

**Adult  
Literacy  
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Regional  
Support  
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University of Massachusetts/Boston.  
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Jobs and Community Services.*

**all write news**

**June 2004  
Vol. XX, No. 4**



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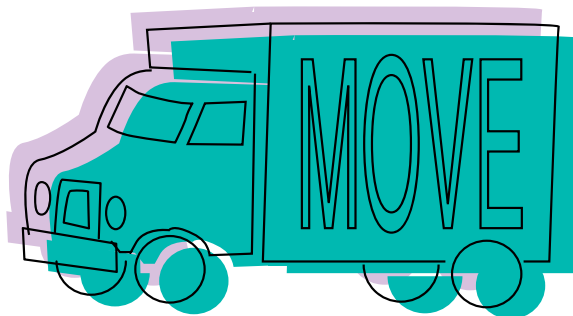
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**Please share this newsletter  
with others at your program.**

## A.L.R.I. UPDATE

### WE'RE MOVING!

We've just recently learned from the University of Massachusetts Boston that the A.L.R.I. will definitely be moving to the UMB main campus in Dorchester sometime later this summer. We understand that our new quarters will be on the fourth floor of the Wheatley Building. Lots of things, including any possible renovations, still need to be done before a definite moving date is chosen, but we do hope to be settled into our new home by the fall. As we get more information, we'll be sure to let you all know when we're moving, along with how to reach us and how to find us. For now, we're very pleased that these first steps have been taken, and we want to thank the Dean of the UMB Graduate College of Education, Lester Goodchild, and the Provost, Paul Fonteyn, as well as Bob Bickerton and Helen Jones at ACLS for their support and advocacy during this process.



### STAFFING CHANGES

In other news, we're very pleased to announce that our former Office Assistant, Shirley Tenique Williams, was "promoted" in March to become our new Administrative Assistant. Congratulations to Shirley! Also, we want to thank Debbie Gagnier for helping us in the office on a temporary basis throughout this year. Debbie has just left us, since she's expecting a baby later in the summer, and we want to wish her and the baby the best of luck.

### LAST NEWSLETTER ISSUE?

Finally, I just want to mention that we at the A.L.R.I. are pondering the future of this newsletter, and it's quite possible that this may be the last issue. The newsletter began twenty years ago as a vehicle for adult basic education programs and practitioners in the Boston region to communicate ideas, experiences, reviews, and other relevant material to one another. Over the years it has succeeded in serving this purpose, but recently (and probably for a variety of reasons) there has been a fall-off in material submitted to us for publication, so we need to consider whether the newsletter is now still needed to fulfill its function. We'll probably make a decision about this over the summer.

Whatever the outcome of this decision, we will still continue to publish our monthly activity announcements, and we would probably begin to use them as a vehicle for getting out to the field other brief notices concerning the A.L.R.I. (such as this one) that would previously have been included in the newsletter. We would also probably rely more on the Internet and specifically on the ABEBoston e-mail listserv that has been up and running in our area for about a year now, and we'd urge any of you who have so far resisted all our pleas to join, to do so now. (Please go to <<http://lists.literacytent.org/mailman/listinfo/abeboston>> to sign up, or send an e-mail to <[akira@alri.org](mailto:akira@alri.org)>, telling him you'd like to join the ABEBoston list.)

--Steve Reuys

# JOIN VERA 2004

## WHAT IS VERA?

The Voter Education, Registration, and Action campaign 2004 (VERA 04) is a non-partisan effort aimed at adult literacy learners and program staff in the New England states. Its goal is to educate adult learners about voting and the topical electoral issues and to mobilize them to vote in the 2004 elections. VERA is sponsored by the New England Literacy Resource Center (NELRC) at World Education.



## WHY SHOULD YOU JOIN?

Voting is one of our most basic civil rights and responsibilities. Yet, barely one half (51.3%) of voting age adults voted in the 2000 United States presidential elections (Federal Election Commission, 2003). The United States voting rates are among the lowest of any democracy in the world. We should not allow another presidential election to go by with only one half of the voting age population bothering to go to the polls.

Studies show that the less education a person has, the less likely s/he is to vote. Yet, adult learners' well-being is profoundly affected by the outcomes of current public policy debates. Adult educators need to help learners to understand their self-interest, and to see that their vote does count. The 2004 elections are a teachable moment with high stakes outcomes for low-income people in the United States.

## WHAT DOES IT INVOLVE?

Joining VERA means making a commitment to:

- Teach about representative democracy, voting, and topical election issues
- Encourage and help eligible students and staff register to vote, get to the polls and vote
- Encourage non-eligible students to talk to family members and friends who can vote
- Track how many students voted and how many voted for the first time
- Submit a brief report to NELRC, due Nov 30, 2004.

We recommend that you devote at least five classes to VERA-related topics, but it is up to the program or individual teacher to decide on specific topics and how many sessions to do.

## WHAT KIND OF SUPPORT IS PROVIDED?

- Five copies of the March 2004 issue of *The Change Agent*, focused entirely on voting in the 2004 elections, for each class signed on to the campaign
- Workshops for teachers who want to maximize use of *The Change Agent* resource (see the website for times and places)
- Support from state task forces in New England set up to help coordinate campaigns and connect participants with partner organizations
- Web links to useful resources and organizations.

## WHAT DOES THE "VOTING IN THE 2004 ELECTIONS" ISSUE OF THE CHANGE AGENT CONTAIN?

This edition does not feature specific candidates for office, but it covers topics such as

- Why vote?, including examples of elections when a handful of votes mattered greatly
- Questions to ask and steps to take in picking the candidate that best represents you
- How to evaluate campaign ads and read election literature critically
- Historical perspectives on voting
- Student narratives of their experiences with voting
- Voting and young adults
- Sections on five hot issues in the presidential elections: jobs and the economy, health care, money and politics, security and civil liberties.

## WHO CAN JOIN AND HOW?

Any interested adult education program in New England can join. Individual teachers can also join VERA, but please check with your program director first.

Sign up online at <[www.nelrc.org/VERA](http://www.nelrc.org/VERA)> or, for a paper form, call the Massachusetts state contact, Carol Bower, at 978-738-7301, or Steve Reuys at the A.L.R.I., 617-782-8956 x14.

## WHY JOIN A REGIONAL EFFORT?

This is our opportunity to show that low-income people with limited education do vote and do pay attention to the actions of their elected officials. NELRC will use the programs' reports to compile state-specific and regional data on how many people voted and will prepare press releases that the state task forces will send to the local media. We recognize that collecting voter registration and turnout data on students is extra work for programs, and that the numbers will not be perfectly accurate. Yet, we hope that adult educators recognize that, by joining forces, we have the opportunity to show that adult literacy learners are a constituency that politicians should take note of.

## UMASS AMHERST OFFERS COURSE ON TEST CONSTRUCTION FOR ABE PRACTITIONERS

This summer, a three-credit graduate course, EDUC 591J Fundamentals of Test Construction, will be offered to Adult Basic Education Teachers and Administrators in Massachusetts through the University of Massachusetts Amherst School of Education. All participants who pass the course will receive three graduate credits at UMASS as well as 67.5 professional development points. And here's the really good news—it's free for all Massachusetts ABE Educators! The normal fee for this course is \$600 plus a \$35 registration fee, but due to a collaboration between the Center for Educational Assessment at UMASS and the Massachusetts Department of Education's Office of Adult and Community Learning Services, there will be no cost to the students. The course will run nine days from August 3 to 6 and August 9 to 13, from 10 a.m. to 3 p.m. each day. The course will be held at UMASS Amherst on August 3, 11, and 13. To accommodate students in central and eastern Massachusetts, the other six classes will be held at Quinsigamond Community College in Worcester. The content of the course is described below. To register, please contact Kelly Smiaroski at (413) 545-1184 or [kns@educ.umass.edu](mailto:kns@educ.umass.edu).

### FUNDAMENTALS OF TEST CONSTRUCTION COURSE DESCRIPTION:

This course is designed to teach students how to evaluate educational tests, how to construct educational tests using a variety of item formats, how to prepare students to take tests, and how to better understand test results for instructional purposes. Students will learn about the advantages and disadvantages of different assessment formats such as selected response items, performance assessments, and computer-based testing. Students will learn how to build quality tests aimed towards promoting valid score interpretation and will learn how to evaluate the use of a specific test for a specific purpose. Test construction is both art and science; both aspects will be stressed in this course. Upon successful completion of this course, students will know how to (a) develop tests, (b) choose among already existing tests for a specific purpose, (c) help prepare students to take tests, (d) use the results of standardized tests to help make decisions about students and educational systems, and (e) identify flaws in educational assessments. Instructors: Stephen G. Sireci, Ph.D.; April Zenisky, Ed.D.; Mercedes Valle, Ph.D.; Ronald K. Hambleton, Ph.D.; and Lisa A. Keller, Ed.D.

—Mercedes Valle

## FOR YOUR INFORMATION

### MASS. ADULT NATIVE LANGUAGE LITERACY NETWORK

The next meeting of the Massachusetts Adult Native Language Literacy Network will be Friday, July 16, 2004, from 10:00am to 12:00noon, at Quinsigamond Community College. The Network supports ABE programs in their development and delivery of native language literacy programming, provides a forum for dialogue about and promotion of best practices in NLL programming, offers important professional development opportunities for NLL program staff, and promotes understanding of and appreciation for the importance of NLL as an essential component in the transition to and through ESOL instruction. For more information, contact Julie Rapoport, MA DOE Native Language Literacy Network Convener, at 413-253-3730 or e-mail [<rapoport@crocker.com>](mailto:rapoport@crocker.com).

### WRITE ABOUT WRITING!

The Fall 2004 issue of *Field Notes* will feature a whopping 28 pages on writing and teaching writing, and we're looking for teachers and others in ABE to write on this topic of writing. You are encouraged to submit an idea of your own, but here are a few possibilities for topics: "ways in" to teaching writing in adult basic education, teaching writing in ESOL classes, teaching writing in GED classes, moving from narrative to expository prose, responding to student errors, using peer evaluations, writing across the curriculum, writers teaching writing, teaching mechanics, under-

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Please send all material for the newsletter to the editor, Steve Reuys, at the A.L.R.I. (E-mail address: [steve@alri.org](mailto:steve@alri.org); regular mail address: see last page of this issue. If sending by regular mail, please include, if possible, a computer disk (Mac or PC) with material saved as a "text only" document.) For more information or for permission to reprint articles, please call Steve at 617-782-8956 x14. Complete issues of this newsletter published since March, 1998, can be found in PDF format in the "Publications" section of our web page at: [<http://www.alri.org>](http://www.alri.org).

## FOR YOUR INFORMATION

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standing the composing process, connecting the spoken and written word, teaching poetry. We would also like to publish samples of student writing, as well. Please contact Lenore Balliro at <lballiro@worlded.org> if you would like to submit an article. The deadline for submissions is June 30.

**MCAE SISSY GAUDET MEMORIAL SCHOLARSHIP**

Harcourt, Inc. parent company of Steck Vaughn Publishers, has created a memorial scholarship to honor the late Sissy Gaudet. Sissy was an employee of Steck Vaughn and a friend of the adult literacy field in Massachusetts for many years. Generous donations from Harcourt, Steck Vaughn, and many in the field have given the Massachusetts Coalition for Adult Literacy the opportunity to offer the MCAE Sissy Gaudet Memorial Scholarship to graduates of Massachusetts GED programs. With the assistance of Steck Vaughn, the scholarship fund is being administered and offered through MCAE. This year awards totalling up to \$1,000 will be given to one or more adult learners who are enrolling in post-secondary programs, including community colleges, four-year colleges, or certificate training programs. Anyone interested in applying for this scholarship (or in making a donation toward it) should contact the MCAE office at <office@mcae.net> or 413-774-6455.

**SECOND LANGUAGE ACQUISITION RESOURCES**

The National Center for ESL Literacy Education (NCLE) has created a new online resource collection on second language acquisition. ESOL teachers and others who are working with adults learning to speak English can find this collection at <<http://www.cal.org/ncle/ResSLA.htm>>.

**ENCOURAGING VOTER PARTICIPATION**

During this election year, Boston community organizer Ron Bell, the founder and president of Dunk the Vote, is

touring the U.S., helping groups do voter registration and education in their areas. Bell's UC2 (You Count Too) campaign creates partnerships from the universities to the street corners to help people from under-resourced areas participate in the electoral process. Since 1992, Dunk the Vote has registered more than 25,000 voters in Massachusetts. UC2 is a unique opportunity to bring various groups together with the local community to celebrate American democracy. To bring the UC2 campaign to your organization, contact Ron Bell at 617-233-4238 or e-mail <[UC2tour@aol.com](mailto:UC2tour@aol.com)>.

**FINDING SOCIAL SERVICES**

The Massachusetts Executive Office of Health and Human Services operates a website that may be of use to counselors and others trying to help adults find information about services such as housing, food, financial assistance, child care, etc. You can find this site at <<http://170.63.99.52/RLocator/>>.

**TEACHING ABOUT IMMIGRATION**

The Immigrant Learning Center in Malden is sponsoring a series of free forums on Teaching Immigration Across the Curriculum, intended for K-12 and community-based adult educators. Dates and topics are: June 30 Teaching the History of Immigration; July 14 Facilitating Debate in Your Classroom on the Benefits and Burdens of Immigration; July 21 Metaphors for Immigration: Melting Pot, Salad Bowl, or Something Else?; and July 28 Conducting Community Research Projects. Each session runs from 9:00am to 12:30pm and will include an overview of the topic, information resources, teaching ideas and guided lesson planning, and connections to the Curriculum Frameworks. Presenters will be drawn from the Massachusetts Office for Refugees and Immigrants, UMass faculty, and teachers from the field. PDPs are available. If you have questions, contact Marcia Hohn, and to register, contact Louise Fassett, each at 781-322-9777.

## JOIN THE **ABEBOSTON** LISTSERV

The ABEBoston listserv allows ABE practitioners and programs in the Boston region to get information out to one another and to receive information about events, job postings, and other items relevant to practitioners in this area. We hope you've already signed up, but if not we encourage you to do so now. To join the list, go to: <<http://lists.literacytent.org/mailman/listinfo/abeboston>>, or send an e-mail to <[akira@alri.org](mailto:akira@alri.org)>, saying you want to join the list.

## RECOMMENDED READING



**COLD MOUNTAIN, BY CHARLES FRAZIER (VINTAGE CONTEMPORARIES, 1998)**

If you haven't seen the movie yet, don't and read the book first instead. I haven't seen the movie either, but, as everybody knows, books are usually better than their filmed

versions, even when Renee Zellweger, one of my favorite actresses, is in the movie.

Cold Mountain is an excellent book to take to the beach or to your favorite summer reading spot. It's got drama, suspense, colorful characters, love, and yes, even violence, which is probably the reason why it was made into a movie so quickly. But it's also well written, not bad for a first time author, except for the ending, which seems amateurish. But I'm getting ahead of myself here.

The story takes place at the time of the Civil War, mostly in a little hamlet of the Blue Ridge Mountains of West Virginia. That's where Inman, the book's hero, hails from and it's where he aims to walk to, even if it kills him. As a deserter of the Confederate Army, he has been fighting for the four years of the war and has seen as much of the violence and deprivation of war as any soul could take. Inman's own soul is barely surviving, and one of the more interesting parts of the narrative is the way the author paints the picture of the soldier deeply scarred by what he has done and seen, forever tortured in his mind by the terrible experience of a brutalizing war. These are universal and, unfortunately, seemingly timeless themes, considering our present war and the horrible images we've witnessed recently.

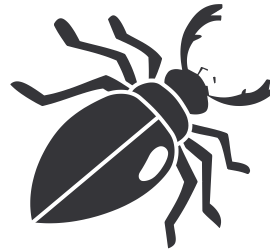
Inman is not only disillusioned with the war, but also wants to get back to his sweetheart, Ada, a former city belle, who had settled in the little town with her father, a preacher. Ada is not only worldly from having lived in Charleston; she is also highly educated for a girl of that time, which might explain her unorthodox behaviors. Actually, Ada's character seems an unlikely one, but, no matter, it works, and it is certainly fun to read about an independent young woman in those repressive times.

Ruby, another memorable character, also seems unrealistic but Charles Frazier draws her in such a way that she is not also believable but funny. I can see why Renee Zellweger was cast in that role. Where Charles Frazier is less successful, in my view, is in his portrayal of the Southern Blacks. First of all, there aren't many, which seems already unbelievable, given the time and place, and the few that do appear are not drawn to the level of detail that most other characters are, even the minor ones. Perhaps this oversight is to reinforce the main thrust of the novel, which is that many innocent white poor people got caught up in an

insane war concocted by the powerful and the few. I don't think history bears this out but Frazier succeeds in creating sympathetic characters to carry his message.

I already gave away that the ending is disappointing, but don't let that stop you from reading this book. Once you start, you won't be able to stop anyway, and the ending is only bad because of an inexperienced writer. Hey, I bet you could do much better. I know I could, but that's only because somebody else, with talent, wrote the other 448 pages.

—*Maria Elena Gonzalez*



**HARRIET TUBMAN: THE LIFE AND THE LIFE STORIES, BY JEAN M. HUMEZ (UNIVERSITY OF WISCONSIN PRESS, 2003)**

Two local connections: In 1905 Harriet Tubman, nearing the end of her long life, journeyed from her home in New York State to Boston for an event connected to the

opening of a settlement house in this city that bore her name and that still exists (in new quarters, of course) in the South End. In 2003, Jean M. Humez, a professor of women's studies at the University of Massachusetts Boston, published this book on the life of Harriet Tubman, seeking to make this quasi-mythical figure in American history into a real person who showed extraordinary bravery in the cause of emancipation.

In the first part of the book, Humez provides a well-crafted telling of Tubman's life, from her upbringing as a slave in Maryland through her escape to the North, her frequent trips back to Maryland to guide other slaves (many of them family members) to freedom (usually in Canada), her service to the North during the Civil War on the Sea Islands off the coast of South Carolina, and her long life after the war in Auburn, New York, up to her death in 1913. The book's second part is a study in the creation of autobiography; Humez discusses the ways in which Tubman, who could neither read nor write, in effect created her own autobiography through the stories of her life that she told at public meetings and in private to other individuals, including three white abolitionists who at different times published books presenting her life and her considerable achievements. The third and fourth sections constitute collections of many of these stories, along with excerpts from various documents written by others that reference Tubman in some way.

The first two sections in particular are fascinating, both in the information they convey about Tubman's life and in the discussion of the issues involved in her creation and our interpretation of her autobiography. In reading this book, I realized how little I actually knew about Harriet Tubman and was very pleased to learn more specifics about her role as a "conductor" on the Underground Railroad, her active

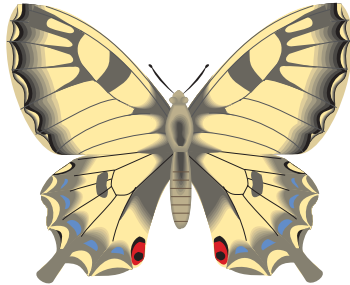
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## RECOMMENDED READING

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involvement in the Civil War, and her long life after the war.

—*Steve Reuys*



**THE NAMESAKE, BY JHUMPA LAHIRI (HOUGHTON MIFFLIN, 2003)**

Several years ago, Jhumpa Lahiri published her first book, a collection of short stories called *Interpreter of Maladies*, which won a Pulitzer Prize. Now she has written a novel, *The Namesake*, that explores similar themes and is an equally brilliant piece of work. Lahiri is of Indian descent; although the book cover doesn't say where she was born, I suspect that, like the characters in her books, she herself emigrated from India to the U.S. *The Namesake* explores the tensions in the lives of immigrants (in this case, Indian immigrants) and their children, born in the U.S. but raised in two different cultures. The focus of this book is Gogol Ganguli, named for one of his father's favorite authors, one of whose books plays a role in saving the father's life in a train wreck in India prior to his emigrating to the U.S. After moving to Massachusetts to attend MIT, Ashoke Ganguli is married to Ashima in a traditional arranged marriage back in India. The couple settles first in Cambridge, where their son Gogol is born, before Ashoke gets a university teaching job near Boston, and the family moves to an unnamed suburb. The novel then largely follows Gogol's life, through school and college, his emerging career as an architect, love affairs, marriage, divorce, and family loss, all the while exploring the tensions he feels as an American born to Bengali parents.

Lahiri is a marvelous writer; her prose is elegant, though never ostentatious. The story is told mostly, though not entirely, from Gogol's perspective, and we see him wrestling with issues of identity and culture, as he deals with his Bengali parents, relatives back in Calcutta, other Bengali immigrants to the U.S., and, of course, a wide range of non-Indians here in this country. Lahiri employs an interesting narrative approach, moving through Gogol's life much as a stone skipped on the surface of a pond touches down at various points and then jumps on. Often, we experience a particular period in his life and then fly ahead to re-enter his life at some point in the future, learning of events—sometimes even major ones—in hindsight. The effect could be jarring, but in Lahiri's hands it's not; instead it's engaging—more like catching up with an old friend and hearing what's been happening since the last time you've talked.

Lahiri's exploration of the immigrant experience is never forced. The issues and questions emerge naturally from the lives and thoughts of the characters. To some extent the

Gangulis represent all immigrants, and their issues and concerns represent those of all who have come from elsewhere to live in the U.S. On the other hand, they are specifically Bengali, from India, and the details of their culture and their experiences in their home country are, of course, very particular to that group of newcomers.

—*Steve Reuys*



**IS THIS ENGLISH?, BY BOB FECHO (TEACHERS COLLEGE PRESS, 2004)**

Though now a professor at the University of Georgia, Bob Fecho was for twenty years a middle- and high-school English teacher in the Philadelphia school system. He used a "critical inquiry" approach in which students worked on their own, together with other students, and with his guidance as teacher to research and investigate a variety of relevant issues and questions, thus engaging and developing their literacy abilities as readers, writers, and critical thinkers. As a white teacher working in North Philadelphia with classes composed of African American and Caribbean American children, Fecho did not shy away from and indeed encouraged the students to explore important issues related to race, culture, language, and identity, sometimes in the face of opposition from school colleagues, parents, and the children themselves. Fecho says he was largely inspired in his teaching by the work of three other educators, the very-well-known Paulo Freire, the fairly-well-known Lisa Delpit, and the less-well-known Louise Rosenblatt, whom Fecho finds important for her views of reading as a "transaction" between reader and text through which meaning is constructed.

As a volume in the Practitioner Inquiry series published by Teachers College Press at Columbia, this book is not a memoir of Fecho's time as a teacher (though he does include bits of narrative—possibly excerpts from a journal—as lead-ins to his chapters). Instead, he uses this book to investigate and reflect upon his teaching and upon the critical inquiry approach that he uses. The book is thus a great example of "practitioner inquiry," in which teachers actively examine and reflect upon their own teaching as a crucial means of professional development. As an educator involved in staff development (who's afraid he's seeing much of the creative energy in education drowned in the tidal wave of standardized high-stakes testing), I was encouraged by Fecho's adherence to both critical inquiry for his students and practitioner inquiry for himself as teacher and, indeed, by the congruence between the two. This book could serve as inspiration and encouragement to teachers who may be interested in using both critical inquiry and practitioner inquiry in their work as means of empowering both students and teachers.

—*Steve Reuys*

## DVDs AND CDs IN THE GREATER BOSTON SABES/ A.L.R.I. LIBRARY

by *Sandra Darling*

Africans in America. DVD. PBS. The struggle of African people in America from the 1600s to the American Civil War. (On order)

America Beyond the Color Line. DVD. PBS. Henry Louis Gates Jr. travels across the US, visiting black America at the start of the 21st century. (On order)

The Caedmon Poetry Collection: A Century of Poets Reading Their Work. Harper Collins Publishers, Inc. 2000. Captured Wisdom CD-ROM Library. North Central Regional Educational Laboratory. 2000.

Career Enhancement. DVD. PBS. Expert advice on interviewing, public speaking and getting that job. (On order)

Children's Stories from Africa. DVD. PBS. African fables are illustrated with songs and dancing. (On order)

Citizen King (American Experience). DVD. PBS. The story of Martin Luther King Jr. from the August 1963 march to his death in Memphis five years later. (On order)

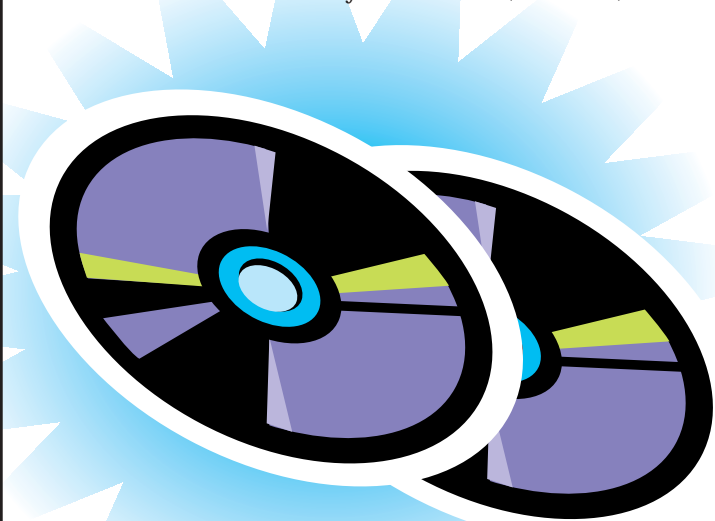
Citizenship: Ready for the Interview and Citizenship: Passing the Test. CDs. Preparation exercises for the naturalization interview and information on US history and government connected to the U.S. citizenship test. 2002.

PBS. An award winning presentation of James Baldwin's novel of three generations of an African American family. (On order)

Muslims (Frontline). DVD. Independent Production Fund. 2002. Kit includes the printout from the PBS online teacher's guide.

Quick Work: A Short Course in Business English. (Elementary) CD. Oxford University Press. 2002. Practical communication needs of business students; focuses on making presentations, problem solving and listening skills. Kit includes text.

Real Justice (Frontline). DVD. PBS. Behind the scenes at Boston's Suffolk County DA's office. (On order)



The Secret Life of the Brain. DVD. PBS. Three-disc series on the human body's most complicated organ and related discoveries in neuroscience in the last decade.

STAPLES (Supplementary Training for Practitioners in Literacy Education) vol. 2: Unlocking the Mystique of Teaching Reading and Writing. Literacy Coordinators of Alberta. 1998.

Statue of Liberty. DVD. PBS. A Ken Burns program on the history of the Statue of Liberty and the place it holds in the hearts of Americans. (On order)

Tech Talk. (Elementary). DVD. Oxford University Press. 2003. Kit includes student and teacher books.

To Kill a Mockingbird. DVD. Universal. 1962/1998. Directed by Robert Mulligan.

What I Want My Words To Do for You. DVD. PBS. A writing workshop at Bedford Hills Correctional Facility for New York. (On order)

Workplace Essential Skills. CD-ROM. KET. A collection of video clips from the PBS Literacy Link series.

Daughter from Danang. (American Experience) DVD. PBS. At the end of the Vietnam War, Mai Thi Kim sent her 7-year-old Amerasian daughter to America to be adopted. Twenty years later they are reunited but with a gulf of misunderstandings and tension. (On order)

Glory. DVD. Columbia Tristar. 1989. Directed by Edward Zwick.

Go Tell It On the Mountain. (American Playhouse) DVD.

*For more information on any of these materials, please contact Sandra Darling, A.L.R.I. Librarian, at 617-782-8956 x19 or e-mail <sandra@alri.org>.*

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