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all write news

## HELPING STUDENTS TAKE THE "NEXT STEP" TO COLLEGE

by Steve Reuys

Twenty or 25 years ago, when I first started teaching in ABE, the goal that most students articulated was to "get a GED." Although we as teachers certainly encouraged students to consider going on to college or other types of further education, we also realized that for many the GED was, like a high school diploma, a reasonable more-or-less final goal for their education. Today, students don't seem to have changed too much, yet in many ways the world around them has. While a large number still indicate that getting a GED is their primary goal for returning to school, for many whose motivation is primarily economic it is no longer enough. Of course, some students are studying for personal or family reasons, some may simply need a diploma as a credential in order to receive a job promotion, and for these and other students, getting a GED or EDP/ADP diploma and looking no further may be fine. But for those whose motivation is primarily job- and career-oriented, the diploma or GED certificate may now be better seen as a necessary and important first step toward further education or training.

The educational requirements for good jobs—those with decent salaries and benefits and the possibility of advancement—are increasing, and, as the recent MassINC (Massachusetts Institute for a New Commonwealth) study, *Closing the Gap: Raising Skills to Raise Wages*, says in its Summary, "A high school education isn't enough. The surest path to a middle-class income is to complete at least two years of education beyond the high school level." The authors of another new report, *Educational and Labor Market Performance of GED Recipients*, published by the U.S. Department of Education, concur, saying, "The biggest advantage [of getting a GED] is that it increases access to postsecondary education and training, which tend to improve economic outcomes." (p. xvi) And, "Those who pass the test should understand that GED certification is primarily a stepping stone and that additional progress

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## LITERACY FROM A LIBRARIAN'S POINT OF VIEW

by Priscilla Howell

I started working as a librarian at the A.L.R.I. resource library in 1985 while I was in library school. When I entered public library service in 1987 at the Jamaica Plain Branch of the Boston Public Library, I was on a mission to develop and strengthen ties to the adult education community. At the time there was a dynamic group of teachers at the Jamaica Plain Community Centers Adult Learning Program. We joined together in a shared commitment to make class visits to the local branch library a rich experience for students. I think we succeeded because the teachers and I were so full of excitement about the riches of the public library and how much there was there for the students. I learned so much from these teachers: Greg Leeds, Dee Kennedy, Teri Brown, Anna Poor and Vicki Nuñez. I learned how to create a welcoming atmosphere for their students, and I learned about how to make the library a meaningful and useful place for literacy students by developing a close working relationship with these teachers.

In 1987, the BPL established a system-wide literacy committee, acknowledging the importance of increasing their efforts to serve the adult

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July/August 1998

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Please share this newsletter with others at your program. The deadline for submitting material for the next issue is: August 15.

## Helping Students Take the “Next Step” to College

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in the labor market can best be made by completing postsecondary education and training programs.” (p. xvii)

Yet adult basic education students (including many in ESOL programs) who do take that next step to college or to a training program often stumble (or are pushed) and fall. Many find they’re not sufficiently prepared, one way or another, and often they do not receive sufficient support once they are taking college or vocational courses to be able to continue. How can adult basic education programs—with help from the various post-secondary educational institutions—assist so-called “non-traditional” students to prepare for college and training programs? How can the colleges and training programs—with help from adult basic education programs—provide the on-going support that’s needed for students to succeed in post-secondary education? Clearly, there is a need for transitional, “next step”-type programs that help students look beyond the GED or EDP, or beyond upper-level ESOL work, and that help them develop the skills and abilities needed to do college-level work successfully.

Not only do they need help in applying and getting accepted into colleges or training programs, they also need the on-going support that will enable them to stay and succeed and graduate from those colleges and training programs.

This on-going support may be crucial, for the Department of Education report cited earlier presents research showing that, although GED recipients who begin college receive grades that are just about as good as those of high school graduates in college (p. 38-39), they are much less likely to complete their post-secondary education. The one exception was in vocational training programs, where completion rates were comparable. (p. 40-45) This suggests that many GED graduates who could succeed at 2-year or 4-year college nevertheless do not complete their programs due to a variety of impediments or problems. Certainly some of these students could be helped over these rough spots if adequate and effective counseling, peer support, and other forms of assistance were available to them.

According to Ernest Best, himself a GED recipient and now a student at UMass/Boston and a member of the Community Advisory Council for the Boston Adult Literacy Fund, the need for programs that help students successfully make the transition to college is “the major thing I

hear in going to speak at ABE programs. Many students are thinking beyond the GED and wanting to go to college.... Students’ biggest problem is making the transition to college.” A small number of such programs do now exist, including, in the Boston area, the RCC Prep Program at Roxbury Community College, the Bridge Program at the Community Learning Center in Cambridge, the Odwin Learning Center in Dorchester, and the Diploma Plus Program at South Boston City Roots. Differing greatly from one another, these programs provide a variety of models that other agencies and organizations might choose to adopt or adapt, and looking at each of them briefly will show what

some of the possibilities are. (Special thanks to Teresa Brown at RCC Prep, Stefanie Mattfeld at the CLC, Mary Tacelli at Odwin, and Kevin DeRuosi at City Roots for the information they each provided about their programs.)

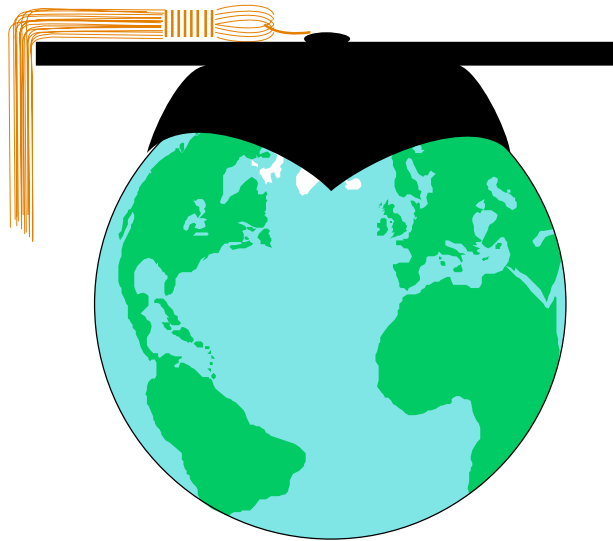
### Four Programs

The RCC Prep Program Handbook for students describes it as “a college-prep GED program designed to prepare you to pass the GED tests and enter college.” Administered by Roxbury Community College and funded by the Massachusetts Department of Education, it takes advantage of its obviously close

affiliation with a community college to help its students prepare for college work and for the college experience. The program is intended for students who do not yet have a GED and are preparing for the test, but who also have some education and/or training goals that they intend to pursue after they get their GED certificates. (Students who do not have such goals and who simply want to get a GED are referred to other GED preparation programs.) It’s an evening program that operates three nights per week, including during the summer. They anticipate that most students will spend one to two years in the program before being accepted into college.

The curriculum of the program is aimed at helping students prepare for the GED, but to do so in ways that simultaneously develop skills and abilities that they will need in college. For example, students do a lot of writing; they write research papers, critical reviews, and lab reports, and they use word processors one day a week. In math, everyone does algebra early on in the process. They do oral presentations in language arts; in social studies they use a variety of primary source materials; and in science, the goal is to do various laboratory experiments once a week. There are also

*continued on next page*



## Helping Students Take the “Next Step” to College *continued from previous page*

workshops on study skills, and homework is supposed to be mandatory (though they admit this policy hasn't been very successful). The program, which uses part-time instructors, has a full-time counselor, and counseling is strongly emphasized. The counselor checks in on every class every night and follows up on absences, and each student keeps a journal of her/his experience in the program. Since classes take place at RCC itself, RCC Prep students become familiar with the campus, and they receive college ID's, giving them access to the college facilities. The counselor also does orientations to the college, and explains how the different parts of the college work. College instructors sometimes visit RCC Prep classes, and RCC Prep students can attend RCC guest lectures that take place during the year.

The new Bridge Program at the Community Learning Center is sponsored by the City of Cambridge and Bunker Hill Community College and, like RCC Prep, is funded by the Mass. DOE. Unlike RCC Prep, however, this program is intended for adults who already have a high school diploma or GED certificate and who want to go on to college. In their first cycle, which is currently underway, about half of the students had previously gotten their GED certificates or Adult Diplomas through the CLC, while the other half came in with a regular high school diploma. The program runs on a nineteen-week cycle, operating two nights a week and providing four different types of classes: math, writing, study skills, and computer literacy. One of the goals of the program is for students to be able to bypass the remedial classes at a community college and begin by placing into regular, for-credit courses. (Beginning community college students may be placed into remedial courses which are non-credit, but for which students still must pay tuition, thus drawing from their own financial resources or using up a portion of their allotted Pell Grant funding without gaining credits toward their degree or certificate.)

Bridge classes emphasize learning strategies, such as study skills, goal-setting, problem-solving, time management, stress management (crucial since participants are often simultaneously juggling the roles of parent, worker, and student). They also focus on career exploration, helping students who have the general desire to attend college begin to figure out more specifically what areas they might want to study and pursue as career choices. Students will also be helped with the admissions process and with applying for financial aid, and once they are accepted (at Bunker Hill or elsewhere), the program hopes to stay in touch and provide some on-going support.

The Odwin Learning Center, which has been in operation for over 30 years, offers a more long-term, much more intensive college preparation program for adults who are seeking technical or professional careers but who lack the academic skills needed to succeed in the required collegiate or technical training programs. Students without a high

school diploma are encouraged and helped to get a GED certificate during the time they are in the program, but college preparation, not GED preparation, is really the focus of the program. Originally intended to help students prepare for nursing school (Odwin stands for “Open Doors Wider in Nursing”), the program now also helps students who are interested in a variety of other careers. Most students hear about the program by word-of-mouth, but it also receives a lot of referrals from Mass Rehab. and from colleges that encourage students who run into trouble or applicants who don't seem adequately prepared to consider attending Odwin first. Most of their students are also working; the average age is 37; and students speak about seventeen different native languages.

Odwin offers classes in math, biology, chemistry, writing, reading, humanities, study skills, note-taking, test-taking, thinking and reasoning, and ESOL, and they also conduct career information seminars. The average student moves from an intermediate ABE level of skills to college readiness in about two-and-a-half years. The program continues to provide support to students once they are in college, and students often come back, seeking help with problems. They find that students are often overwhelmed by the amount of work required by college, and managing time is an issue for many, especially those who are trying to work full-time while also attending college full-time. But in the end, they report that 90% of their program graduates persist and go on to complete their post-secondary education. The program receives no public funding and instead receives support from private donors and foundations and also charges tuition.

South Boston City Roots is one of the city's alternative high school programs, designed for out-of-school youth, ages 16-21. In addition to its regular GED preparation program, it also offers the new Diploma Plus Program, which is  
*continued on next page*

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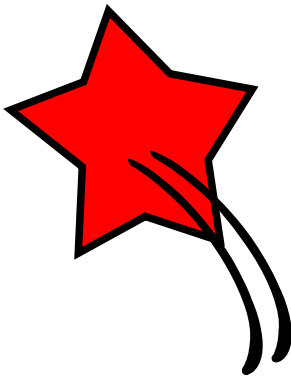
## Helping Students Take the "Next Step" to College *continued from previous page*

sponsored by the state's Corporation for Business, Work, and Learning. Students who would rather receive more intensive preparation for college or a career can opt for the Diploma Plus Program, through which they receive a regular high school diploma. Students begin by taking a full set of academic courses, working on a Personal Development Plan, and beginning to assemble a Presentation Portfolio. When students demonstrate they are ready, they enter the "Plus Year," during which they enroll in college-level courses (at Bunker Hill Community College, Roxbury Community College, UMass/Boston, or some other college), participate in an internship at a local business or community organization, complete an Autobiography Project and a Community Development/Community Action Project, and in other ways pursue their particular college and career plans. This includes using curriculum materials from the Higher Education Information Center to help prepare for college. The program's first group of students to graduate will be leaving this year and the staff hopes to maintain contact with them once they enter college and to continue providing them with guidance and support.

So, four different programs, four different models, four different ways in which adult basic education programs can be set up to help their students prepare for and succeed at college or vocational/career training programs. One of the difficulties, of course, is finding the funds to support these sorts of transition programs. So long as funding for adult basic education remains far short of what is needed and so long as ABE programs continue to be faced with waiting lists for their basic literacy, ASE, and ESOL classes, they may feel reluctant to devote scarce resources to this type of service. While some programs are recognizing the need and devoting funds to pay for these sorts of classes and others are finding ways to incorporate "transitional" work and services into their regular programming, further funding will still be needed, specifically targeted toward providing this sort of "next step" option, if more than a handful of our students are to wind up being served.

\* \* \* \* \*

*Steve Reuys is Staff Development Coordinator at the A.L.R.I.*



## NEWS FROM THE A.L.R.I.

### A.L.R.I. Summer Schedule Notes

#### A.L.R.I. Library Hours

During the summer the A.L.R.I. library will not be open, as it usually is, on Tuesdays from 5:00 to 6:00. And in general, whenever you're planning to visit the library during the summer, it would always be a good idea to call ahead to make sure that we are open and that Sandra, the librarian, is here.

#### A.L.R.I. Closed During Retreat

From Wednesday, July 15 through Friday, July 17, the A.L.R.I. will be holding its Fourth Annual Renewal Retreat for Teachers and Other ABE Staff out in western Massachusetts, and we will be closed during that time.

### Staff Changes

Angela Amell, who has been working as our Administrative Assistant for the past two-and-a-half years, is leaving us to move with her family to sunny(?) California. We have benefitted greatly from her administrative as well as her computer skills and are very sorry to see her go, but we of course want to wish her well in her new life three time zones away.

### A.L.R.I. Computer Lab Opens

In June, the long-anticipated A.L.R.I. computer lab for teachers and other practitioners was set up and began operation in our library area. It includes three PC's set up in a local area network administered by Roxbury Community College, one Power Macintosh, a scanner, and printers. There is Internet access through a speedy T1 line connection. We are still working out the glitches and networking details but are now "open for business," and staff at adult basic education programs are welcome to use the lab. We'll have more information for you on this in the coming months, but for now, call Sandra Darling at 782-8956 x19 to schedule an orientation visit.

### A.L.R.I.'s Web Site Address

The most direct way to access the A.L.R.I.'s web page is by using the following address: <http://www2.wgbh.org/mbcweis/lrc/alri/alri.html>. To read the newsletter on-line (or for information about our other publications), attach the following directly after "html": #Publications

## FOR YOUR INFORMATION

### Update on ABE Salaries

The recent survey of salaries, benefits, and other working conditions for staff at ABE programs around the state, conducted for the Massachusetts Coalition for Adult Education by Fred Abisi of the Lowell Adult Education Center, tends to confirm the information on pay levels in this field obtained in the much smaller survey conducted by the A.L.R.I. in the Boston region last fall. Although the statewide pay averages obtained in the MCAE survey are somewhat higher (\$30,070 and \$31,118 per year for full-time teachers and counselors, respectively; \$16.87 and \$17.13 per hour for part-time teachers and counselors, respectively), it is interesting to note that the pay for ABE staff *at community-based organizations only* is considerably lower than these averages, which are for staff at programs run by *all types of organizations* (including local school districts, community colleges, corrections, etc.). At CBO's the average pay statewide for full-time teachers and counselors is \$26,315 and \$24,130 respectively, while the average part-time wage is \$14.59 and \$14.39 for teachers and counselors respectively. Since the vast majority of programs in the Boston region are operated by CBO's, this latter set of averages is more likely to be representative of the situation for most staff in our region, and indeed they are not far from the figures of \$25,480 per year for full-time staff and \$15.27 per hour for part-time staff which we obtained in our survey as the average pay rates for staff at programs in the Boston region. (Special thanks to Fred Abisi for developing and providing us with the MCAE survey data reported here on CBO programs only.)

—Steve Reuys

### Adult Learners Organize New Group

The Massachusetts Alliance for Adult Literacy (MAAL) is a group of former and current adult learners who have come together in hopes of advancing the cause of literacy among adult learners in Massachusetts. MAAL was organized to give adults a voice in decision-making by influencing adult basic education programs. Currently there are eleven active members on the MAAL committee who meet the fourth Friday of every month at the Adult Literacy Resource Institute (A.L.R.I.) in Boston. We are a diverse group of adults—diverse in age and cultural background—who are committed to this cause. Every member contributes a new and different characteristic to the group, which makes it an ideal environment for brainstorming. Some of our ideas include: advocacy (i.e., speaking with local, state, and national politicians) to increase public resources for adult literacy education; increasing literacy awareness; speaking publicly to adult learners about the difficulties we all have to struggle to overcome as adult learners; and creating an adult learner newsletter, which will contain information useful to adult learners and articles written by adult learners.

We invite anyone interested in student leadership to come join our organization and share their visions and ideas. Please encourage students at your program to get involved by contacting me at: World Education, 44 Farnsworth St., Boston, MA 02210; phone 617-482-9485 or 800-447-8844; e-mail csantiago@worlded.org —*Catherine Santiago*

### Recipes for Computer Success

The East Boston Harborside Community Center has an ever-growing computer lab. Several members of our staff are more than capable in their computer knowledge, but others are not. One day, while discussing the need for all our staff to learn the basics of computer operations, we decided that anyone can use a computer, with a little help. But where would we get that help? Those who possessed that coveted knowledge, such as how to turn on the computer or how to save something, were often busy with their own job demands. How could we ask them these simple questions without becoming too troublesome? Suggestions were made of overhead information cards or sample instructions to be posted up on the walls. Possibly, but what about the idea of a recipe box? Anyone who cooks knows that *anyone* can cook, given the right recipe. We thought that maybe anyone could use a computer—given the right recipe.

Last fall we applied for and received a mini-grant from the Adult Literacy Resource Institute/SABES Greater Boston Regional Support Center to develop a "computer recipe box." Now, the project is done, and even those who had always shied away from using the computers are feeling quite comfortable working on one. We're cooking now! If you would like to see our recipe box, you're invited to visit our school at 312 Border St. in East Boston, or you can look at the report on our project in the A.L.R.I. library.

—*East Boston Harborside Community Center  
Adult Education Staff*

### BALF Service Area Expands

After nine years of serving the community-based adult literacy programs in the city of Boston, the Boston Adult Literacy Fund is expanding to include the communities of Belmont, Brookline, Cambridge, Somerville, and Watertown. The Community Advisory Council of BALF decided to include the adult literacy programs in these communities because they are already connected as part of the Greater Boston SABES region. BALF's goal is to help adults learn to read, write, think analytically and have functional competency in English. To achieve this goal, BALF raises private funds and public awareness. BALF offers free technical assistance and awards grants on a competitive basis to community-based literacy programs. The staff and Community Advisory Council of the Boston Adult Literacy Fund look forward to working with the programs in these communities as well as continuing to work with the programs in Boston. If you would like more information please call 617-720-0181.

## Literacy from a Librarian's Point of View

*continued from page 1*

education community. In the early years the committee took it upon itself to identify the ways in which librarians could be better advocates for and providers of library services to the adult education community. We asked ourselves what we had to offer and we realized early on how little we knew as a profession about adult literacy. Librarians are readers and as a group it is difficult for us to imagine life without the pleasure of reading. It was a startling realization to many of us that the fact we are avid readers creates a barrier between us and students who don't know the pleasure of reading.

We undertook to learn more by engaging the services of the Northern New England Adult Education Social Action Theater Group. We invited all library staff to attend a workshop to highlight the problems adult education students face as they walk through the door of a public library. The workshop consisted of short skits dramatizing the impressions of library staff from the point of view of an ESOL or ABE student. The skits got us laughing at ourselves and were really effective in hitting home messages about how we as a profession can improve our services by paying closer attention to eliminating judgmental messages, inadvertent or not, communicated to non-traditional library users. Years later, library staff still recount the value of this workshop. Professional development activities such as these should happen on a regular basis at the BPL. Librarians value literacy perhaps more than any other profession but we need to develop a deeper intuitive understanding of a non-reader's experience of the world. To help educate us to the information needs of the students and the curricular trends within the field, the Literacy Committee invited teachers from the field to its meetings. I found that these meetings and my subsequent work with teachers and students deepened my understanding of the adult basic education field and my role in it as a librarian.

In September of 1996, I was involved in the reopening of the Dudley Literacy Center. Although the BPL has faltered in many ways over the years in supporting literacy services, it did support us in opening a Literacy Center with a large accessible collection and a fabulous computer lab outfitted with eight multi-media computers with internet connectivity. The Dudley Literacy Center took off with community-wide support. Students participated in ongoing programs such as reading discussion groups, writing process groups, and computer literacy and internet classes. Over the last year several exciting collaborations with community

groups took place. There was an author program series and a mask-making workshop for adult learners. (Thank you Martha Merson from A.L.R.I!). Under the auspices of the Parent Involvement Project, a Dudley Square area community planning group was established to develop intergenerational math and science literacy. This group sponsored the very successful Dudley Discovery Day on May 30th at the Dudley Branch Library, the Roxbury Boys' and Girls' Club and the Urban League. Despite being understaffed and open only three days a week, the Dudley Center went a long way toward meeting student and community needs through programs, collaborations and events such as these. They are models of the range of services which

an active library can promote and provide for the benefit of residents, students, teachers, administrators and local community human service providers.

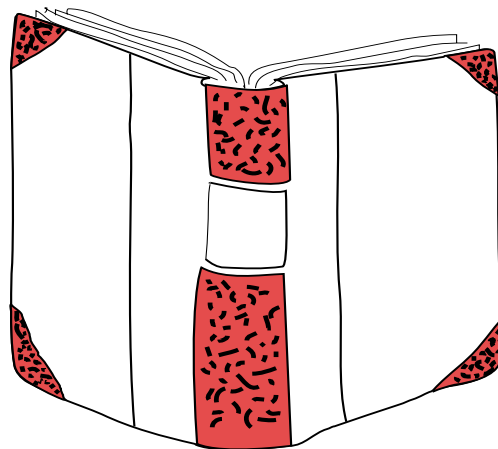
The Literacy Committee, these eleven years later, has gone through active and inactive times. At present literacy services at the BPL limp along because of the hard work of a few, including two exceptional volunteers who run the English conversation groups at the central library and at some branches. Notable urban public libraries across the country (Oakland CA, Richmond CA, and Brooklyn

NY, to name a few) have hired high level staff with power to make decisions and effect change, and teaching staff with expertise in supporting literacy and the acquisition of English. I am happy to say that after a year of discussion about the future of literacy services at the BPL, the committee has asked the library's president, Bernard Margolis, to demonstrate a core commitment to literacy. In a written proposal we have asked that several new positions be created to intensify our efforts.

It's high time the BPL made a commitment to literacy services. Changing BPL policy and practice around literacy services has been a slow and arduous process. I submitted my resignation from the library at the beginning of May, and left my position on June 11, 1998. My vacated position has yet to be posted as I write this article on June 22nd. I resigned from the BPL with the sincere hope that the right decisions will be made to continue and fortify the much needed service at the Dudley Literacy Center and across the library system as a whole. I urge you, as teachers and others concerned with the needs of adult learners, to use your public libraries and to advocate for library service which meets your students' needs.

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*Priscilla Howell is the former librarian at the Dudley Literacy Center.*



# OPPORTUNITY KNOCKS: STEP UP TO TASTE THE APPLE

by Martha Merson

*Three apples fell from the tree.  
One for the teller, one for the listeners  
and one for the world.*

Lots of festivals *sound* like a fun time for the family. If you've recently fought the crowds for parking or schlepped everyone by T to some festival, faced the frustration of long lines in the hot sun or freezing cold, and realized that, while there is perfectly appropriate entertainment for your six year old, your three year old is bored and on the edge of a tantrum, staying home with the TV starts to sound like an attractive holiday. You've resolved to pass up these family friendly fests.

But the Three Apples Storytelling Festival isn't like that! Pull up to the grassy common in the center of Harvard, Massachusetts. There's lots of space to run, rocks to climb on, and if it's noontime, storytellers are strutting their stuff. The

first year I went, people of all ages were listening to Judith Black's version of the Three Little Pigs. You know, the one where the second pig buys sticks and builds an ashram. Adults in the audience were laughing as hard as the kids.

Morning, afternoon and evening there are family concerts or simultaneous performances in the buildings surrounding the Common. These are geared for pre-schoolers, elementary school age kids, and the 12 and up crowd. There is something for everyone in the storytelling world. Unlike First Night or summer ice cream festivals, no one has to stand in long lines in intolerable weather. No "Sold Out" signs rain disappointment on your family outing.

The Three Apples Board goes to great lengths to schedule big names and local performers who bring stories from all different traditions. Native American tellers have shared their sacred stories, and I've learned tales of Anansi's mischief and Brer Rabbit's tricks from African-American tellers. This year is no exception: Latino tellers Antonio Rocha, Antonio Sacre and Leeny Del Seamonds; Tim Tingle, representing the Native American tradition; and Motoko, whose stories incorporate mime and movement from the Japanese tradition are all on the line-up. I'm also looking forward to JJ Renaux, a Cajun teller, and Bill Harley, a name familiar to NPR devotees. I've liked Bill ever since I heard him sing a catchy song about the father who throws the TV

out the window.

Because the Three Apples Board is interested in having a more diverse audience and because I hope more adult literacy and ESOL students and their families will have a chance to take advantage of this event, I've approached Three Apples Board members about ways to make the event more accessible to low-income Boston families. Besides working on obstacles such as the logistics of cost and transportation, I realize that there are other factors at work. I imagine that

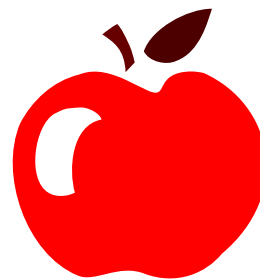
many adults aren't sure if they would like a day of stories. They might wonder, "What will it be like? Could it possibly be interesting for a whole day?" For those who realize Harvard, Mass is 45 minutes from Boston out Route 2, the festival might sound like a long way away. It makes sense to wonder, "Will there be people like me? Will I feel comfortable?" When I've gone alone, I've wondered if I would be the only single person. Whoever you are, in terms of age, family configuration, ethnic group, or educational level, stories are for everyone, and during the festival participants and tellers are particularly open.

I am especially interested in working closely with a teacher or program that would like to make attending Sunday of the Three Apples Storytelling festival part of their teaching plan. The festival takes place the last weekend of September, beginning Friday evening, Sept. 25, and running through Sunday, Sept. 27. In August and September, we would introduce storytelling to learners (I hope with a visit from a teller), strategize about how to make students feel comfortable in this setting, and work out all the logistics, including whether or not to stop for apple-picking at a nearby orchard.

If you'd like to explore this idea more, call Martha at 782-8956x16. If you'd like to receive more information about the Three Apples Storytelling Festival (including ticket information), call (617) 499-9529. And if you go to the festival, look for me there, taking in the stories, munching an apple. After all, an apple does fall for the listeners.

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*Martha Merson is the Literacy/ABE Specialist at the A.L.R.I.*



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# STATE HOUSE MATH

*Math-related activities can be developed out of a wide range of situations and contexts. Here's one activity, submitted by Roberta Rogers, from Operation Bootstrap in Lynn, that was based on their program's recent tour of the State House.*

Use the following numbers to complete these sentences about the Massachusetts State House: 160, first, 203, 4, 13, only, 2, 1990, 351, half, 400, 3, \$75,000, 40.

The State House, built in 1795, is \_\_\_\_ old. It was built when the \_\_\_\_ State House, now called "The Old State House," became too small.

There are 3 doors in the front of the State House. The center door is only used on \_\_\_\_ occasions: when a president of the United States visits the State House, when the Massachusetts Governor leaves office and takes his "long, lonely walk," and when a flag is presented to the State House by soldiers.

There are \_\_\_\_ state senators

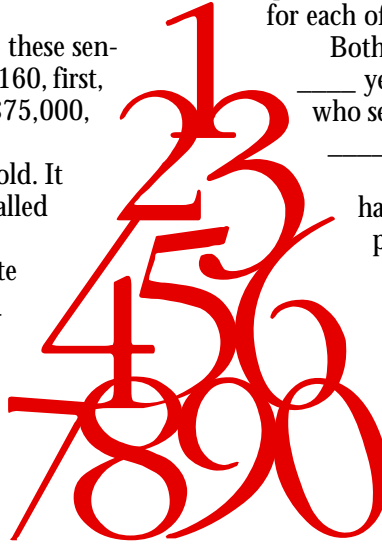
in Massachusetts and four times that number of state representatives, or \_\_\_\_ representatives. We met with three of the \_\_\_\_ representatives for Lynn: Fennell, McGee, and Petersen. Rep. Angelo was not present. Lynn's \_\_\_\_ state senator, Chip Clancy, was unable to be present.

The table in the middle of the room where we met our representatives had \_\_\_\_ sections in it of varying sizes, one for each of the original colonies.

Both senators and representatives serve terms of \_\_\_\_ years, which is \_\_\_\_ the term of the governor, who serves four years. The governor earns a salary of \_\_\_\_.

Over \_\_\_\_ original flags carried into battle have been presented to the State House. A sampling of these flags are on display in the Hall of Flags in the front of the State House.

The newest addition to the State House, the Great Hall, was finished in \_\_\_\_, almost two hundred years after the State House was built. This room is used for entertaining and is decorated with flags from all the cities and towns in the state. To date, only about 200 of the total \_\_\_\_ state flags are hung.



## Adult Literacy Resource Institute

989 Commonwealth Avenue  
Boston, MA 02215

*Massachusetts  
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