

THE WHITE HOUSE

WASHINGTON

June 23, 1983

Dear Dan:

Thank you so much for your recent letter regarding an invitation for the President to visit the Grand Ole Opry.

As there are currently no plans for the President to be in the Nashville area, I do not foresee an opportunity for a visit to the Opry in the near future. We will certainly keep your kind thought in mind should a trip to the Opry become possible.

With best wishes.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Mr. Dan McKinnon
Chairman
Civil Aeronautics Board
Washington, D.C. 20428

THE WHITE HOUSE

WASHINGTON

June 23, 1983

Dear Mr. Hope:

Thank you for your report on Presidential Appointments.

The data will be very helpful to our working group to evaluate what needs to be done with regard to women's issues.

Please keep me informed of any new information and or changes that would be beneficial to the group.

Sincerely,



MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Mr. John Hope III
United States Commission on
Civil Rights
Washington, D.C. 20425

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D. C. 20425



STAFF DIRECTOR

Bill
Shel
Thompson

DB
File
Womens
Issue

June 20, 1983

Honorable Michael K. Deaver
Deputy Chief of Staff
The White House
Washington, D.C. 20500

Dear Mr. Deaver:

I am enclosing for your information a copy of a Commission statement released June 14, 1983 on equal opportunity in Presidential appointments. Based on data provided by the Carter administration in October 1980 and by the Reagan administration in April 1983, the statement evaluates the race, sex, and ethnic origin of Presidential appointees to full-time, top-level positions during those two administrations. A copy of the letter transmitting the statement to the President also is enclosed. The Commission hopes you will find this analysis useful in your work as an advisor to the President and chairman of the new White House coordinating council on women.

Sincerely,

JOHN HOPE III
Acting Staff Director

Enclosure

THE WHITE HOUSE

WASHINGTON

June 22, 1983

Dear Ms. Wilson:

Thank you for taking the time to communicate your sincere feelings to me on the President, the Republican Party and women's issues.

The President has asked me to become involved more deeply in issues of particular concern to women. Indeed he has asked all of his appointees to do so. The effect of this heightened sensitivity to women's equity issues is already being felt. You may be aware of the Justice Department's support of a legal challenge to inequitable state pensions in Arizona. A comprehensive package of additional initiatives and reforms is being prepared and should be announced shortly.

However, the President is justly proud of major reforms in place now which are beneficial to women. For example, the Economic Recovery Tax Act of 1981 greatly reduced the "marriage tax penalty" suffered by working wives. Tax credits for child care expenses were nearly doubled. In addition, widows now suffer much less from estate taxes.

Thanks to a law supported and signed by the President, a divorced woman no longer is forced to wait until her former husband retires before she can receive Social Security. President Reagan has tightened enforcement of child support laws, which protect the fundamental rights of unmarried women and their children. For ex-spouses of military personnel, the President implemented new laws establishing the rights of women to receive benefits and medical care in return for their years of support and devotion.

President Reagan has taken equally strong action to assure greater women's participation in government. He has selected more women--700--for top policymaking jobs than any previous President. For the first time, there are three women in the Cabinet, as well as a female Supreme Court Justice.

The President is proud of these accomplishments. He feels that the steps he has taken are in the best interests of all Americans. He seeks to lead a unified America towards recovery and greatness. He does not use these important matters as an excuse to divide the nation for political advantage, as some do.

Only through a genuine commitment to equal rights and opportunity--not political extremism or opportunism--will women achieve their full potential. Ronald Reagan has made that commitment and he needs the help of all Americans to finish the job of redeeming it.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Deaver", with a long horizontal flourish extending to the right.

MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Ms. Patricia Wilson
373 Moselle Street
Buffalo, New York

THE WHITE HOUSE

WASHINGTON

June 22, 1983

Dear Ms. Small:

Thank you for taking the time to communicate your sincere feelings to me on the President, the Republican Party and women's issues.

The President has asked me to become involved more deeply in issues of particular concern to women. Indeed he has asked all of his appointees to do so. The effect of this heightened sensitivity to women's equity issues is already being felt. You may be aware of the Justice Department's support of a legal challenge to inequitable state pensions in Arizona. A comprehensive package of additional initiatives and reforms is being prepared and should be announced shortly.

However, the President is justly proud of major reforms in place now which are beneficial to women. For example, the Economic Recovery Tax Act of 1981 greatly reduced the "marriage tax penalty" suffered by working wives. Tax credits for child care expenses were nearly doubled. In addition, widows now suffer much less from estate taxes.

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Only through a genuine commitment to equal rights and opportunity--
not political extremism or opportunism--will women achieve their
full potential. Ronald Reagan has made that commitment and he
needs the help of all Americans to finish the job of redeeming it.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael K. Deaver". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Ms. Lisa Small
302 West Carpenter
Springfield, Illinois 62702

THE WHITE HOUSE

WASHINGTON

June 22, 1983

Dear Ms. Villarreal:

Thank you for your letter offering to assist the President in his efforts to promote fairness and equal opportunity for women. He is heartened by the great number of women--and men--who volunteered their time and energy to this worthy objective.

Although there is no formally chartered task force, the President has asked me to become more deeply involved in issues of particular concern to women. Indeed he has asked all of his appointees to do so. President Reagan is always looking for ways to achieve full equality for women.

However, the President is justly proud of major reforms in place now which are beneficial to women. For example, the Economic Recovery Tax Act of 1981 greatly reduced the "marriage tax penalty" suffered by working wives. Tax credits for child care expenses were nearly doubled. In addition, widows now suffer much less from estate taxes.

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Only through a genuine commitment to equal rights and opportunity--not political extremism or opportunism--will women achieve their full potential. Ronald Reagan has made that commitment and he needs the help of all Americans to finish the job of redeeming it.

Sincerely,



MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Ms. Lora J. Villarreal
2843 Sutton Oaks Lane
Vienna, Virginia 22180

THE WHITE HOUSE
WASHINGTON

June 27, 1983

~~PERSONAL AND CONFIDENTIAL~~

DETERMINED
ADMIN.
SEC. 12958

EX-118-100

9/6/11

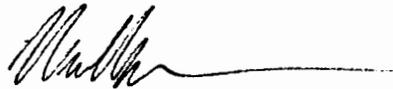
Dear Jack:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Mr. Jack Courtemache
White House Conference on Productivity
The White House
Washington, D.C. 20500

THE WHITE HOUSE

WASHINGTON

June 27, 1983

DEPT. OF THE ARMY
WASHINGTON, D.C.

BY MAIL *COB*

4/6/11

PERSONAL AND CONFIDENTIAL

Dear Barbara:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Ms. Barbara M. Clark
High Meadow
1900 Old Hickory Boulevard
Brentwood, Tennessee 37207

THE WHITE HOUSE

WASHINGTON

June 27, 1983

LEADER
ADVISOR
E.O. 12812

PERSONAL AND ~~CONFIDENTIAL~~

By ~~NAME~~ EOB

4/6/11

Dear Bo:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

The Honorable Howard Callaway
Crested Butte Mountain Resort
Post Office Box 528
Crested Butte, Colorado 81224

THE WHITE HOUSE

WASHINGTON

June 27, 1983

~~PERSONAL AND CONFIDENTIAL~~

KOB

4/6/11

Dear Margaret:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Mrs. Margaret Brock
1404 Century Tower West
2220 Avenue of the Stars
Los Angeles, California 90067

THE WHITE HOUSE

WASHINGTON

June 27, 1983

PERSONAL AND CONFIDENTIAL

6007

6/6/83

Dear John:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Mr. John W. Berry, Sr.
Post Office Box 6000
Dayton, Ohio 45401

THE WHITE HOUSE

WASHINGTON

June 27, 1983

RECEIVED
ADMINISTRATIVE
SERVICES
DATE 6/23 11/11

~~PERSONAL AND CONFIDENTIAL~~

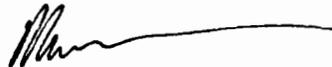
Dear Tom:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Mr. Tom Bell
Hudson Institute
Quaker Ridge Road
Croton-on-Hudson, New York 10520

THE WHITE HOUSE

WASHINGTON

June 27, 1983

PERSONAL AND CONFIDENTIAL

2/27/83
4/6/83
CSB

Dear Bob:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Mr. Robert H. B. Baldwin
Morgan Stanley Company, Inc.
1251 Avenue of the Americas
New York, New York 10020

THE WHITE HOUSE

WASHINGTON

June 27, 1983

~~PERSONAL AND CONFIDENTIAL~~

CCDB

4/6/11

Dear Bob:

You will be receiving a letter from Joe Rodgers regarding the Responsible Government for America Foundation (RGAF) Board of Directors.

This Foundation is important to the President and this Administration, and we are fully committed to the realization of its objectives. The success of RGAF will add greatly to the positive outcome throughout the 80's of the many conservative causes in which we all believe.

I hope you will give Joe the help he needs -- it can be instrumental in the success of our continued struggle to make this government and our country better.

Sincerely,



MICHAEL K. DEAVER
Assistant to the President
Deputy Chief of Staff

Mr. Robert O. Anderson
Chairman and Chief Executive Officer
Atlantic-Richfield Company
515 South Flower Street
Los Angeles, California 90071

THE WHITE HOUSE

WASHINGTON

June 24, 1983

Dear Mr. Manasa:

Thank you for taking the time to send me the material from The Washington Education Project.

Education is a very important issue with this Administration and any input is always helpful and very much appreciated.

Sincerely



MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

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

Bud Shank

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

(202) 547-3011

Dear Mr. Deaver,

Two weeks ago, Mr. Tom Johnson, Publisher of The Los Angeles Times, hosted a luncheon where I had the opportunity to describe this project and how it might be established in Los Angeles.

I thought to send along a copy of my remarks, together with a list of those who attended from the Los Angeles community. The essay from presstime that started things off is also attached.

Thank you again.

DB file in
Education File

Sincerely,

Norman Manasa
Director

The Honorable Michael K. Deaver
Deputy Chief of Staff and Assistant
to the President
The White House
Washington, D.C. 20500

June 9, 1983
Los Angeles Times

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

Mr. Abe Kotin
Director of Educational
Services
1-800-LATIMES

(202) 547-3011

1 Dr. Mary Black
Instructional Specialist-Reading
Los Angeles Unified School District
450 N. Grand Ave.
Los Angeles, CA 90012

2 Lame Bové
Undergraduate Reading
Director of Learning
Resource Center
Loyola Marymount University
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Los Angeles, CA 90045

~~3~~ Dr. Frank Carothers
Chair, English
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Los Angeles, CA 90045

4 Dr. Joanne Carter-Wells
Professor of Reading
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Fullerton, CA 92631

5 Dr. Richard Clowes
Associate Dean
School of Education *will write*
USC
855 S. Hobart Blvd.
Los Angeles, CA 90005

6 Dr. Alan Crawford
Professor of Education
Cal State University, Los Angeles
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Los Angeles CA 90032

- 7 Dr. Donald K. Duncan
Assistant Director
Division of Curriculum and
Instructional Programs
Los Angeles County Education Center
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Downey, CA 90242

- 8 Dean Caroline Ellner
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Northridge, CA 91330

- 9 James England
Dean of Faculty
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Los Angeles, CA 90041

- 10 Valery Fields
Mayor's Liaison on Education
Mayor's Office, City of Los Angeles
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Los Angeles, CA 90012

- 11 Carol C. Fox
Regional Consultant
Division of Curriculum & Instructional Programs
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9300 E. Imperial Highway
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- 12 Max Gilkeson
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Claremont, CA 91711

- 13 Julia Gottesman
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- 14 Melvin H. Grubb
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Torrance, CA 90509

- 15 R. Stanton Hales
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Summer 201
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- 16 Dr. Carol Hartzog

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- 17 Keiko Hentell
Adviser
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- 18 Rosalyn S. Heyman
Assistant Superintendent
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450 N. Grand Avenue
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- 19 Roger Hyndman
English Specialist
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- 20 Donnalyn Jaque
Asst. Principal
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East Los Angeles, CA
- 21 Chet Jensen
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- 23 M. Ruth Kelly
Curriculum Coordinator
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9300 East Imperial Highway
Downey, CA 90242
- 24 Dr. Richard W. Lid
Professor of English
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18111 Nordhoff Street
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- 25 Dr. Paulino Lim
Chairman of English
Department of English
Cal State at Long Beach
Long Beach, CA 90801
- 26 Dr. Helen C. Lodge
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- 27 Dr. Janet Maker
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1000 E. Victoria
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- 28 Marguerite May
Director, Reading/Language Arts
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450 N. Grand Ave.
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- 29 Dr. William Marmion
Director of Curriculum
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701 Locust
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- 30 Dr. Joanna V. McKenzie
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18111 Nordhoff
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- 31 Ada Mermer
Principal
Humphreys Avenue Elementary School
Los Angeles Unified School District
Los Angeles, CA
- 32 Kathleen J. Naylor
Coordinator of Curriculum
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Instructional Services Center
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- 33 June Parrott
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Supervisor
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7101 W. 80th Street
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- 36 Norma Sandusky-Coombs
Coordinator, Reading
Pasadena Unified School District
351 S. Hudson Avenue
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- 37 Marian S. Schilling
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Los Angeles County Education Center
9300 East Imperial Highway
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- 38 Sister Helen Schwarz
Supervisor, Secondary Education
LA Archdiocese Schools
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Los Angeles, CA 90015

39 Dr. Grant E. Thayer
Director
Educational Services Group
Los Angeles County Education Center
9300 E. Imperial Highway
Downey, CA 90242

40 Jerome Spanier
Dean of Faculty
Claremont Graduate School
Claremont, CA 91711

~~X~~
Don Wilson
Director Teacher Training
University of So. California
Los Angeles, CA 90089-03-54

How to help stamp out illiteracy? Read on!

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.



Norman Manasa

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 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.

REMARKS BEFORE THE LOS ANGELES TIMES

LOS ANGELES, CALIFORNIA

THURSDAY

JUNE 9, 1983

NOON

BY

Norman Manasa

Director

The Washington Education Project, Inc.

224 Third Street, S.E.

Washington, D.C. 20003

(202) 547-3011

THIS IS A GREAT HONOR FOR ME AND I SHOULD LIKE TO BEGIN BY THANKING (MRS. ELKE CORLEY, MR. TOM JOHNSON) MR. ABE KOTIN AND HIS STAFF, AND ALL OF YOU FOR THE OPPORTUNITY TO EXPLAIN THIS PROJECT.

THE WASHINGTON EDUCATION PROJECT IS AN ACADEMIC PROGRAM WHICH IS DESIGNED TO INJECT EXPERIENCE INTO THE EDUCATION OF COLLEGE STUDENTS BY PUTTING THEM TO WORK TEACHING READING, WRITING, AND MATHEMATICS TO THE ILLITERATE POOR. THIS IS AN ATTEMPT TO PROVIDE UNDERGRADUATES WITH COURSES IN THE HUMANITIES AND SOCIAL SCIENCES THAT BRING TOGETHER THE REALITY AND THEORY OF DISCIPLINES SUCH AS SOCIOLOGY, EDUCATION, ECONOMICS, AND SO FORTH.

UNDERGRADUATES WOULD ENTER THIS PROJECT BY REGISTERING IN 3 CREDIT, PASS/FAIL COURSES AND WOULD TUTOR 6 HOURS PER WEEK IN SELECTED COMMUNITY AGENCIES. IN ADDITION, THEY WOULD MEET EACH WEEK IN A SEMINAR WITH THEIR MONITORING PROFESSOR WHERE THE THEORY OF THE DISCIPLINE IN WHICH THEY ARE REGISTERED (FOR EXAMPLE, SOCIOLOGY) IS EXPLAINED IN LIGHT OF THEIR EXPERIENCE IN THE COMMUNITY. SINCE THESE ARE ELECTIVE COURSES, ALL UNDERGRADUATES MAY PARTICIPATE, REGARDLESS OF THEIR MAJOR FIELD OF STUDY.

THE UNDERGRADUATES BENEFIT IN FOUR WAYS:

FIRST: THEY OBTAIN REAL-WORLD EXPERIENCE WHICH GIVES THEM A BETTER UNDERSTANDING OF THE HUMANITIES AND THE SOCIAL SCIENCES.

SECOND: THEY OBTAIN AN EXPERIENTIAL BACKGROUND WHICH WILL HELP THEM TO MAKE A SENSIBLE CHOICE OF A MAJOR AND A CAREER.

THIRD: THEY OBTAIN WORK EXPERIENCE WHICH WILL HELP THEM TO GET A JOB UPON GRADUATION.

FOURTH: THEY LEARN COMPASSION BY BEING COMPASSIONATE.

BUT THIS PROJECT ALSO PROVIDES THE KIND OF HELP WHICH THE POOR DESPERATELY NEED. ONE MUST BE SKILLED IN READING, WRITING, AND MATHEMATICS IN ORDER TO CREATE WEALTH IN A TECHNOLOGICAL SOCIETY. WITHOUT THESE SKILLS, THE POOR WILL ALWAYS REMAIN POOR, REGARDLESS OF WHATEVER OTHER SERVICES THEY MAY RECEIVE, AND THEY WILL NOT OBTAIN THESE SKILLS WITHOUT LONG-TERM, RELIABLE TUTORING.

THE UNDERGRADUATES WOULD PROVIDE THIS TUTORING BY WORKING IN ESTABLISHED COMMUNITY AGENCIES AS A SUPPLEMENT TO EDUCATION PROGRAMS THAT ALREADY ARE IN OPERATION IN THESE AGENCIES. EACH UNDERGRADUATE WOULD TUTOR ON A REGULAR SCHEDULE THROUGHOUT THE SEMESTER (FOR EXAMPLE, MONDAY, WEDNESDAY, AND FRIDAY FROM 9:00 TO 11:00 A.M.) AND WOULD SIGN IN AND SIGN OUT FOR EACH TUTORING SESSION.

ALTHOUGH THESE ARE ELECTIVE COURSES FOR THE COLLEGE STUDENTS -- MAKING THIS A VOLUNTARY PROGRAM -- ONCE THEY ARE ENROLLED, THE ASPECT OF VOLUNTEERISM ENDS AND THEY MUST DO THE 6 HOURS OF TUTORING EACH WEEK. ACADEMIC CREDIT, THEREFORE, SERVES TO GUARANTEE THE ATTENDANCE OF THE UNDERGRADUATES AS WELL AS THE EXPERTISE OF THE UNIVERSITY FACULTY, AND PERMITS THIS PROJECT TO PROVIDE THE ILLITERATE OF THE COMMUNITY WITH LARGE-SCALE, COMPETENT HELP, AND AT NO COST TO THEM.

TO OFFER ONE EXAMPLE, 6,000 HOURS OF TUTORING WOULD BE PRODUCED EACH SEMESTER IF ONLY 100 UNDERGRADUATES REGISTERED IN THESE COURSES (THAT IS, 100 UNDERGRADUATES x 6 HOURS OF TUTORING PER WEEK x 10 WEEKS IN A SEMESTER).

THE WASHINGTON EDUCATION PROJECT HAS SIX MAJOR CHARACTERISTICS:

FIRST, COLLEGE COURSES THAT MIX EXPERIENCE AND THEORY AT THE SAME TIME (THAT IS TO SAY, THE KIND OF COURSES THIS PROJECT DESCRIBES) OFTEN OFFER UNDERGRADUATES A BETTER EDUCATION THAN CAN BE GOTTEN THROUGH TRADITIONAL CLASSROOM LECTURES. THIS, OF COURSE, IS NOTHING NEW. A MIX OF EXPERIENCE AND THEORY HAS BEEN CONSIDERED TO BE THE HIGHEST FORM OF LEARNING IN WESTERN CULTURE SINCE THE TIME OF GALILEO.

SECOND, THESE COURSES ARE NOT "INTERNSHIPS" FOR A FEW SELECT UNDERGRADUATES BUT ELECTIVE COURSES, MAKING ALL TEN MILLION UNDERGRADUATES IN THE COUNTRY ELIGIBLE TO PARTICIPATE. AS A RESULT, THE NATION'S UNDERGRADUATES (WHO GENERALLY MUST TAKE EIGHT ELECTIVE

COURSES TO GET A DEGREE) MAY REPRESENT THE ONLY MANAGEABLE RESOURCE THAT CAN MATCH THE COUNTRY'S ILLITERACY PROBLEM ON ITS OWN SCALE.

THIRD, WORKING AS TUTORS, UNDERGRADUATES WOULD CREATE VAST AMOUNTS OF NEW WEALTH, WOULD BRING PRACTICAL HELP TO THE ILLITERATE POOR, AND WOULD HELP TO HEAL THE WOUNDS OF THE NATION. AND THIS IS A BURDEN THAT, EVEN AS UNDERGRADUATES, THEY HAVE AN OBLIGATION TO BEAR.

FOURTH, THIS PROJECT IS NOT DESIGNED TO PROVIDE THE POOR WITH ONE MORE SUBSIDY. THIS PROJECT IS DESIGNED TO TRANSFER TO THE ILLITERATE POOR THE POWER TO CREATE WEALTH, BOTH FOR THEMSELVES AND FOR THE NATION, IN THE COMING TECHNOLOGICAL AGE. IN A WORD, LITERACY.

FIFTH, SINCE COLLEGES ARE STRUCTURALLY ALIKE, THIS PROJECT COULD BE READILY DEVELOPED AT INSTITUTIONS OF POSTSECONDARY EDUCATION ALL ACROSS THE COUNTRY.

SIXTH, THIS PROJECT HAS TWO ECONOMIES: ONE THAT MIGHT BE CALLED THE MICROECONOMY AND ONE THAT MIGHT BE CALLED THE MACROECONOMY. THE "MICROECONOMY" IS THAT ECONOMY OF OPERATION WHICH IS AT THE HEART OF THIS PROJECT IN THAT THERE ARE NO CAPITAL EXPENDITURES TO ERECT NEW BUILDINGS OR TO RENT STOREFRONTS; THERE IS NO OUTLAY FOR SPECIAL BOOKS OR INSTRUCTIONAL MATERIALS; THE TUTORS ARE NOT PAID -- INDEED, THEY PAY TUITION TO TAKE THE COURSES THAT PERMIT THEM TO DO THE TUTORING.

THE WASHINGTON EDUCATION PROJECT IS DESIGNED TO USE THE BUILDINGS THAT ALREADY EXIST (SUCH AS SCHOOLS, JAILS, AND HEAD START CENTERS), AND THE BOOKS THAT HAVE ALREADY BEEN PURCHASED. IN THIS PROJECT, THE CLASSROOM TEACHER WOULD TELL THE UNDERGRADUATE WHICH OF THE STUDENTS IS TO BE TUTORED, AND IN WHAT SUBJECT AND WITH WHAT BOOK, AND THE TUTORING TAKES PLACE IN THE BACK OF THE CLASSROOM WITH THE LEARNING ENVIRONMENT IN FORCE AND THE CLASSROOM TEACHER RIGHT THERE TO PROVIDE WHATEVER HELP THAT MAY BE NECESSARY. THE TEACHING METHODOLOGY IS THAT WHICH IS ALREADY IN USE IN THE CLASSROOM.

USING THIS APPROACH, THE TUTORS DO NOT REQUIRE "TRAINING" AND ARE PROFOUNDLY EFFECTIVE FROM VIRTUALLY THE FIRST WEEK OF THE SEMESTER. AND THERE IS NOTHING MYSTERIOUS ABOUT THIS TUTORING PROCESS. IT IS DONE AT THE LEVEL OF HELPING THE KIDS FROM THE NEIGHBORHOOD WITH THEIR HOMEWORK AND IS AN HONORABLE METHOD OF INSTRUCTION AS OLD AS LEARNING ITSELF. EVEN ALEXANDER THE GREAT HAD A TUTOR.

THE "MACROECONOMY" OF THIS PROJECT IS DIRECTLY TIED TO A HISTORICAL CHANGE IN THE NATURE OF WORK ITSELF. SINCE THE BEGINNING OF THIS COUNTRY, MILLIONS OF AMERICANS COULD FIND HONORABLE WORK, EVEN IF THEY WERE BARELY LITERATE, SINCE THEY WERE NEEDED TO LIFT AND MOVE, PLANT AND REAP THE THINGS THE NATION PRODUCED. NOW, WITH THIS WORK BEING DONE BY MACHINES AND ROBOTS, WE HAVE LARGE NUMBERS OF ILLITERATE AMERICANS WHO MAY NOT BE SO MUCH UNEMPLOYED, AS THEY ARE UNEMPLOYABLE. THERE IS NO LONGER ANY CHOICE BUT TO TRAIN THESE PEOPLE IN THE LITERACY THAT IS REQUIRED FOR THE CREATION OF WEALTH IN THE MODERN AGE.

TO DO THIS TUTORING, WE HAVE TEN MILLION UNDERGRADUATES WHO CONSTITUTE A VAST, UNTAPPED RESOURCE, WHO CONSUME GREAT AMOUNTS OF PUBLIC SUBSIDY, AND WHO CREATE VIRTUALLY NO WEALTH WHILE THEY ARE IN COLLEGE. THROUGH A PROJECT OF THE SORT DESCRIBED HERE, UNDERGRADUATES WOULD CREATE MASSIVE NEW WEALTH BY TRANSFERING LITERACY TO THE ILLITERATE POOR ALL ACROSS AMERICA.

THE MAIN JUSTIFICATION FOR THIS PROJECT, HOWEVER, IS NOT THAT IT CREATES WEALTH, BUT THAT IT TEACHES UNDERGRADUATES THINGS THEY NEED TO KNOW WHICH CANNOT BE LEARNED IN THE CLASSROOM ALONE. IT IS CONTENDED HERE THAT EXPERIENCE IS THE "SINE QUA NON" OF MUCH OF EDUCATION, AND THAT THIS PROJECT PERMITS UNDERGRADUATES TO PARTICIPATE IN THE "REALITY" OF THE HUMANITIES AND THE SOCIAL SCIENCES AS THEY EXIST BEYOND THE CAMPUS WALLS. IT IS THIS EXPERIENCE, TOGETHER WITH THE REFLECTION AND INTERPRETATION PROVIDED IN WEEKLY SEMINARS WITH THE MONITORING PROFESSORS, THAT IS ESSENTIAL TO AN UNDERSTANDING OF WHAT THESE DISCIPLINES HAVE TO TEACH.

ALTHOUGH THE UNDERGRADUATES IN THIS PROJECT DO TUTORING IN COMMUNITY AGENCIES, IT IS THEIR STEADY PARTICIPATION IN JAILS AND GHETTO SCHOOLS OVER A PROLONGED PERIOD OF TIME THAT LAYS THE GROUNDWORK FOR THE UNDERSTANDING OF THE DISCIPLINE IN WHICH THE UNDERGRADUATE HAS REGISTERED. UNDERGRADUATES IN THIS PROJECT DO NOT "SURVEY" COMMUNITY RESIDENTS OR CONDUCT "STUDIES" ABOUT THEM. INSTEAD, THE UNDERGRADUATES ENTER INTO THE LIVES OF THE ILLITERATE POOR THROUGH THE MEDIUM OF FRACTIONS AND SPELLING. IT IS THE TUTORIAL PROCESS, RATHER THAN ARMS-LENGTH RESEARCH, THAT CREATES

MENT AND A COMMON BOND OF UNDERSTANDING BETWEEN
-OR AND THE RICH, THE INFIRM AND THE WELL, THE IMPRISONED AND
FREE.

IN ADDITION, THIS PROJECT REVERSES THE TRADITIONAL ROLES IN
TRAINING OF UNDERGRADUATES SINCE IT PLACES THE UNDERGRADUATES IN
"ACTIVE" ROLE AS LEARNERS, RATHER THAN HAVING THEM FULFILL THE
"PASSIVE" ROLE OF SITTING IN CLASSROOMS LISTENING TO LECTURES.
UNDERGRADUATES IN THIS PROJECT OBTAIN KNOWLEDGE THROUGH WHAT THEY
"DO" IN THE COMMUNITY, TOGETHER WITH WHAT THEY "HEAR" IN THE WEEKLY
SEMINARS WITH THEIR PROFESSORS. AS A DIRECT CONSEQUENCE, THE
TRADITIONAL ROLE OF THE COLLEGE FACULTY IS ALSO CHANGED. THEY DO
NOT TAKE ON THE "ACTIVE" ROLE OF LECTURING TO CLASSES, BUT, INSTEAD,
TAKE THE POSITION OF ONE WHO "GUIDES" THE UNDERGRADUATES THROUGH THE
LEARNING EXPERIENCE THESE COURSES PROVIDE.

A WORD MIGHT BE SAID HERE ABOUT THE EDUCATION THAT IS OBTAINED
BY THE PEOPLE IN THE COMMUNITY AGENCIES WHO ARE TUTORED THROUGH THIS
PROJECT:

FIRST: THIS PROJECT PROVIDES COMMUNITY RESIDENTS WITH REGULAR
AND COMPETENT TRAINING IN THE USE OF LETTERS AND
NUMBERS, SKILLS THAT THEY MUST HAVE IF THEY ARE TO BE
EMPLOYABLE IN A TECHNOLOGICAL SOCIETY.

SECOND: PEOPLE WHO ARE TUTORED IN THIS PROJECT LEARN THE MOST
BASIC LESSON OF ALL, WHICH IS THAT THEY ARE CAPABLE OF
LEARNING. MOST OF US TAKE THIS FOR GRANTED. TO THE

ILLITERATE POOR, HOWEVER, WHO OFTEN HAVE HAD A DIFFICULT TIME IN SCHOOL, THIS IS THE LESSON THAT MUST BE LEARNED BEFORE ANYTHING ELSE CAN BE MASTERED.

THIRD: THE TUTORS TRANSFER OTHER KINDS OF LESSONS TO THOSE THEY TUTOR, SUCH AS THE VALUES OF PUNCTUALITY, NEATNESS, AND HARD WORK. TO BE EMPLOYABLE, THESE LESSONS ARE AS IMPORTANT AS ANY OTHER.

FOURTH: THE COMMUNITY RESIDENTS LEARN SOMETHING OF THEIR OWN IMPORTANCE AS PEOPLE, WHICH IS DEMONSTRATED BY THE DAY-AFTER-DAY ATTENDANCE OF THE TUTORS FROM THE UNIVERSITY. AFTER ALL, IF THE COMMUNITY PEOPLE WERE NOT IMPORTANT, THE TUTORS SIMPLY WOULDN'T BOTHER TO SHOW UP.

WHEN THIS PROJECT IS IN OPERATION AT A COLLEGE, IT WOULD HAVE FIVE MAIN PARTS:

FIRST: THE PROJECT DIRECTOR -- SINCE THIS IS AN ACADEMIC PROGRAM, THE PROJECT DIRECTOR WOULD BE A MEMBER OF THE UNIVERSITY FACULTY AND WOULD HAVE RESPONSIBILITY FOR THE OVER-ALL OPERATION OF THE PROJECT. AMONG OTHER THINGS, THE PROJECT DIRECTOR WOULD MATCH UNIVERSITY DEPARTMENTS WITH COMMUNITY AGENCIES WHICH HAVE SOME RELATION TO THE DEPARTMENT'S FIELD OF STUDY. THESE MATCHINGS, OF COURSE, WOULD REQUIRE THE APPROVAL OF THE DEPARTMENTS THAT ARE

OFFERING THE COURSES. (THE ACTUAL COURSES USED AT THE UNIVERSITY OF MIAMI, BY THE WAY, WERE 400 AND 500 LEVEL COURSES, CALLED "INDEPENDENT STUDY", "DIRECTED READINGS", AND "SPECIAL TOPICS". THESE COURSES WERE ALREADY IN THE UNIVERSITY BULLETIN AND WERE TAKEN FOR 3 CREDITS AND ON A "PASS/FAIL" BASIS.)

SECOND: THE FACULTY REPRESENTATIVES -- THESE ARE COLLEGE FACULTY MEMBERS WHO MONITOR THE UNDERGRADUATES AND MEET WITH THEM EACH WEEK IN SEMINARS WHERE THEY PROVIDE THE THEORETICAL BACKGROUND FOR THE STUDENTS' EXPERIENCE IN THE COMMUNITY, AS WELL AS SUPERVISION, REVIEW, ADVICE AND EVALUATION. THE FACULTY REPRESENTATIVES ALSO MAKE SITE VISITS AND AWARD ACADEMIC CREDIT. IT SHOULD BE POINTED OUT THAT, AS A PRACTICAL MATTER, STUDENTS WHO DO THE REQUIRED COURSE WORK ARE AWARDED ACADEMIC CREDIT. HOWEVER, THE DECISION TO AWARD CREDIT REMAINS WITH THE COLLEGE FACULTY.

THIRD: THE STUDENT COORDINATORS -- THESE UNDERGRADUATES ALREADY HAVE HAD ONE SEMESTER'S EXPERIENCE IN THE PROJECT AS A REGULAR STUDENT. THEY ARE THEN ASKED BY THE PROJECT DIRECTOR TO ASSUME THE RESPONSIBILITY FOR THE OPERATION OF AN INDIVIDUAL COMMUNITY AGENCY. THEY SCHEDULE WORK HOURS FOR THE UNDERGRADUATES AT THAT AGENCY, ARRANGE TRANSPORTATION, KEEP ATTENDANCE RECORDS, AND HELP ESTABLISH EFFECTIVE TUTORING SITUATIONS. IN THE OPERATION OF AN AGENCY, THE STUDENT COORDINATOR DOES MOST OF THE LEGWORK. THE TIME REQUIRED OF A COLLEGE FACULTY MEMBER OR AGENCY REPRESENTATIVE, THEREFORE, IS ABOUT 4 - 6 HOURS PER WEEK. THE STUDENT COORDINATORS

ALSO MEET EACH WEEK WITH THE PROJECT DIRECTOR TO REVIEW MATTERS AT THEIR AGENCY, PARTICULARLY THE ATTENDANCE OF THE UNDERGRADUATES.

FOURTH: THE AGENCY REPRESENTATIVES -- THESE ARE STAFF MEMBERS APPOINTED BY THE HEAD OF THE COMMUNITY AGENCY WHO HAVE PRIMARY RESPONSIBILITY FOR THE EFFECTIVE PLACEMENT OF EACH COLLEGE STUDENT WITHIN THE AGENCY.

FIFTH: THE PARTICIPATING COLLEGE STUDENTS -- THOSE WHO ENROLL IN THE COURSE AND CHOOSE, FROM A LIST OF COMMUNITY AGENCIES PROVIDED AT REGISTRATION, WHERE THEY WILL TUTOR FOR THE SEMESTER.

THERE ARE SEVERAL OTHER OPERATIONAL ASPECTS OF THIS PROJECT THAT SHOULD BE MENTIONED:

FIRST, NO ONE WOULD BE REQUIRED TO PARTICIPATE. INDIVIDUAL DEPARTMENTS WITHIN A UNIVERSITY WOULD VOTE TO OFFER THESE COURSES, WHICH THE UNDERGRADUATES WOULD TAKE AS "ELECTIVES", RATHER THAN AS "REQUIRED" COURSES.

IN THE COMMUNITY AGENCIES, PARTICULARLY THE PUBLIC SCHOOLS, CLASSROOM TEACHERS WOULD NOT HAVE TUTORS ASSIGNED TO THEM AUTOMATICALLY, BUT WOULD HAVE TO REQUEST THEM FROM THEIR SCHOOL PRINCIPAL. IN MIAMI, THE PRINCIPAL WOULD ANNOUNCE AT A FACULTY MEETING THAT TUTORS WERE AVAILABLE, AND THOSE TEACHERS WHO WANTED TUTORS IN THEIR CLASSROOM SIMPLY RAISED THEIR HANDS.

SECOND, THIS PROJECT IS DESIGNED TO DO TUTORING IN THE COMMUNITY, WHICH IS TO SAY THAT THERE ARE MANY THINGS IT DOES NOT DO. AS FAR AS THE COMMUNITY IS CONCERNED, THE UNDERGRADUATES ARE NOT THERE:

- 1) TO HELP PEOPLE GET FOOD STAMPS OR LEGAL SERVICES,
- 2) TO NEGOTIATE LANDLORD-TENANT DISPUTES,
- 3) TO ENGAGE IN POLITICAL OR LABOR ORGANIZATION,
- 4) TO "REFORM" THE COMMUNITY INSTITUTIONS IN WHICH THE UNDERGRADUATES WORK.

AS FAR AS THE COMMUNITY INSTITUTIONS THEMSELVES, PARTICULARLY THE SCHOOLS, ARE CONCERNED, THE UNDERGRADUATES IN THIS PROJECT ARE NOT:

- 1) TEACHER ASSISTANTS OR INTERNS,
- 2) THEY ARE NOT THERE TO CORRECT PAPERS, OR TO BE CAFETERIA MONITORS, OR TO DO OFFICE WORK FOR THE PRINCIPAL.

THE UNDERGRADUATES ARE IN THESE AGENCIES TO TRANSFER TO THE ILLITERATE POOR THE POWER TO CREATE WEALTH IN THE TECHNOLOGICAL AGE, THAT IS, READING, WRITING, AND MATHEMATICS. WITH THE EXCEPTION OF THE OCCASIONAL CLASS FIELD TRIP, THE UNDERGRADUATES DO TUTORING AND ONLY TUTORING.

THIRD, IT MUST BE POINTED OUT THAT THIS IS A SIMPLE PROJECT, AND IT WORKS PRECISELY BECAUSE IT IS SIMPLE. IT'S BASIC INGREDIENTS

ARE RELIABLE TUTORS WORKING IN ESTABLISHED COMMUNITY AGENCIES UNDER THE DIRECT SUPERVISION OF THE CLASSROOM TEACHER.

BEWARE OF THOSE WHO LOVE TO COMPLICATE THINGS. AFTER I HAD EXPLAINED THE PROJECT TO A GROUP IN WASHINGTON RECENTLY, ... HERE THE WINEBAGO/COMPUTER STORY.

FOURTH, THE PROJECT IS DESIGNED NOT TO WASTE ANYONE'S TIME, PARTICULARLY THAT OF THE UNIVERSITY FACULTY OR THE AGENCY REPRESENTATIVE. THE KEY INGREDIENT HERE IS THE STUDENT COORDINATOR WHO MANAGES A COMMUNITY AGENCY (SUCH AS THE DADE COUNTY STOCKADE), SEEING TO IT THAT THE UNDERGRADUATES AT THAT AGENCY KNOW WHERE TO GO AND WHO TO SEE AND WHAT TO DO. THE COORDINATORS HANDLE SCHEDULING, TRANSPORTATION, AND COMMUNICATIONS. THEY KEEP ATTENDANCE RECORDS AND SET UP THE WEEKLY SEMINARS WITH THE PROFESSORS. ALL THIS IS TO SAY THAT THEY PERFORM THE ESSENTIAL DAY-TO-DAY LEG WORK WHICH NEITHER THE PROFESSORS NOR THE AGENCY STAFFS HAVE TIME FOR.

TO SUMMARIZE, IT IS THE PREMISE OF THIS PROJECT THAT WORKING AS A TUTOR IN A GHETTO SCHOOL, OR IN A JAIL, OR IN A MIGRANT CAMP PROVIDES THE UNDERGRADUATE WITH AN UNDERSTANDING OF ECONOMICS, SOCIOLOGY, EDUCATION, MANAGEMENT, PHILOSOPHY AND SO FORTH WHICH IS AT THE HEART OF THESE DISCIPLINES AND WHICH CAN ONLY BE GOTTEN THROUGH THIS SORT OF EXPERIENCE. COMBINED WITH WEEKLY SEMINARS WITH UNIVERSITY FACULTY, THESE COURSES PROVIDE THE UNDERGRADUATES WITH A "GUIDED EXPERIENCE", RATHER THAN RANDOM EXPERIENCE WITHOUT

REFLECTION, OR ENDLESS CLASSROOM THEORY WITHOUT THE TOUCHSTONE OF REALITY. AS AN ECONOMICS PROFESSOR FROM THE MIAMI PROGRAM HAS WRITTEN:

"THIS PRACTICAL EXPERIENCE GAVE THE UNDERGRADUATES INSIGHTS INTO SOCIAL REALITIES WHICH WOULD HAVE BEEN NEARLY IMPOSSIBLE TO IMPART IN A PURE CLASSROOM ENVIRONMENT, AND THIS ALSO MADE THEM THINK MUCH MORE CRITICALLY ABOUT MANY CONCEPTS WHICH THEY HAD ENCOUNTERED ON A PURELY INTELLECTUAL LEVEL. COMING FROM A QUITE ABSTRACT DISCIPLINE LIKE ECONOMICS, I FOUND THIS PARTICULARLY GRATIFYING."

IT SHOULD ALSO BE POINTED OUT THAT, SINCE THIS PROJECT TRANSFERS LITERACY TO THE ILLITERATE POOR, IT IS A DIRECT APPLICATION OF THE AXIOM OF THE "GREATER GOOD"; THAT IS TO SAY, THAT IT IS BETTER TO TEACH SOMEONE HOW TO FISH THAN IT IS TO SIMPLY GIVE THEM A FISH.

LAST, THE PROJECT DESCRIBED HERE ACTUALLY WORKS. AN EXPERIMENTAL MODEL RAN FOR FOUR YEARS (1969 - 1973) AT THE UNIVERSITY OF MIAMI, SENDING OVER 1,000 UNDERGRADUATES TO TUTOR IN 14 COMMUNITY AGENCIES.

ABOUT 10 - 15% OF THE UNDERGRADUATES WHO ENROLLED EACH SEMESTER DROPPED OUT WITHIN THE FIRST 3 WEEKS. THOSE WHO REMAINED GENERALLY COMPLETED THE COURSE.

I SHOULD ALSO LIKE TO MENTION THAT THIS PROJECT IS PREPARING FOR DEVELOPMENT ON A NATIONAL SCALE. THIS "RED PACKET" HAS TWO OPERATIONAL OUTLINES WHICH HAVE BEEN DISTRIBUTED TO 43 NEWSPAPERS ACROSS THE COUNTRY WITH A VIEW TO STARTING THIS PROJECT IN THE CITIES WHERE THESE NEWSPAPERS ARE PUBLISHED.

THE PACKET HAS THREE PARTS:

LETTERS,

TAB I) HOW TO GET THIS PROJECT STARTED,

TAB II) OPERATION

IF I MAY, I'D LIKE TO DISTRIBUTE THESE PACKETS NOW, AND THEN TAKE ANY QUESTIONS YOU MAY HAVE.

REFER TO PART II:

A) LIST OF WHAT THE UNDERGRADUATES ARE REQUIRED TO DO,

B) LIST OF COLLEGE DEPARTMENTS,

C) LIST OF COMMUNITY AGENCIES.