

# LITERACY

## ALPHABETISATION

Vol. 3 no. 1

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

Winter 1978

frontier  
college



First Canadian Nominee and  
Winner of the UNESCO medal for  
meritorious work in literacy

Join The Movement!  
Inscrivez - Vous Dés Aujourd'hui!  
BECOME A MEMBER NOW!



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LITERACY/ALPHABETISATION is a quarterly publication of The Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation.

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

COMMENT:

Welcome to 1978!

The last issue of LITERACY was mailed out on the eve of the ABLE Workshop in October, and presented some choices for the future of the Canadian Project.

Conference delegates endorsed the formation of an independent organization to meet the needs of the Canadian field. The provisional committee appointed by the delegates named the organization The Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation.

A follow-up meeting was held in Toronto on December 10th and was attended by 10 people. Towards the end of the meeting a conference call was held in which all other members of the committee participated. Essentially, we decided to seek a federal charter of incorporation as soon as possible and to encourage the formation of provincial chapters.

The objectives of the Movement are outlined below:

1. Bring together the individuals, groups and organizations to promote basic education and literacy in Canada.
2. Bring together people involved with literacy and basic education to exchange information, to make new contacts, to create new initiatives, and to improve the situation by developing a better comprehension and treatment of the problems resulting from illiteracy and literacy activities.
3. Promote the production, utilization and evaluation of educational material destined for literacy and basic education, publish and propagate this material.
4. Sensitize the federal and provincial governments as well as the general population to the importance of the problems of illiteracy in Canada.
5. Try to activate the human, physical and financial resources to eliminate illiteracy.

Other Post-Conference Activities at the national office include:

1. Contacting Secretary of State's Department in Ottawa around Human Rights and the Literacy Question with reference to the upcoming 30th Anniversary of the signing of the Universal Declaration of Human Rights.
2. Presentation to the Task Force on Canadian Unity.
3. Compilation and completion of the Conference Report - Adult Literacy in the Seventies.

4. Writing articles about the Conference.
5. Overseeing production of the Bibliography which has been carefully compiled by Ethel Anderson.
6. Making funding presentations and a request to the committee of Presidents of the Ontario Community Colleges to become founding members of The Movement.
7. Response to OACE Task Force on Continuing Education policy.
8. Encouraging the South-Central Ontario group to become a working committee for establishing an Ontario Chapter.
9. Acting as information/referral/consulting/public-speaking resource along with the daily duties of administration.
10. Preparation of this Newsletter.
11. Responding to the avalanche of requests for help and information generated by the CBC's Fifth Estate program on Tuesday, January 17th.

We need YOUR support! Enclosed is a membership plea and a registration form. Please join us!

The Provisional Committee Representatives are:

Alison Grant-Powell, Bay St. George Community College, Stephenville.  
 Ann-Marie Downie, Adult Vocational Education, Halifax.  
 Jeanne MacPhee, Holland College, Charlottetown.  
 Cathy Wright, Greater Saint John Literacy Council, Saint John.  
 Roger Emmenecker, S.E.A., La C.S. les Ecores, Laval.  
 Jean-Paul Hauteceur, D.G.E.A., Ministry of Education, Quebec.  
 Khalid Ali, Confederation College, Thunder Bay.  
 Marie-Paule Matice, Algonquin College, Ottawa.  
 Charles Craig, Craig Reading Clinics, Orillia.  
 Sidney Pratt, St. Christopher House, Toronto.  
 Cam Craig, Frontier College, (Stony Mountain Penitentiary), Man.  
 Roy Bourk, Saskatoon Region Community College.  
 Owen Snider, Alberta Vocational Centre, Calgary.  
 Jim Bray, Cariboo College, Kamloops.  
 Cynthia Hill, Government NWT, Inuvik.

Alan Clarke, Chairman  
 Charles McCaffray, Convener, Advisory Consortium

Audrey Thomas  
 Executive Director.

## **MEMBERSHIP CLARIFICATION**

The Movement for Canadian Literacy is now soliciting memberships. Many people in the past, joined World Literacy of Canada (WLC) in order to receive the publication LITERACY and to support the Canadian Project. Since the Canadian work is now separate from WLC and as WLC issues renewal notices when memberships expire, we feel that some clarification around membership status is in order. The following guidelines are given:

1. Members who joined WLC through the Canadian Project after June 30, 1977, will be considered founding members of The Movement for Canadian Literacy.
2. Members whose membership has expired in WLC are encouraged to become founding members of The Movement for Canadian Literacy, if their primary interest is in the Canadian work.
3. Members who joined WLC between February 1977 and October 30, 1977 will receive renewal notices from WLC close to expiry date. At that time, these people are also encouraged to become members of The Movement for Canadian Literacy.
4. Renewal of membership in WLC supports the international work of that agency.

**WE CANNOT AFFORD TO MAINTAIN A LARGE, FREE MAILING LIST.  
PLEASE SUPPORT US!**

**DELEGATES FROM INUVIK, KITIMAT, VANCOUVER AND ALL POINTS TO ST. JOHN'S  
ATTEND SECOND CANADIAN CONFERENCE ON ADULT BASIC AND LITERACY  
EDUCATION!**

"Adult Literacy in the Seventies" was the title of a Canadian Conference on adult basic and literacy education. The Conference was convened by the Canadian Project for Adult Basic and Literacy Education in conjunction with the Conference Secretariat, Algonquin College, Ottawa. The three day conference was held at the Woodroffe Campus of the College from 28th to 30th October, 1977. A pre-conference get-together was held on the evening of the 27th October at the Talisman Motor Inn.

On the morning of Friday, 28th, some 60 delegates took a double-decker bus tour of Ottawa and Hull where they met with the English and French coordinators of the adult academic upgrading programs carried on in these locations. Other delegates watched a series of videotapes on Canadian adult basic education programs and some of the tapes from the State of Maryland ABE Program.

The Conference was opened by the President of Algonquin College, Dr. Laurent Isabelle. In his opening remarks, he put an interesting twist to the "illiteracy" situation by declaring that most literate people would be functionally illiterate if they were forced to go without oil, natural gas and coal - the sources of energy that are so vital to everyday living in North America. Immediately, then, the delegates were forced into thinking about definitions of literacy/illiteracy and the relativity of the concept in relation to societal conditions!

Canada's Frontier College was then honoured as the first Canadian nominee and receiver of an UNESCO Honourable Mention for meritorious work in literacy. The specially struck medal was subsequently received by Frontier College from the Governor-General of Canada, His Excellency Jules Léger on November 2, at a short ceremony in Toronto.

In acknowledging the recognition of the Mohammad Pahlavi Reza Award, Jack Pearpoint, the President of Frontier College, pointed out three things. Firstly, the fact that the award was made to a "developed" country, meant that our task was far from done in helping those Canadians who share none of the benefits of being privileged citizens in their own country.

Secondly, the international award meant that there was a recognition of a literacy problem in Canada. This is a problem which very few people or circles in Canada care to admit exists. Until this recognition comes nationally, Canadians generally are not going to deal with it.

Thirdly, Frontier College in receiving the award, acknowledged that it was all those who had worked with Frontier College since 1899 who were being honoured, not just Frontier College, 1977. Frontier College hoped that the recognition would serve as a stimulus to other Canadians to work on Canada's literacy problem so that in a few more years, another award might be made to Canada.

The Conference proceedings then continued. A highlight of Friday was the plenary panel session. Panelists included The Honourable Donald Faris, the Minister of Education and Continuing Education, Saskatchewan; Dr. Ronald Faris, Executive Director Continuing Education, Ministry of Education, British Columbia; Martin Forest from the Direction generale de l'education des adultes, Ministry of Education, Quebec; Grant Botham, Senior Director, Institutional Training, Manpower Training Branch, Canada Employment and Immigration Commission, Ottawa; and Professor John Cairns, Director, Centre for International Programs, University of Guelph and Former Director, Adult Education Division, UNESCO, Paris. The moderator of the panel was Audrey Thomas, Director of the Canadian Project for Adult Basic and Literacy Education. Many of the critical issues facing adult basic education in Canada were touched upon and provided the basis for small group discussions after the presentation.

On the Saturday, there were three sets of concurrent workshops dealing with such topics as: Illiteracy and Crime; The Volunteer Literacy Movement; Literacy Classes in the Institution; Literacy - Motivation is the Key; Dual Dilemma - Illiteracy and the Immigrant; Illiteracy and Dependency - the Work Activity Experience; Literacy - Charitable Enterprise or Political Right?. There were three sessions given by Francophones and all the plenary proceedings were bilingual with simultaneous translation facilities provided. One workshop - The Moccasin Telegraph - given by a group of native people from Northern Saskatchewan so impressed a local reporter that he took the people to visit the offices and plant of his newspaper and wrote a short story about them and their newspaper - Natotawin.

On the Sunday, the delegates met in groups around three areas of concern - future organization; consciousness-raising; instructional approaches and methods. Several resolutions came out of the conference. The strongest one was that which endorsed the formation of an independent organization to address itself to Canadian needs in the field of adult basic and literacy education. This umbrella organization was named: The Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation.

Over 200 people took part in the Conference and they came from all parts of Canada and represented many fields of endeavour. There were 195 registered delegates and the conference organizers were especially pleased with the response from Quebec.

There is still much energy and enthusiasm at the grass-roots level for working towards solutions to the illiteracy situation in Canada, but the mood of this Conference was more sober than the first one held in May, 1976. The struggles with the realities of the general lack of recognition of the problem in Canada, the lack of funding and the lack of Canadian content in materials, have tempered the effervescent enthusiasm which was evident in May, 1976. However, despite the strains and tensions, there is still a strong level of commitment to action and a sense of professional development emerging in the adult basic literacy field.

For further information about the Conference or copies of the report, please write to: The

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

ADULT LITERACY IN THE  
SEVENTIES:  
CONFERENCE REPORT.

Bilingual. Free to conference delegates  
\$ 2.00 per additional copy to members.  
\$ 2.50 per copy to now members.

## Textbook sexism another problem in illiteracy fight

Stereotyped characters used in books to teach the estimated five million functionally illiterate Canadian adults how to read were strongly criticized Saturday in a workshop of specialists in adult literacy education.

A study of material used to teach English as a second language by the Toronto based Literacy Working Group identified sexual, racial and class stereotypes. It said women were only shown in subservient positions doing domestic work, and men were usually described as self-employed, affluent, and in white collar jobs. The study also said there wasn't enough Canadian content.

Ottawa Journal, 31st Oct. 1977

N.B: At the Ottawa Conference in October the following resolution was passed by the group discussing instructional approaches and presented to the final plenary session:

"That in the next two years there be a concerted attempt to recognize what materials are available to literacy and upgrading teachers in Canada in the following manner:

1. That a national clearing-house be established for indexing, evaluating, and making available an exchange of materials.
2. That each material be evaluated analytically in relation to three things:
  - a. Methodology
  - b. Content
  - c. Use with students
3. That incentives for the development and publication of Canadian materials be established."

THE FORTHCOMING BIBLIOGRAPHY IS  
AN INITIAL STEP IN IDENTIFYING  
MATERIALS ALREADY IN USE.

## RESOLUTIONS...

1. The following resolution was received from The Canadian Home and School and Parent-Teacher Federation. The resolution was passed at the 1977 Annual Meeting of the CHSPTF and has been forwarded to various organizations, as indicated.

The Executive Secretary, Mrs. Ivy St.Lawrence, in a covering letter writes:

"Whether or not we get any meaningful response to the Resolution remains to be seen, but let us hope that it will at least get people thinking about this problem."

RESOLUTION #5 - Programmes and Methods to Aid the Functionally Illiterate  
- submitted by the CHSPTF Educational Committee

WHEREAS, the functionally illiterate is defined as someone with less than Grade 5 education; and

WHEREAS, the proportion of functionally illiterates so defined is in Canada 7.1% of the population; and

WHEREAS, the Canadian citizen who is unable to read and understand what words mean is seriously handicapped in society;

THEREFORE BE IT RESOLVED that the CHSPTF encourage the CBC, CTV and other TV networks, in consultation with The Movement for Canadian Literacy\* and adult education institutions to develop programming which will aid the functionally illiterate in overcoming their handicap; and

BE IT FURTHER RESOLVED that federal and provincial government departments concerned with manpower training and adult education develop a variety of programs and methods suited to aiding the functionally illiterate within the community.

Destination:

Federal and Provincial government  
department concerned with Manpower  
Training and adult education, CBC, and  
CTV,  
and The Movement for Canadian Literacy/  
Rassemblement canadien pour  
l'alphabétisation.

\* The original resolution read "in consultation with World Literacy of Canada."  
This situation has since been clarified.

Ed.

2. At the Ontario Library Association Conference held in November, 1977, at Niagara Falls, Jean Orpwood and Ann Makletzoff of North York Public Library successfully moved the following resolutions:

WHEREAS, it was found in a year long study (1975 - 76) that there are at least 5,000,000 adults in Canada who are either illiterate or seriously handicapped by reading difficulties (a large proportion of whom are native born whites); and

WHEREAS, the U.K. and the U.S. with proportionately fewer illiterates have had a national policy and programs for years, while Canada has never officially admitted it has a literacy problem; and

WHEREAS, the situation is critical enough to require help from all agencies, including libraries; and

WHEREAS, it may be a question of priorities in allocating funds to represent more fairly the requirements of the literacy clientele groups, we should therefore ask ourselves what will be the cost of NOT doing anything?

Be it therefore resolved that:

1. OLA endorse a research project to investigate the extent of the literacy problem in Ontario; and that
2. OLA lend its support to the national provisional committee recently formed to investigate the problem, province by province; and that
3. Librarians meet this crisis in ways appropriate to the local situation, e.g. collect information about neighborhood literacy activities and offer telephone service for such inquiries; or provide space and/or facilities for programs or classes, etc.

Note: At a separate divisional meeting of the OLA, (the Regional and Public Libraries Division agreed to the formation of a Standing Committee on Literacy and the Libraries. The chairperson of this Committee is Ann Makletzoff of North York Public Library.

# NEWS FROM...

## BRITISH COLUMBIA

### Adult Learning Disabilities

A two-day workshop is being organized by the Division of Continuing Education, University of Victoria, on February 3, 4, 1978 for teachers of adult basic education programs. Objectives are to help instructors become more aware of:

1. the concept of specific learning disabilities;
2. diagnostic tests - their uses and misuses; and
3. practical approaches to remedial teaching.

### NEW POSITION ADVERTISED!

#### Co-ordinator, Adult Basic Education

The public Service Commission of British Columbia is advertising for this position within the Continuing Education Division of the Ministry of Education.

Duties include responsibility for the provision of services to post-secondary educational institutions and school boards related to adult basic education programs including those purchased by the CEIC, secondary school completion, college preparation, English language training, life skills, handicapped education and support services related to all of the above.

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## SASKATCHEWAN

### Drop-in Learning

The Saskatoon Regional Community College Learning Resource Centre, tailors education to the individual -- right down to how often and how long the student attends school.

Actually, it's not exactly a school. Instructor Roy Bourk calls it a completely informal program where people can get assistance "with whatever academic things they're working on."

"This is a new concept in adult education, the drop-in learning approach. It's the first in this area," Bourk said.

The 31 students registered at the Learning Resource Centre are working at every level

from beginning reading to senior high school courses.

They meet and work at the community college's Adult Education Centre on the corner of First Avenue and 23rd Street, a bright, open building full of textbooks, reading machines and plenty of conversation.

When a student registers at the centre, Bourk works out a program specifically designed for his or her needs.

"It's completely an individual approach. Every person has a unique program." "I try to find out what they want to do, what they want to learn, and try different approaches," Bourk said. "The ones that they like and that work for them are the ones we follow through with."

Some students come to the centre every day, while others attend only a couple of times a week. Many of the students have to fit their education around the requirements of a full-time job.

To accommodate their needs, the centre stays open "Monday and Wednesday evenings as well as daily during the work week.

Students come to the centre for many reasons, Bourk said. Some want help with high school correspondence courses. Some just want to learn how to read. Quite a few students want to upgrade their academic skills, with no particular goal in mind.

Many of Bourk's students are there because they want a job, or a better job than they have, and find they need a high school diploma. They're preparing to write the General Educational Development (GED) tests, which give them the equivalent of a high school diploma.

"It's accepted in about 80 per cent of the situations that people need a Grade 12 for," Bourk explained.

Sixty-five people wrote the examinations during a recent testing period. A good portion of them had come to the Learning Resource Centre and used Bourk's preparation course for the GED.

The Learning Resource Centre caters to those who don't quite fit into other educational programs.

Alan Chu, who came to Saskatoon from Hong Kong, is a case in point.

Chu speaks some English, but not enough to handle a full academic program. However, he's too far advanced for basic English courses.

Bourk explained: "The English as a Second Language program deals mostly with people

who speak English hardly at all. Alan does have some English so this is a good place to go for the academic part."

In addition to his work with Bourk, Chu gets extra help from literacy volunteer Ralph Morris, a retired teacher.

"I come once a week, and Alan and I get together. I can't say we follow any particular program," Morris said.

During the World Series, they discussed baseball. More recently, they visited the Western Development Museum, where Chu explained the exhibits and then wrote a description of the trip. All in English, of course.

The literacy volunteers, like Morris, are a separate organization from the Learning Resource Centre, but one Bourk finds very useful. Their basic goal is to provide a solution to the illiteracy problem Canadian education is just beginning to deal with.

The volunteers work on an "each one teach one" basis, in most cases simply teaching someone to read and write.

"We have about 12 volunteers now who either are currently working with someone or are about to," Bourk said. About five of them work with students at the Learning Resource Centre.

The students are what keep Roy Bourk enthusiastic about the Learning Resource Centre.

"It's fun. It's exciting. You never know who's going to come in next.

"It's fun working with the students because the people who come here are coming because they want to, so you feel that what you're teaching is appreciated."

- Claire Eamer  
Saskatoon Star-Phoenix  
Nov. 5/77

\* \* \*

## MOCCASIN TELEGRAPH

### Northern Saskatchewan newsletter keeps communities together -

A weekend workshop at Algonquin College had an impressive title, Adult Literacy in the Seventies, and some suitably impressive educational terminology.

Convened by the Canadian Project for Adult Basic and Literacy Education and the Algonquin College Conference Secretariat, the workshop heard an interesting story in plain words from Simon Paul about the "moccasin telegraph" in northern Saskatchewan.

Paul edits a newsletter called Natotawin - a Cree word meaning "listen to me" - which is distributed throughout an area about one-sixth the size of the province.

It's put together by Paul and a staff of two in Beauval, a town of 650 some 170 miles northwest of Prince Albert. For most of the 3,700 native people in the area it's the only media around.

Lack of communication has been a stifling problem in the past, Paul said. "How can you choose options about something if you don't know anything about it? You must inform yourself before you can take action."

Natotawin, printed in English with some short Cree and Dene syllabic sections, is a major breakthrough because it has earned the confidence of the Indians and Metis, who have felt they were being manipulated by government agencies.

Many area people can't read English but those who do read the newsletter to others. Add word-of-mouth communication and you have a "moccasin telegraph."

Notices of meetings, information on how to install water and sewage facilities, Indian legends, "anything to make northern residents understand their place in the North"--all go into the paper to help tie the nine widely-scattered communities together.

Native confidence didn't come easily because the newsletter is funded by both federal and provincial governments. Since almost everything from installing a bath-room to getting a driver's licence requires some action from the Department of Northern Saskatchewan, it took several issues to convince local people the newsletter had some independence.

It's produced at the Beauval Regional Communication Centre which was formed 18 months ago under the guidance of Frontier College, the Toronto-based, non-profit adult education organization. The centre has its own advisory board with 13 members, all natives except for a representative from each of the federal Department of Regional Economic Expansion and the provincial Northern Saskatchewan department.

By refusing to sign a contract with the two departments without first getting the blessing of the advisory board, the college has co-operated in developing the centre's independence.

Inevitably, the paper's forthright opinions are a critique of government policies.

Jack Pearpoint, Frontier College president, says the college's involvement "will end and should end soon. But the people are speaking out now and that's new."

For the 30-year-old Paul, who was educated at an Indian residential school before taking a fine arts course at the University of Saskatchewan, it's an opportunity to express native culture eloquently in both writing and drawings.

He is opposed to the proposed uranium development in the region. He wrote in October, "Someone once said, 'If we don't teach the white man our ways, he will kill us all.' And I believe it holds true for this 'space-age' of our time, especially when uranium will be dug out of the ground to haunt us."

- Garry Bouey  
The Citizen, Ottawa.  
October 31, 1977

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## ALBERTA



## HISTORY

The Old Sun Community College began as Old Sun Campus, Mount Royal College in July, 1971. It was governed by a committee of the Board of Governors, which consisted of Indians and Non-Indians (M.R.C. Board- members).

As a result of constant outside pressure the institution became autonomous on March, 1973. The governing committee became the Board of Governors. Autonomy had little significant effect on the College's relationship with Mount Royal College.

Developments have occurred as a result of experience. Originally there were courses only. These courses have since expanded into programs. These have since evolved into two (2) independent departments - one pre-vocational and the other cultural. Blackfoot Culture is intermingled with all appropriate courses.

## PROGRAMS

### Adult Education

This program consists of two (2) courses; English and Mathematics. These courses are designed for students wishing to upgrade or to continue their education. Students who require a review of basic skills before entering one of our other programs are, also, accepted. Instruction is offered from grades one to twelve in both English and Mathematics.

### Life Skills

This four-month program is designed to assist students to discover ways of solving problems in the management of their personal affairs. During the course, five areas of life are explored; self, leisure, job, community, and family.

## OTHER PROGRAMS

- 1) Business Education;
- 2) Homemaking;
- 3) Farm and Home Maintenance;
- 4) Welding.

## BLACKFOOT CULTURAL STUDIES PROGRAM

The purpose of the Blackfoot Cultural Studies Program is to reestablish those Cultural values and skills that provide for tribal unity and effective leadership in the past.

The program consists of Blackfoot Lore and History, Language, the traditional arts and contemporary Indian awareness. In addition to these subjects a Cultural Studies centre is being established. Research and an accumulation of Blackfoot historical and contemporary material is being gathered for publication and for development as curricular supplement for schools.

The program offers an Indian Cultural outreach to the community and adjacent schools. A variety of activities for the elders of the Blackfoot Reserve are arranged. The elders of the Blackfoot tribe serve in an advisory capacity to the Cultural Studies Program and at the same time social and recreational activities are provided for the elders.

**AT THE ACCC CONFERENCE IN EDMONTON IN NOVEMBER 1977, THERE WERE SEVERAL WORKSHOPS DEVOTED TO ASPECTS OF ADULT BASIC EDUCATION: - LITERACY, LIFE SKILLS, BJRT, etc.**

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## ONTARIO

### Mobilization of Library Resources

In the fall of 1975, Scarborough Public Library (SPL) co-sponsored an adult - upgrading day school together with Metro Social Services and the Metropolitan Toronto Separate School Board. The response to this new location and program was such that the program quickly outgrew the space available in the library and had to seek and move to another location in the Borough. The story of this school deserves a separate article. However, Mrs. Carolyn Youssef, a Division Head of SPL, who made the space available for the beginning of this new school became interested in adult basic education, and with others, has initiated a chain of events among librarians.

In a capsule, chronological sequence, Carolyn outlines the events below:

#### 1976

- discovered World Literacy of Canada and established connection with Audrey Thomas;
- was asked to lead workshop on libraries and literacy at First Canadian Adult Literacy Conference (Toronto, May, 1976);
- with Ann Makletzoff, North York Public library formed a Committee to organize two literacy workshops at 1976 Ontario Library Association Conference - "Adult Literacy and Librarians", and one on volunteer programmes with Connie Haendle, Literacy Volunteers of America.

#### 1977

- Jean Orpwood, Toronto Public Library and Betty Ann Dzida, Etobicoke Public Library joined "Metro Toronto Literacy Committee" and organized a one-day workshop on literacy for Metro librarians and trustees in February, 1977;
- Committee attempted to inform Administrators of Borough and City Libraries about the issue;
- Committee initiated gathering of statistical data that led to a Metro-funded data report from Statistics Canada;
- attended various meetings called by the Canadian Project Steering Committee of World Literacy of Canada to share information and develop connections with others interested in literacy;
- kept Audrey Thomas informed of literacy developments found in library literature for

Canada, United States and Great Britain;

- initiated a field work project by Toronto Library Science students entitled "A study of functional illiteracy in Scarborough and the role of the library";
- Scarborough Public Library Board passed a motion to purchase Adult Basic Education materials;
- developed contacts with Community Colleges and Adult Basic Education teachers and librarians;
- with Ann Makletzoff and Jean Orpwood organized a workshop for Ontario Library Association 1977 entitled: "Where were you when I needed you? I couldn't read or write and you didn't understand.";
- with Ann Makletzoff attended the New York Library Association 1977 Conference work- shop entitled "Literacy and Public Libraries - a Natural Alliance" where we established contact with literacy resource people from New York State who agreed to establish a "literacy connection" with the OLA Standing Committee on Literacy.

Resolutions to OLA were accepted ([see p. 10](#)).

North York Public Library has given staff time to work on the literacy situation and develop some models for library involvement.

There will be a professional development day for North York librarians around adult basic education/literacy issues on February 22nd, 1978. Contact: Ann Makletzoff.

Toronto Public Library has a Basic Reading Materials Committee, coordinated by Gwen Liu. This committee, made up of representatives from different geographic divisions and sections of the TPL system held a professional development workshop for Toronto librarians on December 2nd and decided to further pursue the adult literacy question.

## IMMI-CAN

### THE TALK OF THE TOWN

Wayne Wells came into the Toronto office one day and spoke about his project IMMI-CAN. He is particularly interested in the work of Paulo Freire and he is trying to use his concepts with the people among whom he is working. The following article describes the project in more detail.

Ed.

Give a man a chance and he will show you what he can do - This is exactly true of Immi-Can, originally started in October 1976, then known as Regent Park Youth Project (RPYP). This project was realized as a direct result of the racial tension experienced in the summer of 1976, brought about by the limited avenues for self-expression within minority groups.

With the assistance of Community Workers and several agencies, space in the form of a basement was provided by Dixon Hall, where cultural activities could be developed. In addition, RPCIA donated \$50.00 to the youths to assist in the purchase of material. Things picked up slowly, with the youths offering voluntary services and receiving somewhere between 2 to 10 dollars per week to assist in travelling expenses.

After much frustration and request for assistance, a grant was provided for a survey to be carried out on the feasibility of the project. During this time many of the youths though frustrated still held on to that little glimmer of hope and encouraging words from well-wishers until September, 1977, when it was finally realized that the RPYP had an abundance of latent talent and creativity just waiting to be poured out into the community.

Thus we have Immi-Can, situated at 234 Parliament St., with an inviting boutique, displaying highly placed workmanship in wood carvings, posters, graphic prints and jewellery of all kinds.

It is a challenge for these youths to be handling their own business but they are meeting it with lots of confidence, a strong sense of discipline, and respect.

Business hours are from 9 a.m. to 5 p.m: from 3:15 to 5 p.m. their educational program is in progress. This consists of Technical Skills, such as, carvings, typing, and spot checking; Management Skills: bookkeeping, etc.; Analytical Skills: History, Understanding of present day society, and cultural experiences; Literacy Skills: reading, mathematic and writing.

This is evidence that Immi-Can is not only a business but is an instrument to develop social education programmes through the use of films, community discussions, forums, exchange visits, etc., that would facilitate Black Youths to develop a better understanding

of the Canadian society and its environment.

To establish community job adjustment, training programmes to assist youths in the fields of Arts and Craft, Sculpture, Carpentry, Graphic Arts, Painting and other related vocational studies. Immi-Can contributes positively to the development and growth of the community: Immi-Can means Immigrants and Canadians can work together: Immi-Can means that Immigrants shouldn't hide their cultural identity.

The community is pleased with the progress and accomplishment of these once termed "unemployable and disadvantaged" youths.

The young people at Immi-Can will experience their share of trouble. This is no pie in the sky, but as one employee, Henry Davidson, who has been with the project since its birth, mentioned so wisely: "not maybe, not might-be, but slowly and surely we are getting there". This goes to show that if you give a man a chance he will show you what he can do.

from: Regent Park Community News  
Vol. 6 #20 (Dec. 28, 1977)

**HAMILTON AND DISTRICT LITERACY COUNCIL  
TUTOR - TRAINING WORKSHOP  
MARCH 11 th and 12 th in HAMILTON  
phone: 1 - 416 - 529 - 9907  
9am - 4pm Mon + Weds. 9am - 1pm Other Days**

## **MEDIA**

### **Don't write it down, say it out loud**

**GLOBE and MAIL Editorial, Dec. 30, 1977**

One of Canada's illiterates could be your next-door neighbor or the person you're talking to at a holiday cocktail party or a member of your bridge club or the owner of the small business at the end of the street. They exist right across the social scale, and most of them will go to almost any lengths to conceal the fact that they cannot read or write. Which makes it very hard for them to find help in learning to read or write.

There was an article in The Globe and Mail the other day about the Toronto Volunteers for Literacy. This is a tutoring group which was formed by Andrew Davidson and Loretta McLennan, instructors at Humber College, because they felt that the need existed and could best be met, at least in the beginning, by volunteers.

Mr. Davidson reckons that there may be as many as 50,000 people in Metro who need the kind of help the volunteers give, which is in private tutoring sessions. But one of the problems is getting in touch with them. They would not be able to read the Globe's article or this editorial. Radio and television have not often given them the necessary information. And they do not want to ask for help because that would prove they need it.

Mr. Davidson described how one of his students came to him. He was attending a committee meeting in another city. The appointed chairman, a successful small businessman, handled the meeting with skill, moving from item to item on the written agenda. But he had been told of Mr. Davidson's tutoring of illiterates. After the meeting he took him aside and asked for help. He had not been able to read the agenda. His wife had read it to him ahead of time, and he had, memorized it.

Many illiterates do manual work, but a surprising number, Mr. Davidson said, become very skillful at working around their disability, though always in the fear of its being exposed. So how does one help them? Talk about the Toronto Volunteers for literacy. You can never know when a candidate for their services may be within hearing distance. Memorize one or more of the phone numbers through which the volunteers can be reached, and mention them. Your memory may not be good, but an illiterate's is likely to be. "They aren't stupid people," said Mr. Davidson. "They have a sharper sense of visual and memory skills than most of us."

People who might want to join the volunteers as tutors may also find the phone numbers useful.

The day number is 924-7649. The evening numbers are 487-3596 and 239-9327. You may never know if you helped somebody. But if you don't do your share of chatting about the volunteers, you can be sure that you didn't.

NEW KIND OF SCHOOL GIVING MANY  
ADULTS A SECOND CHANCE AT EDUCATION  
– Metropolitan Separate School Board Newsletter  
Vol. 11 #3, Dec. 1977.

At Monsignor Fraser College in Scarborough, 65 adults are back in the classroom and benefiting from education for the first time in their lives.

"People here are a lot more understanding than in other schools," said Beatrice, who returned to school in September reading at the Grade 4 level, and advanced to high school level in a month.

"The teachers here are very good, very patient," added Marguerite. "They never make you feel bad. They don't pressure you. They say, 'Don't worry, it will come to you.'" Marguerite had completed grade 7 as a child in Ottawa and Weiland.

When René started at Monsignor Fraser College in September, she was at the grade 5 level in spelling, grade 3 in math and grade 4 in grammar. By November, she was at grade 8 level in all three subjects. By the end of the year, she hopes to complete grade 10, because "After Grade 10, Manpower will train you for a trade." René wants to go into transportation or interior decorating.

Beatrice, Marguerite and René are typical of the men and women at the school, which was established by the Board two years ago to help adults upgrade their education to the grade 10 level. Since then, a second school has been opened at the Community Centre on Main Street at Danforth Avenue.

The Metropolitan Social Services Department cooperates with the Board in operating the two schools. "We started with three students, two years ago," said the school's supervisory teacher, Stella Collins. "We could have 100 here now if we had room."

Mrs. Collins is proud of the number of graduates who have gone right into the labour force, and others who have enrolled in community colleges. "The students gain confidence here," she noted.

Mrs. Collins has had ten years adult education experience, and four years teaching remedial reading. With one exception, the other members of the staff are special education teachers.

One happy student is Gloria, who came to the school in 1976. After upgrading her spelling and math, Gloria began work as a clerk/typist, at the school, and is still a part-time student.

Arthur, who has been in and out of a wheelchair for 18 years, declares "This place is the best thing that ever happened to me. If you have a personal problem, the teachers will sit down and help you. They are wonderful. You can relax with them, and they let you work

at your own speed."

Arthur is at Monsignor Fraser College to complete grades 9 and 10, and there's a job waiting for him when he finishes.

## Adult reading

'When you can't, it's not nice;' truck driver tutored twice a week

**By DOROTHY LIPOVENKO**

Every Sunday morning, Phil Ouellette, a 28-year-old truck driver who cannot read or write, meets his tutor. They go over the alphabet, picking out simple words that Mr. Ouellette recognizes.

By the end of the winter he hopes to know the alphabet by heart and perhaps read at an elementary level. Mr. Ouellette is one of five million adult Canadians who are termed functionally illiterate, defined as having less than a Grade 9 education. Private reading lessons are being taken by a small but steadily growing number of Metro residents.

Mr. Ouellette's instructor is Andrew Davidson, one of 12 tutors affiliated with Toronto Volunteers for Literacy, a group that the Humber College English instructor and a colleague set up last spring to combat illiteracy.

"The people who come to us don't have more than a Grade 3 reading and writing level," Mr. Davidson said. "The majority can't read or write their own names and sometimes not even that..."

"Because they can't read they tend to come from manual-type occupations."

Characteristics of the adult non-readers include a general lack of self-confidence in schoolwork, weak learning motivation and a possible fear of school. Many grew up in poverty or near-poverty.

Curiously, most students receiving the private help have grown up in Canada or other English-speaking countries or have lived here all their lives, Mr. Davidson said.

Mr. Ouellette was the only pupil who would consent to an interview. Mr. Ouellette, who is unmarried, wants to learn to read because he wants to start his own trucking business. "When you can't read, it's not nice. I want to learn to read but I am too advanced to go back to school. I don't want to be a lawyer but I would like to be able to read everything."

Mr. Ouellette was able to get a driver's licence through an oral test administered by the Ministry of Transportation and Communications.

A native of New Brunswick, Mr. Ouellette completed Grade 4 "but didn't even know

Grade 1 reading." Unable to rely on a newspaper for information, Mr. Ouellette, like other functional illiterates, depends on radio and television for his news. He must rely on his memory for traffic directions.

"I drove my truck for a pavement company and it was all through my memory," he said. He fixes in his mind the names of streets and their related landmarks, such as a nearby gas station.

Filling out job applications is a problem. Mr. Ouellette warns potential employers that he cannot read or write. "Sometimes, they hire me and sometimes they don't."

Mr. Ouellette accompanied a friend who was registering at Humber's English department. He asked Mr. Davidson about possibly returning to school and was told about Toronto Volunteers for Literacy.

Mr. Davidson tutors him twice a week, 2½ hours each session. Using a U.S. text, he concentrates on phonics and word recognition. "I try to bring out a few words that my student will recognize without realizing it."

The lesson begins with a picture of a bird. The letter B, in capital and small letters, is next to it. The word bird is next to that and a sequence of sight, sound and word recognition is built up.

Mr. Davidson said a tutor must never say no when a student gives a wrong answer. "You repeat the error in a positive way," he said. "You've got to treat them as a fellow adult.

"They aren't stupid people. They have a sharper sense of visual and memory skills than most of us."

He admitted the reading material is "bland and not socially relevant.. As far as writing is concerned, most students must be taught how to hold a pencil the proper way and form letters."

A student who has no reading skills should be able to get to a Grade 2 level in a year and to a Grade 5 level at the end of two years, Mr. Davidson said.

The tutoring group was formed by Mr. Davidson and Humber instructor Loretta McLennan after they attended a literacy conference in Metro. They set up two workshops and recruited about 25 volunteers whom they trained as tutors.

"Loretta and I realized that it is impossible for the existing educational structure to meet the demands of people who want to learn to read and write. There may be as many as 50,000 people in Metro who need our help."

**GLOBE and MAIL Dec. 21, 1977**

## LETTERS TO THE EDITOR – GLOBE AND MAIL

### Literacy

Your Dec. 1 interview with me on Canadian functional illiteracy unfortunately omitted mention of the major research study on this problem, Adult Basic Education and Literacy Activities in Canada 1975-76. This study, sponsored by World Literacy of Canada, carried out by Audrey M. Thomas and published in April, 1976, brought together a wealth of data on the subject.

Two national conferences have also been held on this issue recently - one in Toronto in May, 1976, and one in Ottawa in October, 1977. Unfortunately the two conferences and the initial Thomas study, although of great significance to professionals working in this field, did not receive widespread public attention. Plans are now way to form a national organization tentatively entitled the Canadian Literacy Movement - to serve as a focal point for further action.

J. C. Cairns  
Professor and Director  
Centre for International Programs  
University of Guelph  
Dec. 19th, 1977

### Illiterate

A brilliant line in your editorial, Don't Write It Down, Say It Out Loud (Dec.30). Of Canada's illiterate, you said, "They do not want to ask for help because that would prove they need it!" I wonder why it is such a disgrace to ask for help when God knows we all need it!

Canon Harry S. D. Robinson  
Rector, Little Trinity Church  
Toronto  
Jan. 16th, 1978

## **PUBLICATIONS**

### Book Reviews:

#### TEACHING READING TO THE UNTAUGHT

Michael P. O'Donnell Paper - 146 pages.

Multimedia Education, Inc., 747 Third Ave.

New York, N.Y. 10017. 1975 \$4.95

Michael O'Donnell has packed the 146 pages of this book with the basic information that any teacher of reading could need to ensure that a student makes adequate progress along the road to successful reading. The book is very readable. Written in a clear, concise way with no technical language, it is most suitable for the ABE instructor who finds himself without sufficient background experience in teaching adults to read. As the title implies, the book was written for teachers involved with the teaching of reading to those individuals who have not succeeded in their first attempts to learn to read, whether they be children, adolescents or adults.

O'Donnell begins by describing the characteristics of the reader at the various stages of development. At the initial stage the emphasis is on learning to read, i.e. the development of a sight word vocabulary, the use of basic phonics and structural analysis skills and the practice of the skills learned in a varied independent reading program to produce rapid development of reading skills. The second stage involves reading to learn. Then the emphasis is on the refinement of the vocabulary, and comprehension skills already learned; on reading in the content area; and, finally, on study skills.

Another chapter deals extensively with diagnosis. O'Donnell feels that success in reading is dependent on how well the needs of the individual are assessed and met. The Informal Reading Inventory is the vehicle of assessment suggested by O'Donnell. Directions for administering and interpreting the IRI are given. In addition, a copy of the IRI developed by O'Donnell for use with adults is found in the Appendix. Complete diagnostic test packets for adults are available at the Bookstore, University of Maine, Portland - Gorham, Gorham, Maine 04038 at a cost of \$2.25. A diagnostic worksheet is included and subsequent chapters deal with the interpretation of the information gleaned from the diagnosis.

One area of great concern for ABE instructors is the initial stage of reading. Where do you start with the adult who comes to an ABE program with few or no reading skills? Chapter 4 is a sensitive description of ways of meeting the needs of the adult illiterate. In this chapter, O'Donnell advocates the use of the language experience approach which allows the beginning reader to build a reading vocabulary from the vast store of knowledge he brings to the reading situation. The reader, with the help of the teacher, begins by writing his own material, thus he is starting to read material that he is familiar with and which is interesting to him. The process is carefully outlined and examples of students' writing are included. This is followed by specific teaching methods for the development of phonics and structural analysis skills using the material written during the writing episodes.

Chapters 5 and 6 deal with the second stage of reading development when the student is reading to learn. At this stage the emphasis shifts away from the development of a sight word vocabulary and basic phonics and structural analysis skills to the development of an extensive reading vocabulary and the refinement of comprehension. Vocabulary development, always a problem for the ABE student, is dealt with extensively.

Nowhere in this book will the teacher be given a lock-step approach to reading instruction, rather he will have the opportunity to apply the principles of sound reading instruction to the instructional programs he is already using. For those who wish to meet the needs of their students through a diagnostic-prescriptive approach and who don't want to wade through a technical book filled with reading jargon, I recommend this book.

Ann-Marie Downie,  
Adult Vocational Education  
Nova Scotia Department of Education



#### LITERACY AND THE NATION'S LIBRARIES

by Helen H. Lyman. Chicago: American Library Association, 1977. 212 pp.

This book by Helen Lyman, is a useful compendium and lucid guide to literacy in the seventies in the U.S.A. It is written from the perspective of libraries which are involved, or wish to become involved in the national literacy effort.

For people new to the field of adult literacy, background information is presented on the goal and role of libraries and librarians in support of the national literacy effort; and in understanding the value and nature of literacy. The specific role of libraries and librarians is discussed in a later chapter and this is followed by several "how-to" chapters which give step-by-step instructions for libraries undertaking any literacy programs. Two chapters deal with program planning and two further ones are devoted to the clientele. Six clientele groups are dealt with "in-depth" and the library's response to each group is suggested under a variety of headings.

The eighth chapter was written by Don Brown, Professor, Reading Center, University of Northern Colorado. It is entitled: The Nature of Reading and Reading Instruction, and again, provides a useful, but brief introduction to the field for a novice. A final chapter deals with common questions asked by librarians and suggests the answers. Over seventy pages of appendices provide assessment tools for librarians' use; lists of resources; library project profile reports; summaries of national literacy studies; and guides to terminology, as well as a bibliography, and an index.

This manual is certainly a comprehensive volume and an invaluable guide to any

librarian, or others for that matter, who may need a practical introduction to the adult literacy field. In the "Introduction", it is stated that eradicating illiteracy is a top priority of the American Library Association. Would that this situation were true of all Library Associations in Canada! For, until we reach the ideal of successful prevention of illiteracy, we will always have a need for many community agencies, such as libraries, to be involved in programs of elimination.

Audrey M. Thomas

### VIDEOTAPE PROGRAMS

Adult Basic Education Videotapes produced during 1977 by the Ontario Institute for Studies in Education, in cooperation with Wyerson Poly technical Institute and the Ontario Educational Communications Authority for the Ontario Ministry of Colleges and Universities are now available from OECA in a variety of formats (open reel, 1/2" cartridge and 3/4" video cassette).

1. Outside In (VIPS Order #155601)
  - Overview of Problem - Audrey Thomas
  - Detailed look at program of Charles Craig.
  
2. Inside Out (VIPS Order #155602)
  - Tutor-training in Laubach Method -Hamilton and District Literacy Council (Karen Dahmer)
  - Bathurst Heights Adult Day School, Toronto (Ann Marshall)
  - Work Activity Project, Toronto (Fred Ryan)
  
3. Food and Flowers (VIPS Order #155603)
  - Experiences from abroad -  
Dr. J. Roby Kidd; BBC tape;
  - JAMAL (Jamaican Literacy Program)  
Dr. F. Rainsberry; G.Shrivastava, India.
  
4. Next Steps (VIPS Order #155604)
  - BARR - A pilot project that was not funded
  - BBC tape of adult literacy project On the Move
  - Adult Day School, Toronto (Ethel Anderson and Fred Ryan)
  - Dr. Lionel Orlikow, Deputy Minister of Education, Manitoba.

Note: These tapes can be ordered from:

- i) (for Ontario customers);  
VIPS Order Desk, OECA  
Canada Square, 2180 Yonge Street,  
Toronto, Ontario. M4S 2C1

ii) (outside Ontario);  
Marketing, OECA  
P.O. Box 200, Station Q,  
Toronto, Ontario. M4T 2T1

Librarians Mary Flannagan and Cheryl Moore of Etobicoke Public Library wrote an article titled "Materials for Adult Basic Reading", in Ontario Library Review, Vol. 61, #4, December 1977, pp. 280-287.

### READ ON!

Special Introductory Offer!

READ ON! This program has been developed by reading consultant Jane Root for LVA (Literacy Volunteers of America, Inc.) The series has been tested and approved by hundreds of Literacy Volunteers and adult educators.

The program consists of: "10 books, 10 workbooks and a Teacher's Guide that help you lead a non-reader through adult interest material into an understanding of basic reading principles."

Books, workbooks and the Teacher's Guide may be ordered individually at \$2.75 each book, \$1.50 each workbook, and \$3.25 for the Guide.

Introductory Package (Book 1, Workbook 1, Teacher's Guide) - \$6.00.

Complete set (Books 1 through 10, Work- books 1 through 10, Teacher's Guide) - \$40.00.

For further information and/or orders, write to:-  
Literacy Volunteers of America, Inc.,  
6th Floor, Midtown Plaza,  
700 East Water Street,  
SYRACUSE, N.Y. 13210

\* \* \*

### THEM DAYS:

#### Stories of Early Labrador

The old-timers of Labrador tell of the Joys, Tragedies, Adventures and Day-to-Day Business of Life in Them Days.

Current copies: \$1.50 each. Back issues (except Vol. 1 #1, and Vol. 1 #2) can be obtained at \$1.50 each, from:-

THEM DAYS, P.O. Box 939,  
Happy Valley, Labrador. Canada.

Halifax contact is Hilda Dahl, (1405 Edward Street, Halifax, Nova Scotia.)

Hilda attended the Conference in Ottawa and left this message:

"A heartfelt thanks to all who expressed an interest in the Labrador magazine, THEM DAYS. I met the editor, Doris Saunders while teaching grade school in Labrador. The challenge to publish materials for the people of Labrador, as well as the rest of Canada, is on-going. I would encourage people to subscribe to the magazine and gain a better perspective of Labrador awareness."

\* \* \*

Latest from New Readers Press

Learning Games for Infants and Toddlers

by Dr. J. Ronald Lally and Dr. Ira J. Gordon, 80 pp. \$2.40.

Pat King's Family by Karen McFall. This book may be read after Skill Book 2 in the New Streamlined English Series.

Some of the contents' titles are: Looking for a Job; Money Problems; When Can Pat Have Fun?; Jack Comes Back; etc. The 17 units are thematically related to events in Pat's life.

The novel is written to the cumulative word list of the first two skill books. New words are listed at the bottom of the page on which they first appear.

\* \* \*

Available from The Movement for Canadian Literacy office:

1. Adult Basic Education and Literacy Activities in Canada 1975-76, - Audrey M. Thomas,  
180 pp. \$5.00 in North America, \$7.00 overseas surface mail.
2. Digest of the above report, 32 pp. \$1.00 (limited copies).
3. Résumé of major report, (French translation of the Digest) \$1.00.
4. Adult Literacy in the Seventies: Conference Report. Bilingual. 1978. 55 pp. in each language. \$2.00 to members, \$2.50 to non-members.
5. Bibliography of materials used in adult basic education (levels 0-9) settings in Canada.

This is a first attempt to draw together such material from across Anglophone Canada. 106 pp. \$2.00. to members. \$2.50 to non-members.

6. FREE

Persepolis Declarations - statement on literacy work from 1975 Conference in Iran.  
The Secret Shame of Illiteracy - Readers' Digest reprints, article April, 1977, issue.

## COMMENTAIRE:

Bienvenue à 1978!

Le dernier numéro de LITERACY/ALPHABÉTISATION fut posté la veille de l'atelier F.B.A. tenu au Collège Algonquin en octobre 1977. Ce numéro présentait quelques choix sur l'avenir du Projet canadien.

Les délégués ont endossé la formation d'un organisme indépendant pour répondre aux besoins des Canadiens. Le Comité provisoire, nommé par les délégués, a désigné l'organisme The Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation.

Une rencontre subséquente fut tenue à Toronto, le 10 décembre 1977. Dix personnes ont participé à cette rencontre. Vers la fin de la réunion, un appel-conférence rassemblait tous les autres membres du Comité. En principe, nous avons décidé de demander une charte fédérale d'incorporation et d'encourager la formation de sections provinciales.

Voici les objectifs du mouvement:

1. Rassembler les personnes, les groupes, les organismes en vue de promouvoir l'éducation de base et l'alphabétisation au Canada.
2. Réunir les gens intéressés à l'alphabétisation pour faire de nouveaux contacts et pour échanger de l'information. Améliorer la situation en développant une meilleure compréhension et un meilleur traitement des problèmes résultant de l'analphabetisme.
3. Promouvoir la production, l'utilisation et l'évaluation d'aides pédagogiques. Publier et propager ce matériel.
4. Sensibiliser les gouvernements fédéral et provinciaux aux problèmes des illettrés au Canada.
5. Essayer d'activer les ressources humaines, physiques et financières en vue d'éliminer l'analphabetisme.

Autres activités du bureau national:

1. Établir des contacts avec le Secrétariat d'État à Ottawa au sujet des Droits de l'homme et de la question d'alphabétisme. Faire le lien avec le 30ième anniversaire de l'adoption de la Déclaration universelle des droits de l'homme.
2. Présentation au Comité Pépin/Robarts sur l'unité canadienne.
3. Compléter et compiler le Rapport de la conférence - Formation de base des

adultes dans les années 70.

4. Écrire des articles au sujet de la conférence.
5. Diriger la production d'une bibliographie rassemblée avec soin par Ethel Anderson.
6. Faire une soumission au Comité des présidents des collèges communautaires en vue d'obtenir des fonds. Demander que les collèges communautaires deviennent des membres fondateurs du Rassemblement.
7. Répondre à OACE au sujet de la politique sur l'Education permanente.
8. Encourager le groupe de l'Ontario (sud; centre) à devenir un comité qui travaillerait à établir une section provinciale.
9. Agir comme centre de documentation.
10. Préparer cette lettre circulaire.
11. Répondre aux requêtes d'aide et d'information.

NOUS AVONS BESOIN DE VOTRE APPUI! ASSOCIEZ-VOUS À NOUS.

Les représentants du Comité provisoire sont:

Alison Grant-Powell, Collège communautaire de la baie St-Georges, Stephenville.  
Ann-Marie Downie, Centre de formation professionnelle, Halifax.  
Jeanne MacPhee, Collège Holland, Charlottetown.  
Cathy Wright, Conseil d'alphabétisation de Saint-Jean métropolitain, Saint-Jean.  
Roger Emmenecker, S.E.A., La C.S. les Ecores, Laval.  
Jean-Paul Hauteceur, D.G.E.A., Ministère de l'éducation, Québec.  
Khalid Ali, College Confederation, Thunder Bay.  
Marie-Paule Matice, Collège Algonquin, Ottawa.  
Charles Craig, Cliniques de lecture Craig, Orillia.  
Sidney Pratt, St. Christopher House, Toronto.  
Cam Craig, Collège Frontière (Pénitencier Stony Mountain), Manitoba.  
Roy Bourk, Collège communautaire régional de Saskatoon.  
Owen Snider, Centre de formation professionnelle de l'Alberta, Calgary.  
Jim Bray, Collège Cariboo, Kamloops.  
Cynthia Hill, gouvernement des Territoires du Nord-Ouest, Inuvik.

Alan Clarke, président  
Charles McCaffray, organisateur, Conseil consultatif

Audrey Thomas,  
Directeur exécutif.

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## IMMI-CAN

### IL N'EST BRUIT QUE DE CELA

Wayne Wells s'est rendu dernièrement au bureau de Toronto pour expliquer son projet Immi-Can. Vu l'intérêt qu'il prête au travail de Paulo Freiré, Wayne voulut poursuivre les concepts de Paulo avec les gens avec lesquels il travaille. L'article suivant est donc la description de ce projet.

Ed.

Donnez un homme une chance et il vous fera voir ce dont il est capable - ceci est précisément vrai du projet Immi-Can. Le projet, connu sous le nom "Regent Park Youth Project (RPYP)", débuta en octobre 1976 suite aux problèmes raciaux de l'été 1976.

Avec le secours de plusieurs travailleurs communautaires et agences locales, un sous-sol fut fourni de Dixon Hall permettant ainsi de nombreuses activités culturelles à être développées. Les choses s'améliorent lentement grâce à certains dons (\$50. offert par la RPCIA pour l'achat de matériaux et \$2. à \$10. reçu par semaine pour couvrir les frais de déplacement) et le bénévolat de la part des jeunes.

Après maintes frustrations et demandes financières, un octroi est fourni pour étudier la plausibilité d'un tel projet. Septembre 1977, l'on réalise la validité du projet et Immi-Can émerge; Immi-Can signifie immigrant et Canadien travaillant ensemble et permettant l'immigrant à garder son identité culturelle.

Une boutique est organisée a 234, rue Parlement (heures d'ouverture de 9h à 5h) avec une variété d'oeuvres en vente - tels sculptures de bois, murailles, bijouterie et gravures.

Un programme d'étude est établi et présenté de 3h15 à 5h. Le programme comprend: compétence technique - sculpture, dactylo- graphie, etc.; gestion - comptabilité, etc.; compétence analytique - histoire, expérience culturelle, compréhension de la société d'aujourd'hui; alphabétisation - lecture, écriture et mathématiques.

C'est tout un défi pour ces jeunes que de s'occuper d'un magasin du genre mais remarquons qu'ils le font avec beaucoup de confiance, discipline et dignité. Ce projet démontre plus qu'une chose... il devient un instrument de développement de programmes d'éducation sociale comprenant des discussions communautaires, films, visites d'échange, etc. La communauté est très satisfaite du progrès et de l'acheminement de ces jeunes autrefois connus comme "inemployables et désavantagés".

Les jeunes d'Immi-Can auront à éprouver leur part de difficultés, mais comme a su si bien le dire un employé présent dès les débuts du projet - "Not maybe, not might be, but slowly and surely, we are getting there."

de: Nouvelles communautaires, Regent  
Park (vol. 6, numéro 20,  
28 décembre 1977)

## DES DÉLÉGUÉS DE TOUS LES COINS DU PAYS PARTICIPÈRENT À LA SECONDE CONFÉRENCE CANADIENNE SUR LA FORMATION DE BASE DES ADULTES

"La formation de base des adultes dans les années 70" fut le thème de la conférence tenue les 28, 29 et 30 octobre 1977 au campus Woodroffe du Collège Algonquin. Plus de 200 personnes de tous les secteurs du travail furent présentes. L'ouverture officielle se fit le vendredi, 28 octobre par le président du Collège Algonquin, M. Laurent Isabelle. Les activités de cette fin de semaine furent:

vendredi - discussion (en plénière) des problèmes de formation de base des adultes au Canada.

samedi - formation d'ateliers afin d'étudier les thèmes suivants: alphabétisation et le crime, rassemblement des volontaires de l'alphabétisation, motivation est la clé, alphabétisation et l'immigrant, l'alphabétisation et l'institution, etc.

dimanche - discussion et approbation générales des délégués d'établir un mouvement indépendant pour s'adresser à la question de l'alphabétisation au Canada. Cette organisation serait reconnue sous le nom de "Movement for Canadian Literacy/Rassemblement canadien pour l'alphabétisation".

Mentionnons que, malgré toutes les difficultés et tensions existantes, le niveau d'engagement au problème d'alphabétisation fut très haut.

Pour de plus amples renseignements ou copies du rapport de la conférence, s'adresser à:

Rassemblement canadien pour l'alphabétisation  
a/s 692, avenue Coxwell  
Toronto, Ontario M4C 3B6

### ÉDUCATION DU GENRE "DROP-IN"

Le Centre de documentation pour les études du Collège communautaire régional de Saskatoon adopte un programme d'éducation individualisé.

De fait, ce n'est pas exactement une école. Le professeur Roy Bourk explique qu'il s'agit d'un programme totalement informel où les gens peuvent demander de l'aide, quelque soit leur domaine d'étude. De dire Bourk: "Ceci est un nouveau concept en éducation des adultes, l'approche 'drop-in'. C'est le premier dans ce domaine."

Trente et un étudiants profitent à tous les niveaux de textes, de machines et de

conversations offerts au Centre de documentation pour les études, situé à l'angle des rues First et 23rd.

Lors de l'inscription au Centre, le professeur Bourk et l'étudiant conçoivent un programme qui répond aux besoins et aux intérêts exprimés. "Chaque personne a un programme unique."

Les raisons pour lesquelles les étudiants visitent le Centre sont variées. Certains ont besoin d'aide pour leurs cours par correspondance; certains veulent apprendre à lire et beaucoup ne viennent que pour perfectionner leurs compétences mais sans but précis.

Nombreux sont les étudiants de Bourk qui viennent parce qu'ils veulent un diplôme d'études secondaires et se préparent à subir les tests de formation pédagogique générale (General Educational Development - GED).

Le Centre sert la population qui ne peut s'adapter à d'autres programmes d'études. Certaines personnes consultent le Centre afin d'obtenir des renseignements au sujet d'alphabétisation. Des bénévoles sont disponibles pour répondre à ces questions. Ces bénévoles offrent une formation de base. Le programme en alphabétisation n'est pas associé au Centre de documentation pour les études mais Bourk explique qu'il est utile. Le but est de trouver une solution aux problèmes existants en ce qui concerne l'analphabétisme - un problème que les institutions canadiennes ne commencent qu'à signaler. Il y a environ douze bénévoles qui travaillent avec des gens ou qui vont commencer sous peu. Cinq de ces douze travaillent avec des étudiants du Centre de documentation pour les études.

### LE "TÉLÉGRAPHE MOCASSIN"

Un feuillet de nouvelles sauvegarde l'unité des communautés du nord de la Saskatchewan.

Un atelier tenu au Collège Algonquin portait un titre impressionnant - la formation de base des adultes dans les années 70.

Organisé par le Projet canadien pour la formation de base des adultes et le Secrétariat des conférences du Collège, l'atelier a permis à Simon Paul de décrire le "télégraphe mocassin" dans le nord de la Saskatchewan.

Paul rédige un feuillet de nouvelles intitulé NATATOWIN - un mot Crée qui dit: "écoutez-moi". Ce feuillet est distribué dans une petite partie de la province et il est mis en page par Paul et deux autres personnes dans un petit village, Beauval, population 650, situé à 170 milles au nord-ouest de Prince Albert. Pour les quelques 3,700 indiens et métis de la région, c'est le seul journal à leur disposition.

Le manque de communication est un problème sérieux. Comment choisir si l'on ne connaît pas les options. Il faut de l'information pour faire des choix.

NATOTAWIN, imprimé en anglais avec quelques sections en Créé et Dene est valable comme instrument d'information parce qu'il a gagné la confiance des indiens et les métis de la région. Plusieurs personnes ne peuvent pas lire l'anglais et ils se fient à des amis pour leur lire les nouvelles. Alors, le "télégraphe mocassin" existe.

Le journal contient un peu de tout, légendes indiennes, comment installer les tuyaux d'eau, etc. Tout ce qui peut unir les neuf communautés est inclus.

La confiance des indiens fut difficile à gagner car le feuilleton est commandité par les gouvernements provincial et fédéral. Puisque le Département du Nord de la Saskatchewan s'occupe de tout ce qui se passe, il a fallu plusieurs numéros du journal pour convaincre les gens que le journal avait un peu d'indépendance.

Le journal est produit au Centre de communication régional de Beauval sous la direction du Collège Frontière. Le Centre a un comité consultatif composé de 13 membres, tous des autochtones sauf les deux représentants gouvernementaux.

En refusant de signer un contrat avec les départements gouvernementaux avant d'avoir reçu un "oui" du comité consultatif, le Collège a coopéré au développement de l'indépendance du Centre.

Inévitablement, les opinions du journal sont souvent des critiques des politiques du gouvernement.

Le président du Collège Frontière, Jack Pearpoint, croit que le Collège se retirera du projet sous peu; ce qui importe, c'est que les gens parlent ouvertement maintenant.

Pour Paul Simon, un jeune indien de 30 ans, c'est l'occasion de produire et distribuer la culture indienne. Il s'oppose au développement de l'uranium de la région. En octobre il écrit: "Si nous n'enseignons pas nos coutumes aux blancs, ils vont nous tuer!!"

À L'AVENIR, NOUS AIMERIONS DES ARTICLES FRANÇAIS.
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## STOP PRESS ITEMS!

### NALA NEWS:

The Literacy Challenge is the title of the fifth Biennial NALA Conference in Green Lake, Wisconsin from June 23-28, 1978.

The Hamilton and District Literacy Council of Ontario tied for first place in a newsletter contest sponsored by the staff of Literacy Advance (NALA Newspaper).

Several new literacy councils have been formed: Kingsclear Literacy Council, Fredericton, N.S. Tantramar Literacy Council, Sackville, N.B. Pugwash District Literacy Council, N.S. Prince Edward Island.

The Hamilton Council is gearing up for tutor-training workshops in several Ontario communities.

THE CBC's FIFTH ESTATE PROGRAM "Can't you read?", has done more than any other event to date, to focus attention on the problem of adult illiteracy in Canada.

The Friday before the showing the Toronto office was asked to provide six 'phone numbers for major centres (St. John's, Halifax, Toronto, Winnipeg, Regina and Vancouver).

The feedback is that many smaller centres were swamped with requests and calls came to Toronto from as far away as Chetwynd, B.C. Requests are still coming in to Toronto. Other major centres were swamped.

The need is there. We need to concentrate on developing viable delivery systems in order to responsibly meet the demand.

Some of you may be contacted to help out locally with any requests received in Toronto from far afield.



### LOGO

It has been decided to adopt the British Logo for easy identification and to prevent a proliferation of confusing symbols. Many unaffiliated projects already use the symbol. It is not copyrighted.