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all write news

CAN WE LEARN FROM YOU?

A Review of: "I Won't Learn From You" and Other Thoughts on Creative Maladjustment, by Herbert Kohl (The New Press, 1994)

by Martha Merson

I first read Herbert Kohl in 1986 or 1987. In fact, I hungrily read *36 Children*, very nourishing when I was first teaching in the K-12 system. But since I began working in adult literacy, I haven't been sure what Kohl has to offer me. "*I Won't Learn From You" and Other Thoughts on Creative Maladjustment* (available in the A.L.R.I. library; catalog number LB 1027 .K59 1994) is a collection of five essays which, taken together, offer helpful analyses of educational debate, inspiration, and enlightening anecdotes about learners. I read the chapters sporadically at night before bed. I'm surprised myself that I got through them in this way. It's a testament to Kohl's narrative style, full of story and respect for the reader and his subjects. The themes of three of the essays were especially of interest to me: not-learning, uncommon differences, and hope-mongering.

I might never have picked up the book if the title hadn't spoken to me. "I won't learn from you" sums up one of my deepest fears about formal education (including staff development). In an article I read just the other day, Allan Quigley stirred up this fear again. He claims that teachers and ABE students have such wildly different experiences with formal education that teachers can't extrapolate from their own experience to connect with low literate adults. "The assumption that learners and teachers come from a common schooling background or share a common emotional base of experience is far from accurate. We have two very different perceptions of the schooling reality." ("Understanding Attrition and Improving Retention," Chapter 6, p. 165, in *Rethinking Literacy Education: The Critical Need for Practice-Based Change*; B. Allan Quigley; S.F.: Jossey-Bass Publishers, 1997.) Kohl's first essay helps ease this fear because he acknowledges the gap and finds moments in his own history that enable him and his reader to traverse it. Quigley's insistence that students and teachers are so different may

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ADULT LITERACY PRACTITIONERS AND THE INTERNET: A PROGRESS REPORT

by David Rosen

In 1995-96, David Rosen received a Literacy Leader Fellowship from the National Institute for Literacy to research use of the Internet by adult basic education staff and students. As part of this research, he conducted an on-line survey of adult literacy practitioners, as well as a series of focus groups in different parts of the country to find out how practitioners were using the Internet, what problems they were encountering, and what supports were helping them overcome these obstacles. His report, Driver Education for the Information Superhighway, has just been published by NIFL (Literacy Leader Fellowship Program Reports, Vol. II, No. 2). What follows here are very slightly abridged excerpts from sections of the report summarizing his conclusions and recommendations.

At least in some parts of the country there is an extraordinary increase in the use of the Internet by teachers, including adult literacy/basic education/ESOL teachers. Several conclusions can be drawn about how the Internet is being used by these practitioners and about the problems they are encountering:

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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.

Adult Literacy Practitioners and the Internet

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1) *Whether to go "the way the world is going":* Adult education practitioners, like many other Americans, feel the pervasive and persuasive impact which the Internet explosion has had on our culture. As one participant said, "The world is going this way, and so is my family." Or as another said, "It will soon be as common a tool as the telephone, a fact of life." Some, however, said they feel left behind or intimidated by these changes. And at least a couple of people expressed skepticism that these changes cannot yet be shown to improve the quality of anyone's life.

2) *Feelings about using the Internet:* One of the important findings, I think, is how many feelings teachers have about the Internet (and computer technology) in their lives. These feelings, both positive ones like enthusiasm and empowerment, and negative ones such as fear and frustration, affect Internet use. One participant said, "I'm in the same place with my students—frustrated, overwhelmed." Some others felt that computers are "invasive," "overpowering," "overwhelming," and that they "lower our self-esteem." Most of the participants, however were enthusiastic, if sometimes frustrated users.

3) *Purposes for using the Internet:* Practitioners want to use the Internet for a wide range of personal and professional purposes. Many who are teachers feel that they owe it to their students to prepare them to use the Internet—and computers in general—as tools for survival and success in our society. They use the Internet at home with their children, to communicate with family and friends around the world, for shopping, for entertainment and hobbies, to look for jobs, and to get a variety of information. At work they use the Internet for online instruction, as a source of classroom ideas and materials, to communicate with colleagues (through email and electronic lists), to do research or get information, for professional development (through on-line classes or email), to market their programs, and to publish/disseminate information and student writings.

4) *Problems with using the Internet:* Practitioners experience a huge range of (sometimes overwhelming) problems in using the Internet: lack of administrator support for their using the Internet; lack of easy, regular access; the costs of hardware, software, and an Internet Service Provider; lack of training and staff development for using technology; the huge amount of time it takes to learn and use the Internet; software and hardware problems; connectivity problems; problems searching for information; inadequate or nonexistent technical support; the terminology; changing web page addresses and poor web page maintenance; equipment and data security; access to offensive materials/censorship; difficulties using listservs; and difficulty with reading on-screen.

Two problems, I think, deserve special attention: the "Black Box Effect" and the "Right Question Problem." The "Black Box Effect" can be described as, "When there's a

technical problem it's hard to know where it's happening: Your computer's software? Hardware? Local area network? Connection to server? Server? Netscape? Another site's server?" The "Right Question" problem is: "When something goes wrong and you need help from a 'techie,' it's hard—if you're a novice—to frame the question so the 'techie' will understand." Many participants—and technical assistance providers I have talked with, too—agreed that the "Black Box Effect" is getting to be a big problem. When this is combined with the "Right Question Problem," some new users are easily defeated as they try to use the Internet.

5) *Training or supports which help in overcoming these problems:* Several teachers pointed out that there are different learning styles which need to be addressed. Some people use manuals; some don't. Some like ongoing help; others want help only when they have tried unsuccessfully to solve a problem themselves. Those whose work is to support and encourage practitioners to use the Internet, however, might benefit from seeing the major categories of help which emerged: support from administrators; practitioners having real, clear, and compelling needs and purposes for using the Internet; Internet training; time to learn, and time for daily practice; having clear, easy-to-use directions and documentation; having a "techno-buddy"; getting ongoing technical assistance (after training); and combinations of most or all of the above. One staff support innovation that apparently has helped practitioners is an email soap opera which someone developed at Mission College to get people interested in using email. Messages were delivered daily and people got "hooked" because they wanted to know what was happening next.

6) *Internet resources which would be useful:* Practitioners cited many specific Internet resources which they have found useful. Categories of useful sites included: curriculum materials for students (in databases, by level); interactive, on-line lessons; research; databases of information on computer software for adult learners; electronic lists; and filters which could tailor searches based on the user's interests ("a mind like mine to search for me"). Also noteworthy—particularly because the National Institute for Literacy, through its Regional LINCS centers, has begun to do this—is that practitioners said they want more whole documents online.

Recommendations I would make as a result of this study include the following:

1) *Access and support for practitioners:* This study provides clear evidence that adult basic education/ESOL practitioners are using the Internet, but it also suggests that there are many daunting problems before use is widespread and regular in adult education programs and classrooms. The challenge of two years ago—persuading teachers and other practitioners to try the Internet—has changed to trying to provide the access and support to make this a possible, positive, useful experience. Unfortunately, the resources

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have not risen to meet this challenge. Above all other recommendations is this: we need a massive investment of public dollars to provide access, training and support for adult literacy practitioners to use computers and the Internet. The lack of this support was clear in every focus group—and these were, by and large, the people who have received the most support! In addition, administrators need to understand the importance of having the Internet in the classroom, with adequate support for teachers to use it.

2) *Support models:* Much more attention needs to be paid to technology (and Internet) support models. Teachers need initial training, paid time for hands-on practice, ongoing technical support by telephone or in person, and regular and easy access to computers so they can learn, practice, and use these tools. A workshop—or even a day of training—is not enough. Technical assistance without initial training is not enough. Training and technical assistance without time—and equipment—to practice is not enough. All these elements of a support structure must be in place.

3) *Good content:* Teachers—and other practitioners who go on the Internet—want to find good content: curriculum materials, lesson plans, articles, and interactive online instruction or activities for learners. While there is some, it is woefully inadequate. I recommend new resources to support talented teacher/curriculum developers to develop useful new content to put up on the World Wide Web.

4) *Links to the world of work:* In several focus groups, practitioners mentioned how important it is that students have computer skills in order to be employable. These include not just keyboarding and wordprocessing, but also using email and skills in electronic information searching. With an increased emphasis in our society on employment and employability, public resources must be devoted to job readiness for an electronic world.

5) *Internet access for students:* Lack of access to the Internet for low-income students is a major problem. Public resources must be devoted to increasing access through adult literacy/basic education programs, libraries, and community computing centers. Private sector resources should be devoted to making Internet access available to all in the workplace.

* *

7) *The Internet evokes strong feelings:* This is a technology about which people feel strongly—strongly positive or negative, and for some people, both. It evokes feelings of joy, power, resourcefulness, and sometimes amazement. It also evokes fear, frustration, confusion, powerlessness, and disgust. If we wish to see the Internet used more widely, and better, in adult literacy education, we need to pay attention to these feelings.

* * * * *

David Rosen is Director of the A.L.R.I.

Writing by Students

RIDING THE TRAINS

The following is a compilation of writings by adult education students in my class at the Workplace Education Program run by Jewish Vocational Service at Massachusetts General Hospital. The stories originated from class discussions and pre-writing activities conducted by Martha Merson when she visited our class to help us prepare for the reading by writer Hattie Gossett at the Boston Public Library, which we were planning to attend. The class hopes to continue with their writings and to compile a collection of stories. —Kerline A. Tofuri

My hometown of Malden is very accessible to other cities and towns. I ride the Orange line to work everyday which allows me to meet all kinds of people. It almost becomes part of my everyday life because I look forward to meeting these unique people. It always amazes me how we are all so different, but at the same time so similar. When I meet someone from a different culture, it always seems to end up with an exchange of a name or number. Luckily, everyone that I've met thus far on the train has been honest and kind.

Riding the Orange line train has motivated me to continue to go to work and make new friends. I've also gained some knowledge of other cultures and start my day with a smile. —Karylen Headley

The way I commute to work everyday is to park my car at JFK Station and take the Red line to Charles M.G.H.. The train is often crowded, hot, and slow. Occasionally, there is eye contact on the train and people speak loud and in different languages. Most of the time there are no seats and people have to stand up. It can be very uncomfortable on the train.

One day I went Christmas shopping and thought that I was being followed by five boys on the train. I was very scared, but fortunately nothing happened.

Some people like to ride on the train just for the fun of it. I like to ride the train to go to the mall or the airport. I also like to see all the different stations. On the other hand, it can be very dangerous to ride the train. Anybody can take the train, but not everybody belongs on the train. Some teenagers don't respect the older people that ride the train, and often say whatever comes out of their mouths. —Clarinda C.

I came five years ago from Guatemala to Boston during the Winter season. There aren't any trains in Guatemala like there are in Boston. While my older sister was working at Brigham & Women's Hospital, she showed me how to use the train twice. The third time I was by myself, which was a real adventure. I ended up taking the wrong train and getting lost because I forgot about the letters on the train. It was very cold and snowy, but I called my sister and she came to the

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Creative Maladjustment

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challenge us to throw aside our assumptions, but it is Kohl who offers us hope. We don't have to resign because we aren't in some way the "right" teachers. We can meet the challenge.

When students decide, "I won't learn from you," they go into "not-learning" mode. "Not-learning" describes any number of behaviors that a learner uses to keep new information from getting into the brain. Young children put their hands over their ears. Less blatant forms of resisting learning include running a silent monologue to concentrate on which competes with and blocks the voices outside. Kohl writes:

Not-learning . . . tends to strengthen the will, clarify one's definition of self, reinforce self-discipline, and provide inner satisfaction. . . . Not learning tends to take place when someone has to deal with unavoidable challenges to her or his personal and family loyalties, integrity and identity. In such situations there are forced choices and no apparent middle ground. To agree to learn from a stranger who does not respect your integrity causes a major loss of self. The only alternative is to not-learn and reject the stranger's world. (p. 6)

Kohl uses examples from his own life as well as from students. He not-learned Yiddish though he was immersed in it. Out of loyalty to his mother who didn't know it and was therefore excluded from this part of family and community life, he made sure not to understand it. I can think of workshop participants who were forced to be present and therefore refused to engage. I call on such strategies when someone in authority uses misogynist language and texts.

The confusing thing is the difference between not-learning and failure. Kohl defines failure as "a mismatch between what the learner wants to do and is able to do. . . . (T)he results of failure are most often a loss of self-confidence accompanied by a sense of inferiority and inadequacy." (p. 6) This is a profile adult educators can recognize instantly. Though Kohl has separated failure and not-learning, I wonder if they are always such pure phenomena. Is it possible that one could start out not-learning and that when the terms for learning have changed, one settles down to learn, only to encounter failure? Maybe the failure is not due to lack of intelligence, but because a developmental window

slammed shut in the meantime.

"Not-learning" is a helpful concept to have in mind when certain students enter adult ed. classrooms. Their self-esteem is intact; they have an attitude and are generally unlike downtrodden, grateful students who regularly appear. One of Kohl's gifts is his ability to connect and to learn from his not-learners. I plan to study the sections again where he tricks a young boy into reading and where he finds himself learning from Akmir, a young African-American man who not-learned in order to keep himself from internalizing racist messages in his schooling.

Reading theory on "democracy in education" was never my favorite (YAWN), but Kohl's essay "Uncommon Differences: On Political Correctness, Core Curriculum, and Democracy in Education" captivated me. The tone of this essay seems more angry than the others. The middle section, which critiques E. D. Hirsch Jr., moves quickly, though the ideas require thought and the arguments are built methodically. "Uncommon Differences" first appeared in 1992 when discussions of multicultural curriculum were in their heyday and Hirsch and others attempted to redirect this trend by reasserting classically-derived

core curriculum in the form of lists of what everyone needs to know. Since then, the debate has shifted somewhat to standards and curriculum frameworks. Read against this backdrop, Kohl's words still carry an important warning.

Hirsch claims that a common core of knowledge creates fairness in education. Nazi Germany had a core curriculum, as did the Stalinist Soviet Union. It elevates the values of the people who legislate that core to the status of universal standards of excellence; but if the core reproduces the inequities that exist in a society, it is simply another attempt to keep power relations from changing. (p. 120)

As the field struggles to finalize curriculum frameworks and to spin actual curriculum following those guidelines, Kohl reminds us that this process must be ongoing.

What we might come up with is a continually emerging and self-renewing curriculum, with a constantly evolving and shifting core and a critique informed by student voices and the voices of their communities—that is, with a

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Creative Maladjustment

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curriculum that is part of the struggle to make a democracy out of the United States. (p. 125)

Kohl cites experiences where schools and communities are at war because the schools, run by white teachers and administrators, refuse to adapt. They are using traditional, non-inclusive texts and rhetoric, and parents and children of color object. What happens when a different scenario occurs? Community members and school administrators gang up on a progressive teacher for crossing some boundary in a multicultural, anti-racist or anti-homophobic approach to curriculum? Educators must then use “creative maladjustment”—a strategy Kohl borrows from Dr. Martin Luther King, Jr. In his final chapter, Kohl discusses how to remain sane *and* principled in settings which are inequitable. This chapter is helpful, especially for those of us who wonder why we are always getting into trouble for doing the right thing.

Though “Creative Maladjustment” has the final word in the book, I prefer to end on the second essay, “The Tattooed Man.” I wish this had been on my night table *last* winter when burnout threatened. If every task seems too tremendous in the accomplishing phase and yet tiny in its significance, I recommend this essay. One of its images is of a peddler from Kohl’s childhood, a dirty, despised rag and clothing collector.

I was scared of him too, but also loved him because the scorn, disdain, mockery, and foolishness he encountered didn’t seem to bother him at all. He had secrets that I wanted to know and, scared as I was, I was determined to talk to him. I don’t know if I ever did, but at some point during my adolescence I constructed a short exchange we might have had, one which has stuck in my memory. I told him I knew what he was buying, but that I wondered if he was also selling something, and his response was, “Hope, I’m selling hope.”

He was a hopemonger. I have never forgotten that—hope can be sold, it can be taught or at least spread, it can survive in the strangest and most unlikely places. It is a force that does not disappear. I keep that idea as a counter to the cynicism of reality-mongers, who try to sell the idea that compassion is a form of weakness and hope and justice are illusions. It is a guiding principle of my teaching and writing, one that provides the moral grounds of the struggles I have been involved in over the past thirty years. (p. 43)

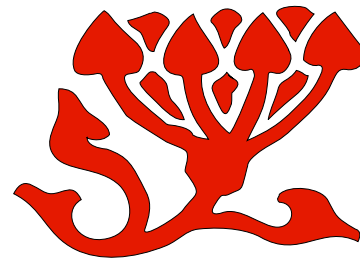
Central to what you see in someone is what you are looking for. If you want to find a child’s

weaknesses, failures, personal problems, or inadequacies, you’ll discover them. If you look at a child through the filter of her or his environment or economic status, and make judgments through the filters of your own cultural, gender, and racial biases, you’ll find the characteristics you expect. You’ll also find yourself well placed to reproduce failure and to develop resistance in some children, a false sense of superiority in others. On the other hand, if you look for strengths and filter the world through the prism of hope, you will see and encourage the unexpected flowering of child life in the most unlikely places. (p. 44)

Sometimes in order to keep hoping it is essential to know that one is in good company. *“I Won’t Learn From You” and Other Thoughts on Creative Maladjustment* is good company. Kohl’s thirty-year commitment to public education proves that hope is nourishing sustenance for the long haul. He is reassurance for those in doubt that educators who see their students’ strengths, who honor multiple perspectives, and who distinguish between not-learning and failure can have a profound effect.

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



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FOR YOUR INFORMATION

The Outlook for Funding

Budget season is again upon us, and things are underway at both the federal and state levels. In Washington, President Clinton's budget proposal for FY99 includes \$361 million for adult education state grants, which represents a modest 5%, \$16 million increase over the FY98 appropriation. However, encouraged by the reaction from certain people on Capitol Hill to the idea of substantially increased funding for adult basic education, literacy advocates have been contacting members of Congress and asking them to urge the Senate and House Appropriations Committees to allocate \$500 million for ABE state grants for federal FY99.

Meanwhile, here in Massachusetts, Acting Governor Cellucci's budget request for next year called for level funding of adult basic education. But, as in previous years, the Massachusetts Coalition for Adult Education is urging legislators to continue following through on the recommendations regarding funding for ABE made a few years ago by the Adult Education Committee created as part of the state's Education Reform initiative. The report of that committee (often the Grossman Committee) after its chair, Dr. Jerome Grossman) recommends that the FY99 budget allocation for ABE be increased by an additional \$7 million. MCAE has distributed material to ABE programs around the state, urging them to meet with their state legislators and to invite them to visit their programs in order to impress upon them the importance of adult basic education services and the need for increased funding.



Family Success Story Contest

The Massachusetts Family Literacy Consortium (a statewide initiative to expand and strengthen family literacy and family support) is sponsoring its 2nd annual Massachusetts Family Success Story Contest. The contest is open to any family participating in a family literacy or family support program. Entries can be submitted in essay, poem, or poster form and will be judged on how families have benefitted from participating in a family literacy or family support program, what steps they are taking to improve their literacy development, and how they are becoming full partners in their child's education. Submissions must be postmarked by Monday, June 15, 1998, and sent to: Massachusetts Family Success Story Contest, Department of Education, 350 Main St., 4th floor, Malden, MA 02148, Attention: Diana J. Nackley. Winners will be awarded in the fall of 1998 and must be willing to sign a release for press/pictures. For additional information or for an entry form, call 781-388-3300 x334 (Diana Nackley) or x546 (Kathy Rodriguez).

A Listserv for ABE Administrators?

Would you be interested in an Internet-based listserv for local adult basic education program coordinators and agency administrators? Listservs such as this allow participants to communicate with and engage in "discussions" with each other via e-mail through the Internet. The purpose of a listserv for local ABE program administrators would be to provide a forum for the discussion of issues relevant and important to them. The A.L.R.I. is trying to gauge the level of interest in this idea on the part of ABE program administrators in this region. So, please call us at 782-8956 and leave a message for either David (ext. 12) or Steve (ext. 14) if you, as an ABE program administrator, feel you would probably be interested in participating in such a listserv. We also need to find out if there is an ABE program administrator who would be interested in managing the listserv. (The A.L.R.I. would help with set-up and could pay the list manager a monthly honorarium of around \$80.) So, also, please call us if you think you'd be interested in serving as the list manager.



New Foundation Supports Literacy

Last year a new foundation called the Harbus Foundation was formed by Harvard Business School students affiliated with the school's student newspaper. Their brochure states that literacy and education are two of the three areas the foundation intends to support and that they have a special preference for funding small, community-based organizations. They expect to make grants of from \$3,000 to \$10,000 to 501(c)(3) organizations in the greater Boston area. For a brochure that includes more information along with grant application procedures, call 495-6528 or send them a fax at 495-8619.



Adult Literacy Postage Stamp Campaign

A group called Adult Learners for the Future is organizing a campaign to have a U.S. first-class postage stamp that honors adult literacy. They believe that it would be "one of the most effective ways to send a message to the American public about the importance of being able to read and write," and they are collecting signatures on petitions to the Citizen's Stamp Advisory Committee, urging the Post Office to issue such a stamp. Copies of blank petition forms may be obtained from and should be returned to the Ohio Literacy Network, 1500 W. Lane Ave., Columbus, OH 43221. Blank petition forms are also available from the A.L.R.I.

NEWS FROM THE A.L.R.I.

The 1998 Renewal Retreat: "100 Ways of Seeing"

In last month's *What's Coming Up*, we announced our 1998 Renewal Retreat for adult basic education teachers and other staff, scheduled for Wednesday, July 15, to Friday, July 17, at Stump Sprouts Retreat Center, in Hawley, Massachusetts. This year's retreat will give participants a chance to get together with colleagues from Massachusetts and other New England states to reflect both on their successes, those things that have been working well, and on problems and those bad experiences that have a way of haunting us as educators. To look at these successes and problems, we'll use "100 ways of seeing," which may draw from such things as: journals, student writings, other documents from classes, participants' portfolios, theater, role-plays, dialogs, drawing, painting, collage, masks, music, video, walking meditation, movement, and many other possibilities. More information and an application can be found in last month's announcements; if you need another copy, call the A.L.R.I. at 782-8956. The application deadline is May 29.

All Write News Available On-Line

The A.L.R.I. has taken a further step into the realm of electronic publishing. Starting with the most recent issue (March/April 1998) and, we assume, continuing with future issues, our newsletter, the *All Write News*, will now be available on-line at the A.L.R.I.'s World Wide Web homepage. For a couple of years we have been posting selected articles on our homepage as individual documents.

Now a virtual copy of the entire newsletter, with formatting intact, will be accessible on-line. The A.L.R.I. homepage can be found at: <http://www2.wgbh.org/MBCWEIS/LTC/ALRI>. Go to the "Publications" section and look for the link to the full-text newsletter. There's only one catch, and it's a fairly small one. You need to have a program called Adobe Acrobat Reader loaded on your computer to be able to read the newsletter (which is saved in something called PDF—portable document format). However, if you don't already have Adobe Acrobat Reader, you can download it for free from the Adobe web site, found at www.adobe.com.

Classroom Sets Available at Library

Classroom sets of various materials are available at the A.L.R.I. library for loan to teachers. These include: • Family literacy sets of three titles—*Abiyoyo*, *A Chair for My Mother*, and *Arthur's Pet Business*—that include a copy of the PBS video along with multiple copies of the book. • Other family literacy sets from New Readers Press containing multiple copies of children's books, along with activities and teacher and parent resources. • Boxes containing multiple copies of Shakespeare's *Much Ado About Nothing* and *The Tempest* and also including a copy of Gloria Dove's mini-grant project report on "Shakespeare for GED Students." • Our most recent addition is a kit for poet Hattie Gossett's *Presenting Sister No Blues*, containing several copies of the book, an audiotape of Ms. Gossett performing her poetry at the Dudley Branch Library, and activities introducing poetry and Ms. Gossett to students. Call Sandra at the A.L.R.I. library (782-8956 ext. 19) to reserve these materials or for more information.

VOLUNTEER MANAGEMENT MATERIALS AT THE ALRI LIBRARY

- Ashley, William L. and others. *Peer Tutoring: A Guide to Program Design*. National Center for Research in Vocational Education. (LC 41 .P44 1986x)
- Bentson, Marilyn. *Volunteer Coordinator Handbook and Tutoring ESL: A Handbook for Volunteers*. Volunteer Training Project at Tacoma Community House, Washington. (PE 1128 .A2 B44)
- Campbell, Katherine N. and Susan Ellis. *The (Help!) I don't have enough time guide to volunteer management*. Energize, 1995.
- Commonwealth Literacy Corps. *Managing Volunteers: The Role of the Volunteer Coordinator*. (video)
- Ellis, Susan. *The Volunteer Recruitment Book*. Energize, 1996.
- Lawson, Virginia K. and Jonathan McKillip. *Management Handbook for Volunteer Programs*. Literacy Volunteers of America. (LC 5225 .R4 M36 1988x)
- Nickse, Ruth S. and Nancy Englander. *Collaborations for Literacy: Administrator's Handbook*. Institute for Responsive Education. (LC 5225 .R4 N43x)
- Smith, Cristine. *Managing Volunteers: An Interactive Guidebook for Volunteer Coordinators*. Commonwealth Literacy Corps, 1992. (SABES File Cabinet)
- Stone-Riley, Brenda H. *What Next?: A Quick and Easy Guide to Practical Volunteer Tutor Management*. 1996. (SABES File Cabinet)

—Sandra Darling

Writing by Students: Riding the Trains

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train station.

I love to ride the trains here in Boston and I love how they look. I especially like the big trains. Every single day on my way home, I take the train and the bus.

Two years ago, my older brother came from Guatemala and I taught him how to use the train. He was very happy just like I was when I first came to Boston. A year ago I worked in Waltham and took the commuter rail every day. The trains are very big and comfortable on the commuter rail.

—*Ingrid L. Sumale*

I think riding the train is okay because the train can take you almost anywhere you want to go. I remember when I first came to Boston, the only thing I could take was the train when I was looking for a job. Some people are very happy with the train because they don't have a car. They have to take the train to wherever they go. So, it is very important for the government to keep the trains running.

Sometimes the Red line is late and I don't like taking the train at night. There are so many people and the train is so hot. Some of the people smell bad, especially when they are

standing up and they put their arms over you. However, you just have to deal with it because you don't want any trouble with them.

—*Megan Jones*

After work one evening, I came off the train and went up the stairs to wait for the bus. Another train pulled in while I was waiting and a lot of people came off and went up the stairs and went out the door. There were a few people waiting upstairs for the bus along with me. It was quiet, then all of a sudden I heard somebody saying "Help.....Help." At first I looked, but didn't see anyone. Then I saw a woman lying on the escalator asking for help. I went to help her and noticed her coat was stuck on the escalator and was choking her. I couldn't get her up, so I called for help. A man said to "press the button," but I didn't know where the button was. The man came over just in time to press the button and stop the escalator. He tried to get her out, but was unable. I ran outside to call for help. A police officer came over and was also unable to get her out. The police officer had to call the Fire Department to come to rescue the woman. The Fire Department used some tools to save the woman and an ambulance took her to the hospital. The officer said she was going to be all right.

—*Theresa Comoletti*

Adult Literacy Resource Institute

989 Commonwealth Avenue
Boston, MA 02215

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