



Portion of original funding request to Budget Rent A Car Corporation, funder of the field test of "Practical Word Power" for the Commonwealth of Puerto Rico, Dept of Community Affairs.

November 8, 1991

Dear Ms. DeRe:

Many thanks for your quick interest in the "Practical Word Power" program now being developed in the hispanic community by the Commonwealth of Puerto Rico Department of Puerto Rican Community Affairs.

The preliminary materials you asked to see are enclosed: the press release from the Department and related items. I'm also enclosing the original draft proposal to obtain funding to print "PWP"--which is now in print via a commercial publisher. While the \$10,000 basic cost of printing no longer applies, all the other information is essentially valid.

The UCC will be pleased to umbrella the request for a grant to the Department of Puerto Rican Community Affairs; and its Director, Hector Luis Diaz, will write a cover letter for the application. As discussed, a grant from Budget at \$1,000 would buy about 35 sets of tutors' books--enabling that number of community organizations to get involved. Adults will have to buy their own \$5 dictionaries. For teens, even the dictionaries should be provided, and the cost per set would then be about \$75.

If you can let me know what approximate funding figure is appropriate for this project, we will prepare a detailed application for funding. UCC's new Executive Director, Charles Daas, understands these things, and I suggest you talk proposals with him and "PWP" programming with me (reach me at 312/784-3636).

I hope the Commonwealth and UCC will be on your list of grants soon.

Cordially

A handwritten signature in cursive script that reads "Dick".

Richard Cavalier

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A Not-For-Profit 501 (C) (3) Tax-Exempt Community Organization

NOTE: In the early years (1980s) only one English-language paper featured a story about the *PWP* program—and that story appeared in a community paper. It dealt with *PWP*'s early community sponsor, the Uptown Chicago Commission. UCC donated books for the Truman College classroom development process and later umbrella-ed the grant request from the Government of Puerto Rico's Community Affairs group to Budget Rent A Car. Success!

By contrast, foreign-language groups are still interested in the simplification of phonetics as exemplified by *PWP*. Although the computer has identified over 1,100 ways by which to write the 40 basic sounds of English, the educational establishment is sold on "sound-out" and has not attempted to simplify that rules-and-memory system. Foreign nationals don't like the guesswork that's inherent in "sound-out" (what is the "proper" sound of o-u-g-h according to rules?). Many of their languages are absolutely specific in sound/spelling matches. For instance, in Spanish, only 6 sounds for 6 vowels; in English, 19 sounds for the same six vowels (A-E-I-O-U-Y plus the artificial *schwa*).

Underlying this problem is the acknowledgment by the US military language schools that English is alone in a fifth (worst) category of language difficulty. It's not and needn't be. English language grammar is simple (because it does not assign genders to gender-less things and so needn't decline verbs in many (arbitrary-standard) ways.

English phonetic rules are the problem, not the solution, when seeking to use a language that was accreted over many centuries and under several invaders. English grammar today contains smatterings of several useless throw-backs from various European languages. . . inconsistency between spelling and pronunciation is one of the very worst aspects of those borrowings.

The overall learning problem with English is not slang alone (which is a contributor to difficulties) but also the fact that Americans don't use many grammatical function words that we teach to all learners (American-born and foreigner). They then can't recognize language-function because they can't see or hear the missing function words.

For instance: "She said (that) she went home." Few Americans would use the word "that" in that circumstance; yet "that" should indicate a subordinate clause. But the ESL students also learn that one proper sentence does **not** contain two subjects and two verbs: *she said* and *she went*. So our teaching methods do not match immigrant-students' public experience. No wonder students are failing. We deserve but cannot afford the language problems that are rife in our nation today.

Cavalier attempted to provide corrections of our simple language via volunteer tutors— who don't already know that simplification is *not possible*, as certificated teachers *already know*. Teachers who have never themselves been language handicapped can categorize their students' problems (this person needs verbs; that one needs adjectives; the other one. . .) but cannot

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understand those problems. So they teach as they learned: sound-out.

Now, 25 years after it was developed, *PWP* enjoys findings (published by a Milanese university study re: dyslexia) that support his original ideas and program; see *Science Journal* for March 16, 1951 (two articles, by E. Paulesu et al; and L. Helmuth). Both articles have been summarized briefly in the *Psychiatry Journal* (see button), but it's wise to see the original, which is cited by *Psychiatry*.

Cavalier has also spoken to two literacy groups (see button) in California, but his ideas were resisted even though the *Science Journal* articles support his early 1980's conclusions: **English-learning can be simplified!**

The dictionary indicates all the 40 key sounds with only 45 codes in the paperback books used—and those address the one (or two) accepted pronunciations very specifically. *PWP* teaches those codes. . .and a whole lot more practical knowledge. *PWP* is user-friendly!

Once the dictionary codes are mastered, the teen/adult learner can pronounce every word in the dictionary acceptably-to-perfectly.

In daily use, the learner seeks any needed term (for original use, when not already found in print) in his/her own language's bilingual dictionary, finds the English spelling there, and then can pronounce that word correctly from our book. . .without asking friends or teachers, "How do you say this word?" Friends aren't always correct, and teachers aren't always available. On completion of the course, learners enjoy immediate independence and confidence with a skill that lasts a lifetime!

PWP also hold the California Certificate of Compliance; so it's legal to teach there. Also, it has been computer-listed by the New York City Dept of Education as an approved book (see the "CA & NYC Depts of Education" button).

Your community organization or corporation can benefit from this book/program, both as an aid to individuals and as a boon to the surrounding community if sponsored. For immediate assistance with specific promotional approaches for your specific purposes, simply read the "User Helps" materials (see button). Choose. Then use these models intact or varied, as your needs dictate.

Total book costs, only \$100 retail (in 2006) for one *PWP* and *11 American Heritage* dictionaries (tutor plus 10 learners). Classroom needs: learners, books, and chalkboard plus a writing table. Any person who speaks/reads/writes standard American-English can tutor, because *PWP* is a self-help tutor's script and workbook. If only accented bilinguals tutors are available to work with students who don't comprehend basics, then a tutor's assistant who speaks standard-American English should assist and handle the chalkboard and sound-modeling sequences. All needed script, drills, and discussion materials are provided or stipulated (including newspapers and a few photocopied book pages for distribution/discussion).

You might be able to read only one or two of the program stories reprinted under "Clips" (see button), but you can be sure that *PWP* has been tested and proved in both classroom and community. Use it with confidence!