

Literacy Volunteers of Coconino County

LVCC Reader

LVCCReads.org

SUMMER 2008

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2008 - 2009

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*LVCC is a fully accredited
affiliate of ProLiteracy
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For the Love of Libraries

Help your learner know the value of our public libraries. In turn, he or she can share this information with others.

The following "Quotable Facts About America's Libraries" are from the American Library Association, 2002:

- 62% of adults in the U.S. have public library cards.
- Americans go to school, public and academic libraries more than twice as often as they go to the movies.
- Reference librarians in the nation's public and academic libraries answer more than seven million questions weekly. Standing single file, the line of questioners would stretch from Boston to San Francisco.
- A 2002 poll conducted for the American Library Association found that 91% of respondents expect libraries to be needed in the future, despite the increased availability of information via the Internet.
- There are more public libraries than McDonald's in the U.S. – a total of 16,220, including branches.
- Americans spend more than three times as much on salty snacks as they do on public libraries.
- Americans check out an average of more than six books a year. They spend \$25.25 a year for the public library – much less than the average cost of one hardcover book.
- Public libraries are the number one point of online access for people without Internet connections at home, school or work.
- 95% of public libraries provide public access to the Internet.
- Research shows the highest achieving students attend schools with good library media centers.
- Americans spend seven times as much money on home video games (\$7 billion) as they do on school library materials for their children (\$1 billion).
- School library media centers spend an average of \$7 per child for books – less than half the average cost of one hard cover school library book.
- Students visit school library media centers almost 1.5 billion times during the school year – about one-and-a-half times the visits to state and national parks.
- Academic librarians answer 97 million reference questions each year – almost three times the attendance at college football games.

Family and Workplace Cohorts

Is your learner interested in becoming more involved in his or her children's education or getting a better job? LVCC is offering cohorts that will focus on these two goals because of the need in our community.

Parents who do not read or write English cannot be good English literacy role models for their children and people who have limited literacy skills also have limited job opportunities. In fact, employers in

Flagstaff have stated their need for employees with basic literacy and math skills as well as "soft skills".

As you work with your learner on these goals, the cohorts will offer increased support through specific workshops and follow-up activities for tutors and learners. If your learner is working on one of these goals, please call us at 556-0313.

Tutor Tip: Homoetero-What? By Rebekah Guillory

“Since there is no time like the present, we thought it was time to present the present.” We are all familiar with such sayings that include words that are spelled or pronounced the same but have different meanings. These words can be bewildering for learners of English. Let’s briefly review them (for even more confusion, note that grammarian opinion differs slightly on these definitions):

Homophone: One of two or more words pronounced the same but different in meaning, origin and sometimes spelling (if spelled the same, the words are also homographs). Examples: cite, sight, and site; sea and see; your and you’re; bow and bough.

Homograph: One of two or more words spelled alike but different in origin, meaning and sometimes pronunciation (if the words share pronunciation, they are also homophones; if pronounced differently, they are also heteronyms). Examples: bow of a ship, a bow and arrow and a bow (deference/manners).

Homonym: A type of homograph and homophone. One of two or more words having the same sound and the same spelling but different meanings. Examples: quail (cower) and quail (bird); fair (appearance), fair (county fair) and fair (reasonable).

Polyseme: A word that is spelled the same as another and has a related meaning to that word. Examples: mouth (on face) and mouth (cave or river opening).

Heteronym: A type of homograph. One of two or more words that are spelled the same but that differ in pronunciation and meaning. Examples: bass (voice) and bass (fish); row (a boat) and row (of seats); tear (rip) and

tear (from eye). The word Polish vs. polish (to shine) is technically a *capitonym* since the word changes meaning when capitalized.

Wow! How can your learner possibly avoid confusion? First of all, don’t worry about terminology unless your learner specifically requests it. Instead, help your learner create memory supports to straighten out these confusing English words, starting with the most frequently used homonyms, like to/two/too and their/they’re/there. More ideas:

- Create sentences together that include both of the paired words. You can even use humor by creating jokes or puns.
- Have your learner circle homonyms from newspapers or magazines.
- Use a cloze activity: have a paragraph with blanks in place of words using homonyms.
- Make up concentration games with the paired words and use each word in an appropriate sentence when you turn over the matching words.
- After some practice, dictate a sentence or two using the homonyms that the two of you have practiced.

Of course, *our* homophone and homograph lessons should not be *hour*-long lessons. You can simply use these activities as warm-ups or quick drills (1 minute each). Have fun with them!

Go to www.epsbooks.com/external/read_write_think/Practicing_Homophones.pdf for some great worksheets on the subject.

Save the Date

- Aug. 28** **Tutor Workshop: Using the Spalding method for teaching speech, spelling, writing and reading.** 6 pm at LVCC. Presenter and tutor Joel Kefuss will focus on using the phonics-based Spalding method. Learn research-based strategies that you can use with your learner.
- Sept. 8** It’s **International Literacy Day!** Every year, UNESCO reminds the international community of the status of literacy and adult learning globally. Celebrations take place all over the world.
- Sept. 12** The **Literacy Center Grand Opening**, 3-6 pm. LVCC would like to make sure the community is aware of our move. Help us spread the news by inviting those you know to come visit the new building. There will be refreshments, giveaways and fun for the whole family.
- Sept. 18, 20** **New Tutor Orientation**, 6 pm on Thursday and 10:30 am on Saturday at the Main Library. Please inform your interested neighbors, friends and family.
- Oct.** **New Tutor Training**, Tuesdays/Thursdays Oct. 7, 9, 14 and 16 or Saturdays Oct. 11 and 18.



Literacy in the Struggle for Independence and Freedom in the United States

By Tom Sticht, International Consultant in Adult Education

Adult literacy education has been a mainstay in the struggle for independence and freedom in the United States since the Revolutionary War when General George Washington was Commander in Chief. The historian Harry Emerson Wildes, in his 1938 book entitled *Valley Forge*, reported that following the drastic winter at Valley Forge, when spring arrived, the health of men improved to the point that a hospital was turned into a camp school. In this school, illiterate troops were taught the basics of reading, writing and arithmetic. The school continued to operate until the end of the Valley Forge encampment.

Right from the outset then, our nation has seen the value of a literate citizenry in the gaining of our independence from foreign domination. But our nation's battles for freedom did not end with the end of the Revolutionary War and neither did the need for teachers who could help our illiterate military personnel learn to read and write.

Susie King Taylor, who was born a slave [and] learned to read and write even though it was against the law. During the battles for the emancipation of slaves of the Civil War, Taylor volunteered to work in the 33rd U. S. Colored Troops regiment and she reported that 'I taught a great many of the comrades in Company E to read and write when they were off duty; nearly all were anxious to learn ... I gave my services willingly for four years and three months without receiving a dollar.' Following the Civil War, Taylor went on to open her own school for teaching both African American children and adults to read and write.

In 1917, the United States joined with the allies of World War I in the struggle to maintain independence and freedom for millions of people. Once again, the armed services found it necessary to draw upon the services of many illiterate men, and additionally, tens of thousands of non-English speaking adults were called upon to wage this 'war to end all wars.' *The New York Times* of November 21, 1920 described the efforts to teach these non-English speaking personnel as a part of the 'Americanization' movement of the times. One former Serbian soldier told of his inability to speak English and his desire to become a citizen. The Army provided him with English language and literacy training. Later he told the *NY Times*

reporter, 'When I have served my time with the Army, I get my citizen papers and stand by the Red, White and Blue as long as I live.'

During World War II, the Army operated numerous Special Training Units to teach low literate and [poor] English speaking recruits to speak, read and write. One technique used to teach literacy was a monthly newspaper called *Our War*. Writing in the July 1943 issue of *Our War*, Private Porfirio C. Gutierrez wrote, 'This is my first letter in English. I have learned to read and write so that I can help protect our country.'

A mother of a soldier wrote this letter: 'dear sir: I thank you all for Learning My child to read and wright I don't Know how to thank you all Because My child did not know nothing it is realy high apprhshated Because I did not have the time to send him to school I did not have no husband I raised him from a Baby By my self and now I am in my old stage and that is all my help and I thank you and I thank you when you wrote me and siad My Boy did that I was so glad I did not Know what to do and I realy appreshated it. Very truly Yours, M____ W____' [original spellings and grammar]

The teachers working in the Special Training Units gave 'esprit de corps' and hope to hundreds of thousands of men and their families through the power of the English language and literacy. Clearly, it takes more than guns, bullets and bombs to preserve our nation's independence and freedom.

This July, let's make a special effort to remember the hundreds of thousands of men who fought to win and to keep our independence and freedom despite their serious language and literacy handicaps. Their strength of character, focus of purpose, and, yes, their new found literacy, contributed immeasurably to making our nation the great bastion of freedom that attracts millions to our homeland each year.



Welcome New Tutors

In 2008, the following tutors have completed tutor training. Welcome to: Jane Broughton, Pat Carr, Jessica Clark, Karen Clark, Carynn Davis, Jen Dzik, Lynn Firth, Aimee Haley, Julie Harris, Lynn Hartman, Jayne Hendrickson, Cindy Jenkins, Blanche Johnson, Kathleen Jones, Joel Kefuss, Tad Klein, Troy Levitt, Kathy Lewis, Kathy Mahosky,

Marki McCormick, Macy Mouritsen, CeAnn Myers, Ana Navarrete, Veronica Navarro, Steve Nycz, Sarah Reynolds, Judy Packard, Ana Romero, Heather Rudich, Teresa Sedano, Dave Taylor, Anita Tunjar, Ryan Varga and Liza von Rosenstiel.

Thank you for your commitment and congratulations on your new role in the community!



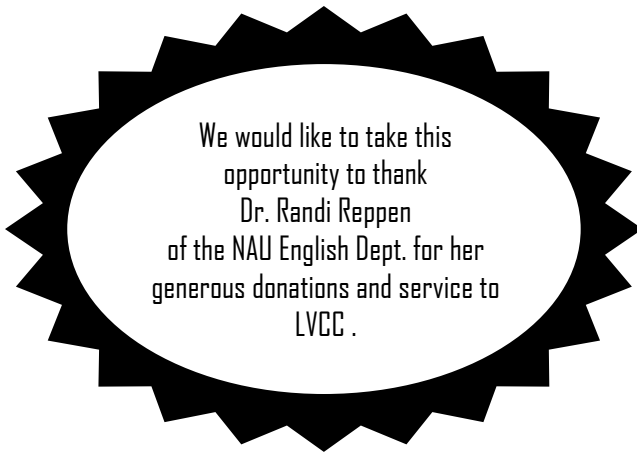
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Were you surprised to find this newsletter in your email instead of the mailbox?

Let us know your thoughts!

Call 556-0313 or email lvccutor@lvccreads.org



Changing lives through literacy

The Literacy Center—Volunteers Needed

In order to serve learners better, we would like to develop our drop-in services wherein learners can come into the center and work on the computer or with a tutor.

An important element of this goal is to increase the nights that The Literacy Center is open. We would like to be open Tuesday, Wednesday and Thursday nights

until 7 pm.

To accomplish this, we need volunteers to fill in from 5-7 pm. Volunteers would work with learners at the computers, aid in assessing learners, teach classes or help with office needs. If you are able to give an evening a week, please call 556-0313.

Free Summer ESL Classes

All skills

Tuesday & Thursday mornings 10 am—noon
Family Resource Center, 1798 E. Rt. 66, behind China Star Restaurant on RT 66 774-1103

Monday & Wednesday evenings 7—8:30 pm
Flagstaff Recreation Center, 2403 North Izabel Street, just south of Coconino High School 779-7011

Tuesday & Thursday evenings 7—9 pm
The Murdoch Community Center, 203 E. Brannen Ave. 226-7566

Tuesday and Thursday evenings 5:30—7:30 pm
Dubois Learn Center on NAU south campus* 523-3182
*Documentation required

Conversation

Wednesday evenings 6—7 pm
The Literacy Center (new LVCC office), 2223 E. 7th Ave. Ste. B, in the strip mall that faces the Big Lots storefront and parking lot and next to the Coconino Federal Credit Union

Citizenship

Wednesday evenings 5—7 pm until mid-September
The Literacy Center (new LVCC office), 2223 E. 7th Ave. Ste. B