

LITERACY

ALPHABETISATION



**The Movement for
Canadian Literacy**

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**Rassemblement
canadien pour
l'alphabétisation**

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

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



COMMENT

from Audrey Thomas

This issue of LITERACY/ALPHABETISATION represents a shift in emphasis from previous ones. There are more feature articles represented than before, more "food for thought" than news! However, this is not to say that there is less of the latter! Page 28 - Upcoming Events - gives some idea of the extent to which Adult Basic Literacy has become and is becoming an issue of importance in Canada. These activities, in many cases, are the results of the many individual and combined efforts of the members of The Movement for Canadian Literacy. Active networking at the grass-roots level is beginning to have its effect, and our membership is still growing. The latest organizations to affiliate with us include the Departments of Education in Nova Scotia and Newfoundland, Saskatoon Region Community College and literacy Volunteers of America, Inc.

In Saskatchewan, the Regina Public library (RPL) is continuing to extend its literacy outreach throughout the provincial library system. Coincidentally, Ron Yeo, the Chief Librarian of RPL, is the current President of the Canadian library Association (CLA). In his inaugural address, he asked members of CLA to crusade for Canadian literacy. Also in Saskatchewan, Parkland Community College is embarking on a year-long literacy project to serve its more than 80 communities. This project may be replicated elsewhere in Saskatchewan in due course.



In Ontario, the office of The Movement was fortunate to receive a grant to employ 2 students during the summer. They helped to ease the workload and to collect data which ultimately will appear in the form of a Directory and a Resource Kit. The most exciting event was the holding of an LVA Workshop in Toronto, August, 28-31. Thirty three people attended the Training Program for Organizers of Basic Reading Programs. Fifteen of the participants were from Toronto. Other participants were from such communities as Timmins, North Bay, Sudbury, Ottawa, Perth, Brockville, Belleville, Peterborough and Lindsay, London, St. Catharines, Sarnia and Montreal. Many of the persons were community college personnel who, because of cutbacks in their own programs, are looking towards volunteer tutoring groups to help meet local needs. A variety of literacy interests was represented from Toronto and the various groups are working together on a coordinated program delivery system for volunteer tutoring in the Metro area. Three training workshops are scheduled to be held in Perth, Peterborough, Ottawa and some of the northern communities before Christmas.

On other fronts, NALA tutors and trainers in Canada are working with the Lutheran Church Women and continue to hold workshops in Alberta, Manitoba, Ontario and the Maritimes. Many Canadians are not very clear on the meaning of and differences between LVA and NALA. In view of the various developments, it was felt timely to run an article on these two organizations. Fortunately, we were given permission to run the excellent article which appeared in NALA's quarterly publication Literacy Advance.



Ten Canadians - 5 from Nova Scotia, 1 from New Brunswick and 4 from

Ontario attended, gave workshops and participated in The Literacy Challenge, the 5th Biennial NALA Conference held in Green Lake, Wisconsin, at the end of June. This event was well attended by groups from all over the U.S.A. As well as individual literacy Councils and regional groupings, there are many state-wide organizations which cooperate with professional ABE and government- sponsored programs. Some of these organizations have very active writing groups which produce locally published materials for their own students. It is hoped that this type of activity will be encouraged and grow in Canada. The Literacy Challenge is always ahead, as well as here and now!



It is almost a year now since The Movement was founded. It has taken that amount of time to obtain our letters patent and seal. We hope to receive charitable registration status very soon. We now have our own letterhead with logo (slightly modified from the British symbol) and librarians are using the logo to identify basic reading materials in their collections. Much has happened and the first Annual Meeting of The Movement will assess the last year's experience and consider future prospects.

Message from Alan Clarke, Chairman, Interim Board:

All members should have received notice of the Annual Meeting of The Movement. This has been called for a variety of reasons, but one of the major ones is the need to make some decisions about the future direction of The Movement since Audrey Thomas will be moving to Saskatchewan with her family. The lack of substantial funds at present, makes it difficult to maintain the position of Executive Director, although it may be possible to maintain the office with secretarial support. We are still a new enough organization that we can be flexible in our evolution and respond to the situation. However, we will need you: support and suggestions in determining the shape of The Movement, and hope that as many of you as possible will attend the Annual Meeting, or make your suggestions known to us. Equally, we need your nominations of persons who are interested in and have time to give to the leadership of The Movement. We hope that you will respond to the enclosed material regarding the Annual Meeting. We look forward to hearing from you.

ANNUAL MEETING OF

The Movement for Canadian Literacy /
Rassemblement canadien pour l'alphabétisation

Friday, 29th September, 1978

Social Evening and Board Meeting frontier college - 8-10.00 p.m.

Saturday, 30th September, 1978

Annual Meeting and Dismission

St. Christopher House Older Adult Centre 10 a.m. TORONTO 4.p.m.

See enclosed materials for details.

NEW!

Some Aspects of Community Adult Education in the Northwest Territories of
Canada 1967-1974

by Echo L.R. Lidster, Ph.D., Supervisor of Adult Education, Department of
Education (1967-1975)

Published by Education Programs an Evaluation Division Department of
Education, N.W.T., 1978.

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.

WANTED NOW!		
NEWS! VIEWS! REVIEWS!	Articles	NEWS! VIEWS! REVIEWS!
Letters. Exchange of ideas, classroom techniques, etc. Students' work. Success stories. Anecdotes, etc.		
DEADLINE FOR NEXT NEWSLETTER - OCTOBER 31.		
Remember! We need: NEWS! VIEWS! REVIEWS! NEWS! VIEWS! REVIEWS! etc.!		

FEATURES

LITERACY TRAINING IN CANADIAN CORRECTIONS: A basic Human Right for Penitentiary Inmates?

Bob Ross, Ph.D., Professor
Department of Criminology, University of Ottawa

In her Annual Report to the Solicitor-General, Canada's Correctional Investigator Inger Hansen, Q.C., presents the case of a penitentiary inmate who wrote: "Veillez notée que ce n'est pas moi qui écrit cette lettre, mais un ami". ("Please note that I am not writing this letter, it has been written by a friend".) The inmate could not write. The Correctional Investigator's report continues:

"We receive many such letters written by friends; sometimes the writer tells, sometimes we find out by accident, that the complainant cannot read or write."

"In one instance we found that an illiterate inmate who was segregated for the good order of the institution wanted to be educated. The only thing available was correspondence courses!"

"Not being able to read or write is a considerable handicap and when, in addition, the individual has a criminal record he is virtually cut off from securing employment. For those who have been literate from an early age, it is probably not possible to fully comprehend the frustrations and the embarrassment that may result from the lack of reading and writing skills."

The Correctional Investigator recommended to the Solicitor General that

"a study be made to ascertain the number of penitentiary inmates that are illiterate...

There have been many studies of the incidence of illiteracy among adult offenders. The interested reader may obtain an exhaustive list of these studies from the annotated bibliography published by the Canadian Association for the Prevention of Crime (Ross, 1977a). A summary of the conclusions of a representative sample of the studies conducted in recent years is presented in the following table:

Reports on the Incidence of Reading Problems in Adult Offenders

Source	Sample	Conclusions
American Bar Association (1974)	400,000 offenders	"perhaps half of these illiterate" Average Reading Level: 5.1 years.
Ayers (1977)	Survey of Canadian Prisons	"Various estimates... proportion of prisoners functionally illiterate as high as 20% or 25%."
American Bar Association (1975)	Females in prisons in 48 states.	15% functionally illiterate.
Carsetti (1975)	U.S. Correctional Institutions	About half correctional population are functionally illiterate.
Martinsson (1974)	Swedish prisoners with average or higher intelligence	21% had reading comprehension difficulties; 12% had poor word comprehension.
Palfrey (1974)	Adult Prisoners in Britain	15% semi-literate, 9% functionally illiterate.
Rooksby (1977)	Regional Reception Centre, Kingston	2.31% illiterate.

Illiteracy Lottery

The estimates of the incidence of reading problems in the offender population range from a low of 2.4% to a high of 84%. Pick a number, any number, between 2 and 85 and you will be able to find a study which has concluded that that number represents the percent of offenders who are illiterate. One could make an "illiteracy lottery" out of these data.

The reasons for the discrepancies among the studies are multifold:

1. Definitional problems--lack of standardized definition of terms such as "illiterate", "non-reader", "functionally illiterate", "reading disabled". Different reports refer to widely different reading levels with the same term.
2. Sampling problems--there is no agreement as to the referents for terms such as delinquent, offender, criminal, and the subjects studied range from adolescents who have been rated by teachers as "bad boys" to inmates in a wide variety of correctional institutions. Reports seldom provide information on sampling procedures and it is not possible in most cases to determine whether the institution or the offenders studied are even slightly representative of the population in the particular correctional setting studied or of offenders in general.
3. No standardized test of reading is uniformly used.
4. Most studies fail to report (or examine) crucial information such as age, intellectual level or school grade.
5. Low estimates often reflect the fact that the study has investigated the reading skills only of inmates who volunteer for testing. Will illiterate offenders volunteer for tests which will identify them as illiterate?

A recent study sponsored by the Ontario Ministry of Correctional Services provided an in-depth examination of the extensive literature on the incidence of illiteracy in the offender population, the relationship of illiteracy and crime, and the efficacy of remedial reading programs in improving offenders' reading skills and/or reducing their anti-social behaviour. The major conclusions of that study are as follows (Ross, 1977b, c):

1. With the present state of knowledge it is not possible to accurately determine the prevalence of illiteracy in the offender population either juvenile or adult. However, in spite of the inadequacies of the available research, there is such an abundance of clinical reports and qualitative or anecdotal information that it is clear that, although definitive statements re incidence cannot be made, there is little doubt but that a substantial number of offenders have reading disabilities.
2. Most investigators have focussed on the incidence of reading difficulties while ignoring the nature of the reading problems. The causes of reading problems are both multiple and complex. They involve socio-cultural, psychological, perceptual, neurological, attitudinal and/or instructional factors, among others.

However, the research on illiteracy in offenders seldom pinpoints the nature of their problems and only rarely do investigators report whether they involve deficiencies in comprehension, memory, vocabulary, decoding, abstract reasoning, discrimination or directionality, etc. Typically, rather crude measures of reading grade level are made without reference to the area of reading difficulty and without reference to possible sub-skills deficits, and often without adequate consideration of intellectual level.

3. The literature is replete with controversy as to the directionality of the assumed relationship between illiteracy and crime: is anti-social behaviour an effect or a cause of reading problems? The absence of adequate longitudinal studies precludes the possibility of resolving this chicken-egg controversy. However, the simple fact that many of offenders do not have reading problems and the majority of reading disabled children do not engage in criminal behaviour makes it clear that reading disability is neither a necessary nor a sufficient cause of criminal behaviour. There are simply too many factors having to do with the individual's biography or socio-economic environment which intervene. (We should bear in mind that evidence that remedial reading prevents delinquent behaviour or leads to the rehabilitation of active delinquents would lend support to the notion of causative link between illiteracy and crime.)
4. Preoccupation with the search for evidence of a causative link between illiteracy and crime has served to impede progress toward adequate diagnosis and remediation. Moreover, as Palfrey (1974) pointed out:

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

The Correctional Investigator states:

"We cannot demonstrate that there are proportionately more illiterates among inmates than there are illiterates among the general population in Canada, but there seems to be."(p.18)

Rumour on the Hill indicates that Hansen's recommendation for a study will be accepted.* It is our hope that such a study will not be just another cursory survey, an abundance of which are already available. What is required is an intensive investigation of the question which employs standardized measures, assessment of intellectual level and education, and addresses itself to a study of the nature of the offender's reading difficulties so that we can obtain an adequate understanding of the needs for remedial programming. Most important is the need for the study to include means of identifying those offenders whose feelings about their illiteracy are such as to make them avoid detection.

It is ironic, to say the least, that in Canada the Solicitor General is being asked in 1978 to conduct a "study" of illiteracy in our penitentiaries whereas, for prisons in the U.K., education for literacy was made statutory in 1832.

Hansen concludes her investigation of Case #2553 by suggesting that, "An attempt to teach illiterate people to read or write while they are serving time might, if they can be motivated, be the best way to assist them not to return to penitentiary."(p.18)

To propose literacy training for inmates as a rehabilitation measure is not the same as proposing that training for literacy should be a basic human right, but Hansen's recommendation is a beginning.

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Penitentiary Education in Canada to be Reviewed

The Commissioner of Corrections has recently announced that a joint OISE-Corrections Service group of educators will undertake a review of the education programs offered to inmates in Canada's federal penitentiaries. The review team of nine educators, chosen from across Canada, will be co-ordinated by the Department of Adult Education, O.I.S.E., under Dr. Alan Thomas. The team will gather information about penitentiary education programs, visit institutions, /and will produce a report at the end of the year.

LEARNING Vol. 2, No. 1, p. 2

L'ALPHABÉTISATION: quelques questions

Jean-Paul Hautecoeur, D.G.E.A., ministère de l'éducation, Québec

De l'alphabétisation à l'analphabétisme

L'alphabétisation pose, pour tous les professionnels engagés dans ce domaine spécial de l'éducation des adultes, nombre de questions et de problèmes méthodologiques, technologiques, organisationnels. Je ne ferai pas de mon propos une énumération ni une discussion de ces questions posées par les spécialistes. L'alphabétisation viendra après. Interroger l'analphabétisme, chercher à comprendre son émergence et sa reproduction, différencier le phénomène selon les individus ou les groupes chez qui on le rencontre, voilà un ensemble de questions préalables qu'il est essentiel de poser avant l'internement dans l'univers clos de la technologie et de la pensée systémique.

Une question sociologique

Mettons-nous d'accord sur le mot. L'analphabétisme est ce degré zéro de connaissance pratique de la langue écrite d'usage commun dans une collectivité. Le synonyme de l'analphabète, c'est l'illettré. Il ignore l'écriture de cette langue que la plupart du temps il parle couramment, avec plus ou moins de loquacité. Il faut donc au départ distinguer langue et parole, écrit et oral et interroger leurs rapports dans les conditions précises, historiques et locales, des pratiques linguistiques. Il y a quelques décades, au Québec, le statut de l'écrit et la pratique de l'écriture étaient beaucoup plus localisés qu'ils ne sont maintenant. Ce qui explique le nombre élevé d'analphabètes chez les vieillards des régions rurales. Aujourd'hui encore, la pratique de l'écriture et sa fréquence sont fort différentes selon les classes ou les groupes sociaux: alors que l'analphabétisme est vraiment exceptionnel - donc pathologique - dans les classes moyennes et supérieures, il devient de plus en plus fréquent - donc normal - dans les classes inférieures où les échanges linguistiques sont essentiellement oraux. L'analphabétisme renvoie ainsi à une question sociologique précise: qui sont les analphabètes? Dans quels groupes sociaux les chances objectives de manifestation de l'analphabétisme sont-elles les plus élevées?

Distribution de l'analphabétisme

J'ai déjà évoqué les vieux du Québec qui participaient jadis à la culture rurale-orale et qui n'ont jamais de leur vie pratiqué ni la lecture, ni l'écriture. Autre catégorie importante d'analphabètes: les groupes ethniques non francophones du Québec. Parmi ceux-ci, les groupes ethniques de longue souche (les anglophones, les Indiens et les Eskimos) et les nouveaux immigrants. Il faut encore distinguer chez ces deux groupes les analphabètes dans la langue maternelle comme dans la langue québécoise et les analphabètes en français qui ont été alphabétisés dans leur langue maternelle. Pour tous ces groupes et sous-groupes, l'analphabétisme n'a pas la même réalité,

par conséquent l'alphabétisation prendra un sens et des formes spécifiques. Souvent étrangers à la langue française (et non pas à la parole québécoise) sont aussi ceux qu'on appelle dignement les groupes les plus défavorisés, qu'on appelle autrement les sous-prolétaires, qu'on nomme plus justement les parias ou les exclus: les "clients" chroniques du bien-être social qui héritent de l'analphabétisme parmi tous les autres stigmates de la pauvreté misérable. Dernier groupe chez qui l'analphabétisme est attendu: certaines catégories d'handicapés physiques et mentaux, ces derniers se rencontreront d'ailleurs fréquemment dans "l'out-class" des parias d'origine québécoise ou autre.

Marginaux ou différents à quelque titre, l'école n'a fait que confirmer leur marginalisation et définitivement les exclure du cycle scolaire normal. Et généralement, cette exclusion n'est pas "accidentelle" ni à mettre au compte de "déficiences" ou "troubles" psychiques: ils sont issus d'un groupe social déjà marginalisé, l'un ou les deux parents (quand ils existent) sont souvent analphabètes, jeunes ils ont appris à "patenter la vie" et non à l'écrire selon la logique normative à laquelle initie l'école. C'est donc une jeune génération de parias, en partie héritière de l'analphabétisme que confirme et reproduit l'école, en partie produite par l'école quand celle-ci joue le rôle d'institution carcérale. Dans ce même milieu des jeunes, l'analphabétisme pourra prendre valeur positive, tant que l'âge protégera partiellement de la répression. Plus tard, il est loin d'être évident que ces marginaux-marginalisés se présenteront volontairement à l'école qui conserve l'exclusivité de l'alphabétisation des adultes, qui gère encore la sélection, qui dirige tous les rites d'initiation et d'exclusion et où se trouvent reproduites ces "classes spéciales", cette fois destinées aux "volontaires". Ici se trouve donc posée, comme dans le cas des classes impopulaires systématiquement analphabètes, la question de l'alphabétisation, de ses fonctions, de son style, de ses lieux, de ses professionnels, de ses méthodes et techniques. L'école, puisque l'éducation des adultes emprunte ses canaux et ses traditions, est une fois de plus en question.

Le problème de l'alphabétisation

Le problème de l'analphabétisme, si on souhaite le poser réellement, à partir des différences, des cas particuliers aux récurrences sociologiques, est donc bien plus global que ces questions imminentes des méthodes et techniques que se posent professionnellement les professeurs de français. Les "alphabétiseurs" ont rencontré suffisamment de difficultés dans cette pratique éducative que ces interrogations sociologiques sont devenues, dans bien des cas, essentielles. Technologiquement ou statistiquement, l'analphabétisme est un fait fuyant, irréductible. Même si, à la limite, on pouvait s'en approcher par l'indice du taux

de scolarité, il resterait impossible de répondre à un diagnostic quantitatif par un traitement mécanique unidimensionnel du type augmentation des cours offerts dans les commissions scolaires. L'alphabétisation à l'école ne s'adresse qu'à une partie des analphabètes. Quand bien même on multiplierait et subtiliserait les tactiques d'incitation, de recrutement, d'accueil, etc., qu'une méthode hypothétique idéale d'alphabétisation des adultes soit un jour proposée, que des formateurs idoines soient disponibles, tous ces moyens que j'appelle technologiques ne permettront que d'améliorer le rendement des services offerts aux analphabètes clients potentiels de l'école institutionnelle. Ils contribueront à accroître les chances de marginalisation, d'exclusion des analphabètes impopulaires, soit de ces populations les plus défavorisées à qui l'école prétend globalement s'adresser.

Différencier
l'alphabétisation

On reconnaîtra malgré tout que toutes les mesures de développement qualitatif et quantitatif de l'alphabétisation scolaire sont à favoriser, encourager, multiplier. La position dogmatique de l'antithèse n'est pas plus soutenable réellement que la position conservatrice de la thèse dominante. L'alphabétisation par l'école et dans l'école répond aux besoins et attentes explicites de son public acquis. Ce qui est encore inexistant, en partie à cause du monopole de l'alphabétisation et de la langue en question par l'école, c'est l'alphabétisation en milieu impopulaire, c'est la possibilité du développement d'une éducation populaire ou de base où l'école et la langue dominante ne seraient pas définitrices, directrices et sanctionnantes. C'est une toute autre perspective, autonome mais non indépendante. Et comme dans toute entreprise expérimentale, il y a une part indispensable d'utopie, il y a des pertes prévisibles, il y a des coûts nouveaux. S'il faut prendre au sérieux l'idéologie de l'aide préférentielle aux milieux défavorisés en éducation des adultes et s'il faut prendre au sérieux le beau concept de démocratie culturelle, alors il faut aussi encourager la décentration de l'alphabétisation et les expériences autogestionnaires d'éducation populaire. Plutôt que de donner la prééminence à la langue unique, unitaire et unifiante, il faut reconnaître un droit et un statut à la parole, aux paroles différentes, à la différence. Il faut donc différencier le concept et les pratiques d'alphabétisation.

L'écriture,
pourquoi?

L'alphabétisation a été pratiquée, dans le passé colonial par les missionnaires pour convertir et domestiquer les sauvages. Plus tard, les missionnaires laïcs ont joué le même rôle auprès des sauvages parmi les hommes blancs, parce que sans la lecture et l'écriture ils n'étaient pas si blancs que ça et pouvaient se déroger à la loi. Après la loi divine, la loi de l'Etat: toutes deux passent par l'écriture, les tables de la loi, la langue des juristes et des docteurs:

" Il faut admettre, écrit Lévi Strauss de l'Académie française, que la fonction primaire de la communication écrite est de faciliter l'asservissement... L'action systématique des états européens en faveur de l'instruction obligatoire, qui se développe au cours du XIX siècle, va de pair avec l'extension du service militaire et la prolétarianisation. La lutte contre l'analphabétisme se confond aussi avec le renforcement du contrôle des citoyens par le pouvoir. Car il faut que tous sachent lire pour que ces derniers puissent dire: nul n'est censé ignorer la loi". (1)

Dans un passé plus récent et encore actuel, l'économisation de la culture, du politique, de la vie publique a fait associer l'alphabétisation avec la lutte contre le chômage. En fait, dans la plupart des cas, les nouveaux lettrés n'ont ceci de plus sur le marché de la main-d'oeuvre qu'ils peuvent alors rédiger honorablement les demandes d'assurance chômage: ils peuvent se présenter devant les fonctionnaires, ils sont enfin présentables! L'alphabétisation, quand on sort des idées reçues ou à recevoir, est donc à soumettre au doute méthodique, à problématiser en partant, non plus des traditions de l'école, mais à partir du public analphabète absent: celui qui ne se présente pas. Quelle alphabétisation? Pour qui? Pourquoi?

(Dans un prochain article: une expérience d'alphabétisation para-institutionnelle au Comité du peuple à Longueuil).

(1) Tristes tropiques, Plon, Paris, 1955, p. 344.

TELEPHONE REFERRAL PROJECT REPORT

by Anthony Coulter

This is part of a report written at the end of the month-long telephone referral system initiated as a result of the tremendous interest shown in the CBC's Fifth Estate Program. The telephone referral system was set up to be in effect from April 18 to May 17, 1978. There were problems and successes as the report indicates.

Analysis

The mere chronicling of events does not, in itself, reveal the true nature of the project so it is necessary to adopt some larger central perspective by which these events can be interpreted. A convenient way of characterizing this project for the purpose of analysis is that of good faith.

People were encouraged to phone in for help in good faith. They were to trust that their call would be answered, that only pertinent questions would be asked, that the information obtained would be kept confidential, and that there would be a very good chance of being helped quickly. In this the project was a complete success, for we were entirely faithful to our part of the bargain. The phones were manned during the hours advertised and more; the questions asked were few and to the point; the information received was not given to anyone but the proper parties involved; most referrals were accomplished within a few days. Most important of all, though, we exceeded our promise in that everyone who phoned was subsequently contacted by someone offering help. In respect to building up the confidence of persons with reading and writing problems, this ability to make contacts for everyone was invaluable.

However, this good faith kept on our part was severely hindered by broken confidence on the part of two very important contributors to this project. In the first place, the CBC promised adequate coverage on the FIFTH ESTATE program for the telephone referral project. This was taken for granted in light of the tremendous response created by the Jan. 17th show and the fact that both the Movement for Canadian Literacy and Frontier College had gone to great trouble and expense to provide the telephone centre. This expectation was strengthened further by the fact that the television listings showed that the illiteracy issue was to be the main topic of the program for April 18th. Yet, in actual fact, the coverage given to this project was wholly inadequate: a space of about three minutes midway through a wrap-up show for the end of the year was all that was given. The segment merely consisted of short film clips from the earlier show with the phone numbers superimposed. Since the fact of adequate coverage was not considered to be in question, little had been done to provide additional media coverage. Thus, owing to our trust in the CBC, we were caught unprepared as one of the mainstays of the project collapsed.

The lack of coverage by the CBC was, however, outweighed by the poor service given by Bell Telephone. It was not until halfway into the second week of the project that Bell confirmed that the out-of-the-province inwatts line had been improperly connected. It extended only as far as Quebec, not to the whole of Canada, as we had been assured.

Moreover, since we became aware of the problem first, it is highly unlikely that Bell would have ever discovered its own mistake. Indeed, callers (at least from the Maritimes) were told by local operators that the number was operational and that it was simply not being answered. Further, when the problem was finally corrected, a different number was given to us for the out-of-province callers, although we tried very hard to retain the original one. It is impossible to estimate the number of callers who gave up trying to contact us on the wrong number, and it is also impossible to tell how many were informed of the new number. The fact of no answer after the first program, and no answer on the free toll line would, of course, lead many people to believe that their problems would never receive serious attention, and contacting them again will be extremely difficult.

Evaluation

It is evident from the foregoing that, although the project was undertaken in good Faith, a number of unforeseen problems arose which effectively frustrated the hope for a large number of calls. Yet, at the same time, the ability to make contacts for all those who did call in allows the evaluation that the project was, in an overall sense, a success.

It is certainly of no use to base an evaluation of success solely upon the number of people who called because the project was designed to help everyone who called, and it did just that. Its scope, however, was much larger and there is the cost of the phones and the printing to consider. At present, we are trying to convince Bell Telephone to reduce our bill on account of inadequate service, and the remaining referral forms can be used to facilitate the files for the Movement For Canadian Literacy.

Moreover, it is highly questionable whether economic justification is a valid standard at all. A contributing factor in an evaluation it may be, but a criterion it should not be. Still, there is the inescapable fact that out of the estimated 10,000 callers people who called the CBC after the original program, only very few obtained the help or information they sought. Of the almost one million illiterates in Canada, almost none are receiving the help they deserve. This demands that the Pilot project be considered as simply that: the first step in a much larger effort to bring help to those still in need.

In a particular way, there is much to be learned from this project. In regard to the co-ordination of volunteers, it is now obvious that there is a surprisingly large number of people who are willing to give of their time to help in reading and writing programs, especially in a one-to-one tutorial style. An enumeration of calls shows that there was very nearly one offer of service for every two seeking help, and letters are still coming in with more offers. In so far as telephone volunteers are concerned, many were willing to give more generously of their time, and the project allowed some to meet others in the same sphere of activity.

The lessons to be learned in the area of publicity are rather obvious. First, it is unwise to rely on the CBC, as has been shown earlier. Second, radio coverage is good, but it cannot make up for television. In the Maritimes, we were covered on a number of different radio programs, but to little avail. Radio serves to strengthen the message of television, not to replace it. Third, since there was a high proportion of people calling in for others, it is

advisable that coverage by the printed word be used more extensively in the future. Finally, in order to break into the wire services, it is necessary to present the project as a story, not a fact.

The referral forms were adequate and it is interesting to note the surprisingly large percentage of young people who called seeking help. The largest response was from those in their 20's and closely followed by those in their 30's. Combined, these two groups account for almost two thirds of all calls received even though the official statistics show that the largest concentration of illiterates is to be found in the 45 to 64 age group. Although this obviously indicates that we have still to contact the major portion of people with reading and writing problems, it is also proof that there really are a great many young people who need help and who are willing to do something about it. The reasons for the greater response by the young must in some way relate to the desire for better job opportunities, the nearness to accepted school age, the greater openness of the young concerning personal problems and probably the type of advertising employed in this project. The reluctance of the older segment to come forward, in turn, may reflect either an apathy or despair concerning the possibility of remedial education due to age or present employment, a greater embarrassment to admit such deficiencies, and perhaps an ignorance of existing programs. At any rate, it is clear that the methods for approaching the young and the older groups must differ significantly, and should take these factors into consideration.

Finally, two points deserving mention in respect to further work in literacy are first, that more people phoned in for others than for themselves, and second, twice as many men called in than women, even though the official statistics show that there are just as many or more women with reading and writing problems as men. However, a project of this limited size makes it very difficult to generalize as to the reasons for such a division in response.

DEVELOPMENTAL AND LEARNING DISABILITIES - ASSESSMENT AND TEACHING TECHNIQUES.

A workshop presentation by: Dr. Bob Lance, Director of Blick Clinic, Tallmadge, Ohio. at the conference on "The Non-Traditional Student" at St.Clair College in June 1978.
Reporter: Wayne Wilson, Algonquin College

This was an extremely valuable session with a most fascinating discussion and presented by a man very involved with helping all learners learn not just labelling them.

A large number of young children are labelled slow learner, mentally retarded, and dealt with accordingly but actually there are physical activities which can be done to remedy almost all of their problems.

Lance is concerned about early identification of physical/psychological problems. Once that is done then you can design a curriculum for the child to learn something.

Through diagnosis the clinic staff can prescribe activities to increase any child's ability to learn. e.g. strengthening eye muscles through a simple daily 10 minute routine which will increase the child's reading ability. Lance has worked with over 200 children and after six months of this exercise their reading scores have moved 2-3 grades.

We had a dramatic example of this diagnosis with a retraining student who volunteered to go through the screening test. His eye movements were very erratic. His teacher was present and later said that the student was reading at the grade 3-4 level.

Lance said all learning activities should have the 4 activities: SAY, SEE, HEAR, DO.

We continuously focus our eyes, children with focusing problems will inevitably have reading/learning problems. Clear up the focus problem and you clear up the learning problem. If we could have a clinic set up for this type of diagnosis for our students we would certainly be more effective.

Theresa Lapierre is a retraining staff member at St. Clair College who is now training with Lance (1 week) and will be setting up a clinic at St. Clair for retraining: students.

ALBERTA

ALBERTA RECOGNIZES THERE IS A PROBLEM

Here in Alberta, people in all areas of adult education, government personnel and members of the general public are increasingly aware of the problem of adult illiteracy. It is being accepted that many adults are not able to function adequately in our society largely as a result of their inability to read and write competently.

For a number of years the Alberta Vocational Centres in Edmonton, Calgary, Grouard and Lac La Biche have been involved in programming for adults requiring retraining for employment and, more specifically, in adult basic education programming. Many community and public colleges and some school boards also offer academic upgrading for adults functioning at less than grade nine level in reading, writing and math.

More recently volunteer literacy tutoring programs have begun tentative operation at AVC - Calgary and Red Deer College. These programs are based on the Laubach system and materials and were begun in response to media publicity during the early part of 1978 regarding the problem of adult functional illiteracy in Canada. The programs are being expanded with care so that adequate monitoring of progress can be maintained.

Here at AVC - Calgary in addition to the regular Adult Basic Education program to which students are sponsored by various agencies, there also is an active continuing education component in Adult Basic Education. As mentioned earlier, a tutoring program involving volunteers from the community is in operation and experiencing varying degrees of success. It is expected to expand dramatically in the fall of 1978. Evening classes are held in reading, writing and math, levels 0 to 9, in the fall and winter terms here in the institution. Tuition to these classes is waived but attendance is closely monitored.

Also at AVC - Calgary students who are awaiting entry to upgrading classes or, for a variety of reasons, are unable to attend full time classes are accepted on a part time basis in the Learning Resources Department. These students, from the grade 6 to 11 level, are assigned English and math self-instructional programs and are monitored by instructors and aides.

Programs are also offered to community members, often those employed in the downtown business area adjacent to the institution or to those who want to brush up on specific skills before entering college or university. For a nominal fee, self-instructional programs in such areas as speed reading, spelling or metric are available.

AVC - Calgary is launching a pilot project in September 1978 as part of Continuing Education Outreach activities. The Adult Basic Education reading, writing, math (0-9; level) program will be offered in a community location in urban Calgary. Tuition will not be charged, attendance patterns will be flexible and there will be continuous entry/ exit and individualized progress. Alberta Advanced Education and Manpower is the major

funding agent for this special program and negotiations are currently underway between AVC - Calgary and Calgary Public Library for joint use of a "branch library facility for delivery of the program. Library personnel have expressed a strong interest in being involved in literacy programming and thus in this project. The results of this pilot will bear implications for the future of Outreach programming in Alberta.

SUBMITTED BY: Owen Snider, Outreach Project Director
Joan Mulder, Learning Resources Centre Instructor
Alberta Vocational Centre - Calgary



To work International Literacy Day, the Adult Literacy Unit in the U. K has produced a Wallchart, highlighting the progress in England + wales on the last 5 years.

Price: 25p. + postage.

Order from: Adult Literacy Unit
5th floor; 52 - 54 High Holborn
LONDON WC1V 6RL



A Look at LVA

Which major literacy organization has its headquarters in Syracuse, uses the one-to-one approach and relies on volunteer tutors? If you guessed the National Affiliation for Literacy Advance (NALA) you can try again, because there is another, rapidly growing literacy movement that also fits that description: Literacy Volunteers of America (LVA).

LVA was founded through the efforts of Mrs. Ruth Colvin, a Syracuse homemaker who was particularly concerned about the problem of illiteracy in her immediate environment. Mrs. Colvin called a meeting of about 150 concerned, local people and asked them for help in initiating a volunteer tutorial program in Syracuse and the surrounding Onondaga County.

Out of that meeting in 1962 emerged - the literacy program which was to be called Literacy Volunteers of America. In the beginning, Laubach materials and methods were adopted for use. A 1964 graduation ceremony featured a talk by Mr. and Mrs. Murray Meador, Laubach volunteers working in British Honduras at the time, and a film about Dr. Frank Laubach's work in Mexico.

With the support of Church Women United, an ecumenical organization, the Syracuse volunteer program soon spread to other parts of New York state, all using the tutor training work developed by Mrs. Colvin.

By 1967 the volunteer program had outgrown its original local focus and was chartered as Literacy Volunteers, Inc., a tax-exempt, non-profit educational corporation.

Ten years of growth

That was in 1967, a year before NALA was formed. LVA has grown dramatically ever since. From a basement office with an old refrigerator as a filing cabinet, it has moved to a suite in a modern office building in the center of Syracuse.

In 1967 there were 29 affiliates in New York with 800 students being tutored. Today, LVA is a national organization with a growing number of affiliates in the U.S. and Canada. It has four national officers and a 34-member board of directors. Officers and board members are elected at LVA's annual national conference by representatives of local affiliates.

According to Joseph A. Gray, LVA's executive director, the group now has 80 affiliates and associates in some 15 states with 10,000 students being tutored.

Materials and techniques

LVA publishes several handbooks for the volunteer leaders in local affiliates as well as the textbooks which accompany both its basic reading and English as a second language tutor training work- shops. It also publishes an annotated bibliography of books for tutors and students. The bibliography is updated annually.

LVA trains its tutors in four basic techniques which can then be applied to any materials. The techniques are: language experience, sight words, phonics and patterned words.

The language experience technique involves the use of a student's own words as a teaching tool. The student is asked to tell the tutor something from his or her own experience. The tutor copies the story and teaches the student to read the story aloud, using word cards which are matched with their mates in the story.

The phonics technique involves breaking down words into their basic sounds and using those sounds to build new words. Sight words are common words that are memorized without the use of phonics skills, and patterned words (such as bat, cat and rat) help students to learn new words based on their structural similarity to know words.

Differences

Gray said that one of the main differences between Laubach and LVA methods is Laubach's stress of phonics. "Phonics is what The New Streamlined English Series is all about. It's not that we don't think phonics is important; it's just that we want to teach tutors other techniques also. LVA tutors are encouraged to use any technique-that works with their individual student.

"Since techniques, rather than any series of lessons or books, are the emphasis, tutors are free to select materials best suited to their students' needs and interests," Gray said.

Testing is another area of difference. While Laubach tests are linked to particular lessons, LVA uses an informal, reading inventory test, called READ, which is given to all incoming students to determine their strengths and weaknesses.

According to an LVA promotional brochure, the READ Test "evaluates student's knowledge of basic sight words and word analysis skills and identifies ten levels of skills from 0-5th grade level as related to reading in context and listening comprehension. READ also is given periodically to assess student progress.

A third difference noted by Gray is the structure of the methods. Compared to their method, the Laubach method is more structured he said.

While conditions vary, depending on individual students and tutors, Gray estimated that 50 or more hours of instruction over a year will increase reading level by about one grade level. "This is for the average student," he added.

LVA's slide tape workshop

The LVA and NALA tutor workshops are different also. At the core of LVA's workshop is a slide/tape presentation which presents the problem of illiteracy, gives some background information on the organization, attempts to motivate trainees, then spends the larger part of the time training tutors in the four techniques. Finally, trainees learn to apply all of these techniques to any material.

According to Connie Haendle, director of field services for LVA, "Ruth Colvin developed the workshop, and for the first few months of our existence, it was given live. It soon became a physical impossibility to present it frequently, and so it was filmed. It has undergone at least four major revisions since then."

LVA's present slide/tape presentation is supplemented by live demonstrations of tutoring techniques by workshop leaders and role-playing exercises involving trainees.

Workshop leaders in local affiliates are volunteers selected for training by their state or local groups. Most of them work on an apprentice basis at first. Unlike NALA's tutor trainers, LVA's workshop leaders are not certified, although as Gray notes, "they do meet certain standards."

Workshops are offered in both adult basic reading and English as a second language. An average workshop is 18 hours long and is presented in four or five sessions.

The technical assistance program

Under its technical assistance program, LV A also provides training and other services to non-member organizations. A technical assistance workshop includes (1) the tutor training workshop used by local affiliates and also training for (2) workshop leaders and (3) organizers of tutorial programs. The three components of the workshop are presented in four days.

Usually, non-LVA groups are charged for such assistance. On-site consultation for a day or two costs \$100 per day, plus travel expenses. A workshop for up to 20 persons is \$900 plus travel expenses for the LVA trainer and the cost of training materials. For \$200, client groups can send two trainees to Syracuse for a workshop, excluding travel expenses.

Some workshops are provided free however. For example, a recent grant from the Field Foundation of Illinois will enable LVA -to train 10 organizations in the Chicago area for free. Through a similar grant from the U.S. Office of Education, LVA was able to train over 200 persons from 26 states, including some NALA volunteers. Trainees were selected by local Adult Basic Education (ABE) offices.

Associate organizations, or groups that have received technical assistance from LV A, include the New York State Division for Youth, public libraries, Right to Read academies,

and state ABE programs.

Fees and funds

In addition to workshop fees paid by associate members, LV A receives funds from the sale of training materials, foundations, corporations, individuals, government grants, and membership fees. Membership fees are not paid by individual members but by local and state organizations.

LVA state organizations are active in New York, Massachusetts, Maine and Connecticut. Individual affiliates are also working in Illinois and Indiana. Staff development programs are underway in California and Washington, and local groups are working toward building state groups in those states also.

Major setback

But LVA's growth has not been uninterrupted. One major setback occurred this June when a fire wiped out their entire office. The effects of that fire are still being felt, according to Mrs. Haendle. LVA's demonstration library and inventory of books were destroyed and have to be rebuilt. Materials that were salvaged were water-logged and smoke-damaged.

"We have been running to keep-up. We hope to grow in the states in which we have member organizations and provide training to outside groups. Hopefully some of those groups will eventually affiliate with us." she said.

Mrs. Haendle stated that at present, "most of our affiliates provide tutoring to the community at large. At one point it was safe to say that 20 per cent of our tutors worked in public schools, but records for this year have not been compiled yet. However, our primary emphasis is on the adult and out-of-school youth."

Looking to the future

As LVA continues to expand, more men, more minorities, more working people are getting involved in operating programs. "We try to work at those areas" Gray explained. "Like NALA, we have a large number of white, suburban, women as tutors-and there's nothing wrong with that-but we want to broaden our base."

Another area in which LVA is interested in expanding is prisons. They have already carried out several - programs in New York and New England correctional facilities with grants from the Law Enforcement Assistance Administration.

"We have trained tutors to go in and teach inmates; we have also trained inmates to tutor other inmates." Gray said.

The national office in Syracuse is also moving toward decentralization. Local affiliates relate to and rely on the LVA state organizations for support services, rather than

depending directly on the national office.

But in their efforts to expand, the LVA staff point out that they hope to avoid duplication of work already being done by NALA and Laubach Literacy.

Joe Gray noted that LVA doesn't publish reading materials and doesn't plan to either. "That is an area where Laubach is doing an excellent job."

"I see no reason for working to establish LVA programs in the same communities with strong NALA councils," Mrs. Haendle said. "I wouldn't recommend that. Mostly, we operate in areas where there are no NALA councils, but of course, we do respond to direct requests for our programs, no matter where the requests originate."

Joe Gray summed up his view of the NALA/LVA relationship when he stated: "We are friendly competitors and anybody who says we aren't doesn't know what he's talking about. But there are some 20 million adults in the U.S. who can't read at the 5th grade level. Both organizations are working with only a token number of these adults. We need to strengthen our organizations to serve these adults as part of the overall Right to Read effort."

Carl Burrowes
Assistant Editor

". . . and gladly wolde he learne and gladly teche."

Chaucer's scholar inspired these words which are true, also, of Ruth Conrad Haendle ("Connie" to Literacy Volunteers everywhere) who died February 20, 1978. Connie joined Ruth Colvin and Literacy Volunteers in 1962 as a volunteer tutor. She became a Charter Board Member in 1967 and, as the organization expanded, joined the staff as Director of Field Services in 1968. In all, Connie worked for Literacy Volunteers sixteen years, giving countless work- shops throughout the country, carrying on copious correspondence with affiliate members, planning the LVA Annual Conferences, and writing the LVA "Workshop Leaders' Handbook" and "Organizational Handbook."

Ruth Conrad
Haendle,
1923 - 1978



Some of our readers who come to the Adult Basic and Literacy Education Conference in Toronto in May, 1976 will remember Connie. She is greatly missed by LVA and we extend our sympathy to them. Jinx Crouch, former Associate Director of field Services assumed Connie's position as Director of field Services is Jonathan Mc Kallip, former State Director of Literacy Volunteers in Malve.

ONTARIO

A BRIEF TO THE TORONTO BOARD OF EDUCATION

This brief was prepared by a Committee of Ontario members of The Movement for Canadian Literacy and presented to the Toronto Board of Education in May 1978.

Background:

There is a large population of adult tax-payers not being served by adult education programs in Toronto. The need for instruction in basic reading and writing skills from the grade 0-8 levels is becoming more evident among the adult population. The 1971 census revealed the surprising fact that more than one million, four hundred and forty six thousand adults in Ontario have less than a grade 9 education and no other training. This statistic refers to Ontario residents 15 years of age and over not attending school full time.*

A special analysis of data from the 1971 census tracts reveals that there are between 5,000 and 12,000 adults in every ward of the City of Toronto with less than a grade nine education and no other training. (See table). Of these adults, there are about 1,000 people in every ward whose education is Grade 4 or less. In all, there are about 77,000 adults in the City of Toronto who have less than a Grade 9 education and about 11,000 with Grade 4 or less! These are adults whose mother tongue is English.

Many of the people referred to above have had some schooling, but it was minimal or a disastrous experience for them. Others have had no educational opportunity at all. The right to basic education is a fundamental human right and in these days of lifelong learning, declining school enrollment and new educational developments, the right to a "second" chance ought to be recognized and adequate programs provided for these educationally disadvantaged adults.

The people in this target group who need education most are not going to ask for it. They are difficult to reach and cannot be reached by the printed word. Many do not know they can approach a school board for a course. Nevertheless we are confident that with imaginative outreach organized perhaps through the Board's School Community Relations Department where direct personal contact might be made possible, those in need of help will find out that they have not been forgotten. Part of the promotion for the Adult Literacy and Basic Education Program might be a high power Multicultural Radio and T.V. pitch. Non-print-oriented publicity is needed before many people will come forward and ask for help. This approach to media promotion has already been proven in relation to Adult Literacy programs in the United Kingdom and The United States.

* Thomas, Audrey. Adult Basic Education and Literacy Activities in Canada 1975-76.
Toronto: World Literacy of Canada, 1976, pg 8.

The Toronto Board of Education pioneered in the field of Adult Literacy and Basic Education when in 1969 it undertook to provide for the staffing and operation of classes which had previously operated on a volunteer part-time basis in the basement of the Metro Toronto Family and Veterans' Residence at 674 Dundas West.

Evening classes in Adult Basic Education are also organized by the Toronto Board of Education. The evening program provides classes which meet for two hours twice a week (Mondays and Wednesdays). This year there are 9 such classes operating at Jesse Ketchum School. It is our judgement that this schedule is adequate to provide much chance of "break through" progress at the 0-4 level.

Learning research has shown that demanding skills such as learning to read require an intensive program on a daily incremental basis if possible. Two or three hours only two nights a week is a very frustrating and ineffective way to try to learn to read. For many adults this approach will only produce another crashing disappointment, another defeat. For optimum success, learning to read must be engaged in at least five days a week for at least one and a half hours a day. A longer learning session twice a week would not make up for the lack of frequency of the learning sessions, which should be daily if possible.

Statistical Background

There are currently three adult education programs being offered by the Toronto Board of Education at the 0-8 level. These programs are:

	Enrollment	Waiting List
The Adult Day School 253 Spadina Road	165	85
Jesse Ketchum Public School Night Classes	130	0
"Right to Read" Parliament Street Library	20	6

Volunteer programs and pilot projects are being offered by new groups and agencies in community or home settings in order to meet the growing need.

A volunteer project currently operating at the Parkdale Library has received a commitment from the Toronto Board that when 15 students are involved in the program, a paid teacher will be provided by the Board. Currently, the program is being staffed by volunteers.

Toronto Volunteers for Literacy has organized weekend workshops to train volunteers in the Laubach "each one teach one" method. To date, 100 volunteers have attended the workshops and 40 learners are receiving help on a "one to one" basis.

These programs are filling a need, but by themselves they are not sufficient to meet the needs of the thousands of adults in Toronto who need a basic education.

Recommendations:

The Toronto Board of Education could help the fight against illiteracy by:

1. Outreach: More aggressive and imaginative methods to reach the population.
2. Involve the School Community Relations Department in a sample door to door poll of the demand for Educational Services among the adult population.

Also involve the S.C.R. officers in planning the outreach methods referred to in (1)

3. Involve Cable T.V., CICA Ch. 19, CITY T.V., and Global T.V. if possible in the outreach campaign in (1).
4. Initiate an Adult Literacy and Basic Education Program at night at the Adult Day School, 253 Spadina Road.

This program would operate 5 nights a week 12 months a year. Students would be urged to commit themselves for the full 5 nights. Attendance could be supplemented with part-time students.

5. Expand daytime program opportunities for housewives and senior citizens. Many seniors might be glad to put their leisure retirement time to productive use.
6. Expand the institutional placement of Adult Day School teachers. Currently the Adult day School has teachers at the Salvation Army Sheltered Workshop and at the Bellwoods Home. Additional possible settings might include the Riverdale and Hillcrest Convalescent Hospitals.
7. Provide encouragement and support to teachers to develop a wide range of Canadian instructional materials at the 0-4 levels suitable for Adults.
8. Work with the Movement for Canadian Literacy to help initiate appropriate responses from other school boards in the area of adult basic education.

Table 1
1971 CENSUS DATA ANALYSIS
Toronto by Wards

	1	2	3	4	5
Grade of Education attained	0	K-4	Total of columns 1 & 2 0-4	5-8	Total of columns 3 & 4 0-8
Toronto Wards					
1	170	535	705	4930	5635
2	280	850	1130	6760	7890
3	155	685	840	4265	5105
4	270	600	870	4405	5275
5	155	755	910	4175	5085
6	260	805	1065	4610	5675
7	315	1525	1840	10415	12255
8	265	960	1225	9305	10530
9	150	860	1010	8930	9940
10	110	570	680	4085	4765
11	185	580	<u>765</u>	3765	<u>4530</u>
			11,040		76,685

These numbers refer to adults, 15 years of age and over not attending school full time, with mother tongue English.

Table 2
Birthplaces of Students Attending the Adult Day School
September, 1976 - June, 1977

Country	No.	%
Canada		
Ontario 119 (47%)	155	62
Maritimes 25		
Quebec 7		
West 4		
West Indies	54	21
Europe	26	
China	9	17
Other	8	
Total	252	100

Fifty-nine or 23% of the total student population were born in Toronto.

Table 3
Ages and Grade Levels of Students Attending the Adult Day
School from Sept., 1976 to June, 1977

Age	Level 1-3	Level 4-6	Level 7-10	Totals
18-20	23*	21	11	55
20-25	17*	31	13	61
26-30	11	24	19	54
31-35	11	11	5	27
36-40	9	7	7	23
41-45	5	9	4	18
46-50	5	3	1	9
50 & over	1	3	1	5
Totals	82	109	61	252

80% of the 18-25 year old students at the 0-3 level were Canadian born.
50% of the 18-25 year old students at the 0-3 level were born and raised in Toronto.

LITERACY OPERATIONS - Algonquin Style
by Louise Harris

A group of interested members of Algonquin College staff met several times and recommended the establishment of a LITERACY OPERATIONS TEAM. The OPERATIONS TEAM includes five individuals already employed in other areas of the college:

Louise Harris, Community Development, Continuing Education
Addy Murray, B.T.S.D., Continuing Education
Marie-Paule Mattice, Applied Arts, Continuing Education
Lindy Tierney, B.T.S.D., Continuing Education
Jenny Waterman, English Dept., Applied Arts

In the hope of establishing viable learning models for adult illiterates through the training of volunteers, the activities of the OPERATIONS TEAM have included collecting, evaluating and developing materials; establishing a network of resource people, agencies, organizations, etc; visiting and maintaining contact with various literacy groups and individuals; recruiting and training volunteers; responding to and assisting learners.

A Volunteer Resource Group, individuals experienced in assisting the adult illiterate, works on a one-to-one basis with volunteers to aid in choosing materials, problem-solving and any other needs the volunteer may express.

It is this particular concern which has led us to offer People, Words and Change, a conference for Volunteers. The dates for this conference are Friday evening, September 22nd and all Saturday, September 23rd. It will be held at the new B.J.R.T. campus in downtown Ottawa. Dr. Marsha Forest, consultant with Frontier College will be the keynote speaker for the English section, and Mme. Victoire Simoneau, SEBAM, Montreal for the French section. Although this conference is primarily for volunteers, others interested are welcome.

For information call - Louise Harris (613) 731-7193
- Marie Paule-Mattice (613) 725-7550

A PHOTO ESSAY - Literacy Meetings in Ontario
Photo Credits: Sidney Pratt and Patricio Urzua
South Central Ontario Group Meeting
February, 1978



Left to Right: Anne Thom, Charles Craig, Andrew Davidson, Anne Hemsworth and Alastair MacKenzie between them represent community college, private and volunteer literacy interests in Toronto, Orillia and Hamilton.



Ethel Anderson, Convener of the Group listens and reflects on a point just made by Bill Fall of George Brown College, B.J.R.T. Program.



Ann Makletzoff, Chairperson of the O.L.A. Library Literacy Committee, reports on that Committee's activities.



Les Takahashi of Parliament Street Library's "Right to Read" Program, Andrew Davidson of Toronto Volunteers of Literacy and Alan Clarke of Algonquin College, Ottawa discuss a point during coffee break at the February meeting.

Victoire Simoneau of S.E.B.A.M. (Montreal) poses with John O'Leary of Frontier College in June. Victoire spent the month visiting programs and participating in meetings in the Toronto area.

AN ANNOTATED BIBLIOGRAPHY OF CANADIAN MAGAZINES
by Ethel E. Anderson

Introduction

One of the main problems encountered in ABE programs is the availability of low-reading level material which is of interest to the adult. Since popular magazines contain material aimed specifically at the adult reader and therefore meet the interest criterion, an attempt was made to determine the reading levels of some of these magazines.

Fifteen Canadian publications were evaluated according to content and their readability level which was determined using the Fry Readability Formula. The following criteria were used in determining the readability level of the magazines:

1. three different issues of each magazine were selected;
2. a minimum of four different articles were evaluated in each issue;
3. an average readability level was determined from these samples. Where a large discrepancy in reading levels occurs from article to article in a magazine a notation of this is made in the comments.

Of the magazines evaluated only five have a readability level of Grade 8 or below. It is interesting to note that magazines and articles written specifically for the consumer are at a Grade 10-12 reading level and that a majority of the magazines, whatever their content, are not written at a level which would make their information available to a large number of Canadians. A Canadian publication covering news, sports, health, consumerism and general interest stories written at a Grade 4-6 reading level is needed.

Arctic in Colour, Northern News Services Ltd., P.O. Box 2850, Yellowknife, Northwest Territories, X0E 1H0

Published four times annually

Subscription: \$5.00/year

Readability: Grade 9

A magazine published in the north about the north. There is usually one article on animals of the area as well as a section entitled "Arctic Gallery" which contains a series of photographs of the Arctic. Because of the large number of superb photographs the magazine could be useful in an ABE class even though the readability level is high. The print size is extra large for a magazine.

The Canadian, Southstar Publishers Ltd., 2180 Yonge St., Toronto, Onto M4S 3A2

Appears weekly in conjunction with the weekend edition's of daily newspapers in large centres across Canada.

Readability: Grade 7

Harry Bruce's Column-Grade 10-11

The Canadian contains a series of short articles, many of them humorous, about life in Canada. Many of the articles can be used as ideas for preparing material for the ABE student. Doug Wright's Family, a comic strip without

words, can be used to encourage student writing. Occasionally some of the articles are at a Grade 4-6 reading level.

Canadian Consumer, Consumer's Association of Canada, 200 First Ave., Ottawa,

Ont K1S 2G6 Published six times a year

Subscription: \$8.00/year

Readability: Grade 12

Contains product test reports as well as personal opinion articles. However, the readability level of the magazine makes it of little use to many Canadians.

Canadian Living, Nadian Publications, 35 Oak Street, Weston, Ont., M9N 1R9

Published: Bi-monthly

Subscription: 55¢ an issue, sold in the local supermarkets. Back issues are available at a dollar a copy.

Readability: Grade 7

Articles on home, family and fashions as well as patterns for crafts, clothing, furniture & for children's toys are included in this magazine. The size of the print, which is larger than usual magazine print size, and the layout of the articles contribute to an easy-to-read look.

Chatelaine, Maclean-Hunter, Ltd., 481 University Ave, Toronto, Ont., M5W 1A7

Published monthly

Subscription: \$6.00/year

Readability: Grade 9

A woman's magazine which contains articles on women's rights, news and views, fashion and beauty, and food and homes. There is an attempt to tackle issues of concern to women. The columns Cash Flow (debt management, cost of moving, etc.), Health (short article on recent findings in the field of medicine) and Of Consuming Interest (consumer's information) are all at a Grade 10-11 readability level.

Country Guide, Public Press, 1760 Ellice Ave., Winnipeg, Manitoba, R3H 0B6

Published monthly

Subscription: \$3.00/year

Readability: Grade 9

A magazine of interest to people who live on farms or in rural areas and are familiar with farming. Most of the articles concern livestock and farm management but there is a section called Country Living which includes information on family farming, cooking, crafts and gardening.

Free Press Report on Farming, Winnipeg Free Press, 300 Carlton St., Winnipeg, Man. R3C

3C1 Published monthly

Subscription: \$5.00/year

Readability: Grade 9

A farm paper which deals with issues of interest to the Canadian farmer,

particularly those in Western Canada. The paper is not pro-women's rights and follows a very traditional view of Canadian life. However, the Rural Living Section of the paper contains many articles which could be of interest in ABE classes, e.g. letters from early settlers recounting their experiences, short stories, articles on hobbies and humor. The average readability of the Rural Living section is Grade 7 with some of the articles at a Grade 4-6 level. The rest of the paper is very technical and the readability level of it is Grade 12.

Home, Home Info Distributing Ltd., Box 188 Station D, Scarborough, Ont., M1R 5B5

Published bi-monthly

Subscription: 10 issues for \$10.00

Readability: Grade 10

A two-year old house and garden magazine aimed at the Canadian market. Includes articles on home decoration and improvement, antiques, crafts and conservation. There is also a special section on gardening of all types. The print is very small.

Homemaker's, Comac Communications Ltd. 2300 Yonge Street, Toronto, Onto M4P 1E4

Published 9 times a year

Subscription: \$13.50/year. It is also distributed free to selected areas in 31 cities across Canada.

Readability: Grade 10

Three or four feature articles as well as items on the home, food, beauty and fashion are included in this pocket-size magazine. Many of the articles are a Grade 9 level but Purchase Power a consumer's column by Lyn Gordon is at a Grade 12 level.

Maclean's, Maclean - Hunter Ltd., 481 University Ave., Toronto, Onto M5W 1A7

Published weekly beginning Sept. 18, 1978

Subscription: \$9.75/year before new weekly format but may be changed.

Readability: Grade 8-9

This Canadian newsmagazine contains articles on recent happenings in Canada and the world. There are also sections on business, sports and art.

Outdoor Canada, 953A Eglinton Ave. E., Toronto, Ont., M4G 4B5

Published 7 times a year

Subscription: \$4.97/year

Readability: Grade 8

An outdoor magazine which stresses the enjoyment of nature. There are special features on the use of edible plants, camping, fishing and observing wild life.

Quest, Comac Communications Ltd., 2300 Yonge St., Toronto, Ontario, M4P 1E4

Published eight times a year.

Subscription: \$16.00/year. The magazine is also distributed free in 23 pre-

selected areas in Canada.

Readability: Grade 7-8

Articles cover areas such as politics, sports, human relations and finances in this magazine which was originally designed for men but now appears to have a more general scope. There are frequently articles on children and parenting.

Reader's Digest, Reader's Digest Magazines Ltd., 215 Redfern Ave., Montreal, P.Q. H3Z 2V9

Published monthly

Subscription: \$9.96/year however special rates are always available e.g. July, 1978 offer was \$5.96/year.

Readability Grade 7

A pocket-size magazine which contains original short articles, abridged version of articles which have appeared in other publications and humor. Some of the articles are at a Grade 4-5 level while others are at a Grade 9-10 reading level.

Saturday Night, New Leaf Publications Ltd., 69 Front Street East, Toronto, Ont. H5E 1R3

Published 10 times a year.

Subscription: \$10.00/year.

Readability: Grade 9

Lengthy articles dealing with the arts, politics and business of Canada appeal in this magazine. Saturday Night gives the impression of being more sophisticated than other similar types of publications, although the readability level is not higher.

Weekend Magazine, Magna Media Ltd., Ste. 504, 390 Bay Street, Toronto, Ont., M5H 2Y2

Published weekly in conjunction with the weekend edition of daily newspapers which appear in several Canadian cities

Readability: Grade 9

The Weekend Magazine publishes the results of polls conducted across Canada or issues of interest to Canadians as well as articles on people and places and items of general interest.

PUBLICATIONS

Articles:

Dwight W. Allen and Stephen Anzalone, "Learning by radio: the first step to literacy", Prospects, Vol. VIII, No. 2, 1978 (Paris: UNESCO) pp. 202-210.

Irwin Kirsch and John T. Guthrie, "The concept and measurement of functional literacy", Reading Research Quarterly, Vol. XIII, 1977-78, No.4, (International Reading Association) pp. 485-507.

Ann Makletzoff, "Literacy in Ontario", Ontario Library Review, Vol. 62, No.2, June, 1978, pp. 119-123.

Directory:

Directory - Literacy Journals and Periodicals. Tehran: I.I.A.L.M., 1978.

NEW from NEW READERS PRESS (Box 131, Syracuse, N.Y., U.S.A., 13210).

Patricia Kelly Waelder, Caution: Fine Print Ahead. Practice in Survival Reading 8. 64 pp. U.S. \$1.50.

Twenty five lessons in this latest addition to the Survival Reading Series give the students practice in reading and understanding common legal documents and regulatory materials. While the content is American, the format could be useful as a guide to developing exercises on Canadian forms and documents.

Reader Development Bibliography Supplement, 1978. Annual update of entries in the Reader Development Bibliography. 32 pp. U.S. \$1.25.

New Readers Press Catalogue 1978/79 is now available.

Lillie Pope, Deborah Edel, Abraham Haklay. Tutor's Sampler. New York: Book-Lab Inc., 1973. 96 pp. U.S. \$3.25.

A collection of ideas and materials for use in teaching students with reading problems, perceptual problems, specific readiness needs.

Tongue Position Chart for Certain English Sounds. Catalog No. 2507. Communication Skill Builders, Inc., 1978. (P.O. Box 42050, 817 East Broadway, TUCSON, Arizona, 85733, U.S.A.)

These charts can be used as both teaching and testing aids by speech clinicians, professionals working with the deaf and by teachers of English as a Second Language, no matter what the student's native language is. Drill words on the reverse of the illustration,

give the student drill in the initial, final and medial positions of the sound.

Anne E. Strickland, Word Patterns: A Syllable Approach to Reading and Spelling. 2nd re. ed. Palo Alto, California: Peek Publications, 1978.

ADULT PERFORMANCE LEVEL (APL) MATERIALS:

APL Test of Functional Competency. - The test forms used in the national survey of adult functional competency in the United States has been published, in a revised format, by the American College Testing Program. For further information, contact: Dr. T. Mann, P.O. Box 168, Iowa City, IOWA 52240.

The ABC's in APL

This annotated bibliography identifies commercial, governmental and other instructional materials which are useful in teaching the APL objectives. Annotations note the kind of material, contents, publisher and price, as well as reading level.

The bibliography is enclosed in a looseleaf binder to facilitate further updating. Cost of the notebook is \$5.00.

The APL Scope and Sequence Charts

The scope and sequence charts have been reprinted in a single volume. These charts present the scope (content) and sequence (order of events) for each of the 65 APL objectives. The APL Scope and Sequence Charts defines each objective in terms of end behaviors for each skill area, as well as the individual steps a learner takes, from entry level to final mastery. Cost of the volume is \$5.00.

Adult Learning (It Can Happen In The Library, Too), 1974. This is a slide/tape presentation designed to promote active library participation in Adult Basic Education programs. Its main purpose is to dramatize the needs of under-educated adults and to demonstrate how libraries and education agencies can cooperate to better serve these clients. The show is most useful with librarians, but appropriate for use with any group unaware of the library's potential role in Adult Basic Education. (Purchase price, \$50.00; rental rate, \$7.00)

Establishing Library Learning Centers for Adult Basic Education, April, 1975. This 27-page booklet is planning guide or libraries interested in developing learning programs for under-educated adults.

ABE: Guide to Library Materials, November, 1975. This 80-page publication is primarily an annotated bibliography but is also designed to act as a guide to the use of appropriate materials already in the collection and to the selection of new materials. Informational,

leisure reading, and instructional materials are included. For teachers and librarians, there is a section on professional materials with a list of sources for keeping up-to-date. (\$2.50)

The slide/tape presentation, The APL Project: Functional Competency in the U. S., is being updated and revised to reflect current happenings in competency-based adult education for adults. Because of rising prices, we have been forced to increase the price of the presentation to \$60.00.

Final Report: Adult Performance Level Study Cost: \$5.00

This publication is now ready for distribution. This report summarizes the theory and methodology of adult functional competency. It also provides the reader with competency levels of United States adults which were synthesized from the APL national research. Implications of the research for adult, elementary and secondary education comprise the final section.

MATERIALS ARE SHIPPED PRE-PAID. SHIPPING OR MAILING CHARGES WILL BE INCLUDED ON ALL INVOICES. Make purchase orders and checks payable to: The University of Texas at Austin. All preceding publications and the tape presentation are available from:

APL Project, University of Texas at Austin
Education Annex S - 21. AUSTIN, Texas U.S.A. 78712

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UPCOMING EVENTS

LVA Annual Meeting and National Conference, September 14-16, 1978.

Hotel Syracuse, Syracuse, New York.

Note: This will be the first LVA Conference with a presentation from Canadians. Those taking part will be John Courage, Newfoundland; Carol Blackie, Kingston, Ontario; and Marianne, Pearson, Regina, Saskatchewan.

"Involving Volunteers in Adult Education Services", October 12-13, 1978.

Richmond Inn, Vancouver, B.C.

Sponsored by the Continuing Education Division, Ministry of Education, B.C.

"New Frontiers", The Annual Meeting and Conference of Frontier College, October 13-15, 1978.

Keynote Speaker: Dr. LLOYD Barber, President, University of Regina.

Location: Nottawasaga Inn, Alliston, Ontario.

For further information contact: Frontier College, 31 Jackes Avenue, Toronto.

Etobicoke Social Planning Council Luncheon "Literacy". October 19th, 1978. Noon.

Speakers will include a panel of persons involved in literacy work in the Borough of Etobicoke. Contact: Allisen Belier at 249-9169.

Adult Basic Education Conference - scheduled to be held in Quebec, October 25-27, 1978.

Contact: Dr. Jean-Paul Hautecoeur, D.G.E.A. - S.E.P., Ministère de L'éducation, Complex G, 23e étage, rue de la Chevrotière, Québec, P.Q.

1978 O.L.A. Conference - Holiday Inn, London, Ontario, 26-28 October, 1978.

"How Literate Are You About Literacy?" - A workshop organized by the Library Literacy Committee of O.L.A. 27th October, 9.00 - 12.00 a.m.

For further information about the Conference contact: Anne Waters, Secretary, O.L.A., 2397A Bloor Street West, Toronto, M6S 1P6. 416/762-7231.

TESL Conference and Literacy Symposium - Symposium - Thursday, November 2, 1978

Location: O.I.S.E., 252 Bloor Street West, Toronto.

Contact: TESL Association of Ontario, P.O. Box 7014, Station "A", Toronto, Ont.

CANS Canadian Association of Neighbourhood Services Biennial Conference, November 5-8, 1978.

Location: Geneva Park, Ontario. Fees: \$55.00 to non-members; \$45.00 to members. Literacy is one of the Conference themes. Contact: Molly Stroyman 416-368-5755.

A Province-wide Adult Basic Education Conference will be held in SASKATOON, Nov. 15-18, 1978.

The Conference will focus on practical aids for teachers of adults and will include the areas of Communications, Mathematics, Natural Sciences, Social Sciences, English as a Second Language (ESL), Literacy and Life Skills. Other concerns are: native students, career counselling, Work Experience, and student problems involving alcoholism, financing, housing and family breakdown, etc.

Contact: Victor C. Friesen, Saskatoon Region Community College, 145 1st Ave. N. Saskatoon, Sask., S7K 1W6.

Y.W.C.A. LIFE SKILLS - Fall Evening Coaches' Training Course for Professionals.

Mondays: 7 - 10 p.m., October 16-December 18, 1978.

North Program Centre, 2532 Yonge Street, Toronto, M4P 2H7.

Fees: Tuition - \$110.00; Reading Materials - \$20.00.

This is a condensed course for agency and human relations professionals who wish to develop as group workers and use Life Skills as a basis for programming with clients. Contact: Jill Manny at the address above, or at 487-7151.

Deadline: October 9, 1978.