

LITERACY

ALPHABETISATION



The Movement for
Canadian Literacy

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Rassemblement
canadien pour
l'alphabétisation

Vol. 4
No. 1
Winter, 1979

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NALA

PUBLICATIONS AND REVIEWS

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

The views and opinions expressed in this publication do not necessarily conform to the views of the majority of the members of The Movement for Canadian Literacy or the Editor. They have been published to share experience or to stimulate interest in the field of basic education and literacy in Canada, consistent with the objectives of The Movement.

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

MESSAGE FROM THE PRESIDENT - CHARLES CRAIG

Another issue of Literacy; an organization that is continuing to grow; membership renewals, and formation of local groups - all these are obvious signs that your organization is filling a useful role. The comments we are receiving are generally favourable, especially in regard to Literacy. However, we are, to a large degree, preaching to the converted. We need to expand our base as an organization. The only way that this will be accomplished is to continue to increase public awareness of the degree of illiteracy (in all its forms).

Over the past few months, the media have carried a number of reports which may help the public bring the problem into sharper focus. Here, in Ontario, the Educational T.V. Network carried a program designed to reach adults who have difficulty in reading as well as school students. While there were some problems with distribution of material and other minor difficulties, the project was generally well received. The project will be continued and expanded. Such efforts, I feel, deserve the whole-hearted support of all members.

Some "housekeeping" details have been dealt with recently. We have a new address and telephone number. We have, as well, settled our longstanding (and much disputed) account with Bell Telephone. Thanks to the generous donations of many members, the thousand dollars required did not have to come out of general revenue.

The Directory of programs that Ethel Anderson and others have been working on, has been completed and will soon be published, thanks to the generosity of the Metro Toronto Public Library Board. The Literacy Kit that Audrey Thomas was compiling has also been completed and, funding permitted, will also be published soon.

The past few months have thus been productive, but, as always, much remains to be done. I sincerely hope that we will all have a busy, constructive 1979 - a year in which I trust we will all continue to do our best to improve the state of Canadian basic literacy in the face of continued cutbacks in the name of financial restraint.

MOVEMENT FOR CANADIAN LITERACY - PRIORITIES AND FUNDING

By David Pell

It is a very difficult task for non-governmental organizations like the M.C.L. to retain a solvent financial base. Viable government support is difficult to secure and private organizations are often interested only in the high profile, short-term project. In order to combat this situation, the M.C.L. Board is attempting to focus its efforts on areas which are of the highest interest to its members and to develop a financial plan to support such a program.

The enclosed letter in the last edition of LITERACY asked members to assist us with this effort. Although we received only a few responses, the information is valuable and very clear themes can be identified. These have been summarized as follows:

1. Our primary objectives include:
 - a. to be a voice or advocate for the literacy movement in Canada in an attempt to change or develop government policy which will assist the illiterate population;
 - b. to be a leader in public education on the literacy problem especially by emphasizing the Canadian context and relating it to poverty and economic domination.
2. Suggestions for achieving these objectives:
 - a. We should be sponsoring workshops and seminars on literacy and "piggy-back" other related events whenever possible.
 - b. We should be developing a national resource centre and be using regional adult learning centres as local contacts.
 - c. We should be actively encouraging the public media to analyze the literacy problem and to promote the attempts being made to resolve it.
3. Suggestions on financing:

No one was able to identify any magical formulae which would give us the money we need. However several interesting suggestions have been offered:

 - a. * rely more on membership contributions;
 - b. * develop and sell research and training material;
 - c. seek financial assistance from the publishing industry, and
 - d. seek financial assistance from governments, private corporations and labour groups for specific projects.

* These two points were shared by most respondents.

This information will assist the MCL Board with its task of responding to your specific interests and the need to raise money. However, because so few people responded it is felt that there are many more ideas which could be added to the above lists. The "Movement" exists only as long as its membership participates. If you have any additional suggestions, please send them to the Movement's new address, care of my attention.

THE MOVEMENT FOR CANADIAN LITERACY NEEDS YOUR SUPPORT!

**A reminder to renew your membership if you joined before June 30, 1978,
*Renew NOW.***

**Individual Membership is \$10.00
RENEW NOW FOR 1979**

Encourage your colleagues and/or institution to join!

Note: Individual members receive one copy each of LITERACY. Groups paying \$20.00 to \$50.00 receive 5 copies of each issue of LITERACY. All groups paying over \$100.00 receive 10 copies of each issue of LITERACY. For membership rate schedule for the various groups write to the new address. Membership pamphlets are available.

Make cheques payable to : The Movement for Canadian Literacy/Rassemblement
canadien pour l'alphabétisation

MAIL TO OUR NEW ADDRESS: Box 533, Postal Station P
Toronto, Ontario
M5S 2T1

New phone number is: (416) 533-1258

WANTED! Articles, News, Reports, Curriculum Materials, Lesson Plans, Book Reviews
Letters, Comments, Notices of Upcoming Events and whatever else YOU
would like to see in this publication...

REMEMBER! This publication is only as good and as interesting as you make it.
NEXT DEADLINE: APRIL 30, 1979

Mail material for Literacy/Alphabétisation to:
Audrey M. Thomas
Sub P.O. #26, Golden Mile Plaza
REGINA, SASKATCHEWAN, S4S 3R0

SUMMARY HIGHLIGHTS OF THE SURVEY OF COMMUNITY-BASED
LITERACY GROUPS UNDERTAKEN BY THE MOVEMENT FOR CANADIAN
LITERACY IN THE SUMMER OF 1978

by Audrey M. Thomas

A questionnaire was mailed in the summer of 1978 to over 50 community- based literacy programs. These programs were either operated exclusively by volunteers, or used volunteers as an adjunct to professionals. There were 23 respondents. Highlights of the results are as follows:

1. More than half of the groups started their activity since 1976. This phenomenon has been related to the increase in awareness of the problem of adult literacy over the last couple of years coupled with the willingness to do something about it.
2. Over 1000 volunteers are currently involved in the 23 groups, and are handling about 1000 students altogether. Collectively, since their beginning, the groups estimate they have served 2500 students.
3. Seventeen of the groups conducted one to one tutoring in the home. Others conducted small group instruction and tutoring in a community setting.
4. The main content area was communication skills with particular emphasis on reading and writing.
5. Most of the groups were non-profit, unincorporated groups, but a few were incorporated and had charitable status and were governed by a Board of Directors.
6. All groups had a wide variety of relationships with social agencies, churches, service clubs, libraries, the press and local media. In some groups, a sponsoring or supportive role is played by the local educational institution or Department of Education.
7. All groups operate either without funds or on a shoestring budget. The support of a local institution often means space allocation and provision of materials. Incorporated groups have done their own fund-raising and became tied in with the United Way. The funds are mainly needed for supplies, materials and postage, news- letters and publicity.
8. Radio, television and the grapevine network among students were considered to be the three most effective ways of reaching potential students. Social agencies were also fairly important.
Radio reached a broad segment of the population at home--housewives. the elderly and the unemployed. Television also reached those who had been out of school for a long time. Social agencies tended to reach the young adults. In the case of print outreach, literate friends and relatives provided the interface with potential students.
9. Print was considered the most successful means of attracting volunteers, followed by radio and the grapevine.

Print attracted a thoughtful type of volunteer who had considered and weighed some of the implications in the job at hand, compared to radio and television which produced more impulsive volunteer reactions. The grapevine was considered a reliable source as it led to peer groups of similar interests and qualities.

10. Fifteen groups had some kind of screening and selection process for volunteers, but only five of the groups conducted any kind of face-to-face interview. These were the older, well established programs.
11. Qualifications and characteristics needed to be a volunteer tutor include-- no special educational level, but a good grounding in the basic communication skills; a willingness to be trained, and a willingness to devote 2 to 3 hours a week for a year to the task.

Age does not matter, provided the tutor is usually over 18 years of age. Tutors of both sexes are used. Altogether the majority are women) One group uses physically handicapped males to advantage and some groups said they needed more men as tutors for some students. Occupation is not a factor either. Some groups view prior teaching experience as helpful, others see it as a hindrance to training in new methods.

Uppermost among the personal qualities are patience and empathy. Kindness, flexibility, discretion, compassion and dependability were also often mentioned.

12. All groups were involved in some kind of training. A basic workshop was important in all cases. Older groups or groups associated with community settings did some orientation sessions prior to the training and also did some in-service work as requested or needed.
13. Most groups had some kind of support network for their tutors through telephone, newsletters and mailing, as well as through general meetings and social events.
14. The area of student follow up was generally weak. Many groups did not answer this section. Those that did, had only rather vague impressions of what happened to the students when they left the program.

Generally, however, records are kept of student progress during the period of instruction. One long established program was able to say that 80 percent of the students met their objectives and many students stayed for 4 - 5 years.

15. In most cases, there was a dominant reliance on the materials produced by New Readers Press--the publishing arm of Laubach Literacy International (LLI), although non-NALA (National Affiliation for Literacy Advance--the domestic arm of LLI) groups used both Laubach materials and a wide variety of other commercially produced material.

The purchase of materials in many cases is underwritten by a sponsoring

organization, but completely voluntary councils in Ontario have to charge the tutors for their books.

16. Areas of concern were related to: a) lack of funds; b) difficulties in reaching students (where there is an oversupply of eager tutors); c) inability to handle special groups such as the severely disabled and retarded; and d) lack of Canadian adult content in supplementary reading material.
17. Recommendations to new groups starting out emphasized: a) the importance of keeping the student uppermost; b) the need for good training and standards for both tutors and students; c) the need for supporting the tutors; and d) the importance of providing a caring environment.

Starting small, doing a good job and fostering natural rather than forced growth were strongly recommended. There were also admonitions. "Do not give up." "It's not always easy." "If one thing doesn't work, try something else." "Don't wait for money. If you have a few skills, paper and pencil you can start to teach someone to read and write!"

Note: A fuller report of the findings is given in Section 4 of the Literacy Resource Kit which will be made available through the Movement Office later this spring.

Writing Skill

- can write simple sentences on own
- uses a capital on names, the word I and at the beginning of sentences
- uses the period and question mark correctly
- can answer questions in written form if part of the sentence is in the reading material

Independence Skills

- can put words into alphabetical order according to initial letters
- can use an alphabetical list of words to find the spelling of words
- can complete forms requiring name, address, telephone number and age
- can read emergency signs such as Danger, Do Not Enter and Exit
- can read subway map (where applicable) and simple map of the downtown section of the city
- can read menus

LEVEL TWO:

Vocabulary

- sight vocabulary of 200-350 words including words needed by adults to find their way around the city
- oral vocabulary expanding through discussions of news items, films, television programs,

Word Analysis Skills

- substitution of initial and final consonants and consonant blends (including three-letter blends)

- long vowels as result of final 'e'

e.g. -ate -ike -ode -use
 late like rode fuse

- long vowels in open syllables

e.g. pa/per me/ter bi/son mo/tor mu/sic

- vowel digraphs

 ee, ai, oa, ea, ow

- vowel diphthongs

 oo (book), oy, oi, ow (now), ou (out), ew (few)

Structural Analysis Skills

- recognize word endings -verbs: addition of s to words ending in consonant y

 e.g. try tries

- nouns: addition of s to words ending in consonant y

 e.g. puppy puppies

- compound words

- recognizes and identifies words following v/cv pattern

e.g. ba/by le/gal mi/ser so/ber pu/pil

- prefixes: un-, dis-, re-

Writing Skills

- can write simple sentences
- can write short 3 or 4 sentence paragraphs
- can write a short friendly letter
- can use commas correctly in dates and addresses

Independence Skills

- can use dictionary (easy edition) to find words for correct spelling
- can use the telephone directory
- can find television programming information using a television guide
- can read a simple street map and the subway map
- can complete a form requiring name, address, telephone number, sex, age, birthdate and social insurance number
- can read food ads in the newspaper
- can read a simple menu and identify favorite foods on a detailed menu
- can read simple directions such as "Shake well before taking", or "Take one after every meal".
- can set up a friendly letter

LEVEL THREE

Vocabulary

- sight vocabulary of 350 to 500 words
- oral vocabulary continuing to develop

Word Analysis Skills

- vowel rules:
 - short vowel in closed syllables
 - long vowel in open syllables
 - long vowels with final 'e'
 - long vowel with vowel digraphs
- rules for initial consonants 'c' and 'g'
- rules of syllabication including:

v/cle e.g. a/ble, i/dle, fee/ble, no/ble
vc/cv e.g. ap/ple, mid/dle, peb/ble, bot/tle, pud/dle

- words with silent letters
kn wr gn mb bt

Structural Analysis Skills

- recognizes and identifies syllables in two syllable words
- prefixes: un-, dis-, re-, im-, in-
- suffixes: -ful, -able, -ness, -ment

Writing Skills

- can write simple paragraphs
- knows how to indent a paragraph
- can write a friendly letter

- punctuation: period, question mark, comma in lists, dates and addresses, and apostrophe in contractions
- capitalizes first word in a sentence, the word I, names of people and places

Independence Skills

- can alphabetize words
- can use a dictionary to find meaning
- can use a simple thesaurus
- can read ads in newspapers
- can read and follow simple directions
- can read most menus

LEVELS FOUR TO SIX

1. *The emphasis changes from learning to read (decoding) to reading to learn.*
2. *Students become more independent in the learning environment.*
3. *Emphasis is on content.*

LEVEL FOUR

Vocabulary

- expands oral vocabulary through the use of news articles, content subjects, etc.
- recognizes known words in
 - a. compound words
 - b. root words
 - c. suffixes and prefixes
 - d. plurals
 - e. hyphenated words
 - f. contractions
 - g. abbreviations
- uses context to find meaning
- uses dictionary to find meaning
- can supply synonyms for words

Word Analysis Skills

review skills from Levels 1-3

Structural Analysis Skills

- knows rules for dividing words into syllables
- uses accent clues
 - a. the first syllable is usually accented unless it is a prefix
 - b. prefixes, suffixes and endings are usually not accented
- knows suffixes: -ness, -ment, -ish, -ance, -ence, -wise
- knows prefixes: dis-, in-, mis-, anti-, non-, com-, con-,

pre-, super-, tri-, sub-, port-, trans-, pro-, ex-, en-

Reference Material - Dictionary Skills

- uses guide words
- uses pronunciation key at bottom of page
- uses accent marks
- selects correct meaning
- knows purpose of a glossary

Comprehension Skills

- finds details
- sees sequence of events
- finds the main idea (picks out the topic sentence)
- interprets story ideas
- student should be able to understand in written form what he can understand from an oral presentation

Writing Skills

- can write a friendly letter
- can write a simple business letter
- can write a 4 to 5 sentence paragraph containing a topic sentence and 3 or 4 supporting sentences
- can answer interpretive questions on reading selections

Independence Skills

- can use dictionary as a guide for pronunciation, meaning and spelling
- can write a simple business letter
- can use a table of contents
- can use an index
- can complete a form requiring name, address, age, birthdate, birthplace, social insurance number, marital status, sex and a business and home phone number
- can read maps and graphs

LEVEL FIVE

Vocabulary

- continues to expand vocabulary through reading in the content field
- expands vocabulary through formal lessons on vocabulary
- knows abstract meaning of words
- understands colloquial speech
- understands figurative and colorful expressions
- can select correct meaning of a word with several meanings
- knows homonyms
- can supply antonyms for words

Word Analysis Skills

- review of previously learned skills

Structural Analysis Skills

- recognizes plural forms of nouns
- knows irregular plurals (deer, oxen)
- recognizes comparative and superlative adjective forms
- recognizes verbs with s, d, and -ing endings
- understands importance of accent and its role in pronunciation and meaning of words (pre sent, pre sent)
- knows most commonly used suffixes and prefixes

Reference Material

- uses encyclopedia to find information
- uses atlases

Comprehension Skills

- begins to adjust reading rate to material (level of difficulty, purpose for reading and familiarity with subject)
- finds the main idea in a paragraph
- can recall details
- can follow sequence of events and suggest outcome
- draws conclusions
- sees cause and effect relationships
- distinguishes between fact and opinion
- identifies author's purpose

Writing Skills

- writes paragraphs which require some research
- writes business letters
- makes own study notes in content field
- writes creatively
- uses exclamatory sentences
- uses hyphen to separate words at the end of a line

Independence Skills

- reads and interprets a variety of maps and charts
- can read some of the local newspapers (e.g. sports section, family section, headlines)
- uses the library
- can read for pleasure
- can read some magazines
- can read to learn how to do something
- can write friendly and business letters
- can find the correct spelling for most words
- can read most signs

- can read directions

LEVEL SIX

Vocabulary

- uses context clues
- uses glossary and dictionary
- uses knowledge of prefixes and suffixes to determine meaning
- knows antonyms, synonyms and homonyms
- interprets colloquial and figurative expressions

Structural Analysis Skills

- recognizes possessive noun forms

Reference Material Skills

- can use dictionary
- can use glossary
- can use encyclopedia
- can use other indexed reference books

Comprehension

- reads to locate information
- reads to verify information
- skims to locate facts and details
- reads at different rates depending on the material
- can make an outline of material just read
- can summarize material read
- combines material from different sources
- evaluates material as to content
 - fact or opinion
 - author's purpose
 - compares views expressed by others

Writing Skills

- writes outlines
- writes original stories
- can express views in writing
- can write reports

Independence Skills

- can read and comprehend most material published for the general public
- can write business letters
- can complete application forms requiring education and employment background
- can order from catalogues

LEVELS SEVEN AND EIGHT

At this level the emphasis changes from mastering reading skills to mastering specific areas in English.

LEVEL SEVEN

Vocabulary

- knows synonyms, antonyms, homonyms and homographs
- knows specialized vocabulary as it pertains to subject areas
- differentiates between words with the same root but different grammatical usage (slow, slowly)
- uses glossary, dictionary and thesaurus
- develops a curiosity about new words

Comprehension

- understands difference between prose and poetry
- can find the main idea
- can determine sequence of events
- can locate specific facts and recall details
- can draw conclusions
- can judge if material is fact or opinion
- can draw conclusions regarding author's motive

Reference Material Skills

- understands use of footnotes
- uses a variety of sources for information and selects suitable ones
- can use library card catalogues
- can read atlases and maps
- can read time-tables

English Grammar and Usage Skills

- knows parts of speech: noun, verb, adjective, adverb, articles, preposition and conjunction
- can analyse sentence for subject, predicate, adverb, adjective, object (direct and indirect), and adverbial and adjectival phrases
- has agreement between subjects and verbs
- uses correct verb tenses
- uses adverb form where needed
- uses comparative and superlative adjectives correctly

Writing Skills

- can write three types of letters: friendly, business and letter of application

- can write reports
- can write creative paragraphs
- knows format of a paragraph
- topic sentence; supporting sentences;
concluding sentence

LEVEL EIGHT

Vocabulary

- develops vocabulary in subject areas
- increases vocabulary through reading and listening
- increases vocabulary in formal lessons

Comprehension

- has the same skills as the student at level Seven
- can evaluate material (critical reading)
- knows propaganda techniques and can identify them: bandwagon, card stacking, testimonials, etc.
- can identify the main character(s), the theme, the setting and the plot
- can find examples of simile, metaphor, personification, alliteration, onomatopoeia, and hyperbole in writing

Reference Material Skills

- same skills as previous levels

English Grammar and Usage

- knows parts of speech (noun, verb, adjective, adverb, article, preposition, conjunction, and interjection) and their use in a sentence
- recognizes phrases and clauses
- can identify and write simple, compound and complex sentences
- uses verbs correctly (tense, agreement and meaning)
- uses correct form of the pronoun

Writing Skills

- can write a précis
- can write short descriptive, narrative or expository paragraphs
- knows terms, structure and punctuation of friendly and business letters
- can write a resume
- can write compositions requiring three or more paragraphs

NEWS FROM ... BRITISH COLUMBIA

The British Columbia Ministry of Education has released the Report of the Committee on Adult Basic Education as a discussion paper. Included in the report are forty-six recommendations which are reproduced below. Some of these have already been implemented but the majority remain as recommendations at this stage. For the explanatory narrative and rationale, interested readers may obtain copies of the full discussion paper from: Dr. R. Faris, Executive Director, Continuing Education, Ministry of Education Science and Technology, Parliament Buildings, Victoria, B.C. Reactions and comments on the report are welcome.

Movement Activities in British Columbia - a regular feature - ??? - by Yesra

The movement has been quiet in B.C. while we ABE'ers were busy responding to government requests for program and project proposals.

The B.C. membership is weak. Thus, the task at hand is a membership drive. Invitations to membership are being sent out (by volunteer labour) to college principals, library boards, conference participants, volunteer bureaus, college and school board personnel and to unsuspecting friends. I urge existing members to assist in this membership drive by requesting membership application forms from Toronto and then, by whatever means at your disposal - selling them to your students, volunteers, colleagues, libraries, institutions and - of course - to your unsuspecting friends.

The only other activity that I can report is the existence of this column. I've never written a column before - so I'm not sure where it will take us - time will tell.

RECOMMENDATIONS From the Report of the Committee on Adult Basic Education

Closing the Gap

1. That Adult Basic Education be regarded as an integrated system which can aid in the amelioration of provincial problems in such areas as unemployment and social welfare
2. That the definition and scope of Adult Basic Education be kept under review by the Ministry of Education so that changes in society are reflected in changed directions and emphasis for Adult Basic Education.
3. That the role of the Ministry of Education and other ministries with respect to Adult Basic Education be defined and reviewed periodically.
4. That the role of the institutional providers of Adult Basic Education be defined in

relation to the Ministry of Education, in relation to each other, and in relation to other program activities of the institution.

5. That funding philosophies and processes be developed which will facilitate the planning and implementation of a wider range of programs and other learning activities in Adult Basic Education.
6. That Adult Basic Education curriculum development, revision, and dissemination be conducted in a systematic way that is responsive to the needs of students and instructors.
7. That instructional and support staff in Adult Basic Education be provided with training that will enable them to conduct their tasks effectively and efficiently.
8. That Adult Basic Education be strengthened as a means of raising the school achievement of youth.

Scope

9. That within the spectrum of Adult Basic Education, Grades 1 to 8 equivalency be the area of greatest priority for at least the next five years.
10. That functional skills related to employment and everyday living should form an integral part of any Adult Basic Education program.
11. That a high priority be placed on expanding Adult Basic Education programs to serve a greater number of persons from ethnic minorities.
12. That Adult Basic Education services be expanded for those with special handicaps and problems such as physical or emotional handicaps or learning disabilities.

Role of Ministry of Education.

13. That the Ministry of Education assume a role of leadership and coordination in Adult Basic Education with respect to such matters as communication, materials development and distribution, data collection, in-service training, program evaluation, and funding procedures.
14. That the Ministry of Education stimulate pre-service training and applied research in Adult Basic Education that would be carried out by such institutions as universities and the Educational Research Institute of British Columbia.
15. That a provincial Coordinator of Adult Basic Education be included in the staff complement of the Post-secondary Education Department.
16. That the Co-ordinator should devote considerable time working with officials of other provincial ministries in clarifying roles, communicating, developing

cooperative, strategies, and promoting overall coordination.

17. That the various programs leading to secondary school completion or its equivalent be clearly defined, articulated, and publicized by the Ministry of Education, and that the responsibility for offering each program be clearly defined by institution.

Institutions

18. That Adult Basic Education be responsible to a single council under the Colleges and provincial Institutes Act.
19. That all of the Adult Basic Education programs within an institution be under the management of a single Dean or Director.
20. That the person directly responsible for Adult Basic Education within an institution be freed from classroom duties sufficiently to carry out the required administrative duties.
21. That institutions clarify and publicize the goals and objectives of each Adult Basic Education program within their jurisdiction so that student recruitment, placement and credit transfer as well as curriculum matters may be rationalized.
22. That communication and coordination be encouraged among all staff members engaged in Adult Basic Education programs within an institution and in neighbouring institutions.
23. That institutions conduct research and development projects within their communities to determine needed programs and to identify special client groups, and to evaluate program effectiveness in terms of subsequent student success.
24. That institutions attempt to plan their Adult Basic Education program offerings on a minimum two-year schedule.
25. That institutions seek to provide adequate classroom and laboratory space to accommodate their Adult Basic Education program offerings on an equivalent status to other programs.

Funding

26. That free tuition up to and including the Grade 12 equivalency level be made available to every resident of British Columbia.
27. That Adult Basic Education be treated as a discrete budget category in the annual

operating budgets of colleges.

28. That college budgets include an ongoing budget for Adult Basic Education, which could be supplemented by "R.A.C." (Request for Additional Course) funds where appropriate and by other project funds where the R.A.C. system is inappropriate.

Curriculum

29. That a standard Adult Basic Education curriculum guide be developed for the province, with provision for local adaptations or additions.
30. That the Grades 1 to 8 equivalency level be assigned the highest priority for curriculum development.
31. That a central curriculum development and resource service be established for Adult Basic Education.
32. That such a service include consultation with instructors and administrators in the field to identify, acquire, review, catalogue, produce, and disseminate Adult Basic Education curriculum materials.
33. That a small number of colleges be designated as regional centers for the housing and distribution of curriculum materials.
34. That the cost-effectiveness of alternative delivery systems for Adult Basic Education be investigated.
35. That curriculum materials be developed in such a way that a variety of media and delivery systems can be used for different students in different locations.
36. That reliable and valid techniques be developed for the evaluation of Adult Basic Education students and programs.
37. That the Ministry of Education collaborate with Canada Manpower to provide greater flexibility with respect to the length of Adult Basic Education programs in which Manpower participates.

Staff

38. That Adult Basic Education be offered as an area of concentration in teacher education programs, and that universities also provide diploma or graduate level programs in Adult Basic Education.
39. That, where instructors must be hired on short-term or temporary contracts, they be given sufficient lead-time to become oriented to the institution and the Adult Basic Education curriculum.

40. That, immediately upon hiring new Adult Basic Education instructors, institutions provide them with a thorough orientation to the institution, with special attention to the several Adult Basic Education programs and the support services available.
41. That more time be provided to Adult Basic Education instructors for curriculum development and revision of materials to meet local needs.
42. That in-service training programs, preferably on a regional or distance education basis, be developed and implemented on such topics as:

assessment of learning disabilities	program development
evaluation of learning	training of volunteers and assistants
life skills	remedial mathematics
remedial reading	use of VAST and other materials
consumer awareness	
43. That institutions offering Adult Basic Education programs consider the development of procedures for identifying, training, and using volunteers, and that the use of volunteers be carefully monitored and evaluated.
44. That techniques for the identification and assessment of adult learning disabilities be developed for classroom use so that those with problems can be referred to appropriate professional services.
45. That the provision of career and personal counselling for Adult Basic Education students be augmented.
46. That the appropriate ministry assist institutions in the provision of child care services for Adult Basic Education students.

Note:

Nora Minogue, the B.C. representative to The Movement invites B.C. members to send their reactions to the recommendations and any other comments on issues and concerns in ABE to her as soon as possible. She has volunteered to put them into a reaction paper which will be sent to the Ministry.

Her address is: 654, 7th Street East
 North Vancouver, B.C.
 V7L 1S4

Three ABE training workshops were held at Northwest College (Terrace), Cariboo College (Kamloops) and Douglas College (Coquitlam) in February under the auspices of U.B.C.'s Centre for Continuing Education. Instructors from a variety of colleges and campuses attended the interior workshops. At the basic literacy level the needs are as elsewhere
 -knowledge of what is going on, techniques and availability of materials.

ALBERTA

Alberta Up-date

Submitted By: Owen G. Snider, Alberta Vocational Centre - Calgary

The Movement for Alberta Literacy was spawned on December 8, 1978 as a result of a meeting of people in the field of ABE in Alberta. The meeting was held at Alberta Vocational Centre, Calgary and involved 19 delegates from many institutions and programs in Alberta. This provincial organization is to be part of the national M. C. L. with a mandate from the founding members to work toward realization of the stated objectives of the M. C. L. An executive committee was formed to research and propose a plan of action to the provincial organization by June 1, 1979. The elected executive committee is as follows:

President - Owen Snider - Calgary - 261-3930

Vice-President - John Minnis - Edmonton - 452-9990

Vice-President - Pat Plimbley - Lethbridge - 327-2141

Member-at-large - David Saunders - Fairview - 835-2213

Member-at-large - Donna Storvic - Red Deer - 346-8033

For further information about the new organization and to get on the mailing list, contact one of the above members.

Edmonton Public Library is hosting a one-day workshop on April 4, 1979 titled "Adult Literacy: The Problem and Some Solutions". The day will begin with a showing of a video-tape of the CBC 5th Estate program on literacy. A brief up-date on events since January, 1978 when the show was first aired will be followed by an open discussion of the literacy problem and implications for society in general and adult educators in particular. Next there will be three presentations on current programs aimed at alleviating the literacy problem. Owen Snider will discuss the Adult Learning Centre, a community drop-in program for ABE students; Marianne Pearson will discuss the Learner Centre, an LVA-based method using volunteers to teach adults to read and write; Michele Welsh will describe an ACCESS audio-visual project on literacy programming.

Registration is \$15.00 for non-members of the Library Association of Alberta and \$10.00 for members. Contact persons are:

Mary Norton, Woodcraft Public Library
13420 114 Avenue
Edmonton, Alberta

or Laurette Miller, Dickinsfield Library
#25 Dickinsfield Mall, 144 Ave., & 92 St.
Edmonton, Alberta ((403) 478-2811)

An ABE/BJRT conference to be hosted by Red Deer College, April 20 and 21, 1979 is in the planning stages. There will be a panel discussion involving people in the ABE/BJRT field centering around the objectives of various programs and the similarities and

differences of these programs. A publishers' display of ABE material will be coordinated with a delegates' display of favourite materials calculated to promote discussion of programs among the delegates. A series of workshops from which delegates will be able to choose two to attend are planned for the second day.

These will be followed by a plenary session to allow feedback on the conference and to discuss the future of the Movement for Alberta Literacy.

Contact persons - Jean Goin
Red Deer College
346-8033

Owen Snider
Alberta Vocational Centre, Calgary
261-3930

Adult Learning Centre

As you may already know via previous articles in Literacy, Alberta Vocational Centre, Calgary has been offering an ABE program in a community in East Calgary. A 0 - 9 level reading, writing and math program has been operating in Forest Lawn Public Library since September, 1978. Calgary Public Library has been most cooperative in this venture which was initially funded as an Innovative Project through Learning Systems branch of Program Services Division, Alberta Advanced Education and Manpower.

The program has been fully enrolled from its inception and experienced a surge in attendance in January and February which necessitated introduction of a waiting list. Several students have "graduated" from the drop-in centre to other programs. Many drop in to the centre in less busy times for help on material not directly related to the courses offered and some community members have come in just because it is a quiet place to study and work on their own courses. Two members of the surrounding community come in during the evening to offer tutorial assistance to students thereby assisting the instructor as well.

Interviews with students have yielded information concerning several features of the program that are attractive to adult learners. The informal, open and friendly atmosphere helps them to relax and to realize the other adults have reading, writing and math problems too. The flexible attendance hours and easily accessible community location allow the adult learner to fit "classes" in with his established life style rather than the reverse. The individualized placement, learning activities, and rate of progress eliminate the fear of "keeping up" often encountered by the adult returning to school. The community branch library setting is conducive to research activities and recreational reading opportunities.

The adult Learning Centre is definitely meeting a need that exists in the adult community. It is hoped that this type of program will be offered in other communities as well.

Additional information on the program and its potential for ABE Outreach can be

obtained from Owen Snider, Coordinator of Upgrading - Continuing Education, Alberta Vocational Centre, 332 - 6 Avenue S.E., Calgary, Alberta, T2G 4S6, Telephone 261-3930. A workshop/seminar is also available for interested groups.

The Volunteer Tutor Group in Calgary begun in response to the CBC 5th Estate program on Literacy last winter has begun 1979 with renewed vigor. There are now about 30 tutors involved in the program which is based on the Laubach materials. Alison McNabb, 6427 - 20 Street S.W., 249-0240 is now assisting in the coordination of the program and we are looking forward to a great year in 1979.

Red Deer College

CHUCK'S ANGELS

Many students consider themselves hard done by concerning funding, classes, instructors, living conditions, etc. Being wrapped in one's own self pity makes for blindness towards other's misfortune or strife.

Enduring deaths, misery, pain and rejection can cause damage to the ego or the personality or both. Misfortune causes incomplete education which seriously cripples an individual's chances in the work force.

A school for the unfortunate victims of bad luck, to re-enter the school system would be an ideal project. Such a program has been taken on by Mr. C. Rainsforth and four sensitive, talented women. Nina Dary, Jean Goin, Rosemary Pitchell and Donna Storvik compose the team of instructors under the directions and supervision of Chuck Rainsforth.

The BJRT program (Basic Job Readiness Training) is a training program for persons with special needs which a combination of academic, communication and living skills training provide.

The day is scheduled with coffee breaks at 10:15 to 10:30 and 2:15 to 2:30. Lunch break is from 12:00 to 1 :00.

Math and English-both basic remedial courses are scheduled in the morning from 9:00 to 12:00 a.m. The courses are personalized to suit the individual's capacity. Reading and discussing books begins after the lunch hour.

Living Skills, a major part of the curriculum and "something we all need" according to Nina Dary, develops a better understanding of self and of the role one plays in the community.

It is a positive session set on building up and improving self-worth. Nutrition and hygiene are highlighted as extremely important concerning mental health and general outlook.

The BJRT program is situated just outside the College grounds in the original Banting farmhouse.

Owned by the college, the Banting house is a part of the College program, yet in many ways it is autonomous.

The house functions as an atmosphere for learning. The students are voluntary; it's their own decision to enroll. This makes an easier task for the teachers with the students wanting to learn.

Activities such as swimming and P.E. are incorporated into the program, serving as vehicles for social interaction with the other college students. Twenty students are taken on per year.

bricklayer Vol. 7, No. 2 Sept. 22, 1978

DONNA STORVIK also writes: -

"Our program is in operation continuously from September to April. People can enter and leave at any point in the eight months.

Our purpose is to serve as a training program for persons with special needs who are capable of benefiting from a combination of academic, communication and living skills training, such that they become prepared for direct entry in to employment or into further specific skills training courses.

The entrance requirement is an ability on the student's part to profit from the program and a willingness to do so.

Our course content is as follows:

1. Students will be afforded an opportunity to develop academic and realistic self-concepts.
2. Students will be offered work experience programs to facilitate their smooth return to the work force.
3. Individualized academic programs will be developed to meet the need in an on-going way for each student.
4. The program will establish an employer-employee relationship.
5. Students will receive personal and vocational counselling to assist them with preparing a realistic life plan.

One of the unique features of our program is that we operate with a team approach of

instructors. This means that although our core consists of Academics, Living Skills, and Work Experience, we all have a part in every area. We have found this very successful and continue to feel that four heads are better than one.

Another feature of our program is the extensive use we make of work placements for our students. These places are selected in consultation with the student. We are building up a repertoire of businesses, and we feel that by-keeping open all lines of communication, this can only get better. We have had instances where students are hired permanently ,by the business after their placement time. This of course, is rewarding.

There are students who prefer to further upgrade. Because of our close liaison with the College, we are easily able to facilitate such a move. The Red Deer College offers an Adult Upgrading Program. Our students will then fit in to this program either at the "50" or "75" level. These are approximate grade ten and eleven levels. Grade twelve, "130" completes the sequence.

Other students prefer a trade. We are trying to set up some of these transfers also. For example, we have a student interested in Welding at the present time. We are attempting to appropriately increase his Math and English skills so that when he writes the Grade 9 Equivalency Exam, which is the pre-requisite for Welding, he will score high enough to enter the trade. Secretarial training is also a possibility, as are numerous other trades.

A further unique aspect of our program, and one that we feel ranks as a high priority, is our Living Skills Module. This has been integrated very successfully and we feel that most of the personal growth by our students takes place because or due to these sessions. We handle a range of behavior, communication and self- esteem skills that all of our students need. In fact it's a real growing, caring atmosphere for staff and students alike."

SASKATCHEWAN

PARKLAND COMMUNITY COLLEGE - LITERACY PROJECT REPORT

by Margaret Falkiner

A literacy project committee consisting of John Oussoren, Principal, Neil Tamlin of the Department of Continuing Education, Larry Joseph of Parkland Regional Library and program coordinators of the College was set up in the early part of 1978 as a result of a concern throughout the Parkland Community College Area. It was felt that we were not serving the people with basic reading difficulties.

After much research and discussion we visited Regina Central Library and met with Mrs. Marianne Pearson. We met a tutor and a pupil and saw their lesson in progress. The satisfaction and delight the pupil displayed, the fulfillment of the tutor and the resource materials of this project convinced us to use the Literacy Volunteers of America approach. This is the first time in rural Saskatchewan that such a program has been set up and the committee applied for government funding. On confirmation of the grant, Verna Scott was hired as our Literacy Coordinator and an LVA workshop was held in October 1978. Twenty volunteer tutors and ten program managers were in attendance.

ONTARIO

AN UPDATE ON ACTIVITIES AT LONDON ADULT BASIC EDUCATION

by Terri Porter, Assistant Coordinator

Growth and outreach have been the most exciting aspect of ABE over the recent past. The following statistics show graphically what has been taking place, starting with our London program.

<u>LONDON</u>		<u>STUDENTS</u>	<u>TUTORS</u>
	Began Sept. 1969	2	1
	As of Jan. 1979	95	71

(Approximately 450 students have passed through the program since it began in 1969.)

INGERSOLL

	Began April 1977	1	1
	As of Jan. 1979	13	12

(28 students have passed through this program since it began.)

ST. THOMAS

	Began Oct. 1977	1	1
	As of Jan. 1979	13	13

STRATHROY

Began Oct. 1977	2	1
As of Jan. 1979	15	8

GODERICH

Began Oct. 1978	1	1
As of Jan. 1979	4	3

STRATFORD

Stratford Public Library has arranged a speaking engagement for our Co-ordinator, Mrs. Freda MacDonald, who will be addressing 3 groups in Stratford concerning our program this month (February, 1979). Tutor-training workshops are in the planning stage to take place there in March.

WOODSTOCK

A representative from the Woodstock Board of Education has been in contact with us seeking information as to how our program operates. The Board is considering sponsoring such a program in the Woodstock area in answer to requests for help with the illiteracy problem.

Another major development is our new association with the London Council for Adult Education. The LCAE has formed a Literacy Committee comprising representatives from Fanshawe College, King's College, London Public Library, Office of the Secretary of State, London Board of Education, Information London, Adult Basic Education, and chaired by Bob Stinson, head of the Western Ontario Centre, OISE. Under the sponsorship of this committee, LCAE, a Young Canada Works grant (and possibly others) is being applied for. We hope it will result in the production of adult reading material at a very basic level, both Canadian and local in content. We are excited about this project and hope it will work out successfully.

Still another encouraging step is the involvement of the London Public Library. They have purchased a good supply of adult basic reading material which has been marked with the international literacy logo and which will shortly be available to our students. This will be an ongoing project and will hopefully result in introducing new readers to the use of a library and the many services to be found therein. Our tutors will also benefit from a collection of resource material to be built up for their use.

Continued requests for help are coming in at an ever-increasing rate, both agency referrals and self-referrals. We scramble for tutors to balance out the one-to-one student-tutor relationship which we feel is the most important ingredient in the success of our program. Miraculously, it usually does balance out! This year, in addition to our regular 2 tutor-training workshops, we have introduced a 3rd "in service" training session. This provides additional techniques and information, and also presents an opportunity for group discussion of problems and successes. Attendance here has been surprisingly good considering it is on a voluntary basis. We are even in the process of germinating a 4th workshop which would incorporate many of the ideas garnered at the L.V.A. Workshop in

Toronto last August.

Those of us who are working directly with students may find the going very slow at times, perhaps to the extent of discouragement when we see little sign of progress in an individual student. We hope the following stories from our students' experiences will strike the spark again.

"BETTY" She is an attractive woman in her forties who came to us at a very basic level not only in her reading skills but in her belief in her own abilities. She thought that being able to read was a gift, that she wasn't quite good enough to deserve it, and that people who had it were better than she. As the weeks of tutoring went on, she began to realize, with some amazement, that reading was actually a skill that she could learn. And learn she did! As is the case in all learning, she would hit a plateau once in a while and become discouraged. But she was able, as time went on, to cope with that once she realized that, eventually, she would again begin to make progress. This fact of the plateaus fascinated her and she made every effort to encourage new students as they experienced theirs - "You can do it--just keep at it and you'll soon get going again!" It was a revelation to watch the increasing self-confidence not only in her own ability to learn but as it expressed itself in her desire to reach out and share her learning experiences with others. The happy ending to this story is that she is now taking a course in "Retail Sales" at one of our secondary schools, preparing herself for a career as a saleslady, the fulfillment of a dream she once thought impossible.

"EDDY" Success is relative, of course, and has different meanings for different students. "This is amazing--it is like the sun coming up!" This student was referring to his new and hard-won success at being able to join letters to make words, and then sentences! Not exactly world-shaking, you say? Perhaps not--except to "Eddy" who compared it to the "sun coming up". It was, in fact, the first step to a new future, as he did eventually go on from our program to further education.

"TOM" This student was described by his mother as being mildly retarded. With one-to-one tutoring he has progressed from a level 1 to a Gr. 7-8 level in reading and mathematics. Not long ago "Tom" took a phone call which required writing a detailed message for his mother. Can you imagine the thrill of both mother and son at this accomplishment? "Tom" is now holding a full-time job, still meets with his tutor 2 or 3 times a week, and is as "average" as you or I!

"RAY" How can we emphasize strongly enough the value of self-confidence. A case in point is "Ray", who came to us at 19, unemployed, with very low self-esteem. As his reading ability progressed, we heard that he had a job driving a truck. At this point, his tutor spent some lesson time stressing how to read road signs. As his self-confidence increased, his appearance improved remarkably. He had his hair styled, got new glasses, smart shirts--and a girlfriend! His family commented on the change--the sparkle in his eye--and how he adds to the family conversation. This fall, although still reading at a fairly basic level, he entered a community college to take a night course in welding. A

heightened self-confidence can do remarkable things.

Not all of our stories have happy endings. We are part of the human condition and experience frustration and failure at times. But the successes, small and large, and the intangible rewards they bring, outweigh every discouraging moment, and make it all worth the effort to student and tutor alike. It is an exciting time to be involved in the fight against illiteracy in this country. Perhaps some of you reading this would like to join the fight and help someone else read it too? (Contact your local ABE program, or Literacy Council--if there isn't one--how about starting one?)

NEWS FROM S.C.O.G.

Summary of the South-Central Ontario Group Meeting of the Movement for Canadian Literacy, January 18, 1979

Chairperson Les Takahashi opened the meeting with a call for participants for the Planning Committee, which meets to prepare the agenda and program for upcoming meetings.

Charles Craig asked that members return the mailed-out forms on the priorities of MCL by the end of January. He also asked for members' help to work with the committee on lobbying and public education to prepare a case for presentation to the Hon. Bette Stephenson, of the need to place new initiatives in adult basic education high on her Ministry's list of priorities.

Three representatives from the Ontario Educational Communications Authority (OECA), Linda Rainsberry, Dan Curtis, and Leslie Coates shared their experiences in presenting the recent broadcast of "That's My Name, Don't Wear It Out",. They made the point that people didn't seem how to use the print materials in conjunction with the program. Members were asked to relate their experiences with the materials so that future offerings could be improved. Members generally supported the approach and encouraged OECA to proceed with their plan to present a National Geographic program and a coordinated print material kit.

This next broadcast will be on May 1 and will be a program on creatures of the night. It is called "The World of Darkness".

Note: SCOG meetings are open to all members, as are the various committees.
'Phone (416) 533-1258 for further information.

ORILLIA & DISTRICT LITERACY COUNCIL

Formed May 1, 1978

Early in 1978, I saw an article in our local newspaper by Mr. Charles Craig, Craig Reading & Educational Services Inc., Orillia. The article mentioned that a representative from the Hamilton Literacy Council was planning to visit Orillia. I contacted Mr. Craig, left my telephone number and was duly informed when this meeting was to take place. It was anticipated that approximately 15 or more people might attend.

The meeting took place in February 1978. There were only 5 people in attendance, only two of whom were potential members or organizers of a future association. Miss McKinnon, our chief librarian was present and keenly interested to learn of the origins and work of the Hamilton council. Anne Hemsworth the President of the Hamilton Council was most enthusiastic, and anxious that we try to organize a council to serve Orillia and the surrounding district.

With the knowledge and expertise of Miss McKinnon, Mary Mick (now our student -tutor coordinator) and myself we decided to go ahead and arrange a meeting for May 1, 1978. We used as much publicity as possible.

We were pleased and rewarded by an attendance of 29 people. Our first training workshop had been pre-planned for May 13-14, 1978 when two tutor-trainers in the Laubach method came from Hamilton and ran a successful workshop for 24 people. In October, 1978 a further 15 tutors were recruited.

At present, we have 29 students being tutored on a one-to-one basis. Our members are very enthusiastic and find the work very rewarding.

At our last general meeting in January, 1979, Mr. Craig was our guest speaker and he provided insight into many aspects of literacy previously unknown to us.

Evelyn Deller
President

WORLD OF SCHOOLING JUST BY PASSED DANIEL

By the time Daniel Clark was 17, he had learned a lot about the world. But one of the things he'd never learned was how to read and write.

Daniel, born and raised in Canada and the United States, had never attended a formal school. The youngest in his family, his parents started travelling back and forth from his birthplace in Lindsay, Ontario and the southern states when he was 6 because of the demands of his father's job.

He received an education of sorts.

"I learned a lot when I was travelling in different ways from kids who come here. A lot of things you learn when travelling you can't explain. Things you don't learn in school."

Daniel, now 18, has spent the past year in Confederation College's basic literacy program. According to his instructor, Khalid Ali, he has made 'phenomenal' progress. He is now reading at a Grade 8 level.

Whereas previously his spare time has been spent "running around and doing nothing," he now devours books such as westerns by Zane Grey and adventure stories about Grizzly Adams.

And he writes poetry, which he gives to his classmates and teachers.

DIFFICULTIES

Not a bad accomplishment for someone who only a year ago could only write his name.

According to Ali, there is more illiteracy in Canada than most people suspect. If the national average of 7.1 per cent is applied to Thunder Bay, it can be estimated that there are about 8,500 people in the city over 15 with less than a Grade 5 education.

There are currently 13 persons in Ali's class ranging in age from 18 to 45. Sometimes previous educational achievements say little about a person's degree of literacy, as Ali states that it is not uncommon to run across a person with a grade 9 who cannot read. ...

"It takes a lot of guts for someone to get through eight years of education in one year," states Ali. Many people, especially when older, are ashamed of their handicap, and rather than going through the pain of learning, find crafty methods of hiding the fact.

"Let's say they have a job interview and they have a form to fill out. What they will do is tell the guy they left their glasses at home."

TAPE RECORD

One woman, when taking down telephone messages from her husband's employer, would carefully memorize the message and then speak it into a tape recorder.

Daniel would get his friends to read things for him.

"With street signs, I'd look at a sign and soon someone else would read it out loud and then I would know where I was."

Eventually his play failed him and he confessed his predicament to a friend in Thunder Bay. The turning-point came then, as his friend suggested he attend school. So Daniel applied through the Unemployment Insurance Commission and qualified for a program through them.

Describing his feelings a year ago, Daniel said, "It was kind of difficult. I couldn't go to the show or anything like that. I couldn't read the signs. I couldn't understand it. It was really hard."

Daniel says he had always wanted to learn to read but by the time his family settled in Pigeon River five years ago he had become too old for elementary school and high school was out of the question.

Because "we were living way back in the bush and nobody ever comes around," he escaped the notice of the education authorities.

MUCH FASTER

He was excited, not apprehensive about learning to read and describes his experience as "interesting".

"After I started the course, I was learning much faster than I thought I would."

His goal is to become a truck driver.

Through the Basic Literacy for Adult Development (BLADE) program, co-ordinated by Claire Kaukinen, learning is completely individualized. With the help of audiotapes, texts, study sheets, study cards and exercises, the instructor acts as a "guide, tutor, encourager. ... and judge."

Over the past two years, groups in Canada have been engaged in a Movement for Canadian Literacy. It is designed to make the populace aware that a problem exists and that help is available. Currently, Ali is attempting to form a literacy group in Thunder Bay.

by Nelle Oesterom

The Chronicle-Journal, Friday, December 29, 1978

NEWS FROM THE OTTAWA AREA

From the Literacy Operations Team of Algonquin College we received the following report just after the last issue of LITERACY had gone to press.

"Things are cooking in Ottawa!

There seems to be a good deal of interest in and activity around literacy in the area. Almost every day we hear about something that is going on or someone we should talk to.

We have begun a community survey with Project Read, to try to get data about literacy activities presently underway, and to try to get information about learners. We hope that we will have a much clearer picture of the needs and resources in the Ottawa area upon completion of the survey.

In addition, we have started some activities for volunteers and learners who are anxious to get going. We have held three workshops for Volunteers, and have subsequently matched up about twenty volunteers and learners. We have also referred a number of learners to other programs which would meet their needs."

Lindy Tierney

Danielle Allen of the Perth Campus of Algonquin College reports that 15 people were trained to be volunteer tutors in the fall of 1978.

Project R.E.A.D. also has held some training workshops.

LIBRARIES AND LITERACY

The OLA Library Literacy Committee under the chairmanship of Carolyn Youssef continues to meet and to expand its activities.

Activities include compilation of lists of reading materials for purchase by libraries, holding of workshops, publicizing the literacy issue among other librarians and library groups, sponsoring literacy projects, and circulating material about their activities.

Bill Edwards of Mississauga Public Library has started a literacy Newsletter for circulation in CORLS.

CLA

Jean Orpwood of North York Public Library is Convenor of the Canadian Library Association's. Standing Committee on Literacy. The Committee will be working on its terms of reference for presentation to the CLA Annual meeting in Ottawa in June, 1979.

QUEBEC

In the last issue of Literacy/Alphabétisation (Vol. 3 #4) mention was made of the first province-wide literacy conference "Alpha '78" held under the auspices of the D.G.E.A. (Direction générale de l'éducation des adultes), of the Quebec Ministry of Education. The major delivery vehicle for ABE in Quebec is through the school boards (C.S.R. - Commissions scolaires régionales). Dr. Jean-Paul Hautecoeur of the D.G.E.A. was responsible for organizing much of the conference and has submitted to us the recommendations which emanated from the conference. They are reproduced below. Ed.

UNE SYNTHÈSE THÉMATIQUE DES RECOMMANDATIONS

1. POUR UNE POLITIQUE DE L'ALPHABÉTISATION

Il est proposé:

- QUE la DGEA développe une politique spécifique offrant des solutions articulées plus larges que dans les autres secteurs.
- QUE la DGEA et le MEQ collaborent avec les autres ministères confrontés aux cas d'analphabétisme, dans l'élaboration d'une politique de l'alphabétisation.
- QUE soit formé, à court terme, un Comité provincial de travail qui soit représenté des intervenants en alphabétisation.
- QUE on reconnaisse l'alphabétisation des immigrants comme un problème distinct de l'alphabétisation des Québécois et, qu'en conséquence, des résolutions soient prises au triple plan de la recherche, du financement et de l'implication des communautés ethniques concernées.
- QUE la DGEA détermine l'alphabétisation chez les déficients mentaux comme une priorité et qu'elle opérationnalise cette recommandation dans l'allocation des ressources humaines, matérielles et financières.
- QUE la DGEA ait un plan de formation en milieu carcéral incluant les budgets nécessaires pour le réaliser, et cela en concertation avec le ministère des Affaires sociales.

2. DÉVELOPPEMENT DES RELATIONS DGEA/ CSR, ORGANISMES

-QUE la DGEA supporte les CSR impliquées dans des expériences en cours, et ce sur tous les plans: c'est une priorité.

-QUE la DGEA obtienne et mette à la disposition des organismes des budgets spécifiques pour l'alphabétisation avec des normes plus souples que dans les autres secteurs (ex.: une norme professeur/étudiants de 1/8).

-QUE les CSR priorisent l'alphabétisation et soient conséquentes avec leur geste (ex.: augmentation des cours, des formateurs, des personnes-ressources, diffusion du matériel, etc.)

-QUE la DGEA mette les outils à la disposition des régionales en les publiant, QU'elle rende disponible, pour septembre 1979, à toutes les CSR, le matériel pédagogique en alphabétisation,
QU'elle organise des sessions d'information sur les différentes méthodes dans les milieux scolaires et les autres.

-QUE la DGEA établisse un bulletin de liaison à l'intention de tous les intervenants dans le domaine de l'alphabétisation et que le premier numéro comporte notamment une liste de tous les participants à ALPHA 78, avec mention de leurs activités spécifiques.

-QUE les minorités ethniques soient les premières à être consultées dans la mise en oeuvre de toute activité d'alphabétisation des immigrants parce que ce sont elles qui connaissent le mieux les problèmes de la société d'origine de l'immigrant et ses difficultés d'insertion dans la société d'accueil.

-QUE sur le plan des budgets,

- a. Il en soit alloué directement aux CSR pour développer spécifiquement des activités d'alphabétisation,
- b. QU'il y ait des budgets octroyés directement aux communautés ethniques,
- c. QUE se développe une plus grande concertation entre les organismes, les institutions et les communautés ethniques concernées.

-Il y aurait lieu d'entreprendre la sensibilisation des responsables, à tous les paliers, des institutions carcérales pour qu'ils arrivent à considérer la formation en milieu carcéral comme un facteur essentiel de réinsertion sociale des ex-détenus.

-L'atelier sur l'alphabétisation des détenus attire l'attention sur "l'expérience Laval" qui semble avoir apporté des résultats satisfaisants dans le domaine de la formation professionnelle et il souhaite un élargissement de cette expérience.

-La DGEA devrait négocier, auprès du Comité interministériel Education - Travail - Aide sociale, pour que les moniteurs bénévoles en alphabétisation bénéficient de l'aide sociale

ou de l'assurance chômage, ne voient pas leurs allocations coupées quand ils reçoivent des compensations monétaires remboursant les dépenses individuelles occasionnées par la participation à ces activités.

3. AMÉLIORATION DU MATÉRIEL DIDACTIQUE

-QUE les matériaux utilisés (les méthodes en particulier) pour l'alphabétisation soient révisées de la façon suivante:

- Qu'ils soient proposés comme matériaux expérimentaux d'appoint.
- Qu'ils témoignent d'une démystification du langage écrit comme instrument unique de promotion sociale.
- Qu'ils fassent clairement état des relations sociopolitiques que supposent nécessairement les textes.
- Qu'ils aient comme objectif le décloisonnement des matières.

-QUE les analphabètes soient participants à l'élaboration, à la critique et à la correction du matériel didactique.

-QUE le matériel didactique soit d'abord expérimenté et évalué par les analphabètes eux-mêmes, y compris les aspects habituellement réservés aux professionnels.

-QUE soit favorisée l'utilisation des média de masse pour faciliter l'accès aux activités d'alphabétisation.

4. FORMATION DES FORMATEURS

-QUE soit développée une opération de perfectionnement des formateurs et gestionnaires dans le secteur de l'alphabétisation.

-QUE la DGEA favorise l'existence de stages de perfectionnement, dans les centres qui font de l'alphabétisation, pour les formateurs qui le désirent.

-Etant donné que la conscientisation des analphabètes ne peut jamais se faire quand les formateurs ne sont pas conscientisés eux-mêmes, il est proposé que ce critère, dans le choix des formateurs, prévale sur tout autre.

-Etant donné les carences en études sur la psychologie de l'adulte en situation d'apprentissage, étant donné le caractère souvent suffisant des opinions émises sur la condition des adultes analphabètes, en particulier, par exemple, la prétendue relation étroite entre analphabétisme et pathologie individuelle, il est proposé

QUE les différents intervenants dans le domaine de l'alphabétisation révisent leurs positions qui conduisent à considérer que les analphabètes sont des déficients physiques ou mentaux.

5. RECHERCHE

-QU'au Gouvernement on effectue une recherche pour savoir comment le système scolaire génère encore l'analphabétisme.

Considérant que l'analphabétisme croît chez les jeunes, et en vue de le faire regresser,

-QUE la DGEA, avec les autres directions générales du MEQ, étudie le problème de l'analphabétisme des jeunes adultes et cherche à lui trouver des solutions.

-QUE la DGEA coordonne et suscite la recherche pratique sur l'alphabétisation et la mise en commun des éléments de connaissance et de solutions.

-QU'à partir des expériences en cours, la DGEA coordonne avec les gens du milieu (analphabètes et personnes-ressources) une recherche qui précisera les conditions d'implantation d'un projet d'alphabétisation en milieu ouvert.

-QU'une équipe de recherche, composée de membres de la DGEA, du ministère de l'Immigration et des intervenants du milieu, analyse en profondeur les besoins de formation des immigrants, propose des méthodes et outils plus adéquates à ce type de formation et se penche sur les problèmes posés par l'hétérogénéité des clientèles d'immigrants qui fréquentent les classes d'accueil.

-QUE des travaux de recherche, menés par la DGEA dans le domaine de l'alphabétisation en milieu carcéral, soient faits en étroite collaboration avec les partenaires en présence (institutions et formateurs).

6. SUR LE SÉMINAIRE ET LES SUITES

-QU'une évaluation soit faite du présent Séminaire.

-QU'en une prochaine occasion, des anciens étudiants soient invités à faire un témoignage sur leur expérience.

-QU'il y ait moins d'ateliers; que certains se répètent.

-QUE la DGEA donne réponse aux recommandations des divers ateliers, et ce rapidement, dans un proche avenir,

-QUE soit créé un comité de trois à quatre personnes qui scruterait les recommandations, dégagerait celles qui paraissent les plus opérationnelles, ferait des choix.

-QUE la DGEA analyse les propositions, les distribue dans le temps en termes d'hypothèses et sollicite des participants un "feed-back" sur cette distribution.

-QU'un vote de confiance à l'égard de la DGEA soit passé, sur sa capacité de se débrouiller avec les recommandations.

-QUE le rapport du Séminaire fait par la DGEA contienne non seulement les recommandations des ateliers, mais aussi les diverses opinions exprimées, les discussions qui ont eu lieu, et ce afin d'aider les participants à redémarrer leurs réflexions sur l'alphabétisation.

-QUE la DGEA, en rédigeant le rapport du Séminaire, fasse le moins possible d'interprétations et préserve la substance des discussions qui se sont tenues pendant ces trois journées.

-QU'on multiplie les lieux d'échange et d'information, de façon à permettre à ceux qui travaillent dans les mêmes champs de communiquer leurs expériences ou les techniques inventées pour résoudre les difficultés d'apprentissage.

NALA NEWS:

NEW NALA COUNCILS

WESTERN

Flin Flon Literacy Council
Mrs. Esther Richardson, Chmn.
General Delivery
Creighton, Saskatchewan
S0P 0A0

Winnipeg Volunteer Reading Aides
Mary Johnson, Co-Chmn.
55 Nassau Street, #2406
WINNIPEG, Manitoba
R3L 2G8

NEW BRUNSWICK

Bathurst Regional Literacy Council
Mrs. Dorcas Woodside, Chmn.
680 Murray Avenue
Bathurst, N.B.
E2A 1V1

Restigouche Right to Read
Helen McFarlane, Chmn.
6 Aberdeen Street
Campbellton, N.B., E3N 2J4

Miramichi Literacy Council
Dorothy Creighton, Chmn.
46 Princess Street
Chatham, N.B., E1N 2K3

Dorchester Literacy Council
Louise Roy, Co-Chmn.
Gil Salmons, Co-Chmn.
Dorchester Penitentiary
Dorchester, N.B.

"La Porte Ouverte"
Rose McCluskey, Chmn.
Box 385, Grand Falls,
N.B. E0J 1M0

St. Martin's & District Literacy Council
Madeline Robb, Chmn.
West Quaco
St. Martin's, N.B., E0G 2Z0

Literacy Action
Andy Watson, Chmn.
General Delivery
Woodstock, N.B. E0J 2B0

NOVA SCOTIA

North Side Literacy Council
Patrick Reilly, Chmn.
17 MacLean Street
SYDNEY MINES, N.S., B1S 2V7

PUBLICATIONS

Steck-Vaughn Adult Reading Program (level 1)

by Sam.V. Dautat, Jo Ann Dautat, Wayne Otto and Burton W. Kreitlow

Steck-Vaughn Company, 1977.

Complete Level package \$185.00.

Level One of the Steck-Vaughn Adult Reading Program is a comprehensive, clearly stated and efficient presentation of the basic reading skills for the illiterate adult. In the span of approximately 500 workbook pages, the program authors cover beginning prereading skills to fourth grade comprehension skills. The seven book series, in the characteristic Steck-Vaughn worktext format, covers word recognition and word attack skills, with a specific focus on: prereading visual and auditory skills, 293 sight word vocabulary (based on the adult-oriented Kucera-Francis list), phonics analysis, structural analysis, and comprehension skills (applied adult "survival" topics covering health, consumerism, and safety). Level Two continues the focus on comprehension, structural analysis, study skills, and "personal reading skills," utilizing eight workbooks, from fourth to eighth grade level.

The authors bring to the series a broad background in reading and adult education, with specialization in adult reading, diagnosis, and performance-based instruction. Their publishers claim that the Adult Reading Program is the only system on the market that is written and designed especially for adult and mature students.

Those familiar with other Steck-Vaughn materials will find the Adult Reading Program neat, manageable, and compact, though sparse in certain areas. Others, less familiar, might be misled by the claims of the promotional literature, which state that the program (Levels 1 and 2) will "move the adult student from illiteracy to reading maturity." The Adult Reading Program, as is characteristic of other Steck-Vaughn materials, usually requires supplemental activities by the teacher. With little prodding, company representatives will be the first to point out that it is a mistake to use "only Steck-Vaughn." The thorough objective-based Adult Reading Program, by itself, is a well constructed and well presented program, yet teachers should feel comfortable digressing from or enhancing the material, since the authors have diligently constructed a sturdy skeletal structure of essential reading skills for the adult learner.

Excerpted from Journal of Reading, May 1978

Children of the Revolution: A Yankee Teacher in Cuban Schools.
by Jonathan Kozol

New York: Delacorte Press, 1978.
\$13.50 in Canada.

"Cuba will be the first country of America which, after a few months, will be able to say it does not have one person who remains illiterate." This statement, made by Dr. Fidel Castro before the United Nations in September, 1960, was the first announcement of a literacy campaign that reached into every corner of the country, involved a hundred thousand young people as literacy teachers, and engaged the imagination of a whole people as to how education can make skills available for social and political change.

Jonathan Kozol recounts the strategies and events of the great literacy campaign of 1961, and interviews some of the participants in it. While the book is largely anecdotal and sometimes romantic, although, always interesting, it makes a number of points that Canadians should take seriously. Some of these are:

1. It is possible to teach large numbers of illiterates how to read and write, if that is the nation's priority. That is, money and resources can be put to training teachers, producing materials, and getting students, rather than money being spent on something else. The Cuban educational budget in 1977 was larger than the defense budget.
2. Teaching happens most effectively when the teachers and students are co-workers: they study together, but they also work together -- in the fields, in construction, in production.
3. People want to learn when they are learning about themselves, when they are learning words and reading stories that pertain to their lives.

Perhaps the most important point, however, is that the campaign was carried out by capturing the imagination of the Cuban people. The teachers were almost all young students on leave from schools. They were given special uniforms and a Coleman lantern to take with them into the back-lands; flags were flown from villages where the inhabitants had completed the program; families who had housed the student teachers were invited to visit the families of their teachers in the city; the student teachers themselves were promised bursaries for their higher education. Even Coca Cola joined the campaign with a billboard advertisement that read: "In the Year of Education, citizens still need 'the pause that refreshes'. Use that pause to teach a family how to read and write".

The bulk of the book is devoted to Cuban schools today and conversations with Cuban educators and students. The inheritance of the literacy campaign is that by 1976, one out of three Cubans was enrolled in some sort of formal education process. "Those who know, teach. Those who don't learn."

Is such a campaign interesting for us in Canada? We lack neither resources nor the

expertise to carry one out--if teaching adult. to read were any sort of priority. What we do lack is a purpose, a sense of everybody participating in history. "Through history we see the origins of our country," says the student Marisela to Jonathan Kozol, "it is the past, but there are things that we do now which will be part of history someday." Dr. Castro told the young teachers in the literacy training camps, where they were prepared for their teaching role. "The nation does not have these goods (food, books, clothing) available because they fell out of the sky. The nation has these goods because they are the product of the labor of the people. . . Wealth is created by the manual worker, as well as by the intellectual. . . Those same compassions that you are going to teach are also working so that you can have your teachers and your good schools..."

Or, as one of the newly-literate wrote in a -letter to Dr. Fidel Castro, as a result of the campaign: "to be an educated people is to be free."

Reviewer: Sidney Pratt
Literacy Working Group,
St. Christopher House, Toronto.

Adult Literacy: A Study of Its Impact

by H. A. Jones & A. H. Charnley

- A Report of the U.K. adult literacy campaign.

Available from: N.I.A.E., 19B De Montfort St.,
LEICESTER, LE1 7GH, U.K.

Price: \$ 1.50 (prepaid).

Basic Education - Reading, Book 1.

by R. Lee Henney

Follett Publishing Co. Available in Canada, through McGraw-Hill Ryerson. Teacher's Edition approximately \$8.50. Student edition approximately \$5.00.

R. Lee Henney has expanded and revised his original work, Systems for Success, in a new publication, Basic Education: Reading. Henney has retained the word lists built on graphemic bases found in his original book. However, he has expanded the material to include spelling exercises based on words with phonically regular spelling patterns, cloze exercises and literal comprehension questions which involve sentence answers.

While it is difficult to provide meaningful material in the early stages of a programme in which the method is based on phonically regular material, Henney introduces stories which are relevant to the adult as soon as possible.

The book assumes the student has a knowledge of consonant names and sounds. Progress checks and reviews are provided. The teacher's manual provides clear directions for teaching.

Henney spent three years developing and testing his material. He has provided a good text for the adult student who needs the phonically regular approach to learn to read.

Barbara Bowmar
Douglas College, B.C.

Publications from Quebec:

To mark the occasion of the provincial seminar "Alpha 78" the government of Québec released two documents: Analphabétisme et alphabétisation au Québec, de Jean-Paul Hauteceur, 1978, 222 p., et ALPHA 78, un recueil de textes, collectif préparé par Jean-Paul Hauteceur, 1979, 191 p. These works are available from: Jean-Paul Hauteceur Service des études et projets, D.G.E.A. Ministère de l'Éducation 1035 de Lachvrotière, 23e étage QUEBEC, G1R 5A5

LITERACY IN DEVELOPMENT: A SERIES OF TRAINING MONOGRAPHS

Series Editor: H. S. Bhola, Professor of Education, Indiana University

An important new series on the teaching of literacy, written as a guide to field workers in their task of helping the world's illiterate millions. The monographs deal with different aspects and methods- for instance, the use of radio, lessons from linguistics and literacy programs for adult women. Their application is chiefly to the Third World, but they are equally valid wherever reading and writing skills are lacking. New, ingenious ways of teaching have been devised, with new materials, relevant to the needs of unsophisticated peoples. Techniques are suggested for urban and rural areas. The authors recognize that "literate men and women are needed for making social and political arrangements humane; for making democracy work". They believe that, apart from direct benefits, literacy yields a better quality of life. A literate people makes a country economically stronger, production rises, health and hygiene improve. These monographs are a practical step to that goal.

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Anne C. Zimmer and Fred A, Zimmer 7175 0806 4

Towards Scientific Literacy

Frederick J. Thomas and Alian K. Kondo 7175 0805 6

All above monographs are published by:

Hulton Educational Publications Ltd., Raans Road, Amersham, Bucks., U.K HP6 6JJ, in co-operation with the International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran.

Note: Hulton's agent in Canada is:

The Book Society of Canada Ltd. Box 200, Agincourt, Ontario, M1S 3B6

The following are in preparation

Evaluating Functional Literacy

H.S. Bhola

Teaching Words and Ideas to Adults

Edgar Dale