

WITHDRAWAL SHEET

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File Folder: JW Cicconi Memos, Jul - Dec 1983 [1 of 7]

Date: 2/18/98

Cicconi
Cicconi

~~OA 10793~~ *Box 2*

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
1. memo	JW Cicconi to James A. Baker, III re Today's Judicial Meeting, 1p.	7/7/83	P5/P6

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National security classified information [(a)(1) of the PRA].
 - P-2 Relating to appointment to Federal office [(a)(2) of the PRA].
 - P-3 Release would violate a Federal statute [(a)(3) of the PRA].
 - P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA].
 - P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA].
 - P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA].
- C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- F-1 National security classified information [(b)(1) of the FOIA].
- F-2 Release could disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA].
- F-3 Release would violate a Federal statute [(b)(3) of the FOIA].
- F-4 Release would disclose trade secrets or confidential commercial or financial information [(b)(4) of the FOIA].
- F-6 Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA].
- F-7 Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA].
- F-8 Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA].
- F-9 Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA].

THE WHITE HOUSE

WASHINGTON

July 6, 1983

MEMORANDUM FOR JAMES A. BAKER, III

FROM: Jim Cicconi *JC*
SUBJECT: Pension Equity for Women

The Supreme Court today handed down its decision in the Norris case, involving pension equity for women. In a 5-4 ruling, the Court held that employer pension plans cannot be based on sex segregated actuarial tables, and that men and women must receive equal benefits.

On the question of relief, a 5-4 majority held that the remedy need not be retroactive, but could instead be applied prospectively. Justice O'Connor was the fifth vote on both portions of this decision.

As you may recall, we had delayed taking a position on this issue in hopes that the Supreme Court would resolve for us the retroactive versus prospective relief issue. We should now be in a position where we can go forward with our proposals without being accused of providing inadequate relief.

JAB:

Dave Gergen is preparing a Presidential statement on this for possible release today. It would welcome the decision, and restate our SOTU promise to forward legislation soon.

JC

THE WHITE HOUSE

WASHINGTON

July 6, 1983

MEMORANDUM FOR BONNIE NEWMAN

FROM:

Jim Cicconi *Jc*

SUBJECT:

Possible Appointment of Henry Wilfong

As I understand it, Jim Sanders has been considering Henry Wilfong for some sort of position at SBA. If true, I hope you will consider the attached article, and its possible implications, before he is cleared. This was brought to my attention by some Hispanic Republicans in Texas who are quite upset that Wilfong is in line for a job at SBA in light of such remarks.

Thanks.

cc: Cathi Villalpando

WILFONG SWITCH TO CARTER NOW AN OPEN SECRET

PASADENA—A conservative Republican city director's remarks including the fact that he had voted for Democrat Jimmy Carter, inadvertently became somewhat public Tuesday because he was unaware that the microphone system in the Board of City Directors' chambers here had been left on.

The system is hooked up with the press room, all the city departments and the Chamber of Commerce office.

→ The remarks, including some imprudent statements about Mexican-Americans, were made by Henry Wilfong, the only black member on the city board.

During the noon luncheon recess, Wilfong remained for more than a half hour in the board's chambers talking to two high school students (a

'BROADCAST'

Continued from First Page

boy and a girl) who had been attending the board meeting as part of students in government activities.

Wilfong, who noted that he has been a life-long conservative to moderate Republican, said he first became disenchanted with his party during the Nixon Administration. He came close to saying that he would change his party affiliation.

Wilfong asserted that Nixon had replaced a number of blacks in important posts with Mexican-Americans and that Ford had continued this policy.

As a result of his disenchantment, Wilfong said he had voted for Carter in Tuesday's election and that he would spend the remaining part of election day before the polls closed in campaigning for Carter.

The girl student suggested that government appointments should be made on the basis of qualifications and not on race.

→ But Wilfong said that while blacks have "learned to deal with whites, Mexicans won't deal with us."

At one point during his conversation, Mayor Robert G. White came out of his office near the city board chambers. He reminded Wilfong that the microphone system was on and that his conversation was being relayed throughout City Hall, and to the Police Department and Chamber of Commerce.

White suggested that Wilfong might want to conduct his private conversation elsewhere, but he continued his conversation until the noon recess was over and White called the city board meeting back into session.

—BERT MANN

THE WHITE HOUSE
WASHINGTON

TO: MKD

RE: Ben Hooks

While I recognize the reservations about agreeing to meet with the NAACP leaders in the wake of a public challenge to do so, I'd suggest several points be considered here:

1. The black leadership is fragmented and competitive. If we meet with one group such as the NAACP, it increases that competition.
2. A meeting need not be formal, and should probably be personal if it is held at all. I do not think it is in our interest to let Hooks "broker" a WH meeting by bringing other people along.
3. Suggest that a private lunch (if we desire some publicity) is one way to handle this.
4. Another way is to invite Mr and Mrs Hooks to a private dinner with the President and First Lady, with either the AG or the VP also included. Publicity might be minimized.

Thanks.

JC

of JC memos

THE WHITE HOUSE
WASHINGTON

7/6/83

Jim:

JAB spoke to Jim Robinson (in his capacity as head of the Governmental Relations Committee of the N.Y. Partnership/ FYI, he is also the Chairman of the American Express Co.) tonight.

Mr. Robinson was calling about the Westway case. The judge declared that the "court process" would be the deciding factor in this and that both parties would "negotiate."

The U.S. Attorney's office suddenly announced that they would open the "entire process" (ecological reviews, etc.).

The Governor is wondering if this was Washington's way of trying to "deep six" the project?

Jim Robinson asked if the Administration was anxious to do this or if something else would come up "down the line"?

JAB told Robinson that our office would "look into this, via DOT and DGJ, and would get back to him."

JAB asked if you would please handle this. Robinson can be reached at 312/943-7200, room 2639.

(If you have questions, I'll try to fill in the blanks, but JAB called me into his office in the middle of his phone conversation with Robinson)

KC

Done

RONALD W. REAGAN LIBRARY

THIS FORM MARKS THE FILE LOCATION OF ITEM NUMBER 1 LISTED ON THE
WITHDRAWAL SHEET AT THE FRONT OF THIS FOLDER.

THE WHITE HOUSE
WASHINGTON

July 7, 1983

MEMORANDUM FOR JIM BAKER
DICK DARMAN
ED HARPER

FROM: MIKE BAROODY *MB*
SUBJECT: Fairness Talking Points

The attached have already been distributed to Administration spokesmen.

There is now a desire to make a wider distribution to other Administration supporters.

Mike:

-i raised this per our conversation
and see no problem w/ going ahead
provided FF okays, and if it's
handled similar to last year's Report
on Mid-Term Accomplishments..

-Thanks

Jc
7/7

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 8, 1983

FOR: JAMES A. BAKER III
FROM: JAMES CICCONI
SUBJECT: American Bar Association Event

Fred Ryan called me this morning to say that Mike Deaver and the President have agreed to accept the American Bar Association's invitation for the President to address their convention. According to current plans, the President would deliver the keynote speech around midday on August 1, 1983. We prefer that this be a "sit-down" event instead of a luncheon. As you know, the convention is being held in Atlanta, Georgia.

Fred thought that you might want to call Morris Harrell, President of the American Bar Association, and personally tell him that the President has agreed to do the event. Harrell's number in Chicago is (312) 947-4042. If he asks about specific details, you might mention that the Scheduling Office will be in touch with him very soon on specific arrangements.

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 8, 1983

FOR: JAMES A. BAKER III

FROM: JAMES CICCONI *ji*

SUBJECT: American Bar Association Event

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*7/8
Talked
to Morris
Told
him will
do it.*

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 8, 1983

FOR: JOHN F. W. ROGERS

FROM: JAMES CICCONI *JMC*

I would appreciate your approving this request to have my flight certificate framed. I will reimburse GSA if there is a charge.

Thanks John.

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 12, 1983

FOR: DENNIS PATRICK
FROM: JIM CICCONI
SUBJECT: Resume of William M. Thornberry

Attached is the resume of William M. Thornberry, who has just graduated from the University of Texas Law School. He is interested in a job with the Administration, and has been recommended to me as a result of his work last year in Bill Clements' campaign. I would appreciate any consideration you might give him.

Thanks.

THE WHITE HOUSE

WASHINGTON

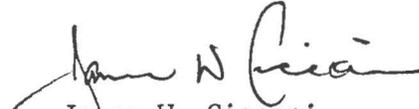
July 12, 1983

Dear Mr. Thornberry:

Thank you for your recent letter expressing an interest in employment at the White House. Unfortunately, I am not aware of any openings at present, but have forwarded your resume to the White House Personnel Office for their consideration should an appropriate position become available.

I appreciate your interest, and wish you the best of luck on the bar exam.

Sincerely,



James W. Cicconi
Special Assistant to
the President

Mr. William M. Thornberry
2910 Hampton Road
Austin, TX 78705

WILLIAM M. THORNBERRY
2910 HAMPTON ROAD
AUSTIN, TEXAS 78705

June 20, 1983

Mr. Jim Cicconi
Assistant to the Chief of Staff
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

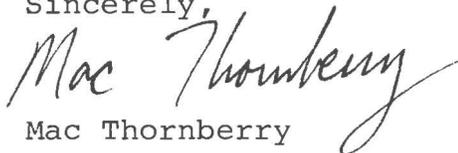
Dear Mr. Cicconi:

I am writing to express my interest in working in the political process at the national level. I am a Republican and am committed to the goals and philosophies of this Administration.

B. D. Daniel suggested that I write you to inquire about any job openings you may have. I am a recent graduate of the University of Texas School of Law and plan to move to Washington after I take the Texas Bar Exam at the end of July. I am enclosing a brief resume for your review.

I appreciate your time and look forward to hearing from you.

Sincerely,


Mac Thornberry

Enclosure

THE WHITE HOUSE

WASHINGTON

July 12, 1983

Dear Red:

I appreciate your kind note, and must say I was just as surprised as you at Brad Reynolds' "trip to Damascus." Still, it turned out quite well for us, and, considering what has drawn the press' attention since then, it might even rank as the highlight of the month!

Seriously, it is always good to hear from you, and I hope we can get together for lunch sometime soon. I'm sure we can exchange some great stories...

With best regards,

Sincerely,



James W. Cicconi
Special Assistant to
the President

Mr. Red Cavaney
Vice President
American Paper Institute, Inc.
1619 Massachusetts Avenue, N.W.
Washington, D.C. 20036



American Paper Institute, Inc.
Government Affairs
1619 Massachusetts Ave., N.W. Wash., DC 20036(202) 332-1050

Red Cavaney
Vice President

June 22, 1983

Mr. James W. Cicconi
Special Assistant to the President
West Wing, First Floor
The White House
Washington, D.C. 20500

Dear Jim:

I thought Moses' parting of the Red Sea was one of mankind's great miracles, but I'm going to have to revise my list now that you have successfully produced the event which resulted in the attached photo!

I don't know how you did it, and no one would have convinced me it would have been possible. Just goes to show we are never too old to learn.

Hope all is going well and am apologizing for not staying in touch, but I appreciate the value of your time and haven't wanted to be a bother. I will soon give you a call to see if maybe I can't steal you away from your hectic pace for a brief lunch and a chance to stretch your legs. Hope all is well with the family and look forward to an opportunity to visit. Please give my best to all.

Warmest regards,

RC/jdp
Attachment



By Greg Campbell for The Washington Post

Assistant Attorney General William Bradford Reynolds, left, joins hands with Jesse Jackson during a stop at Canton, Miss.

THE WHITE HOUSE
WASHINGTON

July 13, 1983

TO: JAB III

For your information:

The AG and Schmults will meet tomorrow with Jesse Jackson, Joseph Lowery (SCLC) and others to discuss civil rights. The AG plans to accompany them out before the cameras afterward, say a few words, and then let Jackson say what he wants.

JC

f
MEMORANDUM

✓
THE WHITE HOUSE

WASHINGTON

July 13, 1983

FOR: JAMES A. BAKER III
FROM: JAMES CICCONI 
SUBJECT: Brucellosis

The brucellosis problems with Texas have been finally resolved. The Texas Legislature, acting in special session called for this purpose by Governor White, passed the necessary legislation. The bill was signed by White on June 27. Under the bill, the Texas Animal Health Commission will have full authority to impose measures necessary under the national brucellosis eradication program. As a result, USDA will soon publish a notice canceling their proposal to quarantine Texas cattle.

In summary, we repaired a difficult situation, putting the monkey on Mark White's back instead of the President's. White was left with no choice but to act as he did.

cc: Lee Atwater

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 13, 1983

TO: JAMES A. BAKER III

FROM: JAMES CICCONI 

SUBJECT: Texas Agriculture Commissioner Jim Hightower

As you know, the Democratic National Committee has been giving Jim Hightower a great deal of exposure as a kind of spokesman for the Democratic Party on agricultural issues. He may have stumbled badly in a recent press conference, however. According to a Reuters' reporter, Hightower, in a recent press conference, advocated placing farm support programs on a means-tested basis. This would, of course, be anathema to most farmers, and would smack of turning farm programs into a form of welfare.

We are trying to pin these statements down in writing. If we succeed, and they are as bad as I've heard, we might want to go public with our criticism, perhaps on the presidential level. Conceivably, we could further estrange farmers from the Democratic Party at the same time we discredit Hightower, who might otherwise develop into one of the Democrats' more effective agriculture spokesmen.

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 14, 1983

FOR: JAMES A. BAKER III
FROM: JAMES CICCONE *JC*
SUBJECT: Resignation of Mrs. John Tower

Will Ball called at noon today to inform me that Mrs. Tower's letter of resignation from the Institute for Museum Services will be delivered to the White House this afternoon.

Senator Tower plans to call you to arrange some sort of White House announcement of the resignation, and perhaps also to suggest that Mrs. Tower's exchange of letters with the President be released.

My sense of this is that the Senator, having taken some flak over his wife's appointment, would like some kind words from the President about her achievements at the agency. I asked Will Ball to send over some facts on this point that we might incorporate into the President's letter (this will probably go to John Herrington, along with the original of Mrs. Tower's letter).

To ~~cc~~ John Herrington

John:
JAB has already talked w/ Tower. Do you want to prepare response, then fwd. thru Darman? (I assume that is your S.O.P. ...)

(Tower would indeed like some sort of WH release per the above.)

Thanks

JC

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 14, 1983

FOR: JAMES A. BAKER III
FROM: JAMES CICCONI
SUBJECT: Timber Contracts

In light of your previous conversations with Mark Hatfield, I thought you might want a brief update on the timber issue.

The main question is whether the Administration should propose relief for companies holding high-priced timber contracts with the federal government. This has been discussed several times in CCNRE, but no consensus recommendation has emerged (though a clear majority favors relief in some form). Accordingly, a decision memo will be prepared for the President with the following options:

1. Extend for 5 years without interest the time timber companies have to perform their contracts (USDA and Interior).
2. Extend for 5 years with interest on the unharvested timber (Treasury, CEA, and DOC).
3. Target relief to those companies facing the most severe threat of bankruptcy (OMB). This could be done by permitting extensions without interest on fixed volumes of timber (the volume would vary according to the amount of relief needed). In the final decision memo, several different sub-options might be offered under the heading of "targeted relief."
4. No relief.

The timber industry has been kept well apprised of the options under consideration, and the outcry has not been great. Thus, my sense of this issue is that some form of relief, even if it is targeted, will largely defuse the political problem.

cc: Richard G. Darman

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 14, 1983

FOR: PETE ROUSSEL
FROM: JIM CICCONI
SUBJECT: Jesse Jackson's Meeting with the Attorney General

As you know, the Reverend Jesse Jackson is meeting this morning with Brad Reynolds and the Attorney General. At today's senior staff meeting, it was decided that questions on the meeting should be referred to the Justice Department.

Since Jackson and the AG will appear before the cameras prior to your noon briefing, though, I thought you should be aware of a few background points:

1. Jackson is expected to request action on specific alleged voting rights violations.
2. Justice will probably agree to look further into the allegations.
3. Jackson asked for the meeting.
4. Jackson has met with Brad Reynolds a number of times in the past (even before the Mississippi trip); thus, this meeting is not unusual.

Thanks.

THE WHITE HOUSE

WASHINGTON

July 15, 1983

Dear Mr. Barnes:

Thank you for your recent letter in which you express your pride in being an American. I, too, as an American, appreciate and am grateful for our many freedoms.

I appreciate your interest in having an autographed photograph; however, I do not have photographs for distribution.

With best wishes,

Sincerely,

James W. Cicconi
Special Assistant to
the President

Mr. B. Gene Barnes
20 Franklin Avenue
Cranston, RI 02920

MR. B. GENE BARNES
20 FRANKLIN AVENUE
CRANSTON, RHODE ISLAND
02920

JUNE 1983

My dear Mr. Cicconi:

I wish to send to you my greetings, and salutation upon America's Independence Day. We should all work together to be proud that we are American. We are grateful for the freedom we have as Americans. I am an American Navy Veteran who served overseas, and on many ships.

I would be most honored if you could please send me an autographed photo of yourself?
Thank You.

Very truly yours,
Mr. B. Gene Barnes

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 15, 1983

FOR: MICHAEL A. McMANUS
FROM: JAMES CICCONI 
SUBJECT: President's Trip to the Far East

I received a call today from Pedro San Juan, Assistant Secretary of the Interior for Territorial and International Affairs, regarding the President's planned stopover in Guam on his trip to the Far East.

San Juan said that he did not know our plans for the stop in Guam, but suggested that any contact with the governor or other authorities be carefully handled to avoid being entangled in a host of contentious island issues. He said that if we go beyond a normal "effusive greeting" of Guam's Democratic governor, an impromptu meeting for pictures would be best; anything more formal would unnecessarily involve the President in other issues.

San Juan's telephone number is 343-4736. I mentioned that, at the appropriate time, he would probably be asked for a short briefing paper on Guam.

cc: Craig Fuller

THE WHITE HOUSE

WASHINGTON

July 18, 1983

MEMORANDUM FOR: CRAIG FULLER
FROM: JAMES CICCONI *JMC*
SUBJECT: Southwest Border States Working Group

As you know, the Southwest Border States Working Group forwarded its recommendations to the Cabinet Council on July 6. Would it be possible for the Council to meet and decide on those recommendations within the next few weeks? It would be most helpful if the President could announce some positive action on border problems during his August 13 speech to the G.I. Forum in El Paso.

Thanks.

cc: James A. Baker III
Michael K. Deaver

THE WHITE HOUSE
WASHINGTON

July 19, 1983

MEMORANDUM FOR CRAIG FULLER

FROM: JIM CICCONI 
SUBJECT: Memo from International Boundary Commission

The attached memorandum regarding use of Agent Orange as a herbicide was forwarded to Jim Baker by Frank Whetstone. It seems to be a rebuttal to an NBC News interview.

The memo is sent on for your information.

Thanks.



INTERNATIONAL BOUNDARY COMMISSION
UNITED STATES AND CANADA
425 I STREET, NW., ROOM 150
WASHINGTON, D.C. 20001



MEMORANDUM

June 29, 1983

TO: The Honorable James A. Baker, III
Chief of Staff and
Assistant to the President
The White House

FROM: Frank A. Whetstone, United States Commissioner

SUBJECT: International Boundary Commission Herbicide Policy

Mr. William M. Schreiber, my immediate predecessor and a President Carter appointee, was interviewed recently by NBC News pertaining to the use of herbicides (Agent Orange) during his term as International Boundary Commissioner.

I have contacted Mr. Haley D. Collums, Office of the Legal Advisor, Department of State (telephone 632-5154) about the matter. The State Department will act as spokesman for any potential future publicity.

The International Boundary Commission, United States and Canada, comprised of United States and Canadian Sections, is mandated by treaty to maintain an effective boundary line between the two countries at all times. An effective boundary line being one that is accurately located, visibly marked, with unobstructed line of sight from boundary monument to boundary monument.

To provide the line of sight it is necessary to keep a 20-foot wide swath, 10 feet in each country, free of trees, brush and other obstructions.

From about 1959 to 1977, both Sections of the IBC used herbicides to control the growth of woody vegetation within the 20-foot boundary strip. Various types of herbicides were involved including Dybar pellets, Brush-killer 170, Tordon 101 and 2-4-5-T. Over the last several years Tordon 101 and 2-4-5-T (Agent Orange) have been the subject of considerable debate regarding their side effects.

During the time herbicides were being used by the Commission, it was necessary to obtain the approval of the appropriate federal regulatory agency prior to any application of chemicals. On the US side, the regulatory agency was the Federal Working Group on Pesticides. The FWGP no longer exists. Its responsibilities now rest with the EPA. In addition, the approval of state and provincial regulatory agencies was also required.

At no time did the Commission apply herbicides in an irresponsible manner or without proper authorization.

In 1978, Commissioner Schreiber suspended the use of certain herbicides by the US Section (see attached memos). To my knowledge, the Canadian Section never officially adopted a similar policy; however, they have not used herbicides since 1977.

Beginning in 1978, the Commission has successfully used a bulldoze, groom and seed method as an alternative to herbicides.

Attachments:

1. Memo dtd 04/25/78, Subj: Herbicide Policy; and
2. Memo dtd 08/02/78, Subj: herbicide Policy Update.

INTERNATIONAL BOUNDARY COMMISSION

UNITED STATES AND CANADA

UNITED STATES SECTION

WASHINGTON, D.C.

MEMORANDUM

August 2, 1978

TO: All Staff

FROM: WILLIAM M. SCHREIBER, United States Commissioner *WMS*

SUBJECT: Herbicide Policy Update

Reference is made to the "Herbicide Policy" memorandum of April 25, 1978, which is superseded by this communication.

The use of and funding for herbicides continues to be contrary to the policy of the United States Section of the International Boundary Commission, United States and Canada. However, the planning of alternative vegetation control strategies is hereby reinstated consistent with the following stipulations:

- 1) that no plan include the proposed use of dioxin-contaminated herbicides. Specifically excluded from consideration are:
 - a. 2,4,5-T and 2,4,5-TP (Silvex), both of which contain the contaminant TCDD, and
 - b. 2,4-D which may contain the contaminant DCDD.
- 2) that separate plans be constructed for:
 - a. aerial, broadcast spraying,
 - b. ground level, broadcast-spraying, and
 - c. ground level, selective-spraying.

DISTB:

FXP
CRM
HGD
MDC
KLM
CEK

Further, it is requested that as quickly as possible, the United States Commissioner of the International Boundary Commission, United States and Canada, be informed as to:

- 1) the inventory of the dioxin-contaminated herbicides in the possession of the United States Section, IBC, and
- 2) alternative strategies for the safe disposal of dioxin-contaminated herbicides.

IBC-US/CAN:WMSchreiber:cek
08/02/78; 783-9151

ADDRESS ALL COMMUNICATIONS TO
INTERNATIONAL BOUNDARY COMMISSION
UNITED STATES AND CANADA
WASHINGTON, D.C.

INTERNATIONAL BOUNDARY COMMISSION
UNITED STATES AND CANADA
UNITED STATES SECTION

WASHINGTON, D.C.

MEMORANDUM

April 25, 1978

TO: All Staff

FROM: William M. Schreiber, Commissioner 

SUBJECT: Herbicide Policy

Immediately, and for an indefinite period, it shall be the policy of the United States Section of the International Boundary Commission, United States and Canada, to accomplish its treaty commitments, responsibilities and obligations without the use of herbicides. No herbicide application shall be planned, funded for or accomplished without my written authorization.

Distribution:
Ms. Kaufhold
Mr. Popper
Mr. Moore
Mr. Dwyer
Mr. Crabtree
Cy for File

IBC:WMSchreiber:cek
04/25/78; 783-9151

THE WHITE HOUSE

WASHINGTON

July 19, 1983

MEMORANDUM FOR JOHN HERRINGTON

FROM: JIM CICCONI *JW*
SUBJECT: Louie Welch *W*

To follow up on our conversation this morning, I would suggest that Mr. Louie Welch be named to one of our Latin American-oriented boards or commissions. He is the former multi-term mayor of Houston, and currently heads the Houston Chamber of Commerce. Louie was very interested in our Commission on Central America, but I had to inform him yesterday that those spots had been filled.

Louie Welch is a conservative, has been a supporter of the President, and is the person probably most responsible for Houston's dynamic growth. He has long been interested in Latin America, and would serve ably on one of our more prestigious boards or commissions dealing with the region. Jim Baker would endorse Welch for such a position and, while I hesitate to speak for the Vice President, I feel he would also lend his support.

Thanks.

cc: James A. Baker, III ✓

THE WHITE HOUSE

WASHINGTON

July 19, 1983

MEMORANDUM FOR JAMES A. BAKER, III

FROM: JIM CICCONI 
SUBJECT: Crime Legislation

This morning we assembled a small WH group to begin monitoring progress on our crime package. The Senate Judiciary Committee is expected to begin mark-up on the legislation soon, perhaps as early as this Thursday, July 21.

Current information is that the package will be split into five separate bills by the committee, mainly due to the more controversial nature of some of the issues. These are:

- Omnibus bill (the major portion of our package, including sentencing reforms)
- Exclusionary rule changes
- Federal habeas corpus reforms
- Capital punishment
- Federal tort claims changes

The objective is to move all five out of committee on the same day, and then to get them up on the Senate floor in September or October (early enough to avoid the crunch at the end and the resulting need for a time agreement). If, for some reason, we fail to get one or more of the bills out of committee, we will get a second shot on the floor through amendment to the Omnibus bill.

Our group will meet on a semi-regular basis, with Justice Department attending our next session. This should serve as a prod to congressional efforts on the crime package, and should help avoid problems that have arisen between DOJ and WH on previous legislative issues (like bankruptcy). If congressional efforts show progress, we will be better positioned to make crime an issue this fall.

THE WHITE HOUSE
WASHINGTON

July 20, 1983

MEMORANDUM FOR JAMES A. BAKER, III

FROM: JIM CICCONE 

SUBJECT: Today's Personnel Meeting

There are several items I want to bring to your attention before today's personnel meeting:

1. John Herrington asked me to tell you that Ron Mann has resigned effective August 12.
2. John also mentioned that Joe Salgado is coming on board August 1 to concentrate on Hispanic recruitment. Joe is currently head of enforcement at INS. He is something of a political novice, but John has indicated that he feels this may be an advantage; Salgado will be working closely with Cathi Villalpando to make certain that our Hispanic appointments fit into an overall strategy.
3. The VP's office called me regarding Hilary Cleveland, wife of former Congressman Jim Cleveland. She is apparently being considered for one of our education boards, and the VP wanted to indicate his personal interest in the matter. (Letter attached.)
4. The VP's office also mentioned Bobbi Kilberg. The VP is aware that Dennis Patrick, not Kilberg, is in line for the FCC position. Since this is the third job for which Kilberg has been considered and turned down, the VP seems to feel that a special effort should be made on her behalf in the near future.

f

THE WHITE HOUSE
WASHINGTON

✓

MEMORANDUM FOR JAMES A. BAKER, III

FROM: JAMES W. CICCONI *JW*

SUBJECT: Meeting with Congressman Tom Loeffler

Yesterday afternoon, Ed Meese met with Congressman Tom Loeffler regarding the West Texas drought. Dave Stockman, Secretary Block, and others also attended. Tom made a strong plea for feed grain assistance, but this was vigorously resisted by both Block and Stockman on the basis that it would open a "Pandora's box" involving billions.

After other options were discussed and rejected, it was suggested we consider some way of getting hay grown on PIK acreage into the drought areas. As fleshed out in the meeting, this idea would require the West Texas ranchers to pay transportation and baling costs, and perhaps a bit extra to provide the farmer with an incentive to turn over his PIK hay (instead of plow it under for fertilizer). An added attraction of this proposal is that Loeffler can then turn the tables on Mark White by calling on the state to pay the ranchers' share of transportation costs.

Ed Meese asked Block to provide a plan to implement this suggestion within 24 hours if it is judged to be feasible. Loeffler is especially anxious for a quick response because White and Jim Hightower (the Texas Agriculture Commissioner) are traveling in his district today.

ADDENDUM: at Cabinet meeting today, Dick Lyng said a quick check in different areas near W. Texas showed no receptivity to giving away hay grown on PIK acreage. We're back where we were, and will inevitably face legislative action to cure this problem.

←

THE WHITE HOUSE

WASHINGTON

July 20, 1983

TO: FAITH WHITTLESEY

Per JAB, it is okay to have the Philadelphia media cover you at the briefing and reception. JAB would prefer this be done on the same basis as their coverage of the senior staff meeting, i.e. they film the start of the briefing/reception and then depart: they should not stay for the entire time.

Thanks.


Jim Cicconi

Faith --

I assume you had the same thing in mind when you mentioned a "brief opportunity" to film.



THE WHITE HOUSE

WASHINGTON

July 18, 1983

MEMORANDUM FOR MICHAEL DEEVER

FROM: FAITH RYAN WHITTLESEY ^{1/2} 22-

SUBJECT: Clearance for TV film crew, journalist
and photographer to cover July 28
Office of Public Liaison Briefing and
White House Reception

I have had requests from two members of the Philadelphia media to follow my schedule for a day; particularly, a day when the President will be attending an event in which I am participating. Philadelphia is the fourth largest media market.

On July 28, 1983 the Office of Public Liaison will be conducting a briefing for approximately 200 members of the National Council of Negro Women at 3:00 p.m. - 4:15 p.m. at the Old Executive Office Building.

Immediately following, the President has agreed to attend a reception in the East room. (The President will appear at 5:00 p.m.)

I am requesting your agreement to allow the film crew, journalist and photographer a brief opportunity to film and photo both the briefing and the White House reception.

Media Personnel

Rob Jennings
WPVI - TV
Philadelphia, PA

Beth Gillin
Philadelphia Inquirer

THE WHITE HOUSE

WASHINGTON

July 20, 1983

MEMORANDUM FOR JAMES W. CICCONI

FROM: AILEEN ANDERSON AA

SUBJECT: The Washington Education Project, Norman Manasa

Norman Manasa's grant application for The Washington Education Project was denied, as stated in the attached copy of a letter from Norman to me, and copy of letter to him from Dr. Sven Groennings, Director of the Fund for the Improvement of Postsecondary Education (FIPSE), Department of Education.

Secretary Bell's office recommended Norman check with Bruce Haslam, contact for the Secretary's Discretionary Program, for possible funding. The deadline for submitting an application is August 1, and the main difference in funding is a grant for one year versus FIPSE's three-year grant.

Norman does have the option to resubmit his application to FIPSE in December, 1983, with another decision due in July, 1984.

Other attachments include a copy of the grant application which proposed a three-year budget of \$249,544, letters of endorsement, and media articles on the Project.

(\$ 35,000 in
1st yr)

If there is any other information you'd like on this, please let me know.

Jim -

Secretary Bell is supposed to make some announcement in September on adult illiteracy, FYI.

Also, I have a detailed copy of the grant application if you're interested.

The Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
July 20, 1983

(202) 547-3011

Dear Aileen,

I received the attached letter from Dr. Sven Groennings, Director of the Fund for the Improvement of Postsecondary Education in the Department of Education, on July 7, 1983, and spoke with Dr. Groennings on July 8th.

He said that, as best he could recall, the enclosed proposal scored well in all areas. However, the single stumbling block was that a college had not yet actually declared it would offer the courses this project describes. There seemed to be no other problem, but the result is a "Catch 22" since I cannot get a college without the funding and cannot get the funding without a college.

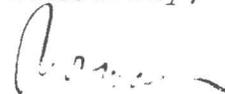
There is, however, great interest among a group of colleges in Ohio, which has provided the enclosed letter, although it may have arrived at the Fund too late to affect their deliberations.

The budget for the enclosed proposal calls for \$249,544.00 over a three year period. (The proposal contains, in effect, two budgets. It would fund the Washington Education Project at \$35,000.00 per year for three years. It would also fund an operational program at a college during the 2nd and 3rd years of the grant.)

Should the grant be awarded, we would likely have a program in operation at a college in Ohio by the fall of 1984. There is, in addition, some interest in starting the program in Los Angeles.

Again, I am grateful for all your help.

Sincerely,



Norman Manasa
Director

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



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

June 30, 1983

Dear Ms. Manasa:

Proposal Number: 0086

We regret to inform you that your application to the Fund's Comprehensive Program has not been selected for funding this year. As is the case each year, the Fund faced a rich variety of ideas for improvement and limited funds for their support. Almost all of the 330 invited final proposals fulfilled initial expectations about the significance of the problem being addressed and solutions. We hope you can undertake some of the activities you proposed on your own, or with other funding. A rejection this year does not prevent you from submitting a similar proposal in the future.

Each proposal was read initially by at least two external reviewers and by one staff member. Then the proposals and reviews were read and discussed within staff committees. The Fund's National Board and state postsecondary education commissions were also invited to comment on the proposals. Throughout the review process, the focus was on broad concerns such as the project's significance and feasibility. In some cases we have sought additional opinions or contacted knowledgeable individuals who are familiar with the problem or the project. None of the decisions we had to make was simple. Many were truly difficult.

Finally, if you wish to receive the external reviewer comments on your proposal, please make your request in writing to Ms. Aillen King at this address. Indicate the name of the institution, and, most importantly, the number which your proposal was assigned during the review process. If necessary, a program officer who is familiar with the proposal will assist you in interpreting the evaluations. We encourage you to request feedback, but we do ask for your patience. The volume of such requests and irregular summer staff schedules will create delays. Please make all feedback requests by October 1.

Sincerely,

Sven Groennings
Director

Fund for the Improvement
of Postsecondary Education



DAYTON-MIAMI VALLEY CONSORTIUM

1810 Harvard Blvd. #A-6 Dayton, Ohio 45406 Phone (513) 278-9105

June 28, 1983

Norman Manasa
Director
The Washington Education Project, Inc
224 Third Street, S.E.
Washington, D.C. 20003

Dear Norman:

I am pleased to inform you that on June 23rd the Board of Trustees of the Dayton-Miami Valley Consortium unanimously approved participation in the Washington Education Project.

It is also gratifying to report that Xavier University (7,000 students) in Cincinnati has formally joined the Consortium and that the University of Cincinnati (28,000 students) has indicated their intention to join. Both institutions want to participate in the Washington Education Project which, in effect, broadens the program to include the population of Southwestern Ohio.

As soon as possible, we will have a meeting of institutional representatives, designated by each university president, to formulate details of the cooperative program. I will keep you informed of our progress.

Please feel free to share this letter with FIPSE or other interested parties.

Cordially,

Pressley C. McCoy
President

INSTITUTIONAL MEMBERS

Air Force Institute of Technology
Antioch College
Central State University
Clark Technical College
Edison State College
Kettering College of Medical Arts

Monsanto Corporation
NCR Corporation
Sinclair Community College
Southern State College
TRW Incorporated
University of Dayton

United Theological Seminary
Urbana College
Wilberforce University
Wilmington College
Wittenberg University
Wright State University

**THE COMPREHENSIVE PROGRAM
 FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION**

Preliminary Final

This application should be sent to:
 No. 84.116A
 U.S. Department of Education
 Application Control Center
 Washington, D.C. 20202

1. APPLICATION NO. 116AH30086
 2. EMPLOYER IDENTIFICATION NO. (application submitted)

3. LEGAL APPLICANT

a Legal Applicant Name
The Washington Education Project, Inc.
 b Address
224 Third Street, S.E.
Washington, D.C. 20003
 c Congressional District(s) District of Columbia

4. PROJECT DIRECTOR

Name	Norman P. Manasa		Title	Director
Address	<u>224 Third Street, S.E.</u>			
	<u>Washington, D.C. 20003</u>			
City		State	Zip	
Telephone:	<u>(202) 547-3011</u>	Area Code	Number	

5. FEDERAL FUNDS REQUESTED:

1st Year Only \$35,000.00
 2nd Year (If Applicable) \$89,628.00
 3rd Year (If Applicable) \$124,916.00
 Total Amount: \$249,544.00

6. INSTITUTIONAL INFORMATION

Type of Control	Highest Degree Level
<input type="checkbox"/> Public	<input type="checkbox"/> 2 Year
<input checked="" type="checkbox"/> Private, Non-Profit	<input type="checkbox"/> 4 Year
<input type="checkbox"/> Private, for Profit	<input type="checkbox"/> Graduate
	<input checked="" type="checkbox"/> Non-Degree Granting
Approx. Total Enrolled (If Applicable)	<u>N/A</u>

7. DURATION OF PROJECT:

Starting Date August 1, 1983
 Ending Date July 31, 1986
 Total No. of Months 36

8. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

390 undergraduates, 14 college faculty,
26 Student Coordinators, 800 community
residents at 10 agencies.

9. PROPOSAL TITLE:

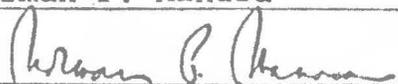
The Washington Education Project, Inc.

10. BRIEF ABSTRACT OF PROPOSAL:

This is an academic program which is designed to add an experiential component to the humanities training of college students by putting them to work teaching reading, writing, and mathematics to the illiterate poor. Undergraduates would enter this project by registering in 3 credit, pass/fail courses that bring together the reality and the theory of Sociology, Economics, Education, etc. Since these are elective courses, all undergraduates may participate, regardless of their major field of study. This project is based upon a model that ran in Miami from 1969 - 1973.

11. CERTIFICATION BY AUTHORIZING OFFICIAL

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant.

Name	<u>Norman P. Manasa</u>	Title	<u>Director</u>	Phone	<u>(202) 547-3011</u>
Signature		Date	<u>March 28, 1983</u>		

Congress of the United States
House of Representatives
Washington, D.C. 20515

January 17, 1983

Honorable Terrel H. Bell
Secretary of Education
Department of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Mr. Secretary:

I would like to take this opportunity to reiterate my strong support for the Washington Education Project. As you can see from the attached CONGRESSIONAL RECORD statement, I have been a proponent of this meritorious educational supplement since it was brought to my attention by Norman Manasa early in 1982. The long list of supporters of the project - including House Minority Leader Robert Michel, various members of the White House Staff, Mayor Barry, and Washington School Superintendent Floretta McKenzie, is quite noteworthy. After a careful review of the philosophy, mechanics, and low cost of the Washington Education Project, I feel confident that we can add your name to this already impressive list.

As you can readily see, the need for the tutoring programs which would be offered through this project is well documented; as is the necessity for practical training among the area college students in fields extending beyond student teaching. Upon your careful examination of this proposal, I hope that you will see fit to expedite the process by which the Washington Education Project will become a reality. I feel that a well coordinated effort -- combining the resources of the federal government, the City of Washington and private and public institutions of higher education -- to get this initiative off the ground can produce a pilot program which will serve as a valuable model for implementing similar programs around the nation.

I also realize that in these times of budget cutting there is very little support for proposals which involve allocation of "new" funding. However, while I agree that we must control new projects, I feel that this is a clear cut case for justifying an exception. In fact, this program can actually save the taxpayer's money in the long run.

Thank you for your consideration.

Sincerely,


Stewart B. McKinney, M. C.

DISTRICT OFFICE:
FEDERAL BUILDING
LAFAYETTE SQUARE
WASHINGTON, CONNECTICUT 06401
TELEPHONE: (203) 878-5870
510 CONNOR STREET
STAMFORD, CONNECTICUT 06901
TELEPHONE: (203) 877-8277
NORWALK, CONNECTICUT
TELEPHONE: (203) 866-4199

MAJORITY MEMBERS:
FRANK R. WOOD, III, CHAIRMAN
ROBERT D. TROTT, MICH.
J. LEONARD PERLIN, N.Y.
JOSEPH M. GAYDOS, PA.
TUDOR W. WISNIEWSKI, N.Y.
IRVING H. WELLS, N.C.
DANIEL E. LEFANT, OHIO
CAROL D. PERKINS, KY., EX OFFICIO

225-8881

MINORITY MEMBERS:
E. THOMAS COLEMAN, MO.
JOHN N. FRELINGH, ILL.
ARLEN E. HANLON, MINN., EX OFFICIO
LAWRENCE J. DE NARDIS, CONN.
WENDELL BAILEY, MO.

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
320 CANNON HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

January 4, 1983

Dr. Sven Groennings, Director
Fund for the Improvement of
Postsecondary Education
Department of Education
Washington, D.C. 20202

Dear Sven:

I am writing to recommend that the Fund favorably consider the preliminary proposals of two colleges in my district and one submitted by the Washington Education Project, Inc. All three proposals have been submitted under the Comprehensive Program for initial review and evaluation by your staff.

The Integrated Curriculum for the Technical Professions, as proposed by Rend Lake College, would permit further development of an integrated technical curriculum for science, mathematics and engineering. The proposal not only responds to a defined need at the College and employer skill requirements in Southern Illinois, but also to a national need for trained individuals in these areas. The curriculum, which would be the focus of the FIPSe grant, is intended to increase the success rate of students in technically-related disciplines and occupations, while providing a rigorous program of study. Emphasis would be placed upon creative problem solving and electronic communication skills.

Southern Illinois University at Carbondale (SIU-C) has proposed The Emeritus Projects Increased Utilization of Retired Professors as a vehicle for taking advantage of the collective wisdom and experiences of retired professors for the benefit of the university community. SIU-C would develop and implement a model to assist retired faculty in meeting the needs of the University and the community at large. An Emeritus Office would be established, a resource file of interest and expertise created, and retired professors engaged in activities helpful to the students at SIU-C (these would not be duplicative of

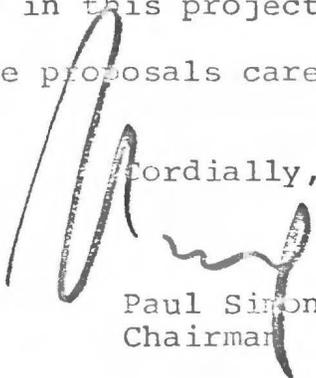
Dr. Sven Groennings
January 4, 1983
Page Two

the tasks and/or responsibilities of regular faculty). Facilities and services would be provided to emeritus professors to help them remain current in their field of expertise.

The Washington Education Project, Inc. is an academic program for undergraduate college students which is designed to add an experimental component to the humanities training of college students by putting them to work teaching reading, writing, and mathematics to the illiterate poor. Undergraduates would enter this project by registering in three credit pass/fail courses that bring together the reality and the theory of sociology, education, economics, etc. Since these are elective courses, all undergraduates may participate regardless of their major field of study. The students participating in this program would tutor six hours per week in selected community agencies and would meet once a week with the monitoring professor. The professor would explain the theory of the discipline in which the student is enrolled in light of the student's actual experience in the community. A similar program has been successfully implemented in the Miami/Dade County area and, I understand, that Secretary Bell has expressed his personal interest in this project.

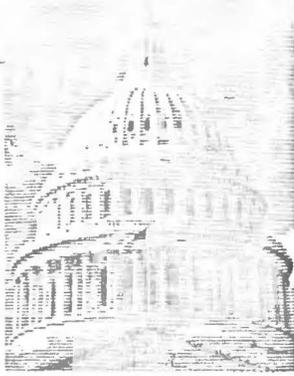
I hope you will review each of these proposals carefully and let me know if you have any questions.

Sincerely,



Paul Simon
Chairman

PS/wbd



The Editor's Page

Three Chances to Help

By Marvin Stone

This magazine, as one might imagine, is besieged with requests for help in bringing special causes to the public's attention. We wish we could accommodate them all. Here are three that are typical—

Fighting crime. The Rev. Frank Dunn's Community Mobilization deserves to become a reality. If it doesn't, that will be because Congress has failed to act on plain good sense.

Community Mobilization is a system under which the civic and official organizations and prominent citizens of a city are pulled together to combat crime and its causes. Dunn has detailed directions for starting and running the system in any city. Scores of large and medium-sized cities have indicated they want to do this.

A test surely could be made in a few cities. All that is lacking is a small sum of seed money for a start-up, after which the citizens' organization would be expected to take over. For this, the country would get an outpouring of free help, with the priceless ingredient of success—that the people would be doing it themselves.

Community Mobilization's supporters include big names in Congress. The Justice Assistance Act, passed by the House and now in a Senate committee, provides money for just such enterprises. If powerful senators speaking for the bill make it clear in debate that they are thinking of the Dunn plan as one use for some of

message.

Tutoring for literacy. A very small grant, now under consideration, can kick off a test of a national program under which student volunteers, for no compensation except college credits, will tutor community groups of children or adults lagging in basic education.

An O.K. would cap a six-year, one-man campaign in Washington by Norman Manasa. He conceived the service while a student at the University of Florida. In a four-year tryout there, student volunteers got valuable experience while achieving these results: Jail inmates won high-school diplomas; disturbed young people

raised their reading ability by two years in three to five months; migrants improved their English.

Money that could be tapped to start this vital service is in a discretionary fund in the Education Department, where a decision will be made soon. Senate Majority Leader Baker is among those urging approval. President Reagan has shown the plan strong favor. We take the liberty of agreeing with them.

Saving the young. A year ago, we described the services and needs of Timber Ridge School, near Winchester, Va., which prepares able but disturbed youths to re-enter society as productive members. There have been developments:

- Timber Ridge has become a model studied by educators from abroad.

- An innovative university program sponsored by the school is within one year of delivering professionals with master's degrees in teaching disturbed young persons.

- Timber Ridge has enhanced its permanency by acquiring the plant and land it occupies—and a big mortgage.

Humane considerations aside, money needed to return just one individual to useful activity is only a fraction of what it would cost the community to take care of him for life. But for construction, medical bills, field trips, reference books, major tools, electronic training equipment and a host of other essentials, nonprofit Timber Ridge has to depend on generous persons and organizations. Some foundations hesitate to aid an institution that does not own its plant. That, and a wish to escape the heavy expense of leasing, moved Timber Ridge to incur a debt of several hundred thousand dollars to purchase the whole property.

This step already has won most of the cost of a badly needed dormitory from a contributor who otherwise would have held back. But Timber Ridge could free funds that are badly needed for further improvements if there were help in defraying the first and second trusts. Foundations and philanthropists please note.

Army of 10 million could attack illiteracy

College students would earn credits in tutoring program

By Norman Manasa

The answer to the nation's massive illiteracy problem lies within the colleges and universities of America. It is not because they know something special but because they have something special — 10 million undergraduates who make excellent tutors when provided a sensible structure within which to work.

The Washington Education Project is working to develop projects at colleges across the country that will register undergraduates in 3-credit elective courses and send them into community agencies to teach reading, writing and mathematics to the illiterate poor. This national project is based on a model program that ran at the University of Miami from 1969-73, using more than 1,000 undergraduates.

I founded the Miami project in 1969 and started The Washington Education Project in 1977. Like the Miami model, the Washington project is designed to improve the humanities training of undergraduates by providing experience in the community that will supplement their classroom instruction. This, of course, is nothing new. A mix of experience and theory has been considered the highest form of learning in Western culture since the time of Galileo.

THE MIAMI project taught people in jails, inner-city schools, migrant camps and institutions for the emotionally disturbed to read, write and do simple mathematics. It was a remarkably adaptable program that fit into almost any community agency. The undergraduates did tutoring (rather than painting the houses of poor people or throwing Christmas parties for orphans) since tutoring transfers to the illiterate poor the power to create wealth in the technological age. And that is what these people need.

From a list provided at registration, the undergraduates chose the community agency in which they wanted to work for the semester. They then registered in a pass/fail elective course that already had been matched with that particular agency. The course might be in

economics, sociology, educational psychology, management or in another university department.

THE UNDERGRADUATES were required to tutor six hours per week for the semester on a regular schedule, signing in and out for each session. Academic credit, of course, guaranteed their attendance. They also were required to meet once each week in a seminar with their monitoring professor where their experience in the community was explained in light of the discipline in which they had registered. To the "theory" of the seminars, the students brought the "experience" of their work in the community and learned from the comparison of one with the other.

The tutoring took place in community agencies that already had an education program in operation. This meant several things:

- The project was inexpensive to run; there were no capital expenditures, no storefronts to rent, no special books to buy.

- There was no time wasted looking for people to be tutored.

- There was no experimentation with methodology. The undergraduates simply used the methods of the classroom teacher.

The undergraduates reported to the agency classroom on a regular schedule where the teacher told them whom to tutor, what book to use and what page to turn to. The tutoring took place in the back of the classroom, and if the undergraduates had any problems, the teacher would be 20 feet away at the front of the classroom to help out.

UNDER THIS CONCEPT, most of the tutoring is done at the level of helping the kids from the neighborhood with their homework. As a result, the undergraduates do not need to be "trained" in order to be tutors. The undergraduates act as a supplement to educational programs in existing community agencies and are effective from almost the first week of the semester.

The success of the Miami project demonstrates this. In 1972, the principal of a special

school for emotionally disturbed adolescents wrote:

"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."

It should be emphasized that these are not "internships" for a few select undergraduates but elective courses, making all 10 million college students eligible to participate. The nation's undergraduates (who generally must take eight elective courses to get a degree) thus represent the only manageable resource that can match the country's illiteracy problem on its own scale.

EACH UNDERGRADUATE in this project tutors 60 hours per semester (six hours per week for 10 weeks in a semester). If one percent of the nation's college students enrolled in these courses, they would produce six million hours of tutoring each semester, and at no cost to the community. The undergraduates, by the way, are not paid; indeed, they pay tuition to take these courses. As a result, the undergraduates themselves provide a financial pool to continue the project after seed monies are terminated.

It goes without saying that people who can't read don't buy newspapers. But it is these same people who will not be able to do the work that will be required in the coming technological era. They not only will be unemployed but unemployable (and, perhaps, ungovernable, as well); they will need to be fed and housed and cared for by society for their entire lives. We must teach these people to read. Otherwise, they will create a constant drain upon the economy and exact massive social costs that I do not think the nation can bear.

Norman Manasa is director of The Washington Education Project, Washington, D.C.

Unknown how much illness is linked to radiation

How often have you heard a spokesperson for the nuclear industry say "no one was injured at Three Mile Island" or "there have been no deaths resulting from the operation of commercial nuclear power plants?" These statements of "facts" surface frequently in ads and in debates and presentations by the staff of utilities owning nuclear plants. Often such pronouncements obtain the blessings of educators and scientists whose livelihood is linked to nuclear energy. Nevertheless, these assertions are not scientific facts. They are nothing more than, at best, emotional arguments and hopes, and, at worst, outright distortions.

The truth is that no one knows how many cancers and related illnesses have or will develop as a result of exposure to

duced cancer and a host of diseases such as heart problems, asthma, allergies, and diabetes not appearing for 10 to 30 years after exposure, it is impossible to track these illnesses to the root cause without developing a base line of health and keeping accurate records.

The Three Mile Island accident presents a striking example. Whereas the secretary of HEW said one cancer death might occur, an eminent health physicist, Dr. Karl Morgan, said that as many as 50 cancers could develop within the exposed population and that this figure would be higher if radiation released was understated (a strong possibility). An example closer to home was the 1974 overexposure of 40 employees while working on the spent fuel pool at

developed cancer have filed an \$87 million lawsuit against RG&E, claiming their cancers were initiated by their overexposure. Did radiation cause their cancer? We don't know.

What is lacking in this controversy is a scientific approach to determine cause and effect. Such an undertaking will require the cooperation of the nuclear industry. They need to record and maintain accurate records of employee exposure, and they must be willing to open their records to scientific scrutiny. RG&E and our health and scientific communities have a golden opportunity to provide leadership in better understanding the links between radiation exposure and health.

COPY

104140
ED 003

THE WHITE HOUSE
WASHINGTON

October 13, 1982

MEMORANDUM TO JAMES CICCONI

FROM: RALPH STANLEY *Ralph Stanley*

SUBJECT: Presidential Letter to Norman Manasa --
Washington Education Project

Attached is a copy of the letter from the President sent to Mr. Norman Manasa of the Washington Education Project at your suggestion. I have retained the materials on this matter should any further suggestions for White House involvement arise.

cc: Joanna Bistany ✓
B. Oglesby
J. Moorhead
Maxine Walker

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The Washington Education
Project
224 Third Street, S.E.
Washington, D.C. 20003
October 28, 1982

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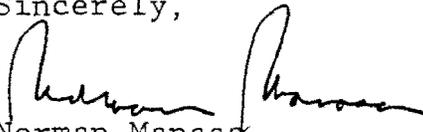
ED003

(202) 547-3011

Dear Mr. President,

Thank you for your very kind letter of October 6th.
I am greatly heartened by your generous encourage-
ment, and very grateful.

Sincerely,


Norman Manasa
Director

P.S. This letter from the Kansas City Star
arrived in the same mail and I thought
to send along a copy, together with the
"booklet" to which Mr. Hall refers.
Thank you again.

The President
The White House
Washington, D.C.

THE KANSAS CITY STAR
The Kansas City Times

1717 McGee

Kansas City, Missouri 64108

(816) 234-4545

October 11, 1982

Mr. Norman Manasa, Director
The Washington Education Project
224 Third Street, SE
Washington, D.C. 20003

Dear Mr. Manasa:

Congratulations!

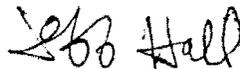
I read with tremendous interest the story in Presstime about your Washington Education Project.

You have truly performed a significant and worthwhile service for mankind, and I wish you the best of luck in introducing your program to other cities.

I would be thrilled if we could somehow implement your program in Kansas City and would like to receive your booklet, "How To Get This Project Started." I would imagine that it takes some time and after to get a program like this up and running; however, one must start somewhere.

I'm looking forward to receiving your booklet and hope we can follow through.

Sincerely,



Jeffrey S. Hall
Vice President/Circulation

JSH:jgp

October 6, 1982

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Dear Mr. Manasa:

The Washington Education Project was recently brought to my attention, and I wanted to express my support and encouragement for your efforts to help solve this nation's illiteracy problem.

The idea behind this effort is an excellent one, since it provides remedial educational assistance to many low-income students and individuals who might otherwise never receive such training. In addition, it gives many college students the opportunity to expand their horizons by putting their own knowledge to a practical use in helping others. Most importantly, as an initiative of the private sector it offers an innovative and cost-effective approach to improving the overall educational skills of our citizens without the necessity of Federal involvement.

I congratulate you on your earlier efforts with the model program in Miami and wish you continued success with the Washington Education Project.

Sincerely,

RONALD REAGAN

Mr. Norman Manasa
Washington Education Project
224 Third Street, S.E.
Washington, D.C. 20003

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College students can help abolish illite

by Norman Manasa

THE answer to the nation's massive illiteracy problem lies within the colleges and universities of America. It is not because they know something special but because they have something special — 10 million undergraduates, who make excellent tutors when provided a sensible structure within which to work.

The Washington Education Project is working to develop projects at colleges across the country that will register undergraduates in three-credit elective courses and send them into community agencies to teach reading, writing and mathematics to the illiterate poor. This national project is based on a model program that ran at the University of Miami from 1969-72, using more than 1,000 undergraduates.

I founded the Miami project in 1969 and started The Washington Education Project in 1977. Like the Miami model, the Washington project is designed to improve the humanities training of undergraduates by providing experience in the community that will supplement their classroom instruction. This, of course, is nothing new. A mix of experience and theory has been considered the highest form of learning in Western culture since the time of

Another view

We encourage our readers to express opinions on issues of their choice in "Another View." Send contributions to "Another View," Virginia Messec, Box 2171, 78297. Articles should be accompanied by a daytime telephone number and a brief occupational identification of the author. Articles are subject to editing for clarity and length.

THE Miami project taught people in jails, inner-city schools, migrant camps and institutions for the emotionally disturbed to read, write and do simple mathematics. It was a remarkably adaptable program that fit into almost any community agency. The undergraduates did tutoring — rather than painting the houses of poor people or throwing Christmas parties for orphans — single tutoring transfers to the illiterate/poor the power to create wealth in the technological age. And that is what these people need.

From a list provided at registration, the undergraduates chose the community agency in which they wanted to work for the semester. They then registered in a pass/fail elective course that already had been matched with that particular agency. The course might be in economics, sociology, educational psychology, management or in another university department.

The undergraduates were re-

for the semester on a regular schedule, signing in and out for each session. Academic credit, of course, guaranteed their attendance. They also were required to meet once each week in a seminar with their monitoring professor where their experience in the community was explained in light of the discipline in which they had registered. To the "theory" of the seminars, the students brought the "experience" of their work in the community and learned from the comparison of one with the other.

THE tutoring took place in community agencies that already had an education program in operation. This meant several things:

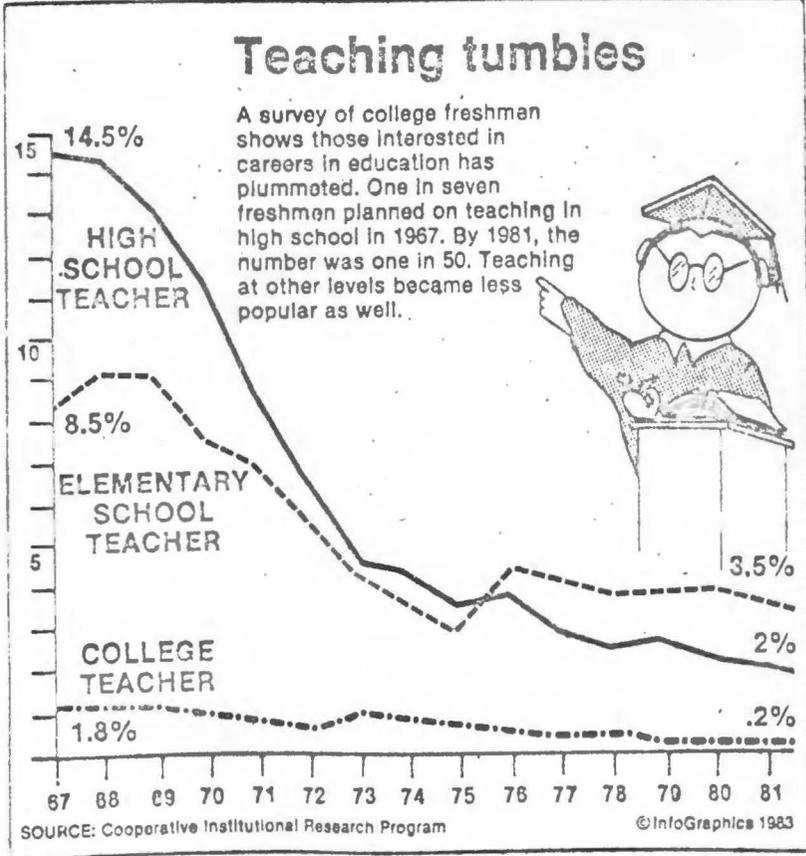
- The project was inexpensive to run; there were no capital expenditures, no storefronts to rent, no special books to buy.
- There was no time wasted looking for people to be tutored.
- There was no experimentation with methodology. The undergraduates simply used the methods of the classroom teacher.

The undergraduates reported to the agency classroom on a regular schedule where the teacher told them whom to tutor, what book to use and what page to turn to. The tutoring took place in the back of the classroom, and if the undergraduates had any problems, the teacher would be 20 feet away at the front of the classroom to help out.

Under this concept, most of the tutoring is done at the level of helping the kids from the neighborhood with their homework. As a result,

Teaching tumbles

A survey of college freshmen shows those interested in careers in education has plummeted. One in seven freshmen planned on teaching in high school in 1967. By 1981, the number was one in 50. Teaching at other levels became less popular as well.



be "trained" in order to be tutors. The undergraduates act as supplements to educational programs in existing community agencies and are effective from almost the first week of the semester.

The success of the Miami project demonstrates this. In 1972, the principal of a special school for emotionally disturbed adolescents wrote:

"The service that the tutors perform is irreplaceable. They bring a

our student's 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."

It should be emphasized that

these ar select u courses, lege stu The na generall courses sent the that can acy prob Each sject tutr 1 perce dents er would p tutoring cost to graduat indeed t courses. uates th pool to seed mo Peopl able to quired rera. Th able, an well; th housed their en these p they w upon th sive soc the natio Mana ington interest acy pro lege in a detai This Pr him at ton, D.C.

How to help stamp out illiteracy? Read on!

By Norman Manasa

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Norman Manasa

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Under this concept, most of the tutoring is done at the level of helping the kids from the neighborhood with their homework. As a result, the undergraduates do not need to be "trained" in order to be tutors. The undergraduates act as a supplement to educational programs in existing community agencies and are effective from almost the first week of the semester.

The success of the Miami project demonstrates this. In 1972, the principal of a special school for emotionally disturbed adolescents wrote:

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It should be emphasized that these are not "internships" for a few select undergraduates but elective courses, making *all 10 million college students eligible to participate*. The nation's undergraduates (who generally must take eight elective courses to get a degree) thus represent the only manageable resource that can match the country's illiteracy problem on its own scale.

Each undergraduate in this project tutors 60 hours per semester (six hours per week x 10 weeks in a semester). If 1 percent of the nation's college students enrolled in these courses, they would produce six million hours of tutoring each semester, and at no cost to the community. The undergraduates, by the way, are not paid; indeed, they pay tuition to take these courses. As a result, the undergraduates themselves provide a financial pool to continue the project after seed monies are terminated.

It goes without saying that people who can't read don't buy newspapers. But it is these same people who will not be able to do the work that will be required in the coming technological era. They not only will be unemployed but *unemployable* (and, perhaps, ungovernable, as well); they will need to be fed and housed and cared for by society for their entire lives. We must teach these people to read. Otherwise, they will create a constant drain upon the economy and exact massive social costs that I do not think the nation can bear.

Manasa is director of The Washington Education Project. Publishers interested in seeing his type of literacy program established at a college in their communities may obtain a detailed outline of "How to Get This Project Started" by contacting him at 224 Third St. SE, Washington, D.C. 20003; (202) 547-3011.

for example, extolled a restaurant chain with the jingle: "Ain't no reason to go anyplace else." Another new slogan: "Everybody deserves a chance to make it on their own."

Leon Botstein, president of Bard College, says: "We speak increasingly in telegraphic prose and shorthand. Extended conversation is no longer essential. What we have are things like 'getting it together' and 'wow'—words that have no inner content. Occasions when a person speaks in complete sentences are few." Botstein warns that if such truncated speech continues to spread, Americans "could become illiterate in their native tongue."

Combatting the Problem

The nation's attack on illiteracy is strewn with unsuccessful efforts. In 1964, President Lyndon Johnson's Adult Basic Education program promised to end the "inability to get or retain employment" among the poorly educated. In 1971, the federal Right to Read program promised to wipe out illiteracy in a decade. A new directory published by the American Association of Advertising Agencies' Contact Center in Lincoln, Nebr., entitled *Reducing Functional Illiteracy: A National Guide to Facilities and Services*, lists more

Youth: "An Emphasis on Shallow And Superficial Opinions"

In one of the most devastating evaluations of American literacy to date, the National Assessment of Educational Progress, a federally supported research organization, reported last year on the verbal and analytical abilities of 106,000 U.S. schoolchildren, ages 9, 13 and 17. Following are excerpts of the report, entitled "Reading, Thinking and Writing":

"Teenagers read little for their own enjoyment, spend more time watching television than they spend reading, do not read for long periods of time and prefer movies to books. About 10 percent remain unable to read even simple materials. . . .

"Students seem satisfied with their initial interpretations of what they have read and seem genuinely puzzled at requests to explain or defend their point of view.

"Few students could provide more than superficial responses to such tasks, and even the better responses showed little evidence of well developed problem-solving strategies or critical-thinking skills. . . .

"Between 1970 and 1980, both 13 and 17-year-olds became less likely to try to interpret what they read and more likely to simply make unexplained value judgments about it. One way of characterizing the change during the '70s is to say that 17-year-olds' papers became somewhat more like 13-year-olds' papers. The end result is an emphasis on shallow and superficial opinions at the expense of reasoned and disciplined thought. . . .

"Many students believe they will emerge from school into an electronic world that will require little reading and less writing. Nothing could be further from the truth. In a world overloaded with information, both a business and a personal advantage will go to those individuals who can sort the wheat from the chaff, the important information from the trivial. A society in which the habits of disciplined reading, analysis, interpretation and discourse are not sufficiently cultivated has much to fear."

than 2,600 public and private programs in the United States. By the end of the 1970s, federal programs had reached less than 5 percent of the target population of roughly 56 million Americans in need of basic literacy skills, according to a major Ford Foundation study. At the same time, as joblessness rises and federal funding for adult-education programs is scheduled to be cut by half, demand for literacy skills has never been greater.

"Each and every day we are doing what we can, but it seems like a futile battle against overwhelming odds," says Vyvyan Harding, director of Literacy Services of Wisconsin, which provides reading tutors to 2,600 adults a year. "I've never seen so many nonreading adults in my life."

At Houston Community College in Texas, Earlene Leverett, coordinator for the adult-basic-skills program, says people wanting to improve their skills swamped the center after the economy turned down. Now, 350 are enrolled and 120 more are on waiting lists. "There is not a day that passes that people are not trying to get into the program," she says.

No matter what else is done, scholars are becoming convinced that the basic responsibility for reversing the literacy decline lies with the schools. Moreover, there are signs the schools are responding to the challenge.

Example: In California, the board of admissions of the state's huge public higher-education system sent a letter in January to the parents of all eighth graders in the state. It read: "Your son or daughter should be expected to enroll in an English class every semester of every year, and most students should be taking a math class every semester." The reason: State colleges and universities plan to tighten sharply their admissions standards in 1984.

In New York City, a volunteer-tutor program brings 15,000 adults to schools to work with deficient readers. In 1981, citywide reading-test scores rose for the first time in many years. Marnie Steyer, director of the tutor program at Park West High School on the city's West Side, says students are on their own to get to the sessions. "They bring themselves here, and all their classmates know why they are not in class," she says. "They get up in room 470 with the 'dummies.' That takes guts."

An innovation. One of the most inventive ideas has been tried in Florida, where University of Miami students tutored illiterate city pupils and got academic credit for the work. Norman Manasa, founder of the project, is working to set up a similar program in Washington, D.C., and says it can work in any city by drawing on local-college undergraduates. "The students create wealth by transferring literacy to a group that desperately needs it," says Manasa. "At the same time, they experience the magic of teaching someone to read and write. The spinoff effects in the community are all positive, because it helps create wealth rather than consuming it."

Jonathan Kozol, author of *Prisoners of Silence*, a book about adult illiteracy in the U.S., has called for a campaign that would call large cadres of volunteers to bring basic skills to all Americans. Kozol concludes: "Until we come to terms with the catastrophe in our own urban ghettos and our rural slums, there does not seem much reason to expect that other nations will, or ought to, seek out our advice."

Even in the world's most advanced nation, illiteracy will remain a blight for the immediate future. But experts point with hope to rising scores on minimum-competency tests in lower grades in many schools, and a renewed desire by educators and parents to remedy the problems. That raises prospects that America's vast educational system eventually will be able to teach all citizens how to fill out a job application, balance a checkbook, write a letter—and, perhaps, much more.

By STANLEY N. WELLBORN with the magazine's domestic bureau



United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 97th CONGRESS, SECOND SESSION

Vol. 128

WASHINGTON, TUESDAY, [REDACTED]

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. ●

parents and ability faculty
 ability to improve verbal
 by experience in zone of
 difficult circumstances, including
 in juvenile correctional institu-
 as inner city public schools.
 arguments for expanding this effort
 to be compelling.
 Such instruction does not require pro-
 fessional qualification; any literate adult
 can readily acquire the skills needed to drill
 youngsters in reading and writing.

(2) The program can be adapted to chil-
 dren 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 ade-
 quate 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 re-
 quires.

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 polar-
 ization of racial attitudes—the predicted di-
 vision of our major cities into separate, hos-
 tile black, white, and now brown communi-
 ties.

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 pro-
 gram 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 discov-
 ering our clients disabilities and then pick-
 ing 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 pro-
 gram 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 desir-
 ous of seeking.

Sincerely,

PATRICK C. GALLAGHER,
 Assistant Director

MIAMI-DADE COMMUNITY COLLEGE,
 DIVISION OF STUDENT DEVELOP-
 MENT/LEARNING SUPPORT SER-
 VICES

Miami, Fla., February 26, 1979.

To Whom It May Concern:

It is a pleasure for me to endorse and sup-
 port 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 profession-
 al 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 soci-
 ety.

A major underlying principle of the pro-
 gram is that it vividly demonstrates possi-
 bilities 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 col-
 lege 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 Com-
 munity College.

Sincerely,

NICHOLAS D. GENNETT,
 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, supple-
 ment the training of college students and
 uplift the entire community—all without
 costing very much money.

He's disappointed, though not yet discour-
 aged, 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 profes-
 sor 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 some-
 thing about how their community operates,
 and they would learn compassion.

Public officials (including Washington's
 Mayor Marlon Barry and Superintendent of
 Schools FLORETTA MCKENZIE) have been sup-
 portive. 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 offi-
 cials are reluctant to view it as an academic
 program. But Manasa says the "academic-
 credit part is vital"—and also entirely justifi-
 cable. "The program operates on the pre-
 mise 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 remi-
 niscent 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 any-
 thing 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 chil-
 dren 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 80 undergrad-
 uates per semester.

And what's in it for Manasa? "I'd be happy
 to attach myself to the sponsoring universi-
 ty 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 orga-
 nizations 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 dis-
 turbed 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 Super-
 intendent McKENZIE.

"There is no doubt that this sort of inten-
 sive tutorial instruction, done in the class-
 room as a supplement to the work of the
 teacher, would be of great help to our stu-
 dents," she said. "But it is also beyond ques-
 tion that working with District schoolchil-
 dren for a semester would provide a pro-
 found educational experience for the under-
 graduates themselves." ●



Wm. Raspberry
 column on
 proposal

f ✓
THE WHITE HOUSE
WASHINGTON

July 20, 1983

TO: JAB III

RE: Timber Contract Relief

I've enclosed my memo on this subject written before the decision memo was drafted, along with the decision memo itself. The page I've clipped in the latter gives you the gist of the options and their supporters.

The timber issue will be discussed with the President in a meeting of the CCNRE tomorrow at 2:30. Per our normal procedure, the President will likely listen to the arguments & relay his decision a few days later.

As you can see, a consensus of the Council favors relief-- the question is on what type of relief. Also, please note that there is legislation which is similar to the "extension without interest" option (though the bill goes further).

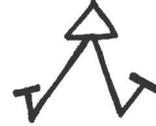
JC

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

July 14, 1983



FOR: JAMES A. BAKER III
FROM: JAMES CICCONI
SUBJECT: Timber Contracts

In light of your previous conversations with Mark Hatfield, I thought you might want a brief update on the timber issue.

The main question is whether the Administration should propose relief for companies holding high-priced timber contracts with the federal government. This has been discussed several times in CCNRE, but no consensus recommendation has emerged (though a clear majority favors relief in some form). Accordingly, a decision memo will be prepared for the President with the following options:

1. Extend for 5 years without interest the time timber companies have to perform their contracts (USDA and Interior).
2. Extend for 5 years with interest on the unharvested timber (Treasury, CEA, and DOC).
3. Target relief to those companies facing the most severe threat of bankruptcy (OMB). This could be done by permitting extensions without interest on fixed volumes of timber (the volume would vary according to the amount of relief needed). In the final decision memo, several different sub-options might be offered under the heading of "targeted relief."
4. No relief.

The timber industry has been kept well apprised of the options under consideration, and the outcry has not been great. Thus, my sense of this issue is that some form of relief, even if it is targeted, will largely defuse the political problem.

cc: Richard G. Darman