

# Past In to Future

A project report from  
Metro Toronto Movement for Literacy



Access to the written world

by Glenn Pound

# Past Into Future

The archive manual for the  
Metro Toronto Movement  
for Literacy

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**Metro Toronto Movement  
for Literacy**

**Funders: The Ministry of Training, Colleges and Universities  
and the National Literacy Secretariat**  
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# Introduction

The Metro Toronto Movement for Literacy Archives and Resource Centre are products of the *Past Into Future Project*, a project made possible with funding from the National Literacy Secretariat (NLS) and the Ontario Ministry of Training, Colleges and Universities (MTCU).

The original project proposal states that the purpose of this project is “to undertake research into the 21-year history of MTML ... this research will: provide historical context to MTML’s role in the adult literacy system by documenting past changes in MTML functions and services. [and] Provide a basis for outreach to the public, the media and others about the historical trends of literacy in Toronto over the last two decades.”

Any organization that has been operating for more than ten years is probably realizing a need to get its records into some sort of manageable format. Archiving your records is probably the most effective and efficient means for doing this. Besides documenting the life of your organization and all the uses this entails, archives also provide organizations with a perspective on which to base future planning as well as information management systems they may want to implement. This manual depicts the experience of a regional adult education network in developing an archive and resource centre. It provides objective criteria for getting such a project started, as well as subjective anecdotes to support you in completing it. An archives project can be both tedious and inspiring, depending on the perspective taken. Perspective, in my experience, was the necessary ingredient for getting started. Faced with boxes of records and files, getting started can be overwhelming but a little perspective can give you the inspiration you need.

The first question you might ask is: So what is in an archive?

The term “Archives” is generally used in three contexts:

- The records made and received in the course of conduct of affairs, and preserved because of their continuing value.
- The repository where archival records are located.
- The program responsible for the appraising, acquiring, preserving and making available archival records. (Society of American Archivists, *A Glossary for Archivists, Manuscript Curators and Records Managers* (1992) p.3

# Introduction

Differences between archives and ...

## **Libraries**

- Archives are focused on the primary (i.e. unpublished) record or “unique record sets” (such as annual reports of an organization).
- Archives avoid preserving duplicates.
- Archives never arrange and describe records according to subjects but instead by provenance (origin of the records) and original order. The goal of the archivist is to transcend subjectivity and to preserve the integrity of the records as evidence regardless of their ultimate use.
- Records in the archives pertain to a specific mandate as defined by the organization and the archives only collect records according to that mandate.
- The unique nature of archival records requires archives to integrate preservation, conservation and security into all archival foundations, including access

## **Museums and Art Galleries**

- Records in an archives are not treated as separate items but instead are arranged and described within context of other records that exist in the archives.
- Records in an archives are generally acquired and preserved for the evidence they contain, regardless of medium, not their artifactual or aesthetic value. Records and artefacts often complement each other but the approach to their management should be different.
- In the archival world, provenance always refers to the origin of a record not its custody over time. Custody is referred to as the “custodial history.” (Archives Association of Ontario (AAO) Archives Advisor Program, 1999)

Besides the AAO there are other resources for the small archives. A Manual for Small Archives from the Archives Association of British Columbia is available on the internet free of charge. <http://aabc.bc/aabc/msa/default.htm>. This is a very comprehensive and useful guide. The notes on methodology which follow were taken, in whole or in part, from that resource. I relied on this well-done manual throughout my project.

# Project Summary

Archival work is founded on two principles - provenance and respect for original order. For our purposes, provenance requires that the archives of a person or an organization not be mixed with that of another. The principle of original order requires that the original order by which a person or organization created, maintained and used records be respected and preserved.

By respecting these principles one can hope to keep in view some horizon of objectivity and avoid retrospective regroupings that impose artificial themes and outlines. By avoiding such regroupings one also avoids obligations to recognize the systems that govern their division, the degree to which they depend on one another, the ways in which they integrate or exclude one another and a myriad of other concerns we must attend to before we attempt to isolate and label a group of records. Anyone who has ever filed a document knows the plethora of choices one is confronted with when constructing a file structure - There are so many ways the information can be referenced. By respecting the teleology of the record, its natural purpose, its place in a series, we do a service to ourselves and the information.

To remove the information from its original context creates problems that need solutions, thus placing the archivist in a position where he must consider countless hypotheses and their possible results. The complexity of choice would be paralyzing. Also, to remove the information from its original context is, oftentimes, to kill any meaning it had. The minutes from a particular committee meeting might be meaningless in isolation, but in context, surrounded by other relevant records, the complementarity of meaning is reinforced. This context is usually the original order in which the documents were created, maintained and used.

In the life of an organization, differentiations and series of records will naturally evolve. The label for such a grouping or series will be self-evident and likely take its name from the content of that particular series. For these series all we require is due care and attention. But others will need to be constructed and set apart mechanically. In my experience, I found that some of these groupings were closed systems, and in that sense, their

# Project Summary

records were not so fully integrated with and had no lasting relevance for the ongoing information retention systems of the organization. For example, “World Literacy Day” was a distinct event with its attendant records that gather around it. In cases such as these, the information, in its original order, was dispersed and scattered in with other miscellaneous files from that period. Removing these records had no bearing on the context since, essentially, there was none. Here it becomes the archivist’s job to gather and organize scattered records and give them a new life and home where they take on meaning, pattern and purpose.

In cases such as these it can be perilous to rigidly adhere to the structure you have already created. One must be flexible in attempts to strike a balance between comprehensiveness of the particular and consistency of the whole and it will often appear as though they are at cross-purposes - to aid one is to neglect the other. For instance, an activity like advocacy requires that the minutes from the advocacy committee remain intact rather than being removed so that they can be filed with what seems the most obvious choice, the “minutes and committee work” category. After all, they are minutes and all the other minutes are over there. But to remove them from their original context would be to leave a disastrous gap in the information through which important meaning could fall. Here we are respecting original order which allows the information in that particular domain to be comprehensive, but the filing system as a whole and its overall structure will seem less consistent. Sacrifices like this will need to be made with the goal of objectivity always in mind.

Yet another dilemma I found myself in was what to do with valuable records that did not seem archival. A principle I relied upon to determine whether a record was archival or not was: “Was the record created by or does it pertain directly to your organization?” Based on this, I was left with many valued items that did not fall within the purview of our archives but which I could not throw out. My solution to this problem was to create a Resource Centre. Refer to attached appendix for a catalogue of items contained in the resource centre.

# Getting Started

For a lay person, beginning an archives project can be daunting task and you can spend a lot of time spinning your wheels trying to find answers to questions like: Where to begin? How to get the records into a condition to begin? How to organize the records? How to store the records? Where to put them? For this project the first answer was to meet with an Archives Advisor from the Archives Association of Ontario. His recommendations were very helpful and I came out of that meeting with a realistic notion of what our archive should be and a plan for how to get there. My notes from this meeting were as follows:

Donate Archives: Consider donating the records to a local archive. This will ensure long-term preservation in a proper environment.

Policy statement: Should be approved by the acting organizations Board of Directors and then be communicated to the entire membership. (see page 6)

Establish Parameters: Establish a threshold date before which all records will be under the purview of your project. Archival records should be inactive so, generally, records that are three years older or more can be considered inactive.

Box the Records: Box the records in standard cubic foot records storage boxes and assemble them in one location. Allows you to assess your work situation. Temporarily number the boxes as they are filled.

Establish a work area: Ideally this would be in the same area where you have assemble the records boxes.

Cull and sort records: After the records are boxed examine them to see what will be kept. Financial records can be destroyed after 7 years. Some types of records often considered archival are: board and committee minutes, by-laws, charters of incorporation, founding constitutional amendments, reports, financial statements, contracts, membership lists, newsletters, brochures, promotional materials, photographs and videos.

Focus on primary records created by or pertaining to your organization. Print a hard copy of core records that are strictly in electronic format, i.e. membership lists. Once the records have been culled and reviewed, compile a list describing the contents of each box. The box number should be at the top of each list with one copy of the list inside each box and another in a separate binder or folder.

# Getting Started

Reorganize records: After sorting and determining what will be kept, re-organize again according to basic series or characteristics of the records. Each series, like newsletters, annual reports, minutes and so on can be filed together and organized chronologically within each box.

Compile an administrative history: A brief administrative history will put the archives in context, especially important if you are donating to another archive. Good sources for this task are annual reports, organization charts and board minutes. Note founding mission statements, structure, and significant changes.

## The Archives Policy

This is the statement of purpose and goals. It usually covers what the archives will include, what it will acquire and under what conditions it will accept these items.

In drafting the policy consider:

- What are other archives in the community doing? Try to coordinate so a maximum of information is retained with a minimum of duplication.
- What types of media are being considered?
- What are the technical and financial restrictions? Do you have the time and space to do it?
- Aim to get ownership of all the materials in the archives.
- Try to accept as few restrictions on access as possible.
- Who can and cannot use the archives, what identification they need to produce and the right to refuse access?
- What are the responsibilities regarding copyright? You can own material and still not hold copyright.
- Will the material be lent? There are only a few instances, like exhibits or reproduction, where a case can be made for allowing the archives to leave the building.
- Will a records management program be incorporated?

# Getting Started

## Records Appraisal: Is it worth archiving?

Administrative: First and most important criteria. Destroy no record that is considered vital to its creator for administrative, financial, legal or other reasons.

Age: Is it too old to be properly cared for? Does it fall out of the chronological boundaries of your archive?

Quantity: Is there too much material to keep. What is important, what is not.

Type of Material: Correspondence is more valuable than worksheets or invoices.

Uniqueness: Is the information one of a kind or can it be acquired from other sources?

Time span: Try to maintain the integrity of a chronological sequence, especially if it shows patterns or changes. This may mean keeping a lot of bulk but if it indicates change or pattern it may be worth keeping.

Accessibility: Are there restrictions on the use of the documents? If accepting restrictions the creator's right to privacy will need to be weighed against the research value of the material.

Use: How often will the material be used and what for?

# Getting Started

## Organizing Archival Material:

Provenance: refers to “office of origin”. Did your organization create the document? It is a basic archival principle that archives of one organization or person should not be mixed with that of another.

Original order: Recreate or preserve the original order in which the documents were created. An archival rule of thumb is: When in doubt leave it alone. You can always change the existing arrangement later, but it is nearly impossible to reconstruct the original organization of the material once it has been altered.

Small Accessions: When bringing in small accessions treat them as distinct units and do not try to integrate them into the existing materials somehow. Do not try to create artificial collections.

Artificial Collections: Usually means that the provenance and original order are lost since they were taken from their original location, i.e. a “collection” that someone collected about a certain event, etc. It is difficult to know the source of such divergent materials so it is best to treat them as a closed system.

Levels of Arrangement: For any acquisition larger than one box it may have to be organized according to the following levels of arrangement.

Repository

Record group and sub-group

Series and sub-series

File

Example:

Repository: “Your Organization” Archives

Record Group: Organization Core

Sub-group: Budget

Series: Financial Statements

Sub-series: Budget Statements

File: Audit Report 1987

# Resources for Archivists

## *Basic “How To” Information*

**The Archivist’s Toolkit.** An internet resource for use by those working primarily in small and medium-sized archives.

Contains samples of forms and policies from archival institutions in British Columbia with useful links and a glossary of terms. Available by visiting:

<http://aabc.bc.ca/aabc/toolkit.htm>

**The ANLA Resource Binder for Small Archives.** Association of Newfoundland and Labrador Archives (ANLA), St. John’s (1998). An excellent resource for starting an archives. The manual is intended for volunteer and part-time archivists, as well as students employed on contract. Chapters cover issues such as an introduction to archives, selection and appraisal, accessioning and arrangement, description, and preservation. Appendices include samples of forms and emergency/disaster guidelines. Further sections focus on specific issues such as “Untangling RAD”. Available for approximately \$30.00 plus shipping from the ANLA by phoning (709) 726-2867 or by email at [anal@nf.sympatico.ca](mailto:anal@nf.sympatico.ca)

**A Manual for Small Archives.** Archives Association of British Columbia, Vancouver (rev. edition, 1994). Another excellent reference book for beginning archives and archivists. A complete version of the manual is available on-line at:

<http://aabc.bc.ca/aabc/publicat.html>

**Keeping Archives,** ed. Judith Ellis. D.W. Thorpe in association with the Australian Society of Archivists, Inc. (2<sup>nd</sup> edition, 1993). Covers all the basic of archival theory and practices with chapters on preservation, legal issues and managing records in special formats. Available from the Society of American Archivists. Visit their online catalogue at [www.archivists.org](http://www.archivists.org) or email [info@archivists.org](mailto:info@archivists.org). Cost \$45 U.S.

# Resources for Archivists

**Canadian Council of Archives (CCA) – Publications and Reports.** The CCA has a number of publications geared towards establishing basic standards for Canadian archives. These include: *Development of Standards for Archival Practice in Canada* (1995) and *Institutional Guidelines for Small Archives* (1988). Contact the CCA for a full publication list, phone (613) 995-0210 web: [www.cdncouncilarchives.ca](http://www.cdncouncilarchives.ca)

**Society of American Archivists (SAA) – Archival Fundamentals Series and Basic Manual Series.** Titles in these series provide a foundation for modern archival theory and practice. The SAA publishes a comprehensive catalogue of professional resources in which you will find information about the above series, as well as publications on a variety of other topics, including Canadian archival publications. The catalogue is an excellent one-stop resource for archival publications, although some of the publication listed in it may be obtained cheaper if purchased from the source. To obtain a copy of the Professional Resources Catalogue, contact the Society of American Archivist, phone: (312) 922-0140, email: [info@archivists.org](mailto:info@archivists.org), online: [www.archivists.org](http://www.archivists.org)

**Starting an Archives, Elizabeth Yakel. Society of American Archivists and Scarecrow Press, 1994.** Provides a good mix of archival theory and practice. Available from the SAA at the above address. Cost \$30 U.S.

## Preservation/Conservation Resources

**The Conservation Assessment Guide for Archives, Jane Dalley. Canadian Council of Archives, 1995.** An excellent guide that, when filled out, provides a blueprint for preservation management plans. It includes guidelines for both facility and collection assessments. Available from the CCA. Cost \$17.50.

# Resources for Archivists

**Basic Conservation of Archival Materials: A Guide, Canadian Council of Archives, 1990.** Succinct information with a thorough index to help you preserve/conserv records of various media. The current edition is out of print but copies should be available at most major libraries or your local archives.

**Canadian Council of Archives, Preservation Committee Bulletins.** Available from the CCA. Cost approximately \$3 per bulletin. Topics covered include: paper deacidification; preservation of microfilms; specifications for duplicate and copy negatives; guidelines for temperature and relative humidity monitoring equipment; and guidelines for archival quality photocopying and laser printing.

**Conservation Environment Guidelines for Libraries and Archives, William Lull and Paul Banks. Canadian Council of Archives, 1995.** Particularly useful for facility planning or for retro-fitting an existing facility to include environmental controls. Available from the CCA. Cost approximately \$20.00.

**Archival Enclosures: A Guide, Edward Kulka. Canadian Council of Archives, 1995.** Detailed information on the types of enclosures most suitable for all media. An excellent guide to help you determine priorities in the purchase of archival supplies. Contains an excellent glossary of preservation/conservation terms. Available from the CCA. Cost \$20.

**Conservation Online.** An excellent internet resource with many links to other useful sites, including information on issues like disaster planning and facility design. Connect to <http://palimpsest.stanford.edu>  
**Preservation of Library and Archival Materials: A Manual** Northeast Document Conservation Centre, 1998. This is an online manual with comprehensive information on preservation. Connect to <http://www.nedcc.org> and click on "Preservation Manual". The site also contains comprehensive information on disaster planning.

# Resources for Archivists

## Descriptive Standards

**Rules for Archival Description (RAD), Canadian Council of Archives, 1990-1998.** The definitive text for the description of archival records in Canada. Available from the CCA. Cost \$40.

**“RAD” Elements** website at [www.usak.ca/archives/rad](http://www.usak.ca/archives/rad). An overview of the basics of RAD provided by the Saskatchewan Council of Archives.

## General Reference Information on the Internet

The University of Saskatchewan’s **Canadian Archival Resources on the Internet** at [www.usask.ca/archives/menu.html](http://www.usask.ca/archives/menu.html) is an excellent site to visit for links to archival web sites and for information on professional associations and educational programs. The site provides a comprehensive overview of the archival landscape in Canada.

(AAO Archives Advisor Program, rev. 2000)

# What's in the Boxes

The boxes are organized so that each one represents a general area of concern for MTML. The labels on some boxes are obvious and the contents self-evident but others are not. The following provides a brief description of the general categories.

## Box #1: Workshops

This box contains workshop flyers from 1989-1996. Some working notes are included but the bulk of this box is the event flyers that were used to promote MTML events.

## Box #2: Literacy Community Planning Initiative (LCP) 93-96

Literacy Community Planning is a process in which literacy programs work and plan together to determine what is missing and what is working well. The goal of this process is to create a literacy system in which learners can move from program to program with ease. This box contains Community profiles to get an idea of what the needs are; organizational surveys to determine what needs are being met and what is missing; Program files that highlight where the services are being provided; Meeting outcomes.

## Box #3: Hearing Metro's Voice Project 96-97

The HMV project dealt with two key issues: Governance of MTML; and the creation of a service planning and coordination process. The planning aspect of this project was designed to meet challenges brought to light through the Literacy Community Planning Initiative. In particular: What would the planning process look like? How would programs within communities relate to the region? How would this process connect to MTML? This project made a number of recommendations about MTML governance and service planning coordination. This box contains records from the various focus groups and consultations that were held with the membership; surveys; project correspondence and various project reports.

## Box #4: Literacy Worker's Training Course 95-97

*The Literacy Worker's Training Course: Building the Movement* was designed as a mid-career course for people who were already active in literacy. It was an intensive two-semester course, combining classroom work, assignments, and a major research project; and was intended not only to develop the skills of course participants but also to contribute to the growth and improvement of the literacy field. Many of the projects completed by participants were further developed into resource materials, or lead to further work in the field. The course was offered annually from 1991/1992 to 1997/1998.

# What's in the Boxes

## **Box #5: Literacy Worker's Training Course 91-94**

## **Box #6: Literacy Worker's Training Course** Entire course organized by sections.

## **Box #7: MTML Publications**

This box contains originals of various MTML publications, includes original artwork. Also electronic backups of MTML newsletter Update on 3.25" floppy disks.

## **Box #8: Information and Referral – Program Information**

Contains program information about ESL services provided in the various catchment areas of Toronto and York Region. Also excerpts from the Dowdell report on LAN's role with regard to ESL.

## **Box #9: Membership Records, Publications Sales Records**

Invoice books, membership records, membership lists, membership receipts

## **Box #10: Literacy Access Network 88-95**

Records the beginnings of LAN. The "Info-line" was the precursor to what is now the Literacy Access Network (LAN).

Contains correspondence, action plans, surveys, and information on the Ministry of Skills Development Adult Literacy Database, known at the time as the "Green Monster".

## **Box # 11: World Literacy Day 85-88**

Documents the history of World Literacy Day as it relates to MTML.

# What's in the Boxes

## **Box #12: Labour Adjustment Initiative 92-93**

The Labour Adjustment Initiative was proposed to help re-train the growing number of workers faced with plant closures and lay-offs across Ontario. This plan would fund community literacy groups and colleges to deliver literacy training to displaced workers. MTML was approached by the Literacy Branch to facilitate regional meetings on this initiative. Though hesitant at first, MTML eventually took a major administrative role which was the beginning of what is now the Preparatory Training Program (PTP). This box contains records of committee work, correspondence and background information. This box also contains electronic backups of LAN information on 3.25" floppy disks.

## **Box # 13: Fundraising**

Project Proposals from 86-97. A collection of the fundraising files from MTML's fundraising coordinator Fenella Townsend.

## **Box #14: Minutes and Committee Work (staff)**

A record of minutes from staff and various committee meetings.

## **Box #15: Minutes and Committee Work (board)**

A record of minutes from board and various committee meetings.

## **Box # 16: Advocacy**

A record of MTML advocacy work. Includes minutes, outreach work.

## **Box #17: Projects**

Project final reports and working files.

# Archive Catalogue

The following pages provide an outline of the records contained in the archive. The Heading represents the general area of concern. Items that are underlined represent a file folder. Indented text beneath those indicate the types of records found inside the folder. Boxed items indicate a group of records.

## Example:

(Group of records)

Info-Line: “The Birth of LAN”

(File Folder)

LAN Funding 88/89

(Documents within the folder)

Fundraising proposals

# Box # 1

## Workshops

<u>Small Group Workshop</u> .....	<u>Apr. 7/89</u>
<u>CLAD Workshop</u> .....	<u>Jan. 25/92</u>
<u>Popular Economics Workshop</u> .....	<u>June 20/92</u>
<u>Education and Training Panel</u> .....	<u>Nov. 18/93</u>
<u>Make Your Message Clear</u> .....	<u>Oct. 15/94</u>
<u>Hands On Writing</u> .....	<u>Oct. 27/94</u>
<u>Women Literacy &amp; Development</u> .....	<u>Nov. 1/94</u>
<u>Local Boards</u> .....	<u>Nov. 16/94</u>
<u>Ah Ha! Sharing the Big Picture</u> .....	<u>Nov. 19/94</u>
<u>Education &amp; Training Panel</u> .....	<u>Nov. 24/94</u>
<u>Making the Most of Multi-Level Classes</u> .....	<u>Dec. 3/94</u>
<u>Family Literacy Brown Bag Lunch</u> .....	<u>Dec. 6/94</u>
<u>Local Boards Brown Bag Lunch</u> .....	<u>Jan. 16/95</u>
<u>Community Literacy Ontario</u> .....	<u>Jan. 24/95</u>
<u>Mini Panel Discussion on RALS</u> .....	<u>Feb. 7/95</u>
<u>Target Literacy: Literacy &amp; Learning Disabilities</u> .....	<u>Mar. 4/95</u>
<u>Writing OTAB Grant Applications BBL</u> .....	<u>Mar. 7/95</u>
<u>Target Literacy</u> .....	<u>Apr. 7/95</u>
<u>Working w/ Learners w/ Developmental Disabilities</u> .....	<u>May 13/95</u>
<u>Learner's Leadership</u> .....	<u>May 27/95</u>
<u>Literacy Materials: How to Find, Create &amp; Share</u> .....	<u>May 27/95</u>
<u>MTML AGM</u> .....	<u>May 27/95</u>
<u>LWTC Graduation</u> .....	<u>May 31/95</u>
<u>Reading Theory Mini-Course</u> .....	<u>July 25/95</u>
<u>Working With Learners With Developmental Disabilities</u> .....	<u>Nov. 11/95</u>
<u>Education &amp; Training Information Evening</u> .....	<u>Nov. 23/95</u>
<u>Writing OTAB Grant Application Brown Bag Lunch</u> .....	<u>Feb. 12/96</u>
<u>Bread &amp; Roses</u> .....	<u>Mar. 7/96</u>
<u>Statistical Reporting for OTAB</u> .....	<u>Mar. 26/96</u>
<u>Building the Literacy Movement</u> .....	<u>Mar. 30/96</u>
<u>Talking About Literacy</u> .....	<u>May 7/96</u>
<u>Literacy Book &amp; Software Fair</u> .....	<u>May 7/96</u>
<u>Literacy Needs of Adults w/ Developmental Challenges</u> .....	<u>May 7/96</u>
<u>MTML's Learner's Leadership Project Book Launch</u> .....	<u>Nov. 8/96</u>
<u>Understanding Mental Illness</u> .....	<u>Dec. 3/96</u>

## Box # 2

# Literacy Community Planning Initiative (LCP) 93-96

Program Files

Community Profiles

Meeting Outcomes

Budget

Organizational Surveys

# Box # 3

## Hearing Metro's Voice Project 96-97

### 1996 Correspondence

- LLC correspondence
- Hearing Metro's Voice
- Alphacom moves from phone to internet
- Literacy Community Planning
- Board structure, OTAB correspondence

### 1996 Constitutional Work

- Draft changes to constitution

### 1996 HMV Focus Group Evaluations

- Individual evaluations
- Synthesis

### 1996 Focus Group Summaries

- July focus group summaries

### 1996 Focus Group Info PAKS - July

- Information paks for different members
- Model synopsis working document
- Questions for different topics
- Registration sheets
- HMV focus group outlines

### Focus Group Info PAKS - Aug.

- What models work best for MTML
- Model options discussion paper
- LCP structure

### 1996 Focus Group Evaluations

- Evaluations

### Focus Group - Aug. Recording Sheets

- Survey working sheets
- Summary of feedback
- Focus group notes

### 1996 Focus Group - Sept.

- Survey working sheets
- Evaluations

### 1996 HMV Final Report Notes

### 1996 HMV Presentations

### 1996 Organizational Structure

 .....Continued

## Box # 3

### Hearing Metros Voice Project (continued)

#### 1996 Organizational Structure

- Proposed changes
- General meeting
- Constitutional changes
- Education Committee minutes
- Checklist of OTAB expectations of networks
- Phone survey
- Newsletter article
- LCP board perspective
- Our changing environment

#### 1996 HMV Project Correspondence

- Advisory Committee
- Transition Plan 96-98
- Proposed changes to MTML organization structure

#### 1996 HMV Project Reports - Originals

- All You Need to Know About the Service Planning & Coordination Process*
- Model Options Discussion Paper*
- Hearing the Organizational Voice*
- Summary Report of Phone Surveys*
- LCP Final Report*
- Field Development Priority Setting*
- Revised Model Options Discussion Paper*

#### 1996 LCP Individual Phone Survey Info

- Individual Phone Survey Summary Report
- Copy of Survey
- Individual Member List

#### 1996 LCP Individual Phone Surveys

- Record Sheets

#### 1997 Focus Groups - Learner Feedback

- Learner Involvement Recommendations
- Summary of What Learners Said and What This Means - March 1997
- MTML focus group recording sheets
- Participant lists

#### 1997 Learner Focus Groups - Process

- Focus group outline, questions
- Draft recommendations
- Fax memos

#### 1997 Learner Focus Group - Reports

- Learners Said ...
- Learner Involvement Recommendations Project

#### 1997 3-Month Budget Report

#### 1996 Discussion Paper Summary Report

# Box # 4

## Literacy Workers Training Course 95-97

Block One Evaluations 95/96  
Looking at Our Challenges 95  
Grant Applications for Project 95/96  
Applications 97  
Evaluations 97  
Block One Evaluations 96/97  
Applications 96  
Original Certificates 96  
Certificates 96  
Extra Projects 96  
LWTC Course Materials 95-96  
Applications 97  
Sessions 96/97  
Applications 95-96

## Box #5

### Literacy Workers Training Course 91-94

Participant Reflections 91

Registrations 91

Agreement with Jenny Horsman 91

Applications 92

Applications 93

Curriculum Package Draft 92

Extra Projects 92-95

Plan 93/94

Applications 94

Plan 94-96

Learning Statements 95

Feedback on Blocks 2 & 3, 94/95

Evaluations

Plans 93/94

## Box #6

### Literacy Workers Training Course

Entire Course Organized by Sections

## Box #7

### MTML Publications

#### MTML Publications - Originals

*4 Starter Activities for Small Groups*  
*Voter's Kit*  
*MTML Public Outreach Kit*  
*Literacy Needs Assessment*  
*Public Education Kit*  
*What Do I Need to Know*  
*Pamphlets - ESL/Literacy/Kids*  
*Literacy & Homelessness*

Electronic Backups of MTML Updates on 3.25" diskettes

## Box #8

### Information & Referral - Program Information

#### Program Information - ESL

ESL Literacy Bilingual (Hindu, Punjabi, Greek, Portuguese, Chinese)  
Mother Tongue Literacy  
ESL Centennial; George Brown; Seneca; Humber  
Costi - East York  
CSSP  
East York ESL  
Peel  
City of York  
Metro Separate School Board  
Dufferin/Peel Separate School Board  
Scarborough Board of Education  
Etobicoke  
North York  
Toronto Basic Education

Excerpts from the Dowdell Report 1990

Metro ESL Referral Resources Kit (Draft)

Excerpts from Dowdell Report on LAN's Role Vis a Vis ESL; 1990

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## Membership Records Publication Sales Records

### Invoice Books

publications, t-shirts, etc. Oct. 3 - Nov. 22/ 94  
publications, Nov. 24/95  
publications, Feb, 13/95 - May 17/95  
publications, May 18/95 - Aug. 16/95  
publications, Nov. 23/94 - Feb. 10/95  
publications, Aug. 16/95 - Nov. 27/95

### Membership Receipts

May 94 - Oct.94  
Oct. 94 - July 95  
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LAN Action Plans 90

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WLD 87 Entertainment

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WLD Public Awareness 88

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Collective Minutes May 8 - Dec. 9/93

Collective Minutes Jan. 5 - Dec. 15/97

### Staff Minutes 94 - 99

Staff Minutes 94

Staff Minutes 95

Staff Minutes 96

Staff Minutes 97

Staff Minutes 98

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Proposals

Correspondence

Development

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LWTC Advisory Committee Minutes 90 - 94

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Committee Minutes

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#### LAN Evaluation 97

Social Planning Council of Metro Toronto's proposal to evaluate LAN

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Report outline

SPC's report to MTML board

Core Quality Standards Evaluation Workbook

#### Evaluation of LAN Evidence Checklists 97

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### Learner's Leadership Project 96/97

# Resource Centre

The following list is an alphabetical listing of the subject categories we established while putting together the Resource Centre. Many of the items were originally kept for archival purposes but since they did not fall within the parameters of our archive retention policy we developed a resource centre to house these valuable documents. Rather than dispose of them we thought they may be of lasting use to the literacy community and the general public for research and general interest purposes.

- Anti - racism
- Arnova Journals
- Assessment
- Boards - how to
- Building a literacy network
- Business plan (Ministry of Education and Training)
- Canadian Congress for Learning Opportunities for Women (CLOW)
- Child care and parenting
- Clear Language and Design
- Computers in Literacy
- Conducting meetings and group discussions
- Conference reports
- Curriculum

# Resource Centre

- Demonstrations
- Developing training plans
- Disability - general
- Disability - learning
- Disability and literacy
- Disability - physical
- Education Quarterly Review 1994
- ESL Curriculum and readings
- ESL Guides to Canadian Government for ESL learners
- ESL - general
- ESL volunteers
- Family Literacy
- GED
- Goal setting
- Government (misc.)
- Housing Issues
- Human Rights

# Resource Centre

- Immigration
- International Literacy
- Labour issues and learning
- Labour market issues
- Learner involvement
- Learning outcomes
- Learner referrals
- Learner written materials
- Libraries
- Literacy Access Network (LAN)
- Literacy in the colleges
- Literacy and employment
- Literacy facts and public outreach
- Literacy and health
- Literacy and homelessness
- Literacy reports and data
- Literacy and social policy