

LITERACY

ALPHABETISATION



The Movement for
Canadian Literacy

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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.

Individual membership rate is \$10.00 per year and includes subscription to the quarterly publication, LITERACY/ALPHABETISATION. Other rates are available for groups and organizations. LITERACY/ALPHABETISATION is only available through membership.

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COMMENT by Audrey M. Thomas

We are happy to bring you this bumper edition of Literacy/Alphabétisation. The mail strike and my move to the "Queen City of the Plains" provided some anxious moments as my desk lay bare at the time of the deadline - October 31; However, as the mails moved again, an avalanche of material appeared.

The issue is testimony to the fact that many Canadians are actively concerned and busily engaged in providing increased and better learning opportunities for other Canadians less fortunate than themselves. We also have contributions from some adults who are now willing to let others know what it was like to be illiterate. We are beginning to provide a climate in which people are feeling freer to talk about this handicap because they know that they can be helped and that there are many others like themselves. This is an encouraging move.

At the time of the conference in May 1976, David Hargreaves of the B.B.C. told some of us then present that there was a three year period of preparation in the U.K. before the literacy campaign took off. Leon Bataille, another speaker from overseas, spoke about the struggles which we would probably have and the importance of humility.

Those of us who are alive to the fact that humanity is interconnected and that we are our brother's keeper, know that we can learn from those we are trying to help, as much as they can from us. Our lives are touched and we are transformed. There are those who would transform society, but we cannot transform society, unless we transform men, and the way of transformation is through the heart, "for what is essential is invisible to the eye".

We must be ever mindful of the human qualities in our relationships in ABE. The striving for better materials, for more research, for training, and for money, while important to get an effective job done, should not obscure the primary cause as to why it is being done. We have no national policy on adult literacy similar to that of the U.K., but, over the last two and a half years, the efforts at consciousness-raising together with the dedication and commitment of workers in the field have helped many things happen. We have gained strength from our association with each other and while we may disagree over methods and techniques from time to time, it is generally the spirit of commitment to our fellow man which has kept us going.

Decisions on the future of The Movement will be made at the first meeting of the new Board in December. One of the decisions will be on the future of this publication. At the Annual Meeting held in September ([see p. 34](#)), it was generally agreed that the Newsletter was a unifying link between us and should be maintained. This issue certainly proves the point that people are willing to contribute to the Newsletter, to keep it going. We hope that YOU, too, want it to continue. For this to become a fait accompli, however, we will need your support for 1979. On page 38, there is a reminder to renew your membership, please do this soon.

As our new President says in his message, we have made a brave beginning. with courage, hope, determination and continued dedication towards the principle of lifelong learning for every Canadian, we should be able collectively to accomplish the aims of the Movement.

WANTED! Articles, News, Reports, etc. for next edition!

DEADLINE: February, 15, 1979

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MESSAGE FROM THE PRESIDENT - Charles Craig

I feel that the most significant fact about the recent annual meeting of the Movement is that it was able to occur at all. The last twenty years of Canadian history is littered with the corpses of organizations people have formed in their attempts to effect change in our country. I am told by those who have been around the field longer than I that two of the bodies lying about were very similar to the Movement. I have also been told many times that the Movement will not survive, that Canadians have little interest, and even less concern in events that lie beyond their own doorsteps. All of these statements have more than a little truth to them and at time in the past two years, I have often felt that the doomsayers had a lot of valid points.

A number of things have kept the Movement together, but first and foremost, there has been the dedication and times of Audrey Thomas coupled with the commitment and counsel of Alan Clarke. Secondly, the interest and dedication shown by people from all spheres of literacy across the country have contributed greatly to the dynamics of the Movement. Thirdly, and perhaps the underlying reason for our survival thus far, is that we recognize that we need the contact with each other that the Movement can provide.

We are at a very important point in the development of the Movement. We can look back in pride at the events of the past two years. We have grown from being the arm of an older organization to an incorporated organization in our own right. We have convened a successful national conference. Numerous publications have been brought out and even more numerous studies and submissions have been completed. We have become organized to the point where we have a board of directors which gives us representation from across the country as well as representation from many aspects of the literacy field. All of these are worthy accomplishments.

I also feel that we all know that we have barely begun. The illiteracy rate of this country is a disgrace - no matter which or whose figures we choose to use. Canadian Society's efforts to deal with the problem are feeble at best.

We also have many questions to answer regarding the organization of the Movement. The loss of Audrey's services as executive director will be sorely felt and leaves us with the following question: will we attempt to function in 1979 as a strictly volunteer-organization without a national office? There are many other points to be resolved. Will we launch a general fund-raising campaign or continue to rely largely on grants? Will we attempt to move more strongly into the field of publications and materials development? Will we attempt to organize a national convention in 1979? These and many others are all questions that demand our urgent attention.

We have made a brave beginning. However, what must be done in 1979 by the Movement will be just another very small step that must be taken if Canadians are ever to achieve the degree of literacy that will begin to allow them to enjoy any degree of equal opportunity.

On behalf of the members of the board I would like to thank all members of the

Movement for their efforts. There remains much to be done. We will need every assistance possible if the Movement is to continue and hopes to accomplish its most necessary aims.

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FEATURES

Developing Teacher-Prepared Reading Materials for Adults
Ethel E. Anderson

A major problem facing instructors in adult basic education (A.B.E.) program is the lack of material designed specifically for the adult learning to read. In order to provide the adult with interesting reading at a suitable ability level, teachers are forced to develop material either as a supplement to the available material or as a replacement.

By preparing their own teaching material instructors can consider their students: (1) interests and needs, (2) reading strengths and weaknesses and (3) background knowledge. They can also ensure that the material is adult in content and format.

The purpose of this paper is to provide some guidelines for the instructors who wish to prepare reading material which is:

1. adult in content
2. adult in format
3. based on useful (transferable) vocabulary
4. controlled in presentation of new vocabulary
5. at the right readability level

ADULT CONTENT

The first step in developing reading material for adults is to determine what is of interest to them. The surest way of doing this is to determine the interests of an individual student and prepare material specifically for that person. However, if the material is to be used with more than one student, a more general approach may be desirable and is possible because adult learners have certain characteristics in common. The adult learner:

1. is problem rather than subject oriented
 2. is task oriented
 3. wants immediate application of learning
 4. has a background of knowledge and experience
- and

Adult students want the material that they are learning to read to be practical and applicable to their lives. While the adult is learning to read he/she also wants to be reading to learn. Brown and Newman, 1968, (1) found that illiterate and literate adults had similar reading interests and that adults learning to read were concerned with: in that order. Therefore in preparing adult reading materials, items on different types of jobs, on health,

child care and local events, would seem to be useful.

1. family and self improvement, jobs and health
2. religion
3. sociology, history and civics

While working with adults at an Adult Day School, the author has found that short biographies of well-known people are of interest to the student, as well as simplified versions of news items and articles, especially areas that are health-oriented. The students also express a desire to learn how to complete forms, read the driver's manual (or at least the test), read road and street signs and read advertisements in the newspapers. These requests for learning specific skills reinforce the view that adults are interested in practical application of what they are learning. Therefore, material which incorporates some of these practical skills could be developed along with material which is interesting and entertaining without having direct application to the student's daily life. The instructor who does not feel talented in the area of creative writing, can feel comfortable developing materials which are of practical use to the students. They can also write simplified versions of human interest articles which appear in the newspapers and magazines. When short stories or articles have been written so that at least some of the characters represent the needs, interests and life styles of the students, they have been received enthusiastically.

ADULT FORMAT

Reading materials should appear to be adult; they should also look as if they are easy-to-read. However, easy-to-read does not mean including pictures and illustrations.

Adult books, unless they are texts or coffee table books, do not usually contain pictures or illustrations. These are used most frequently in children's books, including readers designed for children.

The use of illustrations or pictures in teaching reading has been questioned. (2) In several studies conducted on the use of pictures in teaching children to read, it was found that the use of pictures led to a quicker recognition of a word than presentation of the word without pictures. However, the children who had learned the word without visual cues were better able to recognize the word in a new setting than were the children who had learned the word when it was presented with a picture. These studies seem to indicate that the use of pictures encourages learning but it hinders the long term effect of this learning. Since adults are already adept at using cues other than the printed symbol for obtaining information it would seem advisable to concentrate on teaching the printed symbols. This does not mean that pictures should not be used where they can be effective. However, it does mean that the instructor interested in developing reading material for the adult does not have to be an artist.

Material designed by the instructor can appear adult and easy-to-read if the print size is fairly large, and if the sentences and paragraphs are spaced. Sentences do not need to be short. Adults can understand complex sentences and rather than present material which is stilted, longer and more complex sentence structure should be used.

Materials duplicated using a gestetner-process rather than a mimeograph one are preferable as they appear more business-like than school-like. However, if the content is adult and the material look as if it is easy-to-read without being childish, then the type of duplicating process used is of secondary importance.

VOCABULARY

When deciding what vocabulary to use, the first choice would be the vocabulary familiar to the students and in common usage. A list of words needed by the students in their daily lives should be developed with each student. In addition, however, vocabulary which has a more general usage and is transferable should also be taught. That is, the words taught should be ones that are frequently used in material read by adults. A list of basic sight words for older disabled readers has been compiled (Johns, 1972) (3). This list along with the revised Dolch list (4) of basic sight vocabulary make up more than 50% of the words frequently used in the newspapers, magazines and books read by adults. By incorporating these words into the reading program of the beginning reader, the instructor will ensure that the student is learning words which are in common usage.

CONTROLLED VOCABULARY

Although the Dolch and Johns' lists provide a guideline for selecting vocabulary they obviously cannot all be taught at once. When developing reading material for the beginning reader it is important to control the number of words presented. One of the problems with much of the presently published material for adults who are learning to read is that the material moves too quickly. The writers of the material seem to assume that because the words are part of the reader's spoken vocabulary they will be learned quickly and little if any repetition is required. Although this may be the case for a few fortunate adults it is not the general rule. Adults need repetition. They need material in which the vocabulary is presented in an organized and sequential manner so that provisions are made for repetition. Gray (5) suggests that a word should be used "nine times at interval!; --- the first five uses being close together as an aid to mastery," (p. 18) and that once a word has been introduced that it is continually used in succeeding material rather than dropped. Gray made these recommendations in connection with material designed for children who are learning to read but, it can also be applied to adult material. If used as a rough guideline the instructor developing his/her own material will ensure that the adult learner will have an opportunity to learn the words in their written form.

READABILITY LEVEL

Instructors preparing adult reading material for the first time have to have some means of determining the readability level of the material. This is especially true for simplified versions of news items and magazine articles. One of the quickest and simplest methods to use in determining readability is the Fries' readability formula (5). Grade levels determined by this formula are based on the number of syllables and sentences in a hundred word sample, excluding proper nouns.

By preparing their own teaching material and checking the content, format, vocabulary and readability, instructors will be able to offer their students reading selections and exercises which are interesting and at their readability level.

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A LIST OF BASIC SIGHT WORDS FOR OLDER DISABLED READERS

(J. L. Johns, English Journal 61: 1057-9, October, 1972)

- | | | |
|----------------------|-------------------------|----------------|
| 1. more | 22. last | 43. course |
| 2. than | 23. might | 44. ware |
| 3. other | 24. great | 45. until |
| 4. such | 25. year | 46. something |
| 5. even | 26. since | 47. fact |
| 6. most | 27. against | 48. though |
| 7. also | 28. himself | 49. less |
| 8. through | 29. few | 50. public |
| 9. should | 30. during | 51. almost |
| 10. each | 31. without | 52. enough |
| 11. people | 32. place | 53. took |
| 12. Mr. | 33. American (Canadian) | 54. yet |
| 13. state (province) | 34. however | 55. government |
| 14. world | 35. Mrs. | 56. system |
| 15. still | 36. thought | 57. set |
| 16. between | 37. part | 58. told |
| 17. life | 38. general | 59. nothing |
| 18. being | 39. high | 60. end |
| 19. same | 40. united | 61. didn't |
| 20. another | 41. left | 62. later |
| 21. while | 42. number | 63. knew |
-

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5. Gray, William S. On Their Own in Reading. Scott, Foreman & Company, Chicago, 1960
6. Fries, Edward. Fry Readability Formula. Journal of Reading, April, 1968, 513-514.

A Revision of Dolch Basic Sight Vocabulary Based on four Recently Published Word Lists

(J. L. Johns, The Elementary School Journal, March, 1974, 375-380)

a	does	I	or	this
about	done	if	our	those
after	don't	in	out	three
again	down	into	over	to
all	draw	is	own	today
always	eat	it	play	together
am	every	its	put	too
an	far	just	ran	try
and	fast	keep	read	two
any	find	kind	red	under
are	first	know	right	up
around	five	let	round	upon
as	for	light	run	us
ask	found	like	said	use
at	four	little	saw	very
away	from	long	say	walk
be	full	look	see	want
because	gave	made	she	warm
been	get	make	show	was
before	give	many	six	we
best	go	may	small	well
better	going	me	so	went
big	good	much	some	were
black	got	must	soon	what
blue	green	my	start	when
both	grow	never	stop	where
bring	had	new	take	which
but	has	no	tell	white
by	have	not	ten	who
call	he	now	that	why
came	help	of	the	will
can	her	off	their	with
cold	here	old	them	work
come	him	on	then	would
could	his	once	there	yes
cut	hold	one	these	you
did	hot	only	they	your
do	how	open	think	

UNE EXPERIENCE D'ALPHABÉTISATION À LONGUEUIL: L'école hors de l'école

Jean-Paul Hautecoeur, Ministère de l'Éducation, Québec

Au Québec, la plupart des activités ou des expériences d'alphabétisation sont menées par les commissions scolaires et financées par l'éducation des adultes. L'école conserve le quasi-monopole de l'alphabétisation. C'est dire que, d'une classe à l'autre et d'une région à l'autre, des détails peuvent changer mais que le modèle reste essentiellement le même partout. Je ne vais pas ici décrire ni critiquer ce modèle, mais plutôt présenter très succinctement une expérience d'alphabétisation menée en dehors de l'école: l'expérience du Comité du peuple à Longueuil.

- | | |
|--|--|
| Le Comité du Peuple et l'alphabétisation | Le Comité du peuple est un organisme volontaire de services aux assistés sociaux de la Rive Sud de Montréal, dirigé et géré par des assistés sociaux bénévoles. Chez les permanents, quelques personnes sont analphabètes. Inutile de dire que parmi sa clientèle un grand nombre de personnes sont aussi analphabètes: l'analphabétisme est, avant tout, un trait culturel du sous-prolétariat en marge de la langue comme de l'ensemble des processus de production de la société. Dans son organisation et pour ses activités (aussi simples que répondre au téléphone et prendre des notes ou notes ou inscrire le nom du correspondant), le Comité du peuple a vécu l'expérience désorganisée et dévalorisante de l'analphabétisme. C'est ainsi qu'il a été amené à inscrire des cours d'alphabétisation à son programme: pour mieux outiller certains militants et comme activité d'éducation populaire auprès de son public d'assistés sociaux. |
| Une école alternative | Au départ, le Comité voulait être entièrement maître de son projet d'éducation. Pas question de laisser, le pouvoir de définir le contenu des cours, ni de reconnaître la compétence de faire les cours, à des professionnels de l'extérieur, en particulier du personnel scolaire. Le projet d'alphabétisation et d'éducation populaire est explicitement autonome: il se présente comme une alternative à l'école institutionnelle, et même comme l'anti-école. Pas de professeurs, pas de classes, pas de jeux ni de rôles étrangers à la quotidienneté des assistés sociaux. Pas de frais non plus. Un animateur auprès d'organismes populaires aide le Comité à définir contenus et objectifs du projet, aussi à obtenir de la commission scolaire de Longueuil une subvention globale pour frais divers. |
| L'essai | La première phase de l'alphabétisation est avant tout un essai. Elle a trois objectifs principaux: alphabétiser ou perfectionner l'usage de la langue; renseigner les assistés sociaux sur leurs droits et trouver divers moyens |

de "patenter" la vie; former des moniteurs du Comité pour les prochaines sessions d'alphabétisation pour lesquelles on attend un public nombreux. À cette première expérience participaient quelque quinze à vingt personnes. Très vite, on s'aperçoit que les séances d'information et de discussion sur les droits des assistés sociaux doivent être dissociées des séances d'alphabétisation. On met plus d'emphase sur l'exercice linguistique et on fait appel à une orthopédagogue. À la fin de cette première expérience, le Comité décide de négocier une aide accrue avec la commission scolaire, essentiellement pour le soutien pédagogique.

Le contrat Malgré son idéologie autonomiste et antiprofessionnaliste, le Comité du peuple s'est tourné vers l'appareil scolaire et les professionnels de l'éducation. Deux professeurs ont été "prêtés" au Comité comme "personnes-ressources" en pédagogie. Le Comité comptait bien conserver le pouvoir autonome qu'il avait au début. Ses moniteurs comptaient bien continuer l'éducation et l'alphabétisation populaires dans la culture, et pour les besoins, des assistés sociaux. De son côté, la commission scolaire préférait "encadrer" une activité marginale d'éducation qui avait commencé avec son soutien financier, mais sans son droit de regard pédagogique. Elle saisissait l'occasion de faire une expérience d'alphabétisation para institutionnelle quand, manifestement, les cours réguliers en classes du soir n'atteignaient que très partiellement les résultats escomptés. L'entente se résumait globalement à ceci: la commission scolaire prêterait deux professeurs et un animateur à temps partiel, elle aiderait à la formation de moniteurs, elle soutiendrait financièrement le projet; le Comité du peuple garderait la gestion globale, il assurerait la permanence des moniteurs, la publicité et le contact avec la population des assistés sociaux, il assurerait la continuité "populaire" de l'expérience.

La deuxième année L'expérience se poursuit donc pour une deuxième année avec une participation accrue de l'école et avec l'aide de trois moniteurs du Comité. Le public n'est pas beaucoup plus nombreux que la première année et, fait significatif, il n'est composé que pour une moitié d'assistés sociaux. Les autres sont des travailleurs qui ont préféré la formule du cours au Comité du peuple plutôt que celle des cours à la commission scolaire. La transition est difficile entre l'aventure de la première année, les attentes qu'elle avait suscitées et le nouveau style donné à l'alphabétisation par les professeurs. Même si ceux-ci ont la volonté d'enraciner la pédagogie dans la culture du Comité et de son public, même s'ils recherchent les moyens de relier l'apprentissage de la langue à une éducation populaire libératrice, même s'ils sont aidés par des moniteurs organiques, ils ont apporté avec eux une culture et un "éthos" de classes moyennes, ils impriment à l'expérience la "rationalité", les normes et même les règles de l'école. Quant au public - les "élèves" -, ils sont satisfaits par ce modèle plus rigoureux de l'apprentissage, ils apprennent effectivement le système

métrique et le français, ils aiment se retrouver dans un sous- sol plutôt qu'à l'école régionale et ils retrouvent malgré tout le rituel de l'apprentissage "normal" qui est plus sécurisant que des séances d'information sur les droits et misères des assistés sociaux. Les moniteurs, eux, d'avant-gardes de l'expérience d'éducation populaire qu'ils voulaient être, ils sont devenus des, adjoints aux éducateurs professionnels. En fin d'année, l'expérience est évaluée globalement comme un succès. Elle est réellement destinée à croître. Elle amène les principaux acteurs à réviser leurs rôles ' pour une troisième année.

Le nouveau
"contrat"

Cette révision des rôles, soit le pouvoir de définition du modèle d'intervention éducative, est passée du Comité du peuple à la commission scolaire. Les professionnels, indépendamment de leurs intentions, se sont manifestement réapproprié l'expérience. La nouvelle "entente" ou le nouveau "contrat" (il n'y a plus en fait ni l'un, ni l'autre), prévoit donner une plus grande autonomie à l'équipe d'alphabétisation composée de deux professeurs, de deux animateurs et d'un représentant du Comité du peuple. Autonomie accrue, théoriquement, tant face à l'école que face au Comité qui - a d'autres activités que l'alphabétisation. En fait, l'autonomie dessinée vient consacrer la distance prise par l'alphabétisation face au Comité du peuple. Le représentant du Comité dans l'équipe d'alphabétisation n'a qu'un rôle passif et représentatif. Les moniteurs sont toujours là et théoriquement pleinement participants à l'expérience, mais plusieurs indices laissent croire qu'ils ne joueront à l'avenir qu'un rôle subsidiaire et même qu'ils se retireront carrément. Reste donc, comme pilier de l'expérience, les professeurs et, derrière eux, l'appareil scolaire. C'est là que les stratégies sont définies, c'est de là que la "compétence" pédagogique s'impose malgré la "bonne volonté" des éducateurs qui cherchent à devenir organiques, c'est dans ses conseils d'administration que les budgets sont votés. c'est par là que les lourdes traditions de l'éducation monopolistique se transmettent et se reproduisent dans les interventions qui, apparemment, étaient les moins susceptibles d'accentuer les contrôles de l'appareil scolaire.

La suprématie de la langue	Que peut-on retenir de cette expérience très brièvement résumée? D'abord les échecs. Ni le Comité du peuple, ni la commission scolaire n'ont réussi à développer une éducation populaire qui soit en affinité organique avec la culture, le langage et les besoins des assistés sociaux. Ni l'un ni l'autre n'ont réussi à pratiquer une alphabétisation qui soit en affinité organique avec les usages linguistiques quotidiens des sous-prolétaires analphabètes. Il faut bien constater que la suprématie des traditions scolaires et de la loi de langue s'est encore imposée en dehors des murs de l'école.
Un public sélectif	Le Comité du peuple n'a pu réunir son public potentiel d'analphabètes par les séances d'alphabétisation. Dès la deuxième année, l'expérience éducative a attiré des travailleurs ou des chômeurs saisonniers. Il est à prévoir que ce type de public sera majoritaire, s'il ne l'est déjà. Il tendra à écarter les "parias", car les distinctions sont aussi vivaces en bas qu'en haut de l'échelle sociale.
L'expropriation	Le Comité du peuple, on l'a vu, a progressivement été désapproprié d'un projet qu'il avait conçu et expérimenté une première année. Ses moniteurs, malgré le rôle innovateur que les professeurs et la commission scolaire leur reconnaissaient, se sont vite retrouvés subordonnés à la maîtrise des professeurs et confirmés dans leur statut de sous-prolétaires bénévoles au service d'une commission scolaire incapable de les payer, notamment parce que contrainte par une loi d'assistance sociale. Deux moniteurs ont déjà démissionné. L'aventure de la participation tire à sa fin. La désappropriation de l'éducation populaire se complète ainsi par l'expropriation "douce" des bénévoles.
Les moniteurs	Les principaux succès maintenant. On a fait, à Longueuil, l'expérience des rôles irremplaçables des moniteurs organiques, non professionnels, dans une intervention d'alphabétisation. Malgré leur défection due à des facteurs structurels essentiels, et malgré l'effet de domination qu'exerçait directement sur eux le modèle des professeurs, ils ont démontré qu'il est possible et nécessaire de déconfessionnaliser l'éducation de base. Positivement, ils ont confirmé ce qu'on a expérimenté dans le Tiers Monde et ce que proclamait la Déclaration de Persépolis, à savoir que l'éducateur et l'éduqué doivent être d'une même culture, d'une même classe, parler un même langage. La culture technocratique produit et cherche à appliquer des modèles systémiques ou cybernétiques. La situation éducative à situer dans un environnement quotidien appelle une conception et des pratiques organiques, ce qui est à contre-courant dans nos sociétés occidentales.

Un lieu vivant	Si, au Comité du peuple, on n'a pas réussi à attirer la population des assistés sociaux analphabètes (dans l'utopie des débuts, on se préparait à accueillir une centaine de personnes), on a néanmoins attiré un public qui ne se serait jamais présenté à l'école. C'est un des aspects les plus positifs de l'expérience de Longueuil. L'environnement de ce sous-sol où se donnent les cours, le style des rencontres, l'ambiance ont créé un lieu vivant. La dure épreuve du spectacle de sa propre déchéance et de l'exercice scolaire traumatisant a pu être évitée et remplacée par un jeu efficace de l'apprentissage.
Heureuse alphabétisation	Autre succès manifeste: l'alphabétisation a été réellement productive. Les méthodes et les techniques seules n'y sont pas pour grand-chose. C'est l'ensemble de la situation pédagogique qui a permis de transformer un exercice laborieux en une expérience de "gai savoir".
"Quelles conclusions?"	Finalement, cette première tentative d'alphabétisation en dehors de l'école avec la collaboration d'un organisme populaire aura été, pour la commission scolaire et les professionnels de l'éducation des adultes, riche d'enseignements et de résultats. Elle aura clairement démontré tous les avantages de la déscolarisation et de la déprofessionnalisation - même partielles - de l'alphabétisation des adultes. Elle aura découvert de nombreuses possibilités, en marge de la culture et des clichés technologiques. Elle aura fait un peu avancer la recherche d'une éducation populaire menée par l'école. Mais, ne l'oublions pas, tous ces acquis au positif pour l'école l'auront été au prix de la remarginalisation de l'organisme populaire initiateur de l'expérience et de la dure exclusion des moniteurs. C'est à eux qu'il faudrait maintenant demander "quelles conclusions ?"... ⁽²⁾

(1) Ce travail a été fait dans Analphabetisme et alphabétisation au Québec, Editeur officiel, gouvernement du Québec, 1977.

(2) Cet article est une nouvelle synthèse d'une étude plus longue publiée sous le titre: Une expérience d'alphabétisation para institutionnelle, ministère de l'Éducation, gouvernement du Québec, 1978.

REMEDIAL READING RESEARCH WITH DELINQUENTS ¹

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Education for literacy was made statutory for prisons in Britain in 1823. This action of the British government heralded a century of pronouncements on reading disability as a cause of anti-social and criminal behaviour (e.g. Gates & Bond, 1936; Margolin, 1955; Roman, 1957; Cowie et al., 1968; Critchley, 1970; Rutter & Yule, 1972; Segal, 1973; Palfrey, 1974) and on remedial reading as a means of preventing delinquency (e.g. Margolin et al., 1955; Staats & Butterfield, 1965; Drucker, 1966; Fader, 1966; Halstead, 1970; Gormly & Nittoli, 1971; Carsetti, 1977).

However, recent reviews of the literature on the relationship between learning disability and delinquency and on the association of academic retardation and anti-social behavior have raised important doubts as to the adequacy of the evidence for explanations of crime in terms of educational deficits (Murray, 1976; Offord, 1977).

A recent review of the literature on the relationship between reading disability and crime (Ross, 1977) made it clear that there is an abundance of experiential and anecdotal evidence which indicates that there is an inordinate number of individuals with reading problems in the offender population. However, the evidence, though persuasive, cannot be taken as conclusive. There are major shortcomings in the adequacy of the research in this area which seriously limit the conclusions one can make. It is impossible to obtain an accurate and reliable estimate of the incidence of reading problems in the offender population because investigators have too often failed to standardize their choice of measures and have failed to define clearly the referents for terms such as "illiterate", "reading disabled", "reading handicapped" or even "delinquent". Estimates of functional illiteracy range from 2.4% to 84.6% of the offender populations studied (Ross, 1977).

Most investigators have focused on the incidence of reading difficulties while ignoring the nature of the reading problems. The causes of reading problems are both multiple and complex involving sociocultural, psychological, perceptual, neurological, attitudinal, or instructional factors, among others. However, the research on the reading problems of delinquents seldom pinpoint the nature of their problems and only rarely do investigators report whether they involve problems of comprehension, memory, vocabulary, decoding, abstract reasoning, discrimination or directionality, etc. Instead, typically rather crude measures of reading grade level are made without reference to the area of reading difficulty and without reference to possible sub-skills deficits, and often without adequate consideration of intellectual level.

The literature is replete with controversy as to the directionality of the assumed relationship between illiteracy and crime: is anti-social behavior an effect or a cause of reading problems? The absence of adequate longitudinal studies precludes the possibility of resolving this chicken-egg controversy. However, the single fact that many offenders

do not have reading problems and the majority of reading disabled children do not engage in criminal behavior makes it clear that reading disability is neither a necessary nor a sufficient cause of criminal behavior. There are simply too many factors having to do with the individual's biography or socioeconomic environment which intervene.

In the present paper the efficacy of programs designed to improve the reading skills of pre-delinquents and delinquents is examined. Evidence that remedial reading prevents delinquent behavior or leads to the rehabilitation of active delinquents would lend support to the notion of causative link between illiteracy and crime. However, as Palfrey (1974) admonished: "

"...the relationship between illiteracy and delinquency is irrelevant to the argument that prisoners who suffer from this disadvantage ought to be taught to read and write". (p. 80).

The materials for the present review were obtained through visits to reading clinics, correspondence with reading specialists, surveys of a sample of correctional settings with ongoing remedial reading programs and extensive bibliographic research (Ross, 1977)².

Reading Remediation in Institutional Settings:

Most of the research on reading remediation with delinquents has taken place in correctional institutions, particularly Training Schools. Such institutions have been frequently criticized on many counts and have often been labeled as "schools for crime". Research on training schools has focused almost exclusively on studying the effects of the institutional experience on psychological factors such as self-esteem, or on post-institutional delinquent behaviour. Only rarely have investigators examined the educational effects of such institutions in spite of the fact that academic programming is emphasized in most of these settings. The tendency of investigators to decry (quite properly) punitive, regimented, and repressive features of training schools seems to have blinded them to some highly innovative educational programs which have been conducted in such settings. These include an impressive number of remedial education programs in reading. In fact, even when no special remedial reading programs are provided there is evidence that substantial improvement occurs in reading skills as a function of the training school experience. For example, Kahn & McFarland (1973) demonstrated marked improvement in 47 delinquent boys in a study of a fairly representative training school program in which pre-post measurement of reading skills was obtained (Step Reading Test). Unfortunately, no controls were provided for this study and we cannot assess the influence of simple practice effects on reading test performance.

In 1971 the California Youth Authority conducted a study of a population of close to one thousand academically deficient delinquents to determine whether participation in remedial education programs and/or achievement of large reading skill gains would lower recidivism. No relationship was found between recidivism and reading gains or between recidivism and remedial education. The study did find, however, that parolees with low reading ability recidivated more quickly following release than parolees with high reading

ability. We should note that recidivism is a singularly unimpressive index of delinquent behaviour (Wilkins, 1969). Moreover, in this study as in many others, we cannot determine whether measures of reading gain reflect actual improvement in reading skills or merely improvement in general test-taking behaviour and performance.

Friedman (1966) has presented an excellent illustration of an individualized, broad-based and eclectic approach to remedial reading in the case of a 12 year old incarcerated delinquent. The case study clearly demonstrates many of the motivational, environmental, and attitudinal factors that the teacher must face when working with "students" in such settings. The 39 hour, seven month program successfully employed role-playing, diagnostic teaching, specific readiness training and personal counselling.

Gormly and Nittoli (1971) used a combination of programmed instruction and high interest material in a reading program with twenty institutionalized delinquent boys. The students obtained continuing feed-back on their reading gains through the use of self-administered tests. Emphasis was placed on ensuring that only successes were recorded. In comparison to "expected increases" (not elaborated), the subjects improved significantly on each sub-test of the Gates-McGinitie Reading Test, after an average of twenty-three training sessions. Unfortunately, no control group was used in this program nor was long-term reading improvement studied. Gormly and Nittoli tried a similar approach in the New Jersey Training School in 1974 with forty-four boys. The subjects improved in reading speed, accuracy, vocabulary and comprehension.

Not all remedial programs with delinquents enjoy success. For example, in a study of 60 reading-disabled institutionalized boys who had volunteered for an eight week summer reading program Scheaf (1972) used approval and candy as reinforcers. One group of subjects worked together in pairs and received only the reinforcers for progress while a comparison group was involved in Reality Therapy (Glasser, 1969) discussions. A control group participated only in a recreation program. No significant advances were found in pre-post program tests of reading achievement in any of the groups.

In contrast, Gordon and Abrams conducted a successful reading program for institutionalized delinquent boys in 1973. They used a combination of group discussions, self-government, and written and oral presentations. This is one of the few studies which have examined how treatment effects are dependent on the individuals' state of pre-treatment skills. The authors found that reading achievement gains were dependent on maturity level - a variable that has been found to be highly important in treatment research in corrections (Palmer, 1975).

Aaron, et al., (1975) used a computerized reading instruction course with 36 institutionalized males with an average age of 16 years. The offenders were randomly assigned to two groups. Group one attended a traditional classroom while group two under-went the computer-based program. The latter provided for student self-planning, structured learning units, learning routes based on previous achievements, and ongoing feed-back. After 10 to 70 days of treatment, impressive gains were made in reading. This was a carefully designed study and should be repeated to assess the long-term effects of

remediation and to assess whether reading gains are carried over to non-research situations.

A reading program for adolescent delinquents in a Scottish institution (Kerr, 1973) reportedly changed the subjects' "whole outlook and personality". The brevity of the report however, does not allow us to evaluate this program. Kerr claims that "after an intensive verbal stimulation program of 32 hours the boys showed an average increase in intellectual power and verbal ability; of one year" (Kerr, 1973, [p. 31](#)).

Perhaps the most touted remedial reading program for institutionalized delinquents is Fader's (1966) "English in Every Classroom" approach. Fader's fundamental assumption is that in order to motivate delinquents to read one must make literacy attractive to them. He proposes that this can be achieved by surrounding them with reading materials which are of interest to them. Reading is to be stressed in all aspects of school life. An investigation of the efficacy of Fader's approach was conducted in a Michigan training school with sixty 12-16 year old males (Fader, 1966). Pre-post measures were taken of teachers' behavior ratings and evaluations, pupil questionnaire: (Attitude Toward Literacy), behavior ratings, and a verbal proficiency test. It was demonstrated that the treated group made twice the advance in reading comprehension that the controls made. Moreover, self-esteem increased in the reading group while it decreased for the controls. Although all subjects remained "alienated by the school experience" (they did not care much for school when they arrived nor when they left) at least the experimental subjects developed a more positive attitude toward literacy. In addition the treated group became significantly less anxious about school and made significant gains in their ability to generate ideas and verbalize ideas - the controls lost ground.

Unfortunately, one must seriously question the adequacy of the control group in this research. The controls were neither matched nor randomly assigned and we have no way of knowing whether either the groups or the institutions are comparable.

A major impact on educational programs in correctional institutions for juveniles has been made by the American Correctional Association's project READ (Carsetti, 1977). Through this project, reading programs based on Fader's approach have been made available to over 5,000 delinquents in training schools in 47 states. The program involved sustained silent reading, a language experience approach, and pre-post, standardized measurement for each subject. After four months of training, subjects on the average were found to have made a reading gain of one year, along with a seven month gain in Mental Age and improved self-esteem and reading enjoyment. Carsetti has stressed that the project was a service program not a research project (Carsetti, 1977). Nevertheless, this program like most of the reading programs for offenders is highly encouraging and persuasive, though not entirely conclusive.

Programs for Pre-Delinquents in Community settings:

Several remedial programs have been conducted with children with adjustment problems in community, school-based projects. As early as 1934, New York City supported Gates and Bond in a delinquency prevention program in remedial reading. In schools throughout the city 700 unemployed teachers supervised by 35 reading specialists provided remedial reading for more than 12 thousand students with reading problems.

The program employed an eclectic approach to reading with additional attention being given to helping the students overcome their personal problems. An analysis of 2,700 randomly selected cases who were functioning intellectually at the dull-normal level indicated that "95 percent of the pupils made gains at least as great as the average pupil makes in the same time". There was also evidence of improvement in emotional and social adjustment and conduct. However, the project report fails to detail the nature of the remedial reading approach, or the length of training. As in too many reports of remedial reading programs with offenders, we are not informed as to the level of reading disability at the outset of training, nor are we told what measures of reading are employed to assess improvement. Moreover, there was no attempt made to determine whether the improvements persisted following the completion of training. The failure to examine the persistence of post-remediation improvement is characteristic of reading research in the field of corrections.

Support for the claims of success of the Gates & Bond program was obtained in a controlled study by Zubin (1936) which constituted an integral part of the New York project. Zubin compared a control group of students which received regular classroom work with a matched group which received an average of 45 days coaching in reading on an individual basis. He reported that the coached group gained more than three times as much in reading ability as the controls, and improvement in classroom behavior was twice as frequent in the remedial reading group (Gates & Bond, 1936).

Two programs have been reported which used behavior modification techniques in a remedial reading program with anti-social children. One (Staats & Butterfield, 1965) described the progress of a 14 year old culturally deprived delinquent boy; the other (Becker et al., 1967) reported the success of a behavioral approach with school children with reading difficulties and behavior problems.

None of the above programs mentioned behavior outside of school. Did the improvements in classroom behavior carry over to non-school activities? Is remedial reading an effective preventative approach to delinquency? One investigation of this question was conducted in rural high schools in Oregon in 1964 (Lane, County Youth Project). In one of the high schools the specific curriculum included remedial reading. Other schools with traditional programs served as controls. It was found that delinquency was reduced in only one school - not the one providing remedial reading!

Liddle (1963) reported more encouraging results in the Quincy Youth Study in which a group of 40 slow learning Grade nine students received communication training including

remedial reading. In comparison with an untreated control group, the remedial reading groups showed marked improvement in academic achievement, truancy and delinquency. Liddle and Long (1958) had previously shown that a twelve month reading program similar to the Quincy Youth Study had led to an improvement in the social adjustment of a group of fifth grade students. However, in this earlier study no control was provided.

College students and volunteers have often been used as tutors in remedial reading programs with delinquents. The effectiveness of such programs has seldom been assessed. They are not always successful (Scioli, 1976). For example, Benning (1968) used undergraduates as remedial reading tutors in a delinquency prevention program. Thirteen behavior-problem fourth grade students were randomly selected from a pool of children whose teachers had identified them as behaviour problems and as reading retarded. No significant differences were found between the remedial reading group (programmed learning) and the control group in reading achievement, school behavior, social adjustment, self- concept, or anxiety.

Another intervention program with delinquent and pre-delinquent black adolescents was run in a ghetto junior high school. Black college students were used as tutors to conduct tutorial reading and cultural enrichment sessions, bi-weekly group counselling and programmed learning. These grade 7-8 students appeared to improve in reading, teacher evaluations and probationary status but the lack of adequate research methodology makes it difficult to judge the outcome in Bradfield's (1975) report.

Dorney's (1967) study was more persuasive. This program involved youths who had agreed to accept treatment at a Youth Counsel Bureau as an alternative to sentencing in a Juvenile Court. The 37 adolescent males (16-20 years) who were retarded in reading by at least two years were divided into three groups:

1. remedial reading group;
2. attention control group and
3. no treatment control group.

The first group received 50 sessions of reading instruction at New York University. Instruction was tailored to the interest of the subjects and involved, for example, reading want-ads, menus, maps and telephone directories. Another factor which the author failed to stress as significant to improvement was the fact that the reading materials carried by I, the subjects were made to appear to be identical to materials carried by under-graduates (and were kept in folders bearing the university crest). This could have played an Important role in the subject developing a more positive attitude towards himself and the program. While this effect is impossible to measure, we do know that following training the reading group was found to be significantly greater than the other two groups in improvement in attitude towards authority.

The attention control group received an equivalent number of hours of swimming instruction at a Park's Department pool. The other control group received no instruction.

No group comparisons were provided with respect to relative improvement in reading although each of the experimental subjects did show considerable improvement on the California Reading Test. The author reports that in an 18 month follow-up fewer of the remedial reading subjects had further court involvement, but no statistical comparisons are reported.

A Work Training Program (1972) provided remedial and writing training for a group of "dyslexic" delinquent boys in a California high school. Owing to the design of this study firm conclusions cannot be reached but the authors report that substantial improvement was found in the boys' social attitudes as a result of remedial training.

Programs for Delinquents on Probation:

It seems unrealistic to treat the delinquent's reading disability as a problem in isolation from the rest of his being. Practitioners have had a long standing debate over the order in which reading problems and social-psychological problems should be treated. . Many practitioners view the reading problem as primary and the social-psychological handicaps (lowered self-esteem, resentment of authority, anxiety, negativistic attitudes to school, etc.) as secondary and recommend improving reading and thereby improving the other problems. On the other hand, the emotional disturbance may be the primary issue and a social-psychiatric approach to treatment may be preferable.

One of the earliest studies to examine the question of whether practitioners should deal first with the "reproductive attitudes and emotional conflicts" felt to underlay the delinquents' reading difficulties was carried out by Margolin et al., (1955). Margolin assigned 21 probationers to three groups. The first group [was offered a remedial reading! program which stressed basic sight vocabulary, work analysis techniques, reading Incomprehension and other language art skills. Each of these probationers had a program tailored to handle their specific reading problem. The second group was given group therapy sessions to deal with the problems that interfered with their reading progress. Tutorials were designed to encourage probationers to talk about their feelings on reading or their reading problems. Subjects were required to read only when the spirit moved them. Remedial treatment was geared to the subject's needs.

In the third group no mention was made of reading difficulties. The clinic told them that they had been referred for "interview group therapy" because of their "difficulties in the community".

It was found that the tutorial group made the most gains in reading and school adjustment. Improvement in reading for the tutorial group was 74% compared to 39% for the remedial reading group and 26% for the interview therapy group. With respect to school adjustment, 81% of the probationers improved in the tutorial group in contrast to 71% of the probationers in the other two groups.

A different approach to treat the underlying problems of reading was tried by Halstead in 1970 with probationers. Halstead created a two phase program for twelve probationers. Halstead created a two phase program for twelve probationers severely retarded in reading. Phase provided patterning exercises to reduce perceptual distortion while the second I phase used an animated typewriter to give multiple sensory stimulation. A token reward system was also used to motivate the probationers. At the end of the program the mean change in reading level was 1.8 years. By comparison, an untreated control group improved .24 years. Unfortunately the adequacy of the control group was highly questionable and no data were provided on academic or social adjustment.

Love and Bachara (1975) used a behaviour modification group therapy program for juvenile probationers at a court clinic. The program incorporated several techniques (for instance contingency contracting, psychodrama and activity groups) as a means of modifying behaviour. As with most behaviour modification reports (Ross and Price, 1977) there are no data on the effectiveness of this program. Another interesting point of this report is its recommendation that juvenile courts employ developmental optometrists to offer visual training for primary grade students. There is very little evidence that optometric training is helpful in reading remediation. (Koegh, 1974).

Shortcomings and Conclusions:

Studies dealing with remedial reading programs for offenders are fraught with methodological flaws. The major problems are inadequate control groups and experimental confounding - failure to establish that reading training per se and not other factors (e.g. increased attention) is responsible for improvement - which are obtained. More secondary weaknesses are sampling bias (particularly bias through failure to consider refusals and drop-outs); a failure to report pre-program reading levels' and uncontrolled placebo or novelty effects. Noticeably lacking is research assessing the persistence of immediate post-program gains. There is also a noticeable absence of consideration of individual differential response to the same program. No study reported that an attempt had been made to examine the offender's reading problem in order that differential treatment programs might be developed.

The scores of educational or psychological tests administered to delinquents on admission to a Training School may be depressed and unrepresentative because of the emotional response to incarceration. If this is the case then improved test performance is likely at discharge simply because the delinquent anticipates release. In institutional reading research there are two factors working: reading change and environmental change. We believe that the two are intertwined. Without an adequate baseline measure of reading ability, reading research programs in correctional settings will continue with this basic methodological flaw and thus the evidence of the efficacy of these reading programs will be questionable.

We must also question whether simple test-retest studies demonstrate real reading level improvement or merely improved ability in performing on reading tests. At least one could expect that investigators would use alternate forms of these tests to eliminate the

effects of practice. In the few studies that use control groups, other weaknesses surface. One would expect to find covariate analysis being applied when the experimental and control groups differ in pre-test reading level. Not only do researchers fail to use covariate analysis, they often do not mention whether the groups differed in ability before remediation.

We suggest that instead of using reading ability tests, researchers should focus more on unobtrusive measures of reading behavior (e.g. frequency of reading) and experimental designs that can avoid the problems of simple pre-post measurements. (Campbell and Stanley, 1963).

Neglect in classifying the illiterate offender's reading problem and the tendency to provide all inclusive remedies appears to stem from the idea that delinquents have reading problems for only three reasons: poor motivation, expectation of failure and antipathy towards school. To use Fader's notion (1971) they have been perceived as "antiliters" rather than "illiterates". Neurophysiologists have found that an excessive percentage of delinquents may have deficits in areas such as concept formation, verbal-symbolic manipulations and perceptual organization (e.g. Berman, 1974). But these findings are seldom considered in developing reading programs for delinquents.

It can not be assumed that all offenders will improve through programs using high motivation. Offenders may have problems which are not caused by poor motivation and training them in a highly motivating program may only enhance their feeling of incompetence if the program does not meet their needs and they thereby fail.

While at first glance some of these programs appear to be quite successful, their methodological shortcomings do not allow us to judge conclusively whether remedial reading with behavior problem children either improves reading skills or prevents delinquency. In most studies an eclectic approach, or rather a potpourri of approaches, are used and one cannot ascertain what aspect of programming, if any, is essential and what superfluous. Since adequate control groups are seldom provided, measures of reading or behaviour change are crude and ill-defined, the population parameters are not clearly specified, control groups are typically absent, and the nature of the reading intervention is seldom delineated, these studies can only be viewed as promising.

There are several vital ingredients to successful programming in reading programs with delinquents: the use of peer group support, minimizing failure and providing continual feedback on progress. Some of the successful programs used techniques which subtly persuaded the delinquent that he was a reader and clearly identified him as such. Such an approach has been shown to be highly effective in engendering persistent behaviour change (Bowers & Ross, 1973; Ross & McKay, 1976).

With the criminal justice's system's current emphasis on community-based corrections and diversion programs as an alternative to institutionalization of the offender it is likely that greater responsibility will be placed on the teacher. More than ever the teacher will be perceived as an agent of social control and as a practitioner in the criminal justice system.

The foregoing evidence, though not conclusive, is sufficiently persuasive to encourage further research on the value of remedial reading as an integral part of educational programs for delinquency prevention or offender rehabilitation.

Footnotes

1. Research supported by the Ministry of Correctional Services, Government of Ontario. We appreciate the assistance of D. Mills and the encouragement of A. Birkenmayer.
2. We report only those studies which deal with children who are described as predelinquent or delinquent, or studies which report the effects of remedial reading on delinquency, broadly conceived.

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PUBLIC LIBRARIES - LITERACY DEVELOPMENTS

At the Ontario Library Association (OLA) Conference in London on October 28, a workshop entitled 'How Literate Are You About Literacy:' was presented. The organizers were the Ontario Library Literacy Committee and the workshop was presented in two parts: "Illiteracy in Ontario", and "Library Leadership and Literacy". The workshop was well attended and delegates heard presentations from people working in the literacy field in London, Kingston, Toronto and Lindsay. A library literacy kit was distributed.

A President's Advisory Group on Literacy has been formed to advise the President of the Canadian Library Association on literacy and libraries.

For further information about the work of these groups, contact: Carolyn Youssef, Chairperson, Library Literacy Committee, Campbell District Library, 496 Birchmount Road, SCARBOROUGH, Ontario.

PARTICIPANTS AT THE LVA WORKSHOP ARRANGED BY The MOVEMENT FOR CANADIAN LITERACY in TORONTO, August, 1978.

...at break-time (right)

..in deep concentration (below)



NEWS FROM...

BRITISH COLUMBIA

INVOLVING VOLUNTEERS IN ADULT EDUCATION SERVICES

This was the theme of a British Columbia conference held in Vancouver from October 12-13, 1978. The conference was sponsored by the Ministry of Education and brought together administrators and other professionals when were working with or intended to work with volunteers in Adult Basic Education (ABE), English as a Second Language (ESL), and Adult/Community Education.

In the keynote statement, Gordon Selman of the University of British Columbia related the current resurgence of volunteerism in adult education to five issues. Firstly, the realization that many people had been failed by the regular education system. Secondly, some segments of society were not being adequately served by adult education. Thirdly, an anxiety and concern that over-professionalization of adult education not take place in Canada. Fourthly, the satisfaction and enrichment of the lives of a varied cross-section of lay people who volunteer their services. (The generalized image of the volunteer as a middle-class housewife no longer holds true, as men and women of all ages and from many walks of life become involved in volunteer activities.) Fifthly, an increasing recognition by adult educators that in order to get the job done, a satisfactory blend of volunteer and professional help is often the answer.

Professor Selman went on to say that volunteerism brought with it certain obligations viz: to the learners - to deliver what we say we will do; to the volunteers - to make sure that their time is well spent so that they gain satisfaction and to integrate them into the wider program activity so that there are opportunities for growth; and finally, to the professional in the field - to undertake management and training of volunteers as well as to understand the implications of volunteerism for themselves and their staff.

In a subsequent presentation, Drs. J. Roby Kidd and Knute Buttedahl gave examples of volunteerism in adult education from around the world. Roby spent some time on the "roots" and the concept of "volunteer". He mentioned four attributes - the volunteer gives service freely; a volunteer is a citizen; the volunteer is an amateur - in the sense: that he loves activity and commitment; and fourthly, the volunteer is a participant who shares in a common experience with others. These roots are important in order to understand the international volunteer experience which can range from doing one's duty in military service for the state (as in Israel and Latin America) to volunteering one's services because of peer pressure (as in the "developed" world where top executives are approached to lead charity campaigns etc.). In some communist countries, there is a high participation rate in voluntary activity, because of the tenet that those who take from society should contribute to the health of it.

Buzz groups followed the presentation and a summary of the morning session was made by Ian Morrison, President of the Canadian Association for Adult Education (CAAE).

In the afternoon, a panel session on Canadian Volunteer Experience .as chaired by Denis Haughey, the new ABE Coordinator for British Columbia. Panelists were Audrey Thomas, Mary Ashworth and Ian Morrison, each of whom directed their remarks to the field of Adult Basic Education, English as a Second Language and Adult Community Education respectively. The session was then followed by a series of Case Study Sessions in each of the three fields just named.

On the following morning, a panel of B.C. adult educators reacted to a paper entitled Volunteers: Implications for B.C. which was presented by Michael Clague. Walter Hardwick, Deputy Minister of Education made a closing statement. After the conference there was an opportunity for ABE and ESL instructors to meet in separate workshops to discuss issues of concern with the resource people who attended the main conference.

A. M.T

B.C. Ministry of Education, Division of Continuing Education, SPECIAL PROJECTS, 1978/79.

The projects listed below are considered basic literacy-oriented, are presently underway and will be evaluated upon completion later in this school year.

<u>Region. Area</u>	<u>Project Title and Description</u>	<u>Contact Person</u>
Capilano	Survey of Illiterates - To identify and locate and work with adults who need literacy education who have , not come voluntarily forward.	Mr. W. McGown
	Survey of New Canadians who need ESL - To give the New" Canadians a working knowledge of English.	"
	G.E.D. Tutorial - To upgrade candidates with tutorial help.	"
	Curriculum Development of Basic Education Packages for Trade Unionists - To design curriculum in basic skill" upgrading for trade unionists in their field.	Eduard Lavalle
Cariboo	Adult Basic Literacy Programs - Phase 1 - Eastern Region -- To develop the capacity for delivering an ABL program with trained volunteer tutors to assist people who read at below grade 6 level.	Jerry McKee
Douglas	ABE Assessment - Referral-Verification -- To provide maximized literacy and general academic upgrading 17 opportunities for the under-educated in Burnaby.	E.R. palleson
	Volunteer Training for ABE Programs -- To train volunteers to assist ABE students, particularly with special emphasis on working with the learning disabled.	Donna Stainsby
East Kootenay	ABE Outreach Travelling Teacher - Part 1 - To provide basic literacy and basic numeracy instruction to home- bound or handicapped students.	Dale Fike
New Caledonia	Communications I - To introduce adults to basic reading and writing skills that they do not possess,	Jack Hotell

Basic Literacy Curriculum Development and upgrading Robert Chadwick, Program for Quesnel -- To develop a basic curriculum guide for tutors working with native students on a tutoring basis.

Northwest Adult Basic Education - Assessment and Curriculum for North coast Native Indian communities --To develop a comprehensive instructional package of curriculum and learning aids directly related to the cultural, social and geographical background of the communities. Laurie Jones

Okanagan Transition Training - An academic upgrading program for mentally handicapped adults. William Christensen

Basic Communication for Socially Handicapped "citizens" - This course is designed to provide a resource for illiterate people to improve reading and writing skills.

Okanagan Basic Literacy Program - To recruit volunteers who will provide instruction on a 1:1 basis. Frank Paul

Adult Literacy - To teach adult illiterates to read and write. Syd Gowland

An Open Door to Learning - To provide individual help in a classroom situation, aimed at semi-illiterates, disabled or handicapped people. Rosemary H.-Smith

Options - To provide academic upgrading to grade 10 level, explore available employment and training opportunities, and promote social and personal confidence. Dr. John Hart

Vancouver Curriculum Development for ABE (Literacy) and ESL - To provide a curriculum that tutors/volunteers can use at drop-in centres for both native and non-native speakers. Betty Cameron

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by Bill Darnell, Instructor, Vancouver Community College

Vancouver Community College (VCC) and the Carpenters' Union, Local 452, Vancouver, have jointly sponsored an English literacy class for carpenters. The classes, which started in September, are held Tuesday and Thursday evenings from 7:00 - 9.30 p.m., and focus on the particular needs of workers in the trade. The idea for such a class started in May, 1978; and after some preliminary discussion, the local carpenters' union approached the Basic Education Department of V.C.C.'s King Edward Campus. The College responded enthusiastically and agreed to supply an instructor and materials. The local, for its part, supplied a classroom and storage in the union hall, and contacted the students. As this was a new program, getting the initial commitment from the students required persistent effort.

There is a wide range of English skills among the students as well as some common characteristics. They all speak English as a second language and have been in Canada for a number of years, during which time they have worked successfully as carpenters. They read at a higher level than they spell or write. They are also literate in their native language.

Trying to accommodate all these levels in the classroom situation is difficult. The common factor of carpentry provided a focus. Each person worked with trade-related material at his own level of English. A couple of students were at a very beginning level and needed more intensive help. This was provided by instructors who volunteered their time.

An important characteristic of the program is the immediate benefit to the student. The skills that they are learning useful the next day. Reading blueprints, trade papers, bulletins and writing letters, reports etc., are skills they need for their trade and although they have to learn English to exercise these skills, it is the skills and not English per se that is of primary importance to them.

Holding classes only twice a week has limitations from a teaching point of view, although to the carpenter, who is working, two nights a week requires tremendous commitment. Classes offered every day in an on-the-job situation would be a significant improvement. These classes will continue after Christmas, and students have already expressed interest in continuing.

There is a tremendous potential for this type of course with many people in the building trades and other industries whose needs will not be met by more traditional methods and classroom locations. There are three necessary factors which are responsible for the success of this course. A great deal of effort must be made in initially contacting the students. The course material must meet the student's specific, immediate needs and the classes must be held in a comfortable location which is a familiar part of the student's life.

LITERACY: A TOOL AGAINST POVERTY

by Nora Minogue, Douglas College

"The links between education and affluence and lack of education and poverty are almost absolute.

The numbers are conclusive. At least two thirds of the heads of low-income families have no more than elementary school education. Workers with little or no education lose their jobs faster and oftener than anyone else. Over the last decade, the number of jobs available to high school graduates has risen by about forty per cent, as it has declined by ten per cent for non- graduates." (The Real Poverty Report, 1971)

In recognition of the marriage between poverty and low educational levels, in 1977 Douglas College passed a resolution which established basic literacy training as a free public service of the College.

With the establishment of our first tuition free classes, we soon discovered that the cost of delivering literacy instruction is enormous. Because adults come for instruction with such a diversity of skills and backgrounds, group-paced instruction, such as is found in the elementary schools, is virtually ineffective. Each adult requires intense individual attention at every step of the learning process. With class size held to 10 students, it appeared that delivery of instruction to some 75,000 adults reading below the grade five level was an impossible task given the budget constraints under which Adult Basic Education operates.

We looked at literacy programs in Canada and in other parts of the world, and discovered that many of the more successful programs had a common feature. They involved the community members in the instructional process. Volunteer tutors trained by a variety of methods met with the adult learner somewhere in the community and together they learned to improve their reading and writing skills. It was in 1976 that the College decided to adopt the volunteer tutoring approach to literacy training.

After two long years of proposal writing and program design, the College has received an experimental project grant to recruit, select, train and coordinate volunteer tutors. The College is to act as a resource centre for the tutors, and is to attempt to organize existing community resources in an all-out effort to battle illiteracy in the Douglas' College Region. The Project is called Individualized Community Adult Reading Education (ICARE) .

We don't anticipate a great deal of difficulty in finding and training suitable volunteers, but we are concerned about the tendency of the adult illiterate to hide his illiteracy. We are searching for ways to energize the illiterate adult in seeking and demanding instruction. Through paid television and radio advertising and by informing key

community groups, we are attempting to contact the adult illiterate and to provide him or her with the encouragement and support that they require.

To this end, we are contacting agencies and community groups likely to come into contact with adults who would benefit from basic reading and writing instruction, and asking the workers in those agencies and community groups to keep their eyes open for the adult who won't fill out a form, because they "forgot their glasses", or for the adult who has to take something home to read it over, or for the adult whose "spelling problem is so bad that he or she refuses to write anything.

Basic reading and writing skills form a cornerstone for self-reliance, a necessary prerequisite for demanding social action and an indispensable tool in the struggle against poverty.

ALBERTA

A COMMUNITY-BASED ADULT LEARNING CENTRE

by Owen Snider,
Outreach Project Director, AVC, Calgary

Alberta Vocational Centre, Calgary, has opened a community - based Adult Learning Centre in Forest Lawn Public Library in East Calgary. This project is being funded by Alberta Advanced Education and Manpower and is operating in cooperation with Calgary Public Library. The A.L.C. offers an ABE program in reading, writing and arithmetic to the grade 9 equivalency level. Tuition is free, learning materials are provided, attendance is flexible, registration is by drop-in, and there is continuous entry/exit and individualized progress. There is one instructor on site during the hours of operation.

The Adult Learning Centre was fully enrolled on the second day of registration, September 12, 1978. At this writing, 35 are registered and attending on a regular basis. Some students come nearly every afternoon or evening; some two or three times a week. The day is divided into two time slots - 1 p.m. to 5 p.m. and 5 p.m. to 9 p.m. The peak periods are 1 p.m. to 4 p.m. and 7 p.m. to 9 p.m. Our original assumption that 10 students at a time would be the maximum number for efficient instruction has been borne out by the experience of the instructional staff at the Centre.

Attendance patterns are still in a state of flux but it appears that eventually we will be able to accommodate additional students in the 4 p.m. to 6 p.m. and Friday afternoon time slots. Supply of students is definitely not a problem. We advertised very little commercially in advance of registration (the week of September 11) and we have a handbill ready for posting in the community if it becomes necessary to recruit, additional students.

Most of our students reside in or near the greater Forest Lawn area although there are some exceptional cases where students travel across a large section of the city.

Placement in the program is accomplished by curricular tests geared to the re- source material rather than by standardized test. Initial results show modal placement is in the Level II area (Grade 4-6). The breakdown is as follows:

Level I	English/Reading -	8	Level I	Math -	9
Level II	English/Reading -	16	Level II	Math -	26
Level III	English/Reading -	9	Level III	Math -	4

It has, as expected, been obvious that informality is very important to the operation of the Adult Learning Centre. On arrival, a new student is offered a cup of coffee and is engaged in a discussion of the general program by the instructor. If it appears he can benefit from the program, a return appointment is made for further discussion and preliminary

placement activities. On the third visit, the student registers formally and begins work. On the fourth visit, an attendance commitment and schedule are established and a full work program is entered into.

Further orientation to community health care facilities and to opportunities of career planning are carried out by the nurse and counsellor during their visits. The nurse and counsellor are each on site once a week for three hours. The formal workshop concept does not appear to be viable in such an informal setting. It appears that it is going to be better to hold half hour "coffee break" periods where discussion is steered by the counsellor or nurse. During the remainder of the time, they are available for private consultation with interested students.

Most of the recruitment of students took place in mid-to-late August and was apparently successful judging by the enrolment. Recruitment activities included:

1. circulation of information sheets to Social Service agencies and other educational institutions.
2. referrals from Alberta Vocational Centre - Student Services. These were limited to students living in the greater Forest Lawn area.
3. an ad in the Continuing Education tabloid.
4. press releases by Calgary Public Library and Alberta Vocational Centre.

Now that the program is operational, it appears certain from discussions with students already enrolled that new students can easily be recruited as space becomes available by word-of-mouth via current students.

Initial data gathered on registered students indicates that the A.L.C. is probably reaching a different segment of society than is attendant full-time at Alberta Vocational Centre upgrading courses. Although there has been no rigorous statistical data treatment as yet, it seems the A.L.C. student is older, more likely to be employed, longer out of school, and has been attracted to the program through advertising in the media.

As further data becomes available, A.V.C., Calgary will be issuing up-dates to this publication.

LVA ANNUAL CONFERENCE

I was very pleased to be invited to the annual Literacy Volunteers of America (L.V.A.) conference this September in Syracuse, New York. Carol Blackie of Kingston, John Courage of St. John's and I were asked to give a workshop on L.V.A. programs in Canada. We were not expecting a large turnout, but were pleasantly surprised at the number of delegates in attendance and their very real interest in our programs.

In total, the conference offered 30 separate and different Workshop/Seminars over two full meeting days. Many were practical and geared to meet specific teaching needs. Several workshops dealt with methods for improving student-tutor interactions and increasing student involvement in lesson planning and goal setting. Workshop leaders were offered brush-up sessions in advanced teaching techniques, facilitating groups and processing workshop activities. Philosophical concerns were by no means neglected. Two really excellent seminars in this area dealt with criminal justice and intercultural communications. As well, delegates were introduced to the new comprehension and study skills training segment developed by Dr. Jane Root. An extensive library display of teaching materials was open for browsing throughout the conference.

Each day began with a general session. One keynote speaker was Dr. Carman St. John . Hunter, Consultant, World Education. Dr. Hunter had just finished a lengthy study titled Adult Illiteracy in the United States for the Ford Foundation. (Copies are available from Ms. Nancy Boggs, Ford Foundation, New York.) Kerry Ken Allen was keynote speaker for the second general session. He is the Education Director, National Center for Voluntary Action. He discussed volunteerism in this decade and was able to report that the number of American citizens giving freely of their time and energy was increasing each year.

Throughout the conference, however, it was apparent that concern for the student was paramount. All of the planning, organizing, research and expertise should always come together to make things easier, more effective and more pleasurable for the student. That the organizers were able to do this, I find really marvellous, when I consider how easy it is to become bogged down in paper and administrative details in operating one associate LVA office.

Marianne Pearson
Regina Public Library

SASKATCHEWAN

THE ADULT ADVENTURE

This event was described as the "first and the best" province-wide ABE conference in Saskatchewan by conference coordinator Lily Stonehouse on the eve of the conference: The conference was an organizational masterpiece! Over 185 delegates were present including some 'outsiders' from as far away as Newfoundland and Inuvik, N.W.T. Participants were faced with a choice of 42 workshops covering the ABE gamut from "Reaching the Adult Illiterate", to "Teacher Effectiveness Training". We could attend 7 workshops in 6 different time slots over a 3 day period.

Moreover, this array was only part of the smorgasbord! The keynote address was given by Dr. John Roueche from the University of Texas at Austin. The first day of the conference offered a working lunch which was hosted by the Saskatchewan Department of Consumer Affairs. Later that same day, there was a wine and cheese party and a tour of the Mendel Art Gallery hosted by the Saskatoon Region Community College. A banquet and dance were held the next night with musical entertainment: and a Chinese tower dance performed by members of the local Chinese community.

In his keynote address, Dr. Roueche said that the fastest enrolling courses in American Colleges are Developmental English, Developmental Reading, Developmental Mathematics and Developmental Skills. He went on to say that the skills of high school graduates now are probably no greater than the students who have enrolled in ABE courses because of lack of prior opportunity.

Drawing from his own experiences as a student and educator, Dr. Roueche spoke in a warm, stimulating and humorous vein. He stressed the importance of creating a personal learning environment, of attitudes to students, of the importance of the relevance of instruction to students' needs and of emphasizing the affective domain in the learning transactions.

If we can draw analogies between these elements of an ABE setting and the organization of an ABE Conference, all the elements for success were there. The learning environment was warm, friendly and relaxed. Participants and presenters were well prepared and enthusiastic. The workshops provided relevant material on 1) content in a series of consumer workshops, in literacy and communications, in mathematics and science; and 2) resources to aid in the preparation and presentation of content. Two parallel series of workshops were devoted to ESL concerns and native students. The affective domain was represented by a series of workshops on counselling, life skills and other tools from a variety of psychological schools which may aid the ABE practitioner.

The conference was sponsored by the Department of Continuing Education and

Saskatchewan Community Colleges. The host was Saskatoon Region Community College. This event was certainly the first and best conference to date! Many people are already looking forward to the second and best conference!

A. M.T.

ONTARIO

TV ONTARIO PILOT ADULT LITERACY PROJECT

TV Ontario has been telecasting a new series of six dramas -Six Stories on Thursday evenings at 8.00 p.m. since November 2, 1978. In conjunction with the November 23 broadcast, "That's My Name-Don't Wear It Out:", TV Ontario prepared a special set of materials for home viewers, English teachers in academic and vocational schools (grades 7-10), and those involved in improving adult literacy. The set of material~ included: Program Script, Student's Resource Booklet, Photo-story, and an Adult Literacy Package. Thunder Bay and London, Ontario were chosen as pilot sites to assess the impact on adult literacy programs. Many Ontario members of The Movement were involved in this project. Also, a chapter of The Movement for Canadian Literacy is being formed in Thunder Bay with the first meeting scheduled for Monday, November 27 at Confederation College.

LITERACY AND ESL SYMPOSIUM

By Ann Marshall

At the 12th Annual Conference for Ontario Teachers of English as a Second Language held in Toronto, November 2-4,. a new dimension was introduced by the inclusion of a one-day Literacy and ESL Symposium. The purpose was to offer theoretical and practical perspectives on the teaching of literacy to adult immigrants.

The first speaker, Jack Pearpoint, President of Frontier College, emphasized the futility of engaging in semantic debates about degrees of illiteracy. If 5 million Canadians cannot function in modern society because they are educationally disadvantaged, THE PROBLEM IS THERE, "and it is time that society takes a serious look at its institutional response." He pointed out that billions of dollars are spent that do not reach the problem, and named Community Colleges as "a creative design that responded to one inch below university level and left the whole underlying population unhelped." Jack confronted the common myths about illiteracy: 1. It's an immigrant problem. ("70% of people with a literacy problem were born here.") 2. It's a problem of older people whose education was interrupted by the depression or war. ("Many are 17 year old coming out of High Schools today.") 3. It's a perceptual problem. ("This accounts for a very small percentage of Canada's literacy difficulties.") He urged the participants in the conference to promote a

massive personal approach to make an immediate contact between the person with a reading problem and a teacher. Commitment and a caring attitude on our part will be the key to progress.

Henry Arthur Jones, Pro-Vice-Chancellor of the University of Leicester and co-author of ADULT LITERACY: A Study of Its Impact, a follow-up of the experience of the BBC program, "On the Move" outlined the main features of the campaign against illiteracy in Britain. First, "a brilliant political campaign" was introduced in 1973. A well-publicized exhibition demonstrated a range of case studies through photos, tapes, audio-visual aids etc. and personalized the problem of people grappling with illiteracy and the strategies they resorted to for survival. Included in the show was an analysis of "helpful government leaflets" such as the Highway Code and a statement of Immigrants' Rights which were at a high readability level. This highlighted the frustration felt by a sub-literate person trying to avail himself of these aids. Secondly, the public interest and sympathy was caught by the "dauntingly enormous" figure --2 million British subjects inadequately trained in reading and writing. "On the Move" then was launched -- a lively, entertaining prime time show with professional actors and good, engaging music. The TV program was tremendously successful as a means of bringing people forward to seek help. The first series of television programs did not teach reading skills. Instead, the program's biggest contribution, said Professor Jones, was that it made literacy a respectable subject of conversation.

Jones' talk concluded with a realistic, yet humanistic note. "If you want adults to make progress, you are in for a long time. Progress should be measured in years rather than in weeks. Success with illiterates is measured in terms of self-concept, "the student's awareness of himself as a considerable person," and success in reading will follow. .

Donna McGee, Vancouver Community College, spoke of a definition of functional illiteracy. She traced the pre-literate stages, ranging from inability to hold a pencil to inability to meet day to day demands due to poor reading and writing skills. She noted the common fear of all educationally disadvantaged persons - that their reading and writing is an indication of their worth. If that is so, then certain pre-requisites for learning must be met, such as a warm and supportive environment, oral proficiency first and the need of ESL students to be read to and to see their own words in print. Donna affirmed that people can learn at any age, though it may take longer for older people. Teachers must utilize the student's own skills, such as memory, and shape the classes according to the needs of the learner.

The selection of literacy materials was discussed by Sidney Pratt and Naldi Nomez of the Literacy Working Group. Literacy is not just reading, according to the speakers, but a process of decoding social reality, an acquired ability to recognize problems, to analyze and eventually act on one's environment. The right to read is a deep fundamental human right that the Ministries of Education should be responding to in the case of adults. Classes should be free, or cheap, accessible, related to one's experience, lifelong and help the learner to gain power to influence his community.

Working sessions followed to allow participants to share and react to the ideas presented Creating Literacy Programs: The State of the Art was the topic of Jack Wigfield's presentation after lunch. From his experience in Alemany Community College, San Francisco, Jack raised provocative questions. Why do we want to make people literate? He referred to David Olson and Paulo Freire who showed the consequences that come from making people literate. Should we advocate literacy for those who don't need it or want it? What changes inside you when you become literate? What is and how do you measure personal growth? What about teaching materials? Can they be duplicated from region to region? Why are higher institutions so slow in starting a course to train teachers in ABE? These are questions which might be considered when literacy programs are being developed.

An afternoon Round table Discussion had additional shared experiences from existing literacy programs. Karen Dahmer of Hamilton spoke about the Laubach method; Cecilia Vasiloff, Toronto Volunteers for Literacy, talked about the use of LVA material; Ethel Anderson shared information about the Movement for Canadian Literacy, and Mary Johnson of Winnipeg reported on the progress and development of the International Centre. Also present was Pat Rigge, State University of New York, Albany. She discussed the pros and cons of the APL (Adult Performance Level) approach being used in the States.

The general feeling at the conclusion of the day was that there was a need for implementation of more ABE programs. To accomplish this, there must be recognition and support from the Ministry of Education, a start of teacher training courses, as well as an increase in production of inexpensive, consumable, relevant Canadian materials. Everyone seemed eager to get under way:

Footnote

Professor Jones and his wife spent some time before and after the symposium and conference visiting with adult education and members of the Movement for Canadian Literacy in Toronto, Regina, Victoria and Vancouver

Professor Jones' report was co-authored with A.H. Charnley and published by the National Institute of Adult Education A follow up volume by the same authors is entitled the Concept of Success in Adult Literacy and is available at US\$30.00 from Huntington publishers limited, Editorial Office, 25 Nightingale Avenue, Cambridge CB1 4SG United Kingdom.

C. A. N. S. Conference, Geneva Park, November 5-8, 1978 .

Twenty people from Newfoundland to Vancouver attended the Adult Literacy Workshop conducted by the Adult Services Department of The st. Christopher House at the biennial Canadian Association of Neighbourhood Services Conference at Geneva Park, Ontario.

The two day workshop attempted to help the participants understand the realities of the students they teach and the materials that they are using.

The following issues were touched upon in discussion among the participants: curriculum, access of students to adult basic education, teacher training, literacy as providing an atmosphere for action, the target population, basic education as a means to improving the quality of life.

The recommendations made by it were in essence, that C.A.N.S., in conjunction with Literacy' and Educational Groups work towards the establishment of literacy training as a right of all citizens in order to exercise their responsibilities; that specific training in teaching literacy skills be provided.

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Sidney Pratt
Literacy Working Group
st. Christopher House, Toronto

QUÉBEC

ALPHA' 78 -Séminaire sur l'Alphabétisation au Québec- Val Morin, 25-27 octobre

Des Impressions - par Jan Olafson
Sawyerville, P.Q.

J'aimerais partager une expérience d'ici avec vous. Ce n'est pas un rapport complet. C'est plutôt un montage d'impressions.

C'était la première fois que les gens qui travaillent, avec les adultes, à l'alphabétisation se réunissent provincialement. C'était un événement donc bien accueilli. Quasiment, toutes les commissions scolaires étaient représentées de tous les coins du Québec.

Des gens sont venus du travail en prisons de l'université des groupes des autochtones du travail chez des déficients mentaux. Quelques groupes populaires se sont présentés, les Haïtiens, les Portugais (qui offrent les programmes d'alphabétisation en français ainsi que dans leurs propres langues).

Aussi, le Comité du Peuple à Longueuil, une organisation militante d'assistés sociaux qui a organisé ses propres cours d'alphabétisation avec la coopération de la Commission Scolaire. Le Collège Frontière était invité, ainsi que deux groupes d'Ontario: le collègue Algonquin (Ottawa) a expliqué son programme qui emploie des bénévoles; le "Literacy Working Group" de la Maison Christopher de Toronto a présenté deux ateliers fascinants -leurs outils d'analyse des matériaux d'enseignement, et" deuxièmement, leur travail avec les immigrants dans les usines et le développement du curriculum" pour répondre à leurs besoins.

À part la présentation du travail actuel de ces groupes, on a vu deux autres blocs de discussion: les méthodes et les outils, et l'organisation des services.

Un sommaire de chaque bloc d'ateliers avec leurs recommandations a été lu à la plénière. Une discussion a suivi qui a exprimé un besoin d'action - comment établir les priorités, comment organiser un autre colloque etc. Tout le monde était bien fatigué ce point. Il a été décidé qu'un résumé de toutes les recommandations serait envoyé à chaque participant. Au lieu de faire notre propre comité, il fut décidé que les gens qui ont organisé le séminaire (de la Direction Générale d'Education aux Adultes - Gouvernement Provincial) pourraient décider quelles de nos priorités seraient recommandées au gouvernement.

Mais, malgré cette faible fin et le fait que plusieurs groupes importants n'étaient pas invités, ce colloque a accompli un grand échange d'aide et d'information. C'était stimulant, encourageant. Il répondait à notre grand besoin de se rencontrer et d'échanger nos problèmes communs. On attend le prochain.

Aussi au même sujet, quelques mots de Jean-Paul Hauteceur:

Le Séminaire aura été un grand succès. Cent vingt (120) personnes ont participé à quatorze (14) ateliers et deux plénières. L'ONF a présenté un film de 30 min, de Robert Verge, sur l'alphabétisation. Le collège Frontière (Montréal), le collège Algonquin et St. Christopher House ont participé. L'équipe de St. Christopher House, en particulier, a été vivement appréciée. Il est encore trop tôt pour prévoir les suites de ce Séminaire, mais il est sûr qu'il y en aura. Le budget destiné à l'alphabétisation a déjà été augmenté pour la présente année financière. Le plus important pour le moment, c'est que mobilisation sur le sujet a été faite, tant au Gouvernement que dans les commissions scolaires régionales et en différents milieux du public.

NALA NEWS:

New Councils:

Atikokan Literacy Council
Sandra Blair, Chairperson
127 Balsam Road
ATIKOKAN, Ont., POT ICO

Literacy Council of
Fredericton
Joyce Astle, Chairperson
41 Michener Court
FREDERICTON, N.B. E3B
2Y9

LaCrete Literacy Council
John Langenbach,
Chairperson
Box 368
LaCrete, Alberta

"X"- Terminators Literacy
Council
Lorna Ferguson, Chairperson
Box 377
Fort Vermilion, Alberta

Niagara Regional Literacy
Council
Joan Harlow, Chairperson
R.R. # 3
FENWICK, Ontario, LOS
ICO

Orillia and District Literacy
Council
Evelyn Deller, Chairperson
333 Muskoka Road
ORILLIA, Ontario, L3V 4G5

Apprentissage de la Lecture
aux Adultes
Interesses
A group of French tutors,

"READ, ENJOY AND DISCOVER" MOTTO OF AREA LITERACY COUNCIL

*North Bay Nugget,
Monday, November, 6 1978*

By BRENDA BURKE
Nugget Staff Reporter A
new source of hope for the
estimated 5,000 illiterate
adults in the North Bay area
arose from a seminar at
Canadore College this
weekend.

More than 40 tutors, trained
in teaching adults to read on
a one- to-one basis, formed
the North - Bay and Area
Literacy Council, with its
motto Read, Enjoy and
Discover (READ).

The council will be the first
Northern Ontario chapter of
the National Affiliation for
Literacy Advance, (NALA).
Founded in 1968, the
volunteer organization is
established in 34 cities
across Canada. .

A 10-hour workshop with
an emphasis on tutoring
basic reading and writing
was completed by members
of the North Bay Council
Saturday and Sunday. The
session was conducted by
Karen Dahmer, Almyra
Namaro and Donna
Robinson of the Hamilton
and Brantford NALA locals.

Canadore's Department of
Adult Training, which
initiated the project, has
agreed to support the new
association with
administrative assistance for
at least six months.

Canadore's three target
populations in North Bay
include: non-reading adults
referred by government
agencies; mentally retarded
people living in group
homes; and any other
illiterate adult who may not
be able, or may not desire,
to attend regular classes.

It has been estimated that
about five million
Canadians 16 years of age
and older are unable to
adequately read, write or
speak English. Many cannot
read at all.

Dr. Laubach was concerned
that illiterate adults are
missing out on far more than
the simple enjoyment of
reading. "The real tragedy,"
he said, "is that they have no
voice in public affairs, they
never vote, they are never
represented in any
conference.

"They are the silent victims,
the forgotten men, driven
like animals, mutely
submitting in every age
before and since the
pyramids were built. It is a
human weakness not to
become aware of suffering
unless we hear a cry,"

The executive of the North
Bay Council was installed
Sunday following the
workshop. Kaye
Montgomery was named
president, Iva Lindsay vice-

Moncton, N.B.

The method to be used by the tutors was developed by Dr. Frank C. Laubach in the Phillipines during the 1930s. It has proven successful! In 105 countries and 313 languages.

president and Carol Hansman recording secretary,

NALA EASTERN CANADA REGIONAL CONFERENCE:

Place: Harnilton, Ontario

Dates: June 1-4,1979

Contact: Alistair MacKenzie, Conference Chairman, the Harnilton & District Literacy Council, 35 Catherine Street South, Hamilton, Ontario, L8N 2J1.

FROM THE GARDEN OF THE GULF

David Price of the Summerside Chapter and Dorothy Hicks of the Charlottetown Chapter of the Prince Edward Island Literacy Council made a presentation to the Technical Sub-Committee of the Joint Federal-Provincial Manpower Needs Committee on May 17, 1978. The presentation consisted of a review of literacy on Prince Edward Island, the aims and goals of the Literacy Council, and requested funding in the amount of \$2,000.00 to purchase learning materials only. The funding was approved and has teen channelled through an account of Holland College. Each chapter is now making plans for fund-raising methods to cover costs other than for learning materials.

-Dorothy Hicks, Chairpereon

from "Bird in the Hand"

Summary Highlights of the First Annual Meeting of The Movement for Canadian Literacy

Place: St. Christopher Older Adults' House, Toronto

Date: Saturday, September 30, 1978, 10 a.m. - 4.30 p.m.

Friday Evening: Informal wine and cheese party hosted and organized by the South Central Ontario Chapter at Frontier College provided an opportunity for members to mingle socially.

Saturday Morning: Delegates welcomed by Alan Clarke, Chairman of the Interim Board. The Meeting was called to 1) look over the developments of the last 11 months; and 2) determine the future direction of The Movement - the shape of the Board of Directors; , & 3) to select an auditor. Alan mentioned that the Interim Board had received the resignation of Audrey Thomas with extreme regret.

Audrey then gave a summary of the year's activities. She recapped the historical events which led to the formation of The Movement at the end of October, 1977. Then outlined the activities of the next three months which were primarily geared to launching a membership campaign, and producing various publications.

Audrey reported that the Movement now has over 400 members made up of a variety of educational institutions, government departments and volunteer 'literacy councils as well as individual members. The membership is spread across the country but has its greatest numbers in Ontario.

Mention was also made of the current work being undertaken to produce a directory of programs and a literacy resource kit. Briefs had been submitted to various levels of government and commissions and the South Central Ontario members had organized themselves into an ongoing entity.

The biggest impact, however, had been with the media involvement - television and press. These had had the effect of legitimating the adult literacy issue in Canada and had also been the source of many new initiatives. In response to the demand and with the aid of Ontario government grants, the office was able to survive past the fiscal year and into the fall. In response to many requests and a need for further training, an LVA Workshop was arranged in August. People attended from all over Ontario.

Audrey said that many people were disturbed by her departure, but for her, the Movement had always been the people in the field, so it was really everyone working together to provide better conditions for the adults we are trying to serve. In conclusion, she asked the members to be realistic in their deliberations during the balance of the day.

The financial statement for the past fiscal year was then presented, explained and

accepted. (See copy in this Newsletter.)

Three Working Groups then discussed the various issues facing the Movement and after a working lunch, reconvened to share their recommendations and suggestions. Motions regarding the shape of the Board and operations of the Movement were then passed and the I members went into election of Directors. The Board is to have 8 regional representatives and 7 members at large. The results were as follows:

Regional representatives

Ann-Marie Downie, Atlantic
Charles Craig, S. Ontario
Ethel Anderson, Toronto
Khalid Ali, N. Ontario
Owen snider, prairies
John Day, the Territories
Later additions include:
Jean-Paul Hautecoeur, Quebec
Nora Minogue, British Columbia
(interim)

Members at Large

Audrey Thomas, former Executive Director,
MCL
Carolyn Youssef, Scarborough Public
Library
Alan Clarke, Algonquin College, Ottawa
David Pell, St. Lawrence College, Kingston
Jack Pearpoint, President, Frontier College
Judy -Campbell, Focus-on-Change Program,
Toronto
one vacant position to be filled

* Charles Craig was subsequently elected President of the Movement.

Roger Emmenecker of Lalonde, Angers, Emmenecker & Associes was appointed auditor.

THE MOVEMENT FOR CANADIAN LITERACY
 RASSEMBLEMENT CANADIEN POUR L'ALPHABÉTISATION
 INCOME AND EXPENDITURES

FROM JULY 1st 1977 to JUNE 30th, 1978

	INTERIM PERIOD FROM 1-07-77 to 24-10-77	PERIOD FROM 24-10-77 to 30-06-78	TOTAL FOR THE YEAR FROM 1-07-77 TO 30-06-78
<u>INCOME</u>			
Balance from:			
- Canadian Project for Adult Basic and Literacy Education	4,648.16		4,648.16
- Sundries (July 1 to October 31)	534.40		534.40
Government -Provincial (Ontario)		29,083.00	29,083.00
Federal (LPB, Secty. of State)		2,120.00	2,120.00
Foundations		4,700.00	4,700.00
Private donations -United Church		1,000.00	1,000.00
-Other		25.00	25.00
		1,619.32	1,619.32
Publications		7,883.00	7,883.00
Memberships		1,006.08	1,006.08
Other (interest, fees, etc.)			
	<u>5,182.56</u>	<u>47,436.40</u>	<u>52,618.96</u>
<u>EXPENDITURES</u>			
Telephone			
Postage	321.61	2,069.79	
Printing and Supplies	359.57	844.18	
Travel	509.30	3,464.11	
Conferences	472.60	8,432.18	
Salaries and Wages		1,264.87	
Deductions on Salaries	3,960.68	9,574.85	
Rentals	1,212.24	2,543.09	
Sundries		1,053.82	
	<u>236.23</u>	<u>4,345.76</u> ⁽²⁾	
	<u>7,072.23</u>	<u>33,592.65</u>	<u>40,664.88</u>
			11,954.08

Excess Income over Expenditures

Notes:

⁽¹⁾For the period up to October 31,1977 the Project remained on the books of World Literacy of Canada. When the grant was received from the Ontario government for the holding of the Ottawa Conference, 1977 an independent account was opened on October 24,1977

⁽²⁾Excess expenditures of 1,889.67 over income in the interim period were incurred. This amount was liquidated when the new account was opened and appears under "Sundries" in the expenditures of the new account. It has been double-counted. Thus, excess income over expenditures for the whole should be credited with that amount, making a total of \$13,843.75.

STUDENTS' WORK... from Ottawa

Joanne Knight of Project R.E.A.D. (Remedial Education for Adult Development) writes:

".. . Please find enclosed some student generated material entitled Reflections on Being Illiterate. The first two short selections were composed by two project R.E.A.D. students through the experience story method with their instructor. The third and longest selection His progress since last June has been fabulous.

The students prepared these selections especially for the LITERACY publication. I hope you'll have a space for them.

1. " I remember little schemes I had to devise when I was asked to read something I would try and get the other person to do it rather than me stumbling over words and making mistakes sort of a role reversal.

I guess embarrassment is the biggest thing. You don't want them to be aware of the problem. You try and cove up depending on the situation In classroom situations when asked to read, I would resort to saying I have sore throat.

2. " I don't lie. I say I'm sorry, I can't read or write. It is not right to lie. I don't think its right to make up excuses.

Both my children know I don't read or write. They know I'm a dummy. I would love to know how to read. I would love to KNOW.

3. I remember when I wanted to go to Heron road one day (from Preston St.) I walked all the way because I couldn't read the bus routes and I was too embarrassed to ask the driver for assistance.

It was about four miles, quite a distance. Now it seems crazy but then the realty was too real.

Going shopping was a pain. I always got someone to go with me because I couldn't read the labels. I had a trick I used use. I would ask a friend what he thought of a certain product in order to find out what it was without revealing the fact that I couldn't read. I got caught a few times but generally it worked. I was certainly around about way of getting information.

I thought I was the only one in the world who couldn't read. Now that I am more aware of the problem I feel sad for the million other Canadians who can't read but not alone anymore. My excuses ranged from loosing my glasses (which I don't own) to bandaging my writing hand when having to fill out an application form in public. I've missed out on buildings on my way to an interview. In one instance I was talking to people in the revenue building about a manpower problem. I wondered why they didn't use pictures

instead of words on doors and buildings.

Knowing how to read affects me in a number of ways. I now have confidence and a sense of independence because I don't have to rely as heavily on others around me. A few years now I feel quite liberated and can relieve myself in the appropriate place.

I still feel a little shy and withdrawn about learning to read at the age of thirty-three but due to the results I am seeing and the patient people that are helping me I feel more relaxed about learning to read.

Dennis Childs, Jr

...and from Toronto

A Poem (to the right) written by Sylvia who is 64 and has lived over 40 years in Canada. Her instructor writes: "I am very impressed by Sylvia. This is her third year, and she started with no skills in writing and spelling.

Sylvia has been so grateful for the opportunity to learn that she accompanied a group of members of the Movement to a Toronto Board of Education Committee Meeting where they were presenting a brief.

POEM

*When I came to Canada
I was just a child
I could not do as I please
or run wild
I had to many family worries
to bare
And like adults the duties to sahare.
No time for school for education
Didn't have money time and pations
First thing I did I joined a club and
Started to work in a shop.
As the years flew by
Marriage, children and obbligatos
No time for my dream of education
Finally I made up my mind
I enrolled in a school with teachers so kind.
(as written)*

AND INSIGHTS FROM A FRIEND (A former Coordinator who is now back in the classroom)

"The experience that I am having with students in the classroom has touched me deeply. Jim... early forties he's been in the class since it started in Sept. 77 - didn't talk much worked hard has learned a great deal since he started. Last Monday we did a listening exercise his turn nothing we got to talking about what stops us from talking ...and Jim confessed that he is afraid to make a mistake ... turns out his father slugged him every time he made a mistake ... thus - he never asked questions or tried out new behaviour....he didn't learn to read ... Jim cried a little... the class did what we all know groups do with someone in distress gave support and love -Then Jim talked non stop for 20 minutes about hiding his illiteracy ---- a true outflow of pain and anger... coming out eloquently openly - explosively and humbly. Jim and I agreed that he'd sometimes given the wrong answer on purpose... so only he would know if he made a mistake ... his comment? "Only for a while -'til I get used to it. I gotta learn to make mistakes." (What are we teaching here)

"Little Joe - locked inside sometimes so tightly that it's hard to know if he's there. Monday's are bad... he's been home for three days.. he peeks out occasionally to make sure that we're still there. Tuesday's are good and Joe's face gets flushed with the power of learning Wednesday's are sad... as he slowly withdraws into himself to get ready for the week -end. "Is it possible not to love these people"

NEW FROM PETERBOROUGH, ONTARIO

Carol Northcott

Sir Sandford Fleming Colloge

The literacy scene is very exciting in Peterborough this fall. In September, The Trent Valley Literacy Association was formed, complete with an 11-member Board of Directors. A workshop was held in October and 28 tutors were trained at that time. These tutors have been matched up with students and almost all have started to work. Some are meeting in the homes and some are meeting in the college reading lab which we have opened for this purpose on Tuesdays and Thursdays from 13:30 to 20:30 h. The feedback so far ranges from "satisfactory" to "exuberant". The phone calls are still coming in from prospective students and tutors so we may well be having another workshop in January or February of 1979.