

# LITERACY

## ALPHABETISATION

Vol. 3  
no. 2

The Movement for Canadian Literacy/  
Rassemblement canadien pour l'alphabétisation  
c/o 692 Coxwell Avenue  
Toronto, Ontario, M4C 3B6

Spring, 1978

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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 for Canadian Literacy.

LITERACY/ALPHABÉTISATION est une publication trimestrielle du Rassemblement canadien pour l'alphabétisation / Movement for Canadian Literacy.

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NEWS! VIEWS! REVIEWS!

Articles

NEWS! VIEWS! REVIEWS!

Letters. Exchange of ideas. Classroom techniques. Anecdotes. Etc.

**# NEXT NEWSLETTER WILL BE IN SEPTEMBER - Deadline Aug.15.**

## COMMENT

Since the publication of the last issue of LITERACY/Alphabétisation, much has happened. The consciousness-raising produced by the C.B.C.'s Fifth Estate Program has resulted in many people coming forward to help in literacy programs and in new programs being started. This is especially true in Alberta and in Ontario. The follow-up C.B.C. program in April and the telephone referral system were less than satisfactory owing to certain technical difficulties with Bell Canada. However, new interest was generated among certain groups of people and in communities not previously committed to helping the adult non-reader.

Information and referral are still important aspects of the office work as the "ripple effect" generated by consciousness-raising through the media continues.

Membership in The Movement for Canadian Literacy also continues to grow. (See summary in this issue.) This is indicative of the general interest and desire to help with the Canadian problem of illiteracy. However, with membership come expectations and responsibility.

The Movement is a self-help "organization", committed to stimulating local responses to local needs. The office acts in a facilitating role to help make things happen. Unfortunately, although we are not overly structured, funding is a continuing problem. The office has to respond to a wide variety of needs without full-time secretarial support. We need to begin to concentrate on development of Canadian responses and resources to the problem and to take any consciousness-raising a couple of steps beyond just citing statistics, into attitudes and issues. In a tight money market, these things will only be accomplished through co-operative efforts and a willingness to share resources and expertise.

From May 26-28th, the Provisional Committee met in Toronto. The Movement is now federal incorporated and is applying for charitable registration status. At the Committee meeting it was agreed that regional representatives would work with the three incorporating directors as an interim board until a duly constituted annual meeting.

The interim board is made up as follows:

Alan Clarke, Chairman  
Charles McCaffray, Convener, Advisory Consortium  
Jack Pearpoint, President, Frontier College  
Ann Marie Downie, Atlantic Representative  
Roger Emmenecker, Quebec  
Charles Craig, Ontario  
Sidney Pratt, Ontario  
Cynthia Hill, Territories  
Owen Snider, Prairie Representative  
British Columbia Representative to be confirmed.

It was also decided to keep the provincial representatives who will feed into the regional representatives on the Board. Where local or regional groups organize, to act as a unit of The Movement for Canadian Literacy, it is requested that they inform the central office of this activity.

We plan to have some form of annual meeting in the Fall of 1978. There are to be continued efforts to stimulate membership and to hold regional or local meetings. A tentative date for the next Canadian-wide conference on adult basic education and literacy is May, 1979, and we hope that it will be held in Western Canada.

We welcome your initiatives and appreciate the efforts many of you are making on behalf Canadian adult literacy.

Have a good summer.

Audrey M. Thomas

THE MOVEMENT FOR CANADIAN LITERACY	RASSEMBLEMENT CANADIEN POUR L'ALPHABETISATION
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MEMBERSHIP SUMMARY AS OF MAY 2, 1978	National Unions, Educational Corporations, & Institutions Totals
Region Volunteers Individuals Groups Library Boards	Organizations

N.W.T.		9				1	10
B.C.	1	21	2			2	26
Alta.		14			1		15
Sask.		10		2		1	13
Man.		6					6
Ont.	38	124	6	1	2	14	185
P.Q.		10					10
N.B.		2	1				3
N.S.	3	13	1				17
P.E.I.		1					1
Nfld.		4					4
Other		2					2
<hr/>							
Totals	42	216	10	3	3	18	292
<hr/>							

Founding Group and Organizational Members include:

Frontier College, Toronto	Canadian Labour Congress
Sir Sandford Fleming College, Peterborough	ACCESS Alberta
Humber College, Rexdale	Overseas Book Centre
Cambrian College, Sudbury	Regina Public Library
Confederation College, Thunder Bay	Saskatoon Public Library
Seneca College, Willowdale	Toronto Public Library
Algonquin College, Ottawa	Adult Basic Education, London
Centennial College, Scarborough	Britannia Community Services Centre, Vancouver
Fanshawe College, London	Greater Saint John Literacy Council
Northern College, Timmins	Halifax County Literacy Council
Mohawk College, Hamilton	Hamilton and District Literacy Council
Canadore College, North Bay	The Literacy Working Group, Toronto
Conestoga College, Kitchener	North Shore Literacy Council, N. Vancouver
Vancouver Community College, B.C.	The St. Christopher House, Toronto
Camosun College, Victoria, B.C.	Toronto Volunteers for Literacy
Parkland Community College, Sask.	C.U.P.E. Local 771
Ontario Ministry of Colleges and Universities Department of Education, N.W.T.	The Strait Area Literacy Council, N. S. Project R.E.A.D., Ottawa

Latest Additions Include:

St. Lawrence College, Kingston  
George Brown College, Toronto  
Toronto Board of Education  
Alberta Advanced Education and  
Manpower

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-root- level and be successful in that particular situation.

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.

## LE COURS D'ANGLAIS EN MILIEU DE TRAVAIL

À l'usine TIP TOP, les employés (les femmes y sont nombreuses) savent manipuler les machines à coudre, peuvent coudre 400 poches à l'heure, mais plusieurs ont du apprendre à tenir un crayon avant d'apprendre l'anglais.

Aujourd'hui, Ji Soo Kong, Louie Ngan, Kamla Kapur, Olga Custodia, Chong Bae Jung et leurs compagnes écrivent facilement leur nom. Elles peuvent aussi écrire et composer des phrases simples, communiquer entre elles, avec leurs professeurs, leurs patrons et leurs enfants.

Elles étudient volontairement l'anglais, une heure par jour 4 fois par semaine, après les heures de travail. La cafétéria, au sous sol de l'usine, sert de salle de classe. En septembre dernier, 92 étudiantes se sont inscrites pour les classes gratuites. "Pour plusieurs, c'est la première expérience en alphabétisation, dans n'importe quelle langue" dit Nancy Serio, une des professeurs. "Plusieurs n'ont jamais su ni lire, ni écrire dans leur propre langue; elles sont très studieuses, elles étudient tout le temps.

Des classes semblables existent dans deux autres usines à Toronto, grâce aux initiatives de: St. Christopher House, une agence communautaire; des coordonnateurs de la ville; et de la Commission Scolaire de Toronto.

Quarante cinq personnes suivent des cours à l'usine de jeans à Carharrt Hamilton Manufacturing Ltd; une classe a commencé à Daisy Decorative Products Draperies, il y a deux semaines, 20 personnes sont inscrites.

La plupart des étudiants sont des immigrants, arrivés récemment de la Chine, du Portugal, de la Corée, de l'Espagne et des Antilles. Ce sont, en majorité, des mères de famille.

"Le but des cours n'est pas seulement de leur donner assez d'anglais pour se débrouiller," explique Ms. Serio. "C'est pour répondre à leurs besoins. Les cours sont donc préparés autour de 8 thèmes: logement, santé, travail, transport, éducation, vie familiale & loisir consommation et immigration.

L'employeur offre l'espace dans le lieu de travail, la Commission Scolaire paie le salaire des professeurs et fournit le matériel didactique.

St. Christopher House est à développer une démarche d'apprentissage de l'anglais comme langue seconde. Depuis quatre ans, elle forme des professeurs et adopte cette méthode pour les classes en usines.

La collaboration des syndicats est variable: quelques uns negocient pour que le patron paye des heures d'étude aux employés; d'autres traduisent les contrats de travail dans la langue des employés.

La situation économique a beaucoup influence l'assistance au cours à Tip Top Tailors et peut-être contribuera à la fermeture de la classe.

La Commission Scolaire exige un minimum de 15 élèves par jour pour accepter de payer un professeur. Quand il y a beaucoup de travail, l'employeur demande du temps supplémentaire quand il y a moins de travail, les employés quittent plus tôt. Ces situations expliquent la fermeture éventuelle des classes à Tip Top.

Les lettres adressées par les étudiants, à l'Hôtel de Ville sont vraiment touchantes, dit Ms. Serio. Elles réclament la continuation des cours.

Olga Custodia fait des poches intérieures et est payée à l'heure. Elle travaille de 8 heures à 5 heures et apporte à la maison \$110.52 par semaine. Sa lettre dit: " La classe d'anglais aide au travail parce qu'elle m'aide à comprendre le patron. Je veux la classe à Tip Top parce que trop fatiguée pour aller très loin. Pas de classe ici, moi je n'y vais pas."

Les pressions que ces femmes subissent sont "immenses" dit Ms. Serio. "Elles travaillent tout le jour, isolées l'une de l'autre par la langue et par la position des machines. Elles ne peuvent pas comprendre ce que le patron leur dit. À la maison, les enfants parlent anglais et la mère ne les comprend pas. C'est une découverte inquiétante pour Ms. Serio de constater que ces personnes ne peuvent pas dire leur propre nom, ni les jours de la semaine, ni le nom de la rue où elles demeurent, le nombre de leurs enfants ou les rues où elles passent pour se rendre au travail.

Pour de plus amples renseignements sur les leçons d'anglais en milieu de travail, communiquez avec: Nancy Serio, St. Christopher House, 84 Augusta Avenue, TORONTO.

Anne Carey, Star staff writer  
Toronto Star, April 18, 1978.

## EXAMEN POUR PERMIS DE CONDUIRE DANS LA LANGUE DE L'IMMIGRANT

Depuis le début du projet expérimental, les immigrants qui ne savent ni lire, ni écrire en anglais, peuvent maintenant passer, dans leur propre langue, la partie écrite de leur examen pour le permis de conduire.

Orr Harron, port-parole du Ministère des Transports et des Communications, dit que les signaux de circulation sont indiqués en symboles, alors, l'anglais n'est pas nécessaire dans à peu près 90% des cas. Mais les candidats doivent dépendant comprendre tous les signaux avant de subir l'examen.

Les examens sont corrigés à la machine électronique. Sur l'écran, apparaissent des signaux de circulation ou des situations de circulation. Les étudiants pressent les boutons correspondants aux réponses.

Maintenant, les examens sont préparés en Italien, en Espagnol en Chinois. L'examen en portugais sera prêt dans quelques semaines. Les examens en français et en anglais sont déjà disponibles à la machine électronique.

L'utilisation de la machine a pour but d'accélérer l'examen "écrit" et d'aider les Canadiens peu instruits à réussir l'examen, dit un porte-parole du Ministère du Transport et des Communications.

"Vous seriez surpris de savoir combien il y a des Canadiens qui ont de la difficulté, dans un examen écrit, parce qu'ils ont peu d'instruction," dit-il. "Ce ne sont pas seulement les immigrants."

"Le ministère se propose aussi d'ajouter l'oral aux examens à la machine. Il veut aider les personnes qui ne savent pas lire à réussir l'examen. Il dit, aussi, que l'idée de l'examen à la machine s'est développé en constatant que beaucoup de Canadiens ratent les examens parce qu'ils ne peuvent ni lire ni écrire en anglais.

Joe Serge, Star staff writer  
Toronto Star, April 1978

Le projet READ d'alphabétisation des adultes est subventionné par la Commission de l'emploi et de l'immigration du Canada par l'entremise de son programme Jeunesse Canada au travail. Ce projet est reconnu par le Rassemblement Canadien pour l'alphabétisation.



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# **NEWS FROM...**

## **MANITOBA**

### LITERACY FOR ADULT IMMIGRANTS

Every Monday and Wednesday, 220 men and women (immigrants, former immigrants, plus a few Canadian-born citizens), attend literacy classes at the International Centre in Winnipeg. The program, which operates on alternate days to classes in conversational English, is funded by Winnipeg School Division No.1. Although books and tuition are free, there is no financial assistance for students. They attend on their own time.

Classes, from beginners to advanced, are offered at four different time slots (9.30 a.m., 1.30, 5.30 and 7.30 p.m.). Each class lasts for two hours. This scheduling has evolved to accommodate shift-workers, housewives, and just about anyone else who wants to upgrade their language skills in their free time. Students may enroll in as many classes as they wish.

Average class attendance is about thirteen, and sometimes a class expands to twenty students or more. In this setting, the teachers must be flexible and versatile. An open register is kept, enabling new arrivals to fit in right away to whichever class is most suited to their needs. All classes operate on a continuous progress basis. If a student becomes out of step with the group, he or she is free to transfer to a higher or lower class right away.

Further flexibility is provided through auxiliary tutoring by volunteers, who help to bring new arrivals up to the current level of the beginners' class, or provide specialized instruction where it is needed. One literacy volunteer, for example, is using brailled material to upgrade the reading and spelling skills of a blind immigrant from the Philippines.

Due, in large measure, to its size and flexibility, the literacy program at the International Centre is able to accept -- and successfully instruct -- students who differ widely in educational background, age and abilities. The bulk of the enrolment is well- educated (some students are even studying in English at local universities), but there is also a sprinkling of students who, through illness, isolation, or the upheavals of war- time, have never been to school at all. The International Centre is the first school they have ever known.

The majority of students is in the 20-40 age bracket, but some of the most avid learners are retirees who, after a lifetime of hard work, now finally have the time and energy to devote to learning how to read and write.

In this extraordinarily challenging environment a wide variety and range of needs must be filled in a minimum of classroom time; this makes multi-sensory, direct methods essential. Teachers lean heavily on six small booklets of instructional materials which

have been developed at the International Centre and are published by Clarity Books <sup>1</sup> of Winnipeg. In addition, they draw on a file of hundreds of exercises, written for all levels, based on these booklets.

Use of the materials has spread widely to community colleges and individual tutors from Halifax to Vancouver. Some public schools in the United States also use the booklets.

Visitors are always welcome at the International Centre in Winnipeg. If you are ever in the area, drop in some Monday or Wednesday and see the extensive literacy program in action.

Mary Johnson, Instructor and Co-ordinator  
Reading and Spelling Program  
INTERNATIONAL CENTRE  
65 Redwood Avenue, WINNIPEG

<sup>1</sup> BOX 92, Station C, Winnipeg, Man., R3M 3S3

# SASKATCHEWAN

## THE LIBRARY AND LITERACY VOLUNTEERS

The Regina Public Library first became involved with literacy training in October 1971. At this time library personnel worked with mentally handicapped adults in small group situations. Soon other Regina residents were asking for literacy help and more classes were added to the weekly program schedule.

When I joined the library staff in July, 1976, we were teaching five separate adult literacy groups each week. We tried to keep class enrollment below 6, and on the strength of diagnostic testing, place students with the most like abilities in the same class. This was by no means an ideal set-up. Adult students, because of their vastly different background experience, require individual attention. It is an arduous task to make a lesson which will meet the needs of six people who do not necessarily share the same interests, are at varying levels of skill development, have different intellectual capacities, and because of past success or failure experiences, approach this whole business of reading with different levels of motivation. Adult students attending library programs are not a captive audience. They are embarrassed about seeking help in the first place, and once they do, they want to see rapid progress. Should they feel talked down-to, bored, or that they are not receiving the immediate help they desire, they quit. In an effort to minimize drop-outs, we began to see students from three of these groups on an individual basis. This meant staggering their class time and re-arranging work schedules for my assistant and myself. While individualized help was most effective, we found it ate up staff time needed for other Learning Center programs, and severely restricted intake of new students. The answer seemed to be volunteer help.

Volunteer literacy projects have been going strong in the U.S. for some time. We looked into the two most popular, Literacy Volunteers of America and the National Affiliation for Literacy Advance (Laubach) and found that they were surprisingly comprehensive. Both offered much support by way of organization, public relations, tutor training workshop, materials etc. However, they do differ considerably in their teaching methodology. We preferred the Literacy Volunteers program and decided to become an associate member of that organization.

In May 1977, an L.V.A. field representative came from Syracuse, New York to train us in our initial workshop. Since September we have had four tutor training workshops. There are approximately 60 tutors each one working with her own student. I say her because most volunteers are women, many of whom also work as paid employment. Although a good many of them have had teacher training, their occupations vary from homemaking to custom design to law. The time and effort they devote to their students is considerable. First they must complete the eighteen hour workshop. They meet with their students twice a week for one hour each time, usually for a term of one year. This does not take into account time spent in lesson planning. A rule of thumb is one hour of preparation for one hour of teaching.

Most of the tutoring sessions are held at the library, usually in the Learning Center. We have a collection of low vocabulary-adult interest reading material as well as adult level workbooks and educational games, which are set aside for L.V.A. use. At any given time you are sure to spot at least two people working together at a corner table.

We consider ourselves very fortunate in that we have met with much co-operation. Local radio and television stations have been generous with public service time, talk show" interviews, and have even given television coverage of a workshop in progress. The Leader Post has written several good articles about our work. Social service agencies, Canada Manpower, and the Regina Plains Community College have all referred students to our - program. As well, the Lutheran Church Women's Group has been of much help, both in advertising and recruiting tutors.

What better place than a library to introduce someone to the benefits and pleasures of reading?

Marianne Pearson

## AN ANNOTATED BIBLIOGRAPHY OF INDEPENDENT A.B.E. READING MATERIAL

Ethel E. Anderson and Gerald C. Fink

### Introduction

This bibliography of independent reading material is a supplement to the Annotated A.B.E. Bibliography published in February, 1978. It was developed in response to requests from librarians and instructors who were interested in establishing a library for the adult with limited reading ability. This is not, however, a comprehensive list of materials suitable for the adult who is learning to read. Instead it is a list of free reading books covering a variety of topics including biographies, autobiographies, fiction (science-fiction, westerns, mysteries and romances) as well as a few general information books.

The books were selected on the basis of the following criteria: 1) interest level, 2) readability level and 3) Canadian content.

Books designed specifically for the child or the adolescent with reading difficulties were not included unless the content was considered to be of interest to the adult. An attempt was also made to find materials which would increase the adult's knowledge of people and places while also providing them with reading experience. Adults who are learning to read are also anxious to read to learn. Consequently, a large number of biographies and autobiographies as well as books which may be considered 'classics' are included in the list.

The readability level of each book was determined using the Fry Readability Formula. All of the books at a Grade 6 level and below have print which is large enough to be read easily unless otherwise noted in the annotation. In assisting students in selecting free-reading books a general guideline would be to select books which are one or more grade levels below the student's instructional reading level to assure that the student can read the book independently.

An attempt was made to find as many Canadian books as possible. There was, however, no attempt to use Canadian materials exclusively as this would have resulted in a very limited bibliography.

If a section of the library or the school is being set aside for A.B.E. materials, books other than those listed in this bibliography should be included. "Coffee-table books" (e.g. The Colour of Canada and Between Friends) as well as "How-to-books" on topics such as home and car maintenance, child care and cooking should also be part of the collection. An evaluation of "How-to-books" could be the topic of a future bibliography.

### Levels 1 - 3

- Anderson, Lavere, Sitting Bull, Great Sioux Chief, Dell Publishing Co. Inc., 1970.  
Readability: 3  
A Yearling book which describes the life of Sitting Bull. The format and the content are suitable for the adult reader.
- Clarke, John, Black Soldier, Doubleday and Company, Inc., 1968.  
Readability: 2-3  
The story of a Negro in the American army during World War II when the colour of a person's skin made a difference, even in the army.
- Colver, Anne, Florence Nightingale, Dell Publishing Company Inc., 1961.  
Readability: 3  
A Yearling biography of interest to the adult reader.
- Glemser, Bernard, Radar Commandos, Scholastic Book Services. New York. 1972.  
Readability: 3  
An adventure story based on a true incident from World War II.
- Graves, Charles P., John F. Kennedy, Dell Publishing Company Inc., 1975.  
Readability: 1-2  
A Yearling biography of interest to the adult reader.
- Smucker, Barbara C., Susan, Scholastic Book Services, New York. 1966.  
Readability: 3  
The story of Susan Bearskin, a young Indian girl, who has to leave her home to go to school in the city.
- Stafford, Virginia, Opening Door, New Readers Press, Syracuse. New York. 1969.  
Readability: 2  
A story of two Black single-parent families living in an American city. Although the story is American based Canadian adults would find the story interesting.
- Thompson. Frances C., Escape from Grand Pre, MacMillan of Canada, Toronto, 1966.  
Readability: 3  
This is one book from a series of easy-to-read stories based on Canadian history. The series is published under the title of Buckskin Books. Other books in the series include; West to the Caribou; Adventure at the Mill; and Danger in the Coves.

Wasserman, D., Man of La Mancha, Dell Publishing Company Inc., New York, 1965.

Readability: 3

A play about the comic adventures of Don Quixote who in his madness imagines himself to be a valiant knight doing great deeds around the countryside.

#### **Levels 4 - 6**

Alcott, Louisa M., Little Women, William Collins Sons and Co. Ltd., London, 1963.

Readability: 6

The adventures of the March family while Father is away at war.

Armstrong, William H., Sounder, Harper and Row, 1969.

Readability: 3-4

A novel about a sharecropper's family and their dog, Sounder.

Barrett, William E., The Lilies of the Field, Doubleday and Company, Inc., Garden City, New York, 1962.

Readability: 4-5

The story of Homer Smith, a 24 year old Black man who helped four nuns build a church. An entertaining story which would be ideal for A.B.E. students if the print was larger.

Bell, Margaret E., Love is Forever, Wm. Morrow and Company, New York, 1954.

Readability: 6

A romance about a young girl who marries a man who lives in Alaska at the turn of the century.

Benham, Leslie and Lois, The Herione of Long Point, Bryant Press Ltd., Canada, 1963.

Readability: 6

The story of Abigail Becker, wife of a trapper living on Long Point, who rescued the sailors of the Conductor in 1854. This is one of the Buckskin Books which are based on incidents in Canadian history.

Brill, Edith, The Golden Bird, Penguin Books, England, 1970.

Readability: 4.5

A collection of Polish fairy tales centered around the wise old woman who lived in the forest.

Broadfoot, Barry, The Pioneer Years, 1895-1914, Doubleday Canada Ltd., Toronto, Ont., 1976.

Readability: 4-6

A series of short personal interviews told by the people who settled Canada.

- Broadfoot, Barry, Six war Years, 1939 - 1945, Doubleday Canada Ltd., Toronto, Ont., 1974.  
Readability: 4-6  
A series of short personal accounts by Canadians who were directly or indirectly involved in the Second World War.
- Broadfoot, Barry, Ten Lost Years, 1929 - 1939, Doubleday Canada Ltd., Toronto, Ont., 1973.  
Readability: 4-6  
A collection of memories of the Depression as told by the people of Canada.
- Carr, Emily, Klee Wyck, Clarke Irwin and Company, Toronto, 1941.  
Readability: 6  
An autobiography by one of Canada's greatest painters.
- Clark, Catherine Anthony, The Man With Yellow Eyes, MacMillan of Canada, Toronto, 1963.  
Readability: 4  
This is another in the series of Buckskin Books which are based on incidents in Canadian history.
- Clark, Gregory, The Bird of Promise, Infocar Limited, Montreal, 1973.  
Readability: 5-6  
A collection of humorous short stories which were first published in Weekend Magazine.
- Conrad, Joseph, Youth (Great Short Works of Joseph Conrad), Harper and Row, New York, 1966.  
Readability: 6  
A true story of the ill-fated voyage of the coal carrier "Judea" (the Palestine in reality). Near the end of the voyage the ship blew up in Bangka Strait. Though injured, Conrad made his way in a small boat to Muntor on Bangka Island. There he had his first view of the East.
- Cunningham, William, The Story of Daniel Boone, Scholastic Book Services, New York, 1970.  
Readability: 4  
An abridged version of the Real Book About Daniel Boone.
- Fox, Paula, Portrait of Ivan, Dell Publishing Company Inc., 1975.  
Readability: 6  
Although a young boy is the main character in this Yearling book the story is of interest to an adult.

Hemingway, Ernest, Old Man and the Sea, Charles Scribners Sons, New York, 1952.

Readability: 5

A very poor old man who struggles to make a living by fishing in the South Seas finally catches one of the biggest.

Jackson, Jesse, Make a Joyful Noise Unto the Lord, Thomas Y. Crowell Co., New York, 1974.

Readability: 4

A biography of Mahalia Jackson the famous gospel singer. The large print makes the book easy to read.

Judson, Jeanne, The Other Love, Fawcett, 1974.

Readability: 4

An easy to read romance set in the United States.

Johnson, Dorothy M., A Man Called Horse, Ballantyne Books, New York, 1953.

Readability: 4-6

Eleven short stories of the courage and endurance of the people in the frontier settlements and Indian villages of the American West. The first story, Flame on the Frontier, is at a grade four reading level. The other stories are at a grade six level.

Killilea, Marie, Karen, Noble and Noble Publishing, Inc., New York, 1952.

Readability: 5

The inspiring, true story of a child who overcame the debilitating effects of cerebral palsy.

Kjelgaard, Jim, Big Red, Bantam Books, New York, 1945.

Readability: 5

A story of a boy and his dog and the adventures they have as they encounter a bear and a wolverine.

Koshnick, K. (Editor), Having a Baby Series, New Readers Press, Syracuse, New York, 1973.

Readability: 4-6

A series of seven booklets: Conception and Pregnancy; Prenatal Care; Giving Birth; The First Six Weeks; The Baby and the Family; Unwed Mother; and Planning Your Family. These useful booklets are available individually or as a book.

Latham, Jean Lea, Medals for Morse, Scholastic Book Services, 1954.

Readability: 4

A biography of the famous American inventor.

- Lewis, C. S., Prince Caspian, MacMillan, New York, 1951.  
Readability: 5  
The second novel in a series of seven fantasy novels describing the adventures of four English children in the land of Narnia.
- Lewis, C. S., Till We Have Faces, Erdmans, Grand Rapids, U.S.A., 1966.  
Readability: 5  
A re-telling of the Greek myth of Cupid and Psyche.
- London, Jack, The Call of the Wild, McGraw-Hill, 1968.  
Readability: 4  
The story of Buck, a dog, who was taken from his home in California to the Yukon during the Gold Rush days.
- McFarlane, Leslie, Agent of the Falcon, Methuen Publishing, Toronto, 1976.  
Readability: 5  
Contains three short stories: Agent of the Falcon, The Snow Hawk's Death Trail, and Fuzzy Face Gets His Man. These Canadian stories would be of interest to adults who like mysteries and adventure stories.
- McFarlane, Leslie, Breakaway, Methuen Publishing Company, 1976.  
Readability: 5  
This is one of the three hockey books published by Methuen. The other two books in the Canadian series are The Dynamite Flynns and Squeeze Play.
- MacDonald, George, At the Back of the North Wind, Airmont Publishing, New York, 1966.  
Readability: 6  
A story about the friendship between a poor boy and the North Wind.
- MacDonald, George, The Princess and the Goblin, Airmont Publishing, New York, 1967.  
The story of an eight-year-old princess and a miner boy who rescues her from wicked goblins who plan to take over her father's kingdom.
- McKay, Robert, Canary Red, Scholastic Book Services, New York, 1968.  
Readability: 4  
A young girl learns that her father, whom she thought had died when she was a baby, is actually alive and is returning home from jail. She faces his return with fear and uncertainty, wondering what he will be like.
- Mitchell, W.O., Jake and the Kid, MacMillan of Canada, 1961.  
Readability: 6  
The story of Jake, the hired man, and the boy who believes that Jake had "done pretty near everything there is". A story which Canadians of all ages would enjoy.

- Mitchell, W.O., Who Has Seen the Wind, MacMillan of Canada, 1947.  
Readability: 4  
The story of a boy growing up in a small community in southern Saskatchewan during the depression. The boy and the people who made up his community are now the subject of a new motion picture.
- Montgomery, Elizabeth Rider, Duke Ellington, King of Jazz, Dell Publishing Company, Inc., 1972.  
Readability: 5  
A Yearling book about the life and music of Duke Ellington.
- Mowat, Farley, Owls in the Family, McClelland and Stewart Ltd.  
Readability: 6  
The story of a young boy growing up on the prairies and the two owls which add excitement to his life.
- Sayers, D. L. Lord Peter Views the Body, New English Library, London, 1974.  
Readability: 6-7  
Series of short stories recounting the adventures of Lord Peter Wimsey, an English aristocrat, whose hobby is solving mysteries.
- Schaefer, Jack, Shane, Bantam Books, Toronto, 1949.  
Readability: 5  
"The unforgettable novel of a boy's love and a gunman's struggle to escape his past."
- Sobol, Donald J., The Wright Brothers at Kitty Hawk, Scholastic Book Services, 1961.  
Readability: 4  
The story of the Wright brothers and their famous flight.
- Stein, Wendy, Becoming a Car Owner, New Readers Press, Syracuse, New York, 1976.  
Readability: 4  
A useful booklet to assist adults in buying a car and in handling all of the other necessary details, such as insurance, licensing and servicing. The booklet is designed for Americans but many of the suggestions are of use to Canadian car owners.
- Steinbeck, John, The Pearl, Bantam Books, 1945.  
Readability: 5  
An enduring and classic story of a fisherman who finds a pearl beyond price. Possession of the pearl leads to a loss of peace and happiness and this reveals to him that peace and happiness are pearls in themselves.

Stevens, Eden Vale, Buffalo Bill, G. P. Putnam's Sons, New York, 1976.

Readability: 4

This large-print biography of Buffalo Bill is one in the series entitled "See and Read Biography".

Wilder, Laura Ingalls, The First Four Years, Harper and Row, Publishing, 1971.

Readability: 6

This is one of the popular series about the Ingalls family and their "little house on the prairie".

**NEW! NEW! NEW!**

Goldstein, Edith, EDL GO Series (D.J. Domoff & E. Kleinman, Eds.), McGraw-Hill Book Company, 1977.

Readability level: 1 - 3

There are three books in this series: People, Windows, and Images which are at a Grade 1, 2 and 3 level, respectively. Each book contains short stories which are of interest to the adult reader. There is a variety of exercises on each story at the back of the books. The books are ideal free-reading material for the adult who is just beginning to read independently.

**Levels 7 - 9**

Beckman, Gunnell, Nineteen is too Young to Die, MacMillan, 1969.

Readability: 7

A letter written by a girl who is dying of leukemia recording all her thoughts, memories, and emotions which give her the strength to face death.

Bradbury, Ray, Fahrenheit 451, Ballantine Books, New York, 1953.

Readability: 7

In a futuristic setting, the job of firemen has come to involve the burning of all books. No one is allowed to keep or read books, especially books that tell of former times. Montag, a fireman who delights in burning books, witnesses an old woman choosing to burn with her books rather than succumb to the system. This was the beginning of Montag's doubts about his society and his conflict with the system.

Bradbury, Ray, Medicine for Melancholy, Bantam Books, 1959.

Readability: 7

A selection of stories involving both human and animal characters by one of America's best-known science-fiction writers.

- Braithwaite, Max, Never Sleep Three in a Bed, Dodd, Mead and Company, New York, 1970.  
Readability: 8  
An autobiography depicting the writer's childhood on the Canadian prairie.
- Burnford, Shiela, The Incredible Journey, Paperjacks Ltd., Markham, Ont., 1973.  
Readability: 9  
The delightful story of the adventures of three animals on an incredible journey.
- Caldwell, Taylor, The Listener, Bantam Books, Toronto, 1960.  
Readability: 7  
Man's greatest need is for someone to listen to him. This book gives an account of how a variety of people's lives were changed as they made their way to the dwelling place of the mysterious listener who, in listening to all they had to say, brought them to inner peace and spiritual fulfillment.
- Conan Doyle, Sir Arthur, The Sign of the Four, Sayre Publishing, New York, 1973.  
Readability: 8  
Sherlock Holmes is asked by a young woman to solve the mystery of the disappearance of her father, a retired Indian army officer. Subsequent events include a bizarre murder and a search for a hidden treasure.
- Dooley, Dr. Tom, The Edge of Tomorrow, Signet Books, New York, 1958.  
Readability: 7  
An autobiographical account of Dr. Tom Dooley's efforts to start a jungle hospital in Laos.
- Hume, Ruth Fox, Great Men of Medicine, Random House, New York, 1961.  
Readability: 7  
This book contains biographies of ten medical scientists including Edward Jenner, Joseph Lister and Frederick Banting.
- Huxley, Aldous, Brave New World, Penguin Books, 1955.  
Readability: 9  
Futuristic novel about life in a supposedly Utopian society thousands of years from now.
- Johnson, Walter, (Editor), Working in Canada, Black Rose Books, 1975.  
Readability: 7  
A series of work experiences as written or described by a variety of Canadian workers. This book is of great interest to adults.
- Keller, Helen, The Story of My Life, Dell Publishing Inc., New York, 1902.  
Readability: 9-10  
A fascinating account of the life of Helen Keller as told by herself, through her letters and from the point of view of her friends.

Keyes, Daniel, Flowers for Algernon, Bantam Books, Inc., 1966.

Readability: 9

A fascinating tale of daring human experimentation. As a result of experiments on his brain, a mentally retarded young man named Charlie becomes a scientific genius. Retardation gradually takes over again, however, and Charlie ends up in the same state in which he began.

Leach, Christopher, Decision for Katie, MacMillan, 1971.

Readability: 7

In order to get away from home and the city, Katie applies for a job looking after ten-year old Graham in the depths of the country. But Graham and his family are in the middle of a family war and Katie is drawn into it which leads to unpleasant consequences.

Lewis, C. S., Out of the Silent Planet, Pan Books, London, 1952.

Readability: 8

First novel in a trilogy describing the adventure of Dr. Ransom, who is taken to Mars, where he becomes involved in a desperate battle against the forces of evil.

Lewis, C. S., That Hideous Strength, Pan Books, London, 1955.

Readability: 8

A small English town is "the centre of a gigantic conspiracy against the human race".

Lewis, C. S., Voyage to Venus, Pan Books, London, 1943.

Readability: 8

A continuation of the interplanetary adventures of Dr. Ransom, who follows his enemy to Venus.

MacDonald, George, Lilith, Ballantine Books, New York, 1969.

Readability: 9

An adult fantasy of a University student who finds a hidden door in a closet that opens the way to a mysterious world.

Magnussen, Karen and Jeff Cross, Karen - The Karen Magnussen Story, Collier-MacMillan Canada Ltd., 1973.

Readability: 8

The story of Karen Magnussen's accomplishments as Canada's top female figure skater.

Montgomery, L. M., Rilla of Ingleside, McClelland and Stewart, Ltd., 1920.

Readability: 7

Set in Nova Scotia this book continues the story of Anne Blyth who first appeared in "Arum of Avonlea". Anne is now a married woman with grown children The effect World War I had on Anne and her family is told through the eyes of Rilla, her youngest daughter.

- Morris, William, The Well at the World's End, Ballentine Books, New York, 1975.  
Readability: 9  
A medieval romance recounting the adventures of Ralph, the youngest son of a king, who rides forth from his father's kingdom in search of adventure and the "Well at the World's End".
- Mowat, Farley, The Boat Who Wouldn't Float, McClelland and Stewart Ltd., 1969.  
Readability: 7  
The trials and tribulations of building a boat humorously told by one of Canada's best authors.
- Solzhenitsyn, A., One Day in the Life of Ivan Denisovich, Penguin Books, 1963.  
Readability: 7  
A shattering glimpse of life in a Siberian labor camp.
- Stevenson, R. L., Kidnapped, Harper and Row, New York,  
Readability: 7  
The adventures of a young orphan boy who was kidnapped aboard a slave ship in 1751.
- Syme, Ronald, Vasco da Gama, William Morrow and Company, New York, 1959.  
Readability: 7  
A biography of the famous Portuguese explorer, Vasco da Gama. The book is in large print and there are some illustrations. Syme has written several other biographies including Champlain of the St. Lawrence and Bay of the North (story of Pierre Radisson).
- Tolkien, J. R. R., The Hobbit, George Allen and Unwin, London, 1975.  
Readability: 7  
The story of Bilbo, the Hobbit, in the world of Middle-earth.
- Wells, H. G., Selected Short Stories, Penguin Books, 1958.  
Readability: 9  
Tales of imagination, political satire and fantasy by one of the early masters of science-fiction.

## THE ABC'S

"How do I help them make the sounds?"

Here are a few useful and brief comments an instructor can make.

- A - as for a..a..apple. Short vowel sounds are more easily heard at the beginning of words. Return to the same example every time, add others, but keep coming back to the same one.
- B - voiced - comes from the throat. If necessary, hold the back of student's hand against your throat as you say sound. Contrast it with the lack of vibrations when you say the sound of P. (Don't put a vowel sound with P or you won't have any contrast.)  
Confusion with b and d in written form -- the letter b is flat in front, your mouth is flat in-front when you say the sound. When you say d your mouth is open.
- C - Use one hand to represent top of mouth and teeth. Use other hand to represent tongue. Show how tongue lifts up in centre to connect with roof of mouth to make c or k sound. Some Asians find this sound impossible to produce until shown in a practical way what to do with their tongues.
- D - voiced. Contrast with T (using back of hand on throat).
- E - as for e.. e.. egg.
- F - bite your bottom lip. I want to see your teeth when you say F (and V). Contrast physical differences between F and P (confused by Philipinos).
- G - voiced. Contrast with C or K.
- H - contrast at with hat, it with hit. Students can usually do it, but omit sound through habit. In class, make a point of correcting.
- I - as for I.. I.. Indian.
- J - voiced. Contrast with CH (unvoiced).
- K - same as for C. When confusion occurs in writing, remind student that k goes before e or i; c before a, o, or u -- as in KETTLE, KITCHEN; CAT, COT, CUT.
- L - make your tongue like a big, soft cushion. It should touch your teeth all the way around. Hold one hand to represent top of mouth and teeth, point out with other hand how tongue is touching teeth inside the mouth. Contrast with r, when tongue is tense and curled up.
- M - mouth is closed. Contrast with N, when mouth is open. When confusion occurs in writing say, "M for mountain, this mountain has two humps", and draw it.
- N - mouth is open. Show with hands how tongue pushes hard behind top teeth. This has to be combined with the voice. If the voice stops too soon, then there will be no sound, even if student is doing the right thing with his tongue. Many Asians omit this sound entirely from the end of words. Much help is needed.
- O - for o..o..ox.
- P - hold paper before mouth as you make the sound. Compare with B, when voice makes the sound. P is made only with air - lots of it!
- Q - one letter, two sounds -KW. U is always written after Q.
- R - curl up your tongue. (Check how you make this sound yourself - some people curl the tongue downward. Teach it the same way you do it yourself.)
- S - end of tongue touches behind teeth, air escapes over it, making the sound. If there is confusion with SH sound, show with fingers how SH is made with the whole width

of the tongue in the same position, S just with the tip.

- T - tongue hits sharply behind teeth. If students enquire about the pronunciation of dirty, saying "It sounds like dirdy"- say, "You will hear it both ways. In class, we will practice the sharp, clear t. Outside class you can say the words any way you like ."
- U - as for u..u.. umbrella. When confused with the short a sound, show how a is made with the mouth open, relaxed; u is made with the back of the tongue humped up - like an umbrella.
- V - voiced. Contrast with F and B - f has no voice; b with a closed mouth.
- W - push the lips forward, as when you kiss someone, then separate them. Compare with V, which involves the bottom teeth. Don't use the teeth with W.
- X - one letter, two sounds - KS.
- Y - tongue is like a boat. It touches the teeth at the sides, not at the front. Compare with J, which is made with the front of the tongue.
- Z - voiced. Compare with S.

### WRITING FROM DICTATION

After student has learned most of the letter sounds and can print the letters with some confidence, dictate snort words to him by saying the sounds one at a time as he writes the letters.

Help him to read the words back by pointing to the letters in quick succession, saying the sounds at the same time to form recognisable words.

As soon a student can print words in this fashion, dictate very short sentences. Identify words which are beyond his phonic skills as "memory" words and allow him to copy them. A reference list of the most basic memory words is given below. Avoid the introduction of more memory words until phonic skills have been well established.

When student has written several short sentences, ask him to read them back to you. If this is too difficult for him, ask him to find words in the sentences and underline them. If this is too difficult, help him to find the words and to sound them out.

The instructor must be very sensitive and responsive to the student's needs. Don't prompt him unnecessarily, but on the other hand, don't leave him struggling too long without assistance. Give him a chance to do something independently, then help.

In some extreme cases it may take several months of sound-by-sound dictation before the student is able to recognize the sound-components of a word by himself, and then to read back independently the words he has written. Although total independence sometimes comes very slowly and gradually, it does come. The auditory input provided by the sound-by-sound dictation, coupled with the student's output in the form of written words and sentences, eventually equips even the slowest learner with a foundation for literacy.

## MEMORY WORDS

he	my	come	is	go	do	don't	has	you	they	this	I	our
she	by	some	his	no	to	won't	have	your	their	that	a	are
we										these	the	does
me										those	put	with
be											her	

For further information on the presentation of letter sounds, see THE ABC'S and BUILDING THE FOUNDATION (Clarity Books). For simple dictation material, see FOUNDATION FOR LITERACY, Part I (Clarity Books).

# ALBERTA

Dear Audrey,

We at Alberta Vocational Centre - Calgary would like members of The Movement for Canadian Literacy to be aware of the Alberta Government's interest and involvement in the problem of functional illiteracy in Alberta and the rest of Canada.

On April 5, 1978, the Program Services Division of Alberta Advanced Education and Manpower funded an Innovative Project to be "aimed at the development of a portable adult basic education learning system for use in an outreach program in a community location".

By providing open-entry, continuous progress, individualized programming in an Outreach mode of delivery, Alberta Vocational Centre - Calgary will provide easier access to academic upgrading for the large number of functionally illiterate adult Albertans who seek to improve themselves. Our Outreach program will open to students on site, Monday, September 11, 1978. There will be no tuition fee charged for this program.

I hope that should the occasion arise you will now be able to provide information to the general public concerning Alberta's efforts on behalf of the functionally illiterate segment of the population.

...

Yours truly,  
Owen G. Snider, Outreach Project Director

\*Thank you Owen for informing us of this new approach in Alberta. We wish you every success with the Project and look forward to further reports from you as the Project progresses. The Project is very timely, since groups of Albertans have responded to recent nationwide media coverage of the problem of adult illiteracy. We hope that the model will eventually be expanded to other centres. Ed.

## **UPCOMING EVENT!**

### ESL and Literacy Symposium

In order to encourage the sharing of information regarding all aspects of literacy and English as a second language (ESL), the Teachers of English as a Second Language Association of Ontario will host a one day Symposium at the Ontario Institute for Studies in Education on Thursday, November 2, 1978.

The program will include panel discussions, workshops, a keynote address and roundtable presentations. These sessions will deal with areas pertinent to ESL and literacy such as materials, approaches, programs, teaching techniques, resource materials and organizations dealing with literacy.

For further information, please write: ESL and Literacy Symposium, c/o TESL Association of Ontario, P.O. Pox 7014, Station "A", Toronto, Ontario M5V 1V7.

# ONTARIO

## WOMEN LEARNING ENGLISH ON THE JOB

They can handle industrial sewing machines and turn out 400 pockets in an hour, but many had to learn to use a pencil before they could study English.

Ji Soo Kong, Louie Ngan, Kamla Kapur, Olga Custodia, Chong Bae Jung and their classmate now print their names with confidence. They can write and converse in simple sentences with their teachers, with each other, with their children and with their bosses at Tip Top Tailors' factory on Lake Shore Blvd. W.

They are studying English voluntarily for an hour a day four days a week after they finish work. Their classroom is the factory's basement cafeteria. Ninety two students registered for the free classes last September.

"For many, it is the first experience with literacy in any language," says Nancy Serio, one of their teachers. "Many never learned to read or write in their own language. They are the most incredible students. They study all the time."

Similar classes are held at two other Metro factories, thanks to the co-ordinated efforts of St. Christopher House, a community agency serving the city's west end, City Hall planners and the Toronto Board of Education.

Forty-five students attend classes at Carharct Hamilton Manufacturing Ltd.'s jeans factory on River Street. A class at Daisy Decorative Products Draperies on Geary Street opened two weeks ago. Twenty have enrolled in it.

Most of the students are recent immigrants - Chinese, Portuguese" Korean, Spanish and East Indian - and the majority are women with families.

The classes aren't designed to give them "just enough English to get by," Ms. Serio explains. "The classes are geared to their needs around eight themes: Housing, health, work, transportation, education, family life and leisure, consumption and immigration."

An employer offers space to hold the class on the firm's premises. The Toronto Board of Education pays the teachers' salaries and provides the students with pencils, workbooks, and visual aids.

St. Christopher House which has been developing a curriculum for English as a second-language program for four years, is training teachers and developing a curriculum for the workplace classes.

Union involvement ranges from negotiating paid time off so that students can attend classes to translating union contracts into the language spoken by the students.

The economic situation has cut into attendance badly at Tip Top Tailors and may lead to cancellation of the two classes there. In order to supply the teachers, The Toronto Board set a minimum of 15 students per class per day.

Overtime when there is work further cuts attendance and the Tip Top students are afraid the classes will end.

Their letters to City Hall asking that the classes be continued are "really heart-wrenching," Ms. Serio says.

Olga Custodia makes inside pockets and is paid an hourly wage. She works from 8 a.m. to 5 p.m. and takes home \$110.53 a week.

Her letter says, "English class helps at work because it help me understand boss. I want the class at tip top because too much tired to go far. No class here me no go."

The pressures these women are under "are fantastic," Ms. Serio says. "They work all day isolated from each other by language and by the placement of their machines. They can't understand what the foremen say, or their children."

She was awed by the things they could not communicate -- their own names, the days of the week, what streets they lived on, how many children they had, or how they got to work.

For further information on English as a second-language course at the workplace, Nancy Serio can be reached at St. Christopher House, 84 Augusta Avenue, Toronto, Ont.

Anne Carey, Star staff writer  
Toronto Star, April 18, 1978

## A FUTURE TREND?

### IMMIGRANTS' DRIVER TESTS IN OWN TONGUE

Immigrants who can't read or write English may now take the written portion of their driver's license examination in their own language under a recently inaugurated pilot program.

Orv Harron, spokesman for the Ministry of Transportation and Communications, said most traffic signs show symbols, so English isn't necessary "about 90 per cent of the time." But applicants will still have to understand all traffic signs before passing the test. The tests are computer-programmed, with applicants pushing buttons that correspond to answers they select from pictures of signs and traffic situations shown on a screen. The computerized tests are initially being offered in Italian, Spanish, and Chinese, Portuguese will be added in about three weeks. English and French tests are already available on computers.

The computer is designed to speed the "written" test and enable Canadians who have little education to cope with the examination, said a spokesman for the Ministry of Transportation and Communications.

"You'll be surprised to know how many Canadians have trouble with the written test because they have no education," he said. "It's not just immigrants."

The Ministry also plans to add "voice" to the computer tests, to help people who can't read at all to pass if they know the answers.

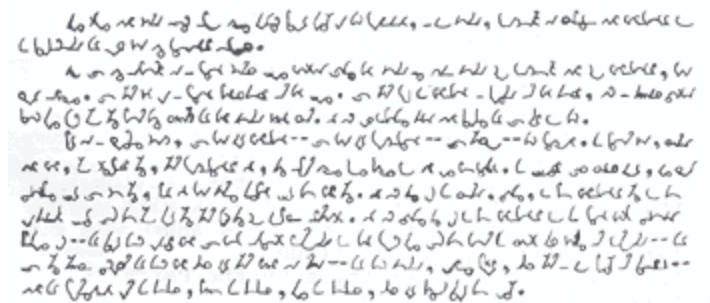
He said the idea for the computer testing developed from increasing evidence that many Canadians fail the tests only because they can't read or write English. ...

Joe Serge, Star staff writer  
Toronto Star, April 1978

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## SPELLING REFORM - THE RIT OPTION

ALL LINCOLN'S GETTYSBURG ADDRESS IN HANDRIT



**For further information  
and articles on this  
subject, contact:  
ARNOLD RUPERT  
R.R.2  
LUNENBURG, Ont.  
K0C 1R0**

## A RURAL DEVELOPMENT PROJECT

St. Lawrence College  
Box 201  
Sydenham  
K0H 2T0

Dear Ms. Thomas:

May 26, 1978

My name is Dave Middleton and I am working for St. Lawrence College on the Perth Road Literacy Project. I believe you had contact with Susan Beahen and Dawn Sawford last summer when Dawn was working on the research project in Perth Road Village. Susan, with whom I work, explained to me your interest in this project and so I am taking this opportunity to bring you up- to-date on my progress with this project.

The goal of this project is 1. To develop a model for rural economic development in non-urban communities where there is high unemployment, seasonal employment and weak economic base. 2. This model is to be developed from a project in the Perth Road Village area using the concepts of working together to solve economic problems, group action, learning "Give a man a fish you feed him for a day; teach a man to fish, you feed him for a lifetime," (See Paulo Freire, "Pedagogy of the Oppressed") in order to solve the problem of functional illiteracy.

We are using the community development approach in this project and my role could best be described as animateur. Since beginning work in mid-January, I have been concerned with three objectives:

1. developing a working group of people who are either underemployed or unemployed who wish to become part of a work project. This group has not yet formed. I am developing trust relationships with them and helping them out in a variety of ways. I am tutoring one person who wishes to complete high school and playing a support role with several others who are attempting to increase their employability. These people are at the point of saying, "Yes, I want to work. Yes, I need to improve my work skills." They are not yet at the point of saying, "Lets work together to solve some of our common economic problems."
2. developing a group of community leaders/legitimizers who will actively work to support this project. I have identified these individuals and have developed trust relationships with them. They are not yet at the stage of coming together as a group. They are saying, "Employment is a problem here." "I am concerned about my community and want to work on improving the life of our community. They are not at the stage of saying, "Lets work together to try and do something about the economic life of our community."
3. developing an institutional support base. This group has formed at the college and is actively supporting the project. (Susan Beahen is a member of this advisory group). The role of this group is to critically analyze the progress of the project and secure support for the project from the college. My work over the past few months has shown that people in Perth Road Village are concerned about their

community, recognize the need for employment, recognize the need for functional literacy development and are willing to take action in order to improve their community. The people I work with though, have not reached the level of self-confidence and optimism necessary for the action planning stage. I hope this brief outline of my activities on the Perth Road Literacy Project is of interest to you.

Dave Middleton  
Community Worker

**David would be pleased to have from anyone engaged in similar work.**

## **Illiteracy:**

- A COMMUNITY RESPONSE IN KINGSTON, ONTARIO

**By ANN LUKITS**  
Staff Writer

One man always orders hamburgers when he goes out to eat.

A woman has her landlord make out the monthly rent cheque.

Members of both sexes walk miles and miles rather than take the bus.

These people all have one thing in common - shame and humiliation about a widespread but little known problem they all share - illiteracy.

The simplest tasks involving reading and writing pose the greatest obstacles for illiterate people. The man who orders hamburgers is safe because he is almost always assured they will be, on every restaurant menu.

City buses can be terrifying if you can't read the route sign. The woman who depends on her landlord to write the rent cheque may not be so lucky one day.

"The part that bothers me the most is just how vulnerable they are," said Carol Blackie, 25, co-ordinator of a special Adult Illiteracy Program at Macdonald School.

"Even after working there I still can't feel all the things they (the 21 students enrolled in the program) have to go through. I still can't imagine going day to day without making use of reading."

The program, which is jointly sponsored by the Frontenac County Board of Education and St. Lawrence College, was set up five months ago after a major survey of the Kingston area identified at least 242 clients of social service agencies as being functionally illiterate.

When she got the go-ahead last fall, Mrs. Blackie rounded up 12 students (the minimum number to keep the program going) and tutors and moved into the empty school in 10 days.

Her own experience with five students on the first day of classes exhibits the individual nature of adult illiteracy and the need for one-to-one tutoring.

In her group, Mrs. Blackie found one student who knew the alphabet but didn't know the sounds. Another knew the alphabet and the sounds, but couldn't print.

One person had Grade 2 reading skills another had Grade 3 and still another could read but not spell.

Mrs. Blackie, who with three other people had researched illiteracy in Kingston, said she had expected such a showing Now only are students at different levels or ability, but they have wide and varied reasons for being there.

"If you can have a motto for this program it would be "students goals are our goals," said the co-ordinator. "We can accommodate people in different situations. I like the idea of being flexible".

Mrs. Blackie said one woman joined the program when she was horrified to learn she couldn't read her baby's medicine instructions.

Another man wanted to work his way to Grade 10 and then take auto mechanics. Others want to take driver's tests or learn to write cheques and sign their names.

"People have some really practical things they want which really helps the tutor," said Mrs., Blackie, "We always talk to students before they start explain what we are doing and make sure it's what they want."

Students and teachers meet from one to three times a week Tuesday mornings, Wednesday nights and Thursday afternoons, They come as often as they want, and when they want.

Often, they'll arrange to meet at individual homes if babysitters can't be found or other personal circumstances interfere.

Mrs. Blackie, the only paid member of the program, said she never tells a student not to come if a tutor is unavailable. They can always double up.

The course uses about 15 tutors, most of whom come from the Volunteer Bureau, and none of them paid. Although the course has no official formal budget, they work from what they can get together work books, texts and other reading materials.

Mrs. Blackie said a critical lack of adult reading materials for basic level instruction hinders the program. More than one tutor has bought a student books and one is even

trying to write material for classroom use, she said.

Mrs. Blackie helps to promote the program, which she says could use more volunteers and more advertising, by keeping social agencies informed, but using the services of cable TV and by word of mouth.

She gets considerable support from the Kingston Literacy Council, which was formed last fall with representatives from political, educational and social organizations. The council has a current membership of about 15 and meets once every two months. It helps to publicise the problem of illiteracy and encourages referrals to the Macdonald School program.

Shirley Marshall, a member of the council and co-ordinator of community education for the Frontenac County Board of Education, said the Adult Illiteracy Program aims at helping people function in society. "We want to take people from grade 1-5 and get them functioning.

"We're not into the upgrading thing not getting people into post secondary school". Ms. Marshall recently received the Brotherhood Award from the Kingston and District Folk Arts Council for her work with adult illiterates.

Moira Cartwright, council president and chief librarian at the Kingston Public Library said it was "difficult to get people to reveal they have this disability".

"It stems from problems in people's past life," she said. "They may have had some home problems or perceptual problems, or an unfortunate teacher turned them off learning. "It's amazing how many have gone quite a long way in their career and managed to cover up this fact. Many others are unemployed or could be in much better position if they could achieve literacy".

Mrs. Blackie declined to estimate the number of illiterate people in the Kingston area but said she is always willing to accept more in her class.

She's pleased that most of the cor group that began in October are still with her. "That to me has really made me happy," she said. "It does reinforce what you're doing".

**KINGSTON  
WITH - STANDARD  
p.1 February 17, 1978**

**\*A summer grant will enable some material to be developed.**

## ONTARIO ACTIVITIES

Under the leadership of Ethel Anderson, an active South-Central Ontario Group has emerged.

The group has held five meetings since February of this year. Program activities included an initial meeting where representatives of the many different types of programs (some 12 in all) met to share and exchange information on their activities in literacy and A.B.E. The second meeting included a number of "buzz groups" which identified needs and concerns in A.B.E. From this meeting five working committees were established to meet on an ongoing basis, independent of, but linked to the large group.

A third meeting included the showing of the film: Starting from Nina - The Politics of Learning. (See p. 28 for more details.) The showing was followed by discussion led by Anita Martin who helped to make the film. The fourth meeting provided two workshops dealing with basic literacy materials. Representatives from The Hamilton and District Literacy Council gave a presentation on the Laubach way in A.B.E. and two instructors from Humber College gave a presentation on B.L.A.D.E. The two workshops ran concurrently and then each was repeated so that participants had an opportunity for finding out more about each method. The fifth meeting in June will hold elections for a local executive committee to continue planning the meetings in the fall.

An ad hoc planning committee has met from time to time to "steer" the group, and the five working committees have been active. These committees include: Development of Materials; Evaluation of Materials; Public Awareness; Development of a Directory of Programs and Activities in South Central Ontario; and Responding to Government Issues. The latter Committee has been involved in presentations to the CODE Commission (Commission on Declining Enrolments in the public schools in Ontario) and to the Toronto Board of Education.

The meetings have been well attended with over 40 people at one meeting. There is usually time for an update of information and for coffee. People have come in from Hamilton, and Orillia for the meetings in Toronto, and they have also been attended by visitors from Ottawa and Thunder Bay. It is hoped that as clusters of people emerge in different locations in Ontario, or in other provinces, other activities of this nature may take place. The central office acts as a resource and liaison for such groups.

The Ontario Community Colleges have exhibited an interest in basic literacy through various professional development activities. For example, Audrey Thomas, Executive Director of The Movement for Canadian Literacy was invited to give presentations or addresses at the following events: Committee of Librarians Conference at Geneva Park; College Association for Language and Learning Conference; SATO Conference (Senior Adult Training Officers' Conference), Windsor. Other recent visits included one to Peterborough where a community outreach program may start in the fall, and to Kingston to address the Kingston and District Council for Community Education.

## PUBLICATIONS

I Wish I Could Write: Ideas for Inspiring New Writers by Joan Barasovska. Syracuse: New Readers Press, 1978. The contents of this book were developed in the author's writing class for adult literacy Students at Philadelphia's Center for Literacy.

Thomas G. Sticht, "Cognitive Research Applied to Literacy Training", in Cognitive Psychology and Instruction eds. Alan M. Lesgold et al. Plenum Publishing Corporation, 1978 pp. 475-493.

## PARTICIPATORY RESEARCH

February, 1978

### PARTICIPATORY RESEARCH GROUP: TORONTO

Participatory Research is a three-pronged activity: it is a method of social investigation, involving the full participation of the community or work place in the research; it is an educational process; and it is a means of taking action.

The work we do involves both action and reflection.

#### Three small-scale projects have been initiated:

- Latin American Community in Toronto

Working under the direction of various Latin American groups in Metropolitan Toronto, the project uses videotape recordings in a reflective process to identify problems common to immigrants, to develop awareness of strategies for change and to increase the capacity for critical reflection.

- Parkdale Needs Assessment

Work under the control of a coalition of social interest groups in the Parkdale community is designed to identify community perceptions of issues and to broaden the base of support for community action with a focus on the 1978 municipal election.

- Big Trout Lake Sewage System Environmental Assessment

This project involves a 7-week study by a combined team of Big Trout Lake residents and outside specialists to study environmental conditions prior to the installation of water and sewerage systems. Problem-solving skills are left with the community.

### Seminars and Workshops

Since late 1976, team members have conducted fifteen seminars of participatory research and community animation methods with community organizations, teachers, adult educators and community development practitioners in Canada and abroad.

### Preparation of Materials

Over 150 cases of community-based research, evaluation and education have been collected representing experiences in Canada and elsewhere. From these cases we are developing:

- Guidelines for Practitioners- A how-to-do-it manual for participatory research. A tool for putting research into the hands of community groups, citizens' groups, trade unions. It will be illustrated and written in straight-forward English.
- Framework for Analysis of Case Studies - A tool for groups to analyze their own and others experiences from a participatory point of view.
- The theoretical basis of Participatory Research - A study which gives theoretical and scientific support for putting research and problem-solving skills into the hands of powerless groups and working people.
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**For further information on the group and its publications, contact:  
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DEC FILMS  
121 Avenue Road  
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NEW RELEASE



STARTING FROM NINA: THE POLITICS OF LEARNING

30 min. col. 16mm. Produced by the Development Education Centre  
Rental A : \$25 B: \$45  
Purchase: \$425.

STARTING FROM NINA documents some experiences of consciousness-raising among working people in Ontario. The sectors of society represented are: immigrant workers, school children in a working class neighbourhood, and clerical workers in an office. In all three, the film explores how critical consciousness develops when the content of learning is the fabric of the daily lives of working people.

For the immigrant industrial workers, most of whom are Portuguese in origin, the immediate learning need is for fluency in English. Thus the development of language skills is linked to critical dialogue about their needs and their role in the broader society.

"I need to learn English because of my job. Sometimes I need it because... I'm member of the union."  
Woman Factory Worker

For the children, a group discussion draws on their immediate perceptions of their neighbourhood. Themes include their parents' jobs, their own work outside the school, etc. The two teachers who lead the discussion use drawings and poems prepared by the children as the starting point for 'curriculum development'.

"Kids don't learn to read and write. They read and write in order to learn."  
Public School Teacher

The clerical workers are engaged in a seminar on issues in the office where they work. They start from immediate questions like work pressure, alienation from the content of their jobs and physical jobs. From this point, experiences are shared in a structured way which develops a sense of common identity. A staff association is formed to deal with resolutions and individuals are shown weighing up the consequences of this shift in thinking for their future work.

"If you want to do something, you should be able to get a bunch of people together with like feelings, rather than go off in a corner and mumble to yourself or to one or two people."  
A Clerical Worker

Paulo Freire's Concepts that education cannot be politically neutral and that critical reflection needs to be linked to action for broader social change, form and integral part of the film.

Development Education Centre