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# Provision for adult literacy instruction in England.

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PROVISION FOR ADULT LITERACY  
INSTRUCTION IN ENGLAND

A Dissertation

by

R. Michael Haviland

Submitted to the Graduate School of the  
University of Massachusetts in partial  
fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

June 1973

Education

PROVISION FOR ADULT LITERACY  
INSTRUCTION IN ENGLAND

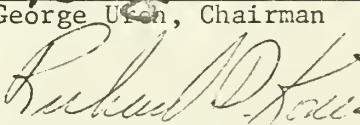
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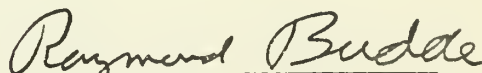
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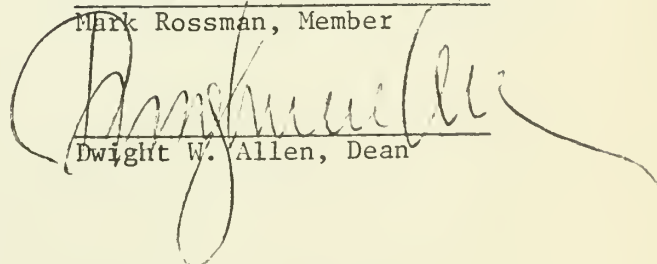
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June 1973



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## P R E F A C E

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This study is dedicated to W.E. Whitehouse, a cobbler in Hucknall who teaches adults to read because as a child he was classified as uneducable.



PROVISION FOR ADULT LITERACY INSTRUCTION IN ENGLAND

(June 1973)

R. Michael Haviland, School of Education

Ed. D., University of Massachusetts

Directed by: Dr. George Urch

The specific objectives of the Provision for Adult Literacy in England study are:

First, to establish a comprehensive list of the publicly and privately administered adult literacy programmes in England;

Second, to collect data about the adult literacy programmes and to analyse that data with a view toward indicating the major directions of the programmes as regards their administration, teaching methods and materials, tutor training and financing.

These objectives are achieved through three activities; a library search of the published documents which treat the subject of adult literacy; the compiling of a comprehensive list of the adult literacy instruction programmes in England; and the collection and analysis of basic data about the adult literacy instruction programmes on the basis of information obtained via questionnaires sent to each of the literacy programmes.

The background information indicates that there exists in England a substantial number of people, perhaps as many as two million, who can be classified as either "illiterate", that is, having a reading age of seven years or less, or "semi-literate", that is, having a reading age of between seven and nine years of age. It further reveals that since 1960 the reading levels of school children aged eleven and fifteen, which improved from 1948 to 1960, are no longer improving and that the number of fifteen year olds in England's supported schools who are classified as "illiterate" and "semi-literate" is growing.

There are privately and publicly administered adult literacy instruction programmes in England which seek to assist adults who have reading difficulties. Since no comprehensive list of these programmes existed, a list of the individual programmes was compiled as part of this study. In all a list of 384 programmes thought to provide adult literacy instruction was compiled.

A questionnaire designed to obtain basic information regarding the administration, teaching methods and materials, tutor training and financing of the programmes was distributed to each of the listed programmes. There were 239 questionnaires completed and returned. From these questionnaires a directory of the programmes was compiled and an analysis of the information contained in the questionnaires was completed.

Some of the important findings of the study are as follows:

1. The number of adult literacy instruction programmes has grown from less than ten in 1950 to more than 230 in 1973. Growth has been particularly rapid since 1967;
2. During 1972 at least 5,170 adults received literacy instruction.
3. There are approximately 1,900 tutors teaching adults. Of these half are teaching adults on the one to one ratio, and approximately one half are working as volunteers;
4. The largest number of programmes in the study provide two hours of instruction weekly. Few programmes provide more than six hours per week;
5. Classes for adult illiterates tend to be small, (5-10 students). The importance of individualized instruction is widely recognized and fifty programmes utilise it exclusively;
6. The tutors tend to depend on home produced materials for instruction but do use various books and reading schemes such as the SRA International Reading Laboratory and the Sound Sense Series. Tape recorders are the most commonly used audio-visual equipment;
7. The training of tutors specifically for adult literacy work is not common. Where it exists it usually consists of a few evening discussions about teaching problems;
8. The vast majority of the programmes are receiving the financial support of their local education authority or from the Home Office.

There is an increasing awareness of the adult illiteracy problem at various levels in England but that the present provision is inadequate to deal effectively with the magnitude and complexity of the problem.



CHAPTER I  
ADULT ILLITERACY IN ENGLAND

The Problem

INTRODUCTION - The Overall Problem

In England, there are several million people who are either "illiterate" or "semi-literate".<sup>1</sup> This situation has been the subject of research reports and has been discussed in journals, government publications and popular magazines for many years. Hundreds of adult education classes for non-readers have been conducted throughout the country, but there continues to be a substantial number of adult non-readers in the population. Even universal primary education, which was established by law in 1899, has not effectively dealt with the problem.

How many adult illiterates are there? This, the most obvious and frequently posed question in relation to adult illiteracy, is never likely to be answered. Apart from the unlikelihood of a national survey ever being attempted, it must be appreciated that the term 'illiteracy' has no absolute meaning as levels of reading, writing and spelling which would suffice in one walk of life would be wholly inadequate in

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<sup>1</sup>The Ministry of Education publication, Reading Ability, Some Suggestions for Helping the Backward. (London: Her Majesty's Stationery Office, Pamphlet No. 18), 1950, p. 10, states that the term "illiterate" would refer to "... a person having a reading ability less than that of an average 7 year old in 1938." "Semi-literate would refer to a person whose reading age was equivalent to a 7 to 9 year old in 1938." These definitions have been accepted for this study. Wherever the terms appear in quotation marks, it refers to individuals in both the "illiterate" and "semi-literate" categories unless otherwise specified. Other commonly used definitions of the terms which describe adults with reading deficiencies are discussed in the section of Chapter I headed, Definition of Terms.

another.<sup>1</sup>

Mr. Williams' statement introduces the National Association of Remedial Educations's (N.A.R.E.), nationwide study in England which has gathered and analysed data regarding adult illiterates. Its scope is limited in that study and is restricted to 1,126 adults who were attending classes to help "develop the basic skills of reading, writing and spelling."<sup>2</sup> While the Adult Illiteracy Sub-Committee's Study does not establish data about reading levels throughout England, related data has been collected regularly since 1948. Under the sponsorship of the Ministry of Education (now the Department of Education and Science), surveys to determine the reading levels of 11 and 15 year old students in British schools have been conducted in 1948, 1952, 1955, 1956, 1960, 1961, 1964, and 1970/71.

The ages 11 and 15 were chosen because they coincide with the ordinary ages at which a student is expected to complete primary school (age 11), and secondary school (age 15). These surveys have pointed out consistently that only a small percentage of the 11 and 15 year old students, selected randomly for testing, are found to be illiterate; but that a substantial percentage are found to have a level of reading ability which does not exceed the ability of the average 7 to 9 year old student in 1938, and are consequently classified as "semi-literate."

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<sup>1</sup>Alec A. Williams, Chairman of the Adult Illiteracy Sub-Committee of the National Association for Remedial Education, in an introductory letter of the N.A.R.E. survey, Adult Illiteracy: A Report on the Needs and Characteristics of 1,126 Adult Illiterates Attending Classes in England and Wales. N.A.R.E., Adult Illiteracy Sub-Committee, 1972, p. 3.

<sup>2</sup>Ibid.

The table below summarises the results of the surveys from 1948 to 1970 as regards the "illiterate" and "semi-literate" categories. As noted on the table itself, students who scored 0-2 on the "Watts-Vernon Test" are classified as "illiterate" and those who score 3-8, "semi-literate."<sup>1</sup>

TABLE 1  
Percentage of junior and senior children with scores 0-2 and 3-8 in the surveys to 1970-71 (maintained schools only.)

		1948 <sup>a</sup>	1952	1956	1961	1964 <sup>b</sup>	1970 <sup>c</sup>
11 year olds	Illiterate WV 0-2						
	Mean 7 y.o. in 1938	5	3	1	-	0	.42
	Semi-literate WV 3-8	21	25	20	-	13	15.1
	Both	25	28	21	-	13	15.1
15 year olds	Illiterate WV 0-2						
	Mean 7 y.o. in 1938	1	1	0	0	-	0
	Semi-literate WV 3-8						
	Mean 9 y.o. in 1938	5	4	4	0	-	3.18
Both		6	5	4	0	-	3.18

<sup>a</sup>Figures taken from table on p. 8, Standards of Readings, 1957. Somewhat different figures can be seen in Table I, (p. 3), and explained in paragraph 70 (p. 28), of the same document. A third set can be seen in Appendix A of Reading Ability, 1950.

<sup>b</sup>Figures available for juniors or seniors only.

<sup>c</sup>1970 for juniors, 1971 for seniors.

<sup>1</sup>"It (the Watts-Vernon Test), occupies both sides of a foolscap sheet, contains thirty-five questions and has a time limit of ten minutes. For each question, the pupil has to select the right answer from five given words. The questions become progressively harder." Ministry of Education Pamphlet No. 50, Progress in Reading, 1948-1954. (London: Her Majesty's Stationery Office), 1966, p. 2.

<sup>2</sup>K. B. Start and B. K. Wells, The Trend of Reading Standards. (Windsor, Berks, National Foundation for Educational Research in England and Wales), 1972, p. 51.



While the figures in Table I do not directly indicate the number of "illiterate" and "semi-literate" adults in England, they do point out that the number is substantial. In 1971, 3.18 per cent of the 15 year olds in English schools were estimated to be "semi-literate." This figure represents nearly 15,000 students<sup>1</sup> and when it is known that a similar or even larger percentage of the student population for the last twenty-four years has been leaving school at age 15, with reading and writing skills insufficient for reading a newspaper and writing an intelligible letter, the wide scope of the problem can be readily realized.

In addition to the Ministry of Education survey, several other organizations and individuals have sought to estimate the number of adult illiterates in England. F. J. Schonnell, in 1946, wrote:

The results of tests on a representative group of individuals between the ages of 16 and 25 years yield evidence that, by these ages, standards of literacy have further declined. . . . This means in plain figures (confirmed independently by Professor Burt) that there are in England and Wales over 3,000,000 adolescents and adults who are so ill-equipped as to be able to make little or no use in their lives of the printed word; and of this number, there are almost 250,000 people for whom books and newspapers, printed instructions and directions mean nothing and another 2,500,000 who find difficulty in reading even the simplest matter, who rarely write or read a letter because they cannot, and who must rely almost exclusively for their information on what they are told.<sup>2</sup>

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<sup>1</sup>Department of Education and Science, Statistics of Education 1970, Volume I (London: Her Majesty's Stationery Office), 1971. This report states that in 1970 there were 466,423, 15 year olds in British schools. See p. 11.

<sup>2</sup>F. J. Schonnell, "Problems of Illiteracy," Times Educational Supplement. (London: February 23, 1946), p. 87.

There is little reason to assume that, in 1970, the number of "semi-literate" adults is substantially less than in 1946 because provision for adult literacy instruction in the past twenty-five years in England has been minimal. The 1968 figure of 4137<sup>1</sup> immigrants and non-immigrants (reported by the Adult Illiteracy Sub-Committee) taking basic training in reading and writing in England and Wales would indicate that only a small percentage of those adults needing assistance were receiving it. In 1973, even if the number of adults receiving literacy instruction has doubled, it would still represent a small portion of the "illiterate" and "semi-literate" adult population.

Since World War I, the Army in England has maintained basic reading and writing instruction for new recruits; but during World War II, the Army's literacy training activity reached its peak. Professor Thomas Kelly wrote:

From 1943 onwards, for both military and educational reasons, a determined effort was made to deal with illiteracy which still afflicted a small number of recruits--apparently about 2 per cent, through estimates in various parts of the country and with the help of sympathetic instruction in small groups, many of the men concerned were able to make substantial and encouraging progress.<sup>2</sup>

The number of men in the British Army has declined dramatically since World War II, but there are indications that a small

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<sup>1</sup>National Association for Remedial Education, Survey of Provision for Adult Illiterates in England and Wales, Sub-Committee on Adult Illiteracy, unpublished document provided by N. Dean, Sunderland College of Education (Sunderland: 1969), p. 1.

<sup>2</sup>Thomas Kelly, A history of Adult Education in Great Britain. (Liverpool: Liverpool University Press), 1962.

percentage of the new recruits still need basic training in reading, writing and mathematics. A document published by the Ministry of Education in 1957 stated: . . ."of approximately 100,000 men recruited into the Army as National Servicemen between 14 April, 1955 and 13 April, 1956, some 311 (or about 0.3 per cent) were, by Army standards, illiterate or nearly so (i.e., unable even with appreciable help to enter their personal particulars on an Army form)."<sup>1</sup> In a more recent reference to illiteracy in the Army, Colonel A. C. T. White wrote:

By 1960 some five to ten per cent of the regular recruits could still be classified as very backward readers, though, fortunately, true illiteracy had by then become rare.<sup>2</sup>

The Army still maintains one basic reading and writing centre<sup>2</sup> at Corsham in Wiltshire where a small percentage of the new recruits receive a short literacy instruction programme.

Two other references to the percentage of adult "semi-literates" come from the Inner London Education Authority which indicated in a 1966 survey of 15 year olds in London that 5 per cent were found to be "illiterate" and 15 per cent "semi-literate." In 1968, the Daily Telegraph stated:

An estimated 15 to 20 per cent of the adult population of this country have a reading age under 12 years, a disability which prevents

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<sup>1</sup>Ministry of Education, Standards of Reading 1948-1956. (London: Her Majesty's Stationery Office, Pamphlet No. 32, 1957), p. 44.

<sup>2</sup>Colonel A. C. T. White, The Story of Army Education. (London: George G. Harrap and Co. Ltd., 1963), p. 181.

<sup>3</sup>The common British spellings of words has been maintained throughout this study because it was anticipated that its readership would consist principally of persons from Great Britain.

many of them from making the most use of what other skills and talents they may possess.<sup>1</sup>

The present population of England and Wales is approximately 48.8 million people. Of these, 37.1 million are over 15 years of age.<sup>2</sup> If as few as 5 per cent of this number require special assistance with the development of their reading and writing skills in order to live productive lives in a highly industrialised country, the problem which England faces is substantial. In all probability, however, the percentage of the adult population who could profit from the improvement of their basic reading and writing skills is higher than 5 per cent.

#### Causes of Reading Failure

The National Association for Remedial Education survey, titled Adult Illiteracy...., is the most recently completed study which includes an investigation of the causes of reading failure in England. The survey findings are based on the assessments of the tutors of the adult students and on the opinions of the adults themselves. The tutors list the most common causes of reading failure as low general intelligence (mentioned twice as often, 372 times, as the second leading cause), specific perceptual disability - visual, 164, and specific perceptual disability - auditory, 138. Other leading causes were listed

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<sup>1</sup>Nancy Tufts, "The Cat Still Sits on the Mat", Daily Telegraph Supplement, (London: August 16, 1968), p. 24.

<sup>2</sup>Office of Population Census and Surveys, The Registrar General's Quarterly Return for England and Wales, 30 June, 1972, (London: Her Majesty's Stationery Office, 1972) p. 36.

as frequent truancy from school, 122; parental indifference, 117; emotional instability or mental illness, 113; and poor teaching, 106. The adult students, however, were also polled on the causes of reading failure. They placed the burden of responsibility on poor teaching and frequent truancy from school.

While there were 203 mentions of poor teaching and 178 mentions of truancy from school as causes by the adult students, there were only 26 mentions of low general intelligence as a factor. The differences of opinion of the tutors and the students on this one cause is striking. Other leading causes of reading failure mentioned by the adults were parental indifference, 85; frequent changes of school, 68; emotional instability or mental illness, 44; and defective speech during childhood, 48.<sup>1</sup> While the authors of this study did acknowledge that individual teachers would interpret the categories of causes of reading failure listed in the survey questionnaire differently (thereby making a precise statement about the causes of reading failure unfeasible) they did state that "the necessity to assess possible causes underlying adult illiteracy was felt to be of sufficient urgency to justify the attempt".<sup>2</sup>

In 1971 at the Annual Conference of the National Association for Remedial Education, Mr. Alec Williams commented on the findings of the Adult Illiteracy survey by stating:

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<sup>1</sup>National Association for Remedial Education, Adult Illiteracy, A Report on the Needs and Characteristics of 1126 Adult Illiterates Attending Reading Classes in England and Wales, (National Association for Remedial Education, Adult Illiteracy Sub-Committee, 1972), p. 16.

<sup>2</sup>Ibid., p. 15.



Although over half of the men attending literary classes are described as of normal intelligence or above, in only 10 per cent of the cases was the lack of reading ability attributable to lack of opportunity. More than half had left school within the past ten years so the oft quoted rationalism of the war-time disruption is of decreasing validity. Only 1/8 could read the simplest newspaper on admission to their classes and only a similar proportion, despite their normal potential, are in skilled employment. The incidence of unemployment amongst men attending classes is three times as high as the national figure.<sup>1</sup>

Sir Cyril Burt, in the 1961 edition of his classic work, The Backward Child, listed the finding of his research regarding the causes of illiteracy in England. Among the cases he studied, he found the following causes:<sup>2</sup>

1. Innate Intelligence - 92 per cent of his cases were below normal;
2. Absence from school - 27 per cent were often absent;
3. Inadequate teaching - 25 per cent were from poor and rural neighborhoods where teaching is more often inadequate;
4. Special disabilities - Vision - 14 per cent of the cases;  
Hearing - 7 per cent of the cases;  
Motor - 9 per cent of the cases;
5. Emotional factors - 13 per cent of his cases had emotional difficulties of various kinds.

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<sup>1</sup>W. K. Brennan (editor), Aspects of Remedial Education, Proceedings of the 1971 conference of the National Association for Remedial Education, presidential address by A. A. Williams. (London: Longmans Group Ltd., Journals Division, 1972), p. 7.

<sup>2</sup>Sir Cyril Burt, The Backward Child, 5th Edition (London: University of London Press, 1961) p. 22.

Burt's assessment of "low intelligence" as the single leading cause of adult illiteracy appears to be corroborated in the Adult Illiteracy survey of 1970 of the National Association for Remedial Education although the percentage of adults placed in the low intelligence category by that survey was substantially less.

Finally, in 1950, the Ministry of Education study, Reading Ability, Some Suggestions for Helping the Backward, listed the most common causes of reading backwardness as personal handicaps, home conditions (bad home), school conditions (large classes, staff changes and no individual attention), interrupted schooling and the timing and teaching method employed.<sup>1</sup>

#### SPECIFIC PROBLEM AND OBJECTIVES OF THIS STUDY

The extent of the adult illiteracy problem in England has become more widely recognised in recent years but, to date, effective measures have not yet been taken to deal with it. The existing adult literacy training programmes in the country are, in many cases, operating independently of each other and serving only a small percentage of the "illiterate" adult population.<sup>2</sup> There is no comprehensive centralised source of information about existing adult literacy projects nor

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<sup>1</sup>Ministry of Education, Reading Ability: Some Suggestions for Helping the Backward. (London: Her Majesty's Stationery Office, 1950) pp. 14-15.

<sup>2</sup>The 1968 National Association for Remedial Education Survey of Provision for Adult Illiterates in England and Wales listed a total of 4137 immigrants and non-immigrants attending literacy training classes in penal institutions, hospitals or training centres for the severely subnormal. In any event, the figure represents a very small percentage of the total "semi-literate" and "illiterate" population.

any one office through which planners, administrators and tutors of projects throughout the country can exchange information. Indeed, there is no published comprehensive list of the adult literacy projects themselves.

The lack of the most basic information about the number of adults being taught literacy, the teaching methods and materials being utilised and the training which the tutors receive (both pre-service and in-service) hampers the planning for provision of adult literacy training on either a local or national scale.

Moreover, with no vehicle for communicating information effectively from one project to another, the possibility of duplication of effort (such as in the production of teaching materials), and the duplication of error is increased.

This study is intended to begin the process of collecting, co-ordinating and disseminating basic information about adult literacy projects and classes in England.

### Specific Objectives

The specific objectives of the study are twofold:

First: To establish a comprehensive list of the publicly and privately administered adult literacy instruction programmes in England.

Second: To collect data about the literacy programmes and to analyse the data with a view toward indicating the major directions of the programmes - as regards their administration,

teaching methods and materials, tutor training and financing.

This study accomplishes these objectives through the following activities:

First: A library search of the published documents which treat the subject of adult illiteracy in England and which provide the background information regarding the problem itself and,

Second: The compiling of a comprehensive list of the adult literacy instruction programmes in England through information obtained from libraries and knowledgeable individuals and organisations in England and,

Third: The collection and analysis of basic data about the adult literacy instruction programmes in England obtained via a questionnaire completed by persons associated with adult literacy instruction programmes in England.

#### Definition of Terms

In England, the terms used most frequently to describe an adult with limited reading and writing abilities are "illiterate" and "semi-literate". Studies sponsored by the national government, the Inner London Education Authority and the National Foundation for Educational Research have used these terms to describe certain adults since the early 1940's. However, in 1947 a committee consisting of representatives of the Ministry of Education, the Defence Department, the Prison Commission, the Home Office and other educational interests was

established to "consider the nature and extent of the illiteracy alleged to exist among school leavers and young people and, if necessary, to make recommendations."<sup>1</sup> This committee accepted the terms "illiterate" and "semi-literate" and quantified their meanings by stating that "illiterate" would refer to "a person having a reading ability less than that of an average seven year old in 1938. In addition, it was thought useful to define a state of "semi-literacy" and for this a reading age of between 7 and 9 years was taken"<sup>2</sup> The original quantification of the terms is attributed to P. E. Vernon who in 1947 wrote the "Watts-Vernon Test" which for twenty-four years has been the standard test used to measure the reading levels of 11 and 15 year old students in England and Wales.

Functional Literacy is a third term frequently used. M. M. Lewis in 1953 stated that:

For ordinary purposes of everyday living every person in a modern society needs to be able to read at the level, at least, of a simple paragraph in a popular newspaper, and he must be able to write a simple letter. In our society today this is the lowest level of effective or functional literacy.<sup>3</sup>

Lewis' definition of functional literacy happily corresponds with the official UNESCO definition which states that,

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<sup>1</sup>Ministry of Education, Reading Ability, Some Suggestions for Helping the Backward (London: Ministry of Education, Her Majesty's Stationery Office, Pamphlet No. 18) 1950, p. 10.

<sup>2</sup>Ibid. p. 10.

<sup>3</sup>M. M. Lewis, The Importance of Illiteracy (London: George G. Harrap and Co. Ltd., 1953) p. 9.



...A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group.<sup>1</sup>

To date, no test or criteria have been utilised to measure levels of functional literacy in England. Only the terms "illiterate" and "semi-literate" as defined above have served to delineate groups of adults about which statistical research has been undertaken.

Sir Cyril Burt found it useful to distinguish between the functionally illiterate and those adults with less developed reading and writing skills. For this purpose he used the term "crudely illiterate" to describe those adults who "although not functionally literate, could at any rate sign their names, write simple words spontaneously or to dictation, read isolated words such as the names of streets, and interpret simple sentences."<sup>2</sup> He described the "completely illiterate" as "those who cannot even sign their names".<sup>3</sup>

The terms "crudely illiterate" and "completely illiterate" in the meaning designated by Sir Cyril Burt are seldom used today. This is partly explained by the fact that so few adults in England actually fall into either of these categories.<sup>4</sup>

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<sup>1</sup>William S. Gray, The Teaching of Reading and Writing, An International Survey (Paris: UNESCO, 1969. Second Edition) p. 24.

<sup>2</sup>M. M. Lewis, The Importance of Illiteracy, p. 11.

<sup>3</sup>Ibid.

<sup>4</sup>The above, as well as many other terms, are used to describe adults with reading deficiencies. The various definitions attributed to the commonly used terms by authors are a source of ambiguity for those who work in the field. In this study, an attempt has been made to limit the terms used to describe adult non-readers to "illiterate" and "semi-literate" in their defined meanings and to the term, illiterate which describes in a general or collective sense those classified as adult non-readers.

### Study Limitations

The following limitations restrict the achievement of the two specific goals of this study:

1. While steps have been taken to assure the completeness of the list of projects compiled, one can never be certain that it is complete. It is possible that several private programmes could operate without being included in the list. To minimise this possibility, the compiling of the list was coordinated with the Adult Illiteracy Sub-Committee of the National Association for Remedial Education which has been keeping a roster of literacy programmes in England for several years. The list compiled by the Study Director was collated with the Adult Illiteracy Sub-Committee's list to insure completeness. The Adult Illiteracy Sub-Committee will remain the focal point for registering new projects because it is, at present, the most widely known organisation concerned with literacy in England. In this way, it is hoped that the revised project list can be updated regularly.
2. The study has been limited to literacy training programmes operating in England. While some data from programmes in Wales has been included for the general information of the readers, the study will primarily focus on adult literacy instruction projects in England.
3. Many adult literacy training programmes in England serve both immigrants and natives. The problem of teaching adult

literacy to a person for whom English is not the mother tongue presents difficulties distinct from teaching an adult for whom English is the native language. This study does not consider the various ramifications of teaching literacy skills to non-native English speaking adults. That is, in itself, a suitable subject for additional research and study.

4. The time period considered in this study includes the years 1950 to the present day. This period had been chosen because the majority of the research and work done in the field of adult literacy in England has been accomplished since 1950, and because that date corresponds with the initiation of the UNESCO worldwide illiteracy eradication programme.

5. The method chosen to gather data about the adult literacy instruction was via a questionnaire sent to all listed adult literacy projects in England.

The two other potential methods of gathering data about the adult literacy projects, visiting each project and drawing a random sample of the projects were rejected for the following reasons:

First, a visit to each project combined with interviews of key personnel and a review of the administrative records of the project would require resources of time, personnel and money far beyond the scope of this study. While this method would undoubtedly have the possibility of generating the most comprehensive bank of useful data about all the literacy projects, there was no possibility of utilising it within the limits of this study.

Secondly, the utilisation of a random sample of literacy projects was also rejected because of the diversity of literacy projects themselves, and the need which existed for assembling a bank of basic information about all the active projects. It was anticipated that this study would identify components of adult literacy instruction in England and Wales which would lend themselves to statistical analysis in future studies.

## C H A P T E R   I I

### A REVIEW OF THE HISTORY, BACKGROUND AND RESEARCH CONCERNING ADULT ILLITERACY IN ENGLAND

Historians of Adult Education in England trace the movement or concern with the education of working men and others, who never received any basic education, to the Sunday School Movement which began around the year 1600. Admittedly, an element of Christian education was to be found in the Sunday School Movement but it is noteworthy as one of the first efforts to provide basic education for adults in England. Thomas Kelly wrote:

In 1798, for the first time, there was established in Nottingham an adult school independent of any other organisation in order to meet the needs of young women employed in lace and hosiery factories.<sup>1</sup>

Another early effort to teach reading to adults was organised by the Reverend Samuel Wesley in 1702. He founded a school for young farmers in Epworth. Again the study was conducted under religious auspices. Between 1700 and 1840, attendance at school and basic education had become widespread so that Kelly could state:

By 1840 most adults in England and Wales (more men than women) had some kind of schooling, in day school, Sunday school, or evening school or at home; that the rate of literacy varied from one part of the country to another; that on the average about three-quarters of the adult population had some knowledge of reading

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<sup>1</sup>Thomas Kelly, A History of Adult Education in Great Britain (Liverpool: Liverpool University Press, second edition, revised and enlarged), 1962, p. 80.



and about three-fifths some knowledge of writing, but that a much smaller portion had any real competence in arithmetic or more advanced subjects.<sup>1</sup>

In 1851, for the first time, adult education institutions devoted to teaching adult literacy were supported by the state. The primary source document for the history of Adult Education prior to 1919, the "Smith Report" states:

When in 1851 the Committee on the Council on Education for the first time made grants in the aid of evening schools, their object was to assist elementary, not secondary or higher, education and it would appear that a considerable portion of the attendants at the evening schools then existing were adults who desired to obtain as men the elementary education which they had failed to receive as children.<sup>2</sup>

Prior to the year 1900, there were still substantial numbers of adult illiterates, but by then, the number of illiterate adults was beginning to decrease rapidly. This decrease was due to laws passed in 1876 and 1899 which first made elementary school attendance obligatory and then raised the school leaving age to 12. Restrictions imposed in 1903 which limited the hours which children could be employed also helped to reduce the number of children who never attended or left school before learning to read and write.

Around the beginning of this century, an institution called the Working Man's Colleges began. While these colleges were not

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<sup>1</sup>Thomas Kelly, A History of Adult Education in Great Britain. (Liverpool: Liverpool University Press, second edition, revised and enlarged), 1962, p. 147.

<sup>2</sup>Ministry of reconstruction, Adult Education Committee, Final Report, (often referred to as the "Smith Report") presented to Parliament by command of His Majesty). (London: His Majesty's Stationery Office), 1919, p. 22.

established to concentrate on teaching adult literacy, they often offered classes in basic English and Mathematics with the emphasis on the improvement of existing skills.

In 1940, the Ministry of Education (now the Department of Education and Science) began sponsoring research surveys designed to measure the reading levels of students aged 11 and 15 years old. Surveys have been conducted utilising the same reading test, written for the 1948 survey, in the years 1952, 1955, 1960, 1961, 1964, and 1970/71. The results of these surveys have been summarised in three pamphlets published by the Ministry of Education and a fourth published in 1972 by the National Foundation for Educational Research in England and Wales.

The surveys are relevant to the question of adult literacy in England because they establish reading levels at which students are considered to be either "illiterate" or "semi-literate" and estimate the percentage of 11 and 15 year olds in each category. The surveys also point out how the number of "illiterate" and "semi-literate" students in England's schools declined from 1948 to 1960 but, that since 1960 the number of students in the "semi-literate" category has been increasing. These surveys are the principal source of literacy statistics pertaining to the entire country which have been collected and analysed regularly since 1950. The statistics collected by the Army and the Prison Commission regarding adult illiterates in their education programmes are also useful; but pertain to a more narrow cross-section of the population and lack the consistency and regularity of the Ministry

of Education surveys. Over the period of the twenty-two years, it is possible to ascertain many useful facts about the reading difficulties of a portion of England's adult population. These facts, as presented and analysed in the official documents of the Ministry of Education and the National Foundation for Education Research in England and Wales are summarised below.

In February of 1945, Sir Cyril Burt,<sup>1</sup> the world famous Professor of Psychology of University College, London, published a summary of his research and findings regarding adult illiteracy in England.<sup>2</sup> His work is the foundation upon which the major research efforts of the past twenty-five years is based. He defined the terms "illiterate" and "semi-literate" and discussed the frequency of adult illiteracy, its causes and the principles of treatment. He based his estimates of the number of "illiterate" and "semi-literate" adults in England on tests conducted before World War II and on statistical data from the Army. Sir Cyril concluded that:

In the whole of England and Wales the number of "illiterate" adults cannot be less than two or three hundred thousand and the number of "semi-literates" cannot be less than three million."<sup>3</sup>

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<sup>1</sup>Sir Cyril Burt died in 1971.

<sup>2</sup>Sir Cyril Burt, "The Education of Illiterate Adults", The British Journal of Educational Psychology, Vol. XV, 1945.

<sup>3</sup>Ibid. p. 21. A completely illiterate person was defined as ". . . one who in his everyday life is able to make no practical use whatever of reading or writing;" and a semi-literate as. . . "one who is able to make no 'effective' use of these activities, that is, one who is debarred by his disability from using the ordinary machinery of a civilised country; (e.g., he will not be able to read with understanding

Perhaps Sir Cyril's most valuable contribution to the cause of adult literacy is contained in his recommendation for instruction. He suggested that with adults an indirect teaching approach should be favoured over direct work on reading, writing and spelling. He favoured short lessons, the special adaption of teaching methods and materials to the individual needs of the adults and, where possible, individual instruction. He noted the lack of suitable reading materials (a problem to this day), and suggested using games, puzzles and other supplementary materials. Finally, he outlined the circumstances when it is appropriate to use whole words, phonic and combination teaching methods.

While the writing and work of Sir Cyril have not led to the eradication of illiteracy in England, his contribution stands as unique. He realised in 1945 what is still not fully accepted today; that is, the importance of assisting all adults who have reading and writing deficiencies.

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a short paragraph in a newspaper, or to write an intelligible letter home, or to comprehend simple printed instructions)." Of "illiterate" and "semi-literate" Burt's definitions were modified in 1919 as was noted in Chapter I.

The Ministry of Education Surveys of Reading Standards

In September, 1947 a Committee consisting of representatives appointed by the Ministry of Education, the Defence Department, the Prison Commission and the Home Office was set up at the instance of the Minister of Education with the following terms of reference: To consider the nature and extent of the illiteracy alledged to exist among school leavers and young people, and if necessary, to make recommendations.<sup>1</sup>

The first task of the committee was to accept a suitable definition of the terms involved. They accepted the definitions for "illiterate" and "semi-literate" which were based on average levels of reading attainment of 7 and 9 year old students in 1938. The Committee's study limited itself to measuring students. . . "ability to read silently with understanding, in so far as this can be assessed by reading tests."<sup>2</sup>

The impetus for the Committee's formation and its subsequent study was the prevalent view that during the War, the levels of literacy among students and school leavers ages 16 to 25 had decreased, possibly due to the numerous interruptions of regular school attendance. This opinion was bolstered by the fact that 1 to 2 per cent of the Army recruits during the War years were considered illiterate or of "extremely low literacy."<sup>3</sup>

The Committee undertook the task of measuring levels of literacy among the 11 and 15 year old students throughout England's schools

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<sup>1</sup>Ministry of Education, Reading Ability: Some Suggestions for Helping the Backward. (London: Her Majesty's Stationery Office), 1950, p. 10.

<sup>2</sup>Ibid., p. 11.

<sup>3</sup>Ibid., p. 34.



in 1948 and comparing the results of that survey with the results of previously administered reading tests. The older test results were from Local Education Authorities rather than from nationwide surveys. For the 1948 nationwide survey a reading test was written by Dr. Watts and Professor Vernon:

The Watts-Vernon 35 item Silent Reading Test occupies front and back of a foolscap sheet, so that its paper consumption is not large. The time limit is 10 minutes. It can be applied and scored by teachers not specially trained in psychological testing. It measures reading ages from approximately 7 years to 18 or 19 years (pre-War) levels, that is up to the highest levels encountered in secondary modern and technical schools, though it is not difficult enough for the best Grammar school pupils or for university-educated adults.<sup>1</sup>

The Watts-Vernon test was administered in conjunction with six other reading tests already available in order to decide at what level of performance the "Watts-Vernon" test was equated to the older tests. In this manner the scores which an average 7 and 9 year old in 1938 (the base year accepted for comparative purposes) would have achieved on the "Watts-Vernon" test were determined.

After the Watts-Vernon test was administered and analysed the results were compared with pre-War test results.

As far as this kind of test can indicate, the lag behind 1938 standards varied from school to school, but for pupils of average ability it was about one year ten months for the 15 year old group taken as a whole.<sup>2</sup>

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<sup>1</sup>Ibid., p. 37.

<sup>2</sup>Ibid., p. 12.

The percentage of 11 and 15 year old students found to be "illiterate" or "semi-literate" in 1948 was summarised in Table I. Among the 15 year olds tested, 1 per cent were found to be "illiterate" and 5 per cent "semi-literate." The figures were much lower than expected. Explanations offered for this phenomenon were that:

1. Most of the backward pupils may have been withheld because they were not in the top class of the secondary modern or primary all-age schools.
2. Most of the testing of the 15 year olds took place toward the end of the summer session of 1948 and there may have been a number of absentees; the duller children who were shortly to leave school for good, might be more likely to play truant.
3. The samples tested by other investigators may also have been unrepresentative.<sup>1</sup>

In total, the Watts-Vernon test was administered to 3,500 children aged close to 15; 2,800 aged close to 11; and to 3,000 National Service recruits, mostly aged 18 years in 1948. The recruits were not found to differ significantly from the average 15 year olds in reading levels. In the view of the Ministry of Education:

The main value of this investigation lies in the establishment of standards on a new and unpublished test for various samples of adults and children, against which subsequent improvements or declines can be measured.<sup>2</sup>

As already noted, the Watts-Vernon Test has been utilised in various nationwide surveys in England from 1948 to 1971.

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<sup>1</sup>Ibid., p. 42.

<sup>2</sup>Ibid., p. 48.

A summary and comparison of the surveys of 1948, 1952 and 1956 was presented in the Ministry of Education Document, Standard of Reading 1948 - 1956. In addition to presenting the results of the 1948 survey, this document compared the results of the subsequent two surveys. The data analysed indicated that the levels of reading had improved between 1948 and 1952 for both the 11 and 15 year old students and again in 1956. The scores achieved by the students are listed in Table II.

TABLE 2

Date of Survey	Average score at	
	Age 11	Age 15
1948	11.6	20.8
1952	12.4	21.2
1956	13.3	21.7 <sup>1</sup>

The scores in the above table refer to the scores which the students tested achieved on the Watts-Vernon Test. The Ministry of Education was pleased to report steady progress in the reading standards, which had fallen during the war years. As regards the number of children who fell into the "illiterate" and "semi-literate" categories, the Ministry was also pleased to report:

The proportion of juniors in the semi-literate and illiterate categories, scoring 2 points or fewer, has declined in the samples from 5 per cent in 1948 to

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<sup>1</sup>Ministry of Education, Standards of Reading, 1948 - 1956. (London: Her Majesty's Stationery Office) 1957, p. 6.

1 per cent in 1956, and corresponding proportions of seniors (scoring 8 points or fewer, has declined from 6 per cent to 4 per cent.

It should be noted that these figures are subject to a standard error of .05 per cent and that the figures refer to the "illiterate" category rather than the "semi-literate" category into which 20 per cent of the 11 year olds and 4 per cent of the 15 year olds fell. By 1956, the percentage of 15 year olds in the "illiterate" category had dropped to 0.

Other important information reported in this document indicated the major cause of a low standard of reading is the inherent lack of ability on the part of the pupils themselves. Lack of ability was listed as a factor on 70 per cent of the 11 year olds and 69 per cent of the 15 year olds tested. The next most common factor mentioned was "parents uninterested", 41 per cent for the 15 year olds and "other handicaps", 26 per cent for the 11 year olds.<sup>1</sup> However, it was pointed out that low reading ability is generally the result of a multiplicity of factors rather than of one cause.

The weakness of this document is that it presents the fact that standards of reading were rising between 1948 and 1956, but completely avoids the problem that in 1956, 20 per cent of the 11 year olds tested were reading at a level under the reading age of 9 years. No recommendations regarding this data or analysis are presented in the Ministry of Education pamphlet.

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<sup>1</sup>Ibid., p. 11.

In 1963, the Ministry of Education published the Newsom Report, titled, Half our Future, A report of the Central Advisory Council for Education.

The terms of reference of the Council headed by Mr. John Newsom, were:

To consider the education between the ages of 13 and 16 of pupils of average or less than average ability who are or will be following full time courses either at schools or establishments of further education. The term education shall be understood to include extra curricular activities.<sup>1</sup>

The extensive amount of data collected and analysed in the Report refers by and large to the more common problems found in secondary school rather than to illiteracy. Substantial attention is devoted to curriculum development and data regarding the environmental aspects of schools, but very little attention is devoted to the problems of the students with reading difficulties. None of the 15 recommendations made refer directly to the students with reading difficulties. The authors are content to mention the problem and to place emphasis on the fact that reading standards were continuing to rise. The authors did advise that the methods by which the less than average student is taught must be changed. They recommend a curriculum closely allied to the students interests. They caution against offering to the less than average student an ordinary academic subject-based curriculum, and suggest that more emphasis be placed on teaching arts and crafts

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<sup>1</sup>Ministry of Education, Half our Future, a report of the Central Advisory Council for Education (London: Her Majesty's Stationery Office), 1963, p. 15.



which will be of direct use to the students in making a livelihood. The Newson Report does contain a number of graphs based on data related to reading levels as well as statistics relating to reading problems, but it really tends to corroborate previous data rather than to present new information.

Not surprisingly, it was reported that the average test scores of the boys and girls in slum schools were lower than those from the secondary modern schools or schools in problem areas. In general, boys in slum schools were found to be about seventeen months behind the reading age of the students in the secondary modern schools and the girls about twenty-four months.

In 1966, the Ministry of Education published another document regarding reading levels in England's schools. It was titled, Progress in Reading, 1948 - 1964. The reading survey conducted in England in 1964 under the direction of the Central Advisory Council for Education was a continuation of the series of surveys begun in 1948. The Watts-Vernon Test was again used and a random sample of 11 and 15 year olds throughout England's primary and secondary schools were tested. The results of the survey indicated that there had been progress at both ends of the reading continuum. More students scored high on the test in 1964 than in the previous years and fewer students fell into the "illiterate" and "semi-literate" categories. Among the 11 year olds, those classified as "illiterate" dropped from 1 per cent in 1956 to 0 per cent in 1964. The "semi-literate" category dropped from 20 per cent to 13 per cent. Among the 15 year olds there was also progress. Between 1956

and 1961, the year for which data is available, the "illiterate" category dropped from 4 per cent to 0 per cent. This does not mean that there were no 15 year old "semi-literate" students in England in 1961, but rather that they were not attending the Ministry of Education Supported Schools included in the survey.

The most recent reading survey in England in this series was conducted in 1970/71 under the auspices of the National Foundation for Educational Research for England and Wales (NFER), and the findings of the survey were published in 1972 in the document titled, The Trend of Reading Standards.

The aims of the survey were stated as follows:

To assess the existing average level of and range of attainment in reading comprehension on the two tests (the Watts-Vernon Test and the National Survey Form Six NS6) in order to make comparisons with previous national surveys, using one or other of the two tests and to provide a basis for future comparisons.<sup>1</sup>

The National Survey Form Six test, NS6, had been used in NFER surveys in 1955 and 1960 but this was the first time it was utilised for the nationwide Ministry of Education sponsored survey. The test has the advantage that it is newer than the Watts-Vernon Test which, after 25 years, is becoming dated. (Certain words included in the Watts-Vernon Test are no longer commonly used.) Also, the National Survey Form Six Test has more items and is capable of measuring a broader range of performance than the Watts-Vernon Test. Its introduction into the 1970/71

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<sup>1</sup>National Foundation for Educational Research in England and Wales, The Trend of Reading Standards. (London: Her Majesty's Stationery Office), 1972, p. 10.

national survey will provide future surveys with a broader basis of comparison than the Watts-Vernon Test. The NS6 Test contains 60 sentences with missing words and a choice of five answers for each missing word. It has a 20 minute time limit and like the Watts-Vernon Test is administered by the teacher. In addition to using the NS6 test the NFER found it useful to continue using the Watts-Vernon test so as to continue providing comparative data.

The most striking finding of the 1970/71 survey was stated as follows:

The data from the present survey seem to indicate that standards have not risen since 1964 and in one case have declined since that last survey was carried out.<sup>1</sup>

While cautioning the readers against drawing any hasty conclusions, the authors go on to state later in the report:

As measured by the W.V. test, there is a high probability reading comprehension standards of juniors has declined somewhat since 1964, and on the combined basis of both WV and NS6 tests, the mean scores of juniors and seniors has undergone no significant rise since 1960/61. (The evidence is more marked for juniors than seniors and this could be a time lag effect. The 1970 juniors will be seniors in 1974 and it will be interesting to compare the scores of the 1971 and 1974 seniors.) The almost linear increase in reading comprehension that existed for 1948 to 1964 has not been maintained and there are significant differences between the reading scores obtained in this survey and those that would have been predicted from previous trends.<sup>2</sup>

The reversal in the rise of reading standards noted above was reflected in the numbers of students who in 1970/71 fell into the

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 67

"illiterate" and "semi-literate" categories. The incidence of "illiteracy" among the 11 year olds rose from 0 per cent in 1964 to .42 per cent in 1970. "Semi-literacy" rose from 13 per cent to 15.1 per cent. Among the 15 year olds the "illiteracy" figure remained 0 per cent but the "semi-literacy" percentage rose from 0 per cent in 1961 to 3.19 per cent in 1971.<sup>1</sup>

The authors of the Trend of Reading Standards offer a multitude of possible explanations for the decline in reading achievement. They state that:

The President of the U. K. Reading Association, Mrs. Vera Southgate, does feel that there has been a declining interest in reading, especially in the progressive infant classes where she noted a decrease in the acceptance of the importance of learning to read.<sup>2</sup>

Among other possible causes noted were that substantial percentages of primary school teachers had received no formal training in the teaching of reading; that the special help which many students need at the early stages of reading is often lacking; that in many instances the amount of time devoted to the teaching of reading had dropped; and that many students are starting to learn to read at later ages than previously. Rather than accepting any of these or any other explanation

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<sup>1</sup>Ibid., p. 51.

<sup>2</sup>Vera Southgate (1968). "Identifying major problems in Reading in England" Paper to the 13th Annual Convention of the International Reading Association, Boston. In Figurel, J. A. Reading and Realism. (Newark, N. J.: International Reading Association), 1969.

Quote above from Trend of Reading Standards, p. 68.

for the drop in reading standards the NFER states that there exists,

The need to undertake studies to provide valid data by which one can examine any evidence of causality in the relation between reading comprehension and many critical variables, some of which were suggested in this report, for example, i.t.a. (initial teaching alphabet), the skill of the teacher of reading, the percentage of teachers in the school trained to teach reading, the percentage of teachers in primary school who have infant training;. . .<sup>1</sup>

As regards the question of providing adult literacy instruction to the "illiterate" and "semi-literate" adults in England, this survey performs the service of documenting the fact that the number of adult non-readers in England is increasing today. While the priority problem will always be in the schools themselves, the prominence of the adult problem has been presented.

It has already been noted in this study that a factor commonly found among adult illiterates is a less than average intellectual capability as measured by standard intelligence tests. An analysis of a group of less capable students in secondary schools was undertaken by Her Majesty's Inspectorate in 1967/68. The report of the survey was published in 1971 and is titled, Slow Learners in Secondary Schools.

The total number of schools visited was 158 (38 comprehensive and 139 secondary modern schools) in 20 education authority areas; the largest school visited contained 2,100 pupils, the smallest 178 . . . the total population of the schools surveyed was 91,527 of whom 12,807 were considered by head teachers to require some measure of special education mainly as slow learners. . .<sup>2</sup>

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<sup>1</sup>Ibid., p. 72.

<sup>2</sup>Department of Education and Science, Slow Learners in Secondary Schools, Education Survey 15. (London: Her Majesty's Stationery Office), 1971, p. 1.



A major problem noted was that only 51 of the 158 schools had a special department for the slow learning pupils and that only 3,970 of the 12,807 who were considered to be in need of special education were receiving it.<sup>1</sup>

The estimate reached both by heads and inspectors about the size of the group designated 'slow learners' may cause surprise to some but tend to confirm estimates reached elsewhere. . . The proportion of these pupils, expressed as a percentage of the total population of the schools visited, was 14 per cent.<sup>2</sup>

While the size of the group is substantial, the number of trained teachers available to teach the 'slow learners' was seen to be inadequate.

Many schools reported difficulties in securing suitable qualified and experienced teachers to act as head of department. The reasons for this may be several and complex but it seems likely that among them are the limited opportunities for specialised training and the lack of esteem that this work seems to carry.<sup>3</sup>

Aggravating the problems still further was the finding that:

In many schools, the techniques employed for teaching pupils backward in reading are unrefined . . . sometimes little more than reading of graded text-books with prompting from the teacher. What progress is achieved probably derives more from kindly encouragement than from sophisticated techniques.<sup>4</sup>

This discouraging report bears directly on the adult illiteracy problem in that the student who has a reading problem in secondary school is unlikely to find the help he needs to overcome his difficulties. He is likely to fall behind the progress made by his school-

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<sup>1</sup>Ibid., p. 7.

<sup>2</sup>Ibid., p. 21.

<sup>3</sup>Ibid., p. 12.

<sup>4</sup>Ibid., p. 25.

mates and either becomes a school dropout, a failure, or one who is forced to pass his time in school until the age of 15, when he abandons the classroom forever.

THE ADULT ILLITERACY SUB-COMMITTEE

In 1967, the National Association for Remedial Education recognised the need for a special group to concern itself with adult illiteracy problems and established the Adult Illiteracy Sub-Committee.

The first study undertaken by the newly formed Adult Illiteracy Sub-Committee was a Survey of Provision for Adult Illiterates in England and Wales. Its stated goals were:

1. To ascertain the extent of the provision for adult illiterates in England and Wales by Local Authorities and Voluntary Organisations.
2. To ascertain the administrative difficulties involved in establishing and maintaining such provision.
3. To ascertain the nature of the teaching problems involved for those actively engaged in this work.
4. To draw both official and public attention to the plight of the adult non-reader.<sup>1</sup>

The survey found that there were 199 Evening Institutes and Centres administered by voluntary organisations making regular provision for adult literacy instruction, and that the total number of adults receiving instruction was 4137 of whom 1372 were immigrants. Excluding literacy programmes which utilise the one to one teaching method, there were 352 teaching staff engaged.

The four sources of information found most useful for recruiting the illiterate adults were the Evening Institute's prospecti,

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<sup>1</sup>From an unpublished summary of the NARE survey provided by Mr. Norman Dean, Sunderland College of Education who is the Chairman of the Adult Illiteracy Sub-Committee of the N. A. R. E., p. 1.

press and other advertising, word of mouth recommendation and the recommendations of various social agencies. Recruiting was seen as a problem by three of five respondents.

The primary teaching problems mentioned were teaching methods and books and materials, but no further details about these problems were included in the survey report. Among the suggestions made by the respondents and included in the report were that:

Youth Employment Officers should notify L.E.A.'s of school leavers with reading problems, that a Sunday morning TV series be devoted to adult non-readers, and that libraries should be provided with 'kits' so that a literate husband or wife could give help to an illiterate spouse using suitable material.<sup>1</sup>

Since the completion of this survey in 1968, no subsequent survey has been undertaken to update and expand the information then available. The survey of provision for adult literacy in England conducted as part of this study in 1973, both updates and expands upon the basic information collected by the Adult Illiteracy Sub-Committee in 1968.

The second study undertaken by the Adult Illiteracy Sub-Committee was a survey of 1,126 adults who were attending adult literacy classes in 1970. The survey was the first of its kind and made available the only recent data regarding those adults attending adult literacy classes. While the authors of the study admit that the sample is neither random nor large, they do feel that "a survey based on

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<sup>1</sup>Ibid., p. 3.

1,126 adults is large enough for valid generalisations to be made. . ."<sup>1</sup>

The principle finds of the survey are the following:

1. Almost half of the adult students surveyed were between the ages of 15 and 20 years and the ratio of men to women, 4 - 1;
2. The teachers of the adults classified the majority of them as either of 'average intelligence' or of 'clearly low intelligence';
3. Among the men, 49.5 per cent were classified as of average intelligence and 45.2 per cent as of low intelligence. Among the women, 40 per cent were classified as average and 54.2 per cent as of low intelligence.

As stated in Chapter I, this evidence tends to corroborate the findings of Sir Cyril Burt and the studies of the Ministry of Education but perhaps suggests that the number of adults of average intelligence with reading difficulty is higher than previously noted.<sup>2</sup>

3. In response to a question regarding the occupations of the adults, the teachers listed 901 adults in the following categories:

Skilled	81
Semi-skilled	240
Unskilled	440
Self-employed	32
Unemployed	108 <sup>3</sup>

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<sup>1</sup>National Association for Remedial Education, Adult Illiteracy Sub-Committee, A Report on the needs and Characteristics of 1126 Adult illiterates Attending Reading Classes in England and Wales (NFER, College of Education, Kingston upon Hull), 1972, p. 3.

<sup>2</sup>Sir Cyril Burt, The Backward Child. 5th edition. (London: University of London Press), 1961, p. 22.

<sup>3</sup>Op. cit., (NARE, A Report on the Needs and Characteristics of 1,126 Adult illiterates), p. 8.



Further attempts to refine these categories were not attempted but the unskilled and semi-skilled clearly dominate the occupational groups listed. While nearly 12 per cent of the group surveyed were unemployed, the figure is not surprising since very few jobs can be obtained without basic reading and writing skills.

4. Forty-six per cent of those assessed have reading ages of less than 7 years . . . 30 per cent have reading ages between 7 and 8.11 years . . . 16 per cent have reading ages between 9 and 10.11 years . . . 8 per cent have reading ages over 11 years . . .<sup>1</sup> The authors note that a reading age of 11 would not be sufficient for an adult to read a newspaper without difficulty and would make the reading of specialised material also very difficult.

5. The cause of Reading Failure

The results of this study regarding the causes of reading failure were reviewed in Chapter I. From the various studies which have considered the causes of reading failure in England, it can be said that the causes are multiple and that low intellectual ability is a common factor found in adults who are "illiterate" or semi-literate".

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<sup>1</sup>Ibid., pp. 12 - 13. ("Standardised reading test results are available for two thirds of the students included in the returns. (Table K, p. 12.) That the remaining third should not have been so assessed can be attributed to two main causes. Firstly, it will be appreciated that many adult non-readers are receiving help from persons not formally qualified in the teaching of reading (as in the Cambridge House Literacy Scheme). To such persons, a standardised test result could well be either misunderstood or misinterpreted. Secondly, many experienced teachers may have doubts about the validity of the practice of assessing reading abilities of adults with tests originally standardised on children many years ago. The teachers' main need is for some form of diagnostic procedure in which a 'Word Recognition' age (for example) could be quite irrelevant. Questionnaires returned varied between those giving evidence of relatively sophisticated testing and documentation procedures to those giving no evidence of any form of formal assessment.

In evaluating the table of reading attainments (Table K) it should be noted that almost every well known standardised test was quoted in the returns and that no attempt has been made to apply conversion procedures." p. 12.

6. The authors were also interested in the problem of recruiting illiterate" and "semi-literate" adults and included in their survey a question regarding the agency through which the adult made contact with the literacy class or tutor. They found that contact was made through the following:

Relatives and friends.	129
Local Education Authority	103
Radio	83
Press	61
TV	43
School	42
Social Worker	33
Doctor	21
Citizens Advice Bureau	15
Probation Officer	14
Educational Psychologists	14
Employer	11
College of Further Education	9
Deaf Institute	7 <sup>1</sup>

The figure for the Colleges of Further Education is surprisingly low because the majority of the reading classes offered are under the auspices of such institutions. The impact of Radio and Television should be noted because to date its use for the purpose of recruiting adult illiterates has been limited and yet its impact appears to be strong.

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<sup>1</sup>Ibid., p. 23.

7. The adult students were asked to state the reasons why they enrolled in the reading classes. The results of their replies are as follows:

	Men	Women
Self improvement	150	81
Vocational	224	40
Children starting school	25	14
Family pressure	41	18
To take driving test	16	3
To maintain contact with member of family abroad.	2	6 <sup>1</sup>

The authors note that the vocational and self interest categories, which could also pertain to employment, dominate the reasons which prompt adult illiterates to take the often embarrassing steps required to get help with their basic reading and writing skills.

In the introduction to the survey report, Alec A. Williams, National President NARE, notes that it is unlikely that a national survey of adult illiterates will be attempted. The survey which he and his colleagues have undertaken, none the less, does provide very useful information about the characteristics of adult illiterates in England.

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<sup>1</sup>Ibid., p. 25,

### Conclusion

The majority of the research presently available regarding reading ability in England is concerned with school-age children. Apart from the work of the Adult Illiteracy Sub-Committee, studies regarding adult illiteracy have been uncoordinated, local in nature and not publicised. Fortunately, major institutions such as the Universities of Reading, Liverpool and Manchester, as well as the Inner London Education Authority and other knowledgeable individuals are now expressing interest in pursuing research regarding the adult illiteracy problem. It is the expectation of the study director that concern for the problem of adult illiteracy will be increased dramatically at the academic, programme and administrative levels in the present decade.

## C H A P T E R   I I I

### THE STUDY

Between September and December, 1972, agreements were reached between the Dean of the School of Education, University of Massachusetts and the Secretary of the School of Education, University of Reading, that the institutions would cooperate on a study of the provision for adult literacy instruction in England and Wales. The University of Reading agreed to provide the technical and administrative support while the University of Massachusetts would provide the study director. Within the University of Reading, the Centre for the Teaching of Reading of the School of Education is the unit most closely related to the subject of adult literacy. The Centre was designated to provide support on behalf of the University.

A proposal was accepted by the cooperating universities which outlined the objectives and strategy for conducting a general survey of the organisations in England which provide adult literacy instruction. It was proposed that the study would review the background information regarding adult literacy provision since 1950 and have the following objectives:



First, the compiling of a comprehensive list of the publicly and privately administered adult literacy instruction programmes in England; and second, the collection of data about the literacy programmes, and an analysis of that data, with a view toward indicating the major directions of the programmes as regards their administration, teaching methods and materials, tutor training and financing.

#### Background Information

The background information presented in Chapters I and II was collected by means of a library search. The principal libraries utilised in the search for this information were the Institute of Education library of the University of London, the library of the National Institute of Adult Education for England and Wales and the Library of the Centre for the Teaching of Reading at the University of Reading. Additional information was obtained from the department of Education and Science, the library of the National Foundation for Educational Research, the Inner London Education Authority and the Adult Illiteracy Sub-Committee of the National Association for Remedial Education.

The library research led to the identification of sixty-six studies, books, documents, magazines and newspaper articles which were useful for tracing the background and development of literacy provision in England. These documents served as the basis for the information presented in the first two chapters. They also served

to point out that the national effort to combat adult illiteracy in England is in the early stages of its development, and that only a small portion of the adults in need of literacy instruction are, in fact, receiving it.

There are, nevertheless, several documents which discuss scientifically collected and analysed information regarding the illiteracy problem.

The most outstanding of these are the Ministry of Education and Department of Education and Science Studies of the "Levels of Reading" among the 11 and 15 year old students in England's primary and secondary schools. Special emphasis is placed on a review of those studies in Chapter II. While mention is made briefly of the efforts to teach adults basic literacy skills prior to 1950, the focus of this study is on efforts made since that date.

THE LIST OF ADULT LITERACY INSTRUCTION PROJECTS

The first specific objective of this study was to compile a comprehensive list of the adult literacy instruction programmes in operation in 1972/73. This task was undertaken because preliminary investigation on the part of the study director indicated that no such list was published and that in the opinion of various professional educators and administrators, such a list was needed. From the outset it was acknowledged that no list could be shown to be comprehensive, but the following steps were taken to assure that the list would be as complete as possible and have the flexibility of expanding to add new projects as well as to eliminate defunct literacy projects.

A library search seeking information about the institutions most directly involved with adult education was conducted by the study director to begin the process of compiling a list of programmes and to reveal other organisations which would have knowledge of existing literacy programmes. It became clear in the early stages of this search that no one organisation (including the Department of Education and Science of the National Government) had a complete list of the adult literacy projects. The library search led to the identification of many people and organisations who had access to the type of information sought. Once the appropriate organisations and people were identified, the study director interviewed the following individuals to gather additional information about the literacy projects. The

interviews were conducted between October, 1972, and January, 1973, and were open-ended in style. No set of specific questions was used; rather, the study director sought to obtain the names of persons and organisations active in adult literacy work, as well as their perspective regarding the adult illiteracy problem.

1. Mr. Marks, Adult Education Section, Department of Education and Science (in London)
2. Mr. Arthur Stock, Director, National Institute of Adult Education for England and Wales (in London)
3. Dr. Elizabeth Goodacre, Educational Psychologist, consultant to the Centre for the Teaching of Reading, University of Reading and faculty, Institute of Education, University of London (by telephone)
4. Mrs. Betty Root, Tutor in Charge, Centre for the Teaching of Reading, University of Reading (in Reading)
5. Mr. Norman Dean, Secretary, Adult Illiteracy Subcommittee, National Association for Remedial Education and faculty, Sunderland College of Education (in Sunderland)
6. Dr. Margaret Spencer, Faculty, Institute of Education, University of London (in London)
7. Mr. Pearson, Home Office, Prison Department, Education Officer (in London)
9. Dr. Sydney Heaven, Inspector for Adult Education, Inner London Education Authority (in London)
10. Miss Bridget O'Brien Twohig, Director Cambridge House Literacy Scheme (in London)
11. Mrs. Gladys Zonena, Director, Blackfriars Literacy Scheme (in London)

This set of interviews provided the study director with additional information regarding programmes and people throughout England who were knowledgeable about the field of adult illiteracy. The interviews also assisted in the task of selecting the types of information and data which would be sought via the questionnaire.

The library search revealed that one organisation in England, the Adult Illiteracy Sub-Committee of the National Association for Remedial Education had since 1968 been maintaining a roster of Adult literacy programmes which has come to its attention. This roster, based on information provided by the education officers of various local education authorities five years ago, was the only list of literacy instruction programmes for the entire country encountered by the study director. During his interview with Mr. Dean, of the Adult Illiteracy Sub-Committee, the study director and Mr. Dean arranged to provide each other with information regarding unlisted programmes. In this way, all the new programmes which came to the notice of the study director were reported to the new Secretary of the Adult Illiteracy Sub-Committee for inclusion in the list maintained by that organisation.

The Adult Illiteracy Sub-Committee list was up-dated in February of 1973 on the basis of information collected by the Sub-Committee itself and through information about programmes and



interested persons<sup>1</sup> provided by the study director. The new Sub-Committee list contained the name and address of 263 adult literacy projects and interested persons in England and 10 in Wales. In addition, the Home Office provided the study director with a list of 116 Prisons, Detention Centres and Borstals in England and Wales. While not all of these institutions have adult literacy instruction, the majority do have basic education programmes for the inmates and were added to the basic list.

The list was further expanded by virtue of the efforts of interested persons who, upon receiving a copy of the questionnaire, made it available to programmes in their area not on the mailing list. Other persons who heard about the study and informed the study director of their wish to participate were also added to the list.

The process of compiling a complete and up to date list of the adult literacy instruction projects and interested persons is, by necessity, on-going. At the time of the distribution of the questionnaires, the list contained 449 entries divided into groups as follows:

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<sup>1</sup>"Interested person" refers to an official of a district or town who has responsibility for adult education in that area, or to an individual who by virtue of his profession or interest is connected with adult literacy work. In many cases, the interested persons would not be teachers or even be directly associated with a specific adult literacy instruction programme.

TABLE 3  
DISTRIBUTION OF QUESTIONNAIRES

Organisations	Number of Questionnaires Distributed
Adult Education Institutions and similar organisations	206
Technical Colleges	20
Private Schemes	16
H. M. Prisons	77
H. M. Borstals <sup>1</sup>	39
Other	16
Wales	10
Interested Persons	65
Total	449

The first major objective of this study, the compiling of a comprehensive list of adult literacy instruction programmes in England, yielded a list of 449 programmes and interested persons. The process of updating this list, as has been noted, is ongoing.

As new programmes become known, it is anticipated that the Adult Illiteracy Sub-Committee will include them in their basic list, which now includes the names of many additional programmes provided as

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<sup>1</sup>Borstals are penal institutions administered by the Prison Commission for youths, age 15-20.

a result of this study.<sup>1</sup>

### THE QUESTIONNAIRES

The second objective of this study was to collect data about the literacy instruction programmes in England and to analyse that data with a view toward indicating the major directions of the programmes with regard to their administration, teaching methods and materials, tutor training and financing.

The only method within the limits of this study for collecting the required data from each of the adult literacy programmes, was by means of a questionnaire.

Such a questionnaire, called the "Adult Literacy Provision Questionnaire" was developed by the study director over a three month period during which time, decisions regarding its content, format, distribution and analysis were reached.<sup>2</sup> The decisions regarding each of these areas are interrelated, but for purposes of describing the process followed, each of these areas is discussed as independently as possible.

### THE CONTENT

The principle decision made regarding the content of the questionnaire was that information would not be sought regarding the individual differences of the adults receiving instruction. The

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<sup>1</sup>The Study Director is particularly grateful to Mr. Norman Dean of the Adult Illiteracy Sub-Committee and Mr. Robert Kedney of Newton le Willows College of Further Education who assisted in the compiling of the list of adult literacy instruction programmelist.

<sup>2</sup>See Appendix for copy of the questionnaire.

questions would be restricted to information regarding the administration, teaching methods and materials, tutor training and financing components of the programmes. Aside from the number of adults receiving instruction, no questions would refer to the sex, age, background or performance of the adult students. It was judged that this type of information, while useful, was outside the scope of this study, and not required for achieving the stated objectives. Additionally, the Adult Illiteracy Sub-Committee Report on the Needs and Characteristics of 1,126 Adult Illiterates Attending Reading Classes in England and Wales, had already provided information of that type.

The first draft of the questionnaire contained 30 questions referring to the following categories:

- Five        pertained to directory type information such as the official name, address, phone number of the organisation;
- Seven      focused on the administrative structure;
- Nine       pertained to teaching methods and materials in use;
- Three      pertained to tutor training;
- Seven      pertained to questions of finance.

The first draft was designed to include questions about a full range of administrative and programme areas with foreknowledge that the less pertinent questions would be eliminated.

The first draft was critiqued by Dr. Elizabeth Goodacre, the consultant research psychologist of the Centre for the Teaching of Reading, University of Reading, and by Mrs. Betty Root, the tutor in charge of the centre (who has extensive experience with questionnaire

design distribution and analysis). A third viewpoint was sought from Mr. Norman Dean, the Secretary of the Adult Illiteracy Sub-Committee of the National Association for Remedial Education.

On the basis of their critiques, and clarifications made through subsequent discussions, decisions were taken regarding the elimination of some of the questions and the rewording of others.

The original draft had two principal faults: it was too long; and certain questions were worded in such a way that the reply required an opinion rather than "factual" response.

The second draft of the questionnaire contained twenty questions plus space for additional comments and was limited to which a factual reply could be made without extensive research on the part of the respondent. Advice provided by Dr. Goodacre, that questionnaires which required extensive research on the part of the respondent or which required more than 30 minutes to complete suffer from poor return rates, led the study director to restrict his questions to information readily available to the respondent and to draft a questionnaire which could be completed in a period of thirty minutes or less.

The second draft contained questions regarding the following categories:

- Five       referred to directory type information;
- Six        focused on the administrative structure of the organisation;



- Four pertained to teaching methods and materials;
- Two pertained to tutor training;
- Three pertained to questions of finance.

The second draft served as the pilot or pre-test questionnaire. It was distributed to seven adult literacy instruction programme directors whose programmes are representative of the various types of adult literacy instruction programmes presently operating in England. The principal factor used for selecting the programmes for the pre-test was the administrative body under which the programmes were administered. On this basis, one programme financed by a Local Education Authority, a University, a College of Education, the British Association of Settlements, an Adult Education Institute, and two privately financed programmes were chosen. Of the seven programmes, two are located in the central London area, two in the greater London area and one each from Manchester, Liverpool and Newcastle. In addition to selecting programmes with a geographical spread, the study director chose programmes whose directors were willing to cooperate with the study by providing criticism in addition to completing the questionnaire. The directors of the seven programmes selected were asked to comment on any question they found to be unclearly worded, to state any ambiguity encountered, to record the amount of time required to complete the questionnaire and to make any other suggestions they considered helpful. All seven directors returned the pre-test questionnaire and all but one made comments and suggestions. Five of seven directors stated that they were able to

complete the questionnaire in about 20 minutes. The other two did not comment on time required to complete the form.

The changes made in the questionnaire after the pre-test were minimal. Words were changed in three questions and the spelling of the two words "center" and "program" were changed to the common British spelling of "centre" and "programme". The third and final draft of the questionnaire was reviewed for the last time by the Centre for the Teaching of Reading staff and put on mats for duplication.

#### FORMAT

The Provision for Adult Literacy Questionnaire was written in the multiple choice format wherever the content of a particular question allowed for that type of response. In order to provide for exceptional responses, the category "other" was included where appropriate to allow the respondent flexibility. In addition, the respondents were encouraged to utilise the empty space on the last page of the questionnaire to include any information which would lend a special interpretation to their responses, or to include any comments they considered helpful for the study.

Two of the questions, number five and number fourteen, required replies which do not lend themselves to the multiple choice format. Question five referred to the programmes' special goals and question fourteen to the names of books and other materials found to be useful for teaching adults to read. In these instances, as well as in the questions referring to "directory type" information, the

multiple choice format was not used.

Throughout the questionnaire an attempt was made to include a complete range of answers on the questionnaire form itself. In this manner the time required for completing the questionnaire was shortened and the answers tended to be standardised.

A final consideration regarding the format of the questions was that the replies were coded for machine processing. The multiple choice format lends itself to this type of processing.

During the pre-test of the questionnaire, the format chosen was found to be clear, and to yield the type of information required for the study. Comments made by those participating in the pre-test were considered before the final draft was written. The questionnaire was printed on blue paper rather than on standard white. It was hoped that this choice of colour would improve the return rate.

#### DISTRIBUTION OF THE QUESTIONNAIRE

During the first week of March, the Centre for the Teaching of reading duplicated and mailed 98 questionnaires to organisations and individuals known by the study director to be offering adult literacy instruction or, to interested persons such as University professors and others interested and/or connected with adult literacy work in England. In addition, the Adult Illiteracy Sub-Committee Secretary, Mr. Norman Dean, agreed to distribute questionnaires to all the literacy projects registered with his organisation. He was provided with 250 questionnaires for distribution. Twenty-five additional copies of the questionnaire were provided to the central

office of the Workers Educational Association in London in the event that chapters of the WEA not included in the original mailing required questionnaires.

Finally, questionnaires were provided for the Prison Department of the Home Office for distribution to the 116 prisons, detention centres and borstals of England. Officials of the Prison Department noted that three of the questions in the questionnaire would require additional explanation due to the unusual educational situation in the prisons. To avoid confusion on the part of the Education Officers who would be completing the questionnaire, the Prison Department decided to send a covering letter to the Governors of each institution requesting their cooperation with the study and including some explanatory notes.

In addition to the questionnaire, each programme and interested person on the programme list received a covering letter signed by the Tutor in Charge of the Centre for the Teaching of Reading, University of Reading, the Secretary of the Adult Illiteracy Sub-Committee of the National Association for Remedial Education and the Study Director.<sup>1</sup> The letter explains the purpose of the study and encourages the programmes to complete and return the questionnaire promptly. Finally, each questionnaire was accompanied by a stamped and addressed envelope for returning the completed form. The stamped envelope was used in an effort to increase the return rate.

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<sup>1</sup>See Appendix.

The project directors and others were asked to return the questionnaire by March 25, which allowed a maximum of 23 days and a minimum of 16 days for completing it. A general exception to this date was made for the questionnaires distributed to the prisons because that mailing was done by the Home Office itself and was not completed until March 16, 1973.

On April 7, two weeks after the date requested for returning the forms, 204 questionnaires had been returned. Of these, 72 were from prisons, detention centres and borstals. During the week of April 7, questionnaires were being returned at the rate of four per day. At that time, the study director hoped to receive an additional 75 returned questionnaires.

To encourage the respondents, a postcard announcement was distributed to all the programmes which had not yet returned the questionnaire. A total of 166 postcards were distributed. It was also decided that all questionnaires returned on or before May 1, 1973 would be included in the study.

#### PUBLIC ANNOUNCEMENTS

The Study Director provided the London office of the Workers' Educational Association and the Secretary of the Adult Illiteracy Subcommittee with an announcement for their respective publications regarding the study. Adult Literacy project directors were encouraged to complete the questionnaire and return it by March 25. In the event that the project did not receive a questionnaire, an address where they were available was included. The Workers' Educational Association has



a broad circulation and it was anticipated that the announcement would help to expand the project list. The Newsletter of the Adult Illiteracy Sub-Committee has considerably smaller circulation but is directed specifically to adult literacy organisations and interested persons.

#### DATA ANALYSIS

The entire bank of data generated by the questionnaires has been analysed under six distinct procedures, three of which pertain to the projects taken collectively and three to the projects as divided into specific groups.

First, overall totals for the variables (responses to a question or any distinct part of a question) in the data bank have been computed for all the projects taken collectively.

Second, whenever 30 per cent of the above responses to a particular question (or part of a question) were found to be the same, that situation has been indicated as a major direction of the particular component in question (either the administration, teaching methods and materials, tutor training, or financing).

Third, contrasts between the results of various questions or major directions have been highlighted where useful and explanatory text accompanies the contrasts where needed.

Fourth, group totals for each of the variables in the questionnaire have been computed.

Fifth, whenever 30 per cent of the responses to a question

in a particular group were found to be the same, that situation has been indicated as a major direction of a particular component of the literacy projects in that group.

Sixth, contrast between groups and between projects within the same group have been highlighted where useful for the purposes of this study.

Throughout the analysis portion of this study, explanatory text accompanies the computed totals presented in the various tables.

The various group designations accepted by the study director for the fourth, fifth and sixth procedures were, in general, determined by the organisational unit which supports the literacy instruction. On this basis, for example, distinctions are made between publicly and privately administered programmes. The group designations accepted for this study are those commonly utilised in England by the Department of Education and Science, the Home Office, the National Association for Remedial Education and other institutions which conduct literacy instruction. The established groupings are listed below:

1. Adult Education Centres (under this group are included Adult Evening Institutes, Evening Institutes, Further Education Centres and Institutes of Further Education)
2. Technical Colleges
3. Private Programmes
4. Her Majesty's Prisons

5. Her Majesty's Borstals and Dentention Centres
6. Workers' Educational Association Chapters
7. Literacy Programmes in Wales
8. Other

As part of the coding of each questionnaire, the appropriate group was assigned a numerical value. This bit of information, along with the coded data referring to the questions themselves, facilitated the analysis of the questionnaire responses by specific groups of literacy instruction programmes.

The additional comments made by certain questionnaire respondents have also been included in the general analysis of the data, and appear at the end of Chapter IV.

## STUDY FINDINGS AND RECOMMENDATIONS

The principal findings of the Provision for Adult Literacy Survey are summarised in Chapter V. The major directions of the programmes as regards their administration, teaching methods and materials, tutor training and financing are indicated where appropriate.

Chapter V also includes a statement regarding the study director's recommendations for both the short- and long-term problems of improving and enlarging the provision for adult literacy instruction in England.

## C H A P T E R I V

## THE QUESTIONNAIRE DATA

The analysis of the data contained in this chapter is based on information contained in the returned questionnaires and responses received from 217 Adult Literacy instruction programmes in England. The table below illustrates the return rate for each of the groups which received questionnaires.

TABLE 4  
QUESTIONNAIRE RETURN RATE

Programme Group	Questionnaires Distributed	Replies Received	Questionnaires Returned	Per cent Return Rate
(AEIs)				
Adult Ed. Institutes & similar organizations	206	119	109	58
Technical Colls (TCs)	20	12	10	60
Private Schemes (PS)	16	12	12	75
H. M. Prisons (PRIS)	77	48	44	62
H. M. Borstals (BST)	39	36	32	92
Other <sup>a</sup> (OTH)	16	6	5	38
Wales (WAL)	10	6	5	60
Interested Persons <sup>b</sup>	65	15	-	23
Total	449	254	217 <sup>c</sup>	

a. other includes the Workers' Education Association Chapters, University or College sponsored programmes and hospital programmes.

b. This category refers to replies received from interested persons not directly in charge of programmes.

c. After May 1, 1973 the closing date for inclusion, questionnaires were received from 23 additional adult literacy programmes raising the total to 240. Information regarding these programmes has been included in the Directory of Programmes in the Appendix.



A perfect return rate would pertain if 384 questionnaires had been returned. (Questionnaires distributed less those sent to interested persons.) On that basis the overall return rate was 66 per cent.

The first four questions refer to the name of the organisation, its address, telephone and the person in charge of the literacy instruction programme. These questions served to provide information for the Directory of Literacy Instruction Programmes included in the appendix of this study. The Directory also contains a verbatim statement of the goals of each programme as stated in question five and information regarding the year in which the programme began (question six).

Question five requests that the respondents describe in one or two sentences the specific goals of their literacy instruction programmes. No multiple choice answers to this question were included in the questionnaire form, but space was allocated for written replies. More programmes (145) listed as one of their goals, "assisting adults in need of help with their reading and writing" than any other single goal (see Table 5). This was the most common goal mentioned by all the programme groups with the exception of the private schemes. They listed the second most commonly stated goal, "the development of independence, confidence, self-reliance and the ability to cope with the needs of everyday life", as their most common goal. This also was mentioned by a total of 49 programmes.

Three other goals were mentioned by more than fifteen of

the programmes. They were:

1. To provide a supportive social setting in which adults could learn to improve their communication skills;
2. To teach those adults who had previously failed or who had been classified as remedial learners;
3. To provide literacy instruction capable of affording the adults individual attention or instruction on a one to one ratio.

There were twelve programmes which listed vocational type goals, such as obtaining or holding a job or contributing to job success. Other goals mentioned less frequently by programmes included changing attitudes of inadequacy and teaching adults to speak clearly.

#### Goals by group

Table 5 (over) illustrates the similarities and differences of the goals by the various programme groups.

TABLE 5  
Goals of Literacy Instruction Programmes  
by specific group

Goals	AEIs <sup>a</sup>	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
To assist adults in need of help with reading and writing	77	8	2	33	17	5	3	145	67
To develop independence, confidence & ability to cope with everyday life	21	2	5	8	10	1	2	49	23
To provide a supportive social setting in which adults could im- prove their communication skills	8		1	9	1			19	9
To teach those who had been classi- fied remedial students	9	1	1	3				14	6
To provide literacy instruction capable of affording the adults individual attention or in- struction on a one to one ratio	10		1		1	1	1	14	6
Vocational Goal - obtaining and holding a job or contributing to job success	6	1	2	2	1			12	5

a. Abbreviations used in tables are (AEIs), Adult Education Institutes and similar organisations; (TCs) Technical Colleges; (PS), Private Schemes; (PRIS), Her Majesty's Prisons; (BST), Her Majesty's Borstals; (OTH) Other; (WAL), Wales.

The special situation which exists in the Prisons and Borstals is reflected in the individual statements regarding their specific goals.

An Education Officer from a Borstal stated the goal of his programme as:

To gain a standard of literacy and numeracy at least sufficient to cope with the needs of daily life - at best to equip them to take full advantage of opportunities and services available in the modern world.<sup>1</sup>

The emphasis placed on assisting the adults to adjust to life when they leave the institution is an integral part of that programme's specific goal.

A Prison official also expressed this sentiment in his statement of his programme's goal:

To equip individuals for release. To help give confidence and self respect.<sup>2</sup>

The private schemes mentioned the goal, to develop confidence and independence and the ability to cope with everyday life as their most common goal. These schemes tend to utilise a one to one teaching method rather than a small group or class and often the clients in their programmes have a variety of problems in addition to their inability to read and write with ease. Perhaps their stress on meeting individual needs in an individual way is reflected in their stated goal to develop confidence and independence.

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<sup>1</sup>H. M. Borstal Institution, Lowdham Grange, Nottingham.

<sup>2</sup>H. M. Prison, Ranby, Retford, Nottinghamshire.

The major emphasis of all the other programme groups was on the specific goal to assist adults in need with reading and writing, but many of the goal statements did include ideas directly related to the other goals listed.

In the additional comments section of the questionnaire three of the respondents included statements regarding programme goals implicitly found in other questionnaires.

Our aim is to provide a 'club' atmosphere. In some cases, the social gain is as important as fluency in reading and writing...<sup>1</sup>

A number of adults continued attending over a number of years. In addition to improving their reading, the class has done much to build confidence and social awareness.<sup>2</sup>

...The Club seeks to improve the social skills of its members. Literacy is one of them, so is communication, so is playing ping-pong so is chatting over a cup of tea and if no one learns to read at all the Club will still be doing a decent job.<sup>3</sup>

The majority of the statements regarding the specific goals of the programmes contained elements of more than one of the seven general goals listed in Table 5. Lest the individualistic nature of many of the stated goals be lost, they have been quoted in their entirety in the Directory section of this study.

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<sup>1</sup>J. A. Young, Boulevard Evening Institute, Hull, Yorkshire.

<sup>2</sup>Mr. I.N.D. Nash, The Evening Institute, Stopsley High School, Luton, Bedfordshire.

<sup>3</sup>Donald A. Adams, The Lady Adrian School Wednesday Club, Courtney Way, Cambridge.



TABLE 6  
 The Years in which the Literacy  
 Instruction Programmes were Begun

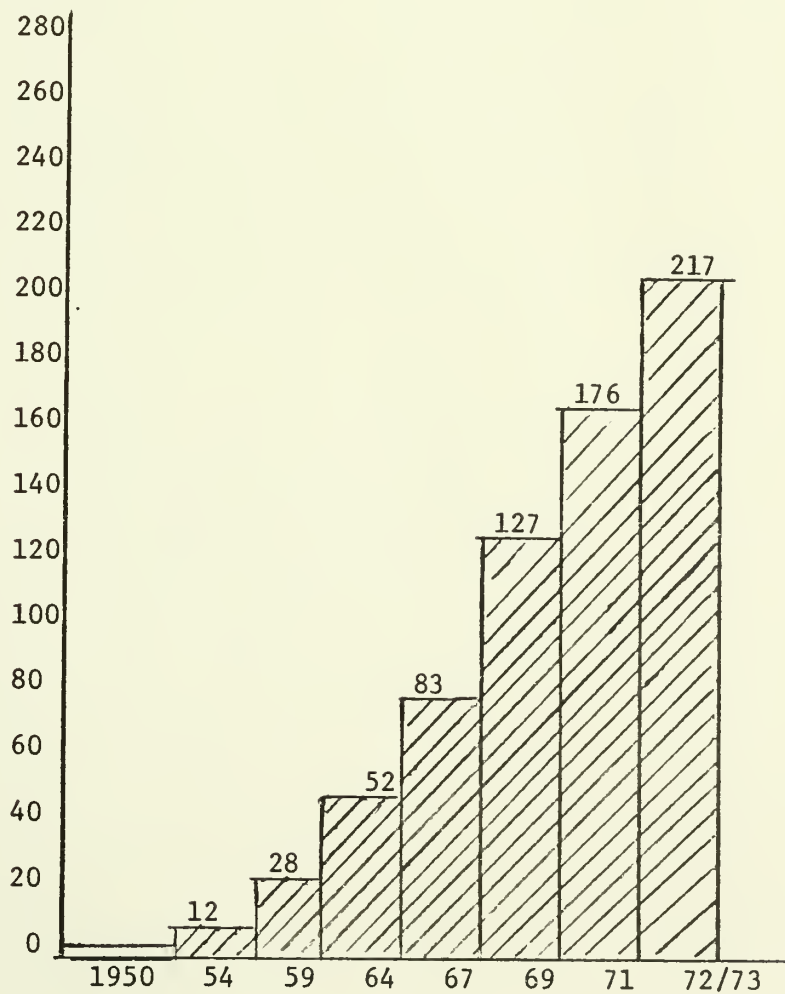
Year	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
No answer	1		1	9	2			13	6
1972 - present	20	1	2	10	4	1		38	18
1970 through 1971	17	2	3	10	5	1	1	39	18
1968 - 1969	24		4	4	9	1	2	44	21
1965 - 1967	21	2		4	1	2	1	31	14
1960 - 1964	10	3	2	1	7		1	24	11
1955 - 1959	9	2		2	3			16	7
1950 - 1954	5			1				6	2
Before 1950	2			3	1			6	2
Total								217	99

The number of adult literacy instruction programmes in England has grown from less than 10 in 1950 to more than 217 in 1973. Growth has been particularly rapid since 1960. From 1965 through 1967 there were at least ten new projects started each year. For the period 1968 through 1969 that figure more than doubled. Since 1970, 78 new programmes have begun. The new programmes begun during these three years represent 36 per cent of the programmes in this survey.

Provision for adult literacy has been growing steadily in England since 1960 and has been accelerated since 1968. If the present growth rate of new programmes is maintained the number of adult literacy instruction programmes will double by 1981. The following graph illustrates the growth pattern.

TABLE 7  
Growth in the Number of Literacy  
Instruction Programmes  
since 1950

Number of  
Programmes



Number of Adults Receiving Instruction

The questionnaire data indicated that 30,700 adults have received literacy instruction since the inception of the 217 programmes in this survey. This figure must be considered an approximation because several of the respondents (particularly those whose programmes have been running for more than ten years) could not provide exact data. Also a number of programmes failed to provide information regarding this question and it must be assumed that there are programmes which did not report. Table 8 provides information regarding the number of adults who have received instruction from the various groups.

TABLE 8

Total Number of Literacy Programmes which  
have instructed various numbers of adults

Number of adults Instructed	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
No answer	12	1	1	10	7	1	1	33	15
0 - 25	22	2	2	13	5	2	1	47	22
26 - 50	28	5	3	6	2	1	2	47	22
51 - 75	10		2	2	4			18	8
76 - 100	5	1	1	3	1			11	5
101 - 150	6		2	1	2	1	1	13	6
151 - 250	10	1		2				13	6
251 - 500	7			3	5			15	7
500 or more	9		1	4	6			20	9
<b>Total</b>								<b>217</b>	<b>100</b>



There are 98 programmes which have provided literacy instruction for 50 adults or less for a period of six months or one school term. This concentration of projects providing instruction for relatively few people (it can be assumed that many of these projects have recently begun) is at present a major direction of the provision in that it represents programmes constituting 45 per cent of the group total. It should also be noted that there are 20 programmes reporting that they have provided instruction for 500 or more adults. This group consists principally of Prison, Borstal and Adult Education Institute programmes. Taken together these 20 programmes have instructed more than 10,000 adults.

From information provided in question seven, as well as from data regarding the number of tutors per programme, the number of students per class (question twelve) and additional information provided by the respondents regarding their particular situations, it is estimated that in 1972 at least 5172 adults were receiving instruction in basic literacy. This figure would tend to be low because not all existing programmes have reported and not all of those reporting provided the information requested.

TABLE 9

Adults receiving Literacy Instruction in 1972

Organisation providing instruction	Number	Per cent
Adult Education Institutes and similar organisations	2,581	50
Technical Colleges	111	2
Private Schemes	909	18
H. M. Prisons	744	14
H. M. Borstals	679	13
Other	78	2
Wales	70	1
Total	5,172	100

Nine of the respondents from Borstals and four from the Prisons noted that the survey question (number seven) regarding the number of students who had received six months or one term of instruction could not be directly applied to their institutions because the length of the stay of the students was often less than three months, and sometimes only a few weeks. The Education Officer from the Prison at Bedford stated:

Pupils do not remain in the class for very long periods as this is a 'holding' prison.

The Education Officer from Her Majesty's Borstal, Huntercombe stated:

As the trainees are here for so short a time, there is little time to spare on the more compensatory side, but we do find that many learn to read through music and art.

While several of the Prisons and Borstals do not provide individual adults with literacy instruction for a period as long as six months, they do often devote more hours per week to instruction than comparable classes at an Adult Education Institute or a one to one scheme. Table 12, later in this chapter, illustrates this fact.

There are seventy-four programmes which stated that they employ one tutor, and fifty-two programmes which employ two tutors (see Table 10). Together they represent 58 per cent of the programmes in the study. The tendency of the programmes to employ one or two tutors is a major direction of the programmes in the study. The exception to the tendency

TABLE 10

77

Number of Tutors used Regularly by Literacy Instruction Programmes

No. of Tutors	AEIs	TC	PS	PRIS	BST	OTH	WAL	No. of programmes employing various numbers of tutors.
N/A	5			2	3			10
1	32	4		25	10	1	2	74
2	23	6		12	7	1	3	52
3	13		2	3	7			25
4	6			2	2			10
5	7				2			9
6	5							5
7	2							2
8	3		1					4
9	3							3
10	1							1
11								
12	2				1			3
13								
14	1		1					2
15								
16								
17	1							1
20								
21	1							1
23						1		1
25			1					1
27	1		1					2
28	1							1
29	1							1
30			1			1		2
33								
40								
44			1					1
50			1			1		2
60								
70								
75			1					1
80								
100								
120								
140			1					1
200								
250	1							1
300								
400								
450			1					1
Total Tutors by group	691	16	869	66	75	106	8	
								Total tutors.....1831

to employ one or two tutors is exemplified by those programmes which emphasise teaching on a one to one ratio.

There are five of these programmes which alone utilise over half of the 1831 tutors in England who are teaching literacy to adults.

They are:

1. Cambridge House Literacy Scheme	450 tutors
2. Manchester and Salford Council of Social Services Literacy Project	250 tutors
3. University Settlement Literacy Scheme (Liverpool)	140 tutors
4. Adult Literacy Scheme (Birmingham Settlement)	75 tutors
5. Bristol (Community Relations Council) Maths and Literacy Scheme	50 tutors

These programmes provide literacy instruction for 980 adults, or about one fifth of those receiving instruction in 1972. While this may appear to be an inefficient use of man power it should be noted that there is no apparent lack of volunteers who are willing to instruct on the one to one basis without pay.

The efficiency of the method cannot be judged at this time because there is no study available which indicates which method of instruction (one to one, small group or regular class - six to fifteen adults) yields the best results. At present the various programmes utilise the method most suited to their resources, administrative structure and, in many cases, convictions based on the success their





TABLE 12

## Number of Part-time Professional and Clerical Staff Employed

No. of Part-time Staff	AEIs	TCs	PS	PRIS	BST	OTH	WAL	No. of Programmes Employing Various No. of Staff.
1	14	1	1	8	4	1		29
2	3	1	2	2	2		1	11
3	4				1			5
4			1					1
5								
6	1				1			2
7	1							1
16	1							1
Total staff by group	61	3	9	12	17	1	2	

Total staff employed.....105

There are 37 programmes which employ 59 full time professional and/or clerical help and an additional 50 programmes employing 105 part time staff. The ratio of full time staff to tutors is one staff for thirty three tutors. The ratio to students is one full-time staff for each 90 students. The ratio of part time staff to tutors is one part time staff for seventeen tutors and one part time staff for each 50 students.

Approximately one in six of programmes have some full time staff which directly assist with the literacy instruction programme, and one in four have part time staff assistance. The paucity of professional and clerical staff is a problem because it precludes the option of operating a reading room for adults which would be open daily and evenings. Under the present staffing pattern, adults are in general limited to one or two meetings a week with their teachers. While library facilities would in many cases be available for the adults, there may be no one on duty at the library aware of the particular difficulties of the non-reading adult and thereby make the library a difficult facility for the non-reader to use.

TABLE 13

## Average Hours of Instruction per Week

Hours per week of Instruction	AEIs	TCs	PS	PRIS	BST	OTH	WAL	No. programmes providing various hours of instruction	Per Cent
N/A	4			5	6			15	7
1	4		2	1		1		8	4
2	60	6	8	4	2	2	4	86	40
3	9		1	3	1	2		16	
4	27	4		5	4		1	41	
5	1			5	5			11	36
6	2		1	6	2			11	
7				1				1	.05
8				3	3			6	2
9				1	3			4	1
10				8	2			10	5
11									
12									
13				1	1			2	1
14	1							1	.05
15					2			2	1
16	1							1	
20				1				1	.05
22					1			1	.05
Total								217	99

Table 13 illustrates that eighty six, or 40 per cent of the programmes average two hours of instruction per week. The seventy nine programmes averaging between three and six hours of instruction make up the next biggest percentage (36) of the programmes in the survey.

Adult literacy classes are most often held in the evenings or on weekends and as such require the adult attending to give of his free time, all be it, voluntarily. This involves a sacrifice, particularly for a man or woman who is occupied all day with work. It is unrealistic to expect that such an adult could attend literacy classes for more than six hours per week, even if he wanted to. With a few exceptions, the workable number of hours of instruction per week is no more than four. This is hardly enough for the adult who is totally "illiterate" but may be minimally adequate for the "semi-literate" who is already grounded in the fundamentals of language to make progress, provided the adult has a sufficient level of ability and strong motivation.

It should be noted that the Prisons and to a lesser extent the Borstals are in a favourable position as regards the average number of hours instruction per week. In these institutions weekly instruction exceeding four hours is the rule rather than the exception. Education Officers from the Prisons report that fourteen of their institutions were able to provide more than eight hours of weekly instruction with one offering twenty hours of instruction. The Borstals also tend to have weekly instruction in excess of four hours but, as stated previously, the length of instruction for any one inmate is often three months or less.



TABLE 14  
 Number of Programmes Serving  
 Specific Groups of Adults

Specific Group of Adults	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
No answer	12		1	4				17	8
No specific group	74	7	5	7	2	3	5	103	47
Immigrants	2		1	3				6	3
Young adults (15-20 yrs)	2				29			31	15
Retarded adults	9	3	3	7		1		23	10
Prisoners				13				13	6
Other	10		2	10	1	1		24	11
Total								<hr/> 217	<hr/> 100

The largest number of programmes, one hundred and three or 47 per cent of the programmes in the survey are not intended for or principally serving any specific group of adults. There are, however, ninety-seven programmes which did state that they do serve a specific group.

Notable among these are the Prisons and Borstals which serve inmates of their institutions. Within that category there would be a range of ages and nationalities as well as levels of intellectual ability.

Six of the programmes stated that their instruction was intended principally for immigrants. The data from those programmes specifically intended for immigrants has not been separated from the rest of the data in the survey because literacy instruction for immigrants is an integral part of the overall need for adult literacy instruction in England. While only a small number of the programmes reporting stated that they were specifically intended for immigrants, many of those programmes which are not intended for any one group of adults indicated that they have students of various nationalities. There were twenty four programmes which were placed in the category "other" because their programmes were intended for two specific groups such as immigrants and young persons or retarded persons.

TABLE 15

## Method of Instruction Most Commonly Utilised

Method of Instruction	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
One tutor to one student	23	1	10	5	7	3	1	50	23
One tutor to 5 or less students	53	4	1	17	13	2	2	92	42
One tutor per class (6-15 students)	49	7		27	20	1	3	107	49
More than one of the above	23	2	2		10	1	2	40	18
Other	7				3		1	11	5

The data in table 15 illustrates that the most common literacy instruction teaching situation is the class containing six to fifteen students. This method is utilised by 107 programmes in the survey and is closely followed by the small group method which utilises a group of five or less adults. There are fifty programmes in the survey which are using the one to one teaching method but the only programme group

which favours the one to one teaching method over the other methods is the private schemes. Of all the programme groups in the survey the Prisons and Borstals tend to favour the class rather than the small group or the one to one teaching method.

There are forty programmes which have reported that they are using more than one of the listed instructional methods simultaneously. It is not uncommon for a programme to provide individual instruction for those adults whose reading and writing skills are minimal and small groups or regular classes for those adults whose skills are more advanced. Nearly one third of the Borstals provide both small group (one teacher to five students) classes and larger classes for their students. Only two of the private schemes in the survey provided for any other method than the one to one teaching ratio.

In addition to the teaching methods listed on the questionnaire eleven programmes indicated that they utilise different combinations. Six programmes stated that they have classes with six to fifteen students but in addition, provide individual attention for those who need it. Six other programmes utilise team teaching methods and others use trained tutors with volunteer aids as assistants who can provide the individual attention so often required.

Several of the respondents made statements in the additional comments section of the questionnaire regarding the rationale for using the method they had chosen.

Shellagh Galman, a Tutor in Essex, stated in her questionnaire:

I have found that in several cases, it has suited the pupil better to work at home with her own tutor. The personal relationship is of paramount importance..the method of teaching depends entirely on the pupil.

A different viewpoint was expressed by Mr. G. Hoggarth, the Education Officer at H. M. Prison, Bela River who stated:

We believe there is something to be said for doing this work in a group of 6-8 rather than on a one to one basis. We consider that the men learn quicker and that the community spirit of 'all in the same boat' and always someone else worse or as bad as them helps to breed confidence.

The benefits of teaching in a small group situation can be enhanced when it is possible to create both the supportive atmosphere of a sympathetic group and provide individual attention when it is needed. Regarding this point, Mr. M. A. Clarke of the Wiltshire County Council College of Technology stated:

I believe also to be truly successful each class of up to fifteen students needs an additional tutor assistant.....

Finally, Mr. J. H. Middleton, a tutor at H. M. Prison, Manchester states the condition he feels are ideal for literacy instruction, that there must be:

Necessary understanding and gaining of confidence. Proper atmosphere, presentation and, most important, a personal interest in pupils concerned. Adaption by the tutor to the peculiar need of each and every pupil. Individual work is absolutely necessary in cases where pupils lack confidence in themselves.

Discussion regarding the most appropriate teaching method will probably never be decisive. Perhaps Mr. Middleton's advice to adapt to

The peculiar needs of the pupil is the key to the problem of choosing the proper instructional method.

TABLE 16

## Types of Teaching Materials in Use

Type of Materials	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PERCENT
Children's Books	75	8	10	31	20	5	3	152	70
Material for Backward Readers	88	9	10	30	29	4	4	174	80
Newspapers & Magazines	73	6	11	31	28	4	4	157	72
Comics	14	4	4	8	7			37	17
Tutor produced materials	94	9	9	37	27	4	4	184	85
Job or skill-related material	49	3	9	12	11	3	1	88	41
Tape recorded books	42	3	1	12	19		3	80	37
G.P.O. Social Security type forms	49	6	8	12	11	2	1	89	41
The Highway Code and automobile related matter	53	5	10	10	18	3	1	100	46
Flash cards, word games	88	9	11	27	26	4	4	169	77
other	20		5	4		1	1	31	14



Table 16 illustrates that five types of materials are being used by two thirds or more of the programmes in the survey. They are the tutor-prepared materials, the books especially intended for backward readers (those primary and secondary students who have experienced reading difficulties), flash cards and word games and similar materials, newspapers, magazines and books especially intended for use with children. The only type of material listed on the questionnaire which is not being used by at least 30 per cent of the programmes is comics.

There is a relatively small amount of emphasis on the use of teaching materials directly related to vocational skills, and jobs. One possible explanation is that vocational materials which are suitable for adults with reading problems are scarce.

The use of teaching materials intended for children in adult literacy instruction programmes is common even though not ideal. There were 152 programmes in the survey which verified their use.

Question 14 in the survey asked the respondents to list by specific title the name of books and materials which have been found to be useful for teaching adults in their programmes. In response to this question there were listed 105 separate titles with many of the respondents listing more than one title. Of the 105 separate titles only ten were listed by ten programmes or more. There follows a short description of each of these materials. No attempt has been made to evaluate these materials or to indicate in any way their suitability for use with adults. Rather, this is a description of those materials being used commonly.

The Science Resource Associates International Reading Laboratory<sup>1</sup>

The SRA International Reading Laboratory is presently being used by 31 programmes in the survey and has been found to be especially useful by Borstals and Adult Education Institutes. It consists of a series of language exercises which have three major features:

1. a wide range of difficulty levels;
2. a progressively graded series of both reading and language exercises;
3. scoring and charting procedures that provide both immediate and long range feedback.<sup>2</sup>

The goal of the materials is to develop students'

1. reading range and comprehension;
2. word analysis and language skill;
3. reading rate and concentration;
4. listening comprehension.<sup>3</sup>

The SRA materials are suitable for all age levels and are particularly useful for classroom work because there is individual material available for every level of reading ability.

Sound Sense, by A. E. Tansley, (E. J. Arnold and Sons Ltd. Leeds)

The Sound Sense books are a series of graded primers which can be accompanied by Arnold pre-recorded Packette series, Listening to Sounds. While this series comes under the general category of childrens' books they have been found to be useful for adult work and were mentioned by 22 programmes in the survey.

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<sup>1</sup>All of the materials in this section are on display at the Centre for the Teaching of Reading, Reading as well as information regarding their availability.

<sup>2</sup>Don H. Parker, SRA, International Reading Laboratory Teachers Handbook (Henley on Thames: Science Research Associates) 1972, p.8.

<sup>3</sup>Ibid, p.9

### The Ladybird Series and Key Words Reading Scheme

The Ladybird Series including the Key Words Comprehension Cards are designed to give:

1. practice in reading for understanding;
2. practice in writing with correct sentence structure;
3. practice in learning to spell.<sup>1</sup>

The Ladybird Reading Scheme books are perhaps the best known of all the reading materials available and have been found to be useful for 24 programmes in the survey. While the books are intended for use with children, the Key Word Scheme and auxiliary materials available are suitable for many adults.

Inner Ring Books, Ernest Been Limited, London

The Inner Ring Books are a series intended for use with children in their early teens who have experienced difficulties in reading. The publishers state that:

The print is clear, the books lavishly and vividly illustrated, and the stories told in brisk, short, staccato sentences which are ideally suited for their purpose.

Of the eighteen programmes which stated that they had found the Inner Ring Books to be useful five were Borstals and five were Prisons. The use of these books by penal institutions is more common than by any other group of programmes although the books are also being used by

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<sup>1</sup>Ladybird Key Words Reading Scheme, Instructions,  
(Loughborough, Leicestershire, Wills and Hepworth Ltd.) p.1.

private schemes and Adult Education Institutes.

The Out with Tom Series, Methuen Educational Limited, London.

The Out with Tom series consists of eighteen books related to everyday experiences such as "To Work" "To the Post Office" and "To the Dentist". The books are intended for use with older students and adults whose sight vocabulary is very limited. The series is carefully graded and based on a vocabulary of 43 words. There are eighteen programmes in the survey utilising the Out with Tom series, ten of which are Prisons or Borstals.

The Royal Road Readers, Chatto and Windus Ltd.

The Royal Road Readers which consist of twelve basic readers, companion books and auxiliary books are a children's reading series which start with books for absolute beginners. While they are best suited to children, 18 programmes have found them to be useful for teaching adults. Among the programmes they are being used by fifteen adult Education Institutes but only in one Prison and two Borstals.

The Stott Programmed Reading Kit, Brook Educational Publishing, Guelf, Ontario.

The Stott Programmed Reading Kit is a series of games intended for children learning to read and for older children who have experienced reading difficulties. The materials take the reader through the age nine reading level. The Stott materials contain no illustrations which indicate that they are intended for young children nor sentences reminiscent of Dick and Jane. The sight vocabulary building and sentence

making exercises could be very useful for adult non-readers. The Stott Programmed Reading Kit is being used by ten Adult Education Institutes and five prisons as well as two technical colleges and one Borstal.

#### The Readers Digest Series

The Readers Digest Series consists of articles adapted from the Readers Digest for older students and adults who have experienced reading difficulties. The books contain both short stories and exercises related to various words and ideas contained in the text. The Readers Digest Series is being used by fifteen programmes, eight of which are Adult Education Institutes and seven of which are penal institutions. Trend, Trend Books, F. W. Cheshire Publishing Ltd., Melbourne.

The Trend Reading System accompanied by the Trend Books is:

...concerned both with the failing reader and the reluctant reader in secondary and the upper section of primary school...

The stories provide characters and situations with which the upper primary school child and the adolescent can readily identify...<sup>1</sup>

The Trend Books are being used by ten Adult Education Institutes, two Prisons and two private schemes. They have the advantage of definitely not being oriented for children.

The Teenage Twelve Series, Robert Gibson and Sons, Glasgow

The Teenage Twelve is a series of twelve books which have a reading difficulty of seven to nine years but which are intended for

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<sup>1</sup>Bettina Bird and Ian Falk, Trend, Teachers Handbook, (Melbourne: F. W. Cheshire Publishing Ltd.) 1971, p.2.



students in their early teens.

Of the eleven programmes using the series six of the programmes are in Borstals.

Additionally, there were listed by the survey respondents six titles which are being used by either six or seven programmes. They are listed below because they may be of use to other programmes.

1. The Manxman Series, J. M. Dent and Sons Ltd., London;
2. Adventures in Reading, Oxford University Press;
3. The Griffin Pirate Stories, S. K. McCullagh;
4. The Rescue Reading, Ginn;
5. The Tempo Books, Longmans;
6. Racing to Read Books, E. J. Arnold.

The nature of adult literacy instruction is such that it is often necessary for a tutor to either adapt published materials for the specific needs of an adult non-reader or to produce games, exercises, visual aids and written material suited to the interests and needs of the adult. The survey data indicated that in more than two thirds of the programmes tutors did utilise home made materials in their instruction.



TABLE 17  
 Number of Programmes Regularly using  
 Audio-visual Equipment for Instruction

	AEIs	TCs	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
N.A.	6		1	4	1			12	6
Using A-V	59	6	1	19	24	2	4	115	53
Not using A-V	44	4	10	21	7	3	1	90	41
Total								<hr/> 217	<hr/> 100

Table 17 illustrates that audio-visual equipment is being used by more than half of the programmes in the survey and is particularly favored by the Borstals, twenty four of which use audio-visual equipment regularly and by the Adult Education Institutes and similar organisations which utilise them in fifty nine of their programmes. Only one of the private schemes uses audio-visual equipment regularly.

The most commonly used audio-visual equipment is the ordinary tape recorder or cassette. A total of seventy-five programmes state that they used tape recorders regularly. The tape recorder is an ideal teaching aid because of its versatility and low cost. It is equally usable for pre-recorded or home made tapes and can be used to assist in the teaching of many aspects of reading and writing. Among the most

common uses for the tape recorder listed by the respondents were the following:

1. Pronunciation practice;
2. Spelling and writing practice;
3. To provide a voice for reading a book or story which students could follow along. Some tutors make up stories based on the interests of their students and use such stories for reading practice in conjunction with a tape recorder.
4. To stimulate interest;
5. Phonics practice.

Several other uses were mentioned by one or two programmes such as to help analyse speech problems, to record reading practice, to teach sight words and for class produced radio dramas. A few programmes stated that their facilities were equipped with language laboratories which are useful because they make individualised instruction possible even when there is only one teacher available for a class.

Apart from the tape recorder the only audio-visual equipment used regularly by more than two or three programmes is the Language Master, the Clifton Audio-visual Scheme, and the E. J. Arnold Packette Audio Teaching System.

The Language Master is

...basically a simplified tape recorder. Records and plays back. The two-track tape is at the bottom of blank strips of card. The teacher records on one track words or sentences and incorporates pictures and text on the card. By a simple operation the child

can record on the other track and check by reference to the teacher's recording...<sup>1</sup>

There are instructional programmes available for use in conjunction with the Language Master such as the Ladybird Key Words, Lets Speak English and blank cards which tutors can use to produce programmes appropriate to the needs of their students. The Language Master is being used by twelve programmes, all of which are Adult Education Institutes or similar organisations.

The Clifton Audio-Visual Reading Programme is

...designed for backward readers in schools and adults. Phonic approach. 40 cards which introduce single letter sounds and most common digraphs. Running parallel are a set of auditory instructions (tapes). Kit includes diagnostic test and a supplementary writing programme.<sup>2</sup>

The Clifton Audio-visual Reading Programme and the E. J. Arnold Packett Audio Teaching system are being utilised by ten Borstals. The Arnold Packett requires a specially manufactured recorder/play back machine which takes the pre-recorded instructional packettes. Pre-recorded instructional programmes based on the Sound Sense Series as well as other materials are available.<sup>3</sup>

Video Tape Recorders are being used by eight programmes, again mostly Adult Education Institutes, in conjunction with the Inner London

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<sup>1</sup>The Centre for the Teaching of Reading, Reading Resources (Reading: The Centre for the Teaching of Reading, University of Reading) 1973, p.23. Manufactured by Bell and Howell Ltd.

<sup>2</sup>Ibid., p.26.

<sup>3</sup>Ibid., pp 22 and 25.

Education Authority closed circuit television series, English You Need. The few programmes which do have access to Video Tape machines also use them to stimulate interest and to record adults while reading.

Other audio-visual equipment mentioned by a few respondents included film strips, record players, overhead projectors, films and typewriters.

TABLE 18

Number of Programmes Providing Training for their Tutors

Training	AEIs	TC	PS	PRIS	BST	OTH	WAL	TOTAL	PERCENT
N.A.		3	1	7	4			15	7
Provision	48	2	11	16	13	4	2	96	44
No Provision	61	5		21	15	1	3	106	49
=====									
Type of Training Provided									
1 Day Orientation	7		3	3	3			16	7
Evening Training Sessions	15	1	9	3		3		31	14
2-3 Day Workshop	5	2	1	2	1	1		12	6
A Training Course	3		3	5	5	1		17	8
Other (previous training) or more than one of the above	45	4		14	11	1	4	79	36

At present more programmes (106) are not providing their literacy tutors with any kind of special orientation or training than programmes making provision (96). In place of special training for tutors those programmes not providing any orientation of training tend to depend on their practice of hiring tutors who are professionally trained to work with remedial students (see Table 18 - Other Training). Orientation and training are provided by those programmes which depend on volunteers for tutors. All of the private schemes in the survey provide some training for their tutors.

One reason for the minimal amount of training which tutors receive is that there are very few Universities, Colleges or other organisations which offer evening type courses for the tutors. Most of the training which occurs is conducted under the auspices of the organisation which administers the literacy instruction and amounts to an occasional evening where the tutors meet with experienced persons to discuss their particular teaching problems. Even this type of in-service training occurs infrequently. There were 229 days of training for 1831 tutors in 1972.<sup>1</sup>

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<sup>1</sup>Although the description of organisations providing training for literacy tutors is not a formal part of this study the study director is aware that training courses are offered for literacy tutors regularly by the City Literacy Institute in London (in co-operation with Cambridge House) and Stanhope Adult Education Institute in London. One day workshops are also conducted two or three times each year by the Adult Illiteracy Sub-committee of the National Institute for Remedial Education. Other organisations providing training for tutors should advise the Adult Illiteracy Sub-committee.





TABLE 20  
Sources of Financial Support  
for Literacy Instruction Programmes

Source of Support	AEI	TC	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
Local Education Authority	97	9	7	7	2		5	127	59
Home Office	3		1	42	31			77	35
Charitable Organisations			7					7	3
Fund Raising	5		4					9	4
Contributions	6		2	1		3		12	6
Other	5		3					8	4

Table 20 illustrates that the Local Education Authorities and the Home Office provide nearly all the financial support available for adult literacy instructions. In most cases either the L.E.A. or the Home Office provides the site for instruction, pays the tutors and supports the programme administratively. The notable exception to this is the private schemes most of which derive part or most of their support from other sources such as the contributions from individuals and charitable organisations. While the number of programmes supported mainly by funds other than from L.E.A. and the Home Office may be few, it should be remembered

that private schemes provide literacy instruction for nearly 1,000 adults.

Some programmes derive a part of their support from more than one source such as some Adult Education Institutes which charge the participants a programme fee and programmes supported both by the L.E.A. the Home Office and also by charitable organisations. No respondent made mention of receiving financial support from industry and no foundation support was specified although some support may come from these sources.

TABLE 21

## Number of Programmes with Volunteer and Paid Tutors

	AEI	TC	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
No Answer	12	1		2	1			16	7
Volunteer	9		12		1	4		26	12
Paid	79	9		41	29	1	5	164	76
Both volunteers & paid tutors	9			1	1			11	5
								<u>217</u>	<u>100</u>

TABLE 22

## Number of Programmes with Volunteer and Paid Staff

	AEI	TC	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
No answer or No part-time staff	41	4	3	16	8	1	3	76	35
Volunteer	4		4		1	3		12	5
Paid	63	6	5	28	23	1	2	128	59
Both volunteers & paid staff	1							1	-
								<u>217</u>	<u>99</u>

TABLE 23

## Principal Financial Need of Literacy Programmes

Needs	AEI	TC	PS	PRIS	BST	OTH	WAL	TOTAL	PER CENT
Teaching materials	60	6	8	24	13	2	4	117	54
Tutor's salaries	30	7	3	18	17		3	78	36
Administration	6	1	3	1	2			13	6
Tutor Training	13	1	5	6	7		1	33	15
Building and Facilities	11	1	2	8	8			30	14
Other	6	1	1	2	2	1		13	6

Tables 21 and 22 illustrate that the majority of the programmes providing adult literacy instruction in England utilise both paid tutors and paid administrative support staff. Nevertheless, those programmes which do utilise volunteer tutors are among the largest of the programmes. The programmes listed under the group heading, private schemes and other, mainly utilise volunteer tutors. The total number of tutors they utilise is 975 or about one half of all the adult literacy tutors in England.

The questionnaire data as illustrated in Table 23 indicates that the single most pressing financial need of the literacy instruction programmes revolves around the question of adequate and suitable teaching materials. There were one hundred and seventeen programmes indicating that this was their most pressing financial need. The second most often listed need was financial resources for tutors salaries. In some instances there was a need expressed for more tutors and in other increased salaries. This was especially true of the programmes operating in the Prisons and Borstals.

The question of publicity and recruiting adults was listed as a special problem by five programmes and is possibly a problem for many others. Two other programmes mentioned the need for back-up services and the need for research, both of which would require financing, not currently available.



The majority of the adult literacy instruction programmes have sufficient funds to carry on their teaching at its present level. What appears to be lacking is funding for experimental type programmes, the development and purchase of sophisticated teaching materials, thorough training of both experienced teachers and volunteer tutors, and funds to publicise the availability of literacy instruction programmes throughout the country.

Question twenty-one asked the respondents to include additional information regarding any of their replies or comments they considered helpful for the study. Two thirds of the respondents did make additional comments; which were related to various questions. Where possible their comments were included in the interpretation of the data.

Ten respondents from Adult Education Institutes and similar organisations made specific comments regarding the question of publicity and recruiting. The problem is both to make the information regarding the availability of classes known to those who need assistance with reading and writing and to successfully recruit them. On the first point, Cliff Edwards of the South Havering College of Education suggests "getting the press behind you". Mr. J. Williams, Vice Principal of the Kidderminster College of Further Education wrote:

As a result of an article which I published in the 'Kidderminster Times', the number of students increased from three to thirty-three in a fortnight. The ages range from 15 to 74 years and their reading ages from zero to 11.9. (Schonell Graded Word Test)

A different method of advertising has been adopted by the Mid-Cheshire Central College of Further Education which reported:

The Library Committee have this year offered to help with any advertising method - bookmarkers to be given away to borrowers of the Cheshire Libraries with a message on to readers, inviting them to inform any adult non-reader about the course provision made by Cheshire Colleges.

The second part of the problem, enrolling the adults in the appropriate courses is more difficult than simply advertising the programme. The psychological difficulties which the adult non-reader must face in coming forward for additional instruction should not be underestimated. The friends of adult non-readers who know about the provision for literacy instruction and who can recommend it effectively to their non-reading friends are the best source of recruiting help.

The Adult Illiteracy Sub-committee found that;

... the most effective source of recruitment is seen to be by word of mouth via relatives and friends.<sup>1</sup>

Other effective means of recruiting as listed by the Adult Illiteracy Sub-committee were advertising by Local Education Authority, Radio, Press and Television. The effectiveness of television was dramatically demonstrated by the Northwestern Regional Council for Education which in the spring of 1973 made an announcement regarding the

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<sup>1</sup>National Association for Remedial Education, Adult Illiteracy, A Report on the Needs and Characteristics of 1,126 Illiterates attending Reading Classes in England and Wales, (NARE Adult Illiteracy Sub-Committee) 1972, p.22.

the availability of adult literacy instruction in the region. The announcement, which immediately followed a popular television programme resulted in the Manchester and Salford Council for Social Services' literacy instruction programme receiving 105 new requests for assistance and the University Settlement in Nile St. Liverpool receiving 37 requests. Other schemes in the area received inquiries.

Other comments of importance were that there is a need for additional counselling; that it is difficult to obtain release time for vocational workers; that vacations tend to interrupt the progress of important stages of reading; and that there is virtually no career structure for tutors in the Prisons.

For the last eight years Mr. W. E. Whitehouse, a cobbler in Hucknall, Southwest Nottinghamshire has been teaching adults to read in his own programme. He stated that the only training he has had is that "being classed as uneducable when a child". To advertise his classes he has placed posters in the library and in several fish and chip shops which read:

If you who can read this know someone who cannot read but would like to learn, ring the Cobbler, Hucknall 3354. Absolutely private and confidential.

He has found that: "in the main illiterates will not go to any type of school but will come to a Cobbler; ex last year, 2 to the A. E. Centre, 9 direct to me."

Mr. Whitehouse is now teaching seventeen adults ranging in age

from 16 to 49 and his classes are being supported by the Local Education Authority. He uses word association techniques, inserting key words when possible and teaches new words related to a particular situation. He has found that by teaching a few basic rules of pronunciation adults often gain a great deal of confidence in their ability to learn to read and write. "Once they realise that no one can know pronunciation unless they are taught a few simple rules, the battle is won".

## CHAPTER V

### Study Findings and Recommendations

The findings of the Provision for Adult Literacy Instruction in England study conducted in 1973, and the major directions of the programmes providing that literacy instruction, are the following:

1. There are at present, at least 240 adult literacy instruction programmes operating in England. Of these, 109 are operated under the auspices of Adult Education Institutes and similar organisations; 10 under Technical Colleges; 12 private schemes; 44 under Her Majesty's Prisons; 32 under Her Majesty's Borstals; and 5 other programmes under varying sponsorship. There are also 5 programmes operating in Wales.

2. The most commonly stated goal of the programmes is to assist adults in need with their reading and writing. This goal constitutes a major direction of the programmes in that 67 per cent of the programmes subscribe to it. The second most common goal, the fostering of independence, confidence and the ability to cope with everyday life, was subscribed to by 23 per cent of the respondents and therefore does not qualify as a major direction of the adult literacy programmes.

3. The number of adult literacy instruction programmes has grown from approximately ten in 1950, to more than 217 in 1973. Of these programmes, 38 have begun since 1972. Growth has been steady

since 1960, but particularly rapid since 1967.

4. The literacy instruction programmes in the survey have, over the years, provided literacy instruction to approximately 30,700 adults for a period of six months or one school term. There are, however, 94 or 44 per cent of all the programmes which have provided instruction for 50 or less adults, an indication of a tendency toward small and recently established programmes. During 1972, approximately 5,170 adults received literacy instruction for a period of six months, or one school term.

5. There are 1,831 adult literacy tutors in the programmes in the survey, of which one-half are volunteers. The five largest schemes utilise 965 volunteer tutors who instruct approximately one-fifth of the adults enrolled in literacy programmes.

6. There are 37 literacy programmes which employ 59 professional and clerical support staff, and 50 programmes employing 105 part-time staff. Approximately one in six programmes has full-time and one in four has part-time staff which directly assist in the administration of the literacy instruction programme.

7. The largest percentage of programmes, 40 per cent, average two hours of instruction per week. Those programmes averaging between three and six hours of instruction make up the next biggest percentage (36) of the survey programmes. Only certain of the Prisons and Borstals in the survey are able to offer significantly more hours of instruction per week.

8. The largest number of programmes in the survey, 103



or 47 per cent are not intended for or serving any specific group of adults. While some of the programmes are intended for immigrants or retarded persons, the majority of the programmes do not specify that they are intended for a specific group. This is a major direction of the programmes in the survey.

9. There were 107 programmes in the survey which stated that they utilise classes of six to fifteen adults for their literacy instruction. Nearly as many programmes, 92, favour the small group teaching situation with five or less adults in the instruction group. The one-to-one teaching method is being used by fifty of the programmes in the survey and is especially favoured by the private schemes. The Prisons and Borstals find the class method particularly suited to their situation. They, as well as programmes using the small group teaching situation, often provide individual attention to those adults whose reading skills are minimal.

10. Nearly two-thirds of the programmes stated that they use teaching materials consisting of flash cards, word games, tutor produced materials, newspapers, magazines, children's books and materials especially written for students who have experienced reading difficulties. Slightly less emphasis is placed on job related or vocational material, the use of official forms and books related to motor vehicles use. The five sets of published materials in most common use are:

- a. The SRA International Reading Laboratory;
- b. The Sound Sense Series;

- c. The Ladybird Series and Key Words Reading Scheme;
- d. The Inner Ring Books;
- e. The Royal Road Readers.

Each of these published materials is being used by eighteen or more programmes.

11. Audio-visual equipment is being used by more than half of the programmes in the survey, thereby constituting a major direction. The most commonly used equipment is the tape recorder, or cassette. Its uses include pronunciation practice, spelling and writing practice, to record books which students can follow along, phonics practice and to stimulate interest in reading.

12. There are 106 programmes not providing orientation and training for their literacy tutors and 96 making provision. In place of in-service training, programmes often rely on the previous training and the experience of the tutors hired. Programmes utilising volunteer tutors are aware of the need for orientation and training and, in the main, are providing at least one day of orientation and training for their tutors. In 1972, the programmes in the survey provided a total of 229 training days, or approximately one day of training for every nine tutors giving literacy instruction.

13. There are 127 programmes receiving their financial support from their Local Education Authorities and 77 from the Home Office. Together they comprise 94 per cent of the programmes in the survey. There are no other major sources of funds for literacy

instruction programmes at the present time.

14. There are 164, or 75 per cent, of the programmes in the survey utilising paid tutors and 128, or 59 per cent, employing paid administrative staff. There are 11 programmes using both paid and volunteer tutors. While the percentage of programmes which depend on volunteer tutors use half of all the literacy tutors presently instructing adults in England.

15. The single, most pressing financial need as indicated by 117 questionnaire respondents is for teaching materials including audio-visual aids. The questionnaire comments pointed out that there is need for suitable materials as well as the funds with which to purchase them.

## Conclusion

The data collected and analysed in this study has pointed to specific problems regarding the administration, coordinating and financing of literacy instruction programmes, as well as the need for the development and evaluation of teaching materials suitable for use with adults, increased provision of training for tutors and substantially increased provision for adult literacy instruction itself. Efforts to resolve these problems are being made at both the local and national levels but, to date, the work of the various local programmes and interested organisations has not been effectively coordinated.

In the view of the study director, there is a need for the establishment of a National Adult Literacy Resource Centre which could serve as the focal point for coordinating the various efforts being made on both the local and national levels to deal with the existing problems. A National Adult Literacy Resource Centre could have any or all of the following functions:

1. To coordinate the adult literacy instruction efforts in England by serving as a focal point for communication regarding provision throughout the country;
2. To produce, evaluate and disseminate teaching materials;
3. To collect data and to sponsor research into various phases of adult literacy work;
4. To conduct experimental studies regarding the teaching of adults, possibly utilising programmed learning systems;
5. To serve as a centre for training tutors, administrators planners and trainers of tutors for literacy work.

A National Adult Literacy Resource Centre would not reduce the responsibility of Local Authorities, Institutions and private schemes which are making the actual provision for literacy instruction but rather would serve them by making available, teaching and training materials. It would seek to increase the awareness of the national and local governments of the problem of adult illiteracy through the publication of research reports and information pamphlets and through the use of radio and television. It could serve to coordinate planning and research and conduct experimental adult instruction and training courses.

The findings of this study are both encouraging and disquieting. There has been a steady growth in the number of literacy instruction programmes in recent years, but still only a small percentage of those adults needing assistance with their reading and writing are being reached. Most of those attending classes are hardly receiving sufficient hours of instruction to provide them with the skills needed to read with ease. The instructional materials are often unsuitable and the tutors untrained.

The harsh reality is that a working adult who has the responsibility of providing or caring for a family cannot devote more than a few hours each week to reading classes. Under these conditions, progress will most likely be very slow.

Possible solutions to the problems, such as television instruction, programmed learning materials and self-instruction lessons, must be investigated. There must also be an effort made to develop

educational programmes which will be appealing to the thousands of students who leave school each year without having surpassed the nine years of age reading level and who will experience reading difficulties throughout their lives. Unlike older adults, these students have the time to recoup the skills which they did not acquire in primary and secondary school.

A National Adult Literacy Centre could serve to focus the existing problems and establish priorities for attacking them. The resolution of the problem of adult illiteracy is nonetheless a responsibility which must be shared by the national government, local authorities, public and private institutions.



A P P E N D I X

# UNIVERSITY OF READING SCHOOL OF EDUCATION

*Professors:*

V. MALLINSON, M.A., Officier de l'Ordre de Léopold II

R. WILSON, B.A.

J. WRIGLEY, B.Sc., M.Ed., Ph.D., FBPSS.

29 EASTERN AVENUE

READING RG1 5RU

TELEPHONE No. 62662/3

March 1973.

Dear Colleague

In the past two years there has been remarkable progress in the provision for adult literacy instruction, but much more work remains to be done. The Centre for the Teaching of Reading, University of Reading, and the Adult Illiteracy Sub-Committee of the National Association for Remedial Education are doing their part by sponsoring a study which will yield vital information about present provision, teaching materials, methods in use, tutor training, and the financing of literacy schemes. It is anticipated that this information (which will be published in report form by the University of Reading) will make vital data, such as 'What are the good teaching materials?', available to everyone doing adult literacy work.

You can help by completing the attached questionnaire (it will only take 20 minutes) and returning it promptly in the self-addressed and stamped envelope provided. If you are not directly responsible for a literacy scheme, literacy classes, or basic instruction in reading and writing, give the questionnaire to someone who is. We are trying to reach every adult literacy scheme and class in England and Wales so that a complete directory can be produced, including a brief description of each scheme.

There are no questions of a confidential nature in the questionnaire, but if you would prefer to have your scheme remain anonymous your request will be respected. We expect to have a preliminary report ready for the Adult Illiteracy Sub-Committee meeting in Stafford in late April, and the final report published soon after. You are asked to return the questionnaire by March 25th so that the report can be completed on schedule.

Your co-operation will assist all of us who are working to expand and improve adult literacy provision in England and Wales.

Sincerely

Betty Root,  
Tutor-in-Charge,  
Centre for the Teaching of Reading.

Norman Dean,  
Secretary,  
Adult Illiteracy Sub-Committee.

CENTRE FOR THE TEACHING OF READING

UNIVERSITY OF READING SCHOOL OF EDUCATION

PROVISION FOR ADULT LITERACY QUESTIONNAIRE

1. Official name of your Institution, LEA., or Scheme:  
\_\_\_\_\_
2. Address: \_\_\_\_\_
3. Telephone Number: \_\_\_\_\_
4. Name of tutor/tutors in charge or Director of your basic reading and writing classes, instruction or scheme: (hereafter called adult literacy instruction programme)  
\_\_\_\_\_
5. Please describe, in one or two sentences, the specific goals of your adult literacy instruction programme (use text from prospectus if available)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. In which year was your adult literacy instruction programme begun?  
\_\_\_\_\_
7. Since then, how many adults have received literacy instruction regularly for a period of six months or one school term? \_\_\_\_\_
8. How many tutors are there who give regular literacy instruction in your programme?  
\_\_\_\_\_
9. How many professional and clerical staff are there who assist directly with your literacy instruction programme?  
Full-time \_\_\_\_\_  
Part-time \_\_\_\_\_
10. On the average, how many hours of literacy instruction do the adults in your programme receive weekly? \_\_\_\_\_ Hours/Week

11. Is your literacy instruction intended for or principally serving a specific group of adults, for example, immigrants, young adults 15-20 years old, retarded adults, day release workers?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please state which group/groups \_\_\_\_\_

12. Which of the following methods of instruction is most commonly utilised in your literacy instruction programme? (If more than one method is commonly used, please explain)

(Mark one below)

1. one tutor to one student: \_\_\_\_\_
2. one tutor to 5 or less students: \_\_\_\_\_
3. one tutor per class (6-15 students): \_\_\_\_\_
4. other: \_\_\_\_\_  
(please specify)

13. Which of the following types of materials are used in your literacy instruction programme? (mark appropriate answers)

1. children's reading books such as the Ladybird series: \_\_\_\_\_
2. material for backward readers: \_\_\_\_\_
3. newspapers and magazines: \_\_\_\_\_
4. comics: \_\_\_\_\_
5. tutor-produced materials: \_\_\_\_\_
6. job or skill related material: \_\_\_\_\_
7. tape recorded books or other material: \_\_\_\_\_
8. GPO., Social Security or Job application forms: \_\_\_\_\_
9. The Highway Code or material pertaining to motor vehicles: \_\_\_\_\_
10. literacy flash cards, word games, etc: \_\_\_\_\_
11. other: \_\_\_\_\_  
(please specify)

14. Please list by specific title or name the books and materials which have been found to be most useful for teaching adults in your programme:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



20. What are the principal financial needs of your adult literacy programme? (mark one or two answers below)

- Funds for
1. teaching materials including audio-visual equipment: \_\_\_\_\_
  2. tutor's salaries: \_\_\_\_\_
  3. administration: \_\_\_\_\_
  4. tutor training: \_\_\_\_\_
  5. buildings and facilities: \_\_\_\_\_
  6. other: \_\_\_\_\_  
(please specify)

21. Please use the space provided below to include additional information regarding any of your replies, or any comments you consider helpful for this study. Thank you for your co-operation.

Please return completed questionnaire to  
R. Michael Havilland  
31A Lawn Crescent  
Richmond TW9 3NS  
Surrey.



DIRECTORY  
ADULT LITERACY INSTRUCTION PROGRAMMES IN ENGLAND

This Directory seeks to list all active Adult Literacy Instruction Programmes in England and includes information regarding the goals of the individual programmes, addresses, telephone numbers and responsible persons. The Directory is arranged alphabetically by county. Under each county heading can be found programmes sponsored by Adult Education Institute, Colleges of Further Education, Technical Colleges, Private Schemes, Prisons, Remand Centres, Borstals and Detention Centres. A short list of programmes in Wales is included at the end of the Directory.

It is acknowledged that this first Directory is not comprehensive. Any programmes not listed should provide details of their programmes to:

The Centre for the Teaching of Reading  
University of Reading School of Education  
29 Eastern Avenue,  
Reading, Berkshire.

DIRECTORY OF LITERACY  
INSTRUCTION PROGRAMMES

Bedfordshire

The Evening Institute

Stopsley High School, Luton. Tel: Luton 29115

Responsible person: Mr. I. H. D. Nash

The course, "Reading and Writing for Adults" aims to give individual attention to adults who wish to learn to read or improve their reading. It is also aimed at building self-confidence.

Programme began in 1966

H. M. Prison, Bedford.

St. Loya's, Bedford.

Tel: Bedford 58671  
Ext. 62

Responsible person: Mr. J. Franklin, Ed. Officer  
Mrs. M. Sproges, Tutor

The programme selects illiterates from convicted men sentenced for longer than one month, encourages their attendance at day remedial classes; discharges any who can achieve a reading age of nine years or over.

Programme began in 1970

Berkshire

East Berks College of Further Education

Claremont Road, Windsor. Tel: Windsor 62111

Responsible person: Mrs. J. Cretchley

The programme aims to help adults with reading and/or writing difficulties who are referred to the college by the Educational Psychologist as being in need of remedial classes.

Programme began in 1970

Berkshire (cont)

North Berks College of Further Education

Northcourt Road, Abingdon. Tel: Abingdon 1585

Responsible person: Part-time teacher

The programme provides evening classes in Basic English and also offers instruction at Abingdon Training Centre for handicapped adults.

Programme began in 1965

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Maidenhead Community Relations Council Home Teaching Service

Little Lodge, Lower Cookham Road, Maidenhead  
Tel: M'head 26816

Responsible person: Mrs. R. E. R. Thomson, J.P.

The programme aims to provide the pupil with sufficient oral and written English to enable him or her to cope with everyday life.

Programme began in 1972

---

H. M. Prison, Reading Tel: Reading 55352

Responsible person: Education Officer

The programme aims to improve the basic skills of men who have done little reading and writing since their school days.

Programme began in 1971

---

H. M. Borstal, Huntercombe

Nuffield, Henley on Thames Tel: Nettlebed 471

Responsible person: Mrs. M. J. August, Ed. Officer

The programme aims to help pupils interpret written language at a functional level to be able to read a simple paragraph in a popular newspaper and to write a simple letter.

The programme began in 1962

## Buckinghamshire

Flackwell Heath and Bourne End Adult Education  
Centre

The Pembroke School, Spring Lane, Flackwell  
Heath, High Wycombe Tel: Bourne End  
23279

Responsible person: Mr. R. H. Jones

The programme aims to enable adult illiterates  
to cope with the demands of everyday life

Programme began in 1971

H. M. Prison, Aylesbury Tel: Aylesbury 4435

Responsible person: Mr. R. Bayliss

The programme determines the literacy level of  
each inmate on arrival and improves upon it until  
release.

Programme began in 1969

H. M. Prison, Grendon

Grendon Underwood, Aylesbury

Tel: Grendon  
Underwood 301

Responsible person: Mrs. R. Taylor

The programme aims to reduce the sense of inadequacy  
and to narrow the gap between achievement and  
potential

Programme began in 1965

## Cambridgeshire

Coleridge Adult Centre

Coleridge Adult Centre, Radegund Road, Cambridge  
Tel: Cambridge 47721

Responsible person: Miss H. L. Young

The programme encourages the illiterate adult to  
overcome his sense of inadequacy both socially and  
academically, to give him power to communicate and  
live a fuller life in a literate society.

Programme began in 1971

Cambridgeshire (cont)

The Lady Adrian School Wednesday Club

Courtney Way, Cambridge.      Tel: Cambridge  
57038

Responsible person: Donald A. Adams

To interest in and teach to read the lower end of  
E.S.N. school leavers, severely subnormal and  
other young people.

Programme began in 1960

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Cheshire

North Cheshire Central College of Further  
Education Reading Centre

Manchester Road, West Timperley, Altrincham.  
Tel: 061-962-2226

Responsible person: Mrs. C. M. Timpson

The programme provides remedial teaching for  
individuals or small groups of students within  
the college where reading and spelling falls below  
the level required and runs an evening class for  
illiterate and semi-literate adults.

Programme began in 1971

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Mid-Cheshire Central College of Further Education

Chester Road, Hartford.      Tel: Northwich 75281

Responsible person: Mr. Brian Parton (Adult  
Organiser)  
Mr. David Boaler, (Tutor)  
Miss Susan Harrison (Tutor)

The programme helps adults with reading difficulties

Programme began in 1972

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## Cheshire (cont)

South Cheshire Central College of Further  
Education

Dane Bank Avenue, Crewe Tel: 0270-69133

Responsible person: Rev. Tom White

The programme assists people with reading difficulties  
difficulties to become competent in reading and  
writing. This includes those who are illiterate.

The programme began in 1969

West Cheshire Central College of Further  
Education

Carlett Park, Eastham, Wirral Tel: 051-327-4331  
Ext. 42

Responsible person: Mr. I. H. MacMillan

The programme helps the illiterate and semi-  
literate achieve a level of reading and writing  
which will enable them to hold their own in  
society.

The programme began in 1972

Hyde College of Further Education

Union Street, Hyde Tel: 061-368-5624

Responsible person: Mr. L. Hardy

The programme teaches retarded young adults/  
adults the necessary basic skills to enable them  
to read and write

The programme began in 1972/3

Macclesfield College of Further Education

Park Lane, Macclesfield, Cheshire  
Tel: Macclesfield  
27744

Responsible person: Mr. T. D. Ralph

The programme seeks to achieve as a minimum,  
functional literacy; hopefully to help the  
students read and write with ease.

The programme began in 1971



## Cheshire (cont)

## Macclesfield Literacy Project

Macclesfield and District Council of Social  
Service,  
67 Sunderland Street, Macclesfield.

Tel: Macc 28301

Responsible person: Mrs. Marjorie Edwards

The programme aims to provide a service for  
adults unable to read or write in the  
Macclesfield district

The programme began in 1971

H. M. Prison, Styal

Wilmslow, Cheshire

Tel: Wilmslow 26388

Responsible person: Education Officer

The programme aims to instil basic skills in  
reading for illiterates and to encourage a love  
of reading in the semi-literate

The programme began in 1971

## Cumberland

## Technical College

Victoria Place, Carlisle

Tel: Carlisle 24464

Responsible person: Mr. K. H. Rudd B.A.(Hons),  
Dip.Ed.

The part-time evening course "English for  
Beginners" enables people of any age to learn  
to read and/or write from the beginning in  
very small classes.

The programme began in 1966

H. M. Prison, Haverigg

Haverigg, Mr. Millan,

Tel: Haverigg 2131

Responsible person: Education Officer

The programme aims to provide men who are not  
well equipped to deal with the printed word with  
the opportunity to raise their levels of ability  
thus bringing social benefit to themselves & family.

The programme began in 1970

Devon

H. M. Prison, Dartmoor

Princetown, Yelverton, Devon. Tel: Princetown 261

Responsible person: Mr. S. D. Hayes

The programme enables inmates to reach a standard of literacy necessary in order to be in accord with society and aims to ease frustration by building confidence as a means of developing potential

The programme began in 1971

Exeter Prison, YP Centre, Ramand Centre & Maldon Camp (Devon LEA)

New North Road, Exeter, Tel: Exeter 78321

Responsible person: Mr. H. Hall

The programme encourages competency in spoken and written language and calculation for basic needs leading to interests in the cultural aspects of both.

The programme began in 1970

Derbyshire

Derby College of Further Education

Harrow Street, Wilmorton, Derby

Tel: Derby 73012

Responsible persons: Miss C. Macleod, Mr. McAusland  
Mr. J. Sahota, Mr. Boden

The programme aims to develop reading and writing skills to at least a level sufficient to enable students to cope with the requirements of day to day existence.

The programme began in 1965

Derbyshire (cont)

Chesterfield Borough

Education Department, Town Hall, Chesterfield.

Tel: 77232 ext.331

Responsible person: Mr. Tony Balding, Principal  
Adult Education Centres

The programme provides individual or small group tuition to any person whose reading performance/writing performance is poor; also it provides instruction in spelling and seeks to improve self confidence by speech training.

Programme began in 1967

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Delves School,

Swanwick.

Tel: Leabrooks 2198

Responsible person: P. M. Child

The programme seeks to increase adult literacy and to provide a meeting place for people with similar problems.

The programme began in 1964

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H. M. Junior Detention Centre

Foston Hall, Foston, Derby.

Tel: Sudbury (Derbys)  
354

Responsible person: Mr. W. Bostock

The programme aims to stimulate interest in reading and encourages self help by building up basic sight vocabulary gradually improving students' reading ages to a minimum of ten years.

Evening programme began approximately 1969  
Day programme began in 1973

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Dorset

Broadway Evening Institute

Broadway County Secondary School,  
Weymouth. Tel: Upwey 2350

Responsible person: Mr. N. D. White

The programme helps any adult who is in normal full time employment who wishes to improve his/her reading or spelling and written work. The class deals mainly with adults with reading ages below 8 years.

The programme began in 1967

H. M. Prison, Dorchester

7 North Square, Dorchester Tel: Dorchester  
3586/7

Responsible person: Mrs. K. Thomas

The programme aims to bring about a changed attitude in the prisoner by giving him a basic skill which, directly or indirectly may be one of the reasons for his presence.

The programme began in 1972

H. II. Prison

The Verne, Portland, Dorset. Tel: Portland 820124  
ext. 21

Responsible person: Mr. Clement Norman

The programme aims to enable the illiterate to read, to give guidance in spelling and to stimulate students to become more articulate.

The programme began in 1971

H. M. Borstal, Portland. Day Basic Education

The Grove, Portland, Dorset.

Responsible person: Mr. N. Pyart, Day Tutor

The programme seeks to provide mastery of basic skills of English and Arithmetic with the main emphasis on the effective teaching of literacy and to maintain class contact.

The programme began in 1971

Dorset (cont)

H. M. Borstal

Guy's Marsh, Shaftesbury, Dorset.

Tel: 80747-3344

Responsible person: Mr. A. K. E. Foy

The programme aims to improve reading and writing ability during the first fortnight of the boys' stay most of whom are literate but poor spellers.

Durham

Adult Reading Centre, Sunderland College of Education

Ryhope Road, Sunderland,

Tel: Sunderland  
71217

Responsible person: Mr. N. Dean

The programme seeks to teach reading and writing to illiterate and semi-literate adults (post-school) from the local area; also to help with any reading problem.

The programme began in 1967

Dunholm School

Aykley Heads, Durham

Tel: Durham 4612

Responsible persons: Stuart Turnbull  
Colin Tonks  
Fathleen Pooney

The programme helps develop confidence by overcoming the students' feelings of complete inadequacy. Reading difficulties are assessed and steps taken to remedy them.

The programme began in 1966

Durham (cont)

H. M. Irison

Old Elvet, Durham City.

Tel: Durham 62621

Responsible person: Mr. A. Cosker } Education  
Mr. A. Bell } Officers

The programme determines each individual's attainment in reading and writing and develops this to produce greater facility.

Programme began in 1947

Medomsley Detention Centre

Consett, Co. Durham.

Tel: Ebchester 317

Responsible person: Mrs. D. Hepplewhite  
Mr. M. Smith (Education Officer)

The programme aims to teach basic skills enabling the trainee to gain independence in reading and stimulates an interest which will result in further study.

The programme began in 1972

Low Newton Remand Centre

Low Newton, Durham

Tel: 61141

Responsible persons: Mr. A. Cosker } Education  
Mr. A. Bell } Officers

The programme determines each individual's attainment in reading and writing and develops this to produce greater facility.

The programme began in 1968



Essex

South Havering College of Adult Education

Dury Falls School, Minletye Lane, Hornchurch  
 Tel: Hornchurch  
 40832 & 53242

Responsible persons: Mr. C. Edwards, Mrs. H. Fenn  
 Mrs. P. Mitchell

The programme offers individual attention under specialist supervision for adults who would like to improve their reading, writing and spelling in an informal atmosphere.

The programme began in 1966

Fairfax Further Education Centre

Fairfax High School,  
 Fairfax Drive, Westcliff-on-Sea

Tel: Southend on Sea  
 49556

Responsible persons: Mr. C. Tye and Mr. R. Hills

The programme provides a sympathetic atmosphere in which adults of all ages can learn to read, write, spell and do arithmetic

The programme began in 1952

Thurrock Technical College

Woodview, Grays, Essex

Tel: Grays Thurrock  
 71621

Responsible person: Mr. J. H. Hall

The programme "An evening course for adults who cannot read" attracts not only illiterates and semi-literates but those with severe spelling problems or gross structural defects.

The programme began in 1970

Essex (cont)

## Voluntary Scheme

45 Grenfell Avenue, Hornchurch. Tel: Hornchurch 59487  
9(Tutor's Home)

Responsible person: Mrs. B. Lancaster

The programme helps to educate adults from any walk of life and give them confidence in themselves and their own abilities.

The programme began in 1969

## Reading Class for Adults - Family Guidance Unit

349 The Hides, Harlow.

Responsible person: Sheelagh Galman

The programme's specific goal is to persuade applicants that they have the ability to learn to read. Individual tuition follows

Programme began in 1971

Gloucestershire

Oakley Evening Centre, Isbourne Road, Cheltenham  
and  
Monkscroft Evening Centre, Hesters Way, Cheltenham.

Tel: 52773 (personal)

Responsible person: Mr. J. A. Atkinson

The programme is entitled "Learn to Read" and caters for the age range 15 - 50.

The Programme began in 1960

## Gloucestershire

H. M. Prison, Leyhill

Wotton under Edge,

Tel: Falfield 681

Responsible person: Mrs. A. Butterfield

The programme provides reading, writing and comprehension of the written word for the illiterate or backward

H. M. Prison,

Barrack Square, Gloucester.

Tel: Glos. 29551

Responsible person: M. J. Brooks, Education Officer

The programme aims to give adult illiterates a working knowledge of basic english and encourages poor readers to improve speed and scope of reading.

The programme began in 1970

H. M. Junior Detention Centre

Eastwood Park, Falfield, Wotton-under-Edge.

Tel: Falfield 445

Responsible person: Mr. H. E. Tremaine

The programme seeks to raise the standard of literacy - oral, reading and writing by offering an experience of successful tuition which students will be ready to continue after discharge.

The programme began in 1968

## Hampshire

Central Further Education Centre

Argyle Road, Southampton

Tel: Soton 225800

Responsible person: A. Fansell, G. Neilson

The programme provides basic instruction in reading and simple written English for poor readers. It seeks to extend vocabulary, increase speed of reading meet individual requirements and build up confidence and fluency through individual and group discussion.

Programme began in 1962

Hampshire

Further Education Remedial Studies Class,

Brune Park F. E. Centre,

Brune Park School, Military Road, Gosport

Tel: Gosport 37550

Responsible person: Mr. D. LeC. Fells

The programme helps those whose reading and writing ability is below normal standard and for their capabilities and seeks to achieve the former or realise the latter.

The programme began in 1968

South Portsmouth Further Education Centre

Francis Avenue,  
SouthseaTel: Portsmouth  
34085 (evenings)  
63697 (day)

Responsible person: Mr. B. Boxall

The programme aids foreigners in the understanding of English language and customs; helps immigrants to establish themselves in this country or to learn as much as possible during their stay

The programme began before 1965

Central Portsmouth Further Education Centre

Woodland Street, St. Mary's Road, Portsmouth

Tel: Portsmouth 25127

Responsible person: Mr. E. W. Hughes

The programme is for young people and adults who are in need of special coaching to bring their English up to normal standards

The programme began in 1949

## Hampshire (cont)

Havant Further Education Centre

Leigh Road, Havant.

Tel: Havant 3715

Responsible person: Mrs. I. Windred

The programme aims to help people who cannot read write or have spelling difficulties and to assist students to further their present standard of literacy.

The programme began in 1972

H. M. Prison, Camp Hill

Newport, Isle of Wight.

Tel: Newport 4061

Responsible person: Mr. R. A. Underhill

The programme provides a knowledge of the alphabet, teaches basic words and elementary sentence construction.

H. M. Prison, Larkhurst

Newport, Isle of Wight

Tel: 0983-81-3855

Responsible person: Mr. Alex M. Bernard

The programme instructs non readers to read and to bring about a general improvement in backward readers.

The programme began in 1948

H. M. Prison, Kingston

Portsmouth

Tel: Portsmouth 29561

Responsible person: Sister Annunziata

The programme provides help with written communication (letter writing) and reading for pleasure.

The programme began in 1969

## Hampshire (cont)

Haslar Detention Centre

Dolphin Way, Gosport.

Tel: Gosport 80381

Responsible person: Miss L. Alley

The programme aims at achieving some degree of literacy in total non-readers and to achieve improvement in reading ability in slow readers.

The programme began in 1972

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## Herefordshire

Adult Literacy Group - City of Hereford Evening Institute

Special Education Unit,

Whitecross School,

Baggallay Street, Hereford Tel: Hereford 65397

Responsible person: Mr. Christopher S. Morgan

The programme helps each adult to become literate within the boundaries of his needs and his capabilities. The programme also performs a social dimension

The programme began in 1972

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Herefordshire (cont) The Bishops School

245 Ledbury Road, Hereford.  
(Tutor's home address)

Tel: Hereford 6139  
(after school hours)

Responsible person: Mrs. Silvester

The programme provides individual attention for those who are unable to read and write.

The programme began in 1962

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Hertfordshire

Literacy Scheme, East Herts College of Further Education

Turnford, Broxbourne, Herts. Tel: Hoddesdon 66451

Responsible person: Miss J. Patterson

The programme aims to help students improve their standards as far as their capabilities allow helping them to cope with life better than before.

The programme began in 1969

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(Dacorum College) - The Collett School

Lockers Park Lane, Hemel Hempstead.

Tel: Hemel Hempstead  
63864

Responsible person: Mr. S. Burnsley

The programme aims to improve literacy and to give confidence to its students.

The programme began in 1965

Huntingdonshire

Peterborough College of Adult Education

Brook St. Peterborough

Tel: Peterborough  
61361

Responsible person: Mr. J. Whittaker

The programme tries to create a relaxed atmosphere and operates in small groups trying to remedy past misunderstandings of basic mechanics of speaking and writing and encourages and stimulates the desire to read and learn.

The programme began in 1968

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Kent

Adult Education Centre

Gardiner Street, Gillingham

Tel: Medway 32589

The programme provides individual tuition according to needs.

The programme began in 1966

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Danecourt School,

Watling Street, Gillingham

Tel: Medway 32589

The programme provides individual tuition according to needs.

The programme began in 1966

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Thames-Side Adult Education Centre

6-8 Overcliffe, Gravesend.

Tel: Gravesend 4051

Responsible person: Mr. J. T. Wilson B.A.

The programme is designed to help those with difficulties with the printed word and with the usage of numbers or who wish to improve their skills. It is particularly suited to young school leavers with difficulties.

The programme began in 1969

Kent (cont)

Dartford Adult Education Centre

East Hill House, East Hill Drive, Dartford.

Tel: Dartford 21897

Responsible person: Principal, Mr. J. W. Coxon

A small group class for those who find difficulty in reading, writing and spelling. A fresh opportunity in adult atmosphere.

Programme began in 1960

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Maidstone Adult Education Centre

St. Faith's Street, Maidstone, Kent

Responsible person: Mr. H. L. Herbert Tel: Maidstone 52165

The programme helps those who cannot read or write to learn and to improve the standard of those who are backward. Tuition in basic numbers is given where required.

The programme began in 1968

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Bromley and West Wickham Adult Education Centre

12 Palace Grove, Bromley. Tel: 01-464-5745 or 3015

Responsible person: Mrs. P. Powell

The programme is a second chance of individual and small group teaching for people of all ages finding reading and writing difficult.

The programme began in 1968

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Kent Literacy Scheme (formerly East Kent Literacy Scheme)

Mellands Farm, Preston, Canterbury.

Tel: Preston (Kent) 255

Responsible person: Mrs. Phyllis Thomas

The programme helps people with reading and writing problems enabling them to gain sufficient confidence to write simple letters, fill in forms and cope with everyday paperwork.

The programme began in 1968

Kent (cont)

H. M. Prison, Eastchurch

Eastchurch, Sheerness.

Tel: Eastchurch 275

Responsible persons: Mr. T. Saben, Mr. G. E. Ioxton

The programme helps students improve their verbal and literary effectiveness of their personal social and vocational abilities

The programme began in 1971

H. M. Prison, Maidstone

County Road, Maidstone

Tel: Maidstone 55611  
ext: 257

Responsible person: Mrs. E. Smart

The programme aims to give foreigners a working knowledge of English and to improve the reading age and ability to communicate of illiterate and semi-literate English-speaking inmates.

The programme began in the 1930's

H. M. Detention Centre

Aldington, Ashford.

Aldington 436

Responsible person: Mr. N. G. Lyas (Education Officer)

The programme aims to broaden students' interests and strengthen their all-round personal and social competence by improving their ability to communicate through reading, writing and speech.

The programme began in 1963 (evenings)  
1966 (day and evenings)

Kent (cont)

H. M. Borstal

Western Heights, Dover

Tel: Dover 2071

The programme enables a man to speak clearly; read a simple newspaper article or public notice and to write an understandable letter.

The programme began in 1968

H. M. Borstal

East Sutton Park, Sutton Valence

Tel: Sutton Valence  
2242

Responsible person: Miss S. Petiuk

The programme promotes and encourages the importance of reading. It provides individual coaching and tuition, to establish a relationship of mutual understanding to help in literary difficulties.

The programme began in 1972

H. M. Detention Centre, Blantyre House

Goudhurst, Cranbrook.

Tel: Goudhurst 367

Responsible person: Mrs. J. Digby, Mr. H. E. Chapple

The programme seeks to provide or improve means of communication and raise morale and offers encouragement to continue with classes on release.

London

E.

Bethnal Green Adult Education Institute

229 Bethnal Green Road, E.2. Tel: 739-4901

Responsible person: Mr. Kundry Clarke

The programme provides general education for men and women from home and broad reading help in reading, writing and arithmetic.

The programme began in 1920's

London (cont) E

Eansbury Adult Education Institute

Main Office, Devas Street, London E3 3LL

Tel: 01-987-4617

Responsible person: Mr. D. Moore

The programme 'General Education' for those who wish to improve their basic knowledge and regain confidence. Special help is given to those having difficulty in reading and writing. Also courses for foreigners.

The programme began in 1946 (approx)



London (cont) E

Waltham Forest Adult Education Service

192 Vicarage Road, Leyton, E10 5DX

Tel: 01-539-7205

Responsible person: Organiser for Adult Education

The programme aims to develop or improve basic reading and writing skills including spelling difficulties.

The programme began in 1969

Clapton Adult Education Institute

Brooke House, Kenninghall Road, E.5.

Tel: 01-985-9646

Responsible person: The Principal

The programme classes are graded into three levels both for spoken English and for reading/writing English.

N

Highbury Manor Adult Education Institute

Shepperton Road, New North Road, N.1.

Tel: 226-6001

The programme provides classes in literacy for slow learners and functional literacy for immigrant students.

The programme began in 1970

The Elfrida Rathbone Literacy Scheme

111 Richmond Avenue N.1.CLR Tel: 01-609-0071/2

Responsible person: Mr. R. A. Burningham

The programme helps each pupil gain reading and writing skills appropriate to his needs and ability.

The programme began in September 1971

London(cont) N

H. M. Prison, Holloway

Parkhurst Road, London N.7. Tel: 01-607-0231

Responsible person: R. M. Brown

Programme just starting

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H. M. Prison, Pentonville

Caledonian Road, London N.7. Tel: 609 1121 ext 245

Responsible person: Mr. Bligh, Education Officer

The programme aims to give a limited social skills vocabulary which is supplemented with practice in writing letters and official form filling, to short term inmates

The programme began around 1842

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NW

Camden Adult Education Institute

87 Holmes Road, NW5 3AX Tel: 267-1414

Responsible person: Mr. Monty Ashford

The programme enables illiterate and semi-literate adults to learn to read and write. In addition, English is taught as a second language to immigrants and teaching English grammar to adults who are literate.

The programme began in 1971

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London (cont) IW

Marylebone Adult Education Institute, Quintin  
Kynaston School,

Marlborough Hill, London N.W.8.

Tel: 722-5151/2

Responsible person: The Principal

The programme is for those wishing to improve  
their education. Courses in reading, writing and  
spelling as required by the student. Individual  
tuition throughout.

The programme began in 1963

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SE

Greenwich Adult Education Institute

Kidbrooke School, Correlli Road, S.E.3.

Tel: 856-6496

Responsible person: Mr. B. McMurray

The programme is for those wishing to improve  
their basic English with particular help in  
reading, writing and spoken English. Tuition  
largely individual at the students own level.

The programme began in 1972

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Catford Adult Education Institute

Holbeach School, Holbeach Road, Catford S.E.6

Tel: 690-3673

Responsible person: Mr. A. B. Finlay

The programme provides general education classes  
for men and women, native and immigrant who desire  
to read and write.

The programme began in 1958

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London(cont) SE

Wodwich Adult Education Institute and Art Centre  
1A, Burrage Road, SE18 7LL Tel: 01-854-2502

Responsible person: Mr. S. J. Smith

The programme aids the best development of the students' language skills and trains them how to cope with and improve their language learning within a variety of situations, suited to individual needs.

The programme began in 1970

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Cambridge House Literacy Scheme

131 Camberwell Road, London SE5 0HF  
Tel: 01-701 4221/2

Responsible persons: Miss B. O'Brien-Twohig, Director  
Mrs. J. Stevens, Asst. Director

The programme provides individual tuition for those illiterates and semi-literates no longer at school living in the G.L.C. area, who are keen and stable enough to attend weekly lessons and sufficiently intelligent for progress to be likely.

The programme began in 1963

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Blackfriars Settlement Literacy Scheme

14/47 Nelson Square, SE.1 Tel: 928-9521

Responsible person: G. Zonena

The programme gives help with reading problems for the young working adult with special school education

The programme began in 1969

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London (cont) SW

Clapham and Balham Adult Education Institute

6 Edgeley Road, Clapham SW 4. Tel: 01-622-2965

Responsible person: The Principal

The programme includes courses in English for immigrants and other foreign students; also in General Education (Arithmetic and English) for English speaking students.

The programme began in 1968

Central Wandsworth Institute

Hayfield School, West Hill, S.W.15

Tel: 01-874-0730

Responsible person: The Principal

The programme provides a course in English for Asian women.

The programme began in April 1969

Brixton College for Further Education

56 Brixton Hill, London S.W.2 Tel: 01-274-9879

Responsible person: Miss Elizabeth Fullwood

The programme provides evening classes for adult illiterates and semi-literates in reading and writing and aims to raise the level of literacy of day students in college to cope with college courses.

The programme began in 1970

H. H. Trison, Wandsworth

Heathfield Road, London S.W.18 Tel: 01-874-7474

Responsible person: Mrs. H. Aarons

The programme enables men to write their own letters.

The programme began in 1960

London (cont) W

Addison Institute

Addison Gardens, London W.14 Tel: 603-6102

Responsible person: Vice Principal

The programme is provided for people who wish to improve their standard of reading and writing. The standard of work is geared to each student's needs.

The programme began in 1972

Ealing Adult Education and Community Service

24 Uxbridge Road, Ealing W.5 Tel: 01-567-3456  
ext. 744

Responsible person:

The programme improves the performance of semi-literate students and teaches illiterate students to read and write.

The programme began in 1965

H. M. Prison, Wormwood Scrubs, Education Department

Du Cane Road, London W.12 Tel: 01-743-0311  
ext. 245

Responsible person: Carol Wine

The programme seeks to promote independent reading skills.

The programme began in 1972

WC

Kingsway College for Further Education

Sidmouth Street, Grays Inn Road WC1 Tel: 01-837-8185

Responsible person: Miss Catherine Moorhouse

The programme aims to bring students to a level of literacy essential for their efficient functioning in everyday life and to provide specifically for spelling for students who otherwise have a good command of English.

The programme began in 1969



## Lancashire

## Huyton-with-Roby Further Education Centres

Court Hey Office, Court Hey Park,  
 Roby Road, Liverpool 16 Tel: 051-722-9452

Responsible persons: Mrs. M. Mellor, Miss I. Dillon

The programme assesses and then attempts to raise the level of competence of individuals in written and spoken English and reading.

The programme began in 1972

## Kirkby College of Further Education

Cherryfield Drive, Kirkby, Nr. Liverpool  
 Tel: 051-546-4078

Responsible person: Miss C. Sutherland

The programme aims to reach and provide adequate teaching for illiterate adults of Kirkby and to extend the scheme to other areas.

The programme began in 1973

## Roscommon St. Evening Institute

Roscommon School, Liverpool Tel: 207 0638 (ev)

Responsible person: Mr. A. W. Wilson

The programme is intended for those who missed much of their normal education and wish to read, write and do simple calculations

The programme began in 1958

## Atherton Adult Education Centre

York Street, Atherton, Manchester  
 Tel: Atherton 2631

Responsible person: Mr. F. B. Splaine

The programme is aimed at persons finding difficulty in reading and writing. Individual tuition is given and elementary work in number may be included.

The programme began in 1967 approx.

## Lancashire (cont)

## Cheetham Further Education Centre

507 Cheetham Hill Road, Manchester

Tel: 061-740-4541

Responsible person: Mr. Paul Gallagher

The programme is for those who wish to receive help in developing the basic skills.

The programme began in 1963

## Victoria Park Adult Education Centre

Sydney Street, Stretford, Manchester

Tel: 061-865-3241

Responsible person: Mr. J. G. Eden,

The programme provides help for those adults lacking basic communication skills.

The programme began in 1969

## Skelmersdale and Holland Centre of Adult Education

Glenburn School, Tawd Valley Park,  
Skelmersdale

Tel: Skelmersdale 22926

Responsible person: Mr. H. G. Davenport

The programme teaches literacy to adults of no or little reading and writing ability.

The programme began in 1970

## Frenchwood Senior Evening College,

c/o Brockholes School (Technical Department)

Frenchwood Knoll, Preston Tel: Preston 53581

Responsible persons: Mr. K. B. McLoughlin and  
Mr. W. A. Breakell

The programme aims to help students gain confidence in their everyday encounters by giving them another chance to develop their basic skills in writing and reading.

The programme began in 1955

## Lancashire (cont)

Lancaster College of Art - Department of Adult  
Studies

St. Leonards House, St. Leonardgate, Lancaster

Tel: Lancaster 68121

Responsible person: Mr. Derek Noonan

The programme provides help for anyone with  
reading and/or writing problems on a completely  
confidential and personal tuition basis.

The programme began in 1973

St. George of England Evening Institute

Fernhill Road, Bootle Lancs. Tel: 051-922-3798

Responsible person: Mr. John Reach

The programme is designed for adults of low  
or no reading ability.

The programme began in 1967

Bolton Technical College

Manchester Road, Bolton. Tel: Bolton 31411

Responsible person: Mrs. A. Leatherbarrow

The programme enables students to improve their  
reading and writing.

The programme began in 1971

Runcorn and Widnes Technical College

c/o Remedial Centre, Castle St., Widnes 051-424-5233

Responsible persons: Mrs. B. Falins, Mr. A. Falins

The programme is designed to help with individual  
reading and spelling problems and to give students  
more confidence and enable them to meet others  
with similar problems.

The programme began in 1972

Lancashire (cont)

Newton-le-Willows College of Further Education  
Crow Lane, Newton-le-Willows.

Responsible person: Mr. Tom MacFarlane

The programme develops competence in reading, writing and spelling at relevant level of needs for particular students.

The programme began in 1972

Ormskirk Adult Education Centre

Ormskirk County Secondary School,  
Wigan Road, Ormskirk Tel: Ormskirk 76616

Responsible person: Mr. B. E. Aspinall

The programme helps students to gain an adequate standard of reading and writing to allow them to have confidence to find work they enjoy.

The programme began in 1972

Accrington College of Further Education

Sandy Lane, Accrington, Tel: Accrington 35334

Responsible person: Mr. R. Townsend

The programme helps those who wish to improve or acquire basic reading skills

The programme began in 1967

Orford Evening Institute

Long Lane, Warrington Tel: Warrington 31671

Responsible person: Mrs. E. A. Dover

The programme aims to provide students with the basic reading skill or improvement of basic reading skill and development of written skills.

The programme began in 1972

Lancashire

Liverpool Evening Institute for Remedial Education

Ernest Cookson School, Mill Lane,  
Liverpool

Tel: 722-2261 ext: 29

Responsible person: Mr. C. R. Clarke

The programme helps school leavers and adults who have experienced difficulty in English and Arithmetic. Individual attention is given to every student.

The programme began in 1957

Mill House Special (Day) School

Mill Lane, Newton le Willows Tel: Newton le Willows  
6213

Responsible person: Mrs. E. M. M. Cheesman

The programme aims to provide communication manipulation, perceptual development, pre writing and pre reading to enable students to leave able to write their own names and read for pleasure.

The programme began in 1972

University Settlement Literacy Scheme

2 Nile Street, Liverpool 1 Tel: 051-709-4811

Responsible person: Margaret Bentovim

The programme aims to discover the extent and causes of adult illiteracy in Merseyside and to develop and expand the Settlement's Literacy Scheme.

The programme began in 1972

Lancashire (cont)

Manchester Literacy Project, Manchester and Salford  
Council of Social Service

Graddum House 16/18 Queen Street, Manchester  
Tel: 061-834-2591/2

Responsible persons: Mr. R. Roberts, Mr. H. Gower

The programme aims to teach as many adult illiterates as possible in the first stages by the "one to one" system then, with individual tutors, in groups.

The programme began in 1968

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Department of Psychology, The University, Liverpool

7 Abercromby Square, Liverpool 7.  
Tel: 051-709-6022  
Ext. 160

Responsible person: Agnes Crawford

The programme meets the needs of adults who want to be able to read newspapers, magazines, T.V. programme titles etc.

The programme began in 1967 approx.

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Newchurch Hospital

Culcheth, Warrington.

Responsible person: Mrs. Edith Lightfoot

The programme enables the higher grade patients to read simple articles and forms and to write letters to friends and relatives

The programme began in 1966



Lancashire (cont)

H. M. Prison, Appleton Thorn

Via Warrington, Lancs.

Tel: Warrington 61241

Responsible person: Mr. E. R. Davies

The programme is in general English catering mainly for illiterates and semi-literates.

H. M. Prison, Lancaster

Lancaster

Tel:

Responsible person: Mrs. E. R. Gillespie

The programme helps men become better equipped to face life when they leave prison by teaching the basic skills of reading and writing - to read a newspaper, write a letter, fill in a form etc.

The programme began in 1960

H. M. Prison, Manchester

Southall Street, Manchester. Tel: 061-834-8626

Responsible person: Mr. J. H. Middleton

The programme teaches class members to read, write and do basic subjects thereby preparing them for release and enabling them to cope and communicate better with their fellow men.

The programme began in 1953 (part time)  
1967 (full time)

H. M. Prison

2 Ribbleson Lane, Preston

Tel: Preston 57734

Responsible person: Mr. J. W. Garner

The programme provides the opportunity for inmates to learn basic English and helps establish their literacy to the society outside by the instruction available.

The programme began in 1946 approx.

## Lancashire (cont)

H. M. Borstal, Hindley

Nr. Wigan.

Tel: Wigan 66255

Responsible person: Mr. P. W. Fugh, Education  
Officer

The programme helps inmates with their personal reading problems and helps them attain a reasonable standard of reading ability and the ability to communicate by means of both written and spoken word. Self confidence results.

The programme began in 1962

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H. M. Prison, Manchester: Borstal Allocation Centre

Southall Street, Manchester Tel: 061-834-8626

Responsible person: Mr. E. W. Blake

The programme provides basic education in English and numbers to those most urgently in need of help to effect: basic literacy, basic communication skills, skill to permit reasonable employment opportunities, social integration with more advantaged contemporaries.

The programme began in 1967 (part time)  
1971 (full time)

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## Leicestershire

H. M. Prison, Leicester

Walford Street, Leicester Tel: 546911

Responsible person: Mr. J. Hunt, Education Officer

The programme seeks to help men gain a more stable personality and eliminate his loneliness in a normal literate society by repairing one of the deficiencies of social inadequacy.

The programme began in 1961.

Lincolnshire

Boston College of Further Education

Rowley Road, Boston

Tel: Boston 5701

Responsible persons: Mr. C. N. Wilkins  
Mr. T. Cooper

Programmes are run in Remedial English available for any day release student during the day and for anyone in the evenings also classes for immigrants.

The programme began in 1969

Grimsby Adult Education Institute

Institute Office, Chelmsford Avenue, Grimsby

Tel: 0472-78564

Responsible persons:

The programme aims to build upon knowledge previously gained and to inspire confidence in those lacking it.

The programme began in 1965

Workers' Educational Association Language and Culture Scheme

c/o Community Relations Council, Southwark.

Tel: 0724-3463  
(Mr. Zeidi's Office)

Responsible person: Mr. David Betteridge

The programme attempts to cater for a variety of language needs depending on the students' demand.

The programme began in 1971

## Lincolnshire (cont)

H. M. Frison

Greetwell Road, Lincoln.

Tel: Lincoln 23243  
Ext. 34

Responsible person:

The programme helps to start people reading and writing.

The programme began in 1950

H. M. Borstal

Morton Hall, Swinderby,

Tel: 0522 86 245

Responsible person: Mr. J. A. Taylor, Education  
Officer

The programme exists primarily to improve reading but also deals with writing and music so that trainees can cope with vocational training and constructional training courses.

The programme began in 1959

H. M. Detention Centre, North Sea Camp

Freiston, Boston.

Responsible person: Mr. D. Skipworth

The programme aims to improve the standards of literacy and the personal morale of students and to equip them to cope better with the world outside.

The programme began in 1971.

## Middlesex

Matthew Arnold Evening Centre

Kingston Road, Staines

Responsible person: Miss M. Keech

The programme provides for all adults who need instruction in basic literacy to enable them to read sufficiently to cope with their everyday needs.

The programme began in 1965

## Middlesex (cont)

H. M. Remand Centre

Woodthorpe Road, Ashford. Tel: Ashford 41041

Responsible person: Mr. L. N. Shirley

The programme helps individuals on a tutorial basis.

The programme began in 1969

## Norfolk

Great Yarmouth L.B.A.

Responsible person: Principal of College of Further  
Education

The programme teaches adults to read

H. M. Prison, Norwich

Knox Road, Norwich, NOR 46S Tel: Norwich 33336  
Ext. 25

Responsible person: Mr. Christopher Leyne

The programme gives a chance for improvement to illiterates, backward readers and spellers.

The programme began in 1971

## Northamptonshire

H. M. Borstal, Wellingborough

Turnells Hill Lane, Wellingborough  
Tel: W'boro 4151  
ext. 55Responsible persons: Mr. A. J. King, Mr. E. N. Vee's  
Mr. F. J. Collins

The programme is aimed at increasing proficiency in communication both verbal and written to help trainees adjust to society and to introduce them to the pleasures of reading

(1969)

## Northumberland

Tynemouth Adult Education Service

Lovaine Terrace, North Shields.

Tel: N. Shields 70115

Responsible person: Mrs. A. Wilson

The programme provides help and guidance to those having need of tuition in reading and writing.

The programme began in 1968

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Sandyford Adult Education Centre

Doncaster Road, Newcastle upon Tyne

Tel: Newcastle 27947

Responsible person: Miss S. I. Feenaghan

The programme gives individuals sufficient skill in reading and writing to cope with their basic needs in society.

The programme began in 1972

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H. M. Prison, Acklington

Forpeth.

Tel: Red Row 411

Responsible person: Mr. T. B. Hodgson

The programme helps adult inmates to cope with everyday requirements - read and write letters, read, understand and be able to fill in forms.

The programme began in 1972

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## Nottinghamshire

North Nottinghamshire College of Further Education

Carlton Road, Worksop, Notts Tel: Worksop 5561

Responsible person: Mr. C. R. B. Williams

The programme "Reading and Writing for Adults" is designed for those who have failed to master the basic skills.

The programme began in 1969



Nottinghamshire (cont) Hucknall Further Education Centre  
 Hucknall, Nottingham. Tel: Hucknall 2798

Responsible person: Mr. W. E. Whitehouse

The programme seeks to reach those illiterates who cannot be reached by normal methods to come into a group situation whereby they come to recognise that they are neither alone in being illiterate nor fools for being so.

The programme began in 1966 approx.

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Bennerley Adult Education Centre  
 Bennerley Avenue, Ilkeston. Tel: Ilkeston 5628

Responsible person - post vacant

Proposed programme to start September 1973

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Newark and District Adult Education, Newark  
 Technical College.

Chantry Park, Newark, Nottinghamshire.  
 Tel: Newark 5921

Responsible persons: Mrs. Seaby and Mrs. Slater

The program aims at improving the reading ability of adults who have not already attained an acceptable standard. Instruction largely individual.

The programme began in 1968

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City of Nottingham Education Committee Adult  
 Reading Class.

Melrose House, Waverley St. Nottingham. Tel: 71624

Responsible person: Mr. J. W. Love

The programme offers help in solving problems of social integration, attempting to create an atmosphere of initial and immediate success. Long term policy leading to functional literacy at pupils' level.

Programme began in 1956

Nottinghamshire(cont)

H. M. Prison, Ranby

Retford, Notts.

Tel: Retford 4811-13

Responsible person: Mr. J. Nicol

Programme aims to equip individual for release and helps give confidence and self respect.

The programme began in 1972

H. M. Borstal Institution

Lowdham Grange, Lowdham, Nottingham

Tel: Lowdham 2591

Responsible person: Mr. C. Cheekley

The programme aims to give a standard of literacy and numeracy at least sufficient for trainees to cope with basic needs of daily life.

The programme began in 1963

H. M. Detention Centre

Whatton,

Tel: Whatton 50511

Responsible person: Education Officer

The programme is to help trainees to be better equipped to cope with life on discharge which could help them achieve stability in their own section of society.

The programme began in 1967

Oxfordshire

Adult Reading and Writing; Schools Psychological Services, City of Oxford Education Committee

Northern House, South Parade, Oxford.

Tel: Oxford 58371

Responsible person: Mr. Edward A. Hayes

The programme is to enable adults to reach an acceptable level of literacy in the basic skills of reading writing and spelling.

The programme began in 1969

Oxfordshire (cont)

Old Palace Group

C/o Catholic Chaplaincy, St. Aldate's,  
Oxford. Tel:

Responsible person: Mr. Peter Kincaid

The programme teaches the basic skills of reading and writing to illiterate or semi-literate people in Oxfordshire by personal tuition

The programme began in 1972

H. M. Prison, Oxford

New Road, Oxford. Tel: Oxford 21261

Responsible person: Mrs. R. Stanley

The programme, a Basic English class enables a man to read and write his own letters; read instruction manuals and a newspaper and cope with printed forms. An intermediate class is available.

The programme began in 1949

H. M. Detention Centre

Campsfield House,  
Langford Lane, Kidlington, Oxford.

Tel: 086-75-4113

Responsible person: Mr. F. J. Dickens ext. 31

The programme encourages boys and youths to have a further attempt to master the skills of literacy.

The programme began in 1963

Rutland

H. M. Prison, Ashwell

Ashwell, Oakham, Rutland. Tel: Oakham 2631

Responsible person: Mrs. R. Dexter

The programme develops skills in communicating  
in English

The programme began in 1969

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Shropshire

College Hill House, Adult Education and Arts Centre

13 College Hill, Shrewsbury

Tel: Shrewsbury 55159

Responsible person: Mrs. Fisher and Mrs. Sanders

The programme is provided for those who have  
left school with personal problems in reading and/or  
writing and who are willing to accept help.

The programme began in 1971

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H. M. Prison, Shrewsbury

The Dana, Shrewsbury. Tel: Shrewsbury 52511ext 45

Responsible person: Mr. C. M. Buckley

The programme of rehabilitation endeavours to  
increase the literacy of adult prisoners and so  
help them to integrate more smoothly into ordinary  
life.

The programme began in 1971

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Somerset

North Bristol Institute of Adult Education,

Monk Road, Bishopston, Bristol Tel: Bristol 43604

Responsible persons: Mrs. J. Donovan, Mrs. D. Strong

The programme is designed for people of all ages  
having difficulty in reading, writing and calcul-  
ations. Individual attention; day and evening  
classes.

The programme began in 1967 (evenings)  
1972 (day)

Somerset

Adult Education Office

Ellsbridge House, Bath Road,  
Keynsham, Bristol.

Tel: Keynsham 3898

Responsible person: Mr. D. Davies

The programme 'Basic English (and Arithmetic)' is for those requiring help with reading and writing. Immigrants welcome.

The programme began in 1968

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City of Bath Technical College

Avon Street, Bath

Tel: Bath 64191

Responsible person: Mr. I. G. Greenfield

The programme is designed to improve reading ability.

The programme began in 1958 approx.

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Bristol Community Relations Council Maths and Literacy Scheme

Centre for Community Activities,

Horley Road, Bristol 2.

Tel: Bristol 551351

Responsible persons: John Lynch, Marian Liebman,  
Carol Thorne

The programme is designed to help immigrants reach education standard of English and Maths necessary for pursuing vocational courses and to teach any others basic English and arithmetic skills.

The programme began in 1969

## Somerset (cont)

H. M. Prison, Shepton Mallett

Corn Hill, Shepton Mallet, Bath

Tel:

Responsible persons: Mrs. H. E. Shearn

The programme is aimed at improving reading, writing and spelling skills and at encouraging reading for practical and pleasurable purposes.

The programme began in 1972

H. M. Remand Centre, Tucklechurch

Tucklechurch Remand Centre, Bristol.

Tel: Abson 2606

Responsible Person: Mr. Keith Gould

The programme enables the individual to take his place in society without a feeling of inferiority.

The programme began in 1970

## Staffordshire

Newmall Evening Institute

William Allitt Comprehensive School,

Newmall, Burton on Trent. Tel: Swadlincote 6404

Responsible Person: Mr. J. Tpton

The programme helps students towards the social ability to cope with simple everyday reading problems.

The programme began in 1968

College of Adult Education

Old Hall Street, Wolverhampton Tel: Wolv. 2156/23197

Responsible Person: Mr. C. J. Garbett

The programme offers individual help to attain a level of literacy which will enable students to cope with everyday needs.

The programme began in 1971



Staffordshire (cont)

Stoke-on-Trent Adult Reading Class, Clarence C.M.  
and J. School

Sampson Street, Hanley, Stoke on Trent.

Tel: S-O-T 29860

Responsible person: Mr. D. R. Hanstock

The programme aims basically at encouraging students to read for pleasure either from books or newspapers and to be able to write simple letters.

The programme began in 1950

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H. M. Prison, Drake Hall, Education Centre

Eccleshall

Tel: Eccleshall 580621

Responsible person: Mrs. B. E. Bradley

The programme assists each individual adult to make the best use of his innate ability to attain a satisfactory standard in oral and written English.

The programme began in 1965

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H. M. Prison, Moor Court

Oakamoor, Stoke-on-Trent

Tel: Oakamoor 381

Responsible person: Mrs. C. H. Turner

The programme aims at equipping each retarded inmate with sufficient ability to read, write and comprehend to enable her to survive in our society and to obtain pleasure from written material.

The programme began in 1972.

## Staffordshire (cont)

Swinfen Hall Prison

Swinfen Hall, Lichfield

Tel: Shenstone 491229

Responsible person: Mrs. J. J. Smith

The programme enables the totally illiterate to gain the basic skills of reading and writing and seeks to improve the standard of English of the semi-literate.

The programme began in 1972.

H. M. Detention Centre,

Werrington House, Werrington, Stoke-on-Trent

Tel: Ash Bank 2131

Responsible person: Mr. R. Harvey, Education Officer

The programme seeks to improve the inmates' education so that they will be better prepared to live and work in the outside community.

The programme began in 1960

## Suffolk

Beccles/Bungay/Halesworth Adult Centres

Adult Centre, Sir John Benan High School,

Beccles, Suffolk

Tel: Beccles 712450

Responsible person: Margaret Bauers

The programme provides opportunities for the development of reading and extension of language development to help the student in his everyday life.

The programme began in 1969

## Suffolk (cont)

## Kesgrave Adult Education Centre

Nr. Ipswich.

Responsible persons: Mrs. D. Gibson and Mrs. Rateli

The programme meets the needs of retarded adults in society and particularly in their own work situations.

The programme began in 1970

## Woodbridge Adult Centre

Earlingaye School, Woodbridge. Tel: Woodbridge 2117

Responsible person: Mr. B. E. Hervey

The programme offers an opportunity for students to reinforce their basic schooling and bridge any gaps which have been revealed in their working or social lives.

The programme began in 1973

## H. M. Frison, Blundeston

Blundeston, Nr. Lowestoft. Tel: Lowestoft 730591

Responsible person: Mr. F. J. Nicholls

The programme aims to raise reading ability level from illiteracy or semi-literacy to "adequate" and to improve reading skills, in selected cases, for specific purposes such as entry to further training.

The programme began in 1968 (part time)  
1969 (full time)

Suffolk (cont)

H. H. Hollesley Bay Colony,

Woodbridge.

Tel: Shottesham 741

Responsible person: Senior Education Officer

The programme helps pupils to attain an approximate reading age of 10 years and a spelling age of 9 years.

The programme began in 1939

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Surrey

Chertsey and Egham Institute of Further Education

Surrey County Council, Old Council Offices  
Guildford Street, Chertsey. Tel: Chertsey 64157

Responsible person: Mrs. D. Mack

The programme helps those aged between fifteen and fifty to learn to read and write and offers plenty of personal attention. Students gain self confidence and personal security. Classes are tactfully and confidentially arranged.

The programme began in 1968

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Richmond Adult College

Kew Road, Richmond

Tel: 01-940-5278

Responsible person: Mrs. Carol Mine

The programme is for those who have left school without full confidence in their ability to read and write, and for those whose English requires remedial treatment.

The programme began in 1966

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The Eastern Further Education Centre

c/o Ashburton High School, Shirley Road,  
Croydon.

Tel: 01-656-0913 (day)  
01-654-5774 (eve)

Responsible persons: Mr. Evans, Miss Taylor  
Mrs. Watts

The programme isolates the student's problem and allocates a tutor at the correct level. It also involves the student in other centre activities.

The programme began in 1962

Surrey (cont)

Farnham and Ash Institute of Further Education

32 South Street, Farnham      Tel: Farnham 23888

Responsible person: Mrs. Muriel Ardley

The programme aims at providing instruction in basic skills, reading, spelling and writing indicated by the needs of individual students. It also boosts self-confidence by encouraging class discussion.

The programme began in 1971

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H. M. Frison Coldingley

Bisley,      Tel: Brookwood 6721

Responsible person: Mrs. Kelleher

The programme improves reading and writing skills in those whose abilities are inadequate for everyday purposes.

The programme began in 1970

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H. M. Detention Centre, Send

Nr. Woking.

Responsible person: Mr. K. Allen

The programme aims at increasing reading age to twelve years to enable the inmate to write a comprehensible letter.

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Sussex

Horsham Evening Institute

Depot Road, Horsham,

Tel: 0403-4932

Responsible person: Mrs. J. M. Crighton

The programme provides help in reading and writing for adults who have difficulty in mastering these skills.

The programme began in 1966.

General Studies Department, Brighton Technical College.

Pelham Street, Brighton.

Tel: Brighton 685971

Responsible persons: B. L. Hammond and F. C. White

The programme is of great value to young people and adults whose abilities in reading and writing have been seriously retarded.

The programme began in 1958.

H. M. Frison, Lewes

Brighton Road, Lewes.

Tel: Lewes 6411  
ext. 260

Responsible person Mrs. R. Burton

The programme helps students to communicate and express themselves with self-confidence, both orally and in writing.

The programme began in 1972

H. H. Frison, Northey

Barnhorn Road, Bexhill on Sea. Tel: Cooden 2126

Responsible person: Mr. D. A. Baker

The programme gives pupils self confidence in their ability to learn and applies this confidence to learning to reading.

The programme began in 1970



## Warwickshire

St. Catherines Institute of Further Education

St. Colmore Street, Birmingham 5

Tel: 021-692-1051

(Mon & Thurs eve only)

Responsible person: Mr. C. V. Firkham

The programme offers individual tuition in small groups of 6-8 adults.

The programme began in 1955

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Warwickshire Further Education Committee

22 Northgate Street, Warwick Tel: Warwick 43431

Responsible person: Mr. A. A. Douce, Mr. A. Nicholls  
Mr. K. Webb

The programme aims to teach reading through enjoyment.

The programme began in 1969

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Coventry Adult Remedial Service

Allesley Further Education Centre

Responsible person: Mr. J. D. Masters

The programme offers a remedial service of help (social and academic) to all avoidable illiterates and sub-numerates who have been denied the opportunity to achieve adequacy.

Programme began in 1952

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Adult Literacy Scheme

Birmingham Settlement, 318 Surber Lane,  
Birmingham.

Tel: 021-352-2113

Responsible person: Mrs. Eileen Birtles

The programme aims to help people who find they cannot read and write well enough to cope with everyday requirements.

The programme began in 1970

## Warwickshire (cont)

H. H. Frison, Birmingham

Winsor Green, Birmingham

Tel: 554-9865

Ext. 58

Responsible person: Mr. B. Davi

The programme aims to help both immigrants and others to read and write English.

The programme began in 1965

## Westmorland

H. M. Frison, Bela River

Mr. Milnthorpe

Tel: Milnthorpe 2612

Responsible person: Mr. G. Hoggarth, Education Officer

The programme provides men with basic vocabulary, spelling and writing to enable them to correspond with their next of kin, apply for jobs etc.

The programme began in 1972

## Wiltshire

Chippenham Technical College

Cocklebury Road, Chippenham. Tel: Chippenham 50561

Responsible person:

The programme teaches reading to illiterates, develops the reading skills of semi-literates or slow learners; it also aims to improve the spelling and writing standards of students able to read but unable to communicate effectively in writing.

Wiltshire County Council College of Technology

Southampton Road, Salisbury. Tel: Salisbury 687

Responsible person: Mr. M. A. Clarke

The programme provides individual help for adults in reading and writing and establishes confidence and offers encouragement for each one.

The programme began in 1965 approx.

## Wiltshire (cont)

## West Wilts Adult Reading Service

Trowbridge Technical College, College Road,  
Trowbridge. Tel: Trowbridge 4081  
Bradford on Avon 3568

Responsible person: Mr. J. Payne

The programme provide individual tuition in the tutor's or student's own home for those adults in the area who are unable to read and write.

The programme began in 1973.

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## Worcestershire

## Waterloo Evening Institute

Waterloo Road, Smethwick, Warley.  
Tel: 021-558-0259

Responsible person: Mr. K. J. Barwick

The programme aims to improve reading ability and spoken vocabulary. Handwriting also receives attention. Increased confidence is encouraged.

The programme began in

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## Kidderminster College of Further Education

Hoo Road, Kidderminster Tel: Kidderminster 5191

Responsible person: Mr. John Williams, Vice-Principal

The programme is intended to help adults who, for various reasons, have found great difficulty to learn to read and write.

The programme began in 1971

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## H. M. Prison, Long Lartin

South Littleton. Tel: S. Littleton  
830101 (eve)

Responsible person: Mrs. H. E. Marshall

The programme's goal is the attainment of a reading and writing standard to enable pupils to perform adequately in society.

The programme began in 1972

## Worcestershire

H. M. Remand Centre, Brockhill

Brockhill, Near Redditch. Tel: Redditch 61517

Responsible person: Mr. E. S. Cotterell

The programme introduces the inmates to the skills of reading and writing.

The programme began in 1966

Waterdale Evening Institute Centre

Waterdale, Doncaster Tel: Doncaster 353672  
(Nightingale School)

Responsible person: Mr. D. J. Willerby

The programme provides instruction in basic reading and writing for illiterate adults to enable everyone to read for information and pleasure and to improve pupils' confidence.

The programme began in 1972

## Yorkshire

Department of Recreational Studies,  
Regional College of Art

Bolton Road, Centre, Harningham Lane, Bradford 8.

Tel: Bradford 46812

Responsible person: Mr. Arthur Arnow

The programme helps anyone above school leaving age with difficulties with reading, and also basic maths. There is separate provision for immigrants.

The programme began in 1967

## Yorkshire (cont)

Upper Agbrigg Institute of Further Education

Further Education Centre, Huddersfield Road,  
Holmfirth. Tel: Holmfirth 2511

Responsible person: Mr. John David Jaeger

The programme provides basic reading skills and an introduction of an extended social life for members from an adult training centre.

The programme began in 1966

Bertram Ramsey Further Education College

Warton Road, Middlesbrough, Teesside  
Tel: M'Bro 35063

Responsible persons: Mr. G. Haines, Mrs. A. Spratt

The programmes resolve individual difficulties in reading and writing English, with specific help for non-readers and teach English, Reading and writing to newcomers to this country.

The programme began in 1969

Stockton Further Education Centre

62/64 Dovecot Street, Stockton, Teesside

Tel: Stockton 62941

Responsible persons: Mr. J. Parker

The programme assists adults with reading difficulties to achieve as high a personal standard of literacy as is within their capabilities and also assists with spelling, grammar etc.

The programme began in 1971

## Yorkshire (cont)

## Keighley Technical College

Cavendish Street, Keighley      Tel: Keighley 4248

Responsible person: Mr. Richard Hulse

The programme develops basic reading and writing skills of adults of low achievement levels in these capacities.

The programme began in 1963

## Airedale and Warfedale College of Further Education

Richardshaw Lane, Fudsey.      Tel: Fudsey 79918

Responsible persons: Mr. J. Ackroyd  
Mrs. J. Ackroyd

Two programmes are run, one for adolescents, one for adults to improve the degree of literacy.

The programme began in 1970

## Gaskell and Staincross Institute of Further Education

Ossett Further Education Centre,  
Sturros Hill Road, Ossett,      Tel: Ossett 3173

Mrs. J. Burgess

The programme aims to encourage adults to read and write whilst creating a social atmosphere in which to foster easy communication and recreate confidence.

The programme began in 1955

## Rotherham L.E.A. - Further Education Department

Education Office, Wellgate, Rotherham  
Tel: Rotherham 2121

Responsible persons: Mrs. S. Speight      Ext 294  
Mr. R. F. Sotterill

The programme aims to teach adults to read and write to the best of their ability and instil confidence.

The programme began in 1971



Yorkshire (cont)

Boulevard Evening Institute

Boulevard, Hull.

Tel: Hull 36156

Responsible persons: Mr. J. A. Young

The programme aims to increase the educational, vocational and social requirements of its students.

The programme began in 1972

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Bilton Grange Adult Education Institute

Andrew Marvell High School, Hull.

Tel: Hull 78133

Responsible persons: Mr. R. Phillipson

The programme is administered by the Institute. Adults are recommended by the Hull Local Authority.

The programme began in 1953 approx.

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Hull College of Education

Cottingham Road, Hull

Tel: Hull 41451

Responsible persons: Mike Gordon and Edward Little

The programme helps any adult with reading and/or writing difficulties which cannot be dealt with in existing adult education classes.

The programme began in 1971

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Basic Education Classes

Claremont Tutorial Centre, Claremont St.

Huddersfield.

Tel: Hud's 52954

Responsible person: Mr. H. E. Lamb

The programme helps communication verbally and written and encourages the enhancement of social racial and cultural inter-communication as well as the development of independence and self reliance.

The programme began in 1953.

Yorkshire (cont)

H. H. Frison, Leeds

Tel: Leeds 634411

Responsible person: Mr. H. Lamont

The programme provides primarily for the equating of written and spoken English and the development of functional vocabulary and secondly offers training in the use of forms e.g. Social Security etc.

the programme began in 1972

H. M. Frison,

East Road, Northallerton. Tel: Northallerton

Responsible person: Mr. G. W. Ette 3925

The programme helps inmates to improve their reading standard and comprehension during their stay in prison.

H. M. Frison, Thorny Arch

Thorny Arch, Wetherby Tel: Bos. Spa 842374

Responsible person: Mr. J. C. Johnson

The programme helps those who cannot read to reach a level of about ten years so that they can read a newspaper and write reasonable letters.

The programme began in 1972.

H. M. Frison, Education Department

Love Lane, Wakefield. Tel: Wakefield 74254  
Ext. 215

Responsible person: Mr. E. Walpole

The programme helps the total illiterate to achieve a degree of literacy within their capabilities and to help them gain some self esteem.

The programme began in 1958

Yorkshire (cont)

H. M. Borstal,

York Road, Wetherby.

Tel: Wetherby 2754

Responsible person: Mr. I. Blunt

The programme helps inmates to achieve a reading age of 11 years bearing in mind their potential and encourages them to write in a legible way.

The programme began in 1968

H. M. Borstal, Onley

Onley, Rugby

Tel: Rugby 811361  
Ext. 234

Responsible person: Education Officer

The programme aims to raise the standard of reading among trainees.

The programme began in 1969

H. M. Borstal, Everthorpe

Everthorpe, Brough.

Tel: 04302 2471

Responsible person: Mrs. E. K. Pinder

The programme aims to enable pupils to reach the ten plus reading age plateau.

The programme began in 1963.

H. M. Remand Centre Thorpe Arch

Thorp Arch, Wetherby.

Tel: Dos Spa 642308

Responsible person: Mr. J. C. Johnson

The programme helps to make analytical able to know letters, and to improve reading of those who have very low ability.

The programme began in 1969

Yorkshire (cont)

New Hall Detention Centre

Flockton, Wakefield.

Tel: Flockton 307

Responsible person: Mr. P. A. Lindley

The programme aims to raise the reading standard to a reading age of eleven years and to enable the individual to cope with the normal demands of everyday communications on release.

The programme began in 1965.

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H. N. Detention Centre, Kirklevington Grange

Yarn,

Tel: Eaglescliffe  
781391

Responsible person: Mr. W. A. Campbell, Education Officer

The programme increases the reading age if possible to ten years of students enabling them to recognise a social sight vocabulary write personal details, write a letter home and fill in forms.

The programme began in 1964

## WALES

## Glamorganshire

Glamorganshire Education Authority  
School Psychological Service

Ty-Gwyn School Psychological Centre,  
Pontsionmorton Park, Pontypridd

Tel: Pontypridd 425531

Responsible person: Mr. P. L. U. Holland  
Educational Psychologist

The programme offers instruction leading to improvement of basic skills and encourages social confidence.

The programme began in 1970

Tymorfa Schools Psychological Centre

Minerva Street, Bridgend. Tel: Bridgend 5469

Responsible person: Mr. J. W. J. Thomas  
Mr. D. F. Gavin

The programme helps students improve their basic reading skills, also number and writing according to individual needs.

The programme began in 1965

Glamorgan Education Authority Port Talbot Division

Port Talbot School Psychological Service,  
Markham House, Theodore Road, Port Talbot

Tel: Port Talbot 2591

Responsible person: Mr. Peter Transtow Ed. Psych.  
Mr. Joe Terry, Course Tutor

The programme endeavours to give students a sense of achievement in order to improve employment prospects.

The programme began in 1965.

## Glamorganshire(cont) Borough of Rhondda

Crawshay Street, Ton Pentre,  
Rhondda

Tel: Pentre 2061

Responsible person: Mr. Richard Alun Trotman

The programme aims to increase the reading ability of adults who find difficulty in reading and also to increase their proficiency in writing.

The programme began in 1969

Cardiff L.B.A.

Municipal Offices, Kingsway, Cardiff

Tel: Cardiff 31033  
ext 631

Responsible person:

The programme provides individual or small group tuition for those with difficulties in reading and writing.

The programme began in 1960 approx.

## Monmouthshire

Cwncarn Community College

Chapel Farm, Crosskey.

Tel: Abercrom 382

Responsible person: Mr. D. John and Mr. Beynon

The programme "Basic Subjects" covers the illiterates and those who wish to improve their literacy.

The programme began in early 1960's



Monmouthshire  
(cont)

Ebbw Vale Adult Education Centre

Church Street, Ebbw Vale. Tel: Ebbw Vale 2144

Responsible persons: Mr. Mlyn Phillips and  
Mrs. H. Lewis

The programme is provided for those who lack confidence in writing or reading. Tutors give sympathetic teaching. All ages are welcome and individual help is guaranteed.

The programme was begun in 1967

Pontypool Educational Settlement

Rockhill Road, Pontypool, Tel: Pontypool 2266

Responsible person: Mr. J. V. Thomas

The programme's specific aim is to educate illiterate adults for better living so that they may enjoy and participate in activities that are enjoyed by the average person.

the programme began before 1966

H. M. Detention Centre Usk

29 Maryport Street, Usk. Tel: Usk 2411

Responsible person: Mr. J. D. Jones, Education  
Officer

The programme aims to awaken the processes, to improve reading skills and encourage individual interests.

The programme began in 1967.

H. M. Borstal Institute, Frescoed Camp

Nr. Pontypool. Tel: Usk 2

Responsible person: Mr. J. D. Jones

The programme's aims as above

The programme began in 1962

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