

THE WHITE HOUSE
WASHINGTON

April 6, 1982

MEMORANDUM FOR ELIZABETH DOLE
DAVE GERGEN
JAY MOORHEAD,
JIM CICCONI

THRU: KEN DUBERSTEIN

FROM: M. B. OGLESBY, *MB*

SUBJECT: The Washington Education Project, a
Private Sector Initiative Using Local
College Students to Tutor the Func-
tionally Illiterate

Several people on the Hill have expressed interest in the Administration's view of the Washington Education Project. The attached outlines the program. It would seem to be an urban-education initiative with minimal dependency on the Federal Government. We have asked OMB and Education for their views. In anticipation of additional Hill interest, we would be interested in discussing this item with the appropriate member of your staff.

4-6-82

Dick

I talked w/ B. and he agreed that this would be good to circulate for comment. (Michel's interested.)

If no sharply negative views come back, we might want consider a WH letter of support. Thanks.
Jim



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House of Representatives

THE WASHINGTON EDUCATION PROJECT

HON. STEWART B. MCKINNEY

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 23, 1982

● Mr. MCKINNEY. Mr. Speaker, I am taking this opportunity to enter into the Record my endorsement of the Washington education project. This is a tutoring program designed to supplement the existing curriculum in the District of Columbia's public school system. As proposed, it would be staffed by student participants from area universities, who pay for and receive credit for tutoring in the program. It is designed to improve the basic educational skills of the functionally illiterate, and thereby enable them to exist in today's complex society. After a minimal outlay of seed money, the program is sustained entirely by the tuition payments made to the universities, by students wishing to take part in the project. Since a more detailed description of the Washington education project may be found in Senator HARRIS's remarks on page S2452 of the March 18 RECORD, I will not labor to repeat it at this time.

The Washington education project is not the pie-in-the-sky fantasy of a naive educational planner. It is a program based on a similar project—the summon program—which operated for 4 years in the Miami area. During this period the summon project was directly credited with raising the reading and mathematical skills of hundreds of students whom it served. The architect of the summon program is also the proponent of the Washington education project, Mr. Norman Manasa.

Surely, we are all aware of the need for such supplemental programs in inner city schools, such as we have

here in the District of Columbia. This is not to criticize the District school system, but only to cite the reality of the situation that exists in many of our schools today. People are graduating from schools all over this Nation while unable to read and write at levels which are reasonably expected of them. Add to this group the vast number of students who leave school before graduating, and it is easy to imagine the seriousness of the problem.

It is becoming increasingly difficult to employ or train those individuals who do not possess the basic educational skills. We must address this problem before these people are relegated to a life of unemployment and despair. The future holds no place for a vast number of people who are without even those basic tools which are necessary to exist productively in this increasingly mechanized world. The education of our Nation's citizens is paramount if they are to become worthwhile members of society.

The House Committee on the District of Columbia will hold additional hearings on both vocational and basic educational problems here in the District. For these hearings, I have invited Mr. Norman Manasa to testify on the feasibility and potential for implementing the Washington education project. I hope that in the near future I can come before this body and report that the program is a reality. Given the full commitment necessary, I feel this project may prove to serve as a useful model for similar programs throughout the country. It has vast potential to provide a much needed boost to this country's troubled educational systems. Considering the past success and the fact that the Washington educational project can virtually run itself without the need for costly Federal subsidy, this seems to be a bargain we cannot pass up. ●

THE WASHINGTON EDUCATION PROJECT

• Mr. HATFIELD. Mr. President, today I am entering into the RECORD one of the most worthwhile projects I have encountered in the private sector, designed to help the functionally illiterate gain the knowledge and skill necessary to survive in today's world.

The Washington education project is the brainchild of Mr. Norman Manasa, a young man with a very good idea. In 4 years of success at the University of Miami the Summon program, as the project was called in the Miami area, assisted hundreds of people in the basic concepts of reading and verbal skills.

This program falls in line with the goals the President set during his first year in office. Self-sufficiency, less dependence on the Federal Government, and government in general. It allows the student to understand the real environment he or she will be encountering after college.

The Washington education project is an academic program which adds an experiential component to the humanities training of college students by putting them to work teaching the poor to read. Undergraduates enter this project by registering in three-credit, pass/fail courses which marry the reality and the theory of sociology, education, economics, and so forth, and which teach college students things that cannot be learned through traditional classroom instruction. Since these are elective courses, all undergraduates may participate, regardless of their major.

Undergraduates in this project tutor 6 hours per week in selected community agencies as a supplement to the education programs which are already in operation in these agencies. The tutoring is done on a regular schedule throughout the semester and the undergraduates sign in and sign out for each tutoring session. In addition, they meet each week in a seminar with their monitoring professor where the theory of the humanistic discipline in which they are registered is explained in light of their experience in the community.

The undergraduates benefit in four ways:

First, they obtain real-world experience which gives them a fuller understanding of the humanities;

Second, they obtain an experiential background which will help them to choose a major and a career;

Third, they obtain an entry into the world of work and postgraduate employment;

Fourth, they learn compassion by being compassionate.

In addition, this project does not provide the illiterate poor with more subsidy; rather, it provides them with

the kind of real help which they desperately need. One must be skilled in reading, writing, and mathematics in order to create wealth in a literate society. Without these skills, the poor will always remain poor regardless of whatever other help they may obtain and they cannot learn these skills without long-term individual tutoring. Since academic credit guarantees the attendance of the undergraduates as well as the expertise of the university faculty, the Washington education project provides the illiterate of the community with reliable and competent help at no cost to them.

This project has two economies: One that might be called the microeconomy and one that might be called the macroeconomy. The microeconomy is that economy of operation which is at the heart of this project in that there is no capital expenditure to erect new buildings or to rent storefronts; there is no outlay for books or special consultants; the tutors are not paid—indeed, they pay tuition to take the courses which permit them to do the tutoring. There is no time wasted arguing over experimental teaching methodologies.

The Washington education project uses the buildings—notably the public schools—that already exist, the books that have already been purchased, and the teaching methodology that is already in operation. The classroom teacher tells the undergraduate which of the students is to be tutored, and in what subject, and with what book, and the tutoring takes place in the classroom with the learning environment in force and the classroom teacher right there to provide whatever help may be necessary.

There is nothing mysterious about this tutoring process. It is done at the level of helping the neighborhood kids with their homework and is an honorable method of instruction as old as learning itself. Even Alexander the Great had a tutor.

And this may be the only project of which the Senate has heard that brings its own money with it; that is to say, the tuition of the undergraduates. It would probably require outside funding to get this project started at various colleges but the tuition of the students could maintain the project, if a college so chooses, after seed moneys are ended.

But it is the macroeconomy, one that is external to this project and national in scope. For 200 years, people in this country could create wealth even if they were illiterate since the nature of work itself required vast numbers of workers to lift, move, plant, and reap the things that the Nation produced. Even as the country changed from an agricultural society into an industrial society and workers moved from the farms to the factories, this held true. It is the modern age, however, that sends the great machines and robots to do the manual labor of the Nation so that, as each

day passes and as each new computerized marvel is introduced, the illiterate become less and less able to create wealth in any form.

The United States, if it is to remain a leader in the marketplace of the world, no longer has the luxury of keeping great numbers of its citizens illiterate. These people must be made literate for the technological era or they will likely become a vast, unemployable, and, eventually, ungovernable mass which will have to be supported for their entire lives by the rest of us.

This is a burden that the Nation cannot bear. But how are these people to be made literate? Clearly, they require individual tutoring since they have not learned to read and write, and will not learn, in a group setting. And where are we to find the thousands of tutors that are needed? Since the tutors must be literate themselves, there are only three places to look.

The literate people who work for a living have the ability to tutor, but they cannot because they are producing. There is also a great number of literate retired Americans who could do the tutoring but, since tutoring requires the tutor to appear day after day for a long period of time, these tutors, in order to be both reliable and manageable, would have to be paid. This would necessitate a \$1 billion Government program with a national bureaucracy, something clearly out of the question today.

The last group, is the college undergraduates, literate, talented, enthusiastic, and very willing, I believe, to serve if asked to do so in a sensible fashion. And, with 10 million undergraduates at 3,000 colleges across the country, large enough to meet the illiteracy problem on its own scale. Undergraduates generally take eight elective courses during their college years; there is no reason why two or three of these courses cannot be devoted to this sort of a project.

At present, the undergraduates require some subsidy but create no wealth, although they are preparing to do so upon graduation. Under this project, these same undergraduates would enroll in elective humanities courses where they would create vast new wealth by teaching reading, writing, and mathematics to the illiterate poor. And the undergraduates, themselves, would get a better education in the bargain.

For the same dollar investment on the part of the Nation, thousands of undergraduates, on a purely voluntary basis, would work in community agencies all across America which desperately need the tutorial help this generation of college students can provide. I should add that this is not a dream but a description of a model project that has already worked and one that had undergraduates tutoring in jails, ghetto schools, Head Start

centers, migrant camps, and homes for the emotionally disturbed.

The Washington education project reduces the economic rhetoric of the day to a workable program. Under this project, the human capital of undergraduates would expand the base of the economy by transferring to the poor the power to create wealth, thereby turning taxeaters into taxpayers. This is a worthy project that provides undergraduates with an education in life, teaches them compassion, and heals the wounds of those who suffer.

Mr. President, I submit for the RECORD information about the project. The information follows:

THE WASHINGTON EDUCATION PROJECT

I. DESCRIPTION

(1) A better way to educate college students during part of their training in the humanities is to put them to work in the community, under the guidance of professors, teaching the poor to read.

(2) This work will provide undergraduates with an experiential component to traditional classroom instruction. At the same time, it will help them to learn their immediate responsibility to care for another.

(3) Poor people—the imprisoned, the illiterate, the retarded and the destitute—will receive competent and reliable help on a large scale. There are thousands of college students in the District of Columbia (and many more across the nation) who are able and available to teach people to read.

(4) Expenditures for higher education would yield greater productivity. Instead of "preparing" students for life through traditional classroom instruction year after year, these funds would get undergraduates a better education by having them actually do productive and essential work.

(5) The economics of the times support such an effort. College students and the poor constitute two distinct groups which consume great quantities of wealth produced by the society-at-large but which produce little wealth themselves. This project is an attempt to "transfer wealth" by having college students pass on to the poor their skills in letters and numbers. The poor will then be able to create wealth in their own right since they will have the skills which are essential to the production of goods and services in a literate society. They will then be able to advance themselves through their own efforts and, at the same time, help to support the nation in the marketplace of the world.

(6) The program proposed here actually works. An experimental model ran for four years (1969-1973) at the University of Miami and such a program could work in the District of Columbia and at colleges across the nation.

II. WHAT A STUDENT IN THE WASHINGTON EDUCATION PROJECT IS REQUIRED TO DO

Students who participate in this program do so by enrolling in a three credit, pass/fail course in one of several humanities departments. In order to receive the academic credit, students at the Miami project were required to:

(1) Tutor six hours each week for the semester;

(2) Attend one seminar with the supervising professor each week;

(3) Submit a one-page report each two weeks;

(4) Maintain a private journal of their experiences; and

(5) Submit a final paper at the end of the semester.

Eligibility

All university students, with the exception of first semester freshmen, were eligible to take this course each semester of their undergraduate career. It did not matter what their major field of study was.

III. REPRESENTATIVE COMMUNITY AGENCIES

College students in this program do tutoring and they can do it effectively in almost any community setting. Below is a representative list of agencies from the Miami project:

(1) The After School House—a community school for young children in the impoverished area of South Miami;

(2) Boystown—a home for dependent boys maintained by the Catholic Arch-Diocese of Miami;

(3) Carver Junior High School—an integrated county school for seventh and eighth graders;

(4) The Dade County Jail—literacy training in the men's division;

(5) The Dade County Jail—literacy training in the women's division;

(6) The Dade County Stockade—sentenced prisoners are prepared to take the State high school equivalency examination;

(7) Haven School for the Retarded—a private facility for moderately handicapped children and adolescents;

(8) J.R.F. Lee Community School—a county school for emotionally disturbed children;

(9) Montanari Residential Treatment Center and Clinical School—a private facility for emotionally disturbed adolescents;

(10) Saint Alban's Day Nursery—a day care center in the Black community of Coconut Grove;

(11) South Miami Junior High School—a newly integrated county school;

(12) Spectrum House—a private, residential treatment center for people addicted to hard drugs;

(13) Tucker Elementary—a newly integrated county school for grades K-4;

(14) Dade County Youth Hall—a detention center for juveniles.

IV. UNIVERSITY DEPARTMENTS WHICH MIGHT PARTICIPATE IN THIS PROJECT

Humanities departments which participate in this program would register students in a three credit course on a pass/fail basis. Departments which might participate are: (1) Sociology,¹ (2) Economics,¹ (3) Speech,¹ (4) Elementary Education,¹ (5) Educational Psychology,¹ (6) Education: Administration and Curriculum,¹ (7) Psychology, (8) American Studies,¹ (9) Philosophy, (10) Management,¹ and (11) Geography.¹

V. THE ORGANIZATIONAL COMPONENTS OF A SINGLE COLLEGE PROJECT WITHIN THE WASHINGTON EDUCATION PROJECT

When established at a college, this project would have five parts. They are:

(1) The Project Director—holds responsibility for the operation of the project.

(2) The Faculty Representatives—meet each week with their assigned students in order to provide the theoretical background for their experiences, as well as supervision, review, advice and evaluation. They also make site visits.

(3) The Student Agency Coordinators—these students already have had one semester's experience in the project as a regular student. They now assume the responsibility for the operation of an individual community agency. They schedule work hours for the other students, arrange transportation, keep attendance records, manage communications, and help set up effective tutoring situations.

¹ Departments which participated in the Miami project.

(4) The Agency Representatives—these are staff members appointed by the community agency who have primary responsibility for effective placement for each college student within the agency.

(5) The Participating University Students—those who enroll for the course and choose, from a list of community agencies, where they will tutor for the semester.

(Please note: In the operation of an agency, the Student Coordinator does most of the leg work. The time required of a faculty member or agency representative, therefore, is about 3-6 hours per week.)

VI. WHAT IS LEARNED THROUGH THIS PROGRAM

The education which takes place in the program proposed here is of two kinds: that which the university student obtains, and that which is obtained by the people in the community.

(A) The Education Obtained By The University Student:

(1) This program centers on the humanities and permits students to "learn by doing." It blends reality and classroom theory at the same time by giving students experience in the world beyond the campus against which to measure the value of academic instruction.

(2) Students learn compassion by being compassionate. They learn their immediate responsibility to care for another. In this way, students take some first steps out of the artificially prolonged adolescence of the college years.

(3) Students learn about other cultures within our society and learn not to be so afraid of them. This knowledge is essential if a multi-cultural society such as ours is to work.

(4) Students learn about their own abilities and, therefore, can make more knowledgeable career decisions. They can also take an initial step toward eventual job placement for themselves.

(B) The Education Obtained By The Community Resident:

(1) Community residents receive regular and competent training in the use of letters and numbers, skills which they must have if they are to advance themselves in a literate society.

(2) By working day after day with someone from another culture, they learn not to be so afraid of that culture.

(3) The poor gain a greater appreciation of their own worth because they see themselves obtaining basic skills, and also because someone else thinks they are important and demonstrates this by providing competent help over a long period of time.

VII. SOME ECONOMIC ARGUMENTS FOR THIS PROJECT

(1) The value of the tutoring which the college students will do is measurable in dollars. A tutor for a grade school child in Washington, D.C., for example, presently earns \$15.00 per hour. A college student in this program would tutor six hours each week and, thereby, produce \$90.00 per week in real wealth.

(2) This program envisions projects at individual colleges which will continue after "seed" monies are withdrawn since the basic source of funds for any course offering (i.e. the tuition of the students) will still be there.

(3) Using information which already exists, we could demonstrate how much wealth a literate person creates in a lifetime as opposed to that created by an illiterate or functionally illiterate person. Thus, we may be able to measure the amount of wealth which the college students in this program will make it possible for others to create.

(4) Literacy is basic to the production of wealth. If people are not trained in the use of letters and numbers, the nation will not be able to produce the goods and services necessary to support itself. Inflation will continue to increase, our position in the world will be eroded, and the value of the dollar (as seen, for example, in the pension and social security disbursements of the future) will be greatly diminished.

PROJECT OBJECTIVES

(1) To offer all university undergraduates, regardless of their major field of study, courses in the humanities which will put them to work, under the guidance of university professors, teaching the poor to read. This is an attempt to marry experience and theory in individual humanities courses. Students would tutor six hours per week in an established community agency where they would directly experience the "reality" of one of the humanistic disciplines. In addition, the students would meet with their monitoring professor each week in a seminar where the theory of the academic discipline would be explained in light of the student's experience in the community.

These are seen as three credit, pass/fail courses which may be taken by undergraduates as electives or as part of their major or minor field of study. The final decision on these matters would rest, of course, with the individual university.

(2) To permit university students to learn compassion by being compassionate.

(3) To provide large-scale, competent and reliable tutorial help to the illiterate of the community at no cost to them. These are the people who cannot read and write now and probably never will without day-after-day, long-term individual tutoring.

GETTING THE FIRST SEMESTER STARTED—WHO DOES WHAT

(1) What you can do

You may already know someone at your local college or university. If not, the Dean of the School of Arts and Sciences is, perhaps, the most likely person to see. This project involves the several humanities departments and these are usually found within this School. Before doing this, however, the Washington Education Project will be happy to send you the "red packet" which contains the detailed internal structure of the project in outline form.

To get started, this project only needs one or two professors from one or two departments and, perhaps, 10-30 undergraduates. There should be at least two community agencies prepared to receive the students.

(2) What the project Director does¹

The project Director at each university arranges with individual community agencies (schools, jails, Head Start Centers, facilities for the retarded, etc.) to provide tutors as a supplement to the base teaching staff of the agency. University departments are matched with community agencies that have some relation to their field of study. A hand-out is distributed to undergraduates at registration which lists the participating agencies, notes the days and times in which the work can be done, describes the specific work that the student would do, and lists the courses in which the undergraduate can register in order to work at that agency.

For example:

(1) Emerson Head Start Center.—M-F 9:00 a.m. to 3:00 p.m.—tutor inner-city pre-school aged children on a 1:2 ratio as well as small

group activities. Register in Elementary Education 422 or Educational Psychology 603.

(2) The City Jail: M, W, F 1:00 p.m. to 6:00 p.m. only—tutor functionally illiterate adults in basic reading and writing. Sociology 500 or Economics 435.

The project Director also sets the time and place of the first general meeting of the semester. It is held on campus and all project participants must attend.

(3) What the undergraduates do²

At registration (indeed, at pre-registration), students choose one agency from the list of community agencies prepared by the project Director. They then register in the corresponding course and will work at this agency for the entire semester. They attend the general organizational meeting.

(4) What the community agencies do³

Agency heads determine which of their staff want tutors and name a staff member to be the agency representative for the project. The agency representative attends the general organizational meeting.

(5) What the faculty members do⁴

Faculty members make a site visit to the community agency with which they are matched; meet the agency head or agency representative; attend the general organizational meeting.

(6) What the Student Coordinators do⁵

The Student Coordinators make a site visit to the community agencies with which they have been matched; meet the agency head and agency representative; meet the university professors with whom they will be working; prepare for the first organizational meeting.

(Please note: It is the duty of the Student Coordinator to handle the day-to-day affairs of the undergraduates at their agency. They are responsible for scheduling, transportation, the record keeping of attendance, general communications, etc. This relieves the faculty members and agency staff of most of the leg work.)

(7) The first organizational meeting

All members of the project (faculty, agency representatives, students, Student Coordinators, and the project Director) attend this meeting. It is held immediately after registration for the Spring or Fall semesters.

The project Director first explains the general operation of the project and then the large group is broken down into groups by agency. Here the ground rules of the agency are established by the agency representative ("Yes, you can bring books into the jail if you first show them to the guard. No, you may not bring any cakes."); work schedules and transportation schedules are arranged; the time and place of the first faculty seminar is established, etc.

When this organizational meeting is completed, each undergraduate should know something about the agency in which they will be working, where it is located, how they are going to get there, what their days and hours of work are (students must tutor six regularly scheduled hours per week . . . for example, M, W, F 9:00 to 11:00 a.m. . . they must sign in and out for each tutoring session . . . they must make up any sessions they may have missed), who to see when they arrive at the agency, and when they see their faculty member next.

If, at this general meeting, a student cannot arrange suitable transportation to the agency, the student must choose another agency but this agency must be matched with the department in which the student has already registered.

The undergraduate should spend the first week of the semester touring the agency

with the agency representative and should also receive some basic instruction in tutoring methods from the faculty member.

Actual tutoring should begin no later than the second week of the semester.

GENERAL OPERATION

This project would be directed by a member of the university faculty and the courses would be offered on a pass/fail or credit-no credit basis. As a practical matter, students who do the required work are awarded academic credit. However, the decision to award credit remains with the faculty member who is monitoring the student. By the same token, since the agency representatives are responsible for the people in their care, they may, of course, refuse to allow university students to participate at their agency who they feel do not serve the best interests of their charges.

University students who complete the five requirements of this course listed in the "red packet" are awarded three credits at the end of the semester. Students who are not doing the work properly are informed early on of their deficiencies (poor attendance, etc.) and are permitted to drop the course or are given an "incomplete" if their performance is not made satisfactory. (In any event, if a student's performance in the community is not satisfactory, the student should be withdrawn from the agency.)

The time required of a faculty member or agency representative is about 3-6 hours per week.

Participation in this project is based on the free choice of its various members. That is to say, no one would be compelled to participate and this could include the universities themselves, their professors and students as well as the community agencies and the members of their staffs (for example, individual classroom teachers, etc.).

SUCCESS OF THE MIAMI MODEL

The Miami project ran for four years (1969-1973) and sent over 1,000 undergraduates and 60 professors to 14 city agencies. A complete list is in the "red packet" but these students worked as tutors in jails, inner-city schools, migrant camps, homes for the retarded, etc., in the Miami area. There were measurable successes such as these: jail inmates passed the State High School Equivalency Examination and obtained a high school diploma, the reading ability of emotionally disturbed children was raised two years within 3-5 months, retarded children improved their ability to feed and dress themselves and make their own beds, migrant children who spoke only Spanish gained some skill in speaking, reading and writing English.

To the general services already provided to these people by the community, the university students were able to act as that indispensable supplement which brought reliable, day-in-day-out tutoring to people who could not advance themselves without individual attention. All the community had to do was provide the base within which the undergraduates could work.

NATIONAL APPLICABILITY

This project can be adopted on a very broad scale since the problems it addresses are national in scope and since universities and colleges generally are composed of the same organizational elements, i.e., faculty, students, academic credit, course registration, etc. Any college, therefore, in any part of the country can establish this project and can do so without modification of its existing internal structure.

COSTS

The administrative overhead of this project is its main cost. The undergraduates are

¹The complete list of duties for each project participant throughout the semester is contained in the Washington Education Project "red packet". The duties listed here only pertain to getting the project started.

not paid for their work (Indeed, they pay tuition to the college to take these courses). There is no capital outlay since all tutoring takes place in community agencies which are already established (schools, jails, etc.).

The financial benefits of this project are easily seen and considerable. They are of two kinds:

Firstly, there is the transfer of literacy from those who have it to those who do not. A college student who tutors 8 hours per week as this project requires creates \$90.00 of real wealth per week (the current rate of pay for a private tutor in Washington, D.C. is \$15.00 per hour; \$15.00 per hour x 6 hours per week = \$90.00).

Secondly, the person who obtains the power of literacy is now able to create wealth, both for himself and the community, for a lifetime. As is clearly seen, people without literacy skills in a literate society are pretty much left to pushing brooms or taking welfare whereas people who can read and write are able to become steady economic contributors to the community.

This is not an expensive project to operate. There are virtually no costs to the community agencies and the colleges can obtain seed money from one of several Federal agencies to cover initial costs.

THE DISTRICT OF COLUMBIA,
Washington, D.C., September 21, 1981.
NORMAN MANASA,
Director, The Washington Education Project,
Washington, D.C.

DEAR MR. MANASA: Your proposal to grant academic credit to university students for tutorial activities in public institutions is an intriguing idea. A city such as ours needs a literate citizenry if it is to remain a vibrant place in which to live. People, especially our youth, must be able to read and write if they are to have some control over their own lives and to obtain work that has both meaning and dignity. I encourage programs, such as the Washington Education Project, which might enhance these critical skills in our city's public school students.

I am hopeful about the participation of humanities undergraduates from local colleges and universities which your project envisions. Working through accredited university courses and under the supervision of their professors, these students would seem to be a pool of potential excellent tutors providing a vital public service.

As the Mayor, I exercise no control over the operation of the public school system. Policy-making authority and direct supervision of the school system's programs are vested by law in the Board of Education. I suggest that you work closely with the Superintendent of Schools, Mrs. Floretta D. McKenzie, to secure her support for this effort.

You have my good wishes for the success of this project. Please contact my Special Assistant, Patricia E. Miner, if you need any further help in developing your program.

Sincerely,

MARION S. BARRY, Jr.,
Mayor.

DISTRICT OF COLUMBIA PUBLIC
SCHOOLS,
OFFICE OF THE SUPERINTENDENT,
Washington, D.C., August 25, 1981.
Mr. NORMAN MANASA,
Director, The Washington Education Project,
Washington, D.C.

DEAR MR. MANASA: I write to thank you for your explanation of the Washington Education Project and to encourage the work of this project within the Public Schools of the District of Columbia.

This project seems to be a workable effort since it would draw undergraduates from

the local colleges who as part of their training in the humanities, would tutor children in the city school system. Since these undergraduates would do this essential work for course credit and under the general supervision of university faculty, I believe they would be both reliable and effective. Certainly, the community representatives who participated in the Miami project seem to support this view.

There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students. But it is also beyond question that working with District school children for a semester would provide a profound educational experience for the undergraduates themselves.

I would be happy to provide whatever help I could and hope you will keep me advised of your progress.

Sincerely,

FLORETTA D. MCKENZIE,
Superintendent of Schools,
Chief State School Officer.

U.S. SENATE,
Committee on Labor and Human
Resources,
Washington, D.C., January 1982.
To Whom It May Concern:

The Washington Education Project may hold some of the answers to the problems we face as a nation, and I thought you would want to know about it.

This project enrolls undergraduates in three credit humanities courses and sends them to impoverished community agencies to teach the illiterate poor to read and write. For the undergraduates, it is a course that combines experience with classroom theory. They would tutor six hours per week but they would also meet with their monitoring professors in weekly seminars where they would hear the theories which attempt to explain the world beyond the campus walls. Since this is an elective course, it is open to all college students, regardless of their major field of study.

The undergraduates, I believe, need this sort of experience in order to understand the value of their classroom instruction. But there are other things to learn in college and undergraduates need to do this sort of work so that they may learn the obligation that citizenship imposes upon those who live in a free society, and so that they may learn compassion through the act of compassion.

This project also holds great promise for the dispossessed of America. It cannot be denied that literacy is basic to the creation of wealth, particularly in an increasingly technological society where computers are doing so much of the work that had been done manually for many generations. Those who are not skilled in the use of letters and numbers are slowly becoming unable to create wealth in any form and must be cared for by the rest of society. There may have been a time when teaching these people to read, write and compute was considered to be an option. Today, it is a compelling necessity that will not go away.

I believe college students would be quite able and very willing to take up this responsibility. As with any other generation of Americans, they need only be asked to serve and to be given the workable means by which to do so. The Washington Education Project may be the kind of project through which much of this work can be accom-

plished, and I would be happy for whatever consideration you would be able to give it.

Ever sincerely,

CLAIBORNE PELL

SUMMON

This report was written by Mr. Charles F. Collard, Administrative Supervisor of the J.R.E. Lee Community Center, a Dade County school for emotionally disturbed adolescents. It was written in 1972 or 1973. Please see page 2 of this report.

(SUMMON was the name of the Miami project that ran from 1969-1973).

The SUMMON Program has been functioning at J.R.E. Lee Center for more than five semesters. The tutors have been under the supervision of a University Professor, Student Coordinator, and our school's Reading Director.

The tutors work in one-to-one situations with our emotionally disturbed, junior high students. They are remediating those students who are reading on primer to third grade levels. Their two-fold objectives are to establish rapport with strong interpersonal relationships and to remediate the deficit reading skills.

Since all of the tutors are freshmen through juniors and have had no prior teaching experiences, our program is so structured as to allow them freedom for innovative techniques within a framework of accepted educational practices. They are instructed in the use of our reading methods and materials by the Remedial Reading teacher and the University advisor. In addition, the tutors meet in bimonthly evening sessions to discuss interpersonal and instructional dynamics with our teacher and the advisor.

The tutors work with their students for one forty minute period each school day. They have continued to be extremely conscientious about meeting their schedules. The service that the tutors perform is irreplaceable. They bring a vital freshness and objectivity to our students' situation, which is often lost with "volunteer" organizations. Their help makes possible the individual attention and instruction that our students so need.

Because of these factors, our remedial reading students have had reading level gains of one to two years within a three to five month period of tutoring. Since we have a real need for the SUMMON people in providing a more comprehensive and effective program for our students, Lee Center tries to be the first in line when the tutors are assigned at the beginning of a semester.

THE CENTER FOR THE STUDY OF
DEMOCRATIC INSTITUTIONS/THE
FUND FOR THE REPUBLIC, INC.,

August 31, 1979.

To Whom It May Concern:

As one who has written extensively about the problems of inner city education, and has been a front-line observer of the efforts to effectively desegregate our public school systems, I have seen one program that seemed to me to give realistic promise of preparing socially handicapped children to take advantage of new educational opportunities opened to them under court order. This was launched ten years ago by Norman Manasa, who enlisted University of Miami students to provide one-on-one or small group tutoring for children deficient in verbal skills.

Manasa's program was in operation, with the support of the University administration and various public and private agencies in Dade County, for four years—enlisting the active participation of over one thou-

and university students and sixty faculty members. The ability to improve verbal skills is affected by experience in some of the most difficult circumstances, including those found in juvenile correctional institutions as well as inner city public schools.

The arguments for expanding this effort seem to me compelling.

(1) Such instruction does not require professional qualification; any literate adult can readily acquire the skills needed to drill young teens in reading and writing.

(2) The program can be adapted to children of any age, from kindergarten through high school—and is certainly suitable for the critical earliest years.

(3) The activity complements the regular school program by providing the individual, time-consuming attention that is clearly beyond the capacity of teachers burdened with the usual full-time class load.

(4) The instruction is basic. Without adequate verbal skills education is impossible. And if a child can be helped and inspired by tutelage he will acquire the incentive and self-discipline the educational system requires.

The program as Manasa conceives it could provide a bridge between white and black middle-class young people and the multi-racial underclass in the ghettos. It is not inconceivable that it might provide the kind of spark that moved an earlier generation of college students to respond to the appeal of public service in the days of the Peace Corps. In any case, Manasa has a track record that should command the attention of anyone who is concerned over the polarization of racial attitudes—the predicted division of our major cities into separate, hostile black, white, and now brown communities.

HARRY S. ASHMORE

METROPOLITAN DADE COUNTY, FLA.,
CORRECTIONS AND REHABILITATION
DEPARTMENT.

Miami, Fla., February 28, 1979.

To Whom It May Concern:

In 1970 I had the pleasure of meeting Mr. Norman Manasa who brought into the three (3) institutions, under our control, a program known as "SUMMON." This program consisted of college students, hand picked by Mr. Manasa, to deal on a one to one basis with clients of our institutions that were having problems comprehending subjects being taught by school board instructors. Mr. Manasa showed great ability in discovering our clients disabilities and then picking the best individual on his staff to deal with the person's problem. This program was in progress for a three year period and was one of the most successful programs that was ever developed in our institutions. We are sorry that Mr. Manasa and his program was discontinued.

Mr. Manasa proved to be one of the most devoted and understanding people that we have ever had from the outside world, to come into our institutions and deal with inmate problems.

I would not hesitate to recommend Mr. Norman Manasa for any position he is desirous of seeking.

Sincerely,

PATRICK C. GALLAGHER,
Assistant Director.

MIAMI-DADE COMMUNITY COLLEGE,
DIVISION OF STUDENT DEVELOPMENT/
LEARNING SUPPORT SERVICES.

Miami, Fla., February 26, 1979.

To Whom It May Concern:

It is a pleasure for me to endorse and support the efforts of Mr. Norman Manasa to develop a broad-based program combining

educationally sound experience of college students with service to the needy of the community.

I had an opportunity to observe his model program in operation at the University of Miami for several years and, as a professional educator, believe that it offers particularly advantageous opportunities for students in the social sciences and humanities while being of relevance to any individual wishing to contribute to the needs of general society.

A major undergirding principle of the program is that it vividly demonstrates possibilities for successfully integrating segments of our society who have skills to offer those within the society who are of greatest need in a manner beneficial to both.

I believe that it is equally important to note that this program is "exportable" to a variety of educational institutions at the higher education level. The concept could, in my opinion, be successfully implemented at the community college, the four-year college and the university levels with equal measure of success. In fact, I would be most supportive of a model program of this type being established here at Miami-Dade Community College.

Sincerely,

NICHOLAS D. GENWETT,
Dean, Student Development/Learning
Support Services, North Campus.

[From the Washington Post, Dec. 21, 1981]

MAYBE JOHNNY COULD READ It . . .

(By William Raspberry)

Norman Manasa has an idea that he thinks would boost the education of inner-city children, reduce adult illiteracy, supplement the training of college students and uplift the entire community—all without costing very much money.

He's disappointed, though not yet discouraged, that he hasn't been able to sell it.

What Manasa, a 35-year-old machinist and college dropout, has in mind is simplicity itself: give college students academic credit for teaching nonreaders to read. He would have undergraduate tutors spend six hours a week in selected community agencies—ranging from public elementary schools to St. Elizabeths to the D.C. Jail. Their efforts would be under the supervision of the agency and would be monitored by a professor at their university. While the course supplement would be elective, participants would have to attend every tutorial session or make up the work later.

Aside from the obvious benefits to those tutored, Manasa says, the college students—mostly humanities majors—would gain real-world experience. They would learn something about how their community operates, and they would learn compassion.

Public officials (including Washington's Mayor Marion Barry and Superintendent of Schools Floretta McKenzie) have been supportive. But so far, he has not been able to sell any local university on trying it out—even though he claims four years of success with it at the University of Miami.

The trouble, he says, is that college officials are reluctant to view it as an academic program. But Manasa says the "academic-credit part is vital"—and also entirely justifiable. "The program operates on the premise that a student who tutors six hours a week, who has seminars and makes reports and has his efforts critiqued, has learned something—even if that something is not gradable."

In some ways, Manasa's approach is reminiscent of literacy efforts in some Third World countries—Ethiopia and Somalia, for instance—where college students work to educate the peasant population. Authorities

in those countries claim benefits both to those who are taught and to those who teach. They also see it as a way of bringing their people together, across class lines.

"I've been talking mostly about reading, but the program doesn't have to be limited to that," Manasa said in a recent interview. "It could work just as well with writing, fractions, using a dictionary—virtually anything that students need to drill on."

How does he suppose that inexperienced college students would be able to do what professionally trained educators have been unable to do?

"The great advantage a tutor has is being there day after day with the same few children in an atmosphere of continuity and concern. Teachers have 30 kids on maybe five distinct levels of achievement, plus all their bureaucratic responsibilities. They can't impart the personal element, but a tutor can do it extremely well. . . . We're talking about the transfer of skills, of course, but also about a value system that says education is important."

Nor would it matter that the tutors lacked specific teaching skills, he said. "They would be working right in the classrooms under the direct supervision of the teacher."

He estimates that the program would cost \$150,000 for two years, with 90 undergraduates per semester.

And what's is it for Manasa? "I'd be happy to attach myself to the sponsoring university and help any way I could. But they could also do it without me. I wouldn't insist on being part of the bargain. As for the money, the program brings its own money with it in the form of undergraduate tuition, so it really wouldn't cost very much extra."

The hardest part, he said, is to sell the colleges on changing some of their concepts of what constitutes academic education. "Teachers, principals and community organizations in Miami were most enthusiastic about the program," he said. "We had a waiting list of 54 agencies that wanted our services. And no wonder, they know it works. In one school for emotionally disturbed junior high students, we were able to achieve reading gains of one to two years in only three to five months of tutoring."

Whether he is able to sell the program to university officials, he has convinced Superintendent McKenzie.

"There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students," she said. "But it is also beyond question that working with District schoolchildren for a semester would provide a profound educational experience for the undergraduates themselves." ●

Wm. Raspberry
column on
proposal

THE WASHINGTON EDUCATION PROJECT:

PROJECT OBJECTIVES

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT

GENERAL OPERATION

SUCCESS OF THE MIAMI MODEL

NATIONAL APPLICABILITY

COSTS

Norman Manasa
Director
224 Third Street, S.E.
Washington, D.C. 20003
(202) 547-3011

January 9, 1981

PROJECT OBJECTIVES:

- 1) To offer all university undergraduates, regardless of their major field of study, courses in the humanities which will put them to work, under the guidance of university professors, teaching the poor to read. This is an attempt to marry experience and theory in individual humanities courses. Students would tutor six hours per week in an established community agency where they would directly experience the "reality" of one of the humanistic disciplines. In addition, the students would meet with their monitoring professor each week in a seminar where the theory of the academic discipline would be explained in light of the student's experience in the community.

These are seen as three credit, pass/fail courses which may be taken by undergraduates as electives or as part of their major or minor field of study. The final decision on these matters would rest, of course, with the individual university.

- 2) To permit university students to learn compassion by being compassionate.
- 3) To provide large-scale, competent and reliable tutorial help to the illiterate of the community at no cost to them. These are the people who cannot read and write now and probably never will without day-after-day, long-term individual tutoring.

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT:

1) What you can do:

You may already know someone at your local college or university. If not, the Dean of the School of Arts and Sciences is, perhaps, the most likely person to see. This project involves the several humanities departments and these are usually found within this School. Before doing this, however, the Washington Education Project will be happy to send you the "red packet" which contains the detailed internal structure of the project in outline form.

To get started, this project only needs one or two professors from one or two departments and, perhaps, 10 - 30 undergraduates. There should be at least two community agencies prepared to receive the students.

* 2) What the project Director does:

The project Director at each university arranges with individual community agencies (schools, jails, Head Start Centers, facilities for the retarded, etc.) to provide tutors as a supplement to the base teaching staff of the agency. University departments are matched with community agencies that have some relation to their field of study. A hand-out is distributed to undergraduates at registration which lists the participating agencies, notes the days and times in which the work can be done, describes the specific work that the student would do, and lists the courses in which the undergraduate can register in order to work at that agency.

For example:

- 1) Emerson Head Start Center...M - F 9:00 a.m. to 3:00 p.m.
...tutor inner-city pre-school aged children on a 1:2

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT (cont.):

ratio as well as small group activities...Register in Elementary Education 422 or Educational Psychology 503.

- 2) The City Jail....M,W,F 3:00 p.m. to 6:00 p.m. only...
tutor functionally illiterate adults in basic reading
and writing...Sociology 500 or Economics 485.

The project Director also sets the time and place of the first general meeting of the semester. It is held on campus and all project participants must attend.

- * 3) What the undergraduates do:

At registration (indeed, at pre-registration), students choose one agency from the list of community agencies prepared by the project Director. They then register in the corresponding course and will work at this agency for the entire semester. They attend the general organizational meeting.

- * 4) What the community agencies do:

Agency heads determine which of their staff want tutors and name a staff member to be the agency representative for the project. The agency representative attends the general organizational meeting.

- * 5) What the faculty members do:

Faculty members make a site visit to the community agency with which they are matched; meet the agency head or agency representative; attend the general organizational meeting.

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT (cont.):* 6) What the Student Coordinators do:

The Student Coordinators make a site visit to the community agencies with which they have been matched; meet the agency head and agency representative; meet the university professors with whom they will be working; prepare for the first organizational meeting.

(Please note: It is the duty of the Student Coordinator to handle the day-to-day affairs of the undergraduates at their agency. They are responsible for scheduling, transportation, the record keeping of attendance, general communications, etc. This relieves the faculty members and agency staff of most of the leg work.)

- * The complete list of duties for each project participant throughout the semester is contained in the Washington Education Project "red packet". The duties listed here only pertain to getting the project started.

7) The first organizational meeting:

All members of the project (faculty, agency representatives, students, Student Coordinators, and the project Director) attend this meeting. It is held immediately after registration for the Spring or Fall semesters.

The project Director first explains the general operation of the project and then the large group is broken down into groups by agency. Here the ground rules of the agency are established by the agency representative ("Yes, you can bring books into the jail if you first show them to the guard. No, you may not

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT (cont.):

bring any cakes."); work schedules and transportation schedules are arranged; the time and place of the first faculty seminar is established, etc.

When this organizational meeting is completed, each undergraduate should know something about the agency in which they will be working, where it is located, how they are going to get there, what their days and hours of work are (students must tutor six regularly scheduled hours per week...for example, M,W,F 9:00 to 11:00 a.m...they must sign in and out for each tutoring session...they must make up any sessions they may have missed), who to see when they arrive at the agency, and when they see their faculty member next.

If, at this general meeting, a student cannot arrange suitable transportation to the agency, the student must choose another agency but this agency must be matched with the department in which the student has already registered.

The undergraduate should spent the first week of the semester touring the agency with the agency representative and should also receive some basic instruction in tutoring methods from the faculty member.

Actual tutoring should begin no later than the second week of the semester.

GENERAL OPERATION:

This project would be directed by a member of the university faculty and the courses would be offered on a pass/fail or credit-no credit basis. As a practical matter, students who do the required work are awarded academic credit. However, the decision to award credit remains with the faculty member who is monitoring the student. By the same token, since the agency representatives are responsible for the people in their care, they may, of course, refuse to allow university students to participate at their agency who they feel do not serve the best interests of their charges.

University students who complete the five requirements of this course listed in the "red packet" are awarded three credits at the end of the semester. Students who are not doing the work properly are informed early on of their deficiencies (poor attendance, etc.) and are permitted to drop the course or are given an "Incomplete" if their performance is not made satisfactory. (In any event, if a student's performance in the community is not satisfactory, the student should be withdrawn from the agency.)

The time required of a faculty member or agency representative is about 3 - 6 hours per week.

Participation in this project is based on the free choice of its various members. That is to say, no one would be compelled to participate and this would include the universities themselves, their professors and students as well as the community agencies and the members of their staffs (for example, individual classroom teachers, etc.).

SUCCESS OF THE MIAMI MODEL:

The Miami project ran for four years (1969 - 1973) and sent over 1,000 undergraduates and 60 professors to 14 city agencies. A complete list is in the "red packet" but these students worked as tutors in jails, inner-city schools, migrant camps, homes for the retarded, etc. in the Miami area. There were measurable successes such as these:

- jail inmates passed the State High School Equivalency Examination and obtained a high school diploma,
- the reading ability of emotionally disturbed children was raised two years within 3 - 5 months,
- retarded children improved their ability to feed and dress themselves and make their own beds,
- migrant children who spoke only Spanish gained some skill in speaking, reading and writing English.

To the general services already provided to these people by the community, the university students were able to act as that indispensable supplement which brought reliable, day-in-day-out tutoring to people who could not advance themselves without individual attention. All the community had to do was provide the base within which the undergraduates could work.

NATIONAL APPLICABILITY:

This project can be adopted on a very broad scale since the problems it addresses are national in scope and since universities and colleges generally are composed of the same organ-

NATIONAL APPLICABILITY (cont.):

izational elements, i.e. faculty, students, academic credit, course registration, etc. Any college, therefore, in any part of the country can establish this project and can do so without modification of its existing internal structure.

COSTS:

The administrative overhead of this project is its main cost. The undergraduates are not paid for their work (indeed, they pay tuition to the college to take these courses). There is no capital outlay since all tutoring takes place in community agencies which are already established (schools, jails, etc.).

The financial benefits of this project are easily seen and considerable. They are of two kinds:

- firstly, there is the transfer of literacy from those who have it to those who do not. A college student who tutors 6 hours per week as this project requires creates \$90.00 of real wealth per week (the current rate of pay for a private tutor in Washington, D.C. is \$15.00 per hour; \$15.00 per hour x 6 hours per week = \$90.00),
- secondly, the person who obtains the power of literacy is now able to create wealth, both for himself and the community, for a lifetime. As is clearly seen, people without literacy skills in a literate society are pretty much left to pushing brooms or taking welfare whereas people who can read and write are able to become steady economic contributors to the community.

This is not an expensive project to operate. There are virtually no costs to the community agencies and the colleges can obtain seed money from one of several Federal agencies to cover initial costs.

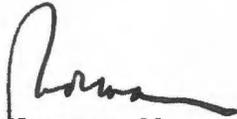
The Washington Education
Project
224 Third Street, S.E.
Washington, D.C. 20003
April 5, 1982

(202) 547-3011

Dear Aileen,

These are the preliminary figures I mentioned
the other day. Thanks for the cheering words.

Sincerely,



Norman Manasa
Director

Aileen Anderson
c/o James Cicconi
The White House
Washington, D.C.

"Out-of-line" to suggest to Education -- think it'd
be misinterpreted -

THE WASHINGTON EDUCATION PROJECT

Norman Manasa
Director
224 Third Street, S.E.
Washington, D.C. 20003

(202) 547-3011
April 5, 1982
Page 1 of 5

PRELIMINARY BUDGET: One College For Three Years

(This budget projects enrollment at an average of 120
undergraduates per semester for 6 semesters.)

SALARIES:

Project Director (faculty member)	
100% of time at \$28,000.00 per year x 3 years	\$ 84,000.00
Retirement at 8.7%	\$ 7,308.00
	<u>\$ 91,308.00</u>
College Faculty (4 members)	
1/3 of time each	
4 x 1/3 x \$24,000 x 3 years	\$ 96,000.00
Retirement at 8.7%	\$ 8,352.00
	<u>\$104,352.00</u>
Secretary	
100% of time, \$14,000 x 3 years	\$ 42,000.00
Retirement at 8.7%	\$ 3,654.00
	<u>\$ 45,654.00</u>
Student Coordinators (average of 8 per semester)	
Stipends at \$300 per semester	
8 x \$300 x 6 semesters	\$ 14,400.00
<u>TOTAL SALARIES PLUS RETIREMENT:</u>	<u>\$255,714.00</u>

SERVICES AND SUPPLIES:

Consultants (Evaluation)		\$ 10,000.00
Office Supplies, copying, communications, and campus publicity		\$ 10,000.00
Instructional Supplies		\$ 5,000.00
Equipment Rental (film projectors, etc.)		\$ 1,000.00
Travel		
--Project Director	\$ 900.00	
--Faculty	\$1,200.00	
--Consultants	\$2,000.00	
		\$ 4,100.00
<u>TOTAL SERVICES AND SUPPLIES:</u>		\$ 30,100.00

TOTAL SALARIES PLUS RETIREMENT	\$255,714.00
TOTAL SERVICES AND SUPPLIES	\$ 30,100.00

<u>TOTAL BUDGET, ONE COLLEGE FOR THREE YEARS</u>	\$285,814.00
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<u>TOTAL BUDGET, TEN COLLEGES FOR THREE YEARS</u>	\$2,858,140.00
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BUDGET ADDENDUM

1) UNDERGRADUATE ENROLLMENT:

Average number of undergraduates per semester:

1 college	120
10 colleges	1,200

Total number of undergraduates over 6 semesters:

1 college	720
10 colleges	7,200

2) HOURS WORKED IN THE COMMUNITY:

Total hours worked per week (120 students x 6 hours per week):

1 college	720
10 colleges	7,200

Total hours worked per semester (semester equals 10 weeks):

1 college	7,200
10 colleges	72,000

Total hours worked over 6 semesters:

1 college	43,200
10 colleges	432,000

3) VALUE OF TUTORIAL SERVICES (at \$10.00 per hour):

Per week:

1 college at 720 hours per week	\$7,200.00
10 colleges at 720 hours per week	72,000.00

Per semester (semester equals 10 weeks):

1 college	\$72,000.00
10 colleges	\$720,000.00

Over 6 semesters:

1 college	\$432,000.00
10 colleges	\$4,320,000.00

4) TUITION RECEIVED BY COLLEGES (at \$450.00 per undergraduate per 3 credit course):

Per semester (at average of 120 undergraduates):

1 college	\$54,000.00
10 colleges	\$540,000.00

Over 6 semesters:

1 college	\$324,000.00
10 colleges	\$3,240,000.00

5) PERSONNEL RATIOS:

- a) 1 college faculty member to 30 undergraduates per semester,
- b) 1 student coordinator to 15 undergraduates per semester.

6) A participating college will be asked to provide:

- a) rent-free office space,
- b) office equipment, furniture, etc.,
- c) standard benefits (contributions to FICA, health and unemployment insurance, etc.) for faculty members who participate as well as for the secretary.

7) NEW WEALTH CREATED BY THIS BUDGET:

This project transfers to the illiterate poor the power to create wealth in a technological age. This new wealth, created over the course of a working lifetime, is probably not measurable but it would certainly be immense, particularly when contrasted with the subsidy the poor presently require.

The Washington Education
Project
224 Third Street, S.E.
Washington, D.C. 20003
March 26, 1982

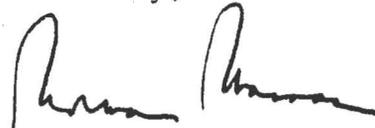
(202) 547-3011

Dear Aileen,

I thought to send along this recent comment
regarding this project from Congressman
Stewart McKinney.

Thank you again.

Sincerely,

A handwritten signature in black ink, appearing to read "Norman Manasa". The signature is stylized with a large initial "N" and a long horizontal stroke.

Norman Manasa
Director

Aileen Anderson
c/o James Cicconi
The White House
Washington, D.C. 20500



United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 97th CONGRESS, SECOND SESSION

Vol. 128

WASHINGTON, TUESDAY, MARCH 23, 1982

No. 30

House of Representatives

THE WASHINGTON EDUCATION PROJECT

HON. STEWART B. MCKINNEY

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 23, 1982

● Mr. MCKINNEY. Mr. Speaker, I am taking this opportunity to enter into the RECORD my endorsement of the Washington education project. This is a tutoring program designed to supplement the existing curriculum in the District of Columbia's public school system. As proposed, it would be staffed by student participants from area universities, who pay for and receive credit for tutoring in the program. It is designed to improve the basic educational skills of the functionally illiterate, and thereby enable them to exist in today's complex society. After a minimal outlay of seed money, the program is sustained entirely by the tuition payments made to the universities, by students wishing to take part in the project. Since a more detailed description of the Washington education project may be found in Senator HATFIELD's remarks on page S2452 of the March 18 RECORD, I will not labor to repeat it at this time.

The Washington education project is not the pie-in-the-sky fantasy of a naive educational planner. It is a program based on a similar project—the summon program—which operated for 4 years in the Miami area. During this period the summon project was directly credited with raising the reading and mathematical skills of hundreds of students whom it served. The architect of the summon program is also the proponent of the Washington education project, Mr. Norman Manasa.

Surely, we are all aware of the need for such supplemental programs in inner city schools, such as we have

here in the District of Columbia. This is not to criticize the District school system, but only to cite the reality of the situation that exists in many of our schools today. People are graduating from schools all over this Nation while unable to read and write at levels which are reasonably expected of them. Add to this group the vast number of students who leave school before graduating, and it is easy to imagine the seriousness of the problem.

It is becoming increasingly difficult to employ or train those individuals who do not possess the basic educational skills. We must address this problem before these people are relegated to a life of unemployment and despair. The future holds no place for a vast number of people who are without even those basic tools which are necessary to exist productively in this increasingly mechanized world. The education of our Nation's citizens is paramount if they are to become worthwhile members of society.

The House Committee on the District of Columbia will hold additional hearings on both vocational and basic educational problems here in the District. For these hearings, I have invited Mr. Norman Manasa to testify on the feasibility and potential for implementing the Washington education project. I hope that in the near future I can come before this body and report that the program is a reality. Given the full commitment necessary, I feel this project may prove to serve as a useful model for similar programs throughout the country. It has vast potential to provide a much needed boost to this country's troubled educational systems. Considering the past success and the fact that the Washington educational project can virtually run itself without the need for costly Federal subsidy, this seems to be a bargain we cannot pass up. ●

The Washington Education
Project
224 Third Street, S.E.
Washington, D.C. 20003
March 22, 1982

(202) 547-3011

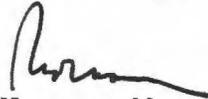
Dear Aileen,

Here is the list I mentioned of those in the White House, the Senate, and the House of Representatives who have been contacted about this project. In addition, remarks by Senator Mark Hatfield in the Congressional Record of March 18, 1982 are attached.

I have also been asked to testify about this project on Thursday, March 25th, before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia and will let you know how things turn out.

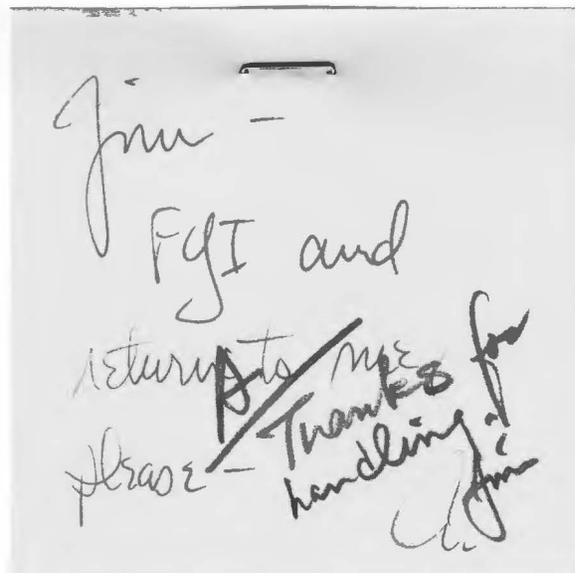
Thanks again.

Sincerely,



Norman Manasa
Director

Aileen Anderson
c/o James Cicconi
The White House



Jim -
FGI and
return to me
please - Thanks for
handling it
Jim

THE WASHINGTON EDUCATION PROJECT
224 Third Street, S.E.
Washington, D.C. 20003

Norman Manasa
Director
March 22, 1982

(202) 547-3011

Page 1 of 1

White House staff members contacted about this project:

Office of Mr. James Baker	Aileen Anderson James Cicconi	456-2174
Office of Mr. David Gergen	Maxine Walker Joanna Bistany	456-7113
Office of Mrs. Elizabeth Dole	William Triplett	456-2865

Senate staff members contacted about this project:

Senator Howard Baker	Jan Tate	224-4944
Senator Alfonse D'Amato	Rick Nasti Tim Leeth	224-6542 224-2731
Senator David Durenberger	Jimmie Powell	224-4718
Senator Orrin Hatch	Howard Matthews	224-0749
Senator Mark Hatfield	Jeff Arnold	224-3753
Senator Paul Laxalt	Barbara Burgess	224-3542
Senator Claiborne Pell	David Evans	224-7666
Senator Arlen Specter	Kevin Mills	224-8178
Senator Ted Stevens	Mary Ann Simpson	224-3004
Senator Steven Symms	Ann Canfield	224-1528

House staff members contacted about this project:

Minority Leader Robert Michel	Bill Pitts	225-5555
Committee on the District of Columbia	John Gnorski	225-7158

THE WASHINGTON EDUCATION PROJECT

● Mr. HATFIELD. Mr. President, today I am entering into the RECORD one of the most worthwhile projects I have encountered in the private sector, designed to help the functionally illiterate gain the knowledge and skill necessary to survive in today's world.

The Washington education project is the brainchild of Mr. Norman Manasa, a young man with a very good idea. In 4 years of success at the University of Miami the Summon program, as the project was called in the Miami area, assisted hundreds of people in the basic concepts of reading and verbal skills.

This program falls in line with the goals the President set during his first year in office. Self-sufficiency, less dependence on the Federal Government, and government in general. It allows the student to understand the real environment he or she will be encountering after college.

The Washington education project is an academic program which adds an experiential component to the humanities training of college students by putting them to work teaching the poor to read. Undergraduates enter this project by registering in three-credit, pass/fail courses which marry the reality and the theory of sociology, education, economics, and so forth, and which teach college students things that cannot be learned through traditional classroom instruction. Since these are elective courses, all undergraduates may participate, regardless of their major.

Undergraduates in this project tutor 6 hours per week in selected community agencies as a supplement to the education programs which are already in operation in these agencies. The tutoring is done on a regular schedule throughout the semester and the undergraduates sign in and sign out for each tutoring session. In addition, they meet each week in a seminar with their monitoring professor where the theory of the humanistic discipline in which they are registered is explained in light of their experience in the community.

The undergraduates benefit in four ways:

First, they obtain real-world experience which gives them a fuller understanding of the humanities;

Second, they obtain an experiential background which will help them to choose a major and a career;

Third, they obtain an entry into the world of work and postgraduate employment;

Fourth, they learn compassion by being compassionate.

In addition, this project does not provide the illiterate poor with more subsidy; rather, it provides them with

the kind of real help which they desperately need. One must be skilled in reading, writing, and mathematics in order to create wealth in a literate society. Without these skills, the poor will always remain poor regardless of whatever other help they may obtain and they cannot learn these skills without long-term individual tutoring. Since academic credit guarantees the attendance of the undergraduates as well as the expertise of the university faculty, the Washington education project provides the illiterate of the community with reliable and competent help at no cost to them.

This project has two economies: One that might be called the microeconomy and one that might be called the macroeconomy. The microeconomy is that economy of operation which is at the heart of this project in that there is no capital expenditure to erect new buildings or to rent storefronts; there is no outlay for books or special consultants; the tutors are not paid—indeed, they pay tuition to take the courses which permit them to do the tutoring. There is no time wasted arguing over experimental teaching methodologies.

The Washington education project uses the buildings—notably the public schools—that already exist, the books that have already been purchased, and the teaching methodology that is already in operation. The classroom teacher tells the undergraduate which of the students is to be tutored, and in what subject, and with what book, and the tutoring takes place in the classroom with the learning environment in force and the classroom teacher right there to provide whatever help may be necessary.

There is nothing mysterious about this tutoring process. It is done at the level of helping the neighborhood kids with their homework and is an honorable method of instruction as old as learning itself. Even Alexander the Great had a tutor.

And this may be the only project of which the Senate has heard that brings its own money with it; that is to say, the tuition of the undergraduates. It would probably require outside funding to get this project started at various colleges but the tuition of the students could maintain the project, if a college so chooses, after seed moneys are ended.

But it is the macroeconomy, one that is external to this project and national in scope. For 200 years, people in this country could create wealth even if they were illiterate since the nature of work itself required vast numbers of workers to lift, move, plant, and reap the things that the Nation produced. Even as the country changed from an agricultural society into an industrial society and workers moved from the farms to the factories, this held true. It is the modern age, however, that sends the great machines and robots to do the manual labor of the Nation so that, as each

day passes and as each new computerized marvel is introduced, the illiterate become less and less able to create wealth in any form.

The United States, if it is to remain a leader in the marketplace of the world, no longer has the luxury of keeping great numbers of its citizens illiterate. These people must be made literate for the technological era or they will likely become a vast, unemployable, and, eventually, ungovernable mass which will have to be supported for their entire lives by the rest of us.

This is a burden that the Nation cannot bear. But how are these people to be made literate? Clearly, they require individual tutoring since they have not learned to read and write, and will not learn, in a group setting. And where are we to find the thousands of tutors that are needed? Since the tutors must be literate themselves, there are only three places to look.

The literate people who work for a living have the ability to tutor, but they cannot because they are producing. There is also a great number of literate retired Americans who could do the tutoring but, since tutoring requires the tutor to appear day after day for a long period of time, these tutors, in order to be both reliable and manageable, would have to be paid. This would necessitate a \$1 billion Government program with a national bureaucracy, something clearly out of the question today.

The last group, is the college undergraduates, literate, talented, enthusiastic, and very willing, I believe, to serve if asked to do so in a sensible fashion. And, with 10 million undergraduates at 3,000 colleges across the country, large enough to meet the illiteracy problem on its own scale. Undergraduates generally take eight elective courses during their college years; there is no reason why two or three of these courses cannot be devoted to this sort of a project.

At present, the undergraduates require some subsidy but create no wealth, although they are preparing to do so upon graduation. Under this project, these same undergraduates would enroll in elective humanities courses where they would create vast new wealth by teaching reading, writing, and mathematics to the illiterate poor. And the undergraduates, themselves, would get a better education in the bargain.

For the same dollar investment on the part of the Nation, thousands of undergraduates, on a purely voluntary basis, would work in community agencies all across America which desperately need the tutorial help this generation of college students can provide. I should add that this is not a dream but a description of a model project that has already worked and one that had undergraduates tutoring in jails, ghetto schools, Head Start

centers, migrant camps, and homes for the emotionally disturbed.

The Washington education project reduces the economic rhetoric of the day to a workable program. Under this project, the human capital of undergraduates would expand the base of the economy by transferring to the poor the power to create wealth, thereby turning taxeaters into taxpayers. This is a worthy project that provides undergraduates with an education in life, teaches them compassion, and heals the wounds of those who suffer.

Mr. President, I submit for the RECORD information about the project. The information follows:

THE WASHINGTON EDUCATION PROJECT

I. DESCRIPTION

(1) A better way to educate college students during part of their training in the humanities is to put them to work in the community, under the guidance of professors, teaching the poor to read.

(2) This work will provide undergraduates with an experiential component to traditional classroom instruction. At the same time, it will help them to learn their immediate responsibility to care for another.

(3) Poor people—the imprisoned, the illiterate, the retarded and the destitute—will receive competent and reliable help on a large scale. There are thousands of college students in the District of Columbia (and many more across the nation) who are able and available to teach people to read.

(4) Expenditures for higher education would yield greater productivity. Instead of "preparing" students for life through traditional classroom instruction year after year, these funds would get undergraduates a better education by having them actually do productive and essential work.

(5) The economics of the times support such an effort. College students and the poor constitute two distinct groups which consume great quantities of wealth produced by the society-at-large but which produce little wealth themselves. This project is an attempt to "transfer wealth" by having college students pass on to the poor their skills in letters and numbers. The poor will then be able to create wealth in their own right since they will have the skills which are essential to the production of goods and services in a literate society. They will then be able to advance themselves through their own efforts and, at the same time, help to support the nation in the marketplace of the world.

(6) The program proposed here actually works. An experimental model ran for four years (1969-1973) at the University of Miami and such a program could work in the District of Columbia and at colleges across the nation.

II. WHAT A STUDENT IN THE WASHINGTON EDUCATION PROJECT IS REQUIRED TO DO

Students who participate in this program do so by enrolling in a three credit, pass/fall course in one of several humanities departments. In order to receive the academic credit, students at the Miami project were required to:

- (1) Tutor six hours each week for the semester;
- (2) Attend one seminar with the supervising professor each week;
- (3) Submit a one-page report each two weeks;
- (4) Maintain a private journal of their experiences; and
- (5) Submit a final paper at the end of the semester.

Eligibility

All university students, with the exception of first semester freshmen, were eligible to take this course each semester of their undergraduate career. It did not matter what their major field of study was.

III. REPRESENTATIVE COMMUNITY AGENCIES

College students in this program do tutoring and they can do it effectively in almost any community setting. Below is a representative list of agencies from the Miami project:

- (1) The After School House—a community school for young children in the impoverished area of South Miami;
- (2) Boystown—a home for dependent boys maintained by the Catholic Arch-Diocese of Miami;
- (3) Carver Junior High School—an integrated county school for seventh and eighth graders;
- (4) The Dade County Jail—literacy training in the men's division;
- (5) The Dade County Jail—literacy training in the women's division;
- (6) The Dade County Stockade—sentenced prisoners are prepared to take the State high school equivalency examination;
- (7) Haven School for the Retarded—a private facility for moderately handicapped children and adolescents;
- (8) J.R.E. Lee Community School—a county school for emotionally disturbed children;
- (9) Montanari Residential Treatment Center and Clinical School—a private facility for emotionally disturbed adolescents;
- (10) Saint Alban's Day Nursery—a day care center in the Black community of Coconut Grove;
- (11) South Miami Junior High School—a newly-integrated county school;
- (12) Spectrum House—a private, residential treatment center for people addicted to hard drugs;
- (13) Tucker Elementary—a newly integrated county school for grades K-4;
- (14) Dade County Youth Hall—a detention center for juveniles.

IV. UNIVERSITY DEPARTMENTS WHICH MIGHT PARTICIPATE IN THIS PROJECT

Humanities departments which participate in this program would register students in a three credit course on a pass/fall basis. Departments which might participate are: (1) Sociology,¹ (2) Economics,¹ (3) Speech,¹ (4) Elementary Education,¹ (5) Educational Psychology,¹ (6) Education: Administration and Curriculum,¹ (7) Psychology, (8) American Studies,¹ (9) Philosophy, (10) Management,¹ and (11) Geography.¹

V. THE ORGANIZATIONAL COMPONENTS OF A SINGLE COLLEGE PROJECT WITHIN THE WASHINGTON EDUCATION PROJECT

When established at a college, this project would have five parts. They are:

- (1) The Project Director—holds responsibility for the operation of the project.
- (2) The Faculty Representatives—meet each week with their assigned students in order to provide the theoretical background for their experiences, as well as supervision, review, advice and evaluation. They also make site visits.
- (3) The Student Agency Coordinators—these students already have had one semester's experience in the project as a regular student. They now assume the responsibility for the operation of an individual community agency. They schedule work hours for the other students, arrange transportation, keep attendance records, manage communications, and help set up effective tutoring situations.

¹ Departments which participated in the Miami project.

(4) The Agency Representatives—these are staff members appointed by the community agency who have primary responsibility for effective placement for each college student within the agency.

(5) The Participating University Students—those who enroll for the course and choose, from a list of community agencies, where they will tutor for the semester.

(Please note: In the operation of an agency, the Student Coordinator does most of the leg work. The time required of a faculty member or agency representative, therefore, is about 3-6 hours per week.)

VI. WHAT IS LEARNED THROUGH THIS PROGRAM

The education which takes place in the program proposed here is of two kinds: that which the university student obtains, and that which is obtained by the people in the community.

(A) The Education Obtained By The University Student:

(1) This program centers on the humanities and permits students to "learn by doing." It blends reality and classroom theory at the same time by giving students experience in the world beyond the campus against which to measure the value of academic instruction.

(2) Students learn compassion by being compassionate. They learn their immediate responsibility to care for another. In this way, students take some first steps out of the artificially prolonged adolescence of the college years.

(3) Students learn about other cultures within our society and learn not to be so afraid of them. This knowledge is essential if a multi-cultural society such as ours is to work.

(4) Students learn about their own abilities and, therefore, can make more knowledgeable career decisions. They can also take an initial step toward eventual job placement for themselves.

(B) The Education Obtained By The Community Resident:

(1) Community residents receive regular and competent training in the use of letters and numbers, skills which they must have if they are to advance themselves in a literate society.

(2) By working day after day with someone from another culture, they learn not to be so afraid of that culture.

(3) The poor gain a greater appreciation of their own worth because they see themselves obtaining basic skills, and also because someone else thinks they are important and demonstrates this by providing competent help over a long period of time.

VII. SOME ECONOMIC ARGUMENTS FOR THIS PROJECT

(1) The value of the tutoring which the college students will do is measurable in dollars. A tutor for a grade school child in Washington, D.C., for example, presently earns \$15.00 per hour. A college student in this program would tutor six hours each week and, thereby, produce \$90.00 per week in real wealth.

(2) This program envisions projects at individual colleges which will continue after "seed" monies are withdrawn since the basic source of funds for any course offering (i.e. the tuition of the students) will still be there.

(3) Using information which already exists, we could demonstrate how much wealth a literate person creates in a lifetime as opposed to that created by an illiterate or functionally illiterate person. Thus, we may be able to measure the amount of wealth which the college students in this program will make it possible for others to create.

(4) Literacy is basic to the production of wealth. If people are not trained in the use of letters and numbers, the nation will not be able to produce the goods and services necessary to support itself. Inflation will continue to increase, our position in the world will be eroded, and the value of the dollar (as seen, for example, in the pension and social security disbursements of the future) will be greatly diminished.

PROJECT OBJECTIVES

(1) To offer all university undergraduates, regardless of their major field of study, courses in the humanities which will put them to work, under the guidance of university professors, teaching the poor to read. This is an attempt to marry experience and theory in individual humanities courses. Students would tutor six hours per week in an established community agency where they would directly experience the "reality" of one of the humanistic disciplines. In addition, the students would meet with their monitoring professor each week in a seminar where the theory of the academic discipline would be explained in light of the student's experience in the community.

These are seen as three credit, pass/fail courses which may be taken by undergraduates as electives or as part of their major or minor field of study. The final decision on these matters would rest, of course, with the individual university.

(2) To permit university students to learn compassion by being compassionate.

(3) To provide large-scale, competent and reliable tutorial help to the illiterate of the community at no cost to them. These are the people who cannot read and write now and probably never will without day-after-day, long-term individual tutoring.

GETTING THE FIRST SEMESTER STARTED—WHO DOES WHAT

(1) What you can do

You may already know someone at your local college or university. If not, the Dean of the School of Arts and Sciences is, perhaps, the most likely person to see. This project involves the several humanities departments and these are usually found within this School. Before doing this, however, the Washington Education Project will be happy to send you the "red packet" which contains the detailed internal structure of the project in outline form.

To get started, this project only needs one or two professors from one or two departments and, perhaps, 10-30 undergraduates. There should be at least two community agencies prepared to receive the students.

(2) What the project Director does*

The project Director at each university arranges with individual community agencies (schools, jails, Head Start Centers, facilities for the retarded, etc.) to provide tutors as a supplement to the base teaching staff of the agency. University departments are matched with community agencies that have some relation to their field of study. A hand-out is distributed to undergraduates at registration which lists the participating agencies, notes the days and times in which the work can be done, describes the specific work that the student would do, and lists the courses in which the undergraduate can register in order to work at that agency.

For example:

(1) Emerson Head Start Center.—M-F 9:00 a.m. to 3:00 p.m.—tutor inner-city pre-school aged children on a 1:2 ratio as well as small

group activities. Register in Elementary Education 422 or Educational Psychology 503.

(2) The City Jail: M, W, F 3:00 p.m. to 6:00 p.m. only—tutor functionally illiterate adults in basic reading and writing. Sociology 500 or Economics 485.

The project Director also sets the time and place of the first general meeting of the semester. It is held on campus and all project participants must attend.

(3) What the undergraduates do*

At registration (indeed, at pre-registration), students choose one agency from the list of community agencies prepared by the project Director. They then register in the corresponding course and will work at this agency for the entire semester. They attend the general organizational meeting.

(4) What the community agencies do*

Agency heads determine which of their staff want tutors and name a staff member to be the agency representative for the project. The agency representative attends the general organizational meeting.

(5) What the faculty members do*

Faculty members make a site visit to the community agency with which they are matched; meet the agency head or agency representative; attend the general organizational meeting.

(6) What the Student Coordinators do*

The Student Coordinators make a site visit to the community agencies with which they have been matched; meet the agency head and agency representative; meet the university professors with whom they will be working; prepare for the first organizational meeting.

(Please note: It is the duty of the Student Coordinator to handle the day-to-day affairs of the undergraduates at their agency. They are responsible for scheduling, transportation, the record keeping of attendance, general communications, etc. This relieves the faculty members and agency staff of most of the leg work.)

(7) The first organizational meeting

All members of the project (faculty, agency representatives, students, Student Coordinators, and the project Director) attend this meeting. It is held immediately after registration for the Spring or Fall semesters.

The project Director first explains the general operation of the project and then the large group is broken down into groups by agency. Here the ground rules of the agency are established by the agency representative ("Yes, you can bring books into the jail if you first show them to the guard. No, you may not bring any cakes."); work schedules and transportation schedules are arranged; the time and place of the first faculty seminar is established, etc.

When this organizational meeting is completed, each undergraduate should know something about the agency in which they will be working, where it is located, how they are going to get there, what their days and hours of work are (students must tutor six regularly scheduled hours per week . . . for example, M, W, F 9:00 to 11:00 a.m. . . they must sign in and out for each tutoring session . . . they must make up any sessions they may have missed), who to see when they arrive at the agency, and when they see their faculty member next.

If, at this general meeting, a student cannot arrange suitable transportation to the agency, the student must choose another agency but this agency must be matched with the department in which the student has already registered.

The undergraduate should spend the first week of the semester touring the agency

with the agency representative and should also receive some basic instruction in tutoring methods from the faculty member.

Actual tutoring should begin no later than the second week of the semester.

GENERAL OPERATION

This project would be directed by a member of the university faculty and the courses would be offered on a pass/fail or credit-no credit basis. As a practical matter, students who do the required work are awarded academic credit. However, the decision to award credit remains with the faculty member who is monitoring the student. By the same token, since the agency representatives are responsible for the people in their care, they may, of course, refuse to allow university students to participate at their agency who they feel do not serve the best interests of their charges.

University students who complete the five requirements of this course listed in the "red packet" are awarded three credits at the end of the semester. Students who are not doing the work properly are informed early on of their deficiencies (poor attendance, etc.) and are permitted to drop the course or are given an "Incomplete" if their performance is not made satisfactory. (In any event, if a student's performance in the community is not satisfactory, the student should be withdrawn from the agency.)

The time required of a faculty member or agency representative is about 3-6 hours per week.

Participation in this project is based on the free choice of its various members. That is to say, no one would be compelled to participate and this could include the universities themselves, their professors and students as well as the community agencies and the members of their staffs (for example, individual classroom teachers, etc.).

SUCCESS OF THE MIAMI MODEL

The Miami project ran for four years (1969-1973) and sent over 1,000 undergraduates and 60 professors to 14 city agencies. A complete list is in the "red packet" but these students worked as tutors in jails, inner-city schools, migrant camps, homes for the retarded, etc., in the Miami area. There were measurable successes such as these: jail inmates passed the State High School Equivalency Examination and obtained a high school diploma, the reading ability of emotionally disturbed children was raised two years within 3-5 months, retarded children improved their ability to feed and dress themselves and make their own beds, migrant children who spoke only Spanish gained some skill in speaking, reading and writing English.

To the general services already provided to these people by the community, the university students were able to act as that indispensable supplement which brought reliable, day-in-day-out tutoring to people who could not advance themselves without individual attention. All the community had to do was provide the base within which the undergraduates could work.

NATIONAL APPLICABILITY

This project can be adopted on a very broad scale since the problems it addresses are national in scope and since universities and colleges generally are composed of the same organizational elements, i.e., faculty, students, academic credit, course registration, etc. Any college, therefore, in any part of the country can establish this project and can do so without modification of its existing internal structure.

COSTS

The administrative overhead of this project is its main cost. The undergraduates are

*The complete list of duties for each project participant throughout the semester is contained in the Washington Education Project "red packet". The duties listed here only pertain to getting the project started.

not paid for their work (indeed, they pay tuition to the college to take these courses). There is no capital outlay since all tutoring takes place in community agencies which are already established (schools, jails, etc.). The financial benefits of this project are easily seen and considerable. They are of two kinds:

Firstly, there is the transfer of literacy from those who have it to those who do not. A college student who tutors 6 hours per week as this project requires creates \$90.00 of real wealth per week (the current rate of pay for a private tutor in Washington, D.C. is \$15.00 per hour; \$15.00 per hour × 6 hours per week = \$90.00).

Secondly, the person who obtains the power of literacy is now able to create wealth, both for himself and the community, for a lifetime. As is clearly seen, people without literacy skills in a literate society are pretty much left to pushing brooms or taking welfare whereas people who can read and write are able to become steady economic contributors to the community.

This is not an expensive project to operate. There are virtually no costs to the community agencies and the colleges can obtain seed money from one of several Federal agencies to cover initial costs.

THE DISTRICT OF COLUMBIA,
Washington, D.C., September 21, 1981.

NORMAN MANASA,
Director, The Washington Education Project,
Washington, D.C.

DEAR MR. MANASA: Your proposal to grant academic credit to university students for tutorial activities in public institutions is an intriguing idea. A city such as ours needs a literate citizenry if it is to remain a vibrant place in which to live. People, especially our youth, must be able to read and write if they are to have some control over their own lives and to obtain work that has both meaning and dignity. I encourage programs, such as the Washington Education Project, which might enhance these critical skills in our city's public school students.

I am hopeful about the participation of humanities undergraduates from local colleges and universities which your project envisions. Working through accredited university courses and under the supervision of their professors, these students would seem to be a pool of potential excellent tutors providing a vital public service.

As the Mayor, I exercise no control over the operation of the public school system. Policy-making authority and direct supervision of the school system's programs are vested by law in the Board of Education. I suggest that you work closely with the Superintendent of Schools, Mrs. Floretta D. McKenzie, to secure her support for this effort.

You have my good wishes for the success of this project. Please contact my Special Assistant, Patricia E. Miner, if you need any further help in developing your program.

Sincerely,

MARION S. BARRY, Jr.,
Mayor.

DISTRICT OF COLUMBIA PUBLIC
SCHOOLS,

OFFICE OF THE SUPERINTENDENT,
Washington, D.C., August 25, 1981.

Mr. NORMAN MANASA,
Director, The Washington Education Project,
Washington, D.C.

DEAR MR. MANASA: I write to thank you for your explanation of the Washington Education Project and to encourage the work of this project within the Public Schools of the District of Columbia.

This project seems to be a workable effort since it would draw undergraduates from

the local colleges who as part of their training in the humanities, would tutor children in the city school system. Since these undergraduates would do this essential work for course credit and under the general supervision of university faculty, I believe they would be both reliable and effective. Certainly, the community representatives who participated in the Miami project seem to support this view.

There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students. But it is also beyond question that working with District school children for a semester would provide a profound educational experience for the undergraduates themselves.

I would be happy to provide whatever help I could and hope you will keep me advised of your progress.

Sincerely,

FLORETTA D. MCKENZIE,
Superintendent of Schools,
Chief State School Officer.

U.S. SENATE,
Committee on Labor and Human
Resources,
Washington, D.C., January 1982.

To Whom It May Concern:

The Washington Education Project may hold some of the answers to the problems we face as a nation, and I thought you would want to know about it.

This project enrolls undergraduates in three credit humanities courses and sends them to impoverished community agencies to teach the illiterate poor to read and write. For the undergraduates, it is a course that combines experience with classroom theory. They would tutor six hours per week but they would also meet with their monitoring professors in weekly seminars where they would hear the theories which attempt to explain the world beyond the campus walls. Since this is an elective course, it is open to all college students, regardless of their major field of study.

The undergraduates, I believe, need this sort of experience in order to understand the value of their classroom instruction. But there are other things to learn in college and undergraduates need to do this sort of work so that they may learn the obligation that citizenship imposes upon those who live in a free society, and so that they may learn compassion through the act of compassion.

This project also holds great promise for the dispossessed of America. It cannot be denied that literacy is basic to the creation of wealth, particularly in an increasingly technological society where computers are doing so much of the work that had been done manually for many generations. Those who are not skilled in the use of letters and numbers are slowly becoming unable to create wealth in any form and must be cared for by the rest of society. There may have been a time when teaching these people to read, write and compute was considered to be an option. Today, it is a compelling necessity that will not go away.

I believe college students would be quite able and very willing to take up this responsibility. As with any other generation of Americans, they need only be asked to serve and to be given the workable means by which to do so. The Washington Education Project may be the kind of project through which much of this work can be accom-

plished, and I would be happy for whatever consideration you would be able to give it.

Ever sincerely,

CLAIBORNE PELL.

SUMMON

This report was written by Mr. Charles F. Collard, Administrative Supervisor of the J.R.E. Lee Community Center, a Dade County school for emotionally disturbed adolescents. It was written in 1972 or 1973. Please see page 2 of this report.

(SUMMON was the name of the Miami project that ran from 1969-1973).

The SUMMON Program has been functioning at J.R.E. Lee Center for more than five semesters. The tutors have been under the supervision of a University Professor, Student Coordinator, and our school's Reading Director.

The tutors work in one-to-one situations with our emotionally disturbed, junior high students. They are remediating those students who are reading on primer to third grade levels. Their two-fold objectives are to establish rapport with strong interpersonal relationships and to remediate the deficit reading skills.

Since all of the tutors are freshmen through juniors and have had no prior teaching experiences, our program is so structured as to allow them freedom for innovative techniques within a framework of accepted educational practices. They are instructed in the use of our reading methods and materials by the Remedial Reading teacher and the University advisor. In addition, the tutors meet in bimonthly evening sessions to discuss interpersonal and instructional dynamics with our teacher and the advisor.

The tutors work with their students for one forty minute period each school day. They have continued to be extremely conscientious about meeting their schedules. The service that the tutors perform is irreplaceable. They bring a vital freshness and objectivity to our students' situation, which is often lost with "volunteer" organizations. Their help makes possible the individual attention and instruction that our students so need.

Because of these factors, our remedial reading students have had reading level gains of one to two years within a three to five month period of tutorage. Since we have a real need for the SUMMON people in providing a more comprehensive and effective program for our students, Lee Center tries to be the first in line when the tutors are assigned at the beginning of a semester.

THE CENTER FOR THE STUDY OF
DEMOCRATIC INSTITUTIONS/THE
FUND FOR THE REPUBLIC, INC.,

August 31, 1979.

To Whom It May Concern:

As one who has written extensively about the problems of inner city education, and has been a front-line observer of the efforts to effectively desegregate our public school systems, I have seen one program that seemed to me to give realistic promise of preparing socially handicapped children to take advantage of new educational opportunities opened to them under court order. This was launched ten years ago by Norman Manasa, who enlisted University of Miami students to provide one-on-one or small group tutoring for children deficient in verbal skills.

Manasa's program was in operation, with the support of the University administration and various public and private agencies in Dade County, for four years—enlisting the active participation of over one thou-

sand university students and sixty faculty members. The ability to improve verbal skills is attested by experience in some of the most difficult circumstances, including those found in juvenile correctional institutions as well as inner city public schools.

The arguments for expanding this effort seem to me compelling:

(1) Such instruction does not require professional qualification; any literate adult can readily acquire the skills needed to drill youngsters in reading and writing.

(2) The program can be adapted to children of any age, from kindergarten through high school—and is certainly suitable for the critical earliest years.

(3) The activity complements the regular school program by providing the individual, time-consuming attention that is clearly beyond the capacity of teachers burdened with the usual full-time class load.

(4) The instruction is basic. Without adequate verbal skills education is impossible. And if a child can be helped and inspired by tutelage he will acquire the incentive and self-discipline the educational system requires.

The program as Manasa conceives it could provide a bridge between white and black middle-class young people and the multi-racial underclass in the ghettos. It is not inconceivable that it might provide the kind of spark that moved an earlier generation of college students to respond to the appeal of public service in the days of the Peace Corps. In any case, Manasa has a track record that should command the attention of anyone who is concerned over the polarization of racial attitudes—the predicted division of our major cities into separate, hostile black, white, and now brown communities.

HARRY S. ASHMORE.

**METROPOLITAN DADE COUNTY, FLA.
CORRECTIONS AND REHABILITATION
DEPARTMENT,**

Miami, Fla., February 23, 1979.

To Whom It May Concern:

In 1970 I had the pleasure of meeting Mr. Norman Manasa who brought into the three (3) institutions, under our control, a program known as "SUMMON." This program consisted of college students, hand picked by Mr. Manasa, to deal on a one to one basis with clients of our institutions that were having problems comprehending subjects being taught by school board instructors. Mr. Manasa showed great ability in discovering our clients disabilities and then picking the best individual on his staff to deal with the person/s problem. This program was in progress for a three year period and was one of the most successful programs that was ever developed in our institutions. We are sorry that Mr. Manasa and his program was discontinued.

Mr. Manasa proved to be one of the most devoted and understanding people that we have ever had from the outside world, to come into our institutions and deal with inmate problems.

I would not hesitate to recommend Mr. Norman Manasa for any position he is desirous of seeking.

Sincerely,

PATRICK C. GALLAGHER,
Assistant Director.

**MIAMI-DADE COMMUNITY COLLEGE,
DIVISION OF STUDENT DEVELOPMENT/LEARNING SUPPORT SERVICES,**

Miami, Fla., February 26, 1979.

To Whom It May Concern:

It is a pleasure for me to endorse and support the efforts of Mr. Norman Manasa to develop a broad-based program combining

educationally sound experience of college students with service to the needy of the community.

I had an opportunity to observe his model program in operation at the University of Miami for several years and, as a professional educator, believe that it offers particularly advantageous opportunities for students in the social sciences and humanities while being of relevance to any individual wishing to contribute to the needs of general society.

A major undergirding principle of the program is that it vividly demonstrates possibilities for successfully integrating segments of our society who have skills to offer those within the society who are of greatest need in a manner beneficial to both.

I believe that it is equally important to note that this program is "exportable" to a variety of educational institutions at the higher education level. The concept could, in my opinion, be successfully implemented at the community college, the four-year college and the university levels with equal measure of success. In fact, I would be most supportive of a model program of this type being established here at Miami-Dade Community College.

Sincerely,

NICHOLAS D. GENNETT,
Dean, Student Development/Learning Support Services, North Campus.

[From the Washington Post, Dec. 21, 1981]

MAYBE JOHNNY COULD READ IF . . .

(By William Raspberry)

Norman Manasa has an idea that he thinks would boost the education of inner-city children, reduce adult illiteracy, supplement the training of college students and uplift the entire community—all without costing very much money.

He's disappointed, though not yet discouraged, that he hasn't been able to sell it.

What Manasa, a 35-year-old machinist and college dropout, has in mind is simplicity itself: give college students academic credit for teaching nonreaders to read. He would have undergraduate tutors spend six hours a week in selected community agencies—ranging from public elementary schools to St. Elizabeths to the D.C. jail. Their efforts would be under the supervision of the agency and would be monitored by a professor at their university. While the course supplement would be elective, participants would have to attend every tutorial session or make up the work later.

Aside from the obvious benefits to those tutored, Manasa says, the college students—mostly humanities majors—would gain real-world experience. They would learn something about how their community operates, and they would learn compassion.

Public officials (including Washington's Mayor Marion Barry and Superintendent of Schools Floretta McKenzie) have been supportive. But so far, he has not been able to sell any local university on trying it out—even though he claims four years of success with it at the University of Miami.

The trouble, he says, is that college officials are reluctant to view it as an academic program. But Manasa says the "academic-credit part is vital"—and also entirely justifiable. "The program operates on the premise that a student who tutors six hours a week, who has seminars and makes reports and has his efforts critiqued, has learned something—even if that something is not gradable."

In some ways, Manasa's approach is reminiscent of literacy efforts in some Third World countries—Ethiopia and Somalia, for instance—where college students work to educate the peasant population. Authorities

in those countries claim benefits both to those who are taught and to those who teach. They also see it as a way of bringing their people together, across class lines.

"I've been talking mostly about reading, but the program doesn't have to be limited to that," Manasa said in a recent interview. "It could work just as well with writing, fractions, using a dictionary—virtually anything that students need to drill on."

How does he suppose that inexperienced college students would be able to do what professionally trained educators have been unable to do?

"The great advantage a tutor has is being there day after day with the same few children in an atmosphere of continuity and concern. Teachers have 30 kids on maybe five distinct levels of achievement, plus all their bureaucratic responsibilities. They can't impart the personal element, but a tutor can do it extremely well. . . . We're talking about the transfer of skills, of course, but also about a value system that says education is important."

Nor would it matter that the tutors lacked specific teaching skills, he said. "They would be working right in the classrooms under the direct supervision of the teacher."

He estimates that the program would cost \$150,000 for two years, with 90 undergraduates per semester.

And what's is it for Manasa? "I'd be happy to attach myself to the sponsoring university and help any way I could. But they could also do it without me. I wouldn't insist on being part of the bargain. As for the money, the program brings its own money with it in the form of undergraduate tuition, so it really wouldn't cost very much extra."

The hardest part, he said, is to sell the colleges on changing some of their concepts of what constitutes academic education. "Teachers, principals and community organizations in Miami were most enthusiastic about the program," he said. "We had a waiting list of 54 agencies that wanted our services. And no wonder, they know it works. In one school for emotionally disturbed junior high students, we were able to achieve reading gains of one to two years in only three to five months of tutoring."

Whether he is able to sell the program to university officials, he has convinced Superintendent McKenzie.

"There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students," she said. "But it is also beyond question that working with District schoolchildren for a semester would provide a profound educational experience for the undergraduates themselves." ●

Ed Gray
Director of Office of Policy
Development

PRESERVATION COPY

**MEMORANDUM
OF CALL**

TO:

YOU WERE CALLED BY— YOU WERE VISITED BY—

Mansy

OF (Organization)

PLEASE CALL → PHONE NO. CODE/EXT. FTS

WILL CALL AGAIN IS WAITING TO SEE YOU

RETURNED YOUR CALL WISHES AN APPOINTMENT

MESSAGE

547 3011

547/3011

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THE WHITE HOUSE

WASHINGTON

February 1, 1982

MEMORANDUM FOR EDWIN J. GRAY

FROM: Jim Cicconi 
SUBJECT: Norman Manasa, Director of The Washington
Education Project

I have read the attached material provided by Mr. Manasa, and thought you might be interested in taking a look at it if you get a spare moment. He seems to have a variety of support for his idea, though the main problem seems to be insufficient interest at this point on the part of local colleges and universities.

I am not sure that there is anything we can do to help him, but I would hate to see such a creative alternative to throwing federal money at problems die for lack of interest. Perhaps, if you agree with my impressions of this proposal, the Department of Education might be able to quietly encourage some area school to try the program on an experimental basis.

Regardless of what you decide, though, I appreciate your time in taking a look at this.

The Washington Education
Project
224 Third Street, S.E.
Washington, D.C. 20003
February 1, 1982

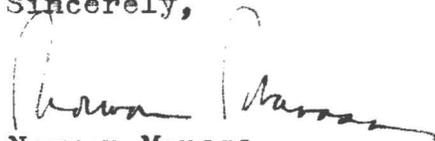
(202) 547-3011

Dear Mr. Cicconi,

I very much appreciate the telephone call from Aileen Andersen today and thought to send along this letter from Senator Claiborne Pell, which arrived Saturday.

Thank you again.

Sincerely,



Norman Manasa
Director

Mr. James Cicconi
Special Assistant to the President
The White House
Washington, D.C. 20500

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United States Senate

COMMITTEE ON LABOR AND
HUMAN RESOURCES

WASHINGTON, D.C. 20510

January, 1982

TO WHOM IT MAY CONCERN:

The Washington Education Project may hold some of the answers to the problems we face as a nation, and I thought you would want to know about it.

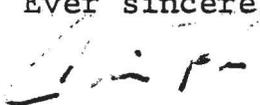
This project enrolls undergraduates in three credit humanities courses and sends them to impoverished community agencies to teach the illiterate poor to read and write. For the undergraduates, it is a course that combines experience with classroom theory. They would tutor six hours per week but they would also meet with their monitoring professors in weekly seminars where they would hear the theories which attempt to explain the world beyond the campus walls. Since this is an elective course, it is open to all college students, regardless of their major field of study.

The undergraduates, I believe, need this sort of experience in order to understand the value of their classroom instruction. But there are other things to learn in college and undergraduates need to do this sort of work so that they may learn the obligation that citizenship imposes upon those who live in a free society, and so that they may learn compassion through the act of compassion.

This project also holds great promise for the dispossessed of America. It cannot be denied that literacy is basic to the creation of wealth, particularly in an increasingly technological society where computers are doing so much of the work that had been done manually for many generations. Those who are not skilled in the use of letters and numbers are slowly becoming unable to create wealth in any form and must be cared for by the rest of society. There may have been a time when teaching these people to read, write and compute was considered to be an option. Today, it is a compelling necessity that will not go away.

I believe college students would be quite able and very willing to take up this responsibility. As with any other generation of Americans, they need only be asked to serve and to be given the workable means by which to do so. The Washington Education Project may be the kind of project through which much of this work can be accomplished, and I would be happy for whatever consideration you would be able to give it.

Ever sincerely,


Claiborne Pell