

**Adult  
Literacy  
Resource  
Institute/  
SABES  
Greater  
Boston  
Regional  
Support  
Center**



*A project of the  
University of Massachusetts/Boston.  
Sponsored by the Massachusetts  
Department of Education and  
the Boston BRA/EDIC/Office of  
Jobs and Community Services.*

**all write news**

## TAX CUTS, NOT SPENDING, UNDERLIE STATE'S BUDGET CRISIS

*by Steve Reuys*

Whether Massachusetts is in the midst of the worst fiscal crisis since the Depression (as has been claimed by members of the Governor's administration) can certainly be debated, but the seriousness of the situation is apparent to all. Just a couple of years ago, things seemed to be doing so well, but now the picture has changed entirely. What happened to get us into this mess? And how can we get out of it? The Massachusetts Budget and Policy Center has developed a very helpful analysis of the current Massachusetts budget crisis, from which I will be drawing heavily throughout this summary. (The MBPC can be reached at 617-426-1228 and is on the web at <[www.massbudget.org](http://www.massbudget.org)>.

The state's budget problems are often blamed on "out-of-control" state spending, and this notion has also helped fuel the anti-tax sentiment frequently expressed by voters. But a spending stampede by the state legislature was not the source of the present crisis. In contrast to the situation in the 1980s, state spending in the 1990s grew more slowly than did personal income. State spending grew at a rate of 2.3% per year (after adjusting for inflation) between FY91 and FY02, while personal income grew at an annual rate of 2.6%, suggesting that spending during this period was at acceptable and sustainable levels. Virtually all of this new spending went to just three areas: K-12 education (via local aid), health care (mostly Medicaid), and corrections.

It is also worth noting that state spending, when measured as a portion of personal income in the state, actually fell during the 1990s. In FY91, state spending represented 9.4% of personal income, while in FY02 this had dropped to 9.1%, indicating that a smaller portion of people's income was going to pay for state services in FY02 than had been the case a decade earlier. And, when compared with other states, the data show that spending

*continued on page 2*

## HELPING STUDENTS UNDERSTAND THE STATE BUDGET AND TAXES

*[Below are excerpts from the curriculum guide entitled Your Government, Your Taxes, Your Choice: A Curriculum on Advocacy for ABE Students, developed for MCAE (the Massachusetts Coalition for Adult Education) by Diana Satin and Nancy Sheridan and published in February, 2003. The Teacher Introduction, the Student Introduction, and the Resources section are included here; the entire curriculum can be found at <[www.mcae.net/curriculum/](http://www.mcae.net/curriculum/)>.]*

### TEACHER INTRODUCTION

**What is the purpose of this curriculum?** As citizens, employees, and companies in the state of Massachusetts, we pay many different taxes and receive a variety of services in return. Most of us are aware of the taxes we pay and some services that the state government provides. However, many don't know enough about taxes paid and how services are distributed to judge whether the system is fair or unfair. And perhaps fewer realize they can act on behalf of themselves or their communities to address the injustices that may exist in some of these transactions.

This curriculum has been designed to address these very issues with the

*continued on page 4*

**May/June 2003  
Vol. XIX, No. 6**



### *Inside...*

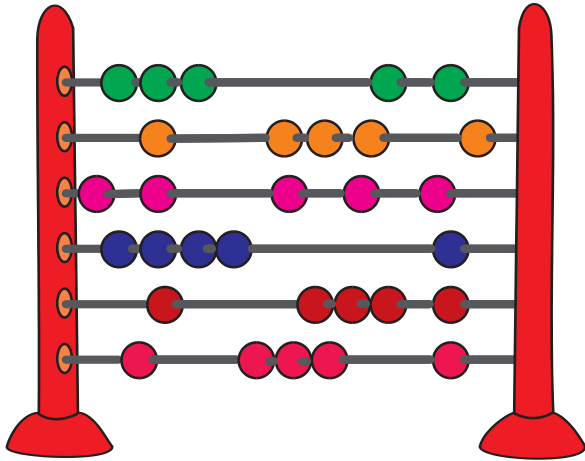
- For Your Information ..... 6**  
*(objectivity?, revenue campaign, war resources)*
- Read Any Good Books Lately? 6**  
**Library Resources on**
- Immigration ..... 7**
- News from the A.L.R.I. .... 8**  
*(new e-mail list, staff development ideas?)*

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

## STATE BUDGET CRISIS

*continued from page 1*

in Massachusetts, as a share of personal income, is in reality quite low. Using data from the U.S. Census Bureau for FY00, the numbers show that out of all fifty states, Massachusetts ranked: 45<sup>th</sup> in total state and local spending; 49<sup>th</sup> in spending on education; 36<sup>th</sup> in spending on social services generally; 31<sup>st</sup> in public welfare spending; 37<sup>th</sup> in spending on



public safety; and 34<sup>th</sup> in spending on housing and the environment. In fact, over the past two decades, no state has cut state and local spending more than has Massachusetts. The overall state payroll is also sometimes used as a scapegoat; however, Massachusetts actually ranks 42<sup>nd</sup> in terms of public employees per capita, well below the national average.

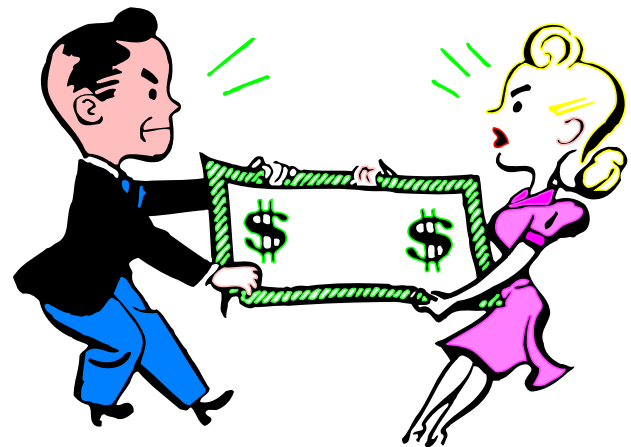
No, the true source of the budget crisis can be found, not in rampant spending, but in the declining levels of state revenue. During the last ten years, Massachusetts has implemented 42 separate tax cuts, reducing tax receipts by an estimated \$4.1 billion in FY02, considerably more than the increases in spending that had taken place due to the expansion of programs in the '90s. Despite our being tagged with the hard-to-shed label of "Taxachusetts," in fact the total burden of state and local taxes, when measured as a share of personal income, is lower here than in most other states. In FY00, Massachusetts ranked 30<sup>th</sup> out of fifty states, with a total tax burden of 10.5% of personal income, lower than the national average of 10.8%. When the point of comparison is what's called "state and local own-source revenue" (which includes fees and other charges as well as taxes), Massachusetts ranks 44<sup>th</sup> out of fifty states.

With the major source of the budget crisis located in the steep decline in state taxes, it seems clear that finding sources of increased revenue is going to be necessary to close the budget gap, and it is crucial that the ways chosen for achieving this be as progressive as possible. Unfortunately, progressivity was not a hallmark of the tax cuts of the 1990s.

The wealthiest 20% of taxpayers received 66% of the total tax cut implemented between 1991 and 2002, and the top 1% by itself received 24% of the total cuts. Currently, the bottom 20% of taxpayers in this state pays 9.3% of their income in state and local taxes, while the top 1% pays only 6.8% of their income.

The major options for increasing state revenue seem to be focusing on closing a variety of corporate tax loopholes and restoring the personal income tax to the previous 5.95% rate. The latter option is pretty straightforward, while the former requires some explanation. In 1968 the corporate income tax produced 16% of total state revenue in Massachusetts, but this percentage has declined over the years, until in 2002 the corporate income tax represented only 4% of state tax revenue. The recent declines are largely a result of two factors: tax breaks implemented in the 1990s that primarily benefitted certain large manufacturing and mutual fund companies, and the multitude of ways corporations have devised for avoiding the payment of taxes. For example, corporations use various accounting maneuvers to create so-called "nowhere" income that is not subject to tax in any jurisdiction or to transfer profits made in Massachusetts to other states that do not have corporate income taxes. These strategies are highly profitable for corporations—for every dollar invested in tax consultants, lawyers, and accountants, corporations saved \$100 in state corporate income taxes, resulting in millions of lost dollars in state revenue. Generally, these tax avoidance options are only available to large, multi-state and multi-national corporations, which puts locally-owned and operated businesses at a distinct disadvantage.

A number of steps can be taken to close these corporate tax loopholes and to eliminate, in whole or in part, the special corporate tax breaks that were adopted in the '90s. Af-



ter all, corporations depend on and profit from a wide variety of public services in education, transportation, utilities, public safety, and the courts, and it would seem only right that they should pay their fair share of taxes to finance these

*continued on next page*

## STATE BUDGET CRISIS

*continued from previous page*

services. In March the legislature passed and the Governor signed a law to close a number of corporate tax loopholes. This law will: 1) Reduce the ability of businesses to use “passive investment corporations” to avoid paying taxes in Massachusetts. Passive investment corporations are subsidiaries set up in another state that does not have a corporate income tax or doesn’t tax certain kinds of corporate income. For example, a Massachusetts corporation might sell some of its assets, such as patents or trademarks, to a subsidiary located in Delaware and then pay royalties to this subsidiary each time it uses those assets. Until this law was passed, these payments were tax deductible in Massachusetts, thus reducing the corporation’s taxable income in this state, nor does the subsidiary wind up paying taxes on that money since Delaware does not tax that sort of income. 2) Strengthen existing laws to prevent corporations from using “transfer pricing schemes” to juggle the prices of transactions within different parts of the corporation so as to shift income out of Massachusetts to avoid taxation. 3) Stop corporations from deducting royalty payments from their taxable income if these payments are made to related subsidiaries and no purpose, other than avoiding taxes, can be demonstrated. 4) Clarify the tax treatment of dividends paid from real estate investment trusts.

Additional steps to further close corporate tax loopholes have also been proposed. Among them are: 1) Institute “combined reporting” for corporations. Combined reporting would require corporations, when calculating their taxes, to list all of the profits that were earned by all of their subsidiaries and to determine the taxes they owe in Massachusetts based on that amount, using a state apportionment formula. This is the most effective way to prevent corporations from using accounting schemes to shift profits out of state to avoid paying taxes. Sixteen states, including California, New Hampshire and Maine, already use combined reporting. 2) Repeal the “single sales factor apportionment formula” for manufacturing and mutual fund companies. In the past, these corporations figured the taxes they owed in Massachusetts based on three factors: property owned in this state, payroll they had here, and amount of sales made here. In the mid-’90s, changes were made so these corporations now pay taxes only on the basis of sales made in Massachusetts,



thus providing a major tax break to companies that have most of their property and payroll here but make most of their sales in other states. This was done based on the idea that, because of this favorable tax treatment, these companies would remain in or move to Massachusetts and create more jobs. However, tens of thousands of manufacturing jobs have left the state since 1995 and manufacturing employment in this state has declined by 3%, compared to a 2% decline for the country as a whole. 3) Adopt a “throwback rule.” This would ensure that corporations located in Massachusetts would pay corporate income taxes on the full amount of profits earned from sales in other states that are not taxed in those states.

To summarize: In the 1990s, as the economy boomed, the legislature—contrary to the claims of many—maintained fiscal discipline, and state spending only increased by 2.3% a year. At the same time billions of dollars in tax cuts were approved with the promise that, due to economic growth, they could be paid for without any cuts in services. However, now that the economic boom has gone bust, it has become clear that we can’t pay for permanent tax cuts with what have turned out to be temporary revenues. Our state now faces a choice: whether to continue paying for these tax cuts with severe cuts in services or to take steps to regain some of this lost revenue. How we as a state choose to respond to this choice will have tremendous implications for the future of all state services—including adult basic education—in the years to come.

\* \* \* \* \*

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

The *All Write News* is published every two months by the Adult Literacy Resource Institute/SABES Greater Boston Regional Support Center, which is primarily funded by the Massachusetts Department of Education, the Boston BRA/EDIC/ Jobs and Community Services Department. All signed articles represent the opinions of the individual authors and not necessarily those of the A.L.R.I. or its staff, nor does material included here necessarily reflect the views or policies of the Massachusetts Department of Education or the federal government.

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>.

## HELPING STUDENTS UNDERSTAND THE STATE BUDGET & TAXES *continued from page 1*

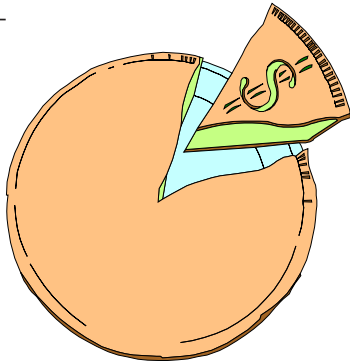
adult basic education students throughout the state of Massachusetts. This is a population that is likely greatly affected by many decisions related to taxes and the services they fund, but may have little knowledge of the processes involved or how to take action. As adults, students, parents, workers, and community members, adult basic education students are vital contributors to the state's economy and have a vested interest in state government. Regardless of students' status as citizens and voters, they can participate fully in all lessons found in this curriculum. They will find that they can advocate proactively on behalf of themselves and their communities.

**Who is this curriculum for?** The curriculum is designed to be accessible to as many students as possible. The language is geared for adults at the mid-beginning ESL language level, and is also appropriate for students at higher language levels, including GED. In addition, supplementary activities appropriate for students at the beginning and advanced levels are included in the Enrichment/Extension Activities section.

**What topics does this curriculum cover?** This curriculum addresses services the state provides, taxes people pay and issues of fairness, and advocacy. The authors feel it is just as important to give students the information and skills to act for change as it is to give them the information to knowledgeable go about doing it.

**What is the approach of the lessons?** Students are seen as partners in their learning, and so the lessons are largely participatory. Students often work in small groups, and their viewpoints and feedback are encouraged throughout. The authors also strove to make the material accessible to as many learners as possible by creating multi-sensory activities. Further, lessons offer a variety of activities to help ensure that authentic learning takes place.

**How can I use the different features of this curriculum?** *Goals and objectives:* Use these to understand the aim of the activities and see how they may fit with your larger lesson. *Preparation and materials section:* Use to aid you in quickly preparing for the lessons/activities. *Teacher scripts:* Use for ideas on how to present the material. *Enrichment/Extension Activities:* Use for ideas on how to customize the lesson for beginning or more advanced students or for reinforcement of content. *Assessments:* Use to help yourselves and your students stay on track with goal achievement. It's recommended that you review these assessments with the students at the start of each lesson when the objectives are



presented. This will allow both of you the opportunity to monitor the learning. Students can complete them at the end of each lesson, and you can review them.

**The Shorter Version:** The authors recommend using Unit 2 as an alternative to the full curriculum. By participating in this unit, students will quickly become aware of what government services they use, what kinds of taxes they pay for these services and how they can go about contacting the people who make decisions about these services and taxes. Alternatively, teachers can select the unit(s), lesson(s), and/or activity(s) that fit in with their larger lessons/goals.

**Please note:** At the time of printing, the information in this curriculum was accurate. Please check the website of the Massachusetts Coalition for Adult Education for updates, to replace lost materials, and to get on their listserv to receive updates on advocacy efforts (see Resources).

### STUDENT INTRODUCTION

**Discuss with class:** 1) Do you know that the Massachusetts government is having money problems? What do you know about it? How can these problems affect you and your family? 2) What is the connection between the state government's money and classes? 3) In the past, did you write letters/call/visit legislators to ask for money for ABE? Did you go to a rally? Can you explain why?

**Tell students:** The government of Massachusetts pays for you to take these classes. Every year the state decides how much money it will give to our classes. It is especially hard in years like this when the state has money troubles. We are worried that they will not give us enough money for your classes. This course will give you basic information about this situation. You will learn where money for these classes comes from. You will learn who decides how to use state money, and why there is a problem with money now. Then we will think about what we would like to do about our program's money problem.



**A note about the different levels of government in the U.S.A.:** The United States has three different levels of government: local, state and federal government. Each level of government provides different services to the people living in the

United States, collects different money (taxes) from the people and has different leaders. Sometimes money from more than one government level pays for services people use. For example, police and fire protection are paid for with state and local tax money.

*continued on next page*

## HELPING STUDENTS UNDERSTAND THE STATE BUDGET & TAXES

*continued from previous page*

In this curriculum we will learn about the state level of government, the Massachusetts State Government. We will learn about the services we receive from the state government, the taxes we pay to the state government and the leaders of the state government. We will also learn about how we can help decide what services we get, what taxes we pay and who our government leaders are.

### RESOURCES

#### **Adult Basic Education Budget Issues and Advocacy:**

Massachusetts Coalition for Adult Basic Education  
(800) 339-2498

<http://www.mcae.net>

From their website: "The Massachusetts Coalition for Adult Basic Education is a statewide membership organization of educators, adult students, and others who support equal educational opportunities for adults." Organizes advocacy for adult basic education issues.

#### NELRC Civic Participation

<http://www.nelrc.org/civicp.htm>

Many resources, including the NELRC Civic Participation Sourcebook, which offers "narrative accounts and skill-building activities." Categories are: Finding Connections to Communities and Issues, Holding Decision-Makers Accountable, Building Community by Helping Others, Expressing Ourselves and Educating Others, and Organizing for Change." The site also includes "annotated web sites and original resources for citizenship instruction and civic participation."

#### System for Adult Basic Education Support

<http://www.sabes.org>

Information and lessons related to budget issues. Under Resources, click Massachusetts ABE Budget Issues.

#### Your Government, Your Taxes, Your Choice: A Curriculum on Advocacy for ABE Students

To access this curriculum online, visit <http://www.mcae.net/curriculum/>

#### **Government:**

Citizen's Guide to Massachusetts State Services

<http://www.state.ma.us/sec/cis/ciscig/guide.html>

Commonwealth of Massachusetts website

<http://www.mass.gov/>

Click Your Government to find information on elected officials and voting, state agencies, and other related topics.

Massachusetts Elections Division  
(800) 462-VOTE

<http://www.state.ma.us/sec/ele/eleidx.htm>

Information on elected officials, elections, voting, ballot questions, and other related information.

Massachusetts League of Women Voters

(617) 523-2999

<http://www.ma.lwv.org/>

From their website: "Dedicated to promoting informed and active citizen participation." Information about voting, government, and candidates at the local, state, and federal levels.

Project Vote Smart

<http://vote-smart.org/>

Information at both local and national levels on government, issues, and elected officials (including contact information and positions). They offer a Voter's Information Hotline: 1-888-VOTE-SMART (1-888-868-3762). Teaching materials are available.

The General Court of the Commonwealth of Massachusetts

<http://www.state.ma.us/legis/member/>

Information about legislative branch of Massachusetts, including contact information for legislators.

The Outreach and Technical Assistance Network EL Civics collection

<http://www.adultedteachers.org/>

Many lessons for English language/literacy learners. You must register (free) to access resources. On the Quick Jump menu, click EL Civics.

You're in the Driver's Seat: Guide to Massachusetts Government, by Gerald W. Howland.

Stephen Greene Publisher, 1986.

Curriculum about government and its processes.

#### **General Information on Taxes and Advocacy:**

Citizens for Tax Justice

<http://www.ctj.org/>

From their website: "Citizens for Tax Justice is a nonpartisan, nonprofit research and advocacy organization dedicated to fair taxation at the federal, state, and local levels."

Massachusetts Budget and Policy Center

<http://www.massbudget.org>

From their website: "MBPC provides independent research and analysis of state budget and tax policies, as well as economic issues, that affect low- and moderate-income people in Massachusetts." Reports and budget monitors, fact sheets, and information on advocacy.

*continued on next page*

## FOR YOUR INFORMATION

### MCAE ENDORSES CORPORATE TAX CAMPAIGN

The Massachusetts Coalition for Adult Education has voted to endorse the campaign to Stop the Cuts and Close Corporate Tax Loopholes. This campaign, coordinated largely by Neighbor to Neighbor and the Massachusetts Budget and Policy Center (formerly TEAM), is being supported by a large number of human service and advocacy organizations in an effort to help raise revenue needed to stop the budget cuts that are devastating programs in education, health, housing, public safety, childcare, and other areas throughout the state. The current campaign believes that the legislature should close the biggest corporate tax loopholes and ensure that corporations making money in Massachusetts pay their fair share of taxes on all profits and roll back special-interest tax breaks that provide enormous benefits to a handful of the state's wealthiest corporations. For more information, see the article on the state budget crisis elsewhere in this issue.

### SO MUCH FOR SCIENTIFIC OBJECTIVITY

Many in the adult literacy community have contended that the new federal emphasis on "evidence-based research" in determining educational policy derives from a very limited view of science and, indeed, serves as cover for a more political agenda. The following item from the March/April 2003 issue of *Dollars and Sense* would seem to lend support to that contention.

If you've always wanted to be a prominent research scientist, but never bothered to spend

time in a research lab, you may be in luck—provided that you've got the correct ideology. The Department of Health and Human Services (HHS) and the Centers for Disease Control (CDC) have begun hiring scientists based not on their expertise, but on their conservative politics, according to the *Wall Street Journal*.

In order to prevent the "wrong" research from being undertaken, the HHS and CDC have set up a rigorous screening process. Individuals applying for research grants are now asked who they voted for in the 2000 presidential election and what they think about stem-cell research and abortion.

This scrapping of scientific criteria has resulted in decisions that should disturb anyone remotely concerned about public health. For instance, the man placed at the helm of a panel that sets safety standards for lead in children's blood has no relevant research experience—and he filed a legal deposition last June on behalf of industry stating that a lead level of 70 micrograms per deciliter (7 times the current federal standard) is harmless.

### TEACHING ABOUT WAR IN THE CLASSROOM

Rethinking Schools, and independent educational journal, has produced a special issue featuring strategies for teachers to use in exploring issues of war in the classroom. It can be found at <<http://www.rethinkingschools.org/war/index.shtml>>.

### HELPING STUDENTS UNDERSTAND THE STATE BUDGET & TAXES

*continued from previous page*

#### Responsible Wealth

<http://www.responsiblewealth.org/>

Information and advocacy on issues related to the increasing wealth gap.

#### United for a Fair Economy

(617) 423-2148 x22

<http://www.faireconomy.org>

Dedicated to "narrow[ing] the vast gap between the very wealthy and everyone else" via education and advocacy. They have publications, curricula, a research library, information on activism, and links to other sites.

#### Who Pays?

<http://www.goodjobsfirst.org/whopays.htm>

From their website: "Who Pays? is a comprehensive analysis of state and local tax burdens in all fifty states." By The Institute on Taxation and Economic Policy.

## READ ANY GOOD BOOKS LATELY?

For the past several years, the July issue of this newsletter has been largely devoted to brief reviews of books (not all related to adult basic education) that staff here at the A.L.R.I. and others have wanted to recommend to our friends and colleagues in the field. This year we'd again like to issue an invitation to all our readers to be part of our Summer Reading issue by submitting a brief review of a book (or books) that you'd especially like to recommend. Submissions should be roughly 500 words or less in length and are due in by June 9 at the latest. Please reviews to me via e-mail (either copied into the text of your message or as a Word attachment) at <[steve@alri.org](mailto:steve@alri.org)>. And if you have any questions or just need some encouragement to send in something, please call me at 617-782-8956 x14. Thanks!

## FROM MANY LANDS: IMMIGRANTS AND IMMIGRATION IN THE U.S.

This is a sampling of the materials on immigration that can be found in the Greater Boston SABES/A.L.R.I. Library. There are many more. Related areas of interest include our materials on multiculturalism, history, diversity, multicultural fiction, citizenship, etc.

- Asian American Resource Workshop. *The Asian American Comic Book*. Picture based texts describe the details of immigrant life. (E 184 .O6 A842 1991)
- Anzaldúa, Gloria. *Borderlands: La Frontera: The New Mestiza*. Aunt Lute Books. (PS 355 .N55 B6 1991)
- Coffey, Michael ed. *The Irish in America*. Hyperion. The institutions and folklore Irish immigrants brought with them and the ones that they invented here. Companion book to the PBS series also in the ALRI/SABES library. (E 184 I6684 1997 and Video)
- Ellowitch, Azi. *Tell Me About It: Reading and Language Activities Around Multi-Cultural Issues Based on an Oral History Approach*. Pennsylvania DOE. (PE 1128 .A2 E54 1986)
- Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her America Doctors and the Collision of Two Cultures*. Noonday Press. 1997. (New books)
- Glasscock, Sarah J. *Immigration: Read-Aloud Plays*. Scholastic. 1999. Short plays with background information and activities. (New)
- A Heritage Within*. Turning Tide Productions. 1986. Culture and heritage of Holyoke, Massachusetts told through oral history, interviews and music. (Video F 74 .H73 H45)
- Higgins, James and Joan Ross. *Southeast Asians: A New Beginning in Lowell*. Mill Town Graphics. Photo documentary of the Lowell immigrant community. (F 74 .L9 H58 1986)
- Hoobler, Thomas. *The Cuban American Family Album*. Oxford University Press. 1996. (New)
- Hopes and Dreams 1 and 2*: Ten short student readers and a teacher's guide. True-to-life stories on immigrants groups. (Class Sets)
- Journey to America*. (American Experience) WGBH. The largest single human migration was the journey from the old world to the new from 1890-1920. (Video E 84 .J68 1989)
- Kitano, Harry H.L. and Roger Daniels. *Asian American: Emerging Minorities*. Prentice Hall. (E 84 .O6 K57 1995)
- Korrol, Virginia and E. Sanchez. *From Colonia to Community: The History of Puerto Ricans in New York City*. University of California Press. (F 128.9.P85 S26 1994)
- Made in China: A Search for Roots*. Filmmakers Library. 1986. Lisa Hsia's search for roots had taken her no further than Chicago's Chinatown restaurants until she visited her aunt and uncle in China. (Video)
- Martin, Rachel ed. *Neighbors Talk in Roxbury, Dorchester and Jamaica Plain*. Red Sun Press. (HM 131 .N45 1990)
- Mikatavage, Raimonda. *Immigrants and Refugees: Create Your New Life in America*. Melodja Books. 2nd ed. 1998. Advice to the new immigrant on adjusting to American ways. (New)
- Rothstein, Natalie. *An American Family*. Fifthian Press. 1999. History and family reminiscence of Jewish immigrants. (New)
- Schreiber, Tatiana and Rachel Martin. *Other Colors: Stories of Women Immigrants*. A teaching kit with audiotapes and a teacher's guide. (Kits)
- Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Little Brown and Company. (E 184 .A1 T335 1993)
- Teaching About Haiti*. (Caribbean Connections) History, cultural and political information. (F1915 .T42 1993)
- Van Duzer, Carol and Miriam Burt. *A Day in the Life of the Gonzalez Family*. CAL/Delta. Text, teacher's guide and video. Thematic units based on the experiences of an immigrant family from Mexico living in California. (Kits)
- Viva La Causa: 500 Years of Chicano History*. SouthWest Organizing Project. Nd. Introduction to the history of Mexican American people. Spanish and English. (Video) Based on the book 500 years of Chicano History in Pictures that the ALRI/SABES library also owns. (E 184 .M5 A16 1991)
- Weinstein-Shr, Gail and Elizabeth Quintero eds. *Immigrant Learners and Their Families: Literacy to Connect the Generations*. CAL/Delta. This book encourages teaching that supports children and adults adapting to life in a new setting. (LC 373 .I55 1994)
- Weinstein, Gail ed. *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy*. Delta Systems. 1999. Book and video. (Kits)
- Weinstein-Shr, Gail. *Stories to Tell Our Children*. Heinle and Heinle. Unique and authentic stories collected from students enrolled in adult ESL classes. Activities designed to invite responses from new learners. (PE 1128 .S86 1992)
- Yin, Chamroeun. *In My Heart, I Am a Dancer*. Philadelphia Folklore Institute. Traditional Cambodian arts are layered by new meanings and contexts in the U.S. Book, clippings on Lowell dancers and a teacher's guide. (Kit E 184 .K45 I6)
- Yung, Judy. *Chinese Women of America: A Pictorial History*. Photographs and oral history. University of Washington. 1986 (New Books)

—prepared by Sandra Darling and Maria E. Gonzalez

---

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

## NEW BOSTON ABE E-MAIL LIST CREATED

For the past few years the A.L.R.I. has maintained an e-mail list containing the addresses of several hundred ABE practitioners in the Boston area, which we have used (very sparingly) to communicate urgent news to the field. However, this list was of limited utility, since it only allowed *us* to send messages to *you*, and was time-consuming to maintain in its current form. So we've decided to phase it out and in its place to set up a new and different sort of list—an e-mail list server through which anyone on the list can communicate with all others on the list. We think this will be a useful step in promoting communication among everyone in our field in this region and will further promote the use of e-mail as an efficient way of distributing important information. The list will allow the A.L.R.I./SABES to continue to send out announcements to the field, and it will also allow ABE practitioners and programs in the Boston region to get information out to one another about events,

job postings, and other items relevant to practitioners in this area. Please note that this is NOT intended to serve as a discussion list. To ensure that the list is being used for the proper purposes and in an effort to minimize spam, the list will be moderated and all posts will be subject to administrator approval. We invite all those involved in the ABE field in the Greater Boston region to sign up now. To join this list, go to <http://lists.literacytent.org/mailman/listinfo/abeboston>.

## STAFF DEVELOPMENT ACTIVITY SUGGESTIONS INVITED

In planning staff and program development activities for the coming year, the A.L.R.I. would welcome requests and suggestions from the field. If you have an idea for a mini-course, workshop, sharing group, or other activity on a particular topic that you would like to see us offer here in the Boston region, please e-mail your idea to Steve Reuys at [steve@alri.org](mailto:steve@alri.org). Thanks.

## Adult Literacy Resource Institute

989 Commonwealth Avenue  
Boston, MA 02215

*Massachusetts  
Readers: Please  
Open Promptly—*

*Announcements  
of Upcoming  
Staff Development  
Activities at the  
A.L.R.I. Enclosed*