

**Adult
Literacy
Resource
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all write news

CLASS EVALUATIONS PROMOTE STUDENT ATTENDANCE AND RETENTION

by Gloria Dove

[This piece was originally written as a report on research conducted as part of a teacher workgroup exploring the issues of student retention and persistence. At that time Gloria was an ABE/GED teacher at SCALE; today she is teaching ESOL at Winchester High School.—Ed.]

I had been teaching ABE and GED writing classes at SCALE in Somerville for quite a few years. Student attendance and spirits were always high in September through November, but immediately after Thanksgiving break there has usually been a dramatic drop in attendance that lasts into the spring. There have been months at a time when periodically two students out of sixteen attend class. Some students have poor attendance; others leave the program for various reasons. This drop in attendance and retention also affects the other students who experience a decrease in enthusiasm and motivation. This demoralization has a snowball effect; it becomes contagious! Low level attendance and retention, and the concomitant effect on the motivation of the remaining students, is a problem that the staff at SCALE have been grappling with for years. We have wondered: If objective conditions in students' lives allowed them to keep up attendance, what could we as teachers do to maintain the September sense of excitement and possibility?

I have always used an evaluation form filled out by students at the end of the school year in June. My purpose has been to engender comments in order to improve my course the following year. Given my concern with attendance and retention, I wondered about using the evaluation form in a different context. My research question became: What would happen if I used evaluation forms during the school year, rather than solely at the end? My plan was to use the written evaluation and follow-up discussion as a means of motivating the students. My hope was that this process would positively affect attendance and motivation throughout the year and particu-

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WHAT ASSUMPTIONS ARE YOU MAKING?

by Lenore Balliro

We make assumptions every minute of the day without thinking about them or making them explicit. We have to. We assume that we'll get up, go to work, and follow a certain routine. We assume that we can turn on the tap and get a glass of water, pick up the phone and call a loved one, turn on our computer and get hooked up to the universe. Of course, there are times (like September 11) when our assumptions are drastically shaken, but on a day-to-day basis we operate from certain givens. If we questioned all of these assumptions all the time we'd go nuts; we couldn't go about our daily business of work or fun.

When we teach we also make assumptions. We assume things about our students and about our teaching. Some of these unexamined assumptions can get in the way of successful teaching and learning. Part of good teaching means identifying our assumptions and questioning them from time to time.

The other day I was reminded of this need to question assumptions about teaching. I was working with my daughter on her second grade math homework. Their math group was studying the concept that you could get

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

Class Evaluations

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Evaluation Questions

1. What aspects of this class are most helpful to you?
2. What changes or additions would you recommend for our class?
3. What do you hope we work on over the next few weeks?
4. It's often difficult for adult students to stay in school. What things are of most help to you?
5. What are the three major things that would significantly improve your ability to succeed at SCALE?
6. What changes would you like to see in the SCALE program overall?
7. Which of the above questions most helped you think seriously about your experience in this class and SCALE?

larly during the holiday season starting with Thanksgiving.

For this study, I chose the GED writing class. We met from 10:30 to 12:00 on Tuesday and Thursday. Our focus was on both areas of the GED writing test—grammar and the 200-word essay. The goal was for students to pass this test and improve their writing skills in general. Before Thanksgiving, students filled out the evaluation form (see box) and participated in a discussion about the problem of attendance and motivation after the holidays. We repeated this process in March. I kept careful attendance records from November through March. Students and I talked to or called those who were absent. I interviewed and kept a record of those who left and the reasons why.

Our initial discussion had two parts. The first part focused on their likes, needs and solutions. The second part was a discussion of what we could do to keep up attendance levels. For example, students said that addressing spelling was a need. I said that there was little time to do so. We came up with a plan: Using the GED list of most often misspelled words, I pretested ten words at a time. They self-corrected and studied. One week later, we had a posttest. In between, we simply looked at those words that were most troublesome, which took about three minutes. The unanimous reaction of students was that this has been a success.

Later, in March, students wrote and then discussed and amended their answers to the following questions: 1) What effect did the November evaluation and discussion have on your attendance and motivation and on the class in general? 2) What more could teachers and SCALE do to keep students motivated and coming to class?

The results of using this evaluation/discussion process were encouraging. Attendance showed a marked improvement as compared to previous years, when attendance during this same period was often below 50% and even 25%.

Average attendance for each month was as follows: November 77%; December 65%; January 72%; February 82%; March 82%. Out of a total 37 class days, there were only two days during the entire period when attendance was below 50%. There were fifteen days when attendance was over 80% and 23 days over 70%. Of the fourteen students who left the program, five graduated, four had personal problems, three transferred to the Adult Diploma Progra, one moved out of state, and one got a day job.

There was a dip in attendance during the November through December holiday period; however, the decrease is minor when compared to previous years and when taking into consideration an increase shown in student responsibility during this period, as students called or let me know about absences and problems.

In late November, two teachers commented that they had overheard students discussing the evaluation process and how they intended to keep themselves in class. At the beginning of each class, I noticed students taking careful note of attendance. They took it upon themselves to leave notes and to let me know when they had appointments. They also questioned students who had been absent. Some called the absent students or requested that I do it. I always thanked those who called or left notes so as to reinforce responsibility and commitment. In addition, my attitude didn't take on its usual slump. Previously, I had often felt somewhat frustrated and ineffective as the class decreased in size and lost momentum.

Motivation and attendance seem to have been affected by students becoming active participants in the program. There appears to be a more widespread student attitude that what they do and decide is important to the teachers, other students and the school. There has been a stronger sense of personal responsibility and community. In the beginning of my research, I had anticipated that merely using the evaluation and discussion before the holidays would affect attendance and motivation. However, I now suspect that the real source of improvement stemmed from the increased student involvement and continuing discussions and strategizing around issues of attendance, retention, and motivation.

Drawing on what I've learned from this study, I'm planning to continue the use of evaluations during the school year. Given the amount of student movement we experience in our program, using the evaluation once or twice might only reach a small percent of students during the year. Therefore, I also plan to have each student fill out the forms after being in the program three to four weeks. I'm also planning to start the year with a discussion of goals, needs, dreams, impediments, etc. The November and spring discussions will then be follow-ups to this. Finally, I have wondered whether in the future I should have the counselor distribute and collect the evaluations and possibly run discussions. Would students feel freer to express themselves honestly? I think not, since I believe much of the benefit of this process came from the development of a group sense of purpose.

What Assumptions Are You Making?

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to the same answer in different ways. In this case, they were focusing on money. On their worksheets, they were asked to create a total of, say, 50 cents, by using combinations of various coins. So, two quarters, or five dimes, or two nickels and four dimes, or four nickels and three dimes, and so on. The next task asked them to identify different combinations of coins that would equal 75 cents, and so on. You get the picture.

My daughter completed her assignment with ease and speed. (And I was grateful that at this stage in her math schoolwork, I have the math skills to check her work!) But I was curious about what she learned. There wasn't any place on the math homework that described the purpose of the activity. It seemed obvious: you can make a total of X by using many different combinations of coins. But I wanted to hear what she thought. So I asked my daughter, "What do you think this math homework was trying to teach you?"

She paused for a minute and then said, "They were telling you that you should use the least number of coins you can. So, like, if you are going on the subway, use 2 quarters instead of all those nickels and dimes."

I was surprised at her answer, because I knew she was well aware that you could get to X by a variety of combinations. Starting in kindergarten, they practiced ways to write or illustrate the concept of 100 in as many ways as they possibly could. In first and second grade their investigation of numbers became more sophisticated to expand and reinforce this concept. And now they were applying the same principle to money.

"Oh," I said, "but what if you were saving your quarters for meters and wanted to use your other coins for the subway or bus?"

"I don't know," she said, "I guess that's OK."

"I think the homework was about the idea that you can get to the same total amount by using different combinations of coins," I said.

"Oh," she said. "I knew that, but I thought the homework was about something else."

Now, I don't know how the teacher framed the homework, or how she analyzed it with the kids afterward. But what this incident showed me is that sometimes we assume that because things seem so obvious to us, the same must be true of our students—that somehow they will make that leap and "get" the learning principle involved without the need for an explicit explanation of the principle. I think that if we neglect to name the principle explicitly, we are losing valuable opportunities to make the connection between something concrete and something abstract.

I remember lots of lost opportunities in my own teaching, and in my work as a staff development facilitator. I know I assigned many creative, engaging activities in class, but I wish I had learned earlier to stop after or before each of the activities and ask: Why do you think we are doing this? How

can you apply this in your life (or to your teaching?) While some students will make that connection inductively, others will not; they need the teacher to make the connection between activity and principle clear.

For example, say you are working with students in a math class on ways to solve problems. In one class, you use a pie chart to help you frame a word problem visually. The students are able to solve the problem. You assume that because they solved that problem, they understand that the use of a visual like a pie chart or a graph is a good way to solve a similar problem. Can you always assume that students will make this connection? How can you make it explicit and reinforce it?

How much more powerful each lesson would be if we took a few minutes to check if and how students are "getting" what we are teaching rather than relying on our assumptions that they are understanding things the way we intend. Even if their understanding diverges from our intentions, how much we can learn from listening to their reflections. I wish now I had asked my daughter, for example, why she thought her homework was teaching her to use the least number of coins. It would have revealed something about her thinking.

Since I see her all the time, I can always go back and do that. But I can't go back and fill in the missed opportunities I had to question my assumptions about what students (or teachers) were "getting."

* * * * *

Lenore Balliro, the editor of Field Notes, has worked in adult basic education for about 18 years. She can be reached at <lbaliro2000@yahoo.com>.

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THE LEARNING EXPERIENCES OF STUDENTS AND TEACHERS

[At a session of our most recent "Orientation for New Adult Education Staff," participants discussed the report from NCSALL that focuses on the factors which can help support student persistence in attending class and also heard from a couple of guests—two current/former ABE students, who spoke about their own experiences as learners. Participants were asked to write their responses, and here are portions of what a few of them had to say.—Ed.]



One of the students discussed in the NCSALL report had ambitions to become more than just a laborer, and the rut of dead end jobs prompted him to return to school. He was motivated to stay because his family and friends were very supportive. I think the saying "encouragement is half a man's pay"

worked in his case. The fact that the learning center let him work at his own pace and also encouraged him and other students to play a major role in implementing programs for their benefit and to have a say in how the school operates also played a big part in encouraging him to stick with the program. Being a peer leader and helping to share information with fellow students were also incentives to remain in the program. The disappointment of his children if he was to quit was strong encouragement for him never to quit.

My student who I would parallel with this case is not motivated to attend because of the job situation, but rather because of the situation at home where he is the only member of his family who does not speak, read and write English well, and in his eyes he feels he loses control as a father. His male and/or fatherly pride motivates him to attend class regularly, because he does not want to feel like the outsider who only feels included as the head of the household when he speaks Creole.

—Gloria Riley, Perkins Community Center



Our adult learners in the Literacy Program at the Jewish Vocational Service (JVS) are juggling jobs, family responsibilities, and acculturation with language learning—a formidable task. Our teachers are likewise juggling their professional and personal responsibilities.

One of the impressive factors in the academic success of the female adult learner [we heard from] was the incredible devotion and unlimited support of the staff at her school.

At JVS our teachers and bilingual counselor are also committed to our students' success. The relationships between the students in the class and in the program as a whole are equally important. The students really listen to each other and share in each other's good times and bad. When one student expressed an interest in becoming a fireman, another student found an article in her Chinese newspaper and brought in the information for her Latino classmate. Students literally applaud each other's successes and encourage their peers as they engage and struggle to become more fluent in English. In the computer room, more advanced students help the less advanced. In our program-wide health unit last year, the upper level students made presentations and translated for their lower level peers.

Volunteers have also given a lot of support to individual students and the program as a whole. In the future I would like to see more one-on-one support by volunteers or peer buddies. I would also like to see more time allotted to staff sharing and reflection.

—Jane Ravid, Jewish Vocational Service



The experiences of the two visitors and two of the students in my communication skills ABE class will serve as examples of motivating and impeding energy. The visitors—as do all adult learners—had to overcome inertia. One of them is now a known, liked, and respected Spanish radio

talk host. But I infer that his world when first in the U.S. was a construction world, a world of more physical than academic competition, a world less supportive of personal growth in the English speaking culture. I recall working as a cabbie myself. Had I expressed to other drivers goals of mine which challenged the acceptability of being a cabbie, I'd have been at least verbally roughed up. Our guest experienced, I believe, this critical atmosphere in his construction trade. But he had the desire to achieve, to use his talents more creatively. He had had a positive experience in schooling in Guatemala. So his movement was sparked by his rekindled desires to learn and previous successes. He was aware of the danger of fear of growth which possessed workers in construction. But having moved to another industry, he felt support from the radio world, and he certainly appreciated his growth as a voice of his community. He was able to see the opportunities and move to them and away from negative influences.

Our other student visitor tells a story very different in detail, but in kind the same. That is, an awareness of how to move with the current of her life and avoid the eddies and backwards forces that bring many to immobility. She had had a childhood with a non-supportive family. For that reason, perhaps, her early and secondary schooling was

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Learning Experiences

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unmotivated and erratic. She had no self-esteem. In her twenties, though struggling through a broken relationship and sometimes supporting her child, she came into the aura of a positive, inspiring, supportive counselor. She returned to school, she progressed, she achieved an award and recognition. This forward movement has lit her flame of growth. She, too, has been conscious of the forces around her who have nourished and inspired. And, as well, conscious of those, unfortunately, her family, who in fact were destructive to her.

Both our visitor adult learners developed a perception of their necessary path using positive contacts. It is this awareness of support and impediment which surrounds us that I hope to bring to my two students. Each, though a native speaker of English, is caught in a work world of "Hey, man, you taking 'communication skills'? What, you dumb or somethin'? Didn't ya do that in school? Com'on, wha's it? Readin', writin', rithmetic?" With modest elation they have told me of their discoveries in the few classes they've attended. But that has not been enough for them to challenge their peers and those voices, not enough to bring them back, for them to hear their own voices, the voices of discovery.

—Wattie Taylor, *SEIU Worker Education Program*



The area of support that I believe leads to successful persistence in adult learning is the area of self-efficacy. Strong self-efficacy support allows for the other three support areas—awareness/management of positive and negative forces, goal establishment, and goal progress—to flourish.

Reflecting on my personal learning experiences, much of what I believed to be so about learning had to be reconsidered and eventually discarded. In order to do that, I had to be shown how to confront the fear and shame that permeated my earlier education. These emotions paralyzed me for many years, causing lengthy delays in my college completion. These feelings also ran rampant in other areas of my life, which made goal-setting excruciating. The mere thought of failure was more than I could endure. Needless to say, my persistence in accomplishing anything worthwhile was short-lived. I could not focus on the tasks at hand because I automatically anticipated that they were beyond my comprehension. The more I was coached to challenge this ingrained perception, the more I understood the rationale that underlined this damaging and false idea. The rationale was that of a scared kid who was bullied by her educators to accept that there were only right answers and wrong answers, and, of course, the teacher had the right

answers. When my answers and the thinking behind them did not conform to this formula, they were declared just plain wrong. Eventually, I interpreted that feedback to mean that I was wrong, which got further interpreted as there must be something wrong with me. Ironically, even to this day those feelings and ideas resurface.

As I listened to our female visitor speak to our class, I empathized with her tormented educational and personal journey and admired her courage to face such overwhelming feelings of inadequacy. I could also relate to her thirst for knowledge and the elation she felt when doors of opportunity began to open. I now wish I could have worked with a mentor like her when I decided to go back to school, because I would not have felt so alone for so many years. If there is one sure predicament that results from long-standing fear and shame, it is surely isolation. Our visitor was someone who broke free from its grip. She was able to find people who could help her establish goals, how to break them down into manageable parts, and how to rejoice in the completion of each task.

As an adult educator, I envision establishing mentorship programs consisting of previous adult program participants. I would work with the instructor during curriculum development in the hope of forming groups that include the current adult learners and one program graduate as a mentor. With the instructor's permission, the mentor would convey both the positive and negative experiences she encountered while attempting tasks as an adult learner. Both the mentor and the instructor would break a task down so that each student would deal with just one component. The task would be one that could be completed within the class timeframe. My experience has shown that anxiety levels are greatly reduced when the adult learner's initial tasks are accomplished in class and represent a part of a larger group project. Initial course work that requires outside focus can be counterproductive. Many may argue that this position is just unrealistic in the "real world." Certainly over a long period of time this approach would prove to be unrealistic. However, many adult learners, especially women, tend to think that we are responsible for the outcome of just about everything. This mindset quickly produces overwhelming feelings that remind us of everything else in our lives that feels overwhelming. Our knee-jerk reaction is to eliminate any task that is non-essential. Often our own educational advancement ends up in that category, and we retreat even before we really get started. This is where the group, the mentor and the instructor can be very effective in our support and retention in the program. We start small and collaborate as a group on how we can maintain focus in light of our other responsibilities. I have experienced that as adult learners continue to forge an identify with the group, the stronger our confidence becomes in completing tasks outside the group in environments that are, more often than not, unsupportive.

—Brianna McCarthy, *Paulist Center Adult Education*

FOR YOUR INFORMATION

State Budget/Revenue Materials Available

MCAE (the Massachusetts Coalition for Adult Education), working together with SABES, has made available some useful classroom materials dealing with the state budget situation. These materials were originally developed by United for a Fair Economy and were adapted for use in adult basic education by Deborah Schwartz, Andy Nash, and Sally Waldron. *The Massachusetts Budget Crisis: Who Hurts? Who Pays?* is available at <<http://www.sabes.org/resources/fy03budgetguide.htm>>. The necessary companion piece is UFE's *Participant Handout Packet*, which has also been posted on the SABES site at <<http://www.sabes.org/resources/ufecrisischarts.pdf>>. These materials provide teachers and learners with resources to help them explore and understand the current state budget crisis. They also look at two specific revenue-generating proposals—closing the capital gains loophole and freezing the state income tax rollback. MCAE has not endorsed either of these proposals, but program staff and students are encouraged to let their legislators know how they feel about any of these (or other) revenue-generating proposals.

Olympics Computers Being Donated

Wondering what happens to all that computer equipment that supported the Winter Olympics? Gateway is donating up to 4,500 of these computers to nonprofit agencies. Priority goes to schools and community centers whose programs help improve access to technology for traditionally underserved communities. Complete an application online before July 31, 2002. For the application and additional details see <<http://www.gateway.com/olympics/donations.shtml>>.

Immigrant Workers Rights

The Immigrant Worker Outreach Project was created by Massachusetts Attorney General Tom Reilly to help protect the state's working immigrants from abuse in the workplace and to ensure fair competition. The project has three initiatives. The first is to conduct educational outreach to immigrants and advocates about Massachusetts workplace law. Second, the Attorney General has prioritized cases involving victimized immigrant employees. Lastly, the translation initiative ensures that immigrants will have access to information in their native languages. The office has had informational materials translated into several languages and has increased its multilingual staff.

In addition to prosecution of employers who violate the law, outreach and education are inseparable methods of law enforcement, and the project has been effective in presenting workshops to ESOL, citizenship, and job training classes. Many of the Attorney General's office's most successful cases have resulted from these outreach presentations. Presenting in a setting familiar to immigrants helps our office build trust

between law enforcement and immigrant communities, and ESOL teachers are essential to the success of this project. I encourage you to contact me at 617-727-2200 x3287 or <jill.markowitz@ago.state.ma.us> to find out more about the project and to schedule a Workers' Rights presentation for your classes.

—Jill Markowitz, Director,
Immigrant Worker Outreach Project

ESOL Mini-Grants Available

ESOL teachers and others can apply to receive one of five national mini-grants sponsored by NIFL/LINCS to support the development of ESOL curriculum for inclusion on the ESL Special Collection website. For more information and an application, go to that website at <www.literacynet.org/esl>.

Field Notes Issues Available

Copies of certain back issues of *Field Notes* are still available. You can request single copies for yourself or you can get multiple copies to use in workshops, to add to information packets for teachers, or to add to your resource collections. Issues available deal with the following topics: Youth in ABE; Program Management/September 11; Summer Reading; Assessment; Math in ABE; and Open Issue (varied topics). To get copies, send your name and mailing address, along with how many copies of which issues you would like, to: Heather Brack, World Education, 44 Farnsworth St., Boston MA 02210.

Whatcha' Readin'?



For the past several years, the July issue of this newsletter has featured brief reviews of books (many, but not all, related to adult basic education) that staff here at the

A.L.R.I. (and sometimes

others) have wanted to recommend to our colleagues in the field. This year, we'd like to issue an invitation to all our friends to be part of our Summer Reading issue by submitting a brief review of a book that you'd especially like to recommend to other newsletter readers. Submissions should be roughly 500 words or less in length and are due in by June 7 at the latest. Please send your review via e-mail (either copied into the text of your message or as a Word attachment) to Steve Reus at <steve@alri.org>. If you have any questions about this, call Steve at 617-782-8956 x14. Thanks!

STUDENT WRITING

by Maritza Rodriguez

[On occasion the A.L.R.I. receives pieces of writing by adult learners for publication in this newsletter. We are pleased to include in this issue a selection of poems by Maritza Rodriguez, a student at El Centro del Cardenal in Boston. Our thanks to Maritza and also to Kathleen Sumera, her teacher at El Centro, for sending them to us.—Ed.]

The Forgotten

Looking through my books,
I found a reminder of you one day,
and I thought you were old,
and that I didn't love you anymore.

I looked, looked, and looked,
but I didn't find you,
because in going after him,
my desire for you left me.

Wandering the streets,
your silence followed me,
but this was inevitable,
because I didn't love you anymore.

How sad is the blue sky,
when the clouds are hiding.
But even sadder is my life,
in not loving you anymore.

Deeply

How can I try to express words
that I have been feeling for long, long days?
I lose my thoughts.

All the time I see your face
embracing my dream.
I like to look into your eyes and see a new world,
because my soul and the essence of my heart
tremble.
I like the truth to be born,
and the meaning of fantasy created for the future
of an untouchable night.
My hope and the judgment of your life bring the untouch-
able...
your magic.
My illusion isn't rushed.

A force makes my body shiver.
My feelings, with tenderness, divine something...
a goal that submerges my loneliness and ends the ache.
I bring to myself a beautiful and splendid reality.

Your lover

Everything I Love

I love the night and the day.
I love the sunset, although I feel sad,
because sometimes the day is stolen from me,
and the wonderful things I have had.
But I have hope that a new day is coming...

I love when the wind moves each leaf in the trees.
I love the flight of the birds—their song;
the color of the flowers—their perfume.
I love truth, valorous people, the sky,
the stars, the animals, the sea.
I love the love and the life.

Maybe you think that I'm a little crazy,
but I don't know how to explain with words,
all the things that I love.

You

Your eyes are castles of sugar.
Your mouth is crystalline honey.
Yet you are not destroyed by your passion,
which is like the surging sea.
You are tender nights without end.

Your arms are as comforting as coverlets.
Your breath warms me completely.
At night I sing your name,
and in my days you always remain.

Your words are the music of angels.
Your smile brings peace.
Whispering, I continue life.
I don't know where you are.

Day

Dream the silence.
Smile the night.
Seek the sunrise
until the horizon
rises in the morning,
culminating in my window—
a light of hope given in the bed.

Move the trees
with all their tremor.
Awake the flowers
with their beautiful colors.

Sing the fowl and the nightingale.
Awake the life
with new honor.

AT THE A.L.R.I. LIBRARY: BOOKS ON THE HMONG CULTURE

- Coulson, Kathy Morrissey and Paula Cookson Melhorn, Eds. *Living in Two Worlds*. The Hmong Women's Project in Fitchburg Massachusetts. 2000. Students share their life experiences and culture. Bilingual in English and Hmong. (New Book Area)
- Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. Noonday. 1998. A National Book Award winner. The needs of a sick child and the culture of her refugee family clash with American medical culture. (New Book Area)
- Johnson, Charles. Ed. *Yao, the Orphan: A Hmong Folk Tale in Beginning ESL*. Macalester College. 1981. A tiny folktale with seven daughters and a red-eyed dog. (Student Readers)
- Livo, Norma J. and Dia Cha. *Folk Stories of the Hmong*. Libraries Unlimited. Hmong tales and the history, art and culture that influence Hmong folk literature. (GR 308.5 .H67 F65 1991)
- Marchant, Brian and Heather. Illus. by Ya Lee. *I Don't Wanna Be A Onomatopoeia*. Project Chong. 1998. A young girl is embarrassed by her noisy family. Bilingual in English and Hmong. (New Book Area)
- Marchant, Brian and Heather. Illus. By Ya Lee. *A Boy Named Chong*. Project Chong. 1992. The perseverance of a Hmong boy coping with refugee camps in Laos and learning English in the U.S. Bilingual in English and Hmong. (New Book Area)

--Sandra Darling

Adult Literacy Resource Institute

989 Commonwealth Avenue
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*Massachusetts
Readers: Please
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*Announcements
of Upcoming
Staff Development
Activities at the
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