

LITERACY

ALPHABETISATION



The Movement for
Canadian Literacy

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Rassemblement
canadien pour
l'alphabétisation

**Vol. 4
No. 4
1979**

The Movement for Canadian Literacy is a non-profit incorporated group. Its aim is to link together those organizations and individuals who work in the adult literacy field, or who have an interest in developing improved solutions to the problem of adult illiteracy in Canada. It is a field-based, membership organization and is eclectic in approach. It does not endorse anyone particular method, for it realizes that many different approaches may evolve at the grass-roots level and be successful in that particular situation.

The views and opinions expressed in this publication do not necessarily conform to the views of the majority of the members of The Movement for Canadian Literacy or the Editor. They have been published to share experience or to stimulate interest in the field of basic education and literacy in Canada, consistent with the objectives of The Movement.

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EDITOR'S COMMENT by Audrey M. Thomas

This is my last issue of LITERACY and the fifth to be edited in Regina, when I moved from Toronto in the fall of 1978 there was considerable anxiety expressed about the continuance of this publication. In a country such as ours where we are separated by huge distances and different political jurisdiction, a non-governmental communication link was deemed vital to help break down the barriers of our various solitudes. Although we have worked without an office for the last year, we have certainly proved the truth of the old adage where there's a will there's a way. In fact, many wills have combined to bring you LITERACY on a quarterly basis. The key elements in this literacy connection have been Regina Orillia and Toronto, and I would like to take this opportunity to publicly extend my thanks to the Toronto members responsible for membership processing and labels and to Charles Craig and his printing contacts in Mariposa'. Each production has been a team effort, but the team is tired and wants a little respite. Most of us will remain on the Board of the Movements (see p. 12) but the strength of any voluntary organization depends on rotation of duties and new blood assuming responsibilities and imitative. As you will see below, LITERACY Moving to the Far East - Newfoundland. Newfoundland have been rather shy and cautious about communicating with us in the past, but they have certainly made up for it in this issue. Many exacting things are happening there and we look forward to receiving our next issue of LITERACY from St. John's. I hope that you the membership will give the new editor as much support, through your contributions of newsletters, articles, new clippings, revises etc, as you have given me in the past.

For those of you who may be wondering what I am going to do with my self I am now employed as a coordinator with the program Development Branch of the Department of continuing Education , government of Saskatchewan. This was a time will be busy and will probably be maintaining my literacy connections. In any case, I was "tickled pink" to learn that the AGM of MCL had made me a life-time member (see p.11) .We are inextricably connected! Take it away Newfoundland!! Good luck and best wishes to you all.

WANTED! Materials and contributions for the Spring issue of LITERACY.

NEXT DEADLINE: February 28, 1980.

Mail Editor, Literacy, c/o Percy Barrett
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FEATURES...

THE MORAL IMPLICATIONS OF THE DECLINE OF LITERACY

by Dr. Patricia Monk
Assistant Professor of English
Dalhousie University

Chicken Little, you will remember, was hit on the head by an acorn falling from a tree - but he thought the sky was falling, and he 'managed to convince a number of the other barnyard birds and animals, before the farmer finally straightened them all out and told them everything was all right and the sky was not falling.

If you look only at the physical manifestations of illiteracy among students, it seems possible that the farmer was right: Chicken Little's idea was the result of concussion and the decline of literacy is, in theory at least, something with which we can cope. My concern, however, is with a more fundamental, but usually neglected aspect of literacy, and my proposition is that since literacy is essentially a function of our nature as moral beings, its neglect has serious moral implications we cannot escape.

No one here, I think, would seriously argue that human beings are not moral beings. We are distinguished from animals by, among other things, our ability to construct codes of right and wrong, and of proper and improper behaviour. These codes we call morality. We use a further human quality- the ability to use symbols in the form of language to understand and to explain to each other the morality we have constructed. In the ancient world, where few people could read and write at even the most basic level, discussions of language usually implied spoken language only.

In the modern world, however, discussions of language tend to become discussions primarily of written and only secondarily of spoken language. For the ancients, oratory was the highest art of language; for us, writing is. Nevertheless, essentially we and the ancients are all talking about a similar activity. This similarity becomes very important when we start to consider the specific moral implications of the activity of using language.

To begin this discussion, I want first to consider the words infant and infancy, and the

word barbarian. If you consult the Shorter Oxford English Dictionary, you will find that the primary definition of an infant is a "young child" the one with which we are most familiar. But there is also a second sense in law, an infant is a minor, someone who has not reached the "age of majority" which was, in Common Law at least, that highly potent magic number, twenty-one. Infancy consequently, is the state of being an infant, or lithe period of life during which a person remains under guardianship and an infant is, therefore, not a fully adult, responsible human being. This does not, by itself, seem to have much consequence.

But if you consider the etymological derivation of the words their root meaning in Latin, then the implications become very disturbing. For the Latin noun infants, *infantem* from which we derive our noun, infant, is the substantive use of the adjective infants, which meant originally, incapable of speech. And the Latin noun infantries, from which we derive infancy was originally a state of speechlessness. So that originally, for the Romans, the state of being unable to speak and the state of being not fully adult were virtually the same thing.

Adding this to my previous point that literacy is to us what speech was to the Romans - makes the implication more obvious. I am arguing that the illiterate human being in our modern society, the person who is not fully adept in the manipulation of written and spoken language, is not a fully responsible human being. I must add here that this idea disturbs me as much as, if not more than, it disturbs you, in view of the current decline in literacy.

The other word I have asked you to consider with me, barbarian, has somewhat similar and equally disturbing implications. The Greek root of this word is barbarize in, meaning to speak like a foreigner (or like one who stammers), and in Latin this becomes the adjective barbarus, having "primary reference to speech" according to the Shorter Oxford, and cognate with babuls (stammering). From its earliest sense of not Greek or Latin, the word barbarous came to mean first not classical or pure, and finally unpolished . . . pertaining to an illiterate people. And so barbarians were not merely a barbarous people, but an illiterate one.

More bluntly, barbarians were the people outside the politest, the city-states where Greek was spoken - outside, in the final analysis, civilization. Translating this again into our modern equivalent, I must say that the illiterate person, speaking like a foreigner, stammering, not fully adept in the manipulation of language, is therefore outside society in some way - one of them, not one of us. Again, I find this concept as disturbing as you do, in view of the current decline in literacy.

You may, however, be feeling that my excursions into philology are somewhat fanciful and have no bearing on the real world. I maintain, to the contrary, that they point unerringly to the heart of the problem of illiteracy: that in terms of a literate society, whose activity is carried on overwhelmingly in terms of the manipulation of written and spoken language, the illiterate person, the one who is not adept in the manipulation of

language, becomes both infant and barbarian.

Let me explain this in more detail. As infant, he is not consulted about what is done on his behalf, things are done to him without his consent, things which he may not even understand. Those who are more skilled than he is with language will legislate for him and about him, and his life will be lived "under guardianship". Even if those who are his "guardians" are wise, benevolent, and scrupulous, then the outlook is bleak indeed, not only for him, but for the society as a whole.

As barbarian, the illiterate person will be cut off from those central values of his society which are communicated in language. I am not thinking only of literature - for this is only one part of what will be history, philosophy, law, and politics at theory. Even his understanding of the natural world will be severely hampered. In sum, his concept of who and what he is, as a human being, will be a poor and shallow thing.

It is an essential part of our morality that every human being should have the right to be neither infant nor barbarian: he or she has the right to be, through education, an adult member of the community. But all rights carry with them obligations, and the obligation of those who by their mastery of language have achieved adult membership of the community is to assist others towards achieving it. As teachers we take on that obligation in a special way; but it is also the responsibility of every other adult member of the community.

The decline of literacy means that this obligation is not being met. For in blunt terms it means that more and more people are remaining infants and barbarians.

A society which consists entirely or even almost entirely of infants and barbarians will cease to exist as a society. If this happens to more and more of the societies of the world, as it may well be doing to judge from increasing international concern with the problem of literacy, civilization itself will cease to exist. Chicken Little was right the sky is falling and I am not sure that there is any way to stop it.

This article appeared in The Chronicle-Herald, Monday, May 21, 1979, p.7 and is reproduced with the author's permission. Dr. Monk has been teaching advanced composition and Canadian literature and has been concerned about the lack of reading and writing skills displayed by freshman English students.

ADULT EDUCATION IN THE 80's

It seems unlikely that in the foreseeable future we could have a return to those bustling growth rates which characterized the post-World War Two period in this country. That kind of growth is not in our near future, and that fact augurs poorly for the job hunters of the next decade. The 1980's are simply going to be a tougher time for people to find jobs than the 1960's and early 1970's. We are all going to be relatively poorer in the 1980's.

Our economic system will be less forgiving for those who don't work than it is now. There will simply be less government money to support the "non-productive" side of the economy, whether non-productive means the service industry, government, universities, the arts, or social services such as health care, education, unemployment insurance. The demands for balanced budgets, reduced government spending, an end to inflation, and freedom from government intervention will all exact their inevitable economic toll. Those trends will be even more accentuated in Atlantic Canada because we lack cheap energy, large markets, cheap transportation and endless natural resources.

As I see it, only one resource will prevent us from being beggars at the table of the rich man. Unless we take the only remaining resource which really can make a difference, people, and really give those people a chance to overcome our natural economic disadvantages and utilize the resources we do have, the scenario for the 80's will indeed be grim.

How do we give Nova Scotians a chance in a tough world? We give them survival skills, because to survive in the 1980's they will have to be literate, tough, creative, self-confident-even brash, taking advantage of the confusion, softness and disorder of the larger outside world.

Education is the answer. Education can be the key survival skill to unlock a veritable treasure trove of prosperity and social progress. My advice? Whatever you need in the way of education for the 80's, as an adult, or as a youth, go out and get it. If you don't see it, ask for it.

We must revert to the spirit of our nineteenth-century Nova Scotia predecessors-that brash, cunning race of entrepreneurs who took full advantage of every opportunity. As adults in the 80's we will have to constantly re-assess our educational needs to adjust to changing, almost quixotic, economic and social priorities.

To my fellow educators, I would say our work is cut out for us-that work being to produce the best-educated people in Canada by having the toughest, most competitive education system, with the highest standards, in the entire country. In response to the claim that students will lose in creativity what they gain in self-discipline I must say, "Palpable nonsense!"

We need to restore the notions of competition, hard work and excellence in education: we must forget the age of the students and apply the same demanding standards to all those who wish to learn. A tougher curriculum? Most certainly! Better educated people? Without a doubt!

We can no longer avoid the fact that basic skills such as reading, writing, mathematics and science are needed by everyone in an advanced industrial society like Canada's, whether they go to university or not. In seeing that they acquire those skills we, in fact, can kill two birds with one stone. By improving the general level of education, we help all of our society.

We must expand adult education, and, in fact, all education, into new and different realms. To make it work for us, we must work at it. That I think is one of the biggest challenges of the 1980's and the challenge which educators must accept if our country is to prosper and our society to grow.

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from: ADULT EDUCATION, Nova Scotia
Second Series, Vol. 1, No.1.

For another article from the same publication, [see p.7](#).

USING STUDENT-PRODUCED MATERIALS IN LITERACY TEACHING: Report from a Conference on "Publishing for Literacy", London, England, October 6, 1979.

Sixty literacy students and tutors convened in London, England, on a Saturday in October to share their experiences of publishing student writings to be used as reading material in literacy classes. The conference was organized by the "Write First Time" collective. This group of people conducts travelling workshops throughout the country and works with students and tutors to write, edit, and plan the layout of an eight-page newspaper of student writings which is distributed to as many as nine thousand readers in Britain.

Two operating assumptions of the conference were these: (1) that commercial publishers cannot be depended upon to produce very much that is ; usable in the way of literacy materials; and (2) that there is a source of reading materials which have greater purpose and urgency than material written by teachers trying to avoid phonetically difficult words", (as stated by Sue Shrapnel, literacy tutor and organizer as well as one of the conveners of the conference).

A background paper for the conference was given by Jane Mace, another tutor and organizer of literacy activities for many years at the Cambridge House Literacy Scheme. She focused on some reasons for using student-produced materials. Some of these reasons are: (1) publishing and using student writing gives students confidence to see their words in print; (2) the content is first-hand to other readers. experience - documentary, relevant, accessible; (3) it demystifies the aura of authority, "fact" and cleverness normally conveyed by print; (4) it closes the distance between author and public, reader and writer; and (5) it opposes the idea that the culture of books belongs to the few.

The conference itself dealt with some of the practical problems of bringing publication about. Participants divided into three groups to discuss the following areas of production: (1) Design, layout, letraset, illustration and preparation for printing. The group used writings that student participants had brought with them. (2) How to choose what goes to print, costing out production, and raising money for printing. (3) Review of products so far, priorities for the future, distribution and networking with other groups.

The numbers of printed booklets, mimeographed stories and newsletters, and actual widely-distributed newspapers produced by those attending the conference were impressive - over 180 in the last few years. Most printed books have been given a run of 1,000 copies and the money from the sales of these has gone towards a second print run. Financing of the original printing has come from such varied sources as charitable trusts, the Adult Literacy Unit (ALU) , Local Education Authorities (LEAs) - the counterpart of our Boards of Education - and even student-run rummage sales. A collection of these publications is in Toronto, at the St. Christopher House.*

Among the remarkable things about this conference was the fact that it was attended by a number of literacy students who had gained and could talk about their experience in putting together a newspaper or book. The inclusion of actual students not only increases their confidence and ownership of the process, but also creates an active base for the work. When government money runs out (the Adult Literacy Unit has money only until March, 1980), when the B.B.C. and the Local Education Authorities find newer, more dramatic and flashy places to put their money, those literacy projects which have built students' active participation into their production of materials and into their advisory committees, will have a broad-based constituency, able to provide the clamour necessary to keep their literacy schemes financed and a live.

-Sidney Pratt, Literacy Working Group,
St. Christopher House, Toronto ...

*Anyone wanting to see the materials collected by Sidney should call St. Christopher House (416) 533-1292 for an appointment.

DIRECTIONS FOR ADULT EDUCATION IN THE 80's

Fifty years ago, Dr. Jimmy Tompkins of St. Francis Xavier University, Antigonish, wrote a pamphlet, Knowledge for the People, in which he urged universities to take their knowledge to the working people. He reasoned that if democracy was to survive, it was necessary for the average person to have the facts to make informed decisions about his/her future; otherwise unemployment and poverty would continue to ruin the lives of many people.

For him, the challenge was to find a way to get the facts and information to the people. As results, different and innovative approaches were developed which included radio broadcasts, the weekly newspapers, the kitchen meeting and the folk schools, conferences and study clubs. Each vehicle and technique was an important educational instrument in getting the facts to the people and considered all together, they formed an effective adult education delivery system.

What is needed in Nova Scotia for the 80's is the development of an adult education delivery system that is equally fitted to our times. Just as the Extension Department of St. F. X. developed a delivery system for Eastern Nova Scotia suited to the 20's and 30's, so we must apply our imagination and energy to the development of a delivery system that takes into account our circumstances, the fast-paced nature of contemporary society, the vast number of new fact and vast amounts of new information available about every conceivable subject, and the need to process information in an appropriately quick time span lest the opportunity for decision-making be lost.

A crucial question faces us: Who is going to develop this delivery system for the 80's? I doubt it will be the university extension departments. Universities in Nova Scotia are no longer private institutions. They are funded almost entirely by government grants, and the government does not provide a special grant for adult education of the extension kind. If a delivery system is to be developed, it will probably come about through initiatives from the private sector working closely with the Department of Education and the universities.

To participate in an adult education program that deals seriously with the need to change societal structures will be a bold venture for provincial adult education people, but it is the only option open to them, unless, of course, they intend to restrict adult education to upgrading and basket-weaving which will put Nova Scotians even further behind the rest of Canada in 1989 than they are now.

Democracy requires that people should be free to choose their future as best they can given the information available. At the present time, the information is not available. Big government, big business, big labour, have a near monopoly on decision-making information.

The challenge of the 80's for adult educators is to deliver this decision-making information to the people, and to make it possible for the people to debate it, so that they can make sensible about their social and political and economic futures.

The author is: O. R. McManus, Ph.D.
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FROM: ADULT EDUCATION, Nova Scotia

**UNESCO PUBLICATION ON WORLDWIDE
READERSHIP PROMOTION EFFORTS**

Roads to Reading, a Unesco publication, is being distributed by IRA. Authored by IRA Executive Director Ralph C. Staiger. this book contains accounts of various practical methods used throughout the world to promote and develop the reading habit among literate populations that read little or nothing at all. Single copies of the. English edition are available at a prepaid cost of US \$5.00 from the International Reading Association, 800 Barksdale Road, P.O. Box 8.139, Newark. Delaware 19711. USA. The French and Spanish editions can be purchased through Unesco.

INTERNATIONAL NEWS:

**IRA
LITERACY AWARD
WINNER CHOSEN**

The Papua New Guinea branch of the Summer Institute of linguistics was chosen by Unesco as the first recipient of the International Reading Association literacy Award, presented in Paris on 8 September as part of the celebration of International literacy Day Established in May 1979, the IRA literacy Award is \$ S5000 annual prize given to reward institution, organizations, or individuals for outstanding contributions to the struggle for literacy, The Summer Institute of linguistics was cited by Unesco: 1) for energetic efforts of the branch over the last several years to transcribe preserve. and promote the use of vernacular language; 2) for the anthropological approach taken by teams of linguists and teachers to gain a better understanding of different population groups and their cultures in order to prepare more effective instructional materials for them: 3) for the training of indigenous teachers and the production and distribution of training materials in vernacular languages: 4) for sensitizing primary school teachers to the need to integrate instruction in vernacular languages into primary education; and 5) for having induced schools to offer programs of adult education.

The award was made in recognition of the pioneering and persevering work of the Institute of linguistics in numerous developing countries. The Institute has been active in the literacy field since 1957, has worked in Latin America and Asia, and has branches in a number of countries. It specializes in the analysis and stud)' of local languages and is known for its anthropological approach.

In addition to the main prize, Honorable Mentions were awarded to three other outstanding entries. Professor Mario Guzman Molina of Bolivia was cited "for untiring efforts in developing new approaches to literacy for the Indian population of Bolivia": the

Education Development Agency of Malang District, Indonesia, "for innovative work in village education programs"; and the General Directorate of literacy and Adult Education of Panama "for the diversity of its literacy programs.

The Nadezhda K. Krupskaya Prize named for Lenin's widow and sponsored by the Soviet Union, was also presented as part of the International literacy Day ceremonies. The two recipients of this prize were the Popular Union of Peruvian Women and the Supreme Council of the National Overall Campaign for Compulsory literacy in Iraq.

INTERNATIONAL LITERACY DAY MESSAGE FROM UNESCO DIRECTOR-GENERAL

In recognition of the International Year of the Child 1979, Unesco adopted the theme "By teaching parents to read and write, we pave the way for the children's future" for International Literacy Day, 8 September 1979. Mr. Amadou-Mahtar M' Bow Unesco Director-General, carried through this theme in his special message for the occasion.

"Everyone knows how essential the role of parents is in moulding children's personalities, in their success or failure at school and in their eventual choice of occupation," Mr. M' Bow said. "Hence the continual raising of adults' general level of culture and an increased awareness of their responsibilities are factors particularly advantageous to children's full development."

"Conversely, an illiterate family environment is unfavourable to this development. Now at present 3 adults out of 10 can neither read, write nor count: and so they cannot entirely fulfill their role of serving their children, nor fully achieve their aspirations for their own well being."

Mr. M'Bow pointed out "that of the 2 thousand million inhabitants of the developing countries more than 800 million are under fifteen and that less than 4 children in 10 in those countries complete their primary' schooling. Thus the modern world despite its enormous resources. is still unable to offer all children 'education which shall be free and compulsory at least in elementary stages.

"In 1985, if present trends continued only two-thirds of children from 6 to 11 throughout the world would be attending school. In that situation new generations of young people would go to swell the already teeming ranks of the illiterate."

The Director-General recognized the significant work on behalf of literacy already being done by some governments, public and private organizations and individuals, He called on universities to take a key role in literacy campaigns by encouraging student involvement and providing material and technical resources.

From: Vol VIII, No.4 - October -December 1979

READING TODAY
INTERNATIONAL

A newsletter published by the International Reading Association

GUIDELINES FOR DEVELOPING A PRIVATE ADULT BASIC LITERACY PROGRAM

by Charles Craig

Charles Craig is outgoing President of the Movement for Canadian Literacy and is owner-operator of Craig Reading and Educational Services, Inc. I first visited his Orillia clinic in September 1975 and was impressed with the atmosphere, equipment and library which were all part of the setting. Because of his experience and background in Special Education and Learning Disabilities, I asked Charles whether he would write a piece for LITERACY on setting up and/or operating a clinic. The following guidelines were not what I had in mind, but they make for humorous reading! Ed.

I was somewhat taken aback when Audrey Thomas asked me to write a little piece for LITERACY on developing a private basic literacy program for adults. One of the advantages of being independent is that you can hire behind the fact that, being independent, you really don't want to let anyone in on your little secrets for fear that they will emulate you and take away business. I did try to hide behind that fact, but even I wasn't able to accept it. Knowing my own degree of sanity, it seems statistically improbable that there are many others who have the same degree of instability required to undertake such a project. I will therefore attempt to lay down some basic guidelines for the would-be entrepreneur:

1. Burn all your bridges behind you. This action is of primary importance. Make yourself so totally unpopular with the standard agencies, school boards, etc., that they wouldn't take you back even if you were gift-wrapped and delivered. Thus, when the banker calls up to tell you that he's just returned all your cheques to your staff AND national revenue, you can't say that you can always go back to a nice nine to four job. **YOU HAVE TO COPE.**
2. Have some money that you could use for starting fires if the urge struck you. Failing that, develop that attitude towards the bank's money. Such disregard is essential for it will be a long time until you have any that you can keep for yourself.
3. Learn how to read a balance sheet. Better yet learn how to pretend to read one well enough to fool your banker. You really won't want to know what it says anyway. By the time it is worth reading, you'll know by other little signs; such as people smiling when you enter the bank, that what it says isn't too bad!
4. Learn to be out a lot. This is very necessary. Just "He's in class", doesn't work with some creditors.

5. Don't employ your friends and relatives. They tend to stay long past when you can afford them. You feel guilty - very guilty - when you let them go. Guilt does weird things to your body as well as your mind. You develop tics and a habit of looking furtively over your shoulder every few steps. You start sitting with your back to the wall - after checking for sliding panels.
6. Own your own building and live where you work. It's cheaper.
7. Learn to like living where you work. Learn to enjoy the lack of privacy. Tell yourself that it's good for you. The way people were really meant to live. You probably won't totally convince yourself, but with all the practice you've had with bankers you'll do well enough.
8. If you're married or in some such way involved, ensure that your partner is either equally insane or easily convinced that your way of life is just delightful.
9. Develop the ability to feel sorry for the client that you have held a spot open for, for a month when they fall and break a leg on the day that they are to start with you.
10. Learn to like police stations, law courts, jails, even lawyers, for you will undoubtedly have some clients that end up in such lovely surroundings and need to see a friendly, if slightly shattered, face.
11. Learn to love first aid and ambulances. Learn your clients' hospital insurance numbers. It saves time and a lot of blood over you on those occasions when you try to get a dramatically bleeding client past the 'dragon lady' at the hospital's front desk.
12. Learn to understand, yes, even love social workers. Look for the good in them. You will be spending a lot of time in their company.
13. Develop a fondness for reports long ones, short ones, any sort of report.
14. Learn to enjoy repeating yourself.
15. Learn to smile when people say, "Of course all your students are retarded". Refrain from pointing out that you only accept people of normal intelligence and that you're sure they wouldn't qualify.
16. Develop a sense of humour you'll need it.

The Skeleton of an Organization?

Someone has said that there are four kinds of bones In every organization.

1. There are Wishbones who provide the visions, impossible dreams, of what the group should do.
2. There are Jawbones who talk it over, up and down-around and about - until they put a part of the vision into words - usable ideas and choices for how to do things.
3. Then there are the Knucklebones, the ones who do the hardest part of all, sorting out the good parts and the feasible parts from what has to be left behind as a dream. A very unpopular job, that one, for it leaves out the showy parts in favour of the useful ones.
4. Finally, there are the Backbones, the ones who help get the projects going and support them afterwards.

MORAL: It takes all kinds; the one who plants the idea is as useful as the one who carries it out.

Reapers of the Wheat

(Submitted to Bird in the Hand
Vol. 4, No.1, 1979.) *

REPORT OF THE SECOND ANNUAL MEETING OF THE MOVEMENT FOR CANADIAN LITERACY (MCL)

Date: Saturday, November 24, 1979

Place: Frontier College, Toronto.

The minutes of the First Annual Meeting - September 30, 1978 were accepted as read with the necessary corrections. (Moved: Andrew Davidson/Anne Thorn. Carried.)

PRESIDENT'S ADDRESS

CHARLES CRAIG reviewed the year as reflected in two distinct stages. The first stage until December 30, 1978-was characterized by an office with paid staff. In the second stage from January 1, 1979 onwards all functions of the Movement were performed by volunteers, excepting the production of LITERACY.

The establishment and initial growth of the Movement was in great measure due to the efforts of the Executive Director, Audrey Thomas. Her contribution was recognized by granting her a lifetime membership in the Movement for Canadian Literacy. (Moved: Ethel Anderson/Carolyn Youssef. Carried.)

The cost of sustaining an office with paid staff was not possible, given the financial base of the Movement. (See accompanying financial statement.) The Movement, in its second stage has been sustained by the voluntary labour of its Board and members with the major source of income coming from membership fees. Charles stressed that the primary functions of the movement must be to service its members through the production of LITERACY, networking, and cost-limited efforts at increasing public awareness. This definition of the work for the 1979-80 period was confirmed by the passage of a budget reflecting these priorities later in the meeting.

Two separate outside grants made possible the production of the ABE Directory and the Canadian Adult Basic Literacy Resource Kit. Charles recommended that the income from these publications be put into a trust account to fund future revisions and publications. Charles also recommended that the executive of the Movement be in the West and the editorship of LITERACY move to the Atlantic Region with a large proportion of board members from those two regions to support these functions.

Other current issues facing the Movement were the relationships of MCL to other organizations and to its own provincial and local chapters. Charles stated that the Board was recommending the formation of a constitutional committee to examine these relationships.

TREASURER'S REPORT

ETHEL ANDERSON presented this report which was accepted as read. A budget was presented for the year ended June 30, 1980 and approved by those present. (Moved: Ethel Anderson/Judy Campbell. Carried.) The setting up of a publications trust fund was also approved. (Moved: Ethel Anderson/Sidney Pratt. Carried.)

During discussion, another motion was carried - that the Board of MCL be empowered to embark on projects which are totally financed from sources other than the budget or the trust fund which it administers, provided that such projects be approved in writing by two-thirds of the members of the Board. (Moved: Rafael Ramirez/Ruth-Anne Davidson. Carried.)

OTHER BUSINESS

1. The formation of a constitutional committee to present a draft constitution to the Board by June 30th, 1980 for approval of the membership at the next AGM of MCL was approved. This constitution would replace all previous by-laws.

2. A motion that the MCL office files be considered archives and remain in storage, and that the resource collection from the office be moved, under specified conditions, to the Frontier College Literacy Room was also carried. (Moved: Judy; Campbell/Rafael Ramirez.)

3. It was also moved that MCL no longer offer a volunteer membership of \$1.00, and that the \$20.00 membership receive only two copies of LITERACY. (Moved: Judy Campbell/Owen Snider. Carried.)

NEW BOARD

A tentative slate was presented. It was moved (Sidney Pratt/Brenda Duncombe) that those members who had confirmed their nomination be accepted as board numbers. It was further moved (Pratt/Duncombe) that a list of other people, not present at the meeting, be approached to join the Board on the understanding that if they were unable to accept, the new executive would find a substitute, keeping in mind the regional designations of the list. Carried.

OWEN SNIDER was elected as new President and PERCY BARRETT as Vice-President. The rest of the executive to be selected by the new Board. (Moved: Charles Craig/ Ethel Anderson. Carried.)

THANKS TO THE OUTGOING EXECUTIVE

A motion expressing thanks to the outgoing executive and especially to Charles Craig was moved by Andrew Davidson/Rafael Ramirez and carried.

ADJOURNMENT. An information-sharing session took place over lunch. Representatives of the Metropolitan Toronto movement for Literacy submitted a report to the Board of Directors. (A copy of this report is given on P. [29-31](#) of this issue.)

NEW BOARD BUSINESS

As indicated above, the duties of the new MCL Board are to be distributed around the country as follows:

president and Chairman of the Constitution Committee Owen Snider, Calgary Vice-President and person in charge of LITERACY Percy Barrett, St. John's Other Executive members include: Joan Mulder, Calgary; Mary Norton, Edmonton; and Audrey Thomas, Regina.

Persons in charge of publications: Ethel Anderson, Anne Thorn, Charles Craig.

Note: Publications will be handled from the Toronto address of the Movement. (See pp. 47-8 in this issue, for current publications.)

Conference Information Chairman (responsible for dissemination of notices, etc. on upcoming literacy and ABE conferences) Khalid Ali
- Confederation College, P.O. Box 398
Thunder Bay, Ontario, P7C 4W1

NOTE: The Movement will retain its head office address in Toronto: P.O. Box 533, Postal Station P, Toronto, M5S 2T1

HOWEVER, service will be prompter if you contact the persons most responsible for the service. The mail in Toronto will be redistributed accordingly.

In handling publications, orders will only be filled once a month for convenience and efficiency.

FOR MEMBERSHIP RENEWALS AND OTHER CORRESPONDENCE CONTACT:
Owen Snider, President, movement for Canadian Literacy, c/o Alberta Vocational Centre, 332, 6th Avenue S.E., CALGARY, Alberta, T2G 4S6. Phone: (403)-261-3930.

JOHN W. MORGAN, B.Sc., C.A.
CHARTERED ACCOUNTANT

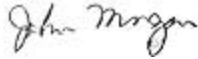
161 ROEHAMPTON AVENUE
TORONTO, ONTARIO
M4P 1P9
PHONE 416-482-4391

The members
The Movement for Canadian Literacy
Toronto, Ontario

ACCOUNTANT'S COMMENTS

I have prepared the accompanying balance sheet as at June 30, 1979 and the related statements of income and expenses, and surplus for the year then ended from the records of The Movement for Canadian Literacy and from other information supplied to me by the organization. In order to prepare these financial statements I made a review consisting primarily of enquiry, comparison and discussion of such information. However, in accordance with the terms of my engagement, I have not performed an audit and consequently do not express an opinion on these financial statements.

Toronto, Ontario
November 21, 1979


John W. Morgan
Chartered Accountant

The Movement for Canadian Literacy Rassemblement canadien pour l'alphabétisation A corporation without share capital under Part 11 of the Canada Corporations Act

Unaudited Balance Sheet
As at June 30, 1979

ASSETS

Cash in bank \$ 8,519.

TRUST LIABILITIES

Clifford E. Lee grant, \$ 4,250.

SURPLUS

Balance at June 30, 1979 per attached statement 4,269.

\$ 8,519.

Approved on behalf of the Board of Directors

The Movement for Canadian literacy
 Passemblement canadien pour l'alpébétisation
 Unaudited statement of Income and Expenses, and Surplus
 for the year ended June 30, 1979.

REVENUE

LVA revenue - Province of Ontario	\$ 1,030.	\$	
- registration fees	2,000.		3,030.
			<hr/>
General - private donations	1,505.		
- publications	943.		
- memberships	5,842.		
- interest and other	791		9,081.
			<hr/>
			12,111.

EXPENSES	July 1 to Dec .31/78	Jan. 1 to June 30/79	Total	
	<hr/>	<hr/>	<hr/>	
Telephone	\$ 875.	\$ 364.	\$ 1,239.	
Printing	1,380.	654.	2,034	
Postage	948.	494.	1,442.	
Travel	444.	444.		
LVA meeting	3,238		3,238	
Annual Meeting	300.		300.	
Salaries	10,694.		10,694.	
Editorial fees		621.	621.	
Rent	674.		674.	
Fifth Estate Telethon	1,000.		1,000.	21,686
	<hr/>	<hr/>	<hr/>	<hr/>
	\$ 19,553.	\$ 2,133.		
	<hr/>	<hr/>		

(Deficit) for the year (9,575.)
 Surplus forward at June 30,1978 13,844.

Surplus at June 30, 1979

\$ 4,269.

Notes:

1. At June 30, 1979, the movement for Canadian Literacy had received a grant of \$ 4,250. from the Clifford E. Lee Foundation which grant was for the purpose of

producing the Canadian Adult Basic Literacy Resource Kit. This grant is not included in the above statement and none of the costs related thereto are included. At June 30, 1979 the Kit had not been completed.

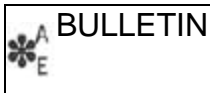
2. No value is given to the inventory of kits and other publications on hand at June 30, 1979 or 1978.
3. The above statement was prepared on a cash basis, with the exception of note 1 above.

NEWS FROM... BRITISH COLUMBIA

• ABE ASSOCIATION NEWS

Membership is open to all persons interested in ABE. Individual memberships are \$15.00 per year. Institutional charter memberships are \$50.00 and student memberships of \$5.00 are also available.

Contact: Cindy Onstad, VCC/King Edward Campus, 2750 Oak Street, VANCOUVER, V6H 3N2 , B.C. (Phone: 731-4614).



BULLETIN

This provincial ABE Newsletter is being produced on behalf of Continuing Education the Continuing Education Division, Ministry of Education, Science and Technology, 8.C. under a special project grant.

Volume 1, No. I came out in September and will be published bi-monthly. The editor is Dr. David Harrison, Fraser Valley College. .

• CURRICULUM DEVELOPMENT

Ministry funds have been approved for assistance in the development of curriculum goals, guidelines and related relevant materials for a basic literacy program, Grades 1-8 equivalency in B.C. . A steering committee is being formed from practitioners throughout the province and will consist of personnel from school boards, colleges and representatives from the ABE Association of B.C. After initial meetings, it is anticipated that basic literacy specialists will be seconded to carry out specific curriculum activities.

• OPEN LEARNING INSTITUTE HAS FIRST ABE STUDENTS

The OLI has its first students working towards their Grade 10 equivalency. Four courses are available - English, Math, Science and Social Studies. On successful completion of these courses, a student qualifies for the OLI Grade 10 credential.

In January, 1980, there are plans to add a set of Grade 12 completion, courses. All of the

Grade 10 courses have been specially written for the Institute by course writers from the field. The courses are open to any B.C. resident aged 18 or over.

• U. VIC ACTIVE IN SUPPORT OF ADULT LEARNING DISABILITY PROGRAMS AND TRAINING

The University of Victoria is continuing to offer support and training resources in the challenging area of adult learning disabilities. Dr. Glen Farrell, U Vic Director of University Extension, reaffirmed his willingness to act as a resource link between the various efforts in the field and the university at a seminar held in June for personnel involved in learning disability projects.

At the seminar the results of four projects were shared. The projects, developed over 1978-79 were:

1. A DIAGNOSTIC, REFERRAL AND REMEDIATION SYSTEM (VCC/King Edward Camous Project)
2. A RANGE OF INTEGRATED DIAGNOSTIC AND REMEDIATION SERVICES (CAPILANO Learning Assistance Centre)
3. AN IN-SERVICE ABE INSTRUCTOR TRAINING PROGRAM (Nelson/Cranbrook Project)
4. COURSE IN ADULT AND ADOLESCENT LEARNING DISABILITIES (U. VIC.)

• BASIC EMPLOYMENT SKILLS TRAINING (BEST) COURSE AT THE NAZKO INDIAN RESERVE

This Indian Reserve is located near Quesnel, B.C.. The following summary was extracted from a comprehensive report by the instructor - Stephen Hilbert. The summary appeared in the ABE Bulletin, Vol. 1, No.1. Ed.

The BEST course was eight weeks long, was located in the Band Office Building on the Nazko Indian Reserve. The eighteen students were members of the Nazko and Kluskus Bands and were all in their middle teens to early twenties. Fourteen men and four women started the course and eleven men and three women successfully completed the program. Need Assessment and Curriculum Planning were carried out in the six months prior to the course. The instructor visited Nazko regularly to consult with Band leaders and prospective students. Course activities were:

WEEK 1. Getting Acquainted Exercises and Group Problem Solving in the form of physical exercises adapted from Outward Bound programming. Curriculum presentation, need assessment, values clarification, curriculum modification and adoption. Community astronomy in the evenings with school district telescope.

WEEK 2. Manpower Visit and Registration. Math and communication skill testing which demonstrated adequate ability for employment purposes. Job Survey of Nazko area with Department of Highways representative. Community astronomy with telescope, slides and movies.

WEEK 3. Career Examination with regard to desire, and aptitude. Students researched careers

of interest to them and were encouraged to be unrestrained in their choices. Health nurse spoke on medical careers and native Indian opportunities. Individual craft and shop projects were assigned. Personal inventories and resumes were begun. Evening astronomy.

WEEK 4. Job Search Techniques were studied in detail - systematic search plan, use of telephone directory, phone skills, personal appearance and attitude, proper timing, employer expectations, appropriate behaviour, common interview questions, presentation of resume and letters of application, filling out job applications, mock interviews, and responsibilities while on the job.

WEEK 5. Visit from United Church Minister speaking on the Choice of Vocation and Avocation and the Design of Projects. Band meeting with representatives of D. I.A. concerning Future Activities. Practice of Interviewing Skills. Speaker on Nutrition, especially regarding "junk food". Decision-making and Problem-Solving exercises, using band social problems as concrete examples. Individual assignments to outline causes and courses of action in regard to a community problem.

Week 6. Canoeing Workshops in Stump lake using six canoes belonging to the school district. Two Day Trip down to Nazko and Blackwater Rivers. Kluskus Chief, Rodger Jimmy', provided Leadership Training in Wilderness Techniques. Review of Job Search Skills in classroom with orientation on behaviour during the upcoming work week. Visit from college staff who outlined college programs.

WEEK 7. Work Experience Week -10 students in Quesnel & 2 in Nazko. Students boarded

at the Native Friendship Centre in Quesnel and worked at place of their own choosing. These included a shoe store, restaurant, building supply construction outfit, bicycle repair shop, tire shop, legal aid office, town arena complex, cablevision installation, sawmill and a carpenter's assistant.

All students worked the regular hours of the business establishment during the 5 day week and performed similar duties to those of regular employees.

WEEK 8. Work Week Evaluation showed excellent performance on part of students. Students all enjoyed experience and rated it highly as a course activity. Instruction given in Safety First Aid Course. Practical and written test given. Class developed summer community recreation proposal and presented it to D.I.A. representatives. Other projects and a directional plan for Nazko Community were discussed in class and student

responsibility for carrying on such projects was recognized. Students evaluated the course as a whole and made recommendations. The Nazko Indian Band provided a graduation lunch.

Comments:

Individually, students made progress in identifying career interests and setting realistic goals. Career interests included: hotel and restaurant work, sawmill and bush work, construction, mechanics and related trades, social services and teaching, aircraft maintenance and piloting, hunting, fishing, trapping and guiding, medical and dental assistants, arts and crafts, production and marketing.

Most students have set job placement as an immediate goal, with upgrading courses in Nazko as a short term goal. Long term goals are not clearly defined but may include vocational training courses in other centres, local job creation and permanent employment elsewhere.

Student recommendations for future activities in Nazko included a summer recreation program, a youth employment project, a day care centre to allow mothers with small children to work or to go to school. Another BEST program for people around 25 to 30 years of age. BTSD upgrading courses and fall job programs. These recommendations show that expectations have been raised in Nazko and they show a commitment on the part of the students to continued activity.

NEW !!



\$13.50 at YWCA North Program Centre
2532 Yonge Street, Toronto, Ontario M4P
2H7 \$15.00 by mail order (includes postage
and handling)

DISCOVERING
LIFE SKILLS
WITH WOMEN

Volume Two

YWCA's newest manual of guidelines and lessons - an important book for both volunteers and professionals in the human relations field. An excellent reference source, this book can be used as a companion to Volume One, or on its own.

ALBERTA

WHAT'S NEW IN ALBERTA?

ACCESS Alberta proceeding at a rapid pace with the pilot program for a proposed basic literacy television series. Plans are for a series of 30 minute programs with print and tutorial back-up aimed at alerting the general public and adult non-readers that help is available and also providing information on specific topics. The pilot, for example, is built around the central theme of banking. A great deal of care is being taken to ensure the educational integrity of the programming. The original research document is now in digest form thus enhancing its usefulness. For information on the series, contact Michele Welsh, Program Developer, ACCESS Alberta, 16930 114 Avenue, Edmonton, Alberta, T5M 3S2, telephone: 403-451-3160.

The Fourth Transmountain Conference of the International Reading Association held in Edmonton, October 25-27 had three workshop sessions aimed directly at professionals working in the field of A.B.E. Margaret O'Brien, University of Saskatchewan, Carole Oliver, A.V.C., Edmonton, and Owen Snider, A.V.C., Calgary, presented information on specific techniques for teaching adults to read, organizing volunteer tutor programs, and adult basic literacy programming in general. It appears that there is a growing awareness of A.B.E. in many different educational circles.

A.B.E. programs in Alberta are expanding at a gratifying rate. There are now a few local literacy councils in Northern Albertan communities with operating volunteer tutor programs. Medicine Hat Community College has a full-time A.B.E. program this fall for the first time. Lightbridge Community College and A.V.C., Calgary Continuing Education Departments are each offering A.B.E. part-time classes in several off-campus locations. Edmonton Public Library and A.V.C. Edmonton are cooperating to offer a community A.B.E. drop-in centre. Both Edmonton Public Library and Calgary Public Library are building up adult literacy reading inventories with a view to improving their service to adults with reading difficulties. Likely there are other new ventures not listed herein, but suffice it to say, Alberta is very involved in A.B.E. programming and increasingly aware of the tremendous need.

The Movement for Alberta Literacy will be meeting again in the coming months to assess its function in the field and to project its course for 1980. This will be reported on after the meeting.

- Owen Snider
A.V.C., Calgary



SASKATCHEWAN

SASKATOON LITERACY UPDATE

November 5, 1979

"READ SASKATOON", the local volunteer tutor organization, is now a local chapter of "The Movement for Canadian Literacy".

Our Literacy campaign is well underway. Advertising is presently being done on Radio, T. V. and the newspapers. Agencies and banks have been provided with cards to give to people who can't read. The card gives the phone number of a separate phone answered 24 hours a day by the Community Aid Centre. Margaret Peterson, the volunteer Coordinator, takes the phone messages and contacts the caller-- either a future reader or volunteer tutor. Margaret matches trained volunteers and non-readers. Training workshops for tutors are held periodically. We orientate tutors to both the Labach and Literacy Volunteers of America teaching methods. Martha Lane, a literacy trainer from Philadelphia, is conducting three workshops for us. She is funded by the Lutheran Church Women's Literacy Council. More than 30 volunteers have been at each of the two workshops conducted to date. These workshops have been very successful and several volunteers have indicated an interest in becoming trainers.

The local media has been most cooperative in providing public service announcements. Thanks go to the following agencies for the support they are giving:

Lutheran Church Women -- Martha Lane (trainer)

Community Aid Resource Centre -- telephone answering services

Public Library -- Literacy materials, coffee for workshops

Saskatoon Star Phoenix -- Read Calling Cards

Saskatoon Region Community College -- funding

Other Update Items from Saskatchewan

Verna Scott, the Coordinator of Parkland College's Literacy Project gave a presentation on her college's work in adult literacy at the Annual Conference of LVA (Literacy Volunteers of America, Inc.) at Wentworth -by-the-Sea, New Hampshire, October 17th, 1979.

Jonathan McKallip, Associate Director of Field Services of LVA, conducted an in-service literacy workshop at York ton, November 1 - 2, 1979. The in-service was sponsored by Parkland Community College and was attended by representatives of nine community colleges in Saskatchewan.

Five colleges now have active literacy outreach projects and four more are planning training sessions before Christmas or early in the New Year. Regina Public Library continues with its literacy activities as does the Learning Resource Centre in Saskatoon. The Sask Media video shorts advertising for literacy volunteers 81. and students for college outreach programs are now ready for use.

TOWARDS AN ADULT BASIC EDUCATION POLICY FOR SASKATCHEWAN

This 41 page document is a working paper commissioned by the Saskatchewan Community College Principals Committee (SCPC) in the Spring of 1979- It was developed by Audrey Thomas. It contains several recommendations which have been endorsed by the SCPC and the Saskatchewan Community College Trustees Association (SCCTA) a joint presentation by the two groups will be made to the Minister of Continuing Education. Excerpts of the report, including the recommendations, were made public at the recent SALL/CAAE conference in Saskatoon (see additional article on this event). Ed.

Note:

Adult Basic Education (.A.BE) was defined as "that field of instruction where communication skills (speaking, listening, reading and writing), numeracy, and other relevant curriculum content areas are interspersed with a variety of life skills from grades 0 - 12."

8.0 RECOMMENDATIONS:

- 8.1 That Adult Basic Education be regarded holistically by all concerned and a strategic plan be developed for ABE in Saskatchewan.
- 8.2 That the Department of Continuing Education, SCCTA and SCPC, in concert, secure the support of other adult education and community agencies and relevant

government departments for the implementation of the plan.

- 8.3 That within the plan, priorities are clearly delineated for the next 5 years and especially high priority is given to strategies for the 0-8 level.
- 8.4 That these priorities be made known and clearly communicated to all concerned to make for more effective coordination and operation of delivery mechanisms.
- 8.5 That the Provincial Advisory Committee on ABE be reconstituted to reflect the holistic approach and that this committee, or some similar body, keep the definition and scope of ABE under review to keep pace with changing societal conditions and educational innovations.
- 8.6 That serious consideration be given to the setting up of a special fund for experimental and innovative projects in ABE.
- 8.7 That there be more opportunities for pre-service and in-service training in situ for ABE personnel and for provincial workshops such as at Saskatoon (November, 1978) and Yorkton (May, 1979) to facilitate information-sharing, airing of concerns and professional renewal for those working in the field.
- 8.8 That serious consideration be given to conditions of employment for ABE instructors and other personnel to minimize staffing insecurity.
- 8.9 That review of curriculum take place regularly within the priority areas so that it is made relevant to the every day needs of the students.
- 8.10 That colleges ensure that any fees charged for ABE programs, be not such as to deter the potential clientele for whom the programs are designed.
- 8.11 That opportunities for financial support for full and part-time study "in ABE be sought out and expanded wherever possible.

ADULT LEARNING AND PUBLIC POLICY CONFERENCE

Place: Saskatoon

Date: October 11-12, 1979

Sponsors: Canadian Association for Adult Education and Saskatchewan Association
for Lifelong Learning

Literacy Programs Hit Skids -By Wendy Roy
Western Producer, October 25, 1979

Federal government cutbacks in adult education have had a most drastic effect on basic literacy programs says a Newfoundland educator.

Bill Shallow, director of adult education for Newfoundland and Labrador and president of the Newfoundland and Labrador Association for Adult Education, said remaining programs are designed primarily to help people find and keep jobs.

Anything of no direct practical use - like the literacy programs - is getting axed, shallow said at a conference on adult education sponsored by the Saskatchewan Association for Lifelong Learning (SALL) and the Canadian Association for Adult Education (CAAE).

Because the illiterate - those who can't read and write - have "a long way to go" before they can be defined as productive, they are being left behind. Training is instead provided for those who are closer to productivity, who need only 52 weeks training in a particular skill to get a job.

"As long as we are looking on the illiterate as a drag rather than as a resource that cannot be tapped, Canada will never develop an adequate adult education policy," he said.

Shallow said Canada has never had a coherent education policy, just "bits and pieces". Sometimes, he added, there are strokes of genius like the conception of the community college system in Saskatchewan.

Shallow attributed the lack of a federal policy to the provision in the British North America Act which states that education is a provincial concern.

He said although Canada signed a UNESCO document supporting the development of adult education, the federal government does not have the authority to implement the document IS concerns.

The provinces have depended too much on federal job training and on federal funding for provincial programs, Shallow said. Now that the federal government is, 'perhaps rightly', pulling out of adult education, the provinces are "left holding the bag."

Audrey Thomas, founding director of The Movement for Canadian Literacy, agreed that

adult education programs are often "piecemeal and uncoordinated."

According to the 1976 census, Thomas said, 4.3 million Canadians or 28.3 percent of the out-of-school population 15 years or older, have less than grade 1-9 education. Another 2.9 million or 19 percent have grade 9 to 10.

Thomas questioned whether this country "can afford such wastage of its vital elements, its human resources."

Paul Bélanger, director général de l'Institut Canadien d'Éducation des Adultes in Montreal, said adult education is too often biased toward the already well- educated middle class. He gave as an example, the large enrolment in arts and craft courses.

Adult education must be directed toward the underprivileged, including the working class, natives and women, to overcome the trend that "who has more gets more," Bélanger said.

There must also be more emphasis on elementary education, especially for working class children since this is the basis of all continuing education.

Delegates to the conference concluded that the Canadian Association for Adult Education and provincial organizations like the Saskatchewan Association for Lifelong Learning will have to become more involved in policy-making and express their concerns more vocally to the departments of education.

They said an effort should be made to get unions, industry and business more involved in the process of adult education since they, too, benefit from these programs.

In Saskatchewan, non-credit continuing education programs are provided primarily by the community colleges and by the extension departments of the province's two universities and three technical institutes. The community colleges have no permanent campuses.

Note: Other speakers at the conference included:

Dr. Ron Faris. Executive Director of Continuing Education, Ministry of Education, Science and Technology. Victoria.

Walter Pitman. President. Canadian Association for Adult Education and President, Ryerson Poly technical Institute. Toronto. and

Dr. Hayden Roberts. Faculty of Extension. University. of Alberta.

The Honourable Doug McArthur, Minister of Education and Continuing Education. Regina, and former Deputy Minister of the Department of Northern Saskatchewan gave the luncheon address on Friday October 12.

TOUR of BRITISH LITERACY PROGRAMS - June, 1979

Jack Pearpoint President of Frontier College and Marsha Forest, a professor of special education at York University, went on a 3 week study tour of adult literacy programs in England and Scotland.

Their trip took them to a variety of settings including London, Leicester, Leeds, Glasgow, Ayr and Edinburgh. They spoke with people at all levels of the literacy program including top administrators, tutors, volunteers and students. They carried back with them over 80 pounds of paper many ideas thoughts and questions.

A small literacy resource room has been set up at Frontier College in order to begin to share the materials brought back from overseas. Anyone is invited to use the room to study, research and discuss ideas. The plan in the year ahead is to increase the materials and to make the room a centre for anyone involved in reading and writing work with adults.

Both Jack and Marsha want to share the knowledge they gained with other members and supporters of the Movement. Jack can be reached at Frontier College (416-963-3591). Marsha at York University (416-667-6303). A report is being prepared and will be available in the New Year (1980). For copies write to:

Frontier College, 31 Jackes Ave., TORONTO M4T 1E2.

MANITOBA

WINNIPEG VOLUNTEER READING AIDES (W.V.R.A.)

President's Report - Annual General Meeting, September 27, 1979 This first year of the WVRA has been a very exciting and important one. Following the founding workshop, given by Martha Lane in September, 1978, a fledgling Council was formed. We were a small but seriously committed group of about 10 members. Looking ahead to the day when we would be a big organization, we carefully laid the groundwork for the future. A formal constitution was drawn up, with the assistance of Parliamentarian, Mrs. Marjorie Badger. Discussions were held with the Altrusa Club of Winnipeg to explore the possibility of the sponsorship by Altrusa of a large workshop by Martha Lane in the fall of 1979.

...Altrusa did sponsor the workshop, held on September 11, 12 and 13, and handled the publicity for that event. Attendance the first night (including members of the Altrusa Club, who served a delightful dinner) was 87, on the following two evenings it was 64 and 60.

Close to forty people said that they would like to be paired with a student. As the

coordinator of tutors and students, I began collecting names of potential students. 14 new students have already been paired off with tutors; another fifty are awaiting a tutor.

It is interesting to note that out of the many requests for help, only seven are from adults who cannot read at all. Most requests come from people who can read a little, or quite well -- but who cannot spell well enough to take a message, write to their children, or send a note to the teacher. By being flexible enough to extend help to this large group of potential students, we will be doing a very important service in the community.

Many of those who have telephoned me or dropped in to see me at the International Centre tell of a discouraging search for help in upgrading their literacy skills. My concern now is that we do not disappoint even one of the people who have knocked on our door. For many of them, we are the last resort.

The rapid expansion of our operations would not have been possible without the sympathetic cooperation of the news media, and the unfailing help of staff at the International Centre. Staff members have answered countless phone calls, relayed dozens of messages, and cooperated in every possible way to help us to help others.

I would like to thank the many volunteers who have contributed hours of valuable assistance in telephoning and interviewing potential students, notifying other volunteers of meeting plans, etc. Without their help we could not possibly have coped with the deluge of enquiries we have received. ...

I hope that the seeds we have planted will continue to grow and flourish and that the work of the W.V.R.A. will make a landmark contribution to the quality of life in Winnipeg -- and beyond.

Mary Johnson
Chairperson

W.V.R.A. uses the Laubach materials in their tutoring and the group is affiliated with NALA whose headquarters are in Syracuse, N.Y.

MORE NEWS FROM W.V.R.A.

A Monthly Newsletter was started in October, 1979. This was sent to local media representatives and resulted in some prime time on television (CBC) after the 6.00 p.m. news. An avalanche of calls ensued from people willing to help and needing help. The November Newsletter reported the following situation in Winnipeg:

Number of enquiries received from potential volunteers: 201
 Number of enquiries received from potential students: 95
 Number of volunteers currently tutoring: 72
 Number of unplaced students*: 15

* A list of students needing help is circulated in an attempt to find a tutor for that person. Some of the problems being faced by the prospective students are listed here as an indicator of the complexity and diversity of factors to be dealt with at the local programming level.

<u>Student</u>	<u>Sex</u>	<u>Age</u>	<u>District/Street</u>	<u>Problem</u>
Assigned number for record-keeping (not reproduced here).	F	60+	District of City and main street applied in each case, but not reproduced here.	No schooling. From big family (11).
	F	50+		Not sure of reading, spelling. Grade 8
	M	24		Not sure of reading, spelling. Grade 8
	M	68		Reading and spelling poor. Went to Gr. 2.
	M	47		Had heart condition as child. Eager to learn.
	M	20		Did not get phonics. Moved around a lot.
	M	17		Gr. 3 level of reading. Referred by parole officier.
	F	30+		Can't sound out words. Rural schooling.
	F	21		No reading or spelling. Has baby - can't read instructions on medication. Referred by Public Health Nurse.
	F	70		Can read, but not spell. No schooling. (Russiona origin)
	F	40+		Poor reading and spelling. Not sure of anything. (Jamaican origin).
	M	38		Can only sign his name

LITERACY CONFERENCE PLANNED:

A literacy conference is in the planning stages for Winnipeg, May 2, 1979. . It is being designed for literacy practitioners and will be sponsored by MACE (Manitoba Association for Continuing Education). Contact: Mary Johnson.

"It is a big mistake to be ashamed of not being able to read. There's nothing like knowing how to be able to read. Being a foreman on the job it would be very bad for me to ask one of my helpers to find out what is on a piece of paper. So I'm really proud of what I have learned and I'm expecting to learn more."

Quoted in Bird in the Hand

ONTARIO

BILL 19 - AN ACT TO AMALGAMATE THE MINISTRY OF COLLEGES AND UNIVERSITIES AND THE MINISTRY OF EDUCATION

The Standing Administration of Justice Committee was holding hearings in Ontario with reference to the above proposed amalgamation of the Ministries. Many Ontario MCL members took advantage of these hearings to present briefs to the Committee to bring their attention to some of the issues facing adult literacy work in Ontario.

A Committee of the Metro Toronto Movement for Literacy presented a statement which is reproduced almost in its entirety below.

* * *

The Movement for Canadian Literacy is a national organization designed to promote educational opportunities for the illiterate and under-educated adult. In addition to interested individuals, membership in the Movement includes provincial ministries of education, colleges, school boards, library boards, community centres, union locals, volunteer agencies and private organizations.

The objectives of the Movement are:

1. to sensitize the public and the government to the needs of the under-educated adult;
2. to form a national network to keep people involved in and informed of developments in adult basic education;

3. to promote the production, utilization and assessment of learning materials for the adult with limited academic skills.

Our concerns around Bill 19 are threefold:

1. recognition of the problem of the under-educated adult;
2. responsibility within the new ministry for the under-educated adult; and
3. resource utilization that will maximize the educational opportunities for the under-educated adult.

PROBLEM 1. Existing ministry policy does not recognize the educational needs of the under-educated adult.

Articulation of the Problem:

According to the 1976 census data there are 1,393,935 adults in the province of Ontario who have less than nine years of education. There are 246,865 adults with less than five years of education. Although a large number of Ontario taxpayers lack a basic education; there are few programs to meet their needs.) For example, one quarter of the adult populations in the cities of Sudbury, Thunder Bay, St. Catherines, Windsor and Hamilton have less than nine years of education. However, in looking for programs designed for the under-educated adult in each of these centres, it was found that none of the cities offered more than four classes, and in two cases no programs at a grade 1-8 level were offered.

In Ontario, programs for the under-educated adult are provided through community colleges, school boards and volunteer groups. However, many of the under-educated are not able to attend the community college adult basic education classes because the number of courses are limited, the course hours are incompatible with the adult's work schedule and the fees, modest as they are, are often beyond the means of the under-educated.

Boards of education have traditionally provided adult basic education classes free of charge as part of continuing education programs. However, this grouping of adult basic education together with other continuing education programs such as crafts and hobbies, does not give enough consideration to the special needs of adult basic learners. Some of these needs are smaller class size, longer class hours and innovative advertising. Although the people in this target group might want help, they are not going to ask for it. They are difficult to reach and cannot be reached by the printed word. Until adult basic education programs become as common and as accessible as other continuing education programs, the under-educated adult in Ontario will remain under-educated.

Recommendations:

The Ministry of Education should:

1. recognize that there are a large number of under-educated adult in Ontario who have a right to an education.
2. recognize the needs of this group by encouraging the implementation of programs designed specifically for the under-educated so that adult basic education becomes as common and as accessible as other adult education programs.

PROBLEM 2. In the existing Ministry there is no individual who can act as a contact person for adult basic education.

Articulation of the Problem:

Accessing information about adult basic education is not easy. One of our members was directed to several other Ministries when looking for information. It is difficult enough for an adult to admit he is under-educated. It is highly unlikely that he would pursue information through several ministries. Other provinces have resolved the problem by designating someone to assume responsibility for adult basic education. ...

Recommendation:

The Ministry of Education should designate an individual responsible for adult basic education who will:

- a) centralize all relevant information within the Government;
- b) coordinate existing programs;
- c) act as the Government contact for all activity in the field.

PROBLEM 3. Resource utilization is ineffective because existing Ministry policy does not recognize the role that community agencies, other than boards of education and community colleges, play in providing adult basic education.

Articulation of the problem:

Extra-institutional access to literacy training at the present time, happens chiefly through the use of volunteers, who are largely inexperienced, have little Canadian material or methodology available for their training and use, and on whose good will and time, the illiterate must depend for the progress of his literacy training. However, community organizations and the volunteer can offer flexibility in time and location for literacy programs. They can provide classes of appropriate size (one-to-one tutoring to small groups) through access to community volunteers. In addition, they can accommodate the adult who does not fit into programs offered because of specific prerequisites. These agencies and volunteers provide the personal contact necessary for illiterates and the under-educated to learn about and respond to program offerings for people not likely to

respond to formal institutions. By combining the efforts of community agencies and volunteers with those of school boards and community colleges we will maximize the utilization of educational opportunities available to the under-educated adult.

Recommendations:

The Ministry of Education should:

1. establish a consultative process where community agencies are recognized as essential participants in adult basic education and policy.
2. provide a way in which community agencies, volunteers, boards of education and community colleges share resources in order to:
 - a) maximize the educational opportunities for the under-educated adult;
 - b) develop and produce adult basic education materials
 - c) conduct research in the field of literacy training;
 - d) facilitate local networking among those involved in adult basic education.
3. provide support for community agencies and volunteer groups to hire organizers and teachers to work in literacy education.

SUMMARY:

More and more, the taxpayers who most need the help from continuing education courses benefit least. The under-educated adults in Ontario represent a segment of the population the Ministry cannot afford to ignore. They must be recognized.

ADULT BASIC EDUCATION, LONDON, also submitted a brief to the Committee.

Their request was for the Government to:

1. Fully recognize the extent of the illiteracy problem in Ontario.
2. Provide a support system for current literacy programs.
3. Provide support to implement new programs.
4. Provide support for the production of basic adult-oriented Canadian material.

Note: Through the summer, project Operation Literacy in London was able to produce several booklets at basic reading levels for adults. The content was local, and therefore Canadian. Some of the material could also be used elsewhere in Canada.

ONTARIO LIBRARY ASSOCIATION CONFERENCE

Librarians and adult educators have been allies for over 50 years. The challenge of the 1980.s will be to extend basic human rights and opportunities to the under-educated, whether they be from low income, immigrant, adult handicapped or other groups which have not always enjoyed their fair share of educational and library resources."

Dr. R. Faris

Good-bye to OLA-LLC and Hello to the Library Literacy Guild!

Because of its size arid work, the former Library Literacy Committee of the Ontario Library Association has constituted itself as a Guild. The previous executive of the OLA-LLC resigned and the Guild's executive was elected.

The Chairperson of the Guild is Moira Cartwright of Kingston, Ontario. The Toronto members of the literacy guild decided to form themselves into a local committee of the guild.

The following resolutions which where formed by the OLA-LLC members, where passed unanimously by the O.L.A. Annual General Meeting.

RESOLUTION #3:

WHEREAS the social costs of illiteracy to the individual and society are damaging in terms of life expectation and financial waste; and Sec. 44 (c) (iv) of the Public Libraries Act empowers regional library boards to provide programs of an educational nature for librarians and library assistants;

BE IT RESOLVED THAT the Ontario Library Association encourage each regional library system in Ontario to hold staff workshops in 1980 on adult illiteracy.

RESOLUTION #4:

WHEREAS there is an urgent need for support, action and cooperation with other agencies and organizations in the field of adult illiteracy

BE IT RESOLVED THAT:

1. The Ontario Library Association become an institutional member of the Movement for Canadian Literacy; and that
2. OLA recommend to its membership that they join the Movement for Canadian Literacy.

RESOLUTION #5:

"BE IT RESOLVED THAT:

OLA encourage all library boards in Ontario to inform themselves and discuss the facts and background concerning literacy; and to join the Movement for Canadian Literacy.

This excerpt was taken from:
A Re-examination of the Goals
of Higher Education
by John D. Dennison
Professor of Higher Education,
The University of British
Columbia.

Education Level	Percent Unemployed	
	15-24 years	25+ years
0-8 years	20.9	7.1
Some high school	12.9	5.7
Some post secondary	12.7	5.2
Post secondary diploma	12.0	3.9
University degree	10.8	2.5
All levels	13.2	5.3

Source: Labour Force Survey Division. Statistics
Canada (May, 1979)

COLLEGE CANADA

Vol. 4, No.7
Sept., 1979
p. 3.

There is another source of data which throws additional light upon the relationship between education and employment. These data are convincing for those who live and act by statistical truths. They can be summarized as follows:

Despite rumours to the contrary, these data suggest that the long established relationship between level of education and unemployment continues in the pattern of the past.



The Movement for Canadian Literacy

Rassemblement canadien pour l'alphabétisation

Box 533. Postal Station P. Toronto. Ontario. M5S 2T1
Telephone **416.533-1258**

Metropolitan Toronto Movement for Literacy

<u>Officers:</u>	Convener	Harold Alden	535-5154
	Deputy Conveners	Norah McMurtry	533-1258
		Rafael Ramirez	923-3591
	Treasurer	Joyce Hall	783-4283

Report to the Board of Directors, November 24, 1979.

Toronto has historically played a strong role in the movement. The presence of the national office and Audrey Thomas, as Executive Director, provided Toronto members with the needed impetus to start a strong local group. Losing both Audrey and the central office last September worried all those who knew just how much support the Coxwell office provided. Nevertheless, we were able to regroup and accomplish a great deal this year. Following is a summary of what has been happening in Toronto.

Mailing List and Members

Our mailing list has grown to 209. Because of the cost of maintaining and servicing a local group of this size, we decided to ask for a \$5 (or what you can afford) membership fee. There are 10 paid members in MTML.



Finances

The balance to date is \$101.66.

Meetings

We have had five meetings since the last annual meeting of MCL. Between November, 1978, and March, 1979, we concentrated on holding meetings that offered some kind of program. Linda Rainesberry involved our members in the planning of OECA programs. Arn Bowers, from the Faculty of Education at the University of Toronto, led a stimulating workshop devoted to the question of the usefulness of phonics in ABE programs.

Last May we held a Saturday workshop, Spring Tonic. This was designed to allow members to participate actively within the organization and to shape future directions of our local group.

The Committees :

The Planning Committee

This is the committee responsible for overall planning and administration within MTML. The contact person is Harold Alden.

One of the first decisions this committee made was to change the name of our group. We recognized that we weren't able to serve southern Ontario and that South Central Ontario Group (SCOG) was no longer an appropriate name.

Volunteer Programs Coordinating Committee

This group promotes and coordinates the involvement of community volunteers in literacy programs and activities. The contact person is Annette Vafa.

Since its creation last May, this committee had been articulating and responding to the concerns of volunteers and students in Toronto. It has established a central telephone number and procedures for student referrals, held a general orientation session for potential tutors as well as tutor-recall workshops. Last August the first issue of Tutor-Recall, a newsletter for volunteers was published. Anyone interested in seeing another issue is invited to send ideas and comments to The St. Christopher House, Literacy Working Group, P.O. Box 433, Station E Toronto M6H 4E3.

The committee is currently working on ways to coordinate training.

Public Awareness Committee

This committee seeks to sensitize the public and governments to issues and problems of Literacy. The contact person is Rafael Ramirez.

In August the committee drew up operating guidelines. It was agreed that political advocacy, which limited itself to bring attention of government officials, politicians, and the public at large to the issue and problem of literacy, to advocate recognition of the problem, responsibility to start dealing with it, and provision of resources to deal with it, was not incompatible with the forum role that MTML has. The following house rules were established:

1. All business would go through the committee, the committee's membership being open to all members of MTML.
2. A minimum number of three members would be needed to be able to act in MTML'S name.

TORONTO

WORKING TO END ILLITERACY PROBLEM

It was encouraging indeed to see the long-standing problem of illiteracy discussed in the press. ("Five million adult Canadians illiterate: Study").*

As members of the Metropolitan Toronto Movement for literacy, we welcome increased public awareness and recognition of the problem. For years now, we have worked, quietly but effectively, not only to start dealing with the problem itself in various ways, but also to have the government and the public at large recognize the problem and all its implications.

Apart from welcoming any interested parties to any of our meetings, we encourage anybody knowing of anybody with writing and reading difficulties to contact us by telephone at 532-7939 for tutor assistance and referral.

While those that need it won't be able to read this, friends and family will. The continued efforts of the media to bring the problem of illiteracy to the attention of the appropriate government officials and the public at large cannot but enhance our own efforts.

- Harold Alden
- Andrew Davidson
- Les Takahashi
- Rafael Ramirez

Public Awareness Committee, Metropolitan Toronto Movement for Literacy

(Letter to the Editor, Toronto Star, Nov. 2, 1979.) ...

*Refers to the release of the Report of the Commission of Inquiry on Educational leave and Productivity. (labour Canada).

NALA NEWS

NALA EASTERN CANADA REGIONAL OFFICERS FOR 1979-81

The following officers were elected at the Regional Conference in Hamilton in June.

Regional Chairman:

Thelma Blinn
2769 Ralph Devlin Drive
HALIFAX, N.S., B3L 3T2

Regional Vice-Chair man:

Almyra Namaro
35 Dunkirk Drive
Hamilton, Ontario, L8K 4W9

Secretary:

Irlavere Tubbe
243 Catherine Street
Pembroke, Ontario, K8A 0V6

Treasurer:

Cathy Wright
262 Charlotte Street West
Saint John, New Brunswick, E2M 1Y3

National (U.S.) Nominating Committee:

Richard Gallie
111 Donaldson Street
Saint John, New Brunswick,
E2K 2J6

A set of by-laws for the Eastern Canada region is in process of ratification and amendment.

Several training workshops in the Laubach method have been held in the Maritimes, Ontario and the West this fall.

In the West, many of the workshops have been conducted by Martha Lane of the Lutheran Church Women, Philadelphia, U.S.A.

In October Dr. Robert Laubach ("Dr. Bob") visited some Ontario literacy councils.

The Strait Area Literacy Council (N.S.) received a certificate of commendation from St. Francis Xavier University for 'exemplary contribution to the field of adult non-formal education.'

NEWFOUNDLAND

"TO BE A CITIZEN IS TO READ"

A previous issue of LITERACY (Vol. 4, No.2, 1979) made mention of this conference held in Newfoundland earlier in the year. A written report has been produced and a summary of the major issues and recommendations which emanated from the innovative proceedings are given below. Ed.

Summary points coming from the various "testimonies" at the trial:

1. Departments, such as Consumer Affairs have not been fully aware of the extent of illiteracy and consequently are not fully equipped to cope with problems arising from it.
2. Despite the bilingual nature of this country, government departments are not sufficiently staffed to offer service to those whose vernacular is French.
3. Programs are not available for those who speak French, but cannot read and write in that language.
4. Many persons with reading problems are too "shy" or embarrassed to come forward.
5. Government departments cannot be expected to do everything. Other agencies should take an interest.
6. Canada Employment and Immigration Commission has not the resources, counsellor wise, to tackle all of the problems.
7. Manpower policy is tending towards withdrawal from the basic literacy area since it seems there is a better return for dollars expended when the focus is above that level.
8. Churches can do a great deal to combat illiteracy as is shown in the example of St. Teresa's parish.
9. Agencies such as Social Services and the medical profession are good sources in identifying the need for literacy training.
10. Volunteer organizations such as "Teachers on wheels" can do a tremendous job in meeting the need, especially on an individual basis.
11. Adult learners at this level need classes more than weekly.
12. Only about 12 percent of the population utilize the library services available.
13. Libraries do not have the manpower to adopt a systematic approach to combat

illiteracy.

14. Judging by the number of clients who avail themselves of Newfoundland Association for Full Employment (NAFE) services - mostly literate people - there are probably many who, through lack of functional literacy, have not been able to avail themselves of NAFE.

15. Many persons, once employed, have since been pushed into unemployment through lack of the education deemed necessary to cope with advancing technology.

16. Efforts should be made to develop an overall program, or policy, towards literacy training among adults.

17. The fact that several key groups neglected to accept an invitation to this conference, reflects something of the apathy that exists. "

18. Newfoundland is endeavouring to meet the needs of illiterate adults better than some other provinces.

19. CBC intends to focus some more on developing an awareness of the problem and the programs in effect.

20. We must be aware that problems vary from one location to another and these can be met only through flexible programming.

21. According to the 1976 Census, 39.8 percent of our adult population in this Province have not gone beyond a Grade 8 level.

Conference Recommendations

The recommendations were classified into two groups:

- A. For associations, government departments, agencies, and private business;
and B. For raising public awareness.

GROUP A:

1. We must show "private business" how illiteracy affects business.
2. An affirmative action program should be developed through the Department of Education, Social Services, and interested associations that would be "sold" to private business.
3. It should be recommended to government that: teachers, consultative services, and programs catering to this area be added to the present educational system.
4. Better utilization should be made of our human and physical resources - e.g., open schools in the evenings and employ unemployed teachers in these programs.

5. The Justice Department should be requested to review legislation that could be considered unfair to illiterate people.
6. NAFE should assess the level of illiteracy among the unemployed.
7. NAFE should assess the effect of illiteracy on the working conditions of illiterates.
8. Media should be encouraged to do programs on Newfoundland literacy problems.
9. Churches should promote and sponsor basic reading programs.
10. School boards should become more receptive to the educational needs of the adult population.
11. Memorial University should provide full-time and extension courses in adult literacy.
12. The Department of Social Services should become involved in a program to subsidize clients who enroll in adult basic education programs.
13. The Retired Teachers Council of the NTA should be approached by the Newfoundland and Labrador Association for Adult Education (NLAAE) to become involved in adult basic education.
14. The Public Libraries Board should expand its promotional program to reach illiterate people regarding library services.
15. Federal and provincial government departments should recognize the extent of illiteracy and ensure that information reaches those who cannot read and provide services to those who are illiterate.
16. The involvement of Canada Manpower in basic literacy programs should not be reduced.
17. Adult basic education classes should be provided by the province in languages other than English in designated bilingual areas.
18. The NLAAE should continue to increase its efforts in the area of basic literacy.
19. The NLAAE should endeavour to provide better coordination between groups involved in adult literacy.
20. The Human Rights Commission should study the effects of illiteracy upon the exercise of basic human rights

GROUP B:

1. More use should be made of radio advertising.
2. Use the language of the people, not educational jargon, in advertising.
3. We should focus on two kinds of awareness:
 - (a) that there is a problem;
 - (b) the programs that are designed to help.
4. Awareness should be developed through parent/teacher associations.
5. We should be very careful not to raise expectations that we are unable to fulfill.
6. We should endeavour to generate a "grass-roots" awareness in communities that many present-day school children are headed for illiteracy, and explore ways to deal with the problem.
7. Parent awareness should be developed regarding the same phenomenon.
8. People should be made aware of what it costs the Province for so many to be functionally illiterate.
9. We should publish standardized test statistics in local newspapers.
10. The report from this conference should be used to make people more aware of the problem.



Newfoundland has begun to implement many of these recommendations and continues with some innovative practices as the article Illiterate for a Day and the following reports illustrate. Ed.

This Logo was designed by one of the project workers working in the "Reading for Adults" project out of Grand Falls, Newfoundland.

YOUTH JOB CORPS LITERACY PROJECTS - NEWFOUNDLAND

by Dianne Kelly, Project Leader

In cooperation with the Division of Adult & Continuing Education, Department of Education, the federal government has sponsored a literacy Project 'which will run on a full-time basis until the end of March, 1980.

This project is operating out of four major 'centers: St. John's; Corner Brook; Grand Falls; and Happy Valley, Labrador.

The main objectives of the project are the following:

1. To raise the level of literacy awareness in Newfoundland
2. To support present volunteer activity in the field of literacy and to facilitate expansion of such activity
3. To experiment with new models of literacy training
4. To involve non-readers and literacy students in the, literacy movement.

Over the summer we talked to approximately fifty literacy students about their experiences as a non-reader. One of the project workers who is a literacy student herself, discussed her experiences at these informal sessions, and it appeared to encourage them to speak freely about how not being able to read affected their life's experiences.

We tried to get insight into the causes of Adult illiteracy. There were many answers given to this question -- one being: the families of some Don-readers had no interest in reading themselves, and often even a contempt for reading.

We also asked them how they coped in a print oriented society and discovered that most non-readers have a repertoire of clever ways of backing out of any potentially threatening situation or avoiding such a situation completely.

Some of the people we talked to agreed to be taped for spots on TV, and radio during our literacy awareness week.

From September 8th (World Literacy Day) to September 14th was set aside for literacy awareness activity. All centers in a coordinated effort participated in a week of intense public campaigning. Information booths were put up in strategic locations around town and we received coverage from radio, TV, and newspapers.

One problem literacy programs face is the lack of instructional and work activity materials for beginning adult readers. i.e. adults that have to learn the alphabet. Most of the material published is for adults who have already acquired the basics. Our project workers are creating exercises suitable for beginning adult readers and for English as Second Language students. They get ideas from the Curriculum Department Education Library at

memorial University and adapt them for adult learning.

A bibliography of high-interest low-vocabulary books available in local libraries has been completed. This is a valuable aid to literacy students and tutors. The libraries are cooperating by ordering more of these books and placing a special symbol (a green circle) on each one so they can be readily identified without having to go to a special section.

We have been assisting the Division of Adult & Continuing Education by promoting the English as a Second Language programs. This involves contact with ethnic associations in St. John's and groups that work with the immigrant population.

Revision of the Literacy Volunteers of America Tutor Training workshop: this method was used by Teachers-On-Wheels to train volunteer tutors. The workshop, although very professional and effective, was not acceptable because it is from a totally American perspective. The presentation will feature Newfoundland/ Labrador literacy students and teachers, local scenes and references to the problem of illiteracy relevant to Canadians.

Over the past few weeks a sample of fifty employers in the St. John's business community took part in a telephone survey to determine what experience, skills, and academic qualifications are required for various jobs. Ultimately, we were interested in discovering what individuals with grade VIII and less or a poor reading ability would have to confront in the job market.

The table below illustrates how employers rated experience and education as priorities.

%	EDUCATION	EXPERIENCE
8	Low	Low
24	Low	High
36	Moderate Min. Gr. 9	Moderate
14	High Min. Gr 11	Low
18	High	High

Survey Report--Employer expectations
Re: Literacy level available upon request.

The project workers are directly involved with Teachers-On- Wheels Tutor Training Workshops. Two of the workers were present at the last one and two more will be at the next one in a few weeks.

The project will be hiring a new worker after Christmas she/he will have the task of talking to residents, agencies, clergy, etc. in various communities outside st. John's to assess a demand for literacy programs in the particular community.

ILLITERATE FOR A DAY

One of the major goals of the Literacy Project has been to create a clear 'profile' of the adult who is unable to read or write or can only do so with great difficulty. In other words, what is such a person like? Some people argue that any grown adult who can't read must be either very old, very stupid, or very lazy. Members of our project set out to find out just how true this was.

Contacting all those who had taken part in adult reading classes or individual tutoring during the past few years we were granted interviews by 52 adult non-readers living in St. John's.

Over a month-long period we spent hours talking to these people about their inability to read and the problems they had had because of it. Slowly we came closer to understanding them. Yet, no matter how sympathetic we felt towards the frustrations and embarrassments they suffered every day, we still saw their problems at a distance. After all, we had never had' a problem reading. Then it hit us. To really understand non-readers each of us would have to become one.

Feeling just like a spy, each project member nervously set out on his mission.

The following reports were prepared immediately after the individual's experience as an 'illiterate' adult. We have committed the names of the companies we visited. It is not the project's intention to criticize the treatment anyone place or person gives non-readers. Rather, we are attempting to encourage public understanding. These people do exist -- not just in Tanzania, India, and Nigeria -- but also right here in Newfoundland. It is important that we treat them with the respect they deserve.

Bren's Experience As A Non-Reader

On Wednesday, August 29th I went to a large chain store in St. John's to carry out my experiment of pretending to be a non-reader.

Upon arriving at the store I went immediately to the card section only to discover that the personnel assigned to that section were elsewhere. I decided to seek assistance from the lady in the next section.

After requesting assistance and explaining my problem as seriously as I could, She agreed to provide assistance.

We thus proceeded to the card section to seek out a birthday card for my father-in-law. It was evident that the lady in question had no time to waste on someone who could not

read. She snatched a card from the display, asked roughly if I liked the picture, and at my request read the verse within.

I flatly and meekly replied "I don't like that one, mam." She looked at me with disbelief in her eyes and a scowl on her lips.

"OK, I'll read another one," she snarled. When she was finished, I felt I had pressed my luck far enough for one evening, so I agreed to take it.

My personal feelings while performing this experiment were those of embarrassment, because of having to admit that I could not read. I felt my privacy was being invaded by another person, a stranger, who's confidence I could never depend upon. In my opinion, I was degraded probably due to the fact that I am not an illiterate person but a person trying to experience what it is like to be illiterate.

Then with a polite "Thank-you, mam", I departed.

Dianne's Experience As A Non-Reader

After thinking out answers to potential questions, I arrived at Planned Parenthood in the guise of an illiterate woman. I told the receptionist that I wanted birth control information and she directed me to the office of another staff worker. After we were introduced the woman asked me some routine questions like what birth control methods was I using, etc. When she passed me several booklets and suggested I read through and if I had any preferences we could discuss it and possibly arrange for a doctor's appointment. I picked up one of the booklets and looked through it slowly. I said I couldn't understand all the big words in it and I couldn't read very well. She answered that it was written in straight forward simple style and that I shouldn't have too much trouble with it. I told her I could only read words like 'if' and 'the'. She was silent for a little while and then asked me if I was aware of the birth control methods available. I decided to answer that question as if I was vaguely familiar but not exactly well versed. She suggested that I watch a film and decide for myself which method would be most suitable. In general, she was very helpful. She gave me an overview of each method before she started the film. When the film was over, another woman came in to see if I had any further questions or if I would like to make an appointment. I said I would think it over and phone back and I thanked them for their help.

Georgia's Experience As A Non-Reader

Just after lunch on Thursday, August 9th, I entered the personnel office of a major store in St. John's. The desk clerk asked me if I was looking for work and when I replied "definitely", she repeated a sentence she had obviously sung out many times before, "There is nothing available right now. However, if you'd like to you may fill out an application with us for any future openings."

At my eager nod, she ushered me to a table and presented me with a form and pencil before rushing off to answer the phone. After her call, I drew her back to me with "Excuse me, I need your help." She came up with a questioning look which soon turned to one of shock as I said "I'm sorry but I can't fill this out; I can print my name but I can't read or write anything else. Could you help me complete this?"

It was a big request and I could see she didn't really relish it. But to my surprise she reacted in a kind and serious manner. Leaning over me she went through the application form, reading the questions and showing which box to check off my response. She was very courteous but I quickly realized that she was skimming over many of the questions that demanded written replies -- resulting in a very sketchy application form. It did not have sufficient information on it for any personnel manager to give it the slightest consideration. Her smile a little weaker this time as I took my departure she recited her "don't call us, we'll call you," refrain. But the look in her eyes and the incomplete application form told me I would receive no call. Though I had dressed well, smiled warmly, spoken intelligently -- I couldn't read or write. I was an illiterate.

Alexandra's Experience As A Non-Reader

On a Saturday morning, August 13th, I entered a major department store in order to purchase a blancher. I waited in line, apprehensively watching in move slowly ahead. When my turn came to pay the cashier, I asked her if she would accept a cheque. She said she would so I leaned toward her and spoke in a low voice: "Could you fill it out for me please, I can't read or write but I can sign my name?" Without a change of expression she took my chequebook from me and filled it out. She showed no surprise and made no comment. I felt embarrassed and ashamed, especially since others were pressing closely toward me, impatient to pay for their purchases. My heart was racing and my face was flushed and I made great haste to exit from the store.

Donna's Experience As A Non-Reader

On Tuesday, August 14, I walked nervously into a St. John's post office. There were no other customers there at the time, only two employees. I walked over to one of them and said that I wanted to mail some pictures to my cousin, but that I couldn't read or write. I asked him if he could write the address on the envelope for me. He sort of froze for a minute, but snapped out of it very quickly, and was eager to help. When he was writing the name, he wasn't sure how to spell it, so he looked at me and asked how to spell it, but quickly turned to the other employee. He did seem a little nervous, but so was I. I almost spelled it for him!

Wayne's Experience As A Non-Reader

Saturday evening, August 12th, I walked into a local take-out. There were five or six other people standing at the counter waiting to be served, so I was very self-conscious. I asked the girl behind the counter to read what choices they had on the display sign overhead. She acted quite naturally and listed the five or six different items on the list. Following

this, I asked the prices and finally made a selection.

The girl who served me seemed quite calm about my problem. It was as if she was used to telling other people the menu and the prices. It was the other customers who really made me nervous by staring at me continuously for the short time I was there.

READING FOR ADULTS GRAND FALLS, NEWFOUNDLAND

by Bruce Fisher, Project leader

The following is a statement of where we have been, where we are, and where we are going.

One of the initial activities of our project was a publicity/ promotional campaign aimed at public awareness of literacy issues, and informing potential clients about literacy programs.

We have also compiled a literacy profile of communities in central, north-eastern and south-central Newfoundland. This profile is based on reported educational attainment levels, and will be supplemented by case histories.

We have been, and continue to be, involved in literacy outreach in Central Newfoundland communities: Grand Falls, Windsor, Buchan's, Botwood, Peterview, Twillingate, Robert's Arm and Triton. This work has had a very significant impact on participation rates in literacy programs.

We have established a literacy drop-in centre in Windsor on an experimental basis to determine:

- a. the potential for this type of literacy program;
- b. the effectiveness of non-professional literacy tutors in this area;
- c. as a support service for existing literacy programs;
- d. reducing threat levels of clients, for referral to other literacy programs.

We will be surveying illiteracy, and other basic educational needs in Peterview. We also intend to become involved in helping to establish and support a volunteer literacy group in this area.

To the right, is another literacy project symbol, designed by one of our project staff.

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NEWFOUNDLAND

Basic Learning Need in Labrador

This project, with funding from the Secretary of State, and coordinating with the provincial Division of Adult & Continuing Education, is attempting to research Literacy Needs in Labrador and to provide suitable programming to answer the stated goals of these communities. The philosophy on which we base our project is twofold: (1) education is continuous and part and parcel of life's overall goals (2) programming is decided by each individual community. Since we have started in August, research and/or program development has been done in Happy Valley, Nain, Rigolet, Cartwright, Black Tickle, Port Hope Simpson and Forteau.

As you might expect, the range of stated community goals is quite diversified and it is certainly taxing of our own ingenuity to offer programs that are in tune with these goals. Nain is a bilingual (English & Inuttut) community, and our research is discovering that people's interest range from learning English so they can read their Hydro bills, to learning a new phonemic Inuttut to keep native language skills alive. A bilingual community offers special challenges and we are concentrating on long term goals which can be begun by our program and continued by community involvement, Adult Education classes and local school input. In all aspects of this work we are discovering that cooperation and integration with existing delivery systems is the key to extending this

project beyond its' March deadline.

In other communities (with the exception of Happy Valley) we have begun grass roots research to discover educational history, attitudes and needs. We expect the information, thus collated, to prove beneficial to ongoing Adult Education plans in the long term, as well as give us the starting point for our own literacy groups. In many cases, education levels are low because historically, schooling was simply not available on an easily accessible basis. In these communities, we are involved with basic classes that are being offered by Adult Education, and our workers are able to add their own skills and understanding, besides being an extra teacher in the class- room.

In Happy Valley our programs include a class of mentally handicapped adults, and a Teacher on Wheels project. Both programs were well received by the community and our enrollments are slowly increasing. I feel that we have made a good and positive start in the area.

Illiteracy in Labrador is a big problem and the aim of this project is to make a structure from which future programming can grow.

Barbara Case

The Corner Brook Literacy Project

This project, like the others in Newfoundland is sponsored by the Secretary of State and the Department of Adult- and Continuing Education. It has tutoring sessions two afternoons and two evenings a week, plus individual tutoring four mornings a week. It is also researching material for adult reading classes.

In September an awareness campaign was carried on in Corner Brook to inform people that there is a literacy problem in the area. As a result, many enquiries were made about the project and the problem of literacy in general. From the advertising, many people expressed a desire to have a tutor come to their home with this in mind, we are now in the process of starting a program similar to Teachers on "wheels in St. John's where anyone can call and have a tutor meet with them on an individual basis. New students appreciate this opportunity as familiar surroundings help them to overcome their initial feelings of awkwardness and embarrassments. For most of the people, it is the first time they have publicly admitted their handicap. An introduction to the program and the teacher in the privacy of their home, does much to relieve the tension of their first class outside.

The program used in the tutorial sessions allows for individual learning differences. It can prepare the student for formal classes to receive official grading, or can give him/her enough of the basics to get through day to day living. Either way, it is an excellent opportunity for non-reading adults to learn to read and enrich their lives. rand Valda
Cashin Falls Corner Brook



PUBLICATIONS

BOOK REVIEW:

Working with Words: Literacy Beyond School. Jane Mace. Writers and Readers Publishing Cooperative, 9-19 Rupert Street, London, England, W1V 7FS. 1979. 118 pp. UK L1.95

In Working with Words, Jane Mace provides a refreshing change from previous British documents which largely concentrate on the national literacy campaign or on ways of training tutors and developing particular skills. She draws on her own experiences as tutor and organizer for the Cambridge House Literacy Scheme, as well as with the "Write First Time" collective. This latter group publishes a quarterly newspaper using student writings, distributed to between 6000 and 9000 tutors and students throughout Britain. Her aim in this book is to put the adult illiterate into context and to move away from looking at these people as laboratory specimens, having little to do with what happens to them.

She accepts the use of volunteer tutors as necessary, owing to the lack of money available for paid teachers; and as a positive experience, enabling the volunteer to learn from the students and to give value to their opinions. But then she poses the problem of what approach to the student is used, either by the volunteer or anyone working in literacy. The "social work" approach implies the inadequacy of the student, sees the teacher's job as an adjustment, settles for the performance of limited tasks, risks fostering dependence, is indifferent to the nature of the teaching material, reinforces the student's vision of himself as inferior, and accepts the student's deference to the tutor. This approach she contrasts with the "political" approach which sees the student as a person wronged or deprived rather than backward, demands that learning material be related to basic concerns and growing parts in the student's mind, sees the teacher's job as not avoiding disturbances of ideas or the creation of consciousness, and sees the teaching task as not having prescribed limits.

Given a volunteer who has this open, "political" approach, training then becomes an opportunity for the organizing group to help tutors learn to listen to their students, to learn to help their students get their expectations out and to enlarge their goals, to discuss with their students the reasons for using whatever method they are employing. The literacy scheme organizers also take time to talk with the tutors and students at various times during the tutoring period, to find out how they are viewing their own progress and how they think the other is getting on. Jane Mace reports several conversations where both student and tutor discuss together what has been good and there they are learning together, even to how the student saw the tutor as an unpaid volunteer and a discussion of motives.

This approach, of course, belies two myths about the volunteer: one is that the volunteer is cheap labour and the other is that the time taken to train a volunteer and the volunteer's own time in teaching shouldn't be included in the statistics of "learner hours". In Birmingham, for instance, it is not thought possible for one organizer to handle more than

about twenty pairs of tutor/ students. The organizer's job is no longer seen that of sitting behind a desk matching file cards of students and tutors. The operating assumption is that there must be many more paid organizers per smaller numbers of volunteers. As for the myth of statistics, the volunteer as collaborator in the learning session has every right to have his/her hours counted as does the student. Both partners are learning.

When Jane Mace is discussing the measurement of "success" in literacy tutorials, she states: 'Illiteracy is as much a state of mind as a deficiency in skills.' She finds it difficult to use abstract or objective measurements for a "journey" whose destination changes along the road, and whose progress happens as much outside the class or tutorial session (for example, in practicing the new skills in public for the first time, as opposed to with one's tutor) as it does inside the class or session. Part of the mark of progress is that both student and tutor learn to take their time: to make mistakes and to go back and look at them, understand why they happened, to talk over what is happening and what makes sense to do next. The surest mark of progress is that the student wants to attempt more.

After a vast program, covering most of the London area and involving hundreds of students and tutors, the Cambridge House Literacy Scheme has begun to focus on a very small geographical area with a limited number of students and volunteers. A class on Tuesday evenings brings together about twelve students with one paid teacher and a number of volunteers, making the ratio of tutors to students usually 1:3. The Tuesday evening group circulates news of its activities to individuals in one-to-one tutorials, hoping to help them have the courage to join a group. In the Tuesday evening group, students share ideas and work together. The room is full of materials, clearly organized and labelled, so that the students have as easy access to them as the tutors--everyone can help teach.

Not only by using so many quotations from students to support her ideas, but also in describing the practice which she has helped to create, Jane Mace is urging us to trust our students more as fellow collaborators and resources in the move towards literacy.

- Sidney Pratt, The Literacy Working Group,
St. Christopher House, Toronto.

ALSO FROM THE U.K.

Caribbean English and Adult Literacy, by Roxy Harris. London, England: Adult Literacy Unit, July, 1979. 40pp. Price: 60p plus postage. Order from: Interprint Graphic Services Ltd., Half Moon Street, Bagshot, Surrey, GU19 5AL, U.K.

"Many literacy tutors in Britain will be surprised and confused at the statement that Caribbean Creole English is a language and not merely broken English, simple English, bad English or Pidgin English."

Roxy Harris

This booklet has been produced for Literacy tutors who are teaching students of West Indian origin. Many of the students concerned are likely to speak forms of Creole English which differ from Standard English in grammatical structure, sound system and vocabulary.

It is hoped that tutors who read this booklet will enhance their understanding of Creole English as well as learn something about the background of their students. They might also be able to increase their effectiveness in teaching by avoiding some of the more damaging pitfalls which can occur in the course of teaching literacy skills to West Indian adults.

The author, comes from a Creole speaking background himself. He has worked with both children and adults of West Indian origin and regularly lectures on adult literacy training courses. He is Organizer of the Adult Literacy Scheme in the London Borough of Haringey. The booklet was produced as part of an Adult Literacy Unit Special Development Project in collaboration with the Borough.

NEW PUBLICATIONS FROM NEW READERS PRESS

Your Rights When You're Young by Maxine Phillips.

This book is written at a fourth grade reading level. is illustrated and informs teenage readers of their rights as the author has seen them in the courts and in the streets. It informs the readers of what the law says is expected of them and what they can expect to receive as members of families schools and communities.

In that it is written entirely for the U.S. scene, its use in Canada is limited.

Three new easy-reading paperbacks:

<u>When a Baby is New</u> by Rosanne Keller	48 pp.	5 x 7"	format	\$1.25
<u>AS A Child Grows</u> by Rosanne Keller	32 pp.	"		\$1.25
<u>A Dream with Storms</u> by Fran Reed	64 pp.	"		\$1 .50

The first two books are written at a very basic level and well illustrated. They essentially are teaching child care to new mothers. (RL - 2.6):

The third book is the story of a migrant family of Spanish-American origin and focuses on the wife who wants to train and become a certificated teacher's aide. This goal is the dream. the storms are the misunderstandings trials and tribulations faced by Rosa in attaining the dream. Sociocultural attitudes are dealt with against the harsh realities of the migrant farm labor camps in the U.S. (Reading Level - 3.1).

NEW BIBLIOGRAPHY FROM LVA - BIBLIOGRAPHY OF HUMANISTIC READING FOR GRADES 1-8 107 pp.

The bibliography was developed by LVA with a grant from the National Endowment for the Humanities. Public Library Program. Project Director was Barbara MacDonald of LVA. Many I libraries cooperated in the project.

Entries cover the humanities from anthropology and architecture through to religions and social studies. Author title publisher date of copyright format price and reading level are all given for each entry. as well as a brief annotation? There is an index for each of the following: authors, titles and publishers.

<p><u>NEW !!</u></p> <p><i>Adult Illiteracy in the United States: A Report to the Ford Foundation.</i></p> <p><i>By Carman St. John Hunter with David Harman</i></p> <p>206 pages, U.S. \$10.95</p> <p>McGraw Hill Book Company 1221 Avenue of the Americas NEW YORK, N.Y., 10020 U.S.A.</p>	<p><u>NEW !!</u></p> <p><i>The world of literacy: policy, research and action.</i></p> <p>A new publication of the International Development Research Centre (IDRC)</p> <p>128 pages, \$9.00</p> <p>Renouf 61 Sparks Street OTTAWA, Ontario, K1P SAS</p>
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<p>Themes</p> <p>for</p> <p>Learning</p> <p>and</p> <p>Teaching</p>	<p>A CONTENT-GUIDE FOR TEACHERS OF E.S.L. AND FOR LEADERS OF ORIENTATION WORKSHOPS</p> <p>This Content-guide of approximately 150 pages includes eight themes: Family Life and Leisure-Time, Work, Housing, Health, Transportation, Education, Consumption, Immigration and Citizenship. The themes are broken down into topics which include three stages: Descriptive, Problematising and Alternatives. Each topic contains a Conscientisation Objective. Each stage contains Key Words, Codes, Learning Objectives, Questions, Suggestions for the classroom and Resources.</p> <p>The guide has been developed by the E.S.L. Core Group. It was made possible by a Grant from the Ministry of Culture and Recreation, Newcomer Services.</p> <p style="text-align: right;">Price: \$10.00</p> <p>Chaque should be made payable to WEST END Y.M.C.A 931 College Street, Toronto, Ontario M6H 1A1-- Tel. 536-1166</p>
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NEW COMERS GUIDE TO SERVICES IN ONTARIO

This guide is now available in Arabic, Chinese, Punjabi and Urdu. The English edition was released in the fall of 1978. The Korean edition will also be available by the end of 1979 and editions in Portuguese, Italian, Spanish and Vietnamese will be published early in 1980.

The publication describes a variety of public and private services and programs of interest to newcomers in Ontario. The new edition incorporates information formerly contained in both the Newcomers Guide and the Handbook for Counsellors of Newcomers.

Price: FREE to all adult newcomers to Ontario (one per family) and to their teachers and counsellors.

Order from: Veronika Nasca, Publications Clerk, Newcomer Services Branch, Ministry of Culture and Recreation, 77 Bloor Street West,
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FOR THOSE WHO ARE NOT ELIGIBLE TO RECEIVE A FREE COPY, THE GUIDE MAY BE ORDERED from:

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TWO NEW PUBLICATIONS FROM THE MOVEMENT FOR CANADIAN LITERACY

(Rassemblement canadien pour l'alphabétisation)

1. DIRECTORY OF ADULT BASIC EDUCATION PROGRAMS IN CANADA

Compiled by: Ethel E. Anderson, Audrey M. Thomas & Carolyn Youssef
ISBN: 0-920588-02-6 262 pages. Cerlox binding.

First compilation of programs at 0-grade 8 level, includes sponsored institutional ABE programs as well as volunteer groups and literacy councils known to be operating in 1978. Some of the most recent programs may not be included, but the Movement hopes the Directory will be revised from time to time.

Price: \$5.00

2. CANADIAN ADULT BASIC LITERACY RESOURCE KIT

Compiled by: Audrey M. Thomas

ISBN: 0-920588-03-4

230 pages. Heat-sealed, plastic wrapped.

First comprehensive Canadian kit on the subject. Designed primarily for the lay public and those wishing to start literacy groups, it is felt that this kit will also be a useful reference source and guide for those already in the field.

The kit is designed to fit into a loose-leaf binder (old 3-ring, or newer metric binder). Removals and insertions can thus easily be made.

It is divided into FIVE sections as follows:

SECTION i - ORIENTATION TO THE PROBLEM - Definitions, statements of rights, and statistics (1971 & 1976).
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SECTION iii - THE PROGRAMS - A variety of case studies and selected programs from across Canada show the multi-faceted nature of the field.
26 pages

SECTION iv - ORGANIZATIONAL GUIDELINES AND AIDS - Principles and comments derived from current practice and organizational models are presented; how to organize with sample information on a variety of topics and sources; samples of literacy advertising "of topics and sources; samples of Literacy advertising."
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SECTION v - THE 3R's - RESOURCES, RESOURCES, RESOURCES - Sample worksheets; curriculum outline, bibliographies with Canadian emphasis and par s, other tools; listings of resource people, organizations and order forms.
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