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THE WHITE HOUSE

WASHINGTON

September 21, 1983

Dear Manasa:

Thank you for writing to inform me that fifteen Ohio colleges will be participating in a program to implement a student tutoring program beginning in the 1984-85 academic year.

Such a plan is in keeping with the goals of this Administration to encourage innovative educational efforts. On behalf of the President, I wish you success with your program.

Again, thanks for bringing this matter to my attention.

Sincerely,

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

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

recd. 8/17/83

The Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
August 15, 1983

ORTIUM
13) 278-9105

166031

(202) 547-3011

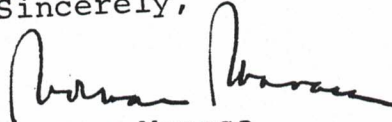
Dear Mr. Deaver,

Fifteen Ohio colleges have agreed to start this project in the Fall of 1984. Copies of the letters they sent along are attached.

colleges and
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Thank you again.

Sincerely,



Norman Manasa
Director

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

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INSTITUTIONAL MEMBERS

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

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 Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
July 16, 1983

(202) 547-3011

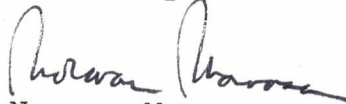
Dear Mr. Deaver,

This week's U.S. News & World Report carries a mention of this project on the Editor's page and I thought to send along a copy, together with an earlier letter from the President.

I should also like to thank you for your kind letter of June 24th, but hope that you will not take the trouble to acknowledge this one.

Thank you again.

Sincerely,



Norman Manasa
Director

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

THE WHITE HOUSE

WASHINGTON

October 6, 1982

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

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:

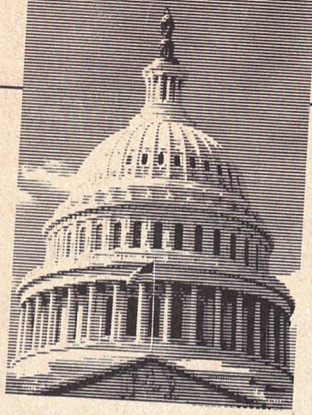
"The service that the tutors perform is irreplaceable. They bring a vital freshness and objectivity to our students' situation, which is often lost with 'volunteer' organizations. Their help makes possible the individual attention and instruction that our students so need. Because of these factors, our 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.



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 the funds, they will be sending a strong 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.

TAX RULINGS

With Pocketbook Impact—

Business entertainment. Twenty-one years after Congress put complex rules on business-entertainment deductions, they still are not widely understood, as one court case after another shows.

Dr. John Gardner had every reason to expect that his cocktail party for 200—mostly physicians, dentists and their wives—would produce a number of referrals of patients to him for surgery. And it did, at a cost of \$3,752. But the Tax Court, in a decision just issued, was unimpressed.

To be deductible, entertainment must be “directly related” to the taxpayer’s business activity—unless it is a “business lunch” or it occurs just before or after a business discussion. And, said the court, “even though the entertainment expenses . . . were motivated by business considerations and the good will generated by the expenditures resulted in the referral of patients to Dr. Gardner, we are unable to find that the ‘principal character’ of the party was the ‘active conduct of the taxpayer’s trade or business.’”

Interest charges. If, later on this year, the Internal Revenue Service tags you for added tax payments on any of your recent returns, the interest rate that will be charged on underpayments for the period starting this July 1 will be 11 percent, says the IRS in a new ruling. That is down from 16 percent for the period started March 31. Of course, any overpayments also will earn only 11 percent starting July 1.

Federal workers. The extension of national hospital insurance to federal employes on Jan. 1, 1983, has raised many questions. Example: Does the payroll tax that finances the program apply to any wages paid by state and local governments to federal employes assigned to those governments? In a new revenue procedure, the IRS answers “Yes” to that query and offers answers to other questions now being asked.

Requests for citations should be addressed to Reader Service, 2300 N Street, N.W., Washington, D.C. 20037.

NEWS-LINES®

Court and Government Decisions With Impact on Business, Employees, Consumers

STRIKEBREAKERS promised full-time employment but later laid off when a company settles its labor dispute may sue in state courts for damages, holds the Supreme Court. The ruling gives 12 Kentucky strikebreakers a chance to sue an employer for 6 million dollars for dismissing them after a strike, despite a promise that they were being hired permanently to replace strikers.

CERTIFICATION of unions at hospitals affiliated with churches does not violate the First Amendment, a U.S. appeals court rules. It finds the National Labor Relations Board’s certification of a bargaining unit at a Catholic hospital is based on a compelling government interest in promoting labor peace and does not result in “excessive entanglement” between government and religion.

A DUTY TO DISCLOSE relevant insider information or refrain from trading in a company’s stock does not extend to an outsider receiving inside information—unless it is obtained illegally or through a breach of an insider’s fiduciary duty, finds the Supreme Court. Wall Street analyst Raymond Dirks was told about fraud at an insurance firm. He advised clients to sell the company’s stock. Absent an improper purpose by the insider, there is no breach of duty to stockholders and thus no violation by the person tipped off, the Court says.

ATTORNEYS’ FEES cannot be won by those suing the government unless they are at least partially successful in court, the Supreme Court determines. The ruling is a defeat for the Sierra Club and the Environmental Defense Fund, which sought \$90,000 in legal fees after losing a suit against the Environmental Protection Agency over emission standards. The Court finds it inappropriate to force a prevailing litigant to pay the fees of losing parties.

AN EMPLOYEE may be fired for hiring an attorney in a dispute with

management, says a U.S. district court. A corporate executive was fired after hiring an attorney to contest his company’s demand for payment of \$21,000 he allegedly had been overpaid. The court notes that “at will” employes may be fired at any time. It finds management argued persuasively that the hiring of a lawyer, no matter who was at fault, destroyed the necessary relationship between employe and company.

AGENCY FEES paid to a union by nonunion employes may not be collected unless a procedure is in place for prompt reimbursement of the money the union spends for political activity, a U.S. appeals court holds. A woman fired for refusing to pay fees to a union is ordered reinstated. The court says the union’s refund system was inadequate to protect agency-fee payers, who have a “right not to be coerced into financing the union’s political objectives.”

NONUNION WORKERS injured in mob violence cannot seek damages from unions under an 1871 law known as the “Ku Klux Klan statute” unless the state is involved in the controversy, rules the Supreme Court. Union and trade groups were involved in an attack on nonunion workers near Port Arthur, Tex. The court holds that the 1871 law does not cover conspiracies motivated by bias toward others on account of their economic or union views, status or activities.

MINORITY GROUPS seeking to stop discriminatory practices by local governments or other agencies receiving federal funds need only prove that they are victims of bias, not that it was intentional, the Supreme Court rules. But, in the case involving black and Hispanic police officers in New York City, the Court says that if the victims want to obtain back pay, retroactive benefits or other compensatory relief, they must prove that the discrimination was intentional.

Conclusions expressed here are based on decisions of courts, government agencies and Congress. For reasons of space, these decisions cannot be set forth in detail. On written request, U.S. News & World Report will refer readers to the basic material.