

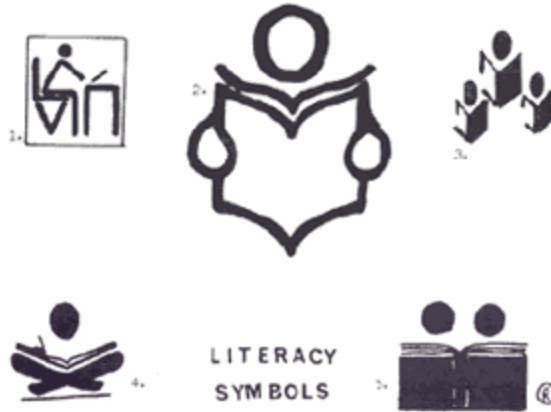
LITERACY

INTERNATIONAL NATIONAL

VOL. 2 NEWSLETTER NO. 2

WORLD LITERACY OF CANADA
692 COXWELL AVE., TORONTO M4C 3B6

SPRING, 1977



HOW WELL DO YOU KNOW THESE SYMBOLS?
CAN YOU IDENTIFY THE ORGANIZATIONS WHICH USE THEM?
(Answers on back page.)



"No, no. How many times do I have to tell you horse - before cow except after pig."



**JOIN A CANADIAN NETWORK
FOR ADULT BASIC EDUCATION
AND LITERACY!! (See over)**

BBC Adult Literacy Handbook

CONTENTS

FEATURES

[A Small Miracle](#)
[A British Columbian Educational Safari](#)
[From Guelph Correctional Centre, Ontario](#)
[Basic Literacy Activities at Regina Public Library](#)
[A Turning Point](#)
[A Funding Saga](#)

NEWS FROM

[British Columbia](#)
[The Maritimes](#)
[News in Brief](#)

PUBLICATIONS

CONFERENCES/WORKSHOPS

STUDENTS' WORK

EDITORIAL COMMENT

from: Audrey Thomas

Here at last is a distillation of material and news that has accumulated over the last 6 months or so. We even have some left over for next time especially students' work which had to be curtailed unfortunately, because we wanted to share the funding saga with you as it directly pertains to the work we set "out to do.

Thanks to all of you who continue to write and give moral support, to those who keep contributing news and articles and to all of you doing a great job in the field. This "bumper"! Newsletter has been possible because of you and is being circulated to those who have expressed an interest in the Canadian work. If you are on our mailing list and have not yet officially joined us, we urge you to do so, by using the form below. Alternatively, pass the Newsletter on to someone else who may be interested. EACH ONE, GET ONE! We need your support! Keeps the communication flowing!

FEATURES

A SMALL MIRACLE

"A Miracle in our Midst" would probably be too dramatic a title for this story, but perhaps "A Small Miracle" wouldn't be too extravagant to describe what has been taking place in our Reading Lab since July 12, 1976.

That was Bob's first day at school. It wasn't his first day back at school as an adult; it was his first day, ever. Bob is a 45-year old illiterate Canadian who, until that day last summer, could read and write only his name. His birthplace was in northern Ontario, and his father was an uneducated farmer who denied his children education because their services were required as home doing "real" work instead of frittering time away on frivolous "book learning".

At the age of eight, Bob was driving a team of horses through the bush. Since then, he has had many occupations: oremucker, bulldozer operator! painter and truck driver. Fortunately, his inability to read and write had not, until last year, prevented him from getting and holding jobs. His five children are all grown, educated and independent. Four of them completed Grade 13, but the youngest, much to his father's disappointment, was content with Grade 10. Their father, busy raising and supporting a family, had no thought of education for himself nor was he about to admit to the lack of it.

For quite a few years Bob made an excellent living operating his own trucking business with the help of his wife as navigator and his eldest son as bookkeeper. Then illness came along! followed by an accident after which he lost his driver's license. The law now requires that an applicant pass a written test before being granted a license. It was a different situation 25 years ago when Bob just had to demonstrate his practical skill to get that important piece of paper. What a dilemma! On July 12 he took the first step toward solving the problem of learning to read and write enough to get another driver's license.

The first day was marked by doubt of his ability to learn, fear of trying and failing, amazement at the reading ability of others and barely controlled excitement because he was finally going to school. By the end of the first week, the fear and doubt had evaporated, but the amazement and excitement were stronger than ever.

For six hours every school day since July, Bob has been steadily working and progressing, first learning the letters and their sounds from the Sullivan books, then using the EDL Learning 100 program. In addition to these, he has spent hours on penmanship, language, composition and mathematics. As specific problems have arisen, he has learned to read a menu, traffic signs, window advertisements, want ads, a city map, and a dictionary. He has learned to write a letter of application and a resume. The sudden realization that he could now write to his own son who lives out of town was an exciting moment during the last month.

Bob achieved in the autumn what used to be his ultimate goal. He tried his driver's test, written and practical, and was successful on the first attempt; however, he is not planning to leave school. Having arrived at the fifth reading level, he intends to stay here for the

balance of the year to see how much he can accomplish in that time.

The past six months have been an exciting experience; not only for Bob, but also for all of us who have had the privilege of working with him.

Carol Northcott,
Sir Sandford Fleming College
Peterborough, Ontario

* * * * *

"The most pragmatic reason for improving one's mind is that this is the place where one increasingly lives as one grows older; as external pleasures diminish with age, a sparsely furnished mind becomes a prison cell when it should be a lounge, a library, and a balcony upon the world."

LV of Rochester Newsletter

A BRITISH COLUMBIAN EDUCATIONAL SAFARI

Taking ABE classes to rural communities is very much a concern of Cariboo College. The following article is the story of delivery of BLADE to the remote Nemaiah Valley of Chilcotin, B.C.

In early August of 1976 the telex spat out requests for ABE in central B.C., Chase, Merritt, Kamloops, Williams Lake, Anaham, Nemaiah and so on. NEMAIAH, where in blazes is that place? I'd bounced around the college district a good while, but never had I heard of Nemaiah. Frantic searches of my cache of road maps coughed up names of Nemiah, Nehemiah, Nemaiah and Nemiah, and definitely no consensus of opinion as to exactly where the road was that got us into this place. Upon expressing interest to my vice-principal about going in there, he sarcastically remarked I had no idea where I was going. Little did I realize how prophetic his words would turn out to be.

My first trip into Nemaiah was in early September. The college coordinator from Williams Lake, had arranged for a native outreach worker to travel with us and guide us to this remote spot whose very name now excited us. So early one morning, Frank Supernault, Gerry McKee and myself headed out the Bella Coola highway west from Williams Lake. At Hanceville (Lee's Corner) we turned south and on past the large Chilko Ranch, the Stone Indian Reserve, and eventually descended (some 140 miles later) into the beautiful Nemaiah Valley. The area is awe-inspiring. The valley is characterized by high snow-covered mountains similar in stature to Roger's Pass, many trees, the large Konni lake at one end, and Chilko lake crossing the top of the valley at the other end, and large lush green fields of hay in between.

Civilization has not reached this remote valley of 160 inhabitants of which only a mere handful are white. There is no power, no telephone, and essentially no roads. Speed

limits in the valley are 20 m.p.h, dictated by conditions rather than radar. Roads lack some bridges and small river crossings are by simply getting wet. Apparently winter travel is easier - one simply drives down the lake. The homes are essentially all log cabins, although there are some newer D.I.A. models around that have been made from plywood. The school has

also moved into the valley in the last 3 or 4 years and brought with it a conglomeration of 9 trailers to make up the school and living facilities for the staff. The school offers probably the only indoor plumbing in the valley and is the owner of one of two radio-telephones in the valley. Incidentally, the school radio-phone seldom works, and when it does, is hampered by low cloud cover that blocks transmission out of the valley. The other radio is twenty miles up the road.

Our time in the valley was spent trying to locate the people for the course that was to start in a month's time. No-one was around." School attendance was less than 50% of what was expected. The families were still in the bush haying, fishing and drying their meat and so on. Anyway, we came away with something like thirty-two names. Over twenty of these had less than grade 4, and eleven of those had never the graced the inside of a school. The request for a BTSD II-III seemed completely unrealistic. Our team completed the procedures for initiating a BLADE program.

We spent many hours just visiting. It seemed important at the time to get to know as many of the people as we could. Our guide was tremendously valuable in showing us around a wilderness area devoid of road signs. Being native, he broke the ice for us on many occasions when I'm sure our efforts would have ended in failure. Satisfied, at having accomplished something, we returned to Williams Lake some twenty-four hours later. Our first trip had given us some idea of what we faced. Now came the task of changing the minds of the Department of Education and CMP.

Our second trip in was at the beginning of October. We had set up appointments a couple of weeks in advance so that we could get the people together for documentation by GMP. I must stress at this time we had had very little in the way of cooperation from the local CMP office. They decided that the dates set up for them weren't suitable and arrived on their own schedule. Naturally, there were no students around. A number of reasons accounted for this. The people were still haying, some men were guiding hunters and others were back in the hills working on cattle round-up. Still others were attending a funeral and the celebrations that go with this 'Were taking a few days from their busy schedules. This trip was almost a dead loss. Not much was accomplished to aid the course. Also, we did a good deal of damage to the college vehicle.

My third trip in, in early November, was to take the CMP people in to document the students. This was accomplished without a hitch (just one flat tire). We have a BLADE program scheduled for November 29 (1976) with a class of students. We have an instructor who WANTS to live out there, and thank-you very much, I'm as proud as punch to get this class off the ground.

Some interesting notes on Nemaha:

1. Nemaiah was the location of Walt Disney's fiom "The Bears and I".

2. Children attending school do not know many of the common vegetables you and I eat. This is not because they do not know the English words, but because they have never seen the vegetables.

3. There is some fantastic fishing there.

4. School-bus life expectancy is 6 months. The school district will not touch it and puts the routes out for bids.

5. Most of the people do not speak English as a first language. Many do not speak English at all.

(Author not identified. Article taken from: ABEL Communicator, 2nd ed., Dec. 1976.)

FROM GUELPH CORRECTIONAL CENTRE, ONTARIO

I thought you may be interested in the work going on at Guelph Correctional Centre. . .

Irene and Karen have been coming down here once a month for a couple of years now training inmates in the Laubach method of tutoring. The big stumbling block was the rapid turnover of tutors seemed we never got off the ground.

This year it's different we have an inmate tutor coordinator who has been keeping the volunteers informed of training sessions and meetings, making sure that students and tutors are getting together on time and talking to new men who come in, looking for both students and new tutors.

Since September, Karen and Irene have trained, at least up to a point, over 30 inmates. On November 24 (1976) we are starting with another 12 men, and there will be six more from the Hillcrest Training School as well. We are currently working with 18 students and there are another dozen or so on the waiting list. . . .

The enthusiasm here is unbelievable. Men are sending notes up to the school almost demanding that they be added to the list for training. The amazing thing is that some of the requests are from the men we would least expect to be volunteering to do anything, let alone help another inmate. Most of the tutoring is done in the evening and the men are passing up all other activities to help someone learn to read.

Our biggest problem here is still inmate turnover - chaps are still being released transferred to other institutions, going to camp or getting day-parole. I certainly don't begrudge them these opportunities, but I know how frustrated our coordinator gets, although he isn't at the stage of trying to talk someone out of a parole in order to keep them as a tutor.

Ideally we really need to be able to hold a two-day consecutive workshop. As with anyone else, the men do tend to get frustrated at having to wait two or four weeks for the

second half of the training program. However, our budget restrictions do not allow us to have more than one day a month.

This started out as a short note but I usually become long-winded about things that I am proud of and I am proud of each and everyone of our tutors. People don't generally think that an inmate can do constructive things but the one thing I can say with certainty is

THESE GUYS REALLY GIVE A DARN!!!

With kind regards.

"Mac" Tutor-coordinator.

(From the Hamilton and District Literacy Council Newsletter Number 10, February 15, 1977.)

* * * * *

BASIC LITERACY ACTIVITIES AT REGINA PUBLIC LIBRARY

Regina public Library is continuing with basic literacy classes while at the same time expanding into new types of programs which will bring the number of reading classes being provided to a total of eight.

There are three different basic reading classes being made available at present. One class has been set up specifically for people at the Sheltered Workshop, another for teenagers of junior high or senior high school age who have either dropped out of school or are experiencing difficulties with the school curriculum because of reading difficulties and a third open to any adults in the city.

Apart from these basic literacy classes popular demand has encouraged the setting up of a speed reading and study skills program which includes emphasis on development of comprehension skills. Since this program is to be provided at noon hour in the downtown area~ it is anticipated that the greatest number of participants will be business men and government employees who have to read a large volume of job- related material.

A special program has also been established at a technical institute in the city for new students who are finding that they do not have sufficient reading and writing skills to cope with required reading and written assignments The class is taught at the institute and includes many of the methods and content of the Speed Reading class.

A tremendous demand has been experienced by the library for General Education Development (GED) Upgrading materials, so this has prompted the provision of a class to assist students with reading and other skills needed to study for these exams. The class will be very informal and individualized, concentrating on those skills which

participants feel they need the most help with.

Upon resignation of the library's Learning Centre Director, a replacement was sought who was a reading specialist, able to diagnose reading problems! and to plan and teach reading classes. As a result of this search! Marianne Pearson was appointed in July 1976 Ms. Pearson has a degree in education with a major in remedial reading and extensive experience in adult upgrading as a reading specialist. This experience is proving invaluable in setting up the kind of program needed by the library's patrons. Our experience has indicated that libraries intending to be involved in providing a large number of reading programs need such expertise on staff or at least available as outside consultants. We also have an assistant in the Learning Centre, Heather Klemp, who has been teaching our reading classes almost since their inception and is also responsible for the day to day care and circulation of Learning Centre materials. This collection of high interest, low level "reading materials, reading kits and educational toys has greatly facilitated the individualization and freedom of our reading classes and given students easy accessibility to easy reading materials.

Almost all the classes have proved very time-consuming as the wide range of students from the very retarded to the bright normal have necessitated almost completely individualized teaching. However, the Literacy Volunteers of America materials have been the most used for the basic literacy classes for both testing and teaching. For students from the Sheltered Work- shop, many of them with very low intelligence, a system of pre-testing and testing after three months has been established. For a student to stay in the class for a further three month period they must have shown some improvement, however slight. Those showing no improvement are channelled, into another type of activity more in line with their potentiality. Those who show significant improvement can move into a Grade 4 - 10 class being provided by the Community College.

Other materials which have been very useful in our classes include the Laubach lesson plans which are to be put on Sound Page, a system which allows the student to both hear and see the lesson he is working with. The Mast program which has been put onto a teaching machine program so it can be used by students wishing to work on their own and a new four-week self-help program from Learn Incorporated which can be used by students as an aid to improving comprehension and memory.

Besides our reading classes, the last few months included a small publicity campaign during the week of World Literacy Day, in which we made a television appearance and had radio spot announcements, advertisements and news releases, promoting our reading classes and giving facts about the state of illiteracy in Canada.

Future plans include the training of volunteers to teach Sheltered Workshop students and to facilitate this the cosponsorship of a Literacy Volunteers of America workshop that can take in all basic literacy teachers in the province.

Our main problem at present is our inability to break down the stigma attached to illiteracy and to get non-referred individuals to come forward and acknowledge their need for help. In this regard, it is felt that the most welcome assistance that could be provided would be the production of popularized videotapes which could be used by local

television stations to publicize reading classes which are available in the city.

In summary, it is business as usual at Regina public Library, but with new materials, new methods and a wider range of classes tailored to the problems of a larger proportion of people in the city.

Marianne Pearson, and Sarah Landy

As more libraries seek to become involved in literacy activities, it is important to know what has been successfully accomplished and what can be done by other libraries. The LVA Workshop will be held in May and there is already a list of people wanting to be trained as tutors. Good luck, Regina.)

A TURNING- POINT

(Excerpt from: "Literacy: A Vital Component of The New Economic Order " by Amadou-Mahtar M'Bow, Director -General of UNESCO, Unesco Features)

Just as 1965 was a point of departure for the campaign against illiteracy throughout the world, 1975 can be considered a turning point. We may now be said to possess a veritable charter for literacy work.

An initial point is that the most spectacular successes have been achieved, as stated in the Declaration of Persepolis, when "literacy was linked to meeting man's fundamental requirements, ranging from his immediate vital needs to effective participation in social change". This is what I shall call the principle of functionality.

Secondly, it has become clear that literacy work can only be effective if the beneficiaries themselves participate in it, each adult becoming the agent of his or her own literacy training and even more important being aware of the need for this personal involvement. This principle of participation, which applies equally well to any other educational program or development work, is in my opinion fundamental. In this context, literacy is a work of liberation. Further, through the participation of the people concerned literacy programs can help to strengthen feelings of cultural identity and to consolidate the national languages.

A third essential principle is that of the integration of literacy programs into the process of lifelong education and into a whole context of economic and social reforms. One of the most striking examples in this respect is rural development, which is affected by the world food crisis, natural disasters and problems of unemployment and under-employment and by the structure of society.

Integration into the process of lifelong education presupposes that literacy work is followed up. Literacy and numeracy are useless accomplishments unless the new literate is provided with suitable reading material in his own language which takes account of his

level of education and of his interests.

It is also clear that no universal model can be devised for literacy programs, but that these must be adapted to circumstances, individuals, socio-economic and cultural contexts. Diversification of approaches is therefore a prerequisite of success. In this connection, certain countries have introduced interesting innovations drawing both on their own cultural traditions and on the most advanced technology. I am thinking particularly (though this is one example among many) of Jamaica, which is using radio, television and cassettes for its literacy program, micro-teaching to train the instructors, and popular music and drama to enlist and stimulate public interest.

Finally, the wisest statements of principle, and the most persevering efforts by international organizations are as nothing if the Political will of the nation concerned is lacking. Governments have a key role to play in establishing objectives, choosing strategies and mobilizing the nation's energies and resources to make literacy a vital instrument for achieving the necessary social change. Whenever a nation has tackled the problem of illiteracy to pave the way for other changes the results have been positive.

\$\$\$

\$\$\$

A FUNDING SAGA

\$\$\$

\$\$\$

Some of you may be wondering why there has been some delay in fulfilling the role requested of WLC at the final session of the ABLE Conference last May. Under difficult circumstances, WLC has done what it could. We feel we should share with you the particular circumstances surrounding the question of financial support from the Secretary of State.

The initial support for the Canada Project came from the Secretary of State which enabled student assistants to be employed in the preliminary phases of the survey, especially in relation to Ontario. Further support came for the preparation and holding of the ABLE Conference in May 1976. Fifty percent of the funding for the project came from the Secretary of State in 1975-76 (June-June).

During the months of May and June, 1976, the conference proceedings, recommendations and outcomes were compiled into a 60 page evaluation document and sent to the Secretary of State. This was closely followed by a detailed submission asking for financial support for a new project: The Development of a Communication Network for Adult Basic Education and Literacy in Canada. The project director (Audrey Thomas) went to Ottawa and met with personnel from the Department. Indication was received that support would likely not be forthcoming. Lobbying was done on our behalf by several people across the country and by some of WLC's patrons in political life.

After the cabinet changes in the fall, a letter of refusal was received from the Secretary of State. WLC felt that the Department had misinterpreted the intent of the proposal and replied in that vein. The proposal was resubmitted with some minor changes.

In December, WLC was invited to meet with members of the Department of the Secretary

of State to further discuss the proposal. WLC was told that it would be given an answer by Christmas. This did not happen. In the New Year, WLC was told that it would receive a letter outlining the concerns of the Department in relation to the proposal, and when they were answered a decision would be forthcoming. The letter was to be in WLC's hands by the Board meeting in January. This did not happen. A phone call on that day revealed that the concerns and the letter were just being drafted. The letter eventually arrived.

Because of the nature of the expressed concerns and because the answers reveal WLC's position, we feel that all those of you who have expressed an interest in the Canadian work should be aware of the situation. The concerns and responses therefore are included here.

In sum, we have received no support from the Secretary of State since the Conference in May and we have no guarantee that by answering the concerns that financial support will be forthcoming for the next fiscal year.

We welcome your reactions!

ANSWERS TO THE CONCERNS EXPRESSED BY THE DEPARTMENT OF THE SECRETARY OF STATE

with reference to the proposal entitled:

DEVELOPMENT OF A COMMUNICATION NETWORK FOR ADULT BASIC EDUCATION AND LITERACY IN CANADA

submitted by World Literacy of Canada in July, 1976 and resubmitted in October 1976.

Q1. What are the projects (sic) long range financial plans? How do they involve the Secretary of State?

A1. When the project was submitted in July 1976, it was the plan to ask the Secretary of State for roughly 50 percent of the budget for the ensuing 12 months, i.e., \$21,000 of \$41,000. World Literacy of Canada (WLC) was prepared to find other sources to make up the balance.

A grant of \$21,000 would have put the project on a sound financial footing and given the Canadian Steering Committee of World Literacy of Canada time to develop sound financial strategies for the future. A program of active solicitation of unions, community colleges, business and industry, government and the private sector could have been undertaken from a position of strength. If the grant of \$21,000 is forthcoming from the Secretary of State after April 1, 1977, such strategies could still be undertaken to develop the financial support for the future.

Since July 1976 we have been actively contacting private foundations and other branches of government with a limited degree of success. A stumbling block appears to be that many other funding agencies require evidence of government support.

It was originally anticipated that probably three years would be needed to bring about the necessary changes so that more attention and support would be given to solving the problem of the disadvantaged adult in our Canadian society.

Q2. We are most concerned that in your process of consciousness raising and subsequent program development that the functionally illiterate are included in the learning and decision making processes involved in their own development. Specifically, we would like to be assured that the functionally illiterate are playing a role in the management and operation of the literacy councils and that they are involved in the development of curriculum materials. Do you share that commitment? What specific steps are you willing to take to fulfill such a commitment?

A2. It is a desirable ideal that the functionally illiterate adults should be included in the decision-making processes and in the management of any group designed to serve their needs. WLC is fully committed to this ideal. It should be a basic right.

The following points need to be clarified in connection with this question.

- a. Functionally illiterate adults who are already involved in programs are obviously involved in the learning process.
- b. In programs which offer life skills, the "functionally illiterate" group often comes to making decisions by use of democratic processes and consensus.
- c. In one-to-one (student-volunteer tutor) situations, decisions are continually being made between the tutor and the learner.
- d. As an umbrella organization, it is not World Literacy of Canada's intention at the present time to be active in program development per se, but to act in a facilitating, animating, networking role as requested by grass-roots volunteers and grass-roots professionals.
- e. In the role of animator, the project director, Mrs. Audrey Thomas, has suggested to many program people that the curriculum flow from the needs and experiences of the functionally illiterate adults and that they themselves can play an active role in curriculum development by writing about their own experiences, etc. (once they have the basic skills).
- f. It should be understood that the existing literacy councils are specifically associated with one approach and methodology - the "each one teach one" pioneered by Dr.

Frank Laubach. The councils are affiliated with the National Affiliation of Literacy Advance (NALA), a member organization of Laubach Literacy Inc., headquartered in Syracuse, N.Y. In this instance, WLC has no jurisdiction in determining operational policy, but through the networking and consciousness-raising on the Canadian scene in which NALA members are involved, policy statements can be issued and people encouraged to act upon them. For those not involved in this particular approach, WLC envisages literacy or ABE Councils forming locally as consortiums of local agencies concerned about the problem and combining their resources to help counteract it.

g. As in every field of human endeavour, there will always be people prepared to be leaders and followers. There is no guarantee that the functionally illiterate adult when made "literate" would assume a leadership role, but we know that some do.

Q3. We feel the project would serve the grass roots "professional", employees of school boards, libraries, agencies, governments, rather than the grass roots "volunteer". This does not meet our program criteria of what constitutes a voluntary, non-profit, community group. What specific steps are you willing to take to adapt the project to our criteria?

A3. In implementing the project, contacts and work must be with all levels of society. At the present time, we must work with existing grass roots "professionals" attached to colleges, libraries, agencies (such as the Ys), school boards and governments, because it is these people who can work for changes in approaches and priorities within their own jurisdictions and form effective "outreach" arms involving their local communities and volunteers. The largest group of current voluntary, nonprofit community groups are the literacy councils and they have requested leadership in the Canadian literacy field from WLC.

There is a time lag in all things between consciousness-raising, the desire for action and implementation of the same. At the present time, the thrust has to be towards more consciousness-raising, in order to stimulate greater involvement of the voluntary sector of the community. We are dedicated to this principle.

Q4. We are presently funding the CAAE and the ICEA both of whom have a commitment to serve the interests of the functionally illiterate. Would you please indicate how your project avoids overlapping?

A4. At the present time, there is no overlapping between the work of CAAE and WLC. As mentioned on several occasions, it has not been a priority of the CAAE to serve directly the foundationally illiterate adult. WLC has cooperated with the CAAE in information-sharing, in contacting provincial governments and in the planning of the ABLE Conference in May 1976. However, we feel strongly that the extent of the problem is such and the requests for information and help are such that someone should be addressing the need on a full-time basis. CAAE with its commitments to all endeavours of adult education could not undertake this work on a full-time basis without considerable restructuring and additional staffing.

Because of the extremely limited and meagre resources devoted to the project, we have not yet been able to involve Francophone Canada or ICEA. It has always been our intent to involve Francophone Canada and to dialogue with ICEA, but for the present, this has to remain a future agenda item.

Q5. Since education is a provincial responsibility, would you please indicate what specific steps will be taken to involve the provinces in a problem that has grown out of provincial educational systems.

A5. Steps already taken in regard to this matter includes a. The mailing of the report Adult Basic Education and Literacy Activities in Canada 1975-76 to those in positions of responsibility for ABE within each of the provinces. b. A jointly signed letter from CAAE and WLC together with copies of the report named above and the Digest were sent to the

various Ministers of Education for the provinces. The letter drew their attention to the problem in their specific province, asked about their policy, asked whether it was a matter for the Council of Ministers and offered help. The replies to these letters are not yet complete.

c. Through members of the Canadian Program Steering Committee, provincial governments have been and are being made aware of the problem and some are becoming more involved in this field than formerly. Provincial governments have also been approached for funding of literacy/ABE projects.

d. Despite these steps, there is still a need for a unifying, coordinating body which cuts across all provincial jurisdictions in order to provide a linkage between those working Or wishing to work in the field. The need for a national non-governmental organization to play this networking role has been outlined and stressed by participants at every workshop which the project director has attended and/or taken part in. It is not enough to refer the issue/problem back to the provinces. The real issue is the right or lack of it. to participate in Canadian society. The issue is inseparable from national unity. responsible citizenship participation. and national communication.

Q6. Recent consultations with community groups have indicated that a newsletter is very limited as a consciousness-raising tool. In addition we feel your proposed newsletter would be serving, primarily, the professional educator.

Would you please indicate what specific goals you hope the newsletter would achieve, and with whom these goals would be achieved.

Would you also indicate if you have formerly approached CAAE and ICEA to the end of sharing their newsletters to achieve your common goals.

A6. Consciousness-raising is best done at the personal level by conversations and speeches at conferences, by involving the media and politicians as well as the groups already indicated elsewhere. However, in a country the magnitude of Canada, an outrageously high travel budget would be needed in order to effect the personal animating role. There has to be recourse, therefore to other media, in this case, a print-oriented Newsletter.

The primary aim of the Newsletter is to link up and inform those in the literacy/ABE network of new developments, projects, publications. It is also to facilitate an exchange between those with specific request's and needs. It will also aim at giving new ideas on approaches to the problems involved in literacy training and at sharing success stories or vignettes of students in literacy training.

This type of exchange has already begun between those who have joined the network and requested to be on our mailing list. Anyone interested in our work can take part in the network.

Further to the matter of consciousness-raising, the project director wrote a Digest of the major report and incorporated the themes, issues and recommendations from the ABE Conference. Three thousand of these Digests were printed and have been distributed as requested by the field. Less than two hundred of these Digests are left. (We are about to

embark on a French translation.)

Requests for the major report have been such that a reprint of 400 copies was necessary. Requests for this report have been coming in constantly from across Canada, the U.S.A., and now from places such as Lesotho, Tokyo, Germany, England, Ireland and Australia.

The project director has taken part in the following events as either a keynote speaker or workshop leader/panelist.

- a. ABE Workshop sponsored by the Department of Education, British Columbia, in Vancouver.
- b. Seminar at the University of Alberta, Edmonton.
- c. Seminar at the Regina Plains Community College, Regina.
- d. Workshop at the Ontario Library Association Conference, Toronto!
- e. Seminars at the Ontario Institute for Studies in Education, Toronto.
- f. Workshop at the ACCC College Canada 76, Ottawa g. Workshop for Metro Toronto Librarians, Toronto.

She has also been invited to speak at:

- a. The NALA Eastern Regional Conference in Halifax.
- b. Frontier College's Annual Meeting.
- c. The Canadian Library Association Conference, Montreal.

Further to the consciousness-raising, in April there is likely to be a CBC program on adult illiteracy and an article in the Canadian issue of The Readers' Digest. WLC has been involved in both of these events.

As indicated previously, we cooperate in the information-sharing with the CAAE, but because of financial restraints, we have not contacted ICEA.

Q7. Would you please indicate why you have proposed a 1977 Conference and who would be expected to fund it.

A7. As indicated in previous reports and submissions to the Department of Secretary of State, an annual conference was requested by the participants in the 1976 ABLE Conference. They most emphatically did not want to wait for another decade before such an event took place. More specifically, they felt the situation was serious enough to call another conference to report back to the delegates the progress that had been made.

The Steering Committee felt that May 1977 was too early for another national conference, but that the fall of 1977 might provide a better time to report progress, share concerns and plan future strategies.

It was also felt that the ABLE Conference brought together those working in the field of ABE, but that another conference should bring together those in allied and related fields so that a more concerted effort towards the problem would emerge. Related fields would

be those working in reading departments, faculties of education, community work, home and school groups, members of the legal profession, government decision-makers, etc. The problem of adult illiteracy is not just an educational problem, but a political and societal one.

A conference could be made self-supporting through high registration fees. To reduce these, sponsoring funds would be sought from corporations or foundations and from the Language Programs Branch of the Secretary of State, if a bilingual conference were planned.

Q8. We feel an adequate feed-back system or method of evaluation is important. Would you please indicate how this would-be provided.

A8. Any well established network naturally provides its own feedback system. From the very beginning, feedback has been built into the work of the project, through questionnaire, local meetings, telephone calls, etc. This feedback will be on going funds permitting. We are also studying the Fair-weather model on program development, evaluation and dissemination.

... "Adult literacy is an essential part of continuing education: it is a much wider process than just teaching men and women who have fallen through the net of education provision to read and write. It is not even confined to the separate teaching of English: it permeates the whole learning and developmental process. All the evidence points to a greater need for literacy skills, not less. For adults as well as children it is a language for life. It is not therefore a process to which a time limit can be set."

"Adult literacy coordinating tutors are very clear that there is no correlation between intelligence and inadequate literacy skills."

Adult Literacy: Progress in 1975/76
(London, H.M.S.O., 95p net)

NEWS FROM.

BRITISH COLUMBIA

The Committee on Continuing and Community Education under Dr. Ron Faris of the B.C. Department of Education was active in the Fall of 1976.

A background paper entitled "Helping to Develop a Provincial and Community Education Policy" was circulated and the public invited to respond. Public meetings were held throughout the province in October and briefs were submitted to the Chairman of the committee.

Where does ABE fit into this picture? For the first time in its history, the Department of Education sponsored an ABE Workshop in cooperation with UBC Centre for Continuing Education and the Adult Education Research Centre. The Workshop was designed to provide professional development for administrators and coordinators of tile variety of ABE programs in public education institutions.

After opening remarks by Dr. Ron Faris, the keynote address was given by Audrey Thomas of World Literacy of Canada. After the address, the eighty delegates broke into reaction groups to identify and clarify issues and concerns. On the second day, two sessions of three concurrent workshops were held on the following topics: Training Adult Basic Educators; Evaluating ABE programs, and Implementing ABE. The workshop leaders were Nora Boyer, Douglas College and Barbara Bowmar, Langley School District; David Harrison, Malaspina College and Betty Cameron, Vancouver Community College, respectively. They were aided in their presentations by resource people such as Dr. Jim Thornton of UBC, Dr. Michael Colbert of Oregon State University, Dr. Gary Dickinson, East Kootenay Community College and Michael Clague, Britannia Community Centre. Dr. Wayne Schroeder, Florida State University and Visiting professor at UBC summed up the workshop and gave food for thought in the final plenary session.

The following points were stressed throughout the workshop:

1. There exists a widespread ABE problem in B.C.
2. Current existing resources and pro- grams are inadequate.
3. The Department of Education must accept increased financial responsibility for ABE.
4. participation in coordination from the provincial government is required.

Of the 10 concerns which were prioritize by the delegates, the top three were.

1. Evolve a provincial policy on ABE which contains guidelines, definition of ABE, funding policies and philosophical foundations.
2. Designate a provincial ABE coordinator to implement #1.

3. Strike an ad hoc advisory committee to address itself to immediate concerns.

Wayne Schroeder in his summation, suggested that a concentrated effort at the grass roots level combined with additional governmental support, could possibly begin to attack the problem of ABE in B.C. He strongly recommended recruiting, training and utilizing volunteer literacy tutors.

Spin-offs

Jim Bray of Cariboo college announced the start-up of an ABE bimonthly Newsletter entitled ABEL Communicator. '(ABEL = Adult Basic Educators' Liaison).

Nora Boyer of Douglas College is under-taking a descriptive survey of ABE (0-12) in the province. Nora also has a basic literacy proposal "in the works" with her college.

Okanagan College (Kelowna Division) is hoping to start an adult literacy program possibly using volunteers and cable T.V.

The Department of Education is continuing its involvement in professional development by sponsoring three workshops for ABE instructors at Vernon, Nanaimo and , prince George.

UBC has been holding a series of six weekend workshops from January to April under the general heading "Training for Adult Educators".

(Things are apparently "On The Move" in the "Far West". What's happening in the other provinces)

THE MARITIMES

LITERACY CENTRES IN HALIFAX

"Is this where I register for reading classes?"

"My friend told me that reading is taught here, is this where I come?"

What kind of people come to the classes? Where are the classes held? How adequate is the help given?

Only a very brief reply to these questions can be given here. Basic Upgrading classes for adults are held at the Convent of the Sacred Heart, Spring Garden Road on Monday and Wednesday evenings, and at the North End Library on Gottingen Street on Tuesday and Thursday mornings. Both ventures are sponsored by the Department of Adult Education and are assisted by the Halifax Literacy council. The Convent program, a continuation of that formerly at Alexandra School, has been in progress for three years. It has over sixty registered for this term; two-thirds are in the Laubach program. The North End Library is a new venture and like all new ventures, it is taking time to catch on. At the moment there

are nine enrolled with a prospect of three more coming in the immediate future. Here, too, most are in the Laubach program.

The students come from the four corners of the Halifax area, as well as from Spry field, Colby Village, Beechville and North reston. Age is no deterrent. One grandmother 01: 72 is delighted to know that she is now beginning to read. At home her advancement is a family project. the motivation of these people, however. is what is remarkable. There is no need to "prod the lazy school-boy". When he realized that he had lost his job because he could not read, one gentleman said: "That's it. I am going to attend classes." A grandmother, albeit a young grandmother, said she had refused an advancement in her job because she had not yet acquired sufficient facility in reading. A father of two young children learned to spell and to write his children's names. Several students have now discarded the anonymous "X" as a signature since they have learned to write their own names.

... Sister M. P. Brace land
From Bird in the Hand Vol. 1, #2.

ANTIGONISH. Nova Scotia

Recently a twenty-hour concentration was held at the Coady International Institute of St. Francis Xavier University. It provided training for Voluntary reading Aides to work in the developing countries with adult illiterates.

This year, people from Nigeria, Tanzania. India, Canada. South Africa, Brazil, Sierra Leone, Philippines and Cameroon received their certificates from the National Affiliation of Literacy Advance, Syracuse, New York. .they were trained by Audrey Chiasson, a Tutor trainer in the Laubach method.

To date. 63 students of the Coady, representing 24 countries have been trained in the use of the Laubach method which moves from the use of simple pictures, to symbols and on to sounds.

Dr. Frank Laubach devised the method when working with the Maranaw in the Philippines. From this humble beginning it has spread and is now used successfully in 313 languages and dialects in 105 countries.

At the Coady, the course is taught in English for English speaking people but one resourceful student from Nigeria devised charts which will be useful among his village people.

TUNED IN TUTORS!

A recent CBC radio Maritime Magazine which goes on the air at 9a.m. Sunday mornings featured a 12 minute segment in which Thelma Blinn, regional Chairperson for NALA and

a student from the Halifax County Literacy Council were interviewed. The interview was juxtaposed with a demonstration lesson.

Results Information Moncton (New Brunswick) was 'phoned by several prospective volunteers who wanted to tutor. Within 2 weeks, 40 people had expressed an interest.

A training workshop will be held at the beginning of April with a view to forming a Literacy Council

NALA EASTERN CANADA REGIONAL CONFERENCE
ST. MARY'S UNIVERSITY, HALIFAX, NOVA SCOTIA, May 13-15, 1977

Two concurrent workshops will be held: Writers' Workshop led by Dr. R. Laubach and an ESOL Workshop. There will also be several seminars held throughout the weekend. Saturday night there will be a banquet. Registration details from:

Mrs. Cyril Boudreau
28 Juniper Crescent
Spryfield, Halifax
B35 2H4

A BIRD IN THE HAND

Anyone wishing to receive this newsletter which will appear 3 times a year contact:

Mrs. Thelma Blinn
2769 Ralph Devlin Drive
Halifax
B3L 3T2

NEWS IN BRIEF...

Grant MacEwan Community College, Edmonton is setting up a spring summer project for functionally illiterate adults at the new Mill Woods Campus.

Fred Ryan is now working at Loyalist College, Belleville, Ontario but has been active in helping set up an academic upgrading component to the work activity project in Hamilton. Word is also out that two new programs on the "Ryan model" will shortly be operating in Metro Toronto. One will be in southern Etobicoke in conjunction with the Board of Education and the public Library. The other is in the eastern part of the city of Toronto and involves the Metro Toronto Separate School Board.

David Harrison of Malaspina College, B.C. will be undertaking doctoral studies at the University of Arizona. His main interest is in the design of curriculum materials at the grade 0-4 levels. David would like to . hear from anyone else on "the same track" in Canada.

The Literacy Connection A group of enthusiastic librarians from Metro Toronto conceived the idea for this workshop as an outgrowth of the interest expressed at an earlier Ontario Library Association Conference, workshop session. Stimulated by a lively plenary session, a wide variety of mini- workshops and publishers' displays, the 80 participants presented positive feedback and many are in favour of a follow-up workshop in the near future.

LIP Grants for Literacy - A consortium of community organizations that have been working with the Freirean concepts with immigrants in Toronto's downtown area were awarded a grant for their project entitled: "Literacy for Citizenship Development". A team of two Chileans, one Jamaican and two Canadians are working together and hope to produce some curriculum material which could be used with Portuguese and Chinese immigrants.

Kingston public Library, Ontario is also involved in a LIP adult literacy project.

An Adult Literacy Project was also approved for Duncan, B.C.

Further Consciousness-Raising

1. Watch for the April Canadian edition of Readers' Digest for an article on adult illiteracy.
2. Keep tuned in to CBC's Fifth Estate for a segment on adult illiteracy (now tentatively scheduled for April).

WLC has been involved in the preparation of both of these.

"The B.J.R.T. program made myself and others less alienated from society, thereby saving taxpayers' money. Think about it."

"Any doubts about one's self-worth can be alleviated by the B.J.R.T. program."

(Comments from students at Vancouver C.C.)

PUBLICATIONS

LITERACY IN DEVELOPMENT -a series of training monographs commissioned by the International Institute for Adult Literacy Methods (Tehran). Series editor is Dr. H. S. Bhola, Professor of Education at Indiana University.

Three monographs already published are:
The Use of Radio in Adult Literacy Education
by Richard Burke

Programmed Instruction for Literacy Workers
by Sivasailam Thiagarajan

Learning to Read and Reading to Learn:
An Approach to a System of Literacy Instruction
by Sohan Singh

Forthcoming monograph titles are:
Understanding Visual Literacy and Communication
by Anne and Fred Zimmer

The ABC of Literacy: Lessons from Linguistics
by Kenneth Baucom

Evaluating Functional Literacy
by H.S. Bhola

Towards Scientific Literacy
by Fred Thomas and Alan Kando

For further information contact:

1. 1. A. L. M.
P.O. Box 1555
TEHRAN, IRAN

NEW READERS START HERE 2nd ed. - A critical evaluation of reading schemes used by tutors of adult new readers together with an annotated list of other materials found to be useful. Price .70 p

Available from:
The Library Association
7 Ridgmount Street
LONDON, WC1E 7AE

For the latest from the U.K.

The best resource is the Newsletter of the Adult Literacy Resource Agency, 35 Queen Anne Street, London W1M 0BL

The BBC publications On the Move (\$2.75); Your Move (\$3.25) and BBC Adult Literacy Handbook (\$3.15) are available in Canada from:

Methuen
Publications
2330 Midland
Avenue
AGINCOURT,
Ontario
M1S 1P7

* * * * *

HARRAP 'S HANDBOOK FOR LITERACY TUTORS by

Janet Roberts. Price \$1.85.
Available from:
Clarke Irwin and Co. Ltd.
Clarwin House
791 St. Clair Avenue West
TORONTO, Ontario M6C 188

This handbook recently published in Britain to help volunteer tutors is divided into four sections - planning and preparatory work before meeting the student; activities and skills to prepare for the early stages of reading and a form of the language experience method; the planning, teaching and evaluation of the phonic element; suggestions for interest material and bibliographies. While the emphasis is British, the book may be of use to those embarking on tutoring schemes in Canada.

* * * * *

A VIDEOTAPE TRAINING PROGRAM FOR ADULT BASIC EDUCATION
TEACHERS

An OISE project has been funded by Manpower's training Improvement Program (TIP) and OECA, to produce a program of videotape and support print materials for the professional development of instructors in Manpower programs and similar adult education agencies in Canada (e.g. Board of Education upgrading schools, church and voluntary literacy programs).

The core of the program is 20 videotape lessons selected from the thirty produced by the Maryland Dept. of Education for the training of Adult Basic Education instructors in credit courses. The titles of the Maryland lessons that were selected by the project are:

Characteristics of the ABE Learner Can Adults Learn?

What is the Teacher/Student Role in ABE learning?

Learning Successes, Needs and Interests Goal Performances and Objectives Listening and Speaking Skills Diagnosing for Placement

Teaching Basic Reading

Teaching Writing

Teaching Mathematics - Intermediate Level

Teaching Word Recognition

Teaching Comprehension

Teaching Mathematics - Basic Level

Working in Subject Areas and Developing Occupational Concepts

Methods and Techniques for Instruction Individualization of Instruction and Learning Centres

Teaching Machines and Programmed Learning

Recruitment and Retention Guiding the ABE Learner Evaluation and Measurement of Learning Progress ;

These lessons are available in 3/4" I video cassettes, 30 min. in length. Each lesson is supported by print material gathered together in a Work Manual that not only clarifies and reinforces the videotapes, but provides additional aids and techniques for the instructor-learners.

The project is producing an additional four half hour videotapes and supporting material to set the program in a Canadian context. As the program is adaptable to a variety of settings, the project will also conduct evaluations to determine the most effective use of the program as a whole or in components for special groups. The Ontario Educational Communications Authority is cooperating in the project and will distribute the Canadian videotapes in cassette form through its VIPS department, and will broadcast the four Canadian programs during late spring and summer months, which are the most active professional development periods in the college system.

Components of the Maryland lessons have already been used in orientation and professional development programs in several Ontario CAATs. To obtain a Maryland previewing tape and copy of the Work Manual, write to: Ms. Fanny Chess Acquisition/Scheduling Division of Instructional Television Maryland Center for Public Broadcasting 11767 Bonita Ave. Owings Mills, Maryland 21117

U.S.A.

Tel.: 301-356-5600 x 289

The Canadian programs are expected to be ready for dissemination in early summer,

1977. For further information, write:

Mr. Reg Herman
Dept. of Adult Education, O.I.S.E.
252 Bloor Street West
Toronto, Ontario, M5S 1V6

WORKSHOPS/CONFERENCES

THE ADULT EDUCATION RESEARCH CONFERENCE

This conference will be held April 20-22, 1977 at the Curtis Hotel in Minneapolis, Minnesota. AERC is open to professors, graduate students, program administrators and practitioners; in short, to any person interested in adult education research. Its purpose is to stimulate and improve research related to adult education by providing opportunities for researchers to interact with each other.

For this 18th AERC meeting, we selected 44 out of 116 "paper proposals" and 8 out of 16 symposium proposals. For further information contact: Professor John Niemi, Director, Clearinghouse ADELL, Northern Illinois University, DeKalb, Illinois, 60115, U.S.A.

* * * * *

... in which WLC has been involved:

Adult Basic Education Workshop, October 7th and 8th, 1976 at Richmond Campus, Douglas College, under the sponsorship of the B.C. Department of Education in cooperation with U.B.C.'s Centre for Continuing Education and Adult Education Research Centre.

"Dealing with Illiteracy" - a workshop at TESL '76 at O.I.S.E., October 29th, 1976.

"Adult Literacy and Librarians" - a workshop at the O.L.A. 75th Anniversary Conference, Toronto, October 29th, 1976.

"The Forgotten People" - workshop at ACCC's College Canada 76, Ottawa, November 15th, 1976.

"The Literacy Connection" - a day long workshop aimed at consciousness-raising for library staff and trustees in Metro Toronto, February 15, 1977.

STUDENTS' WORK

Education

I picked up the newspaper. But all I could read was "and", "this", "is", "the", and "that". So I hung my head in shame.

I went to apply for a job the other day. They handed me a paper and said, "Fill this out". But all I could write was "and", "this", "is", "the", and "that". So I hung my head in shame and walked out.

My child came running up to me, asking, "Mommy, what's this word?" I didn't know how to read the word, nor what it meant'. So I hung my head in shame.

Education can give you the ability to read and write. Education can also give you self pride and confidence within yourself. With education you have the ability to do any job and do it right.

(a student in the Basic Education Program,
Vancouver Community College.)

Some Comments from Students in the B.E.S.T. (BJRT) at Vancouver Community College

"When I started, I had no idea at all where I was going to, or coming from, I had a very negative attitude toward life, but since then I have secured 5 part-time jobs, one of which hires me for 10 days each month. Before taking the B.E.S.T. program I did not care from one day to the next. Now, I am enjoying the prospect that each day brings. If it weren't for B.E.S.T. I'd still be on welfare and a bum. Thank you very much."

"The program helped me to understand people in different situations and I can work better with people."

"The B.J.R.T. program showed me how to put myself and my abilities in front of the employer's eyes."

Contributions from the Bathurst Street Library Upgrading School. Metro Toronto

Five Things That Make Me Happy

1. Here are five little things that make me happy I like coming to school, the teachers make you feel at home, also the students are very helpful.
2. I love to read and read out loud so other people can hear.
3. I am getting to like math, Whenever I find I can do it I feel so happy.
4. I also learn a lot more from the student because most of them are from different part of

the world.

5. But the thing that makes me happy most of all is to know that at my age I can go back to school like a little child and start all over again.

Shadows of Past

There she sits in the window light
She from the world of long ago
Her hair so white
As she sits alone
In her little home
She looks so sad
Sometimes mad
At the way we live today.

As she sits in her chair
She feels no one cares
for she has grown old and
no one needs her now
As you watch her sitting
there with her cheeks so pink
It makes you think

I may be old some day.

* * * **

A Kind Person

I like to thank a friend at work. She is a cleaner woman at University. One night as I was locking up the Building Where She Working. She handed Me a nice brown wallet for a gift.

I asked her What Was that for She said it Was Something that I always help her and to go in each room to turn light on for her and that she was scared to go in to the rooms to clean at night. And When I was around locking the door She Could always count on my help to Checked the rooms and turn the light on for her. So She Said that She Wanted to give me the Wallet for a gift. So I thanked her very much for the gift.

* * * * *

Winter in Newfoundland

About ten years ago we lived for three years in Newfoundland. We went through many adventures during these three years, specially in the winter. I am writing about one of them.

It was New Year's Eve. We were invited to a party by a friend. They lived about 25 miles away from us. We all must know about the weather and the condition of the road in

Newfoundland. The cold is unbearable and the snow is covering the road very high, so you won't be able to see the side of the road. Of course under the snow the roads are covered with ice. The day of the party arrived and with it the rain which washed the snow completely from the roads. I was happy because I was thinking the driving would be easier. But it was not so.

We left our house about seven o'clock in the evening. We arrived at the party on time. It took us of course one and a half hours which was not bad. We had a great time. We forgot that we had to return home. But the departure time was getting close. The clock struck twelve, and we were on our way. Another couple who were more familiar with the roads came along with us. The roads were sheer ice. The car was moving almost zero. It slid many time to the ditch. We got down and helped to pull the car from ditches. It took us six hours to get home. It was about seven o'clock in the morning. That was very long New Year's Party.

* * * * *

My Early School Days

When I was six years old I started school I was in grade one. The name of the school was the United Academy Every domination had their own School. I felt very proud and grown up to be going to school for the first time. My oldest brother took me to school. It was a Country School house. The teacher taught four classes.

When the teacher was teaching grade one the other three would have assignments. I had a reader given me that first day called Jerry and Jane. I also had to buy a Slate to work on, and a stick of slate pencil. The older boys had to take turns making the fires early in the morning, and cleaning the school each day, In the winter there were great Snow Storms. And piles of snow everywhere. I had to walk a mile each day. In the winter we would travel by horse and sleigh Everyone would dress warmly to weather the Storm.

* * * * *

(These contributions have been typed as they were presented, as they show different degrees of achievement. Students ranged from grade 3 to 8 and included older people.)

LITERACY AND THE ADULT STUDENT (or) "GOOD OLD. BAD OLD WAYS"

One of the various techniques used in the effort to systematize activities is flow charting. We would like to present the Anthony Newly Flow Model applied to reading. It runs something like this:

1. Either a person can read or he can't read. a. If he can read, you have nothing to worry about. b. If he can't read, you've got two things to worry about.
2. Either he wants to learn or he doesn't want to learn. a. If he is committed to learn to read, you have nothing to worry about. b. If he is uncommitted or semi-committed, you have two things to worry about.
3. Instruction can either be rewarding or frustrating. a. If you provide instruction that

- is success-oriented and built on his strengths, you have nothing to worry about. b. If you provide instruction that is frustrating and hammers at weaknesses, you have two things to worry about.
4. You must now be concerned with whether your population is children or adults. a. If your population is children, you have nothing to worry about because kids have to be there under penalty of law until the age of 16. b. If your population is adult, you really have nothing to worry about either, because you simply won't have a class (or, if you're an LV, a student!)

Journal of Reading, November 1975
as quoted in LVA Exchange, December,
1975.

Answers to Quiz on the Front Cover

1. Literacy Volunteers of America Inc., Syracuse, N.Y., U.S.A.
2. The British Literacy Symbol, now beginning to appear in Canadian programs.
3. The U.S. Right to Read
4. World Literacy of Canada, Toronto, Ontario
5. "Each one teach one." Laubach Literacy Inc., Syracuse, N.Y., U.S.A. Used by NALA members.
6. Adult Basic Education, London, Ontario.

DOES CANADA NEED ITS OWN SYMBOL, OR SHALL WE REMAIN ECLECTIC?

Next Hamilton and District Literacy Council Basic Training Workshop, April 16-17, 1977. 'phone: 1-416-529-9907.

FLASH! We hope to have some good news soon about a cooperative adult reading referral program involving a consortium of organizations.

YOUR FEEDBACK AND CONTINUED CONTRIBUTIONS ARE REQUESTED!