

# LITERACY

Vol. 2 Newsletter no. 4

Canadian Project for Adult Basic and Literacy Education  
Projet canadien de formation de base des adultes  
692 Coxwell Ave., Toronto M4C 3B6

Fall, 1977

## Canadian Project for Adult Basic and Literacy Education



In conjunction with:  
The Conference Secretariat, Algonquin College and  
WINTARIO



announce:-  
**ADULT LITERACY IN THE SEVENTIES**



A CANADIAN WORKSHOP FOR THOSE INTERESTED IN  
AND WORKING IN THE ADULT BASIC EDUCATION AND  
LITERACY FIELDS



Dates: October 27-30, 1977

OTTAWA, at the Talisman Motor Inn  
and  
Algonquin College, Woodroffe Campus



For further information see inside and back cover. Have you spotted the new logo?

## Table of Contents

[\*Comment by Alan Clarke and Audrey Thomas\*](#)

[\*Adult Literacy in the Seventies\*](#)

## FEATURES

[\*The Usefulness of Five Basic Word Lists in Teaching Adults to Read by Horst G. Taschow\*](#)

[\*Frontier College First Canadian Organization to Receive UNESCO Literacy Award\*](#)

## NEWS FROM...

[\*British Columbia\*](#)

[\*Saskatchewan\*](#)

[\*Ontario\*](#)

[\*Newfoundland\*](#)

## **PUBLICATIONS**

COMMENT:

This Newsletter comes to you on the eve of the ABLE Workshop in Ottawa - where decisions will be made about the future of the Canada Project.

In the last few weeks we have been busy, not only preparing for the ABLE Workshop but in planning for an independent base for the Canada Project. As readers, who are also members of World Literacy of Canada, know we have also been in the process of "leaving" World Literacy as it has been difficult for that organization to raise sufficient funds to support a domestic as well as its international program. You'll notice some changes in the "head" of this newsletter reflecting this shift.

Although no one is suggesting that we should, one choice at the Workshop could be to discontinue the Canada Project, other possibilities, again not seriously being considered could be to ask an existing organization such as the C.A.A.E. or Frontier College or perhaps a government department or agency to the best of their ability, the functions of the Canada Project including publication of this Newsletter.

The Workshop is also being asked to consider and will hopefully endorse a proposal to incorporate the Canadian Project for Adult Basic and Literacy Education/Projet canadien de formation de base des adultes as an independent organization. In addition to a regionally represented Operations Committee, replacing the Steering Committee, the new organization would include an Advisory Consortium to raise sufficient funds to maintain the Canadian Project. Since the Canadian Project isn't yet incorporated, we haven't set a membership fee, so this newsletter doesn't have an application form for membership as it usually does in this space.

In its place though is a request to let us know by telephone, letter, or whatever means, before the ABLE WORKSHOP if it all possible, whether you feel that the Canadian Project should continue and what you think about the proposal to incorporate as an independent organization.

Is the time appropriate for a concerted countrywide effort to combat illiteracy by seeking to support local and regional literacy programs in accomplishing this goal?

Alan Clarke, Chairman

Audrey Thomas, Project Director

## ADULT LITERACY IN THE SEVENTIES

A Canadian Workshop  
on  
Adult Basic and Literacy Education  
October 27-30th, 1977

Thursday night: Pre-conference get-together at the Talisman Motor Inn, Ottawa

Friday morning: Tour of Ottawa and Hull academic upgrading and BJRT programs  
by double-decker bus  
(pick-ups at College and Hotel)

Alternatively - Audio-visual showings of the four O.I.S.E. ABE Tapes (colour)  
and the Maryland ABE Tapes at Algonquin College, Woodroffe Campus.

ALGONQUIN COLLEGE  
1385 Woodroffe Avenue  
OTTAWA, K2G 1V8

CONFERENCE OPENING - Award of UNESCO literacy medal (see page 7) 1.00 p.m.

Keynote address: René Marin,  
Deputy Solicitor-General

Panel Session: Panelists include:

The Honourable Donald Faris,  
Minister of Education and Continuing Education, Saskatchewan

Dr. Ronald Faris,  
Executive Director of Continuing Education, Department of Education  
British Columbia

Martin Forest,  
D.G.E.A. -responsable des projets de formation préparatoire a l'emploi,  
Québec Ministry of Education

Grant Botham,  
Assistant Director-General, Manpower Training,  
Canada Employment and Immigration Commission

Professor John Cairns  
Director, International Programs, University of Guelph

Moderator: Audrey M. Thomas  
Director, Canadian Project for Adult Basic and Literacy Education

Small group discussions  
Buffet Dinner

Small group reports and reactions from the floor  
RECEPTION IN EXHIBITS AREA (9-10 p.m.)

### SATURDAY WORKSHOPS:

#### Literacy - Charitable Enterprise or Political Right?

presented by The St. Christopher House, Adult Services Department, Toronto

#### Literacy - Motivation is the Key

presented by Dr. Marsha Forest, Social Science Department, York University

#### Illiteracy and Dependency - The Work Activity Experience

presented by E.V. Ralph, Executive Officer, Municipal Welfare Consulting  
Branch, Ontario Ministry of Community and Social Services

with Ethel E. Anderson, Adult Day School, Toronto

Terry Cassidy, Work Activity Project Manager, Hamilton

Dr. Henry Feenstra, Psychologist, Grey County Board of Education

#### The Volunteer Literacy Movement

presented by Adelaide L. Silvia, Executive Secretary, National Affiliation  
for Literacy Advance

with Millar Brace, Director of Marketing, New Readers Press

Thelma Blinn, Eastern Canada Regional Chairman, NALA

#### Classroom Methods for Teaching Reading and Spelling to Adults

presented by Mary Johnson, Coordinator, International Centre, Winnipeg  
with students from the Ottawa area (literacy levels from beginners to  
advanced)

#### Dual Dilemma - Illiteracy and the Immigrant

presented by Dennis M. Holman, Director of Continuing Education,  
Northwest

Community College, Kitimat, B.C.

with Pauline Merrett, Coordinator, A.B.E. and E.S.L. Programs,

Northwest Community College, Kitimat, B.C.

#### Illiteracy and Crime

presented by Dr. R.R. Ross, Department of Criminology, University of  
Ottawa

with comments from ex-residents

Literacy Education in the Institution

presented by Betty Cameron, Department Head, Basic Education, Vancouver Community College  
with Barbara Bownar, Coordinator, Basic Education, Langley School Bd.

The Moccasin Telegraph

A workshop for those involved in putting out native newsletters and papers, led by a team from The Regional Communication Centre, Beauval, Sask.

PLUS Three workshops presented by Francophones -The Montreal Experience; The Findings

of a recent research study undertaken by the Quebec Ministry of Education; and L = \$\$ !

One or two other workshop presentations are still under negotiation.

SUNDAY: Plenary Session: Canadian ABE and Literacy - Retrospect and Prospect

Action-oriented discussion groups.

WRAP-UP by 2.00 p.m.

.....  
This Workshop is sponsored by the Canadian Project for Adult basic and Literacy Education, in conjunction with the Conference Secretariat of Algonquin College and WINTARIO. REGISTRATION DETAILS AND FORMS ARE GIVEN ON THE BACK COVER.  
SEE YOU IN OTTAWA!!

## FEATURES

### **The Usefulness of Five Basic Word Lists in Teaching Adults to Read**

By Horst G. Taschow, Faculty of Education,  
University of Regina, Saskatchewan

This article originally appeared in Journal of Reading, Vol. 20, No.5, February, 1977, and is reprinted here with the permission of Dr. Taschow and the International Reading Association.

When Otto and Smith (1973) asserted that "learning to read is essentially the same process for all learners," they assumed that teachers are "thoroughly familiar with the fundamentals" in teaching reading from kindergarten to adult programs. Unfortunately, many instructors are not prepared to teach reading to students in Adult Basic Education (ABE). In 1973, Taschow (1974) launched a provincialwide semimonthly series of letters called *The Servicefriend* in which reading fundamentals and how to integrate them in content areas are suggested to ABE instructors, in conjunction with emphasis on the vast differences in teaching reading to adults and children. Psychological, sociological, and physiological differences necessitate special treatment of adult learners. As Martin (1973) rightfully said, the "adult student is not like a child standing at the classroom door awaiting the adult reading teacher's arrival,"

If we are to assist ABE instructors in teaching reading fundamentals to adults, reading educators need to seek answers to basic questions, which include: What vocabulary words must ABE students know? Should ABE students learn basic sight words? Are the basic word lists used in elementary reading also applicable for adult students?

While Kreitlow (1973) asked similar questions of the Dale list of 760 words, Lowe and Follman (1974) have concluded that the Dolch List is appropriate today from kindergarten to adult levels. The next study needed was comparison of the usefulness, in adult programming, of more than one available list. I therefore selected five commonly used ones for comparison with materials many adults need to read.

Adults read from a variety of sources for multiple purposes. To reflect the range and purpose of adult reading, ten passages were selected randomly from a local newspaper, a Canadian government booklet on taxes and one on customs and excise, *Reader's Digest* magazine, advertisements, instructions on a Sanyo tape recorder, the *Professional Reading Yearbook*, the Mott Language Skills Program, *Layout and Design of Printing*, and the directions in a brochure about personal checking accounts.

The ten passages ranged from twenty-one to twenty-eight words each, giving a total of 260 which were compared with the words contained in the five word lists being evaluated

for adult needs.

**Table 1**  
**Statistical Data on the Five Word Lists**

Basic Word Lists							
Sets	Thorn-dike Lorge	Dale Easy	Dale Familiar	Dolch Basic	McNally- Murray		
sums $\sum X_s$	211	180	229	152	153	925	X
means $M_s$	21.1	18.0	22.9	15.2	15.3	18.5	Mt
Mean squares $n \sum d^2_s$	between-sets			118.75			
	within -sets			8.3889			
F				14.1556			

01=3.78

The following word lists were used: Thorndike-Lorge, first and second 500 words (1944); Dale List of 769 Easy Words-Clarence R. Stone's revision (Spache, 1974); Dale-Chall List of 3000 Familiar Words (1948); Dolch Basic Sight Vocabulary of 220 Words (1941); 250 Most Used Words in English (McNally and Murray, 1969).

It was furthermore decided that when a derived word appeared in any of the cited passages and this word was listed in its base form in any of the five word lists, it was counted as on the list but noted as a derived word. Derivations were said to be: plurals, past tenses, affixes, adverbs, possessive case shown by apostrophe, - ing forms, and compounds.

Whether the words on the school lists appeared in significant numbers in the adult reading material was evaluated by statistical means-1) the analysis of variance between and within the five sets of word lists, 2) the coefficients of correlation for direction and closeness of their relationships, and 3) their related the ratios for significance. The results are shown in the tables.

When the words obtained from the five lists were treated for statistical significance in relationship to the total words in the ten reading passages, correlation coefficients and their related to ratios showed significances at the .05 and .01 levels of confidence as shown in Table 2.

The results suggest that the five basic word lists used in this study are useful for Adult Basic Education instructors in teaching reading and for adult students in learning to read. Perhaps, the Thorndike-Lorge word list shows closest relationship to the ten reading passages, with Dale Easy and McNally-Murray trailing, although ratios between total

words of the ten reading passages and each of the five word lists analyzed did show significances, all on the .01 level of confidence.

In the adult passages, forty-one words or 16 percent appeared in derived form, Derived words such as older, stripped, company's, reading, things, costly, herein, and helps had in the five word lists their corresponding base words such as old strip, company, read, thing, cost, here + in, and help.

These findings indicate that in teaching reading to adults, knowledge of word structure is needed for coping with various changes in basic words brought about, for example, by inflections, compounding, and affixes, Adult students may need to learn both to decode these structures and to interpret their meaning accurately.

In spite of the statistical evidence of the usefulness of the five basic word lists in teaching adults to read the sort of material that surrounds them in daily life, the question must be asked and answered, "What to do about the words that are in the ten reading passages but not on a basic word list?" Eleven percent of the adult words did not appear on any of the lists. These words must, however, be introduced to and learned by the adult students during the teaching process.

**Table 2**  
**Correlation of Words in All Adult Passages to Each Basic Word Lists**

Ten Reading Passages	Basic Word Lists					
	Thorn-dike Lorge	Dale Easy	Dale Familiar	Dolch Basic	McNally-Murray	
r	.7376**	.5882	.229	.6588*	.6875*	.5243
t	7.6525***	9.9654***	22.9	47.152***	17.6756***	12.4852***

\*05=602    \*\*01=735    \*\*\*01=3.205

Could it be that the basic word lists actually point out those words that need special introduction because they are not common? Could the basic word lists, partially at least, provide answers to the question of how many and which words need to be introduced in order to turn adult learners into active participants in the learning process?

While adult students as active participants discuss what they already know of the topic to be studied, the special words can be orally introduced, talked about, and written on the chalkboard to reveal their potential usefulness in life. Through this adult discussion arises awareness that special words are part of the social, cultural, and political environment of today's world community. Tying the words in to active thinking about a life situation challenges the adult students beyond rote word memorization, beyond taking knowledge

for granted, and beyond idle chatter.

## References

- Kreitiow, B.W "A Reading Method Course for the ABE Teacher." *Program and Practices for College Reading*. vol 2. P.L. Nacke. Ed. Twenty-second Yearbook of The National Reading Conference. Boone, N.C.: The National Reading Conference. Inc. 1973
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- Martin, C. "Field Experiences in the Training of Teachers of Adult Reading." *Program and Practices for College Reading*, vol 2. P.L. Nacke, Ed. Twenty- second Yearbook of The National Reading Conference. Boone, N.C. The National Reading Conference, Inc., 1973.
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- Taschow, H.G. *The Servicefriend*, vols. I and II, eighteen educational letters. Regina, Saskatchewan: University of Regina and Department of Continuing Education, 1974.

## Word Lists

- Dale List of 769 Easy Words, revised by Clarence R. Stone. George Spache, *Good Reading for Poor Readers*. pp 201-04. Champaign, III.: Garrard Press. 1974 (9th ed).
- Dale-Chall List of 3000 Familiar Words. Edgar Dale and Jeanne S. Chall. *A Formula for Predicting Readability*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1948.
- Dolch Basic Sight Vocabulary of 220 Words. E.W. Dolch, *Teaching Primary Reading*, pp 205-07. Champaign, III.: Garrard Press, 1941.
- Thorndike-Lorge List. Edward L. Thorndike and Irving Lorge, *The Teacher's Word Book of 30.000 Words*. New York, N.Y.: Teachers College Press. Columbia University, 1944.
- 250 Most Used Words in English, McNally, and Murray London: Schoolmaster Publishing Co., Ltd., 1969.

### FIRST CANADIAN JOURNAL ON READING BEING PREPARED

A new journal, Reading-Canada-Lecture, is being prepared. It is intended to meet Canadian interests and problems in reading, and is planned to relate to all levels of reading and literacy (preschool, elementary, secondary, college, and adult). Special attention will be given to the application of scientific research findings to school programs.

For further details, write to: Professor John Downing, University of Victoria, P.O. Box 1700, VICTORIA, British Columbia, V8W 2Y2.

FRONTIER COLLEGE FIRST CANADIAN ORGANIZATION  
TO RECEIVE UNESCO LITERACY AWARD

Frontier College is the first Canadian winner of an international award for its work in adult literacy training.

At a ceremony held on International Literacy Day, September 8, 1977, at Unesco Headquarters in Paris, His Excellency Yvon Beaulne, Ambassador and Permanent Delegate of Canada to Unesco, accepted the Honourable Mention and specially struck medal awarded to Frontier College by the International Jury of the Mohammad Reza Pahlavi Prize. The president of the college, Mr. Jack Pearpoint, and his colleagues, were unable to attend the ceremony.

The Mohammad Reza Pahlavi Prize was established in 1967 by His Imperial Majesty the Shahinshah of Iran to recognize outstanding merit of individuals or organizations, in contributing to, or promoting adult literacy. The awards are administered by a jury selected by the United Nations Educational, Scientific and Cultural Organization (Unesco). This international jury is chaired by Her Imperial Highness the Princess Achraf Pahlavi of Iran, and also includes Rodolfo Barón Castro (Latin America), Ben Mahdy Cissé (Senegal), G.N. Filonov (USSR) and James Robbins Kidd (Canada). The prizes are awarded each year on September 8, International Literacy Day.

There were three other honourable mentions under this prize for work in literacy: for a pilot project in Risaralda, Colombia; for a program for women in Upper-Volta and to Professor Roberto Abadie Soriano of Uruguay.

Frontier College

The college, based in Toronto, carries out its basic education programs in sparsely populated, remote regions of Canada and is active in all provinces and territories, except Prince Edward Island. Its purpose is to provide informal, practical, basic adult education and literacy training. Two of its major programs are: the Labourer-Teacher Program, where educators are volunteers who teach their co-workers in the evenings after their regular working hours; and the Community Education Program, where fieldworkers are sent to work full time with community groups which require their help. Since the college works mostly in "frontier" areas, it is heavily involved with Indians, Inuit, Métis, immigrants and newcomers.

Labourer-teachers and fieldworkers often work with men and women of little formal education and in most unusual classrooms, such as the quiet corner of a bar, an employees' recreation room, a railway car fitted out as a study and library, or the unused lounge in a minimum-security prison work camp. The programs themselves could include almost anything that a community feels it needs and that labourer-teacher and fieldworkers can provide: basic literacy programs, simple accounting, instruction in nutrition and hygiene, birth-control counselling, rehabilitation of prisoners, assistance in

running a community newspaper or a co-operative general store, etc. Emphasis is on ideals of social participation and self-determination, as well as citizenship.

Founded by the Reverend Alfred Fitzpatrick in 1899, Frontier College was one of the first organizations in Canada to provide opportunities for young people to contribute as volunteers in disadvantaged communities. Thousands of people have served as labourer-teachers including such distinguished persons as Dr. Benjamin Spock and Dr. Norman Béthune. The college is at present under the distinguished patronage of His Excellency Jules Léger, Governor General of Canada.

FRONTIER COLLEGE

WILL RECEIVE THE MEDAL MENTIONED ABOVE AT A SHORT CEREMONY AT THE OPENING OF THE CANADIAN WORKSHOP: "ADULT LITERACY IN THE SEVENTIES" ON FRIDAY, OCTOBER 28th, 1977 in OTTAWA.

# NEWS FROM...

## BRITISH COLUMBIA

### SPECIAL PROJECT PROPOSAL FUND

The Department of Education has instituted a "Special Project" system for adult basic and community education projects.

Of 61 projects received, 52 were approved and 26 of the approved projects were for Adult Basic Education.

Some of the project titles are given below.

Learning Disabled Adults - to provide reliable data to the number and type of educationally disabled adults enrolling in A.B.E.

To locate or develop materials and techniques to assist the adult-learning disabled student.

Undertaken by: Camosun College

Adult Basic Education - to upgrade adults and provide needed data in the evaluation of North Shore A.B.E.

Writing Improvement - to enable students to concentrate on problems specific to their compositions and paragraphs.

North Vancouver School District

Need Assessment for A.B.E. courses in North Thompson River Area - To determine the need for A.B.E. (BTSD) in Barriere, Clearwater, Avola, Blue River.

Curriculum Development - Reading and Writing Skills -To improve the communication section of the BTSD program to meet the needs of Chilcotin natives whose basic language is not English.

Undertaken by: Cariboo College

A.B.E. Tutor Training Program - to prepare adult tutors to conduct ABE Literacy classes

Basic Literacy Course for Alexandria - Castle Rock - an attempt to revitalize a previous ABE program

Undertaken by: College of New Caledonia and S.D. #28

Regional Delivery System for A.B.E. - to identify specific educational needs, design a delivery system and recommend implementation procedures.

Entry system for illiterate adults - to develop a non-threatening system for illiterate adults and discover what modifications are needed.

A.B.E. Staff Training - To develop expertise in the area of specific learning problems in a key resource person. To provide the college area with the services of this person who could give in-service training in the region.

Undertaken by: Douglas College Region staff.

Adult Basic Education Outreach -to develop ABE learning resources and a delivery system to isolated areas.

Undertaken by: East Kootenay College

Volunteer Instructors Training Workshop- to train volunteer teachers in the use of modularized materials to teach adults to read.

Undertaken by: North Island College

Development of a Regional Life Skills Program - to develop a comprehensive life skills program which can function in every small community of the college region.

Undertaken by Northwest Community College

Basic Literacy 0-8 Class - Training for illiterates.

Basic Communication Skills course for socially handicapped citizens - It will provide a resource for people who are illiterate and want to develop basic communication skills, and provide services to the non-mobile and non-independent.

Undertaken by: Okanagan College

Other projects deal with life skills development, assessing needs of senior citizens, handicapped people and so on.

The Provincial Adult Basic Education Conference is being held in Vancouver on October 14 and 15.

We look forward to hearing more about and from B.C. at the National ABLE Workshop.

## **SASKATCHEWAN**

The following letter was received from SASKATOON REGION COMMUNITY COLLEGE.

Dear Audrey,

August 17, 1977

I am enclosing a copy of the report which was written for the participants in our conference on adult literacy which was held last spring. . . .

We have managed to get together a little activity for International Literacy Day. The group of us who planned the conference last spring have written to city council requesting the declaration and one of the aldermen is going to speak on behalf of that request at the meeting. We also have prepared a letter to the media and have included in it a list of four names of people who are willing to be interviewed. The material that we are sending out is being copied to the directors of the public and separate school boards and the Dean of the College of Education in a hope that they may give some attention within their own system to the day.

In other ways, things in Saskatoon seem to be building up slowly but surely. The Public Library has put \$3,000 in their budget this year for the purchase of basic learning materials and are setting up a special area of the library to house this collection in the adult section. They are also providing space for our volunteer program for next year which will mean that volunteers can meet in a quiet and private place in a public building if that seems to be a choice that makes sense for the volunteer tutor and student. The responsibility within the college for the volunteer program will be taken over in September by a teacher- coordinator who will be responsible for our Learning Resources Centre. His name is Roy Bourke and the Learning Resources Centre is an attempt at a drop-in upgrading program. Roy worked two nights a week on this kind of concept last year working with G.E.D. students, people doing correspondence instruction, and others who just wanted to work on a particular skill at the grade 5-10 level primarily. Two volunteers assisted Roy in the classroom with particular students and he will be taking the responsibility for co-ordinating and for training volunteers this year. . . .

. . . By the way, I meant to tell you that I really enjoy receiving your newsletter. It is a great way of keeping in touch with what is going on elsewhere.

Sincerely,  
Joanne Orton, Counsellor

Thanks Joanne for your letter, and for the report of the Conference. You certainly explored many of the issues and questions relating to adult illiteracy/literacy and we're impressed with the follow-up as outlined in your letter. Keep up the good work! Ed.

An outline of the Conference held in Saskatoon and its co-sponsors were given in the

Summer issue of [Literacy](#) (Newsletter No.3). The following points were raised in small group discussions:

- The Manpower Department needs to be more humanized. - Manpower Centres should be smaller.
- There should be easier access to the library. - Library should do more visual advertising.
- Other community organizations should improve their information dissemination.
- Agency inter-relationships should be developed on a more ongoing basis.
- Funding should be available for women to learn in the home. Cable television could be used.
- The problems created when a person has reached a level of readiness to re-enter the education stream, but then has to be put on a waiting list for 6 to 12 months.
- University Extension might be able to do some work on preparing people to develop materials.
- Criticism of the lack of real life experience in most educational programs.
- A collective need to work on follow-up and to offer continuing support to students.
- The importance of utilizing all of the human resources in the community in the service of adult learners. The need for more creative ways of advertising to reach people.

## ONTARIO

### ADULT BASIC EDUCATION LONDON ONTARIO

Mrs. Audrey Thomas  
692 Coxwell Ave,  
Toronto, Ontario  
M4C 3B6

Aug, 29, 1977

Dear Audrey:

Due to an extremely busy year at ABE, we found it difficult to get a report organized for your 1976-77 Newsletters. However, the following summary of our activities over that period has the virtue of being complete! It may perhaps serve as an example of the benefits of publicity in the right place at the right time.

Enclosed you will find copies of the articles published in the London Free Press, each of which bore fruit especially as far as tutors were concerned. We are still getting results from the most recent one, which will increase our tutor roster for the coming year.

We also were given excellent exposure on the other media as follows:

a two-hour broadcast on an Open Line show on CFPL Radio - this resulted in over 45 calls, both students and tutors.

an appearance on Global TV which took the form of an interview with Freda MacDonald about our program here in London, and in addition, an individual tutoring session in progress.

an appearance on "Morning Break", a television program designed to inform Londoners of things going on in their community.

CFPL TV has a regular news program called FYI which is shown every day at 6:00 p.m. and again at 10:00 p.m. They sent a camera crew and an interviewer to one of ABE's morning sessions and filmed a mini-documentary of what takes place there including some excellent, and moving, interviews with students and their tutors.

It is probably owing to all the above media coverage that we ended in June with 76 students and 57 tutors! We expect there will be a similar increase in numbers in the coming year. The need is obviously there!

As to future plans--Freda and I are scheduled for another two hour Open Line broadcast on Sept. 26th which we hope will produce results at least equal to the one we did last fall, as mentioned above.

We are also scheduled to receive a proclamation concerning World Literacy Day in a brief ceremony in the Mayor's office on Sept. 6th, but you are no doubt aware of this. There will be press coverage of this which should result, at least to some degree, in an increased public awareness of the literacy problem right here in Canada.

This brings us up to date on what has been going on in our ABE program here in London. We are looking forward to an even busier year in 1977-78!

Yours sincerely,



Freda MacDonald  
Co-ordinator, ABE



Terri Porter  
Asst. Co-ordinator

## NEWFOUNDLAND

"Teacher-On-Wheels" was founded about two years ago as an attempt to tackle the very serious adult illiteracy problem in the St. John's area and across the Province. The idea was to have "teachers" available to go to peoples' homes to help them improve their reading and writing. For the past several months, TOW has been sponsored by the Newfoundland and Labrador Association for Adult Education and funded by Canada Manpower under a Local Initiatives Project grant. Fourteen "teachers" were on call to adults anywhere in the St. John's area.

The funding from Canada Manpower, however, expired at the end of June, To insure that this valuable service should continue to be available, and even expanded, efforts have been made to reorganize. A "call for volunteers" was issued. To date more than 90 people have indicated their interest in volunteering their services to help adults to learn to read and write. A number of meetings have been held. On June 28, a meeting of all volunteers was called and it was decided to set up a new group of Volunteer Teachers-an-Wheels. Training of volunteers was to be conducted during the summer ready for September availability.

An important feature of the new group is that it includes members from outside St. John's. This means that the service can be extended to other communities across the Province within the next few months.

The new "Teachers-On-Wheels" is now established with its elected officers, and it has been decided to maintain affiliation with the Association for Adult Education.

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### MORE ON PUBLICATIONS

As a part of its current research and training programme, the International Institute for Adult Literacy Methods (IIALM), has conducted two studies which may be of interest to those working in the field of reading. The first, A survey of reader interest and preference in eight Iranian villages, sought to identify the reading interests and preferences of rural new literates. The second, An international survey of publishers of easy-to-read materials, is the compilation of a mail out questionnaire to publishers of easy- to-read materials in both the developing and the developed world.

A third publication, The teaching of reading and writing to adults: A source-book, is an attempt to make the significant literature on the teaching of reading and writing to adults available in one volume. All three publications are available from I.I.A.L.M., Box 1555, TEHRAN, Iran

The surveys are free upon request. The sourcebook is US \$5.00 per copy (airmail postage included).

\* \* \*

Information has been received from:  
THE CENTER FOR LITERACY,  
3723 Chestnut Street, Philadelphia, PA.  
U.S.A. 19104

re: PLAIN TALK FORMS - Series I -  
a curriculum of commonly used agreements, forms, and legal documents, rewritten for the  
adult who is learning to read.

Although these are tailored to the U.S. scene, anyone interested in further information  
could contact: Mary Moser -215-382-3700, or the address above.

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Adult Education (Nova Scotia) Vol. 13, #3  
features an article by Thelma Blinn on  
The Volunteer Literacy Movement in Nova Scotia.

\* \* \*

The Literacy Connection follow-up report undertaken by the library students for a specific  
library is now available we understand from:

Professor John Marshall,  
Faculty of Library Science, U. of Toronto  
140 St. George Street, TORONTO, M5S 1A1

The title: A Study of the Problems of Functional Illiteracy in Scarborough and the  
Library's Role.

\* \* \*

Reading Disability and Crime: In Search of a Link by Dr. R.R. Ross  
is an article in Crime et/and Justice, 1977, May, Vol. 5 No. 1, pp10-21.

## **PUBLICATIONS**

The following information has been received from various sources regarding materials which may be of interest to our readers:

### READING AND SPELLING MATERIALS FOR ADULTS AND CHILDREN IN E.S.L. AND REGULAR CLASS: ROOMS:

<u>Title</u>	<u>Price per Copy</u>
THE ABC'S (an alphabet and basic phonics workbook)	1.00
FOUNDATION FOR LITERACY, PART .I (Combined spelling workbook and reference book, plus graded sentences to read and write: consonants short and long vowels)	1.25
FOUNDATION FOR LITERACY, PART II (same format as Part I: advanced spelling patterns)	1.00
BUILDING THE FOUNDATION (Instructor's Handbook to accompany F.F.L. I & II)	.50
VERBS AND CONJUNCTIONS in simple sentence patterns	1.00
SURVIVAL ENGLISH FOR COMING CANADIANS - Volunteer's Handbook (basic conversation)	.50
ORDER FROM: CLARITY BOOKS, Box 92, Station C, Winnipeg, Manitoba, R3M 3S3	
Handling and mailing up to \$3.00 .50¢ over \$3.00 15% of total	

### READER DEVELOPMENT BIBLIOGRAPHY

New Readers Press has published this bibliography of materials for those who read at the 0-8th grade levels.

This latest edition has a new format, the addition of new materials, dated or out-of- print titles have been dropped and entries revised and updated.

Each item in the BIBLIOGRAPHY is a print material, written on the 8th grade level or lower, and on a subject of interest to adults and young adults. Titles are listed in these major areas: leisure reading; community & family life; jobs; reading & writing; arithmetic; science; the world & its people Entries are listed alphabetically by title within

each area. Information given each entry includes author, publisher, copyright date, price, a brief explanation of content, and the reading level.

Author, series and subject indexes provide convenient cross-references and make the BIBLIOGRAPHY easier to use. An appendix explains how reading levels are determined, using the Gunning Fog index. An appendix of publishers' addresses is also provided.

This annotated reference is compiled by the Free Library of Philadelphia's Reader Development Program and is edited by Melissa R. Forinash, the Materials Librarian for the Program. Ms. Forinash is also the author of a quarterly series "Adult Basic Education Materials", for The Booklist. She is a member of both the American Library Association and the International Reading Association.

### The READER DEVELOPMENT BIBLIOGRAPHY

Soft Cover 1977 116 pages \$3.00

Order from: New Readers Press, Box 131 SYRACUSE, N.Y., 13210, U.S.A.

LITERACY MATERIALS produced by LUTHERAN CHURCH WOMEN

The materials are keyed to the New Streamlined English Series (Laubach), - but can be used independently of that series. All materials are written in easy-to-read type.

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