

HARDY RE-EXAMINES INTERNSHIP IN WASHINGTON

By Clarence Hardy

I had the honor and the good fortune of being the first NCC student to be chosen by the North Carolina Center for Education in Politics as a Congressional intern for the past summer. I cannot begin to say how grateful I am for having had the opportunity to spend three months in Washington to observe the operation of the legislative branch of our government. I trust that I have lived up to the expectations of those who were responsible for my going to Washington. I also hope, that as a pioneer, I have left no impression with those with whom I worked and frequently encountered, that would hinder those who come after me from having an even greater internship than I had. It was surely an experience that I shall long remember.

What is an intern and what does an intern do? These questions provide the theme of this discussion.

The term "intern," for the average person, brings to mind a medical student doing his understudy. A congressional intern too, is an understudy, but not in the strictest sense. Because the Congressional internship program, as it is today is not very old, the term is still used very loosely. The term intern has not yet fully acquired its political meaning, or maybe I should say that the public generally is not aware of what a Congressional intern is.

Congress in 1965 passed what is commonly called the Intern Act. The act provides each member of Congress \$750, in addition to the regular allowance for staff and other expenses, to hire a college student to work as a temporary member of the staff for ten weeks. If the Congressman wishes, he may divide the \$750 and have two interns for five weeks for \$375 each.

Before the Intern Bill, Professional Political Science Organizations sponsored the internships of certain select student in political science or law. These students were assigned to offices of both members of the Senate. The American Political Science Association (APSA) was noted for its outstanding Congressional Fellows.

A number of states have Centers for Education in Politics (CEP). Each state carries out its program somewhat differently from the others. From what I gather by meeting and talking with other students who were in Washington on CEP type programs, North Carolina has the best program, in terms of organization, planning, and management. NCCEP interns receive \$759 stipend for 10 weeks. This summer there were 13 of us, 10 of whom were undergraduate students and 3 of whom were graduate students. All of us were political science majors.

Housing and placements (the offices where we worked) were taken care of by the Center. A number of other interns had difficulties finding housing. They came from large universities like Yale, Harvard, Stanford and the University of California at Berkeley, schools that can have great intern organizations with just a little effort. These universities have many students in Washington for the summer. Stanford, to my own knowledge, had more than 80. In spite of the organizational and managerial differences of the various organizations (or programs), I think all of the interns had interesting sum-

mers and shared many of the same experiences in terms of general exposure.

What does an intern do? The assignments of the average intern range from dull routine utilitarian-type jobs to extremely fascinating research projects. Interns also get time off from the office to attend committee hearings and watch floor debates of both the House and the Senate. The Dobb hearing, the hearing on the civil rights bill and the HUAC hearings were all well attended by interns.



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Whenever I visited the gallery, I saw a good number of other interns there.

The first week I received general orientation to the office. I was given three books to read: one authored by Morris K. Udall, entitled "The Job of the Legislator," a handbook for freshmen, congressmen, another by Neil McNeil entitled "Forge of Democracy," the House of Representatives and Sim's Handbook on "How Our Laws Are Made. The first two were very interesting; the last one was helpful and informative.

After I had finished reading the three books, I was given my first research project. My assignment here was to do a comparative analysis with statistics on right-to-work states versus non-right-to-work states and to list some points the Congressman could use in a speech. When I had finished the project, the Congressman okayed it and he was well-pleased with the job I had done.

Later, along with another intern, I did research and drew up an outline for an omnibus election reform bill including the Administration's proposals, a "conflict of interest" section, and a section on mandatory disclosures of personal assets and campaign contributions and expenditures. The outline was sent over to Legislature Reference Service and constructed into a bill.

I also did a compilation and summary of the Congressman's voting record to be used in a newsletter and for campaign purposes. I wrote speeches to be inserted in the record and I also handled some of the constituent mail.

Handling the mail was really fascinating. I had never before realized the wide-range of problems for which constituents turn to Congressman for help. Many of the letters, especially those referring to a specific piece of legislation, required research; others required a form letter.

It was my job to call the various committees and find out the status of certain bills and to call the Government Document Room and acquire copies of specific bills. Notices were placed on my desk from the Ad-

ministrative Assistant, the Legislative Assistant, and the Special Assistant from the case worker, requesting me to obtain types of information for them.

In addition to the things I have mentioned, I also got the chance to work with a lobbying group—the Central Arizona Project Association. This organization was the major lobbying group for Mr. Udall's Water bill. I operated the Xerox copy machine, assembled literature and fact sheets, and helped with large mailing of public relation-type material. When there were demonstrations or educational sessions on the Central Arizona Project Act (CRBP Act), I helped with arrangements. I have listed but a few of the specific tasks that I performed, but before discussing another phase of my experience, I will mention my experience in working with the Democratic Study Group (DSG is composed of a majority of the liberal Democratic Congressmen). One of DSG's major objective is to help pass the Administration's program. Morris Udall is executive secretary of the LSG. When the DSG staff had large mailings to put out, I worked with them. I also helped to make whip calls. During the civil rights debate on the floor of the House many whip calls had to be made several times a day. I enjoyed this experience very much.

The relationship between the Intern and the Congressman varies from office to office. It depends a good deal on the personality of the member to a large extent, whether or not he enjoys having young people around. Good relations depend largely too, on how busy the member is. Again I was very fortunate in many respects. Mr. Udall likes young people and interns and enjoys having them around. Udall had three Interns (Richard Lyons, Soleng Tom, and myself). He supported the Intern Bill.

Mr. Udall is a dynamic and very energetic and busy congressman. He is on the go, attending meetings, serving on committees, making speeches, introducing and pushing legislation and also writing. God only knows how he finds to do all the things he does, and so effectively. And still he had time for interns: for discussions, for giving them personal assignment and okaying them when they are done, for an occasional meal together, radio and television shows, pictures, and for taking interns places with him around and on the Hill and on flights to New York on his private plane.

Staff members are general very friendly to interns. They very cordially help to make the interns' stays interesting and beneficial. They take interns to lunch, have coffee breaks with them, and also work with interns on some projects.

As I look back over the summer I spent as a Congressional Intern, I find it quite difficult to single out one most outstanding event. What I will remember most about the past summer is just being on Capital Hill, the number of things I was exposed to—as some things that I had before realized came clear to me and certainly the difference between a lecture on how Congress operates and the reality of being there to see it operate. The experiences have made a lasting impression on me.



Mrs. James J. McLean, of Red Spring, N. C., left, proudly examines a program announcing the coronation of "Miss North Carolina College" with her two daughters, Queen Elizabeth and Carrie, before ceremonies at N C C. Crowned "Miss NCC" in elaborate ceremonies was Queen Elizabeth, center, a senior sociology major, who won the honor in campuswide election last spring.

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