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all write news

## HELPING STUDENTS EXPLORE THE MYSTERIES OF READING

by Diane Paxton

**H**ow can I grab students' imaginations so they will want to practice reading strategies on their own? If I were at this level in a language class, what would invite me to read?

These were some of my questions as I planned the curriculum for the second half of my ESOL class in Bunker Hill Community College's adult education program in Chelsea. The class consisted of 25 students, almost all Latino, at an intermediate level. Designing activities and choosing readings for this multilevel group had often challenged me. For many of these students, this was the last class they could take without paying. What followed was the GED or a more demanding ESOL class in BHCC which prepares the students for academic work. One of my goals was to help the students get ready for this transition by giving them opportunities to take their learning and confidence to deeper levels with longer readings, strategies for learning, and vocabulary that would take them a step beyond the essentials. This article will describe our process for reading mystery stories, which helped to achieve all three goals with the added bonus that, at the end, the students wanted to read on their own!

The idea came from the students in their mid-semester written assessment of the class. One of the questions was, "What kind of stories do you want to read?" Later that night, listed between "love stories" and "stories from my country," I spotted two requests for mysteries and decided immediately that with a mystery reading unit I might encourage the students to read longer, denser texts and to discuss them on a variety of levels, from comprehension to literary analysis.

For the first text I chose "Early Autumn," by Langston Hughes, a story that is only a page long. It turned out to be compelling because the students viewed it as a love story as well as a mystery; they had to guess and infer from

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## NUEVOS LIBROS

by Maria E. González

**O**kay, so I was supposed to write this review in time for National Hispanic History Month (September 15 to October 15) and clearly I didn't make it. This is the second year in a row I miss this deadline, so my psychoanalytical self lifts its antenna and ponders this evidence of resistance. I recognize that the late August deadline for the September *All Write News* interferes with my late summer vacation, but I sense some other hidden truth. And then again, not so hidden. I will admit that I feel, at best, ambivalence toward National Hispanic History Month. It originally had something to do with the ghettoization of our history into the space of 30 days but I've made peace with that part of it. As with Black History Month, if it means that our contribution to this country is revealed to some little kid in the Bronx or Peoria, so be it. There are worse things going on in many classrooms. No, mi gente, it has to do with the timing of this purported celebration. You see, it was dated to coincide with the arrival of Columbus and the Spanish into what became "las Americas." It is considered by many latino americanos as the "birth" of la raza mestiza, the blending of races and cultures of Latin America. I do accept mestizaje as a fact for after all it is in large part who I am. But a celebration that takes as its point of departure the

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Nov./Dec. 1998

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Please share this newsletter  
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The deadline for submitting  
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December 7.

## Looking Into the Mystery of Reading

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the text in order to discuss the characters' past relationship.

The second reading was "Dear Mary Ellen" by Sara Hoskinson Frommer. This text is longer; I wanted the students to read a whole book to help raise their confidence in reading. It is actually a very short book from the "Kaleidoscope" series (New Readers Press), written in a simplified way for language learners. I wondered about using this watered-down language with its basic sentence structure and dialogue, especially following Hughes, but decided that the opportunity to become familiar with chapters and look for textual clues to solve the mystery outweighed the lack of interesting prose. Additionally, the accessible language would be inviting to the learners who had had less experience with print in English and in their native languages.

The third story was "The Necklace" by Guy de Maupassant. The version I chose in *English Yes—Learning English Through Literature (Intermediate Level Two)* was also simplified, but it was still a big stretch for many students in the class. This text has eight pages of vocabulary, comprehension, grammar and writing activities following each half of the story, which my students loved and which saved me a lot of time!

The following is a brief discussion of the reading strategies we used with the stories. The handouts which I created for the students are available in the A.L.R.I. library along with the texts. I used the same pattern of "pre-reading," "during reading," and "post-reading" strategies for each section of the stories. "Pre-reading" consisted of a list of vocabulary words which we reviewed before reading, along with guessing what the story would be about from the vocabulary words, the title, and the photos which accompany the texts. "During reading" we combined reading aloud, looking for answers to a list of questions as the students read the text, and reading for meaning and fluency—focussing on what students knew as opposed to what they didn't know. In "post reading" the students wrote answers to questions, discussed the stories in groups, and guessed about the plot for the next part of the story.

For the individual stories, we focused on some specifics. With "Early Autumn" we tried to draw upon prior knowledge of Langston Hughes; we had already studied and listened to a tape of him reading one of his poems. The

language in the story was challenging for many students, so I encouraged the groups to focus on meaning, with higher level students explaining a lot to lower level ones. However, their quest for understanding inevitably led to wonderings about the inferred aspects of the story. Even the lower level students were able to participate by giving their opinions and connecting their feelings about long lost friends to the text.

With "Dear Mary Ellen," I divided the story into three more-manageable parts based on the clues, and made copies for the students. For additional pre-reading, I brought in a quilt which I had made as an example of the vocabulary

word, and we discussed the idea of quilting groups. I also brought in the entire book in its original form to show to them that, even though their packets looked like the usual handouts, they had come from a whole book. One student, Concepcion, remembered a strategy that had helped her before and suggested that if they read the questions first, they would understand the story better.

When they returned to class after the weekend, they couldn't wait to discuss the story, which we did, using the strategies for "during reading." The vocabulary list for part two of the story contained words for analysis of the developing mystery, such as

"motive," "clue," "evidence," "suspect," and "guilty." Along with their high energy level, what struck me was their authentic use of English to solve the mystery. We spent a long time guessing what would happen next in the story.

When they came in for the next class, they were bursting with theories about what the ending of the story would be, based on the history and motives of the characters. We discussed some of the clues and motivations as a whole group before they went back into their small groups to answer the questions. Each group was to decide what had happened to Mary Ellen and what the motives were. Finally we heard a report back from each group, and I wrote their ideas on the board. If I were to do this again, I'd write them on newsprint so that we could refer back to them after finishing the story.

Before reading the third part, one student told me that this was the first time he had ever enjoyed reading in English. After we read and discussed the ending, we tried to remember their projections to see if they had been correct. I didn't write any questions for the third part; instead, I made the students do it. In pairs the students wrote their questions on strips of paper. Later, we drew them from a hat and the pairs

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## Looking Into the Mystery of Reading

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had to look in the entire three-part text to find answers to the new questions. There was a lot of laughter and several requests for another mystery reading! Perhaps because it was a longer text, the characters seemed to come alive for the students. They teased each other about what their guesses had been—showing enough investment to remember, and an identification with the characters and their motivations.

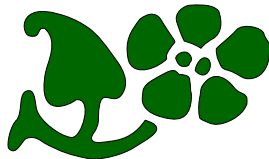
For “The Necklace,” I had them read the brief introduction which explained that this story is one of the most famous short stories ever written. I told them that it was translated into many languages, and asked if any of them had ever read it. They shook their heads. After a moment, the one Chinese student in the class, usually quiet, spoke up. “Oh, she use the necklace from friend, she lose necklace?” she said excitedly. I said “Ying, you know the story?” “Yes, teacher!” Well, the rest of the class could not have been more surprised and impressed with Ying’s knowledge of French literature!

It was the end of the semester and attendance had become spotty, so the students were not always prepared. To accommodate for this, we had class in a workshop format; students worked in groups depending on where they were in the two-part text and activities. The discussions were rich and thoughtful, ranging in topic from issues of class, vanity and honesty in friendships to the more personal perspective of how little it takes in some situations to lose everything one has. The students appreciated the introduction and review of sophisticated vocabulary such as “debt,” “convince,” “wearily,” and “recognize.” They even developed class jokes as a result of the story; one day I came in wearing a long, glittery necklace, and Rosali asked me, “Teacher, did you borrow that necklace from a friend?”

However, the best part of all was that two students said they wanted to go to the library to look for more mystery books. Samaria specifically asked for another story by de Maupassant and they all said that they never thought they could read so much in English—and like it! Through the lure of the mysteries, we had practiced reading strategies and vocabulary, gained confidence to read and analyze longer texts, and taken our conversations to new levels. Because the content raised students’ curiosity and we developed comfort with the process and the genre, there was a real reason to share ideas. The authentic verbal interactions and genuine enjoyment which grew out of this unit were our evidence of success.

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*Diane Paxton, an ESOL teacher, is the new ESOL/Special Projects Coordinator at the A.L.R.I.*



## FOR YOUR INFORMATION

### SPLC Reissues Civil Rights Curriculum

*America’s Civil Rights Movement*, the award-winning curriculum package developed by the Teaching Tolerance Project of the Southern Poverty Law Center, is again available after being out of print for two years. The package contains a video, *A Time for Justice*, produced by Charles Guggenheim, a text, *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*, and a teacher’s guide with detailed lesson plans. (This 1991 publication was the first in a series of video-and-text kits offered by the Center that now includes *The Shadow of Hate*, *Starting Small*, and *A Place at the Table*, being developed for release in the fall of 1999.) The *America’s Civil Rights Movement* kit is available free to schools, education programs, and community organizations. To request a copy, an ABE program coordinator or agency director should fax a letter on their stationery to the Teaching Tolerance project at 334-264-7310.

### Choosing to Participate

“Choosing to Participate” is an interactive, multi-media exhibition exploring situations in three communities that highlight the choices individuals face when confronting discrimination and prejudice. Sponsored by Facing History and Ourselves, the national educational organization based in Brookline, in partnership with the Boston Public Library, this exhibit is free and open to the public from November 3 through December 19, 1998, in the BPL’s main branch in Copley Square. The hours are Monday–Thursday, 9am–9pm; Friday–Saturday, 9am–5pm; Sunday, 1pm–5pm. The exhibit introduces you to three stories about citizenship in a democracy—“Little Things Are Big”: a choice made during

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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).

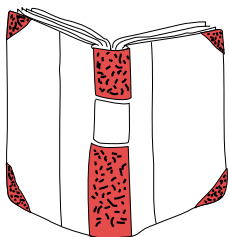
Our phone number is 617-782-8956; our fax number is 617-782-9011. All signed articles represent the opinions of the individual authors and not necessarily those of the A.L.R.I. or its staff. For permission to reprint articles, please contact the editor.

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 Higher Education Coordinating Council. The material in this newsletter does not necessarily reflect the views or policies of the Massachusetts Department of Education or the federal government.

## Nuevos Libros

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anniversary of the invasion of a whole continent, the pillaging of entire peoples and the onset of slavery, umm...I don't think so. So, I humbly declare May to be National Hispanic (I'm not even going to get into the debate on using "Hispanic" vs. "Latino") History Month. No specific reason for me (although a friend reminded me of the Cinco de Mayo celebration by Mexican Americans), except that May is such a nice month, with budding flowers and the promise of summer around the corner. And even better, we still have six full months to get ready for this celebration. Que Viva Mayo! The following are some new additions to our library of books on Latino literature and history to celebrate about all year.



*From Colonia to Community—The History of Puerto Ricans in New York City*, by Virginia E. Sanchez Korrol, Berkeley and Los Angeles, University of California Press, 1994.

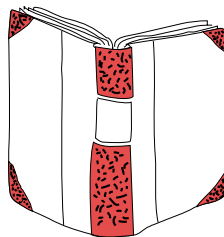
This year marked the centennial of the Spanish-American War with nary a peep in the press or Washington. This is surprising, considering the significance of that war for the

United States and Latin America, not to mention the Philippines. One result of the Spanish American War was the annexation of Puerto Rico as U.S. territory, a status which continues to this day. But the puertorican presence in the U.S., especially in New York City, predates 1898 by at least 60 years, according to recorded history. Many were revolutionaries in the war for independence against Spain, collaborating with Cubans also exiled in New York City. It was really this movement that spearheaded what became known as the Spanish American War of 1898.

This book concentrates on the history of Puerto Ricans in NYC after the turn of the century, but it records their settlement patterns and organizational activities that began with increased immigration in the 1890's. It is fascinating to read about their political and social clubs, including the following description of activities at a club for tobacco workers, the "Circulo de Tabaqueros."

The particular day which I am remembering, Carlos Tresca, director of the newspaper *Il Martele*, spoke in Italian on "Anarchism and Darwinian Theory"; Elizabeth Gurley Flynn spoke in English on "Utopian Communities and Free Will"; Pedro Esteves spoke in Spanish on "War and Peace and the Role of the Proletariat"; and Frank Kelly, a Catholic anarchist, spoke also in Spanish on "Jesus Christ, the First Communist." Discussions were followed by a question and answer period. (p. 140)

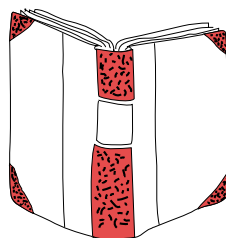
Included in the book are some wonderful photographs, mostly of people in groups representing various social clubs and political organizations, asserting the Puerto Rican presence and contribution to American life.



*500 Años del Pueblo Chicano—500 Years of Chicano History in Pictures*, edited by Elizabeth Martinez, Albuquerque, Southwest Organizing Project, 1991 (with accompanying video, "Viva La Causa").

We first heard about this book from Howard Zinn, the noted historian, during a lecture he gave at the A.L.R.I. a few years ago on the Quincentennial of Columbus' fateful voyage. Zinn mentioned it as an example of a book that records a piece of American history usually ignored in U.S. history books. The photographs alone are a treasure and a visual testimony to the Mexican presence in what later became the United States of America.

This book can have different applications in adult basic education classes. Pictures dominate over text, which tends to be short, and it is fully bilingual in English and Spanish. Other themes besides Chicano history can be gleaned from the pictures. There are hauntingly evocative and rare pictures, for example, of migrant farm workers and miners and of the massive deportations of Mexicans during the 1930's up to the INS raids in the 1980's. The companion video combines the still pictures with real footage, and the narrative closely follows the written text of the book. It is clear that the project was put together to make Chicano history accessible to all folks, to the young and older, to high and low level readers. For those reasons alone, it deserves a place in any library set up for new readers in a literacy program.



*Luna, Luna—Creative Writing Ideas from Spanish, Latin American and Latino Literature*, edited by Julio Marzan, New York, Teachers and Writers Collaborative, 1997.

This is a wonderful collection of essays on how to use literature in the classroom, especially poetry. Although it concentrates on using Spanish, Latin American, and U.S. Latino literature, there are ideas here for any teacher interested in using authentic, full text to inspire their students to write creatively. The collection includes such popular writers as Julia Alvarez (*How the Garcia Sisters Lost Their Accents*) and Martin Espada, the poet, as well as contributions from teachers in public schools and colleges.

Alvarez' piece, "Missing the Zebras—Bilingual Poetry in the Schools" was one of my favorites. She describes how she took advantage of her students' bilingualism to play with words from both languages, resulting in increased vocabu-

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## Nuevos Libros

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lary as well as original poems. She writes:

The advantage of working with a bilingual group is that poems from both languages can be used in the original—Whitman in English, Garcia Lorca in Spanish. Of course, the Spanish dominant students had problems with the English poems and vice versa. So I always supplied a translation or, with their help, translated the poem on the board.

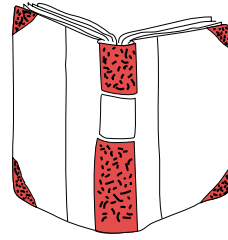
She goes on to explain how she created a charades game that turned into a writing exercise:

On pieces of paper, I copied down words the students gave me, the English word on one side, its Spanish equivalent on the other. After filling a bag with wonderful and zany words, we each picked a slip and silently acted out the word. The challenge was to guess the word in both languages.... We then wrote poems about that first encounter with a new word in a new language. What did you think when you first heard “star”? Did you have an inkling it was an “estrella”? What did you see, smell, hear, in the new sound? One of my English dominant students wrote about this encounter with the word “ola” (“wave,” as in the ocean):

If I didn't know  
what an “ola” was,  
I'd think it was a star.  
I'd think it was smoke  
in the house  
or a heavy blue coat  
to go out.  
—Raul Rivera, second grade

I wish I had read this book last year and tried Alvarez's writing exercise with the ESOL adult learners I was teaching. I would have also been interested in another essay from this collection, “Writing Vignettes with Sandra Cisneros's *House on Mango Street*,” because I have used this book in ESOL classes for adults. Suzann Steele Saltzman writes of how she utilizes the book in a college preparatory writing class. She includes a list of the themes in each “vignette” or chapter of the book with accompanying writing ideas.

By the way, *The House on Mango Street*, by Sandra Cisneros, originally written in English, has been translated into Spanish by the renowned Mexican writer, Elena Poniatowska (*Hasta No Verte, Jesus Mio*). Published by Vintage Books in 1994, we have a copy of it in the A.L.R.I. library, together with the English language version.



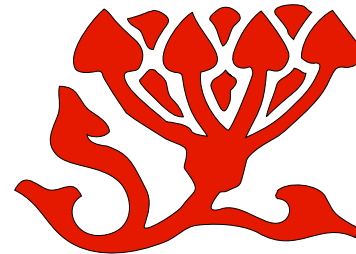
*Hispanic, Female and Young—An Anthology*, edited by Phyllis Tashlik, Houston, Piñata Books, 1994.

The inspiration for this collection grew out of an experimental class on Latina women taught by the editor in an East Harlem public school. The eighth-grade girls were inspired to write about their own experiences being young Latinas in the U.S. Through a two-year grant from the Apple Educational Grants Corporation, the girls and their teacher embarked on a project to research and read the work of Latina women writers. They also wrote about their own lives, often in response to themes from the literature they were reading. The result is this collection, which includes published writers like Lorna Dee Cervantes and Nicholasa Mohr, as well as the writings of the girls themselves.

There is a lot of material here that can easily be used in an ABE class. Primarily written in English, the collection is organized around themes such as the family, growing up, and “making it.” Most of the pieces are short, including those from the established writers, and the text is printed in larger type. Another fine addition for a collection of books for new readers.

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*Maria E. González is the SABES Coordinator at the A.L.R.I.*



## For Your Information

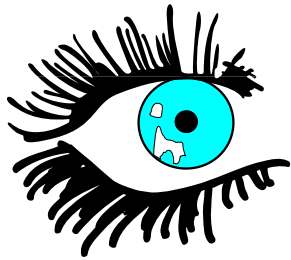
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a late-night subway ride in New York City in the 1950's; “Crisis in Little Rock, Arkansas”: the desegregation of Central High School in 1957; and “Not In Our Town”: the response of citizens of Billings, Montana, to a series of hate crimes in 1993. A companion exhibit, “Rescuers of the Holocaust: Portraits by Gay Block,” features individuals who made the choice to save Jews from the Nazi Holocaust. Guided tours are available for groups from schools and community organizations; please call 735-1638 to schedule a tour. You can also visit the Web site at [www.facing.org](http://www.facing.org) for more information about the exhibition and related events. (The A.L.R.I. is sponsoring a workshop on November 6—advertised in last month's announcements—for adult basic education teachers who are planning to bring class groups to the exhibit.)

# SWIMMING AND LURKING IN THE ONLINE FISHBOWL

by David Rosen

Years ago I heard about something called a “fishbowl,” an educational opportunity that worked like this: A small group of people who knew a lot about a topic—the swimming fish, I guess—sat in a small circle in a large room. The rest—now maybe they would call us “lurking” fish—sat in a larger circle around them and listened while they talked. A couple of times lurkers were given an opportunity to ask the swimmers questions.



An electronic list is an online fishbowl, with some differences from the real-time, in-person version. In the online fishbowl anyone can be a swimmer or a lurker. Some days I’m a swimmer, some days a lurker. And, just as in the original fishbowl, the swimming fish usually learn as much as the lurkers. (“Lurking” is a positive term for me, a good way to learn, a kind of online “situated learning” or cognitive apprenticeship.) An electronic list, however, is a 24-hour-a-day, year-round fishbowl: The topic changes; fish swim to the center, then swim back to lurk, then swim back in, as they like; many just lurk; fish come and go for various reasons; from time to time a fishbowl moderator might step in to swirl the water, or add a little food for thought.

Conversation in the electronic fishbowl—sometimes impassioned—changes all the time; an attentive, engaged lurker gets to see many different points of view. For example, on the National Literacy Advocacy (NLA) list, over time one can see flits and flashes of points of view, and sometimes, they go deep. One gets to see how other schools of fish think, as well as his or her own: teachers, local-, state-, and national-level administrators, adult learners, program graduates, researchers, policy makers, undergraduate and graduate students, librarians, union organizers, staff development people, and others; people who work in community-based and other not-for-profit organizations, public school systems, libraries, corrections institutions, two-year and four-year colleges, local, state and federal agencies, companies, unions, and homeless shelters; people whose first languages, cultures and nationalities are diverse—all these and others will be found in NLA discussions.

The electronic fishbowl offers an opportunity to all who want to know what our field is thinking. It gives us a chance to explore changing or affirming our point of view. It allows many—and differing—voices to be heard.

Here are some thoughts about how to use electronic fishbowls:

- Join as many electronic lists as you can (one or two for most people). A short, regularly updated list of adult literacy education (including ESOL) electronic lists is available online at: [<http://www2.wgbh.org/mbcweis/ltc/alri/LiteracyList.html>].

- If you are a college student, join an adult literacy electronic list and write about the conversation there over a semester for college credit. (I wonder if this is already happening.)

- If you are a teacher or student, print out whole threads of discussion (messages on the same topic) and take them into the classroom for discussion. Some discussions might be of interest to learners in adult literacy education as well as higher education.

- If there is a discussion of special interest to you, print it out, make copies and carry them around to give to colleagues. Be sure to include what electronic list it was from and instructions on how to subscribe.

- Search the archives of these lists (many adult literacy lists are archived under “listservs/forums” at <http://novel.nifl.gov>), synthesize a conversation of interest, and write an article about it for a newsletter or journal. Be sure to include citations, quotes, and references; and it’s polite to inform people who are being quoted.

The online fishbowl is a new medium, and its potential is only beginning to be explored. I think it offers an opportunity for all in our field—including part-time teachers and others who may not be able to participate in other kinds of staff development—a wonderful opportunity to sit at the table, especially as it is now possible to participate at no cost other than one’s time.

Because electronic lists are text-based, all one needs is a computer and monitor—almost any computer, even the 286’s that are sitting at curbsides and in trashbins across the United States, will work fine; a telephone line; and a modem (including the throwaway 1200 baud or 2400 baud modems sitting next to those curbside 286’s.) A printer is a nice addition, if you have one. For those who don’t have an Internet Service Provider or access to a LAN, it is possible to get free email (with advertising) from a company called Juno ([www.juno.com](http://www.juno.com)). So, for most people, perhaps with help from a tech friend, Internet access can now be put together free or for very little cost.

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



## PLEASE HELP US WITH AN IMPORTANT SURVEY ON WELFARE!

**T**he A.L.R.I., working together with WETAC (the Welfare Education and Training Access Coalition) is eager to find out how many adult basic education students will be affected by the upcoming time limits on TAFDC benefits, and we are asking all teachers at programs in our region to help us. During the week of November 9, 1998, we would like you to do a quick survey of students in your classes and respond to the following questions for each class you teach, so we know how many students and their families will be affected by the time limits. Please make as many copies of this form as you need to.

Please let your students know that you understand that many are reluctant to reveal any information, but it is important to let policy makers know how many people who participate in education are going to be affected by the time limits. We are not asking for any names, but it is important that we get as much documentation as we can.

- 1) Name of program \_\_\_\_\_
- 2) Type of class \_\_\_\_\_
- 3) Day and time class is offered \_\_\_\_\_
- 4) Number of students in class \_\_\_\_\_
- 5) Number of women in class \_\_\_\_\_
- 6) Number of people in class who are affected by TAFDC time limits \_\_\_\_\_
- 7) Number whose time limit "kicks in" in:
 

December 98	_____
January 99	_____
February	_____
March	_____
April	_____
May and after	_____
- 8) Any comments you would like to add about how welfare policies are affecting students at your program?

Thank you for your help with this! Please send or fax your responses as soon as possible (preferably by November 16) to Steve Reuys at the A.L.R.I., 989 Commonwealth Ave., Boston MA 02215; fax 617-782-9011. If you have any questions about this, please call Steve at 782-8956. Our thanks to Erika Kates at WETAC for preparing this survey.

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

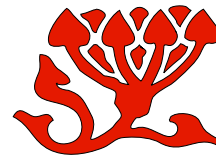
## Welcome to Our New Administrative Assistant

The A.L.R.I. is very pleased to announce that we have a new administrative assistant, Amanda Kennedy, who started with us in September. With a variety of ties to the ABE world and a range of organizational and administrative experience, Amanda is very capably filling the seat left vacant when Angela Amell left us to move to California. We're very glad to have Amanda with us and want to publicly welcome her to the A.L.R.I.!

## Adult Learners Regional Meeting

The A.L.R.I./SABES Greater Boston Regional Support Center will be hosting a meeting for adult learners in our region, sponsored by the Massachusetts Alliance for Adult Literacy, a new student organization that's working to give students a greater voice in adult literacy and ESOL programs and to help improve the quality of adult basic education in Massachusetts. This meeting will take place on Friday, December 4, 1998, from 3:00 to 4:30, here at the A.L.R.I., 989 Commonwealth Avenue, in Boston. The meeting will provide learners with the opportunity to get involved with

M.A.A.L., to hear from the group what it's been talking about doing so far, and to let M.A.A.L. know what they would like a statewide student organization to do. It will also be a great chance for learners to meet students from other programs in the Boston region. We're asking teachers, administrators, counselors, and other staff to do what they can to let students at their programs know about this meeting and to encourage them to attend. (A flier advertising the meeting was mailed to all programs in the region, and we hope you've been able to copy, post, and share it with current and former students.) Students who are planning to attend are asked to let us know by returning the reply slip on the bottom of the flier or by calling Steve at 782-8956, ext. 14, and leaving a message. If people are interested in the group but cannot attend this meeting, they can call Catherine Santiago at SABES/World Education, 482-9485, ext. 450, and they can also call her if they have questions about the meeting or about the organization.



## Adult Literacy Resource Institute

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Boston, MA 02215

*Massachusetts  
Readers: Please  
Open Promptly—  
November  
Announcements  
of Upcoming  
Staff Development  
Activities at the  
A.L.R.I. Enclosed*