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A joint project of
Roxbury Community College and
University of Massachusetts/Boston.
Sponsored by the Massachusetts
Department of Education and
the Boston BRA/EDIC/Office of
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all write news

GETTING COMPUTERS INTO THE HOMES OF STUDENTS

by Ann D'Auria

In 1993, Julie's Family Learning Program's first computerized classroom was powered by a Wang system donated by a dentist. Eight terminals, several miles of cables, and a hub and a printer, each the size of a Hyundai, arrived one morning without a manual or instructions. It took three long days to reconfigure the system to working order. Staff and students then received a crash course in that mysterious language known as DOS and the use (and occasional abuse) of those F keys along the top of the keyboard. For a time we faltered, we flailed, we got frustrated, and then we got productive!

Julie's Family Learning Program (J.F.L.P.) is a community-based family support and education program with a commitment to empowering families to become healthy, economically self-sufficient, and successful at life. J.F.L.P. services an average of 125 to 150 mothers and their children each year, providing adult basic education, job readiness training, parenting, life skills and substance abuse education, advocacy, counseling, computer training and family literacy workshops. J.F.L.P. also operates a licensed Montessori and infant-toddler program and offers family-centered summer activities. The program has been active in the South Boston area for over twenty years, but did not have the resources to invest in technology or the staff expertise to take advantage of computers until donated systems forced a change.

A fortuitous collaboration with Mindshares of Cambridge in 1996 allowed J.F.L.P. to replace its obsolete Wang system with 286, 386 and 486 IBM units equipped with the Windows operating system. Mindshares, a not-for-profit computer refurbishment organization, recycles donated units received from corporations for use by educational and social service programs. In the mid-90's, with faster chips and more sophisticated peripherals constantly being introduced, as well as the specter of Y2K problems looming in the near future, many businesses opted to upgrade their equipment. The result was widespread availability of low-end computers for little or no cost.

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RESEARCH WORTH READING: TWO REVIEWS

by Martha Merson and Steve Reuys

What comes to mind when you think of research in education? Probably not what is found in these two unique books by Gloria Ladson-Billings and Denny Taylor, educators who aren't afraid to push the boundaries of research while exploring what makes a successful teacher of African-American children and how the written word can be hazardous to your health and welfare. Here are two brief reviews. —Ed.

Culturally Relevant Teaching

Gloria Ladson-Billings is a teacher, teacher educator, and researcher. Like Herbert Kohl, her work has implications for adult basic education. Unfortunately, unlike him, she has yet to achieve such stature or fame. In her recent book, *The Dreamkeepers: Successful Teachers of African American Children* (San Francisco: Jossey-Bass Publishers, 1994), Ladson-Billings makes conscious choices about observing and disregarding certain norms of academic research. She crosses over the conventional lines drawn between the researcher and the researched, between academic and personal writing.

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May/June 1999

Vol. XV, No. 5

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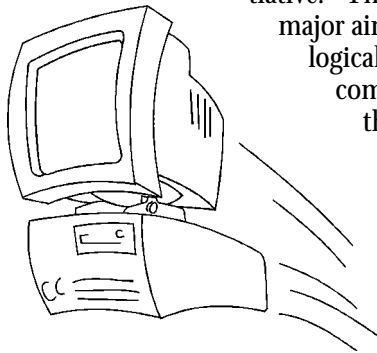
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**Please share this newsletter
with others at your program.
The deadline for submitting
material for the next issue is:
June 15.**

Getting Computers Into the Homes of Students

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When Mindshares found itself able to offer more computers to J.F.L.P. than were needed to outfit our computer lab, a unique and exciting opportunity presented itself. J.F.L.P. and Mindshares jointly launched a new venture dubbed "The Earn-A-Computer Initiative." This undertaking had two



major aims—to nurture technological literacy and to provide computer access to homes that could not afford to purchase a P.C. The idea seemed simple enough, but the implementation of such a program required careful and thorough preparation. First, J.F.L.P.

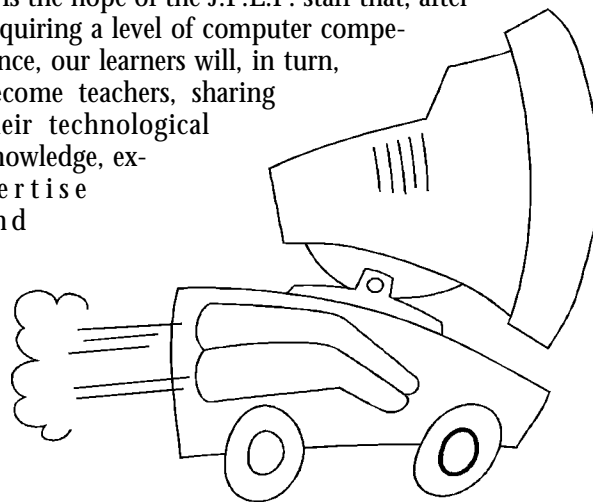
had to create a self-paced, individualized curriculum that would allow low-literacy adults to gain confidence and competence when dealing with computers. J.F.L.P. originally designed a series of fourteen lessons to teach basic computer operation and the essentials of word processing imbedded in real-world tasks (e.g. a letter to a child's teacher, a resumé, etc). Learners are also encouraged to practice keyboarding skills, familiarize themselves with a selection of educational games, and make use of the power of computing whenever possible. The ultimate incentive for successful mastery of our basic computer skills curriculum is a free computer to take home for family use.

When J.F.L.P.'s "Earn-a-Computer" initiative was launched, our learner population ranged from the technologically terrified to a former office secretary who knew more about the fine points of DOS than the staff. However, regardless of level of proficiency, everyone was excited to begin work on their lessons. Lesson 1 is, by design, non-technical and non-threatening, requiring the learner to complete a "computer scavenger hunt" that doesn't even require the machine to be turned on. Successive lessons gradually build up new skills and reinforce old material so that competency is achieved in incremental steps. Transferring more and more of the program's written tasks over to the computer further deepens learning. Women are now encouraged to type their own submissions to *The Write Stuff* (the program's monthly literary magazine) instead of having a staff person perform the task. Many of our learners who were also taking college courses took advantage of the editing capabilities of word processing and began to use the computer for their term papers. Letters to the welfare office, a state senator, the school counselor, a court official, or a prospective employer were all produced on our computers, and the results were very gratifying.

Once a learner successfully completes the required cur-

riculum, a "final exam" is administered to assure mastery. This "exam" is actually a one-on-one, hands-on demonstration of the skills the lessons have tried to solidify. Before a computer goes home with a program member, a staff member has to certify that the learner genuinely understands how to work the computer and the word processing program. Additionally, the student has to demonstrate competency with a select group of age-appropriate educational games that the learner chooses to have installed for her children. At this "final exam" the staff member also reviews a "DOs and DON'Ts list" for computer care in the home. If all goes well, an initial home visit is scheduled, to make sure that space, furniture and ample electrical outlets are available to accommodate the computer.

On the second home visit a staff member supervises the computer's set up and ensures that it is in working order and that the learner's lessons and game instructions are stored nearby for reference. Finally, the learner is presented with a clean disk and given a "homework assignment." Her task is to type her reaction to having a computer in her home, and to record any questions or problems she encounters. After saving her work on disk, the learner carries this message back to J.F.L.P., where a staff member responds to her thoughts and asks more questions. This exchange prompts computer skills practice at home and encourages and supports the learner's role of "technology coordinator" in her own family. It is the hope of the J.F.L.P. staff that, after acquiring a level of computer competence, our learners will, in turn, become teachers, sharing their technological knowledge, expertise and



excitement with their children and family members.

Today, our learners' interest and ease with technology is thriving! Currently, J.F.L.P. has twelve computers in our lab, all operating Windows 95 or 98. Many of these units are linked to the Internet by means of a Web Ramp. This fall, the program established a portable satellite classroom with five laptop computers to expand our use of technology beyond a fixed lab space. We have updated our original lessons to keep pace with the advances in our computer lab, and we have added several teaching units to cover the use of the internet, CD-ROM encyclopedias, data bases and spread-

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Getting Computers Into the Homes of Students

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sheets. To date, we have distributed over 30 computers and have updated some of the earliest units that had been sent home when more advanced systems were donated to us.

The staff of J.F.L.P. is elated with the success of our technology initiatives, yet this success has not come without headaches. As a small agency, it is taxing to train enough staff and find the hours necessary to customize computers before they are sent home and to de-bug problems that arise once a computer is off-site. It is also a challenge to manage, match and store the sundry contributions we receive and to keep our curriculum up-to-date with the most recent technological advances. With each new computer we send home, our resources get stretched a little tighter. However, as long as free computers are available, we will continue our commitment to the Earn-a-Computer Initiative.

The staff derives its motivation from the responses of learners like Louise, who recently wrote:

We all love the computer. We use it every day. Christopher loves "Animal Quest" (a science game). Danielle is learning her ABC's from "First Words and Letters." We have fun together working on it. I just want to learn more and more!

Chris, a former student at Bunker Hill Community College who is now employed full-time, was one of the first beneficiaries of the "Earn a Computer" initiative. She also attests to its positive impact on her family:

I would never have got through college without it. I spent many a late night typing my papers on it and printing them at JFLP before my morning class! It's also helped my kids a lot. Ryan practices his spelling words on the computer and likes the games. Rachael has become a whiz at it. She can do everything on it and she's only 5! Knowing what I did about computers helped me to get my job. I felt confident that I could do it, and I could talk about what I knew during my interview. They hired me!

J.F.L.P. continues to infuse the use of technology into many of its learning activities, and the staff is impressed by its powerful potential as a tool to aid low-literacy adults in finding their voice. The Earn-a-Computer Initiative has also helped the program meet one of its primary goals—to empower families to become more successful at life. Both staff and learners of the program have come a long way from that original Wang system!

* * * * *

Ann D'Auria is Director of Educational and Vocational Services at Julie's Family Learning Program.

NEWS FROM THE A.L.R.I.

Curriculum Frameworker

As many of you who are working on curriculum frameworks projects this year already know, the A.L.R.I. has hired Kathleen (Katy) Hartnett as our part-time Curriculum Frameworks Specialist. (The state Department of Education this year provided funds for each SABES region to hire someone to work specifically with programs on curriculum frameworks.) Katy has been teaching ESOL in the Boston area for many years, with a lot of experience doing curriculum development. Katy has been getting in touch with many of the DOE-funded programs in our region, but if you haven't yet heard from her and would like to talk about something related to the Frameworks, please call her at the A.L.R.I., 782-8956, ext. 13.

Fabric of History Curriculum Woven

The complete version of *The Fabric of History* is now available on the web. This curriculum, produced here at the A.L.R.I., builds on students' interest in clothing and fashion statements by helping them develop a framework of important dates and events in U.S. history through an exploration of clothing and style in the years 1600–1980. The curriculum includes timelines, pictures, readings, formal and informal writing assignments, multiple choice practice, and suggestions for interpreting and synthesizing new information through visual, kinesthetic, and interpersonal activities. You can preview sample lessons by visiting: <<http://www2.wgbh.org/mbcweis/curric/intro.html>>. Or you can view the curriculum in its entirety by going to <<http://www2.wgbh.org/mbcweis/lrc/alri/pubs.html>>. (The files there are in PDF format; in order to read them you must have Adobe Acrobat Reader on your computer, but instructions are given there for how you can download this program for free on the Web.)

The *All Write News* is published every two months. Please send all material for the newsletter to the editor, Steve Reuys, at the A.L.R.I. (see address on back). Our phone number is 617-782-8956; our fax number is 617-782-9011. All signed articles represent the opinions of the individual authors and not necessarily those of the A.L.R.I. or its staff. For permission to reprint articles, please contact the editor.

The A.L.R.I./SABES Greater Boston Regional Support Center is primarily funded by the Massachusetts Department of Education, the Boston BRA/EDIC/Jobs and Community Services Department, and the Massachusetts Board of Higher Education. The material in this newsletter does not necessarily reflect the views or policies of the Massachusetts Department of Education or the federal government.

Research Worth Reading

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Because Ladson-Billings crosses over these lines in order to connect with those of us outside of academia, she deserves an audience that is willing to cross the traditional boundary between elementary and adult education.

As with many educational studies and conclusions, the content of her book may seem deceptively simple and for many of us there will be no big surprises. Ladson-Billings sets out to provide examples of teachers who are successful with African American children. As she points out, "Children of color constitute an increasing proportion of our students...[while] the numbers of teachers of color, particularly African Americans, are dwindling.... Many teachers—white and black alike—feel ill-prepared for or incapable of meeting the educational needs of African American students." (p. x) The book looks at eight teachers in public schools in a low-income, predominantly African American school district. Although the teachers differ in their methodology, they were chosen because all were identified by both parents and district principals as effective teachers.

Over the course of the two years of the study, Ladson-Billings and the eight teachers met regularly. Together they analyzed the interviews and videotape which Ladson-Billings collected. The research group identified examples and articulated the beliefs and approaches to their students which they share. Ladson-Billings sees the teachers' underlying philosophy, motivation, and the teaching practices she observes as culturally relevant teaching. The book is then arranged to define culture and its importance, to give vignettes from classrooms which illustrate the different principles of culturally relevant teaching, and to propose how entire schools and districts could be reorganized to offer culturally relevant teaching across the grades. In an appendix, Ladson-Billings outlines her research methodology in more detail for those whose interest lies in the research rather than in the classroom.

In the core of the book, where Ladson-Billings lays out the principles and examples, readers will find commonalities with Freire, language that we use to describe effective education for adults (even what one finds in the common chapters of the Massachusetts Curriculum Frameworks). What I found so heartening about the book is the effect of the rich examples. The principles are more than empty talk.

They are visible in action. As a reader I began to experience what students in these classrooms must feel. The messages are pervasive, consistent, hopeful. A few of my favorite examples follow.

In one case, teachers with culturally relevant practices help students make connections between their community, national, and global identities:

In Rossi's class, who students are and how they are connected to wider communities is very important. In the class's current-events lesson, Rossi insists that the students be able to make pertinent connections between the news items they select and themselves. As the tensions increased in the Middle East prior to the Gulf War, many students brought in articles that detailed the impending conflict.

"But what does that have to do with you?" asked Rossi. "We're sitting here in sunny California, thousands of miles away from Kuwait. Why should we care?"

After a ventured suggestion that is a dead end and some reflective silence:

In a soft measured voice, Denisha said, "Well, I think it affects us because you have to have people to fight a war, and since they don't have no draft, the people who will volunteer will be the people who don't have any jobs, and a lot of people in our community need work, so they might be the first ones to go."

Denisha's comment triggers a discussion of "overrepresented," mathematically and the case in point of soldiers of color in the Vietnam War. Discussion continues.

By the end of the lesson, students are working in cooperative groups and creating "causality charts" where they list a number of current events and their possible impacts on their community. (p 49-51)

In another case, students whose educational, economic, social, political, and cultural futures are most tenuous are helped to become intellectual leaders in the classroom. Two teachers direct a lot of their pedagogy toward African American boys. In Lewis' and Deveraux's classrooms it is "cool" or

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“def” to choose academic excellence. (p. 117)

One of Lewis’ star students, a boy named Larry, had had a particularly troubling history. Although he was short and slightly built, he was the oldest child in the class. He had been left back several times and was thirteen in a class made up of eleven year olds. He had been traumatized by the drive-by shooting of a favorite aunt. Other teachers in the school referred to him as “an accident just waiting to happen.” None wanted him in their classrooms. Lewis referred to Larry as “a piece of crystal.”

He’s strong and beautiful but fragile. I have to build a safe and secure place for him and let him know that we—the class and I—will be here for him. The school has been placing him in the kitchen junk drawer. I want him to be up there in the china cabinet where everyone can see him. (p. 111)

Throughout the book, cooperative learning and connection to community are stressed. Witness the title of chapter 4, “We are Family.” Each teacher has her own way of building community in the classroom.

Hilliard and other teachers’ notions about building an extended family are consistent with some of the psychological literature that refutes the notion of poor self-concept among African American students. This view suggests that African American connections to African cultural norms support a very different view of self: “Some non-Western world views, particularly the African, place a totally different emphasis on self, conceiving of the self as coming into being as a consequence of the group’s being.... The African world view suggest that ‘I am because we are and because we are, I am.’ In so emphasizing, this view makes no real distinction between the self and others. They are in a sense one and the same.... One’s self-identity is therefore always a people identity, or what could be called an...extended self.” Quoting W. Nobles “Psychological Research and the Black Self-Concept: A Critical Review.” *Journal of Social Issues*, 1973. (p. 69)

This quote and a description of a holiday party in one

teacher’s class enabled me to see my own cultural baggage.

Winston bought what she felt were more than enough treats for the class. But no sooner had she passed out the goodies than several students began to ask for more. When she inquired as to what they had done with the treats she had distributed, the students indicated that they had wrapped them up to take home to a family member.

Rather than seeing this behavior as piggy or selfish, as I might have, the teacher recognized it as a strength and accommodated her students, reinforcing their instincts toward caring and cooperation (p. 71)

This section also helped me look critically at some of the activities I have developed. I recently compiled a list of phrases students could use to provide transitions or to lengthen a narrative. Looking at the list, I noticed that nearly all used the pronoun “I.” I wondered subsequently if I should mix in “we,” ask students to adapt it or think of some other option? It was one of those moments where my cultural bias again showed up as if in silhouette.

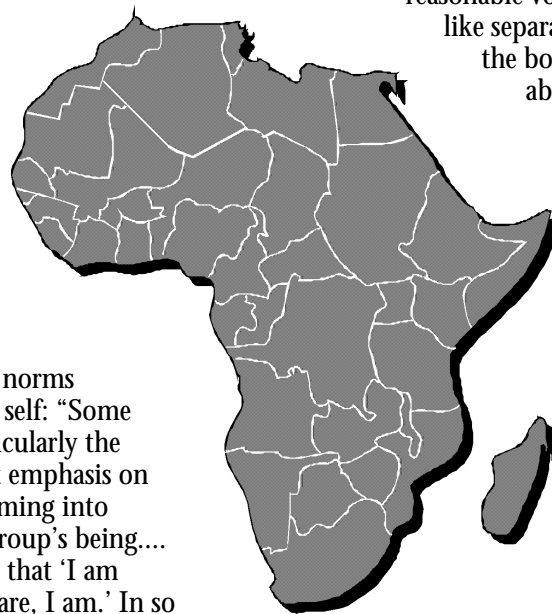
Besides helping me think critically about cultural biases, about developing assignments, about creating a classroom environment where all can flourish, I find Ladson-Billings a reasonable voice to listen to in thinking about issues like separate schools for black kids only. Early in the book she recalls being asked by a reporter about an African American male immersion school that was under consideration. As she points out,

The concern over African American immersion schools is not really about school segregation. Indeed, schools in large urban centers today are more segregated than ever before.... African Americans already have separate schools. The African American immersion school movement is about *taking control* of those separate schools. (p. 3)

Ladson-Billings’ book has also been a model for me in thinking about collaborative research projects. I liked the way she consulted the community to identify the teachers in her study. I appreciated her attention to their interpretations of the data.

Can anyone teach this way? Can anyone conduct research and write this way, in or out of academe? Do you have

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Research Worth Reading

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to have a special gift, like the eight teachers in the study? Do you have to be African American or be from the community like one of the white teachers? Ladson-Billings seems to believe that any of us could teach this way. She shies away from rhetoric that would place these teachers on a pedestal. "As a researcher I am cynical about the potential for change. But as an African American parent I am desperate for change. I cling to the possibilities held forth by culturally relevant teaching." (p. 91) Her words encourage all of us, no matter what our roles in the education field, to be true to our values.

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

"...But Words Will Never Hurt Me"

In *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts* (Heinemann, 1996), Denny Taylor introduces us to Cindy, Sam, Laurie, Will, and Kathryn, whose compelling case studies vividly illustrate the ways in which people are fed into and chewed up by this country's various "systems"—the legal, prison, health, and welfare systems, as well as those intended to deal with the problems of unemployment, homelessness, and drug use—that corral the poor and process them, based less on the needs of the individuals than on the prejudices, preferences, and overall convenience of society. To the inmates in Dostoevsky's famous statement that a society can be judged by the way it cares for its prisoners can be added these other

populations—those on welfare, those without homes, those without adequate medical care, those without jobs, and the stories told here show how poorly we often treat people in those groups: Cindy, who has never committed a real crime, is sent to prison for drug use. Sam is battered by a system that is supposed to help him find housing, find employment, stay sober. Laurie is given improper medical care, with ultimately tragic results.

Denny Taylor is a literacy researcher well known for her ethnographic work with individuals, families, and communities. She is the author of such books as *Family Literacy* and *Growing Up Literate* (with Catherine Dorsey-Gaines) and is the recipient of several major awards for her research and writing. Her own primary focus is on issues of literacy and, as the title of *Toxic Literacies* indicates, her purpose here is largely to document the roles that literacy in all its guises—paperwork, reports, forms, etc.—act to harm people in our

society. And certainly these official texts play a large role in the injustice, the uncaring treatment that is meted out to the individuals portrayed here. Yet I can't help but think that the larger villains of these pieces, of these life stories, are the attitudes we as a culture take towards people like Cindy, Sam, Laurie, Will, and Kathryn, the policies we've developed to "handle" them and their problems, and the various bureaucratic systems that have been established to implement these policies. Texts and the various literacies they embody are clearly some of the tools employed by these systems, almost always to their—not the client's—advantage. And it is important for us as literacy workers to understand the ways in which texts and literacy are used and abused by these systems and to try to help our students and clients to comprehend and navigate them. But *Toxic Literacies* definitely does not document how literacy and texts are used in ways that corrupt or pervert otherwise enlightened, well-

founded and humane policies. No, it's those attitudes and policies themselves that are ultimately most harmful, while in implementing them literacy and texts can be undeniably corrupted.

What this book portrays is just how uncaring and cruel we often are to our neighbors, to our fellow citizens, and how pervasive and powerful the obsessively individualistic "blame the victim" mentality remains within our culture. Though "toxic literacies" and their various official texts play important roles in promoting our society's attitudes and carrying out its policies, the larger indictment conveyed by Taylor's book is of our society as a whole, of our attitudes toward the poor, and of the policies and bureaucratic systems

we have developed as a result. The strength of Taylor's ethnographic work is in its ability to bring to life in all their complexity the real people she works with, befriends, and cares for—people who otherwise, as nameless, faceless numbers and categories, our society has essentially *written off* as expendable.

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



Book Review:

GRAMMAR CHECK

by María E. González

My new PC has a nifty gadget, a program that checks not only your spelling but also the grammar of your sentences. Initially, I loved this feature but I'm now weary of its limitations. For one thing, it can't stand the passive voice and, without sparing your feelings, it automatically rewrites the entire sentence. This is great for writing business letters and minutes of meetings, but if you use it all the time, your correspondence sounds as canned as the laugh track in a bad sitcom. The speller/grammar checker also insists on calling your attention to every lower case letter after a period which means you can't do "e.g." and "etc.," the bane of the unsophisticated writer. Basically, it means that if you are like me and you didn't "get it" in Sister Dogmatica's 8th grade grammar class (o.k., so I made up her name because I can't remember it but she did exist), you are at the mercy of some computer programmer nerd and his "by the book" view of the wonderfully elastic (and sometimes bizarre) grammar of the English language.

Before I get into trouble with the grammarians reading this piece, I want to make my point clear, which is that if a teacher or anyone with a college education wants to veer off the standard language or merely push the "change" button in one's spell check, you still have to know the rules. If, like me, you had a teacher like Sister Dogmatica who thought diagramming sentences was innovative teaching, then you need a reference check-up book. I swear by Celce-Murcia and Larsen-Freeman's *The Grammar Book* for ESL and EFL teachers, but, alas, it doesn't distill the information enough for beginners. Nor is it handy enough for when you need a quick reference five minutes before that ESOL 1 class.

There are many grammar books published each year for the ESL market alone and they all have their strengths and weaknesses. Given so many choices, it's hard for any to stand out from the bunch, but two new additions to our library, *Safari Grammar* and *Safari Punctuation* (published by Passport Books, a division of NTC/Contemporary), catch one's attention. I think it's a combination of the corny titles, cutesy but lovable cartoons, and their compact 9" x 6" size that reminds me of those cookbook series with titles like *Loving your Crockpot* and *Quick Meals for One*. But unlike most cookbooks, the *Safari Grammar* and *Safari Punctuation* books rely on cartoons to make the rules and facts of grammar simpler and easier to remember. The cartoons and accompanying words are large on the page for easy reading and the humor is corny enough for anyone to get it.

Each book has been written with the beginner student in mind, but teachers will appreciate some new ideas on how to explain the basics. The litmus test for me was on how *Grammar* explains the third person singular. The answer is that it doesn't really try for an explanation. Rather, it is simply illustrated with cartoons of a man, a woman and a

parrot, each with dialogue balloons that read "blaw, blaw, blaw." "He talks/ She talks/The parrot talks," read the captions underneath. The next cartoon shows the man, woman and parrot talking, with—you guessed it—"They talk" as a caption. Big arrows pointing to each illustration say, "Here third person singular" and "Not here third person singular." A sidebar reviews all of the pronouns, dividing them between those which need an "s" and those which don't. This minimalist approach, in my experience, is what works best for beginners who don't have an extensive grammar background in their own language. There are plenty of books for those ESL students who do want more grammar explanations and exercises. And of course, there is nothing like lots of classroom practice with real language to make a grammar point.

Like all grammar books I have ever used or read, this series manages to include something I have never heard about or, rather, that I never seen explained in this way (which exactly makes my point that grammar is not a static set of rules but is subject to different interpretations and changes). Take, for example, "imaginary" and "invisible" nouns. Do you know what they are? I'm taking an unscientific poll here so if you know, please e-mail me at mgonzale@gis.net or call me at the A.L.R.I.

On another note, the A.L.R.I. library now has an English/Haitian Creole version of the *Basic Oxford Picture Dictionary*. Finally, I thought, when I first saw it, but the copyright says 1995 so I guess we are about four years behind. It is especially useful for Kreyol Literacy classes, which, like most native language literacy instruction, suffer from a dearth of materials appropriate for adult learners. The *Practical Guide for the Bilingual Classroom—Spanish/English* is new as well in our library. Not as glossy or professionally printed as the *Oxford Picture Dictionary*, this is a useful tool for any teacher who wants to communicate in Spanish with her students or who uses a bilingual method of teaching ESL. Originally developed for the K-12 system in an unnamed community (probably somewhere in California, where it is published), it focuses on the vocabulary and phrases needed to communicate in different core areas, such as health, the classroom, and the community, among others.

* * * * *

María E. González is the SABES Coordinator at the A.L.R.I. and also an ESOL teacher.

INVITATION TO A READING

Patricia Wild, GED Counselor at SCALE in Somerville, will read from her new book, *Swimming In It*, on Tuesday, May 11, from 7:00 to 8:30 pm at Harvard's Longfellow Hall, Room 319, on Appian Way in Cambridge. The book, to be published this summer by Flower Valley Press, is a novel based on homeless students' stories.

FOR YOUR INFORMATION

Boston Adult Literacy Fund 1999 Student Scholarships

The Boston Adult Literacy Fund is pleased to announce the 1999 BALF Student Scholarships. The intention of the scholarship program is to encourage adults who have completed their basic education (GED or EDP) or ESOL studies and are now moving on to higher education or technical training. Adults must have completed their basic education or ESOL studies at an eligible Belmont, Boston, Brookline, Cambridge, Somerville, or Watertown program after July, 1998, and by June, 1999, and been admitted to an institution of higher education or a vocational training program of substantial duration. Eligible adult education programs include community-based programs, free preparatory programs offered by local higher education institutions, and volunteer-based programs. Programs are encouraged to identify candidates. The deadline for applications is Friday, May 28, 1999. For an application or more information, please call BALF at 617-720-0181.

BALF Community Advisory Council Vacancies

The Boston Adult Literacy Fund is currently accepting applications for membership on its Community Advisory Council. Composed of current and former adult education teachers, administrators, and students, the Council is the decision-making body of the Fund. Members share a strong commitment to strengthening community-based, participatory adult literacy programs in Greater Boston. Through site visits, proposal reviews, special projects, and regular meetings, Council members learn first-hand about issues and trends in the adult literacy field. Since all decisions regarding funding are made by the Council, members also learn about proposal writing and reviewing, grant-making, and fundraising, as they add their insights to the process. We are committed to a Council that represents the diversity of the literacy field. Members may represent community-based programs in Belmont, Boston, Brookline, Cambridge, Somerville, or Watertown. A membership commitment is one meeting a month for ten months, serving for at least one year. If you are interested in applying to the Council or would like more information, please call BALF at 617-720-0181.

Adult Literacy Resource Institute

989 Commonwealth Avenue
Boston, MA 02215

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Announcements

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