certain types of respondents would be likely to give certain answers. This assumption proved false; personal differences among different groups of respondents was negligible. From these system cards, data was tabulated and put into the table form used throughout the report.
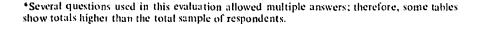
For the sake of brevity, the terms "pre-internship questionnaire" and "post-internship questionnaire" will be abbreviated as "pre" and "post" for the remainder of the report.

The data examined is presented in the following pages in three groups: (1) questions relating to the service component of service-learning internships; (2) questions relating to the influence of internships on career choices; and (3) questions relating the internship experience to more traditional classroom education.

Four groups of questions fall into the first category, that of questions relating to the service component of internships. Examination of these questions indicate four pertinent characteristics: (1) that interns are aware of the social and economic problems that they are to help solve; (2) that interns realize the need for solving those problems; (3) that the interns are aware of the methods and approaches for solving the problems; and (4) that they actually take part in the solution of the problems.

When asked "Has your internship made you more aware of social and economic problems?" the overshelming majority of the respondents answered "Yes" (as Table 1 below indicates). *Further, of the

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*Several questions used in this evaluation allowed multiple answers; therefore, some tables show totals higher than the total sample of respondents.

five who answered "No," three stated that they were aware of the problems before their internship; therefore, only two can be said to have given a negative answer. The respondents were also asked to list what problems they became aware of during their internship; the responses are listed below. Even though this question is reflective, and not part of a matched set, it too exhibits attitudinal change on the part of the respondent by his own admission of increased awareness. A question appearing on both questionnaires asked the

TABLE 1

Has your internship made you more aware of social and economic problems? In what ways? (No. 13 post)

	N
Yes	98
No	5
Problems listed by "Yes" Respondents	
Aware through first-hand experience	33
Aware of problems of poverty	29
Aware of attempted solutions to problems	20
Aware of bureaucratic inadequacies	13
Aware of deplorable living conditions	6
Aware of inadequate health care	3
Aware of local apathy to problems	3
Aware of strained black-white relations	2

respondents to rate the need for accelerating social and economic development. On both questionnaires 93 percent said that such acceleration was "vitally needed." The figures in Table 2 below represent the responses of the 95 interns whose responses remained the same on both questionnaires.

Only seven interns' responses varied from pre to post on this question; four changed from "vitally needed" to "important, but not pressing," and three others changed from "important, but not pressing" to "vitally needed." Such a small number (less than 7 percent of the total sample) indicates that attitudes toward social and economic development did not change appreciably. Thus, it can be concluded that interns realize the need for accelerating social and economic development.

TABLE 2

How do you rate the need for social and eco
in America today? (No. 4 pre, No

Vitally needed	
Important, but not pressing	
Present rate sufficient	
Could slow pace without adverse effects	

That interns gain insight into metho
problem-solving can be seen through exami
questions. The first two sets asked the res
which governmental level resource developn
conducted. In the first set, Table 3 shows tha
interns gave the same response on both
majority of these felt that the federal gov
effective agency in developing resources. Of
responses changed from pre to post, nearly l
choices to the federal government. This se
interns' work with governmental agencies ma
aware of the federal government's influence i
activities.

The second set asked the intern's reasons
particular agency he chose in Table 3; Tab
Interns whose responses remained the same
and those whose responses changed, realized
and manpower, professional ability, and effe
ment lead toward the solution of proble
resource development. Allowing multiple r
reasons from the 62 non-changing responden
the 39 whose responses changed on the above

Program development, one of the major
above, was recognized by the interns as an e
approach again later. In answer to the qu
development can best be accomplished, 69 in
from pre to post; the majority of those cha
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TABLE 2

How do you rate the need for social and economic development
in America today? (No. 4 pre, No. 12 post)

	N
Vitally needed	88
Important, but not pressing	6
Present rate sufficient	1
Could slow pace without adverse effects	0

That interns gain insight into methods and approaches to
problem-solving can be seen through examination of three sets of
questions. The first two sets asked the respondent to indicate at
which governmental level resource development is most effectively
conducted. In the first set, Table 3 shows that over 60 percent of the
interns gave the same response on both pre and post, and the
majority of these felt that the federal government was the most
effective agency in developing resources. Of the 39 percent whose
responses changed from pre to post, nearly half changed from other
choices to the federal government. This seems to imply that the
interns' work with governmental agencies makes them more acutely
aware of the federal government's influence in resource development
activities.

The second set asked the intern's reasons for the selection of the
particular agency he chose in Table 3; Table 4 shows the results.
Interns whose responses remained the same on the above question,
and those whose responses changed, realized that resources, money,
and manpower. professional ability, and effective program develop-
ment lead toward the solution of prob'ems inhibiting effective
resource development. Allowing multiple responses generated 74
reasons from the 62 non-changing respondents and 48 reasons from
the 39 whose responses changed on the above question.

Program development, one of the major reasons given in Table 4
above, was recognized by the interns as an effective problem-solving
approach again later. In answer to the question of how resource
development can best be accomplished, 69 interns changed responses
from pre to post; the majority of those changed from "expanding
present programs" and "developing new programs" to a combination

TABLE 3

Agency most effective in resource development: (No. 2 pre, No. 10 post)

	Pre	Post
Same Response Pre and Post (62)		
Federal government		41
Regional government		8
Private foundations		5
Local government		3
State government		3
Civic groups		2
Different Responses Pre to Post (39)	Pre	Post
Federal government	5	19
Regional government	11	7
Private foundations	10	7
Local government	6	3
State government	2	2
Civic groups	5	1

TABLE 4

Explain the basis for your selection of the agency you listed
as most effective. (No. 3 pre, No. 11 post)

Same Response Pre and Post to Question No. 2	
Greatest resources, money, manpower	3'
Most effective program developer	17
Creative, flexible, innovative	9
Most professional ability	7
Greatest social conscience	5
Close to problems	4
Most clearly defined goals	1
Different Responses Pre to Post to Question No. 2	
Greatest resources, money, manpower	18
Most effective program developer	9
Creative, flexible, innovative	10
Most professional ability	5
Greatest social conscience	2
Close to problems	3
Most clearly defined goals	1

TABLE 5

Resource development can b
by: (No. 5 pre, No

Same Response Pre and Post (31)
Expanding present programs
Developing new supplementary program
Combination of above
Changing entire social-economic system
Combination of current activities
Other

Different Responses Pre to Post (69)
Expanding present programs
Developing new supplementary program
Combination of above
Changing entire social-economic system
Combination of current activities
Other

of the two. As also shown in Table 5,
remained the same on both questio
bination approach.

The preceding analysis of these
conclusion that interns do indeed gai
solving methods, by recognizing bot
agency and the desired course of actio

The final group of questions in
three reflective questions concerning
project, its value to the host agency
they themselves learned from it. Th
shown in Table 6. The largest numb
they participated in problem-solving
some specific task, through their se
through the practical application of th

From these reflective answers,
actually participate in the solution o
problems during their internship.

To summarize this first category
more aware of social and economic p

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