

**In Their Own Words:
Norms of Civic Engagement in a Political Science Internship Program**

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This study examines undergraduate political science internship experiences from late 1979 to the spring of 2010 by analyzing final intern papers completed during that time frame. In particular this study looks at the internship experience from the perspective of the students as they engaged their internships. It focuses on the question of what experiences of civic engagement students encounter in a collegiate internship program and argues that students who take internships as college courses may pick up on some of the key unwritten rules or experiences of civic engagement in their internship. It also casts attention to the question of whether interns over a long period of time derive similar civic experiences from their internships. While only one intern program is examined, this research is unique because the intern artifacts sampled encompass a period of three decades and draw upon the words and reflections of the student-interns themselves.

Introduction

To what extent are undergraduate interns civically engaged? At first view the question seems completely rhetorical? Are not political science interns placed in offices which are governmental and political in character? Are they not in consequence engaged with the political system, the polity, the community? However, the question might not be that simple. Because these experiences are assumed to be intrinsically worthwhile, coordinators and faculty members in these programs we argue often overlook what civic experiences or lessons students actually imbibe from their internships. Particularly it might be asked, do students who participate in internships actually practice and learn lessons about civic engagement, lessons that they might take with them in their later careers. We know that students take internship classes for many different reasons: to gain practical experience, flesh out their resume for graduate school, get a leg up on a job, or make a

public service contribution. But do students also learn lessons of civic engagement?

This paper looks at an internship program that has been in place for almost 40 years. In particular it samples intern papers written over a 30 year period, from 1979 to 2010. This research is both interesting and unique because of this long longitudinal look at one internship program located in the capital city of Little Rock. The intern program in question was begun by several faculty members in the late 1960's. They believed that a political science program in the capital city would be both beneficial to their students and to governmental agencies in Central Arkansas. The faculty involved in this program from 1970's practiced what they preached. Three faculty members have served in the legislature, one still serving in the 88th legislature. One faculty member served for 15 years as a member of the Pulaski County Democratic Party while another was Pulaski County Republican Chairman. Another faculty member has run for Congress and served as an officer in both the 1970 and 1980 Arkansas Constitutional Conventions. And one member of the department has served as a member of a state commission on collegiate internships. These faculty members clearly saw internship programs as vital to the education of their students and they institutionalized a culture of governmental activity and service in the department.

Reviewing the Literature

Internship programs are not new. One of the first was in the California state legislature during the 1950's helped along by the legendary Speaker of the California House, Jesse Unruh. During the 1960's Rhode Island developed a model state legislative internship program. In this program faculty member from Rhode Island College coordinated the program with a former Speaker of the Rhode Island House who served as the legislative coordinator for the program. Interns attended several seminars in the Capitol Building during the semester taught by a panel of invited academics, legislators and executive branch officials. Interns also worked several hours a week with various state government officials. A commission appointed by the Governor consisting of academics and public officials monitored the program (Profughi).

The 1960's also saw increased interest in public service inspired by President Kennedy as college enrollment swelled. Today it is virtually impossible to find a congressional office that does not sponsor intern

programs in their state, congressional district and in DC during the summer. Members of Congress in fact have found intern programs to be vital advertisements for their commitment to public service education and to their constituent service. One former Arkansas Congressman in fact, Ed Bethune, even ran a citizen internship program when he was in office to decrease the distance between Central Arkansas and Washington DC.

From an education perspective intern and service learning programs have been shown as very relevant for civically engaging students. Students in these programs, taking the broad definition of civic engagement, have learned about their political world, gained knowledge of the political process, embraced political attitudes, enhanced their political efficacy, and contributed to their government and community.¹ Indeed, civic engagement is a very broad term encompassing many diverse strands of civism including service learning programs and of course internships. As public service became more institutionalized in our political culture with the emergence of the Peace Corps, AmeriCorps and City Year, universities began creating centers for civic engagement and a burgeoning and diverse literature began emerging on ways in which students could be civically engaged as part of their curriculum. One recent study (Hollis) for example found that additional structure in service learning projects helped students become more successful in their service learning projects and more cognizant in identifying structural differences of inequality and poverty. Another provocative piece found that including a research and service learning component helped students make the jump from practice to scholarly theory, often a difficult goal to attain in service learning and internship related classes (Goss et al.) while other service learning research has attempted to develop a qualitative model of assessing whether service learning in substantially diverse communities can yield insight into the quality of a student's civic engagement (Marichal). A Michigan State University study found that those students involved in community service, some of which was linked to local and state politics, earned higher grades in the class and had a higher satisfaction level with the class. Another very interesting study found "civic talk" (Klofstad) prior to class involvement led to greater participation in civic related organizations, volunteer organizations, student government as they progressed through their undergraduate studies, suggesting at least a possible continuation of civic engagement in adult life, a theme that needs to be explored in further research. Other studies have

¹ In referring to a broad definition of civic engagement, the author looked at synonyms in a thesaurus for the word civic. The words used to describe civic and civism were among the ones listed in the thesaurus.

attempted to show that just allowing a government related component in a classroom, be it service learning or an internship can make a real difference in raising a student's civic engagement IQ. One basic study, for example, found that just by taking students to observe city council meetings – after assessing student verbal and written presentations – resulted in increased understanding of the political and policy process of these bodies (Laura van Assendelft). Last but hardly least are two studies that suggest how much internships and service learning opportunities support civic engagement. One, a multiple regression analysis of students in a campaign internship course found that students in the course built up increased levels of internal trust and efficacy in government suggesting that presenting students with the opportunity to observe closely and interact with government through an internship course component is a way of building of continuing assets of trust and civic efficacy in students (Mariani and Klinkner). The other (Gorham) cites numerous ways, skills the author says, in which students can increase their political knowledge and efficacy as citizens by introducing a service learning component into the curriculum. The point of this article is a cogent one in fact: that allowing students to work at a service learning site may be at least as good if not a more effective way of students becoming more knowledgeable as citizens than just meeting academic markers.

Arkansas Context

The internship program reviewed in this research embraces a 30 year period of Arkansas politics. Some of the intern artifacts used in this study go as far back as when William Jefferson Clinton was a first time Governor. Interns during the period of this study saw tremendous change in Arkansas government and politics. They observed an increasing ascendancy of Republican success at the presidential level save the two Clinton terms. They saw one of the most senior state legislatures in the nation with a turnover rate of less than 15% biennially go to some of the most rigorous term limits in the nation with 40% plus turnover rates (English and Weberg). Interns also saw the state rationalize its judiciary and select its judges by nonpartisan election with the adoption of Amendment 80. Party realignment also evolved incrementally and then with a crescendo during this period. Republicans are no longer so few as to meet in a telephone booth. Republicans in the 88th General Assembly in fact hold 46 of the 100 House seats and 15 seats in the Senate. Interns now have the chance to intern in three of the seven state's constitutional office held by Republican with one more office needed to move the party legally to majority party status. Perhaps even a more momentous change for razorback driven Arkansans

was the movement of their beloved hogs to the Southeastern conference during the era under study. Interns have also had the opportunity to witness a state that has moved forward in teacher salaries and children's health. Arkansas is no longer the butt of "Thank God for Mississippi" jokes. While the students were completing their internship during this period, the state was making real social and economic progress (Reed and Reed; Blair and Barth).

At the same time Arkansas and Central Arkansas in particular continue to be great places to engage students civically. There are three major universities in Conway and a similar number in Little Rock. Junior colleges dot the rural landscape and with 75 counties and with over 500 municipalities there are lots of opportunities for civic engagement at the collegiate level. In Central Arkansas the political culture is an intimate one where everyone is interested in politics knowing everyone else. It is not unusual to see your United States Senator eating catfish in a local restaurant or your governor hitting golf balls at a local golf range. The large number of office holders, county legislators, justices of the peace, 15 and 9 to a county, 135 state legislators, seven constitutional officers, and numerous city directors and aldermen in Central Arkansas in addition to legislative and executive cabinet and support offices provide internship opportunities that are so ample that internship programs could have ~~to have~~ 50 students each and not even dent the number of potential opportunities for civic engagement internship style.

Table 1. Variety and Distribution of Internships in Central Arkansas: 2007-2010

Internship Area	Number of Internships
Congressional Offices	5
Congressional Campaigns	3
Political Consultants	5
Judicial or Law Office	2
Local Government	2
Presidential Campaign	1
Constitutional Office Campaign	1
State Party Organization	3
Good Government Groups	3
Legislative Digest	3
Legislature and Legislative Council	4
Local Campaigns	3
Governor's Office	5

Table 1 displays the variety and distribution of internships in the studied program from 2007 to 2010. During that time frame 40 internships (some interns did the same office twice) served in 12 functional areas of government although the individual types of internships varied within those areas. For example, among the good government groups represented were common Cause, the Sierra Club and the League of Women Voters. Within the legislature there were the speaker's office and the legislative personnel office. Staple internships were congressional offices based in Little Rock, Pine Bluff, and Hot Springs (these students usually used the classic congressional constituency literature to provide context for their papers (Fenno, Matthews, and Mayhew), and the Governor's scheduling office where five different students interned during this period. Frequent placements also occurred with three different political consultants and these were usually internships that could provide a stipend for the student. Another internship that is usually available for students is with the *Legislative Digest* which offers subscribers exhaustive data on the General Assembly in and out of session. While local government is not heavily represented in the table, the program has done recent internships with the city of Maumelle, the Downtown Little Rock partnership, the Little Rock Planning Department and City Manager's Office. Also several local campaign internships were done with JOP (county legislative campaigns) and state legislative campaigns some of which do not appear in this table.

Internship Program Goals

The fundamental philosophy behind the program under study is to place students in public service internships so that students can synthesize the practice of public service with the theory of their class work. The intent was to allow students to obtain applied public service experiences that would benefit them both during and after they received their degree. The student body of the studied program seemed to fit the applied model very well. The vast majority work and most of the current 13,500 students are commuters. Perhaps the most interesting characteristic of the student body is that their average age is much closer to 30 than 18. Indeed for many students the pursuit of a degree is very pragmatic endeavor – to get the degree and to get a good paying job. In consequence the fundamental value of the program was that students would use the experience as a catapult to public service positions in local and state government and that a public service internship experience would also help prepare students for jobs in the private sector. It would allow students to gain actual public service work experience of course and it would provide opportunity for students to interact with high ranking

public officials and experienced agency and staff members that could aid an intern when they applied to law or graduate school. It would provide opportunities for interns to network with each other at intern seminar meetings so that they could not only learn more about what other public service officials did but also network with each other. These goals were implicit in the conception of the program and they were discussed in the intern seminars and by presentations made by intern seminar speakers who were all instructed to discuss why they entered public service and what they contributed and got out of their experience. In this sense the values of civic engagement were not left out of the internship program; they were just not given the same importance as developing job skills and moving on in one's career goals.

Operation of the Program

As far as what students would do in the academic portion of the program – the part that college professors believe is crucial to a synthesis of the experience – the operation of the department's internship program was quite traditional in structure and operation. Students would spend 10–12 hours a week in their internship, some 130 to 150 hours during a 15 week semester with seminar class time counting towards the 130–150 hour goal. They would keep a comprehensive journal, write a 10–12 paper aimed at synthesizing their experience, and attend five or six intern seminar meetings during the semester where successful public servants would speak about their experiences. An intern-sponsor contract would spell out intern goals at the beginning of the internship and the intern coordinator would monitor the internship by on-site visits and written midterm and final evaluations completed by the intern sponsors. Student grades would be calculated according to the quality of their major paper, their journal, their seminar activity and preparation, and in general context, the evaluation of their sponsor.

The importance of synthesizing their experience is noted in the first paragraph of the course syllabus but the phraseology also contains a heady symbolic pitch to civic engagement in the last sentence ever hopeful that students would pay attention to it in their internships.

The internship in political science is aimed at providing undergraduate students in political science with an applied learning experience that helps them synthesize academic theory in political science with applied experience in government. The internship's mission is to provide the student with the opportunity to blend the practical and academic study of government

together in a creative learning experience that enriches the student's understanding of government and politics. One key theme of the internship class is that public service is an integral part of democracy and those citizens who practice it well not only make a difference but also should be praised by the polity for the difference they make (Lieberman).

Inquiry and Artifacts

Because the program had not focused primarily on civic engagement the question of what kinds of civic experiences students were getting out of their internships became a central one for this study. Since over 100 intern papers had been archived by the program coordinators since 1980 an opportune source of data was available to gain some insight into the question. Were there passages in their assessments that suggested an important civic engagement lesson had been encountered and if so what was the take of the intern on such interactions? The expectation was that the experiences would be diverse given the variety of internship as well as the perhaps unwritten lessons, rules or norms that might be picked up (Carroll and English). Because the papers covered a 30 year span of intern participation, the expectation was that their experiences would also provide insight into the rich political history of the state.

In deciding which papers to look at 25 were randomly selected from roughly 100 artifacts. Each paper was read entirely with the major focus on the intern's final assessment at the end of the paper. It was the student's responsibility at the end of their paper to make an assessment of their internship and all of the papers sampled did so. It was these passages in which content was observed and analyzed to see if civic engagements or lessons had been picked up. The hope if not the expectation was that perhaps, unwritten rules, standards, or norms of civic interactions would appear that would provide insight into the civic experiences that students had received from their internships. The student papers run the gambit from artifacts in campaigns, in state agencies, state constitutional offices, political consulting firms, congressional offices, state judicial offices, law offices, etc. Because of the limitations of space only eight or nine artifacts are used in this piece and the evidence is more suggestive than definitive although the artifacts are rich and revealing of student intern experiences as they report them in their own words. Any of the 25 in fact would tell very similar stories about civic engagement regardless it appears of the time frame, a very interesting point in its own right.

Analysis

Participation, Work, and Social Capital

The most frequently mentioned norms in the artifacts were those which dealt with process and participation. Internships offer these kinds of opportunities to students on a systematic basis. A student who has never participated as a community volunteer, in a political campaign or worked in some aspect of public service often is surprised at how hard public servants labor and how rewarding it is to be part of an office or agency doing the public business.. The experiences student have in their internships may provoke a lasting interest in civic engagement. Here a 2007 intern reports upon his experience in the Administrative Office of the Courts:

Before this semester I had no serious interest in government. The professor convinced me to take his political science internship class to gain experience of a governmental workplace, as well as receive an upper level elective towards my graduation. However this internship has opened my eyes to the world of public service within the state of Arkansas... The fact is there are so many avenues to pursue if one is working for a government agency or department. This internship has given me an idea of how working for the government might be, even if it is in a field completely different from the AOC. This internship has left me with a good impression of the state government and the many paths I could pursue in the future.

An important experience that internships can provide is instruction about work and what it takes to get work done. Here an intern serving in the secretary of state's office in 1980 says: "My sponsor's approach to handling interns is to tell them what he needs, where sources can be found and then leaves them to work on their own." And from an intern in a congressional office circa 1980: "Holding a staff position in the congressional office has been an extremely beneficial education experience. I have found this internship program to be interesting, rewarding and intellectually stimulating. The knowledge that I have gained from this job should be helpful in further career experiences."

Work experiences can also provide opportunities for interns to invest in the building of social capital. Here a 2000 student interning in a business group says:

The main thing I learned and the reason I entitled my paper 'Behind the Glory,' is that everyone helps with everything. Jane is the "head lady" so-to-speak but she also types letters, makes phone calls to companies, stocks the fridge when low on soft-drinks and empties the trash. That is a good thing to learn, that everyone has to pitch in most organizations – that no one is too big for any task.

A 2008 intern also displayed a form of social capital in her final paper. She had interned with a conservative political consultant for the semester during an election year. In her assessment of the internship she wrote about how important money was to winning campaigns – "the mother's milk of politics" was a quotation she used to underscore her argument, but as she finished her analysis she added "...that it might be sensible for the Arkansas legislature to offer public financing to candidates in order to make the process slightly easier when conducting campaigns..."

This assessment was unexpected given the fact that her internship was with a political consultant who was paid to raise money for Republican candidates and that the intern identified herself as a conservative Republican (one reason she was placed there) and currently has a job with another Republican consulting firm. Perhaps out of the mouths of babes but the comment does suggest that internships do provide opportunities for students to develop political insight and perhaps very different political views than when they started their internship. This particular case is a very reassuring one for college instructors believe very strongly that developing independent and critical thinking in their students is what a college education is all about. .

The Norm of Observation

One implicit rule that interns seem to embrace is the norm of observation, a learning norm that is no doubt present in most internship experiences. What a student can learn by observation tangentially relates to civic engagement that students experience in office work routines. This student (1986) interning in a congressional office reports:

Let me just add that a very talented group of people assembled in that building for the project; I learned a lot by just listening to them talk. I also realized how many issues there were in dealing with anything and how broad and detailed every issue

is..."And a very basic observation by a student (circa, 1979) doing a criminal justice internship: Several times I have had the oppirtunity (sic) to go to the Cummins Unit, at lunch time. We would go to these places for some off-the-wall reason right at lunch time. The food really is terrible. But I have learned a bit of common knowledge that will certainly help me out in the years to come....

This student probably could have gone on further as the Arkansas Corrections system had been found unconstitutional just a decade earlier and bad food was perhaps the least of the problems inmates had to face. And taking one more student observation from a 2007 student who had actually completed a one month congressional internship in Washington, the intern has apparently developed a new appreciation for the work his congressman did in Washington.

I have learned that what keeps this office alive in the exact reason it exists, human issues and problems. Constituent lives are affected by the work of the staff and ultimately it is casework that is the heart of the office... "Now that I have this experience to reflect back on, I am grateful that I am aware of his role of my Congressional Office. It is comforting to know that I have an advocate for me at my district Congressional Office".

Norms of Trust and Tolerance

Students in internship experiences also encounter difficult situations in their internships that might have a disconcerting impact on their view of civic engagement. Interns who answer phones in governmental offices often must deal with citizens who are complaining to the wrong sphere of government or viciously attack the intern for the vote of the public official whom they represent. Interns also often see that how long it takes to resolve a case or in many cases cannot resolve the issue at all perhaps leading them to a decreased sense of their own political efficacy. In the two artifacts cited that follow, a sense of how interns reacted to some of these concerns is presented. This 1992 student did his internship in one of Arkansas's U.S Senator's Little Rock office during President Clinton's first term and his comments pick up what was to become growing disillusionment and polarization in the electorate. She reports:

While I admit that there is a past, issues like Whitewater (not to mention the Paula Jones case which was delayed in being filed into hours before her statute of limitations ran out) have been blown out of proportion in order to allow competing political groups to tear down any trust, the American electorate might have given Clinton. In conclusion, when people are already less likely to vote or take part in the politics of America, occurrences like this further push these people. Thus, the actual people who make electoral decisions will continue to decrease.

The same intern also reports on taking phone calls about the Clinton health plan from a Republican constituent who was apparently feeling marginalized by being a Republican in Arkansas. After taking to the constituent the intern concludes:

...his call was in response to the form letter. After voicing his opposition, he complained that he was tired of the "stigmatism" of the Republican Party in Arkansas. He did not understand why people in Arkansas were afraid to speak about politics in Arkansas. I have started to wonder what it would feel like in the event that I lived in a state that "feared" Democrats. I realized that while we have our own political convictions, we must remember to respect the thoughts and beliefs of others. In conclusion, I feel this man taught me to be more award (sic) of political freedom of expression; moreover, I have gained a new level of understanding of the need for political tolerance.

1. *The Norm of Civic Morality*

Also discovered in the artifacts were allusions to ethics, fairness, and justice. A number of the artifacts revealed that interns observed and thought about ethical situations in their internships and that sometimes they were even put into situations which produced ethical conflict. These standards of conduct or norms are exceedingly important lessons to learn about civic life. A political system with a declining public morality is obviously a political system in trouble. When public servants lie, cheat, or treat people unfairly, the loss of trust can be devastating to civic participation. The long decline in voting participation, for example, has been linked by scholars to events such

as the Viet Nam, Watergate, the Whitewater investigations and their sexual progeny.

In this first intern excerpt from the education unit of the Administrative Office of the Courts (1999), an internship that is annually available in our program, the student comments about his intern project for the semester – a project in which she developed a framework for establishing a permanent paid internship program with the AOC.

It was a great honor to be able to develop the five internship programs at the AOC. It is rewarding to know that future interns will also be monetarily compensated in addition to receiving college credit hours for participation in the program... Developing such programs was also instrumental in my own educational endeavors in learning to begin with a concept and to actually work to develop the finished product that will be beneficial to many in the future. In the words of Sam Houston, 'The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

The quote from Sam Houston is a very provocative one. This student appears to have gotten a lot more out of her internship than just three credits and a decent grade. She perceived her contribution as an enduring one that would provide opportunities in this type of public service for many years to come and that this experience would diffusely strengthen our governmental system.

Another excerpt comes from a student paper (circa 1979) on how fair the public defender's office could be under the current appointment structure, which at that time allowed circuit court judges – who were likely to see and come in conflict with public defenders in their court rooms – appoint the public defenders. Again, the political history of the state comes alive in this intern evaluation, the need for more public defenders and a more institutionalized and fairer system of justice is implicit in the intern remarks:

This appointment process is unfair to the fair and reasonable doctrine upon which our criminal justice system is based. The fair and reasonable standard is imperative to the survival of the system of power of government proliferated throughout civilizations past. I have heard many, many clients of the Public Defender's Office tell of treatment from police officers

that clearly show the need for true professionals to be established in police circles and closely scrutinized from within as well as without....

This student found not only fairness and justice were the key values to be perpetuated in the public defender system but may have taken away a life-long learning experience about what the norms of justice displayed in the internship and what they should be. Moreover, as an engaged individual he might have had the opportunity later in his career to actually change them directly or influence others that could change them. Note the following excerpt:

Finding fault not with personnel, for they are a very professional group as a whole, but with the restrictions of time, manpower, and budget, along with the appointment system, a mentally rewarding and enlightening experience comes to an end, but shall it remain among my memories as a basic insight into "the other side of the fence." My appreciation goes to the Public Defender and his staff for the opportunity to work with them in a common cause... and justice for all.

The Rule of Ethical Behavior

The artifacts also contained more than a few references to ethical and fair minded behavior that interns either observed or was involved in. One artifact particularly was fascinating not only because of dramatic ethical conflict that it raised, but also because of the historic moment in captured. This student excerpt comes from the 1980 gubernatorial campaign in which the Republican candidate Frank White defeated Governor Bill Clinton for reelection. The defeat of Clinton was considered one of the biggest political upsets in the state's history and could have conceivably ended the political career of the 42d president of the United States under different circumstances. Bill Clinton, even at that time, was considered presidential timber by many and was at the very least one of the rising young political stars in the nation. This artifact captures a crucial moment in the campaign from the lens of a frustrated intern. In particular, the primary job of the intern during the campaign was to handle the placement of campaign signs when he found it difficult to communicate to his sponsors that there was no strategic plan for placing the signs. He had discovered that the White campaign had placed more than three times the number of signs that the

Clinton campaign had and he felt that his role as in the campaign was being emasculated and his internship a failure. Consider this excerpt: “Being thirty-three years old and a college senior is strange enough (really not that strange) but being thirty-three and a “go-fer” for upper-middle to upper-class snobs was at times humiliating beyond acceptance...”

Things don’t get any better until a mystery lady arrives at campaign headquarters as the intern reports:

One would figure that X would be the last person to suggest a real use for this political science intern. However, the day we met was curiously, the first time that my supervisor and I sat together to discuss the organization of Pulaski County. X walked into the office and after introducing herself to me, suggested that we (X, Judy, and myself) have a seat in the conference area of Judy’s office. After being seated, she asked Judy about the progress in certain precincts, at which point, Judy, for the first time begins to explain to me who is a precinct captain and where, and what changes we need to make. This was all done as though it were an everyday type of discussion between us. X, after being acquainted with me for just a short time suggested to Judy that I organize precinct walkers in a certain area, and that I make up a wall board showing the top 25 precincts and all current activities in each. Finally I thought, I am going to participate in this campaign as a staff worker and not just a delivery boy. This notion was short-lived however. X did not make regular visits to the headquarters, and Judy did not invite my attention to any more political activities.

And in a fascinating ethical situation in which the same intern finds himself because he inadvertently passed along some campaign palm cards to a deputy sheriff and then was called by a reporter to be interviewed about the incident, which raised questions about the use of state property for campaign purposes, the following discussion of ethics takes place:

Later, as Judy, X and I were in the aforementioned meeting, the reporter called to interview me. X suggested that I not be nervous and just tell the truth. The reporter asked me a series of leading questions, suggested it was unfortunate, but that I was involved in the middle of a political controversy. The following day a story appeared in the *Arkansas Democrat* under

the headline, "Deputy uses patrol car to pick up Clinton campaign cards." So by way of negative publicity I became known by Governor Clinton's Capitol Hill staff.

And what did this student have to say about his experience with the 1980 Clinton re-election for governor campaign.

Contrary to my tone in this report, I am truly pleased and gratified for the opportunity to be part of this political experience. I seriously doubt that I will ever again have a chance to witness such events from an inside perspective such as I had. However, I will say that I do believe local officials will be gaining in importance as a trend toward less federal government progresses, and it would please me to become more involved in local political affairs. I thank you for this learning experience and your confidence in my abilities to represent [the university] at the Clinton for Arkansas State Headquarters.

Conclusion

This piece has argued that internships programs have and continue to provide unique opportunities for civic engagement. While the evidence offered here is limited to one program, the sampling of intern experiences across three decades suggests that students who take internship classes get more out of them than just general work experience and three credits towards a degree. Space does not allow presentment of numerous other interesting themes and incidents extracted from the intern artifacts. I found many unique situations from the intern that was most impressed with the fact that as an intern he was entitled to "valet parking" to the intern who researched legal matters for H & R Block and who, despite her beauty pageant personality (she was a could not be "on" all the time with the large number of calls and clients that streamed into the office. I also found many incidents of intern empowerment in the analysis of the intern artifacts. A student in his late twenties who was doing an internship with the Republican Party of Arkansas found himself hastily recruited to run for Lieutenant Governor when an extremist candidate paid the party's filing fee and would have been the party's putative nominee had our intern not intervened. The intern won the primary by the way and then immediately dropped out of the general election race because of the high name recognition and incumbency of the Democratic candidate. Another intern

after just a few weeks in a senior United States Senator's office assumed full time case work when a permanent staffer left with no notice. What was most interesting though was that interns were more civically engaged than the program coordinators expected. The interns were experiencing lessons about teamwork, fairness, ethical dilemmas, tolerance and participation, all integral parts of civic engagement. Whether these rules or norms as they are referred to here are enduring is well beyond the scope of his study. But before the intern artifacts were examined within that framework it was assumed that the interns were getting a lot from their internships. After all many had gone on to staff jobs in Washington, run successfully for public office, become lawyers, journalists, and teachers and had become outstanding public servants including one current sitting member of the Arkansas congressional delegation who had done an early 1980's internship with the lieutenant governor's office. What was not realized was that the interns in the program were also embracing some of key rules of civic engagement as well. And that bodes well for our civic democracy as intern programs expand, improve and perhaps place more theoretical and practical importance on civic engagement.

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