ABSTRACT

This bibliography cites resources in 13 aspects of education relating to literacy: approaches to literacy; research and practice; critical approaches to literacy (including Paolo Freire, critical theory, literacy and gender); adult education (adult learning, working in groups); popular education and popular culture (community development, writing and community publishing, media literacy, other communication technologies); educational practice (reading and writing, critical issues in evaluation, access to education, learning disabilities, numeracy); programs and organizations (management, funding); language issues (language variety and identity, bilingual literacy, visual literacy, readability); literacy uses and contexts (literacy uses, family literacy, school relevance to adult life, literacy and the workplace); literacy in industrialized countries (Britain, United States, Canada); literacy in developing countries; historical and cultural comparisons (history of literacy, literacy with and without schooling, analyzing textbooks, literacy and thought); and other resources (journals, newsletters, and other addresses). Most sections and subsections have brief introductions, and many citations have very brief annotations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
NEW VIEWS OF LITERACY, 1990
A BIBLIOGRAPHY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
NEW VIEWS OF LITERACY, 1990
A BIBLIOGRAPHY

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"In compiling any bibliography, there is one intrinsic purpose: focusing or stimulating a desire in a potential reader to learn more. If a bibliography does not fulfill this purpose, if it seems to be missing something or does not challenge those who read it, the motive to use it is undermined.

A bibliography then becomes useless, lost among other things in desk drawers.

In developing a bibliography, there are three categories of audience: the people it addresses, the authors cited, and other bibliographic writers in general. A bibliographic list cannot be compiled merely by haphazardly copying titles or through hearsay. Further, a bibliography shouldn’t prescribe readings dogmatically; it should offer a challenge to those reading it. This challenge becomes more concrete as one begins studying the works cited, not merely reading superficially or simply scanning pages."

Paulo Freire, 1985 p.1-2
6.4 Learning Difficulties

6.5 Numeracy

7. Programmes and organisation

7.1 Management

7.2 Funding

8. Language issues

8.1 Issues of language variety and identity

8.2 Bilingual literacy

8.3 Visual literacy

8.4 Readability

9. Uses and contexts: home school and work

9.1 Uses of literacy

9.2 Family literacy

9.3 School and adult links

9.4 Literacy and the workplace

10. Literacy in industrialised countries

10.1 Literacy in Britain

10.2 United States

10.3 Canada

10.4 Australia

11. Literacy in developing countries
Introduction

This bibliography has been produced by a group of us in RaPAL (the Research and Practice in Adult Literacy Group.) While producing the RaPAL Bulletin we have found that people often write in asking for references or even whole bibliographies. It is very hard to answer these individual enquiries. So, we have decided to produce a bibliography of references we have found useful on courses or in our individual work.

The bibliography focusses on adults, on learning, and on new definitions of literacy which are changing people’s views of the nature and importance of reading and writing. Inevitably, it reflects our interests and biases - it highlights social aspects of literacy and critical views of literacy. The study of literacy is virtually unrecognizable when compared with the study of reading and writing only a decade ago and we hope we have captured something of this new world of literacy. The bibliography is selective and we have tried to include only items which people find significant and relevant. It is not intended to be a database which aims to include everything on a topic. Also, it is research oriented, and is not intended as a materials guide.

We refer to it as an analytic bibliography, as in the UNESCO Bibliography on Literacy in Industrialised Countries. It is organised into coherent sections with brief introductions and very short comments on some entries. The introductions and comments are not complete in this first edition. We intend to add to them gradually. We want the bibliography to be up-to-date and if people find it useful we hope to bring out new editions regularly.
Using the bibliography

People will have their own uses for this bibliography and will probably want to turn directly to sections which interest them. Where it seemed appropriate, we have indicated a book or article which is a good place to get started.

The way we have divided the subject up into sections and subsections may not seem obvious at first and there are many other ways that they could have been divided up. It is probably worth knowing some of the thinking behind this. Often the sections have come from particular courses or from particular interests of ours. Also, we have tried not to put an individual book or article in more than one section, even though most would fit in several places.

In general we have chosen for inclusion books and articles which are fairly easy to get hold of. This still means you need access to a library. Where the item is produced by a group or organisation, rather than a regular publisher, we have given the address in the resources section. The decision on what to include in fact varies a little from section to section. In sections like learning difficulties there is no shortage of easily available material; we restrict ourselves here to items which reflect our social and critical approach. Under gender it is much harder to find material and it is only gradually being published, so we have included some items even though they might be hard to get hold of.

There is no copyright on this bibliography. Please acknowledge it when using it. Please let us know if you make use of it when preparing courses.
Acknowledgements

Many people have contributed to the bibliography and the entries have come from different places. It has developed over several years. Many of the sections were begun in courses which have been taught for several years by David Barton at Lancaster University on the M.A. programme in Language Studies. Other sections have come from Mary Hamilton’s courses on the M.A. in Education at Lancaster University. The overall shape of the bibliography has been discussed by the RaPAL working group and a substantial number of entries have been added by Mandy McMahon and Sally Murphy of the Bradford Literacy Group. Through the RaPAL Bulletin we have established a bibliography group of people interested in the development of the bibliography and we have included additions and comments from Shirley Cornes, Fie Van Dik, Heidi Jacobsen, Di Watson, Jane Mace, Joy Joseph, Gerrud Kamper and others. The final decisions were made by Mary Hamilton, Roz Ivanic and David Barton going through it page by page. The word processing was done by Carol Squire and the front cover by Sarah Padmore.

The subject of literacy is changing quickly, with new areas gaining in importance and new books, articles and dissertations appearing weekly. We therefore welcome additions and suggestions all the time. Whether you have one reference or a whole section please contact us.

Send comments, corrections and additions to:

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E-mail: D.Barton@Lancaster

If possible send contributions in the same format as the entries in the bibliography: a full reference followed by a short comment.

Further copies can be ordered from RaPAL, Bolton Royd Centre, Manningham Lane, Bradford, BD8 7BB, England.
1. Approaches to Literacy

This section is concerned with the question "What is Literacy?" and contains books and articles exploring new definitions of literacy. It covers from skills to social context to critical literacy, Freire's view literacy in developed and developing countries.


Street, B. 1985. *Literacy in theory and practice*. Cambridge University Press. (Key theoretical book making the distinction between autonomous and ideological literacy.)


2. Research and practice

Different strands on linking research and practice including participatory research/teacher-learner researchers

Articles in the journal *Convergence*, especially issues 8(2) 1975 and 14(3) 1981.


Goswami, D. and Stillman. 1987. *Reclaiming the classroom*. (lots of examples of teachers and learners doing research together in U.S. Schools and Colleges.)


*Harvard Education Review*. Special issue on teacher research. Vol. 56, No. 4, 1986. (Probably a good place to start especially article by Duckworth.)


Mace, J. and Baynham, M. 1986. *Doing research: a collection of papers on research and practice in adult literacy*. Lee Community Education Centre, Goldsmiths' College. (Write-up of a course on research methods.)


Rudduck, J. and Hopkins, D. (eds) 1985. *Research as a basis for teaching: readings from the work of Lawrence Stenhouse*. Heineman Educational. (School based; good for ideas, straightforward.)


See also:

Hamilton and Barton 1985 in Section 1.
McCaffery, J. and Street, B. 1988. in Section 1.
Edwards in Section 4.1.

3. Critical approaches to literacy

3.1 Paulo Freire

Freire and similar theoretical approaches. Recently there has been renewed interest in the work of Freire and applying it in Britain and North America, where it is known as critical pedagogy.

Berggren, C. and Berggren, L. 1975. *The literacy process: a practice in domestication or liberation*. Writers and readers. (Short, clear, out-of-print.)


Freire, P and Macedo, D. 1987. *Literacy: Reading the word and the world*. RKP.


See also:
Brookfield in Section 4.1
Wallerstein and Auerbach & Walierstein in Section 8.2.

3.2 Critical theory

These are books on the application of critical theory to education.


See also:
Girox, H. 1983 in Section 1.

3.3 Literacy and gender

There is no shortage of material on gender and education and on gender and literature. Until recently there was little specifically on literacy. Gradually more is being published on literacy and gender, and it constitutes a critical approach to literacy.


*Canadian Woman Studies.* 9(3/4) 1989. (Issue on women and literacy. Excellent and varied contents, very well produced. A good place to start.)


Rockhill, K. 1988. The other city... where no one reads... *Canadian Woman Studies* 9(3/4).


Solity, J. 1985. *Working class women’s literacy and publishing.* M.A. disst. Institute of Education, London University. (See also report in RaPAL.)

Spender, D. 1982. *Invisible women.* Writers and Readers Cooperative. (Now a classic on women’s exclusion from education.)

See also:

Moss, 1987 in Section 6.3.
4. Adult Education

4.1 Adults learning

There are many angles on this topic: for some people the ideas of Paulo Freire (Section 3.1) are an obvious starting point. "Androgogy", dealing specifically with people as adults is another starting point. Others will start from the idea of how self-image affects learning.

ALBSU/Morley College, London 1986. Learning for autonomy: guidelines for ESL and literacy groups in adult education. ALBSU.


Brookfield, S. 1983. Adult education, the learner and the community. Open University Press. (Good bibliography. Other books by Brookfield are also useful. See also article in RaPAL Bulletin 10.)

Edwards, J. 1985. Study skills handbook: Learning together. Workers' Educational Association. (Clear and practical, including for example how to do a group discussion.)

Gibbs, G. 1981. Teaching students to learn: A student-centred approach. Milton Keynes: Open University Press. (Goes beyond treating study skills as a set of techniques. Practical activities and suggestions.)


Mace, J. 1983. Working with words: Literacy beyond school. Writers and Readers Cooperative/Chameleon Books. (Very good for getting to think about what it is like to be a learner; about taking power over words.)


Medway, P. 1980. Finding a language. Writers and Readers Cooperative. (This is about autonomy and learning in schools.)


Thomson, J. (ed) 1980. Adult education for a change. London: Hutchinson. (Summary of radical approaches to adult education in Britain a decade ago.)

4. 2 Working in groups

Houston, G. 1987. The red book of groups and how to lead them better. Self published. (Groups as people.)

Jaques, D. 1984. Learning in groups. Croom Helm. (Summary of group theory, text-bookish.)


Kilbarrack Women’s Writing Group. 1983. If you can talk... you can write. Dublin Women’s Community Press. (The book is the result of the efforts of a community writing group whose work had never been published before. Through their work 17 women record their views of everyday life.)

Lawrence, J. 1985. It used to be cheating. National Extension College. (unedited discussions between learners in various adult education groups.)

NFVLS/ALBSU 1983. Words and actions: sharing literacy skills in community groups. (Practical handbook on how to develop reading and writing in community groups.)


See also:

Jeffs, M. 1982 in Section 5.1.
5. Popular education, popular culture

5.1 Popular education/ community development

Popular education is education people organise for themselves usually in non-formal settings. Popular culture is accessible and reflects people's everyday concerns and interests and celebrations. Both involve making use of media critically for our own purposes. We have linked those traditions which all lead to social action: people organising to get what they want, rather than what others think is good for them.

Clark, M. 1978. Meeting the needs of the adult learner: Using nonformal education for social action. *Convergence* 11:3-4


ALBSU. *Special Development Project Reports* (various)


See also:

Progressive Literacy Group, 1984 in Section 8.4.

5.2 Popular culture/writing and community publishing


Olson, T. 1980. *Silences*. Virago. (Documenting what has stopped women from writing through the ages.)


See also:
Schwab & Stone, 1987 in Section 6.3.

5. 3 Media and literacy: Analysing images

There's now a lot on analysing the media: Here are a few references.


5. 4 Literacy and other communication technologies

The role of new technology and issues of 'computer literacy' are part of the future. Most important is to think of print literacy as one among many different means of communicating, and one whose role may be changing. How? and Why?

ALBSU "Viewpoints" article on the use of micro computers in ABE.


6. Educational practice

6.1 Reading and writing.

We have not included much on reading. There is a great deal on children learning to read as a skill, which is commonly available. However, there is very little on adults and on social aspects.

On writing, *Opening Time* and *Conversations with Strangers* are two writing packs which combine practice with a clear understanding of the nature of writing.


Gardener, S. 1986. *Conversations with strangers*. ALBSU (includes long bibliography)


Shaunessy, M. 1977. *Errors and expectations*. Oxford University Press. (Why writing is difficult for adults entering higher education without formal qualifications.)


Smith F. 1982. *Writing and the Writer*. Heinemann. (Although not specifically adult-oriented, many practitioners seem to find Frank Smith’s books on reading relevant and useful.)


6. 2 Critical issues in evaluation

This section looks at issues of evaluation in basic skills and at some of the innovatory approaches that have been used with adults.


Good, M. and Holmes, J. 1976. *How’s it going*. ALBSU. (Short and thoughtful, the basis for a whole decade of self-assessment in ABE.)


Smith, F. 1986. *Insult to intelligence*. Heinemann (clear critique of testing.)


6. 3 Access Issues.

An important area for workers in adult basic education is being responsive to a wide variety of potential learners.

ALBSU 1985. Special Needs. *Viewpoints*. Issue 2 (includes articles on working with visually and hearing impaired adults, the mentally ill, physically disabled and others. ALBSU also produces pamphlets on each of these topics.)


*Further Education Unit* has several publications, on Special Needs.


6. 4 Learning Difficulties

There are general learning difficulties and there are specific difficulties people have with reading and writing. If we use the term ‘dyslexia’ what does this imply about the source of people’s difficulties? Is the label “dyslexic” helpful or a hindrance to learners? What are alternative explanations?


Singleton, C.H. 1987. Dyslexia and cognitive models of reading in Support for learning. 2(2):47-56. (More technical, reviews the literature on dyslexia, and has a useful bibliography if you want to go into the topic further.)

Warnock, H.M. 1978. Special educational needs. H.M.S.O. (general background on special needs in a school context)

Young, P. and Tyre, C. 1983. Dyslexia or Illiteracy. Open University Press. (the best place to begin and includes a useful review of current theories about how people learn to read and write.)

6. 5 Numeracy

How far is numeracy a separate area altogether from literacy? Are there overlaps in the skills involved? Are there similar issues surrounding numeracy and literacy in adult basic education? There is not yet a good book on adult numeracy but if you piece these references together, a picture emerges.

Buxton, L. 1981. Do you panic about maths? Heinemann. (Details of work with a group of adults, exploring and attempting to overcome the special anxieties often attached to maths.)


Penny, R. 1984. Numeracy as a communication and coping skill in ALBSU. *Viewpoints* 1. (Describes work of the Numeracy Lift Off Project. See also the other articles in this issue of Viewpoints.)

This group at Brunel have done major numeracy projects - investigating at different levels, developing City & Guilds Syllabuses, etc.).


Tomlin, A. (ed). *The numbers game - Issues in adult numeracy work*. Hammersmith & Fulham Council for racial equality 1985. (Not so much research as opinion - often radical and thought-provoking - useful in a what-are-we-doing-and-why context.)


7. Programmes and organisation

7. 1 Management

People are confronted more and more with issues of management. It is important to reflect on different approaches and develop a model appropriate to basic education.


Mintzberg, H. 1983. Structure in Fives. Prentice-Hall. (How different kinds of organisations change, which is basic to understanding how small units like those mounting ABE can survive in bureaucratised organisations.)

Schwartzman, H. B. 1986. "Research on work group effectiveness: an anthropological critique" In Goodman, P. S. and Associates Designing effective work groups. Jossey-Bass. (Goodman’s book is an interesting survey; Schwartzman puts all effectiveness approaches to bed very nicely by suggesting staying closer to what people do and the patterns that makes.)

Stewart, R. 1982. Choices for the manager. McGraw-Hill. (Stewart studied the NHS management teams and came out with interesting ways to think about managing in a British context. Sort of a British Mintzberg.)

7. 2 Funding

8. Language issues

8. 1 Issues of language variety and identity

variation, language choice, spoken and written language


Central Manchester Caribbean English Project materials, Versions, etc.


Schwab, I. 1990. Language and power. ILEA Language and Literacy Project.


ILEA Afro-Caribbean Language and Literacy Project Reports and Video.


See also:

Schwab and Stone, Section 6.3.

8. 2 Bilingual literacy

Second language literacy, bilingual literacy


ALBSU. 1985. Literacy work with bilingual students.


8. 3 Visual literacy

including layout, design


Chapman, M. 1986. *Plain figures*. (on layout of forms, parallel to *Plain words*) HMSO.


Wright, P. 1980. various including The design of official information, I, II in P. Hills *The future of the printed word*. Open University Press.

8.4 Readability

Simplifying language, materials design, readability, plain English, popular English, those language???

Catano, J. W. and M. J. Breen. 1987. Developing health teaching materials that people can read. (has good coverage of readability formulae)

Cutts, M. and Maher, C. 1981. Writing plain English. Plain English Campaign. (see also interview in Rapal Bulletin no. 4 and response from Pat Wright in Rapal Bulletin no. 5)


Perera, K. 1982. The assessment of linguistic difficulty in reading materials. in R. Carter, Linguistics and the teacher. RKP.

Progressive Literacy Group. 1986. Writing on our side. Vancouver. (on Popular English)


9. Uses and contexts: home school and work

A theme which runs through the whole bibliography is that literacy is not the same in every context. This section elaborates this view. We see family, school and workplace as three domains where literacy has distinctive uses.
9.1 Uses of literacy


Fishman, A. 1990. Because this is who we are: writing in the Amish community. In Barton, D. and Ivanic, R. (eds) *Writing in the Community*. Sage.


Klassen, C. 1987. *Language and literacy learning: the adult immigrants account*. Masters Thesis, OISE. (see also the Klassen reference under the bilingual literacy section.)


9. 2 Family literacy

Trying to explore what reading and writing goes on in family contexts. It is not about integrating parents into school practices but finding out just what goes on in households.

A bibliography on Family Literacy. Family Literacy Project, Boston. (very thorough annotated bibliography.)


Hall, N 1987. Emergent literacy. Edward Arnold. (Short, readable on children at home.)


See also:


9. 3 School and adult links


The English magazine is useful for keeping up-to-date on rapid changes in language and literacy in schools in Britain. (address below)


Kohl, H. 1974. *Reading, how to.* Harmondsworth. (An old reference which says more clearly than a lot of more recent attempts, how children who can’t read in school can do a lot of things outside school.)


9. 4 Literacy and the workplace


Odell, L. and Goswami, D. 1986. *Writing in non-academic settings.* (Mainly about the way people write in various work settings.)


10. Literacy in Industrialised countries

We don’t want to repeat what can be found in UNESCO’s thorough bibliography, and we have only provided short sections on selected countries.


Kamper, G. 1990. Survey of the international state of research concerning adult literacy in industrialised countries. MS. (Comprehensive, write to her for details. See address section.)
10. 1 Literacy in Britain

Renewed interest in industrialised countries in literacy and the discovery that significant proportions of people who have been through the educational system are not satisfied with their levels of literacy.

ACACE: 1979. A strategy for the basic education of adults. (this is a government report)

ALBSU Viewpoints, Issue 1 Literacy for What?

ALBSU 1985. Adult literacy: The first decade. (and the many other publications of ALBSU, including Newsletter, Viewpoints, Special Development Projects Reports).


Lee Centre. Reports. (various)


See also:


McCaffery and Street. 1988 in Section 1.

10. 2 United States


Kozol, J. 1985. Illiterate America. Plume. (a readable journalistic account.)

10. 3 Canada


Thomas, A. 1983. *Adult illiteracy in Canada: A challenge* UNESCO/CODE.


10. 4 Australia


Wickert, R. 1989. *No single measure; a survey of Australian Adult Literacy*. Sydney College of Advanced Education. (Research report.)

11. Literacy in developing countries

A thorough coverage of this is beyond the scope of this bibliography. UNESCO is about to publish a bibliography on literacy in developing countries. Here are a few suggestions covering issues such as language choice, the political context, literacy and adult education, limited resources, literacy and development


*Convergence* is the best general journal covering international literacy developments. Vol. 23:1. 1990 is devoted to literacy.


*Prospects.* 19(4) 1989 is devoted to literacy and education over the next decade. Vol.12(2). 1982 is devoted to literacy campaigns.

UNESCO. 1973. *The experimental world literacy campaign: A critical assessment.* (and other UNESCO publications, reports and bulletins, many of which are available free of charge.)

See also:

Freire, P. 1985 in Section 1.

Street, B. 1985 in Section 1 (Chapter on UNESCO.)

12. Historical and cultural comparisons

Most of the comparisons in Section 9 are concerned with different literacies within one culture: here we explore other places and other times.

12. 1 History of literacy


Pugh, T. 1986. *Literacy and the print media.* Open University (Course EH207 Unit 22. Useful Open University course material.)

12. 2 Literacy with and without Schooling

If we want to understand literacy today, the recent history of compulsory schooling provides an important background.


12. 3 Analysing textbooks


12. 4 Literacy and thought

An area where standard views need to be challenged. Start with recent overviews such as Cole & Nicolopoulou and Street & Besnier.


See also:


13. Resources

13. 1 Journals, Newsletters and other Addresses

ACACE - see NIACE

Access to Learning for Adults, The North London Open College Network, The Marlborough Building, 383, Holloway Road, London, N7 0RN.

Action Resources Group, 13, Mornington Grove, London, E3 4NS.

Adult Literacy and Basic Skills Unit, ALBSU. Kingsbourne House, 229/231, High Holborn, London, WC1V 7DA.

Association for Recurrent Education (ARE). The Centre for Research into the Education of Adults. Cherry Tree Buildings, Nottingham University, Nottingham.

Canadian Woman Studies, 212, Founders College, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3.

Centre for Information of Language Teaching and Research. (CILTR), Regent’s College, Inner Circle, Regent’s Park, London, NW1.

Culture Concepts Inc. 5, Darlingbrook Crescent, Toronto, Canada M9A 3H4.

Deutscher Volkschul-verband, (DVV) Fachstelle fur Internationale Zusammenarbeit, Rheinallee 1, D-53370 Bonn 2, FDR. (Publishes Adult Education and Development).
Document Design Center, 1055 Thomas Jefferson Street, Washington DC 20007 USA.

The English and Media Centre, (formerly the ILEA English Centre) Sutherland Street, London, SW1V 4LH. (Publishes The English Magazine.)

Family Literacy Project. Write c/o, Elsa Auerbach, Department of English, University of Massachusetts, Boston, MA 02125, U.S.A.

Further Education Unit, 2, Orange Street, London, WC2H 7WE.

Gaiehouse Project (Community Publishers), St. Lukes, Sawley Road, Miles Platting, Manchester, M10 8DB.

Houston, G. 8, Rochester Terrace, London, NW1 9JN. ILEA Language and Literacy Unit, London, SE15 2RJ.

ILEA Language and Literacy Unit, Southwark College, East Peckham Branch, Asylum Road, London, SE15 2RJ. (ILEA publication will soon be available from Harcourt Brace Jovanovich).


Gertrud Kamper, Schaperstrasse 35, D1000, Berlin 15, Germany.

Lee Centre, 1, Aislibie Road, London, SE12 8QH.

London Voluntary Service Council, 68, Chalton Street, London, NW1 1JR.

National Association for Teaching English and other Community Languages to Adults, National Centre, Hall Green College, Floodgate Street, Birmingham, B5 5SU. (Publishes Language Issues).

National Association of the Teacher’s of English. (NATE). 49, Broomgrove Road, Sheffield, S10 2NA. (Publishes English in Education).

National Federation of Voluntary Education Schemes (NFVES) Formerly called NFVLS, Cambridge House, Camberwell Road, London, SE5 OHF. (Publishes a Newsletter.)

NIACE. National Institute of Adult Continuing Education, 19B, De Montfort Street, Leicester, LE1 7GE (Publishes Adults Learning.)

New Beacon Books, 76, Stroud Green Road, London, N4 3EN.

Participatory Research Group, 394, Euclid Avenue, Suite 308, Toronto, Ontario, M6G 259.

Plain English Campaign, Vernon House, Whaley Bridge, Stockport SK12 7HP.
Research and Practice in Adult Literacy Group (Publishes RaPAL Bulletin). Secretary, Mary Hamilton, Department of Educational Research, Lancaster University, Lancaster, LA1 4YL. Treasurers, Sally Murphy and Mandy McMahon, Bolton Royd Centre, Manningham Lane, Bradford, BD8 7BB.

Rathbone Society, Princess House, 105, Princess Street, Manchester, M1 6DD.

Training Agency, Moorfoot, Sheffield.

UNESCO, 7, Place de Fontenoy, 75700, Paris. (Publishes Prospects, UNESCO notes, etc.)

Visible Language, 2643, Eaton Road, Cleveland, OH 44118, U.S.A.

Workers Educational Association, 9, Upper Berkeley Street, London, W1H 8BY.