Editor's Note

Reading is What Counts!

This issue is devoted to initiatives that encourage literacy. Some months ago, the call for papers identified a variety of literacy perspectives considered beyond the traditional academic language and numeracy contexts. These included justice, culture, media, visual, health, arts, science, technology and multilingual literacy. The broad context was meant to provide a platform for writers who wished to share the richness of a more encompassing understanding of literacy within the context of lifespan learning. It became clear very quickly that the submissions we received all concentrated on learning to read and write and ultimately to communicate. It would seem that the traditional understanding of literacy prevails. The fact is that we did not receive any submissions that might be considered external to the traditional concept of literacy save one on technology and language by **James Kerr** and an interesting article on a personal perspective about functional literacy by **Lorenzo Cherubini**. To say the least this issue has been shaped by submissions that recognize that learning to read, to write and to communicate effectively are fundamental to literacy. In fact the importance of learning to read dominated all correspondence and conversation, so much so that this issue on encouraging literacy is more about en-

couraging reading. Given this direction I sought to interview two individuals who would bring to readers a perspective on reading different than what might be traditionally expected. **Wendy Mason-Geoghegan** brings her lifelong fascination with "books as friends" to life as she shares her thoughts about the positive impact of teaching children to read and for parents and other adults to read to children early in life. **Lanni Donaldson** of Beacon: Literacy Canada outlines her understanding of why some children find it difficult to learn to read and how "cracking the code" is essential to any remedial reading program. As well this issue contains an interesting survey on initiatives designed to encourage literacy throughout the world and in our schools. It is co authored by nine students enrolled in the Brock-Waterloo French teaching specialization program. An article by **Giselle Whyte** and **Ruth McQuirter Scott** share the learning objectives of a course presented to beginning teachers about teaching language and literacy to students. **James Kerr** helps us understand the advancing dictionary of technology and shares with readers "tips" on using technology to advance students achievement in and out of the classroom. **Melissa Vassallo** directs readers to an innovative exploration of language, art and music and **Wendy Butt** provides details of the Cozy Reading program for children. Lastly, but by no means least **Ruth McQuirter Scott** provides an impelling instructional invitation to would be authors as to why they should get published. In addition to the articles we have included various resources and web sites and information. Thanks to permission from **Gina Lorinda Yagos** of the Canadian Education

Association to allow a reprint a section of their Literacy in Focus document and to **Myra Skerrett** of Literacy Alberta for granting permission to reprint their fact sheet Literacy and disabilities.

In many ways "Literacy" is an issue that overrides all other educational concerns. According to the International Reading Association it is estimated that more 860 million of the world's adults, 2/3 of whom are women do not know how to read or write and more than 100 million children do not have access to formal schooling. September 8, 2005 has been designated as "International Literacy Day". You are encouraged to plan an event and promote literacy in your home your school and your community.

Raymond T. Chodzinski

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associate Dean of the Faculty of Education, Brock University, Hamilton Campus. He has published widely and is a much sought-after

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International Literacy Day is September 08, 2005

Contact Canadian Human Resources and Skills Development at www.hrsdc.gc.ca or World Literacy of Canada, www.worldlit.ca for information about upcoming plans and events.

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