



# Los Angeles Public Library Adult Literacy Services

Volunteer Services Office - (213) 228-7540 - volserv@lapl.org

## LOOK AT US!

Fall 2009

Edited by Ruth Gooley

### It's a Match Part I

#### Linda's Story

By Tutor Linda M. Fuoco

I thought this was going to be difficult. I have never been a teacher, although in a few jobs I did have to train some new people. But wow! This is very different! There is certainly a lot less money but a much bigger emotional payoff.

People who volunteer at various organizations always say what I am about to say – so much so it's a cliché. Even though I tell my tutees to avoid using clichés, I am going to use one here because it is so apt: you do get much more back than you give. You get a sense of accomplishment when your student does well and when he doesn't, you know he really needs your help!

I am an avid reader and believe being able to read English is a giant step up to a better life in the U.S. Moreover, it's a means to enter the political system, keep up with the current events that affect us all and enjoy the inexpensive entertainment of reading!

*continued on p. 2*

Learner Tom  
Tam & tutor  
Linda M.  
Fuoco



#### Tom's Story

By Learner Tom Tam

I am one of the Adult Literacy Program students. At first, I felt unlucky. I applied and was told I would get a tutor within a month. But that was not the case. A young lady who was supposed to be my tutor did not have time for the position.

Actually, I forgot about the literacy program until 2 or 3 months later. At least I got Linda as my tutor. She had been a broadcast journalist and recently graduated from law school. She was retired and had the time to focus on my need to learn English and to help me out in all sort of things in the U.S.

*continued on p. 2*

**C**reative Corner  
*Learners Give  
Thanks*

#### Many Thanks by Kay Soh

I am grateful for many things. First of all, I am grateful I have lived without financial worries. Secondly, I am grateful I have common sense. My common sense helps me get along with, cooperate with and understand other people. First

*continued on p. 4*

*Linda's Story continued from p. 1*

When I volunteered I had been ill for a long time and had not done much thinking or talking or even walking. I know when Thomas Tam and I first met in February of 2008, he probably did not think I was even going to get through 1 tutoring session before I fell asleep or fell out of my chair! But, it has been nearly 2 years and I have yet to fall down on the job. Now Thomas is light years ahead in speaking and writing English and we have had a few laughs along the way.

I was lucky to be paired with Thomas Tam because he is very intelligent, educated and motivated. His qualities have made tutoring simpler and more fun. Fortunately, we agree on political issues. Our similar philosophy makes it easier to use current events as a means to teach American culture, history, reading and speaking English. I guess if we were from different political camps, we would have to stick more to the Adult Literacy Program's materials and stay away from the newspapers! §



She printed the first ten amendments to the constitution and taught me about the "Bill of Rights". When I watch Newshour on KCET, she leads me to a better understanding of the legal issues discussed. In two cases including one about gun possession and another in which a girl was being strip searched in school, I was really impressed with the depth of understanding I reached after Linda told me about how the Bill of Rights affected the issues involved.

She is fond of cooking and shared with me some easy recipes. Well, they were supposed to be easy anyway. Once in a while I need to prepare food for 12 to 18 people at a Christian fellowship meeting. The first time, I made turkey meat balls that I over cooked and turned out black! The second time I made them the turkey meat balls were not so bad. But truthfully, they were not so good either.

It was the first time I tried to cook Italian food. I needed to buy all the stuff in an American store. I normally shop at a Chinese market. I was lost! I had to search the entire supermarket! For almost every item I needed I had to ask the store clerks for help. At last, I bought all the ingredients. The mixing of all the ingredients to make turkey meat balls was okay. However, the frying pan was on high heat making the meat balls black on one side and raw on the other.

In English, she helps me out in correcting my emails and the practice essays I write. She has forced me to study grammar for a while. She has advised me to listen to KPCC radio and watch KCET news and public affairs because the announcers and hosts are using the proper American English I should learn. These programs also go into more depth of various aspects of American life I need to learn. Furthermore, I always ask her to advise me on which drama series on TV to watch that will help my daily English language.

*Tom's Story continued from p. 1*

Since I have been in the United States for over 4 years, I need to take the citizenship examination. She sorts out all the information I need to study for the test. Linda is also concerned about my career in the future after I become a citizen. The relationship is really beyond a student and teacher, more like a friendship.

As I am quite interested in current affairs, we always have some discussion about what is happening in American politics and around the world. My tutoring sessions began about the same time as the beginning of the presidential campaign. We both supported Barack Obama, just like the

majority of people in U.S. Because I was not yet a citizen, I did not have the right to vote for president. In our discussions, she briefed me on a lot of background information.



*continued on p. 3*



## It's a Match Part II

### Janet's Story

by tutor Janet Ault

I feel very fortunate to be a tutor with the Los Angeles Public Library's Adult Literacy Program. The experience gives me the opportunity to make a meaningful contribution to my community and feeds a sense of purpose.

I learned about the program this past spring while visiting my local library. Crossing the threshold I looked up and saw a poster that read, FREE SOMEONE. TEACH AN ADULT HOW TO READ. That stopped me in my tracks. I knew this was a good thing and the right thing for me to do.

After completing my training I met my learner, Liren Zhang. Her ear-to-ear smile and declared eagerness to learn assured me we would do good, productive work together. Liren's major goals are to increase her vocabulary and to achieve fluent pronunciation. Her longer-term goal is to attain a level of competency in English so that she can publish her writings in English.

*continued on p. 11*



*Tutor Janet Ault  
& learner Liren  
Zhang*

### Liren's Story

by learner Liren Zhang

I appreciate the Adult Literacy Program. I have improved my English - reading, writing, spelling, and learned more about American culture. I am very grateful to have found out, through a friend, about the Adult Literacy Program at L.A. Public Library. I like the materials used in the program. Their step by step approach builds my foundation of information and strengthens my understanding of how the English language works - something I felt was missing.

I also got the opportunity to know my tutor, Janet Ault. My tutor is very patient. She loves teaching. Janet corrects every single word for my pronunciation again and again. For example, "etc", I have known this abbreviation for a long time, but I never knew how to pronounce it. With her help, my English pronunciation has become much more polished. My current job is dealing with the public on the telephone. I am better able to serve the community with improved pronunciation.

Whenever I start a new lesson, Janet always tries to find related books for me to read to understand the materials better. For example, Anne Frank the Diary of a Young Girl is a book I am reading that not only helps me in English but also teaches history.

*continued on p. 4*

### *Tom's Story continued from p. 2*

I also got an extra bonus from Linda. She tutored my son about writing English essays. They went through the tutorial process by email communication. She had gone through his essays with detailed explanations of any errors that came up. My son is taking a Master's Degree in Mathematics. He had met her once and mentioned the English examination he needs to take. She offered to help. She is always aware of possible work internships for my son and sends him information relating to his future career. Now, she has become his tutor in English reading and grammar. Linda helped him apply and test for a job as a tutor himself! Although he will tutor kids in math not English!

As a student of Linda's, I think she is a genuine giver. Based on the concept of "give and take", I also have an obligation to serve as a volunteer in the United States. I have to work on some personal issues and pass the citizenship test. After that is finished, I intend to become a volunteer. Maybe I can help another Chinese immigrant learn English. §

## Creative Corner

### Learners Give Thanks continued from p 1

#### *Many Thanks continued from p. 1*

things first. Now I understand the word “decent.” I have tried to be a decent person. Third thing, I am grateful for all the leaders of countries who lead their countries in a humanitarian way. I hope in and depend on them, especially when I see my granddaughters, who are innocent, start learning about the world. §



*Kay Soh*



*Jaime Reyes*

#### **What I Am Grateful For** by Jaime Reyes

I am grateful for three things. First, I thank God because he gave me the opportunity to come to this country. Next, I appreciate all my family. They helped me a lot at the beginning by looking for my job when I didn't know how to find one here before. Lastly, I thank Evans Adult School. It has given me the chance to learn English as well as many other things. I have learned a lot since I came here because God, my family and school have given me opportunities. §

#### **My Thanks** by Sergio Moreno

I am very thankful about all the things that I have in life. First, I consider myself a lucky and blessed person because I'm studying English without paying anything at the Central Library. Secondly, my parents and brothers are alive and healthy. Thirdly, I'm very thankful indeed to the government of the United States for giving me the opportunity to live in this country. I'm especially thankful to almighty God for giving me life and the opportunity to keep moving forward towards a successful life. §



*Sergio Moreno*



*Naomi Ogereau-Jeudy*

#### **All I Have** by Naomi Ogereau-Jeudy

I am grateful for all I have in my whole life. The first thing that I'm grateful for is the wonderful family that I have, who gives me love and joy. In addition to that, I'm glad that I lead a happy and healthy life. I'm also happy for the opportunity to be in LA to study English. Thanks to my family, my healthy life and the opportunity to study English in the US, I feel like a lucky person in this world. §

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#### *Liren's Story continued from p. 3*

Thanks Janet, you made me understand how important a dictionary is as a tool to learning more about a language. Your positive, encouraging comments motivate me to continue my studies.

My dream is someday to have my writing published. Sometimes, I find it is so hard for me. Janet always encourages me to start with basic sentences. She tells me “Practice makes perfect. You want to be a good writer, I know you can do it”. §

## Creative Corner

### Letters, Stories & Poems

June 16, 2009

Dear Tracy;

I love the way teach me. It is  
One of the most happy times since I've  
been here. I have a very wonderful  
time with my grandson. His name is Jude.  
His daddy is one of the nicest people  
that I ever met. His name Reggie.

Sincerely;

Renvil Nicholson

### A Mother's Dying Eyes

Eyes of sadness,  
Eyes of pain,  
Eyes of hopelessness,  
Eyes of despair,  
Eyes with tears,  
A Daughter's Eyes,  
With hope,  
With anguish,  
With yearning to see her Mother's  
Eyes another day.

By Sara Alcazar

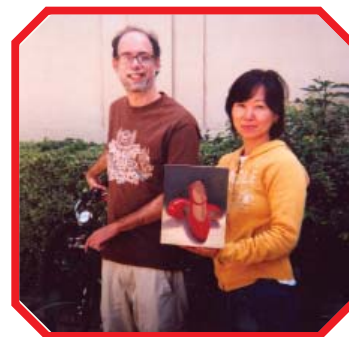
### **Ellie and the Red Shoes** *by Learner Ellie Kim*

I am so lucky that I met a nice tutor through the literacy program. He is a sensitive and easy-going person that makes me comfortable and he listens to my ideas.

One of my many goals is to become a good public speaker because not only am I not a fluent English speaker also I'm a very shy person. I'm comfortable speaking with one person than to a group. That's why my goal is a big deal to me.

I'm an artist. I like to paint any objects that capture my interest. People are one of the most fun subjects. I used to paint in a realistic style, but my style has changed over time.

Now I will present my art work. I painted this in 1997. The title is Red Shoes. My husband bought these shoes in 1996 in New Orleans. When we were still dating. They were too tight on me, but very pretty, so I kept them. So far I only wore them once. I didn't plan to shape the shoes like a cross but it came out like this. The color of the shoes is very red, reminding me of the pain the shoes gave me. §



*Tutor Arthur Schlenger  
& learner Ellie Kim*

## Executive Dysfunction

by Susan Casmier

I recently had the opportunity to attend a lecture on Executive Dysfunction by an noted expert in the field, Sheryl Pruitt. She has written books for teachers about people with Tourette's Syndrome, Non-verbal learning disorders, ADHD, and Obsessive-Compulsive Disorders to help them help their students learn more effectively. I would like to share some of what I learned which I found useful.

One thing I didn't realize before is that executive dysfunction (executive function—as I wrote in an earlier edition--refers to the ability to initiate, sustain, plan, and organize projects, time, etc. It also affects memory, attention, and the ability to do things we don't particularly want to do—like homework) is not the same thing as ADHD. I didn't realize that lots of people who don't have ADHD do have executive dysfunction. While ADHD can be controlled to some extent by medication, there is no medication for executive dysfunction.

The good news is that students can be coached with tips and tricks for improving learning and memory and thereby going around their dysfunction.

Are you getting enough sleep? Sleep deprivation really impairs executive function (in life, on the job, in relationships, and definitely in learning).



Mnemonics or memory tricks. Here are some examples:

Every Good Boy Does Fine—to remember the music line notes on the treble clef from bottom to top: EGBDF. The space notes are FACE.

Roy G Biv – to remember the colors of the rainbow in order: red, orange, yellow, green, blue, indigo, violet.

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## FUTURE TUTOR TRAINING WORKSHOPS

Tutor training workshops will be held on the following dates at the following locations. Please call your local Adult Literacy Coordinator for information.

Saturday, January 9, 2010, Platt Branch, 10:30 am-5:30 pm.

Saturday, February 20, 2010, Pio Pico-Koreatown Branch, 10:30 am-5:30 pm.

Tuesday & Thursday, April 6 & 8, 2010, Will & Ariel Durant Branch, 1-4:30 pm.

## CLASSES:

Adult Literacy Services are proud to offer the following classes. Please call the appropriate Center for more information.

Singleton Adult Literacy Center at the Central Library:

English Conversation Class:

Monday-Thursday: 3:30-5

Friday 2-3:30

Writing Class:

Monday & Tuesday 2-3:30

Wednesday 5-6:30

Mid-Valley Regional Branch:

English Conversation Class:

Wednesday 3:30-5

Thursday 12:30-2

Washington Irving Branch

English Conversation Class:

Tuesday 2-3 & Friday: 3-4

Writing Class: Tuesday 3:15-4:15



*Executive Dysfunction continued from p. 6*

HOMES; --to remember the names of the Great Lakes: Huron, Ontario, Michigan, Erie, Superior  
PRE positions—in other words, prepositions tell where something is (i.e. over, under, next to, in, on, around, beside, etc.) or what its position is in relation to something else.

CLUE for problem solving: Create a plan; Look at options; Use strategies; Evaluate.

POWER: Remember steps in the writing process: Planning, Organizing, Writing, Editing, Rewriting.

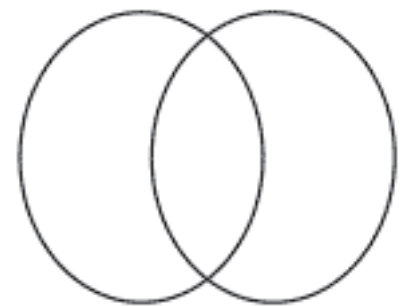
CLIPS- helps us to remember some editing techniques: Capitalization, Leave space between words and sentences; Ideas complete; Punctuation; and Spelling.

Reading and writing tricks:

If a student has memory problems, talk about what s/he knows about the subject before reading the passage: pre-reading. Also study the words for decoding as well as vocabulary comprehension. Then read the passage and ask questions about it. The likelihood is greater that s/he will remember the vocabulary if the student has used it several times within a session.

Use graphic organizers: charts, mind maps, Venn diagrams, for example. A mind map is an alternative outlining (prewriting) strategy. The very best way I know to show someone how to do this is to use a fairly inexpensive software called Inspiration which works on PCs and Macs. Otherwise see “graphic organizers” at [lapl.org/adult literacy](http://lapl.org/adult literacy), learning links. Or google mind mapping and/or graphic organizers. Some people are more visual than verbal and can relate better to seeing their ideas organized in chunks as these do.

Venn Diagram



And remember that writing is about the most difficult task to do in the literate world. There are at least a hundred things going on at the same time, so be patient. Take it easy: one step at a time.

Other tips

I also learned some tips and tricks to help people with some life challenges like prioritizing strategies, getting started, transitioning, sequencing strategies, setting goals, decreasing impulsivity, time strategies, and organizing strategies. If you want to know more about these, please email me at [scasmier@lapl.org](mailto:scasmier@lapl.org), and put “executive dysfunction” in the subject line.

A reminder. A lot of the material on the web site [Adlit.org](http://Adlit.org) which is directed at adolescents who have difficulty reading and writing is relevant to adult literacy students. It is an excellent resource. §



*tutor trainees*



*more tutor trainees*

## Creative Corner Stories & Essays

### **Ojos del Diablo or Eyes of the Devil** by *Richard Jimenez*

Javier Ricardo Rubio was walking on the deck of the La Luz. As he turned to his left, the cabin boy saw the largest thing he ever saw. The wall of water with all its anger and fury smashed against the port of the ship and sliced the ship like a sword through a piece of cheese. By this time, Javier and the rest of the crew were submerged with the weight of the wave, tossing and turning, fighting for air. Just then a plank struck Javier on the back of his head. Then darkness encompassed his being.

As he opened his eyes on the white sand there was a crab staring very curiously back at him. In a blink of an eye the unsuspecting crab was snatched from the sand. The startled boy turned to his side, shielded his eyes from the sun, and saw Oda, the man who would change every aspect of his life.

Javier closed his eyes which seemed to him like a moment. When he opened his eyes he saw the mystical world of the Japanese feudalism. He walked about the room not knowing where he was the boy saw swords, knives, bow and arrows and other objects set neatly on a table. As he glanced up from the table Javier saw the most magnificent sword with all its splendor from its golden handle with engraved etchings. The sword was a good meter long. As the sun shined upon the blade it glistened like diamonds. As he kept observing his new surroundings, Javier saw paintings and drawings of cranes, crabs but mostly portraits of the same girl at different stages of life.

Javier smelled the fragrance of food cooking outside the house. He knew he was hungry. As he approached the door he realized he had no shoes. He slid the door open and saw Chocho, the girl of the portraits and heard the voice of an old man calling to the girl, "This is Crab Boy, the one I found on the beach." Chocho noticed that Javier was looking at the crab cooking on the fire. Chocho pointed to the food and gestured her hands to her mouth to Javier to see if he was hungry. Chocho asked Javier if he wanted, "Kani?" Oda, the old man, started to laugh. "Yes, Kani," as he pointed, still laughing, at Javier.

That night when all were asleep Javier once again had the nightmare that had haunted him the past months since he escaped from Spain. He was reliving the pain and anger from seeing his family, father, mother and younger sister, being tortured and killed by soldiers of the Inquisition. He heard their cries of pain and pleas for mercy. As Javier started to pray to God from the secret nook in the well where he and his sister hid from their parents, he overheard a familiar voice. "Where's the brat? The boy?" "We saw no boy." "Find him! How can fourteen boys get away from men of God?" As the light of the torches became dimmer around the well, he mustered enough courage

to stick his head out of the well and saw his family in a pile and heard his uncle yelling, "Burn them and this time find the boy and don't care if he's breathing!" The dream ended as it always ended. His uncle, Francisco Miguel Rubio, turned and stared, pointing at him.

Three years have gone by and during this time the boy became a man, not only physically but also spiritually and emotionally. Javier through the teachings of Oda that everything on earth was alive and had a purpose, from a little pebbles to largest trees. One of Oda's teaching was that a man cannot be a man until he finds his soul and the purpose of his existence for there is where he'll discover his strength and wisdom. One must be honorable to oneself as engrave in samurai philosophy.

*continued on p. 10*



*Richard Jimenez*



# CONGRATULATIONS

## Graduates of the Tutor Training Workshop

### August at the San Pedro Regional Branch

Karen Berk  
William Bezouska  
Silvia Castro  
Lauren D'Cruz  
Dorothy Evans  
Gail Gordon  
Porsha Jeffers  
Sarah Joslin  
Carla King  
Kara Lemma  
Amie Lucas  
Diane Manning  
Michael McCann  
Edward McEniry  
Ronjini Mukhopadhyay  
Michelle Oberman  
Kashmira Omar  
Matt Raaberg  
Kathy Simon  
Patti Skidmore  
Ria Soler  
Deborah Strayhand  
Sophya Suon  
Sandro Tartaglia  
Travon Williams  
Jae Yoon

### September at the Mid-Valley Regional Branch

Bacon, Helen  
Benjamin, Terry  
Bowles, Karen  
Davis, Julie  
Donin, Marcia  
Egan, Kathy  
Fajnor, Arlene  
Fitzgerald, David  
Gasendo, Kevin  
Goldstein, Frances  
Harris, Judy  
Kamens, Danielle  
Kebby, Teresa  
Knudson, Katrina  
Lantry, Kiki  
Levine, Wendy  
Louderback, Courtney  
McCarthy, Julio  
Paulson, Betty  
Rubio, Ana  
Szende, Julie  
Toroyan, Tatiana  
Walker, Gwen  
Watson, Tracy  
Zaragoza, Marco Antonio

### October at the Pio Pico- Koreatown Branch

Al Safah, Jamil  
Allison, Erika  
Ayeroff, Sandy  
Baca, Daniel  
Bird, Nancy  
Brown, Elisa  
Callander, Julia  
Cash, Ramona  
Castellanos, Alex  
Chee, Evelyn  
Cordova, Raul  
Cuenca, Jimena  
Emory Jr., James  
Flores, Marilena  
Garea, Susan  
Geller, Chelsea  
Genovese, Pat  
Grant, Alan  
Iglesias, Marco  
Isaac, Adrienne  
Kalman, Cindy  
Lin, Tina  
Loverde, Paul  
Montenegro, Teresa  
Morgan, Nandi  
Mysse, Lindsey  
Nagalingam, Sinthuja  
Niles, Madeleine  
Oder, Danila  
Olson, Karl  
Penn, Amanda  
Roa, Ivonne  
Rosas, Harmony  
Royalty, Catherine  
Seton, Sara  
Shapiro, Norman  
Shinkman, Alan  
Stahl-David, Michael  
Steinberg, Marsha



For the schedule of future Tutor Training Workshops see page 6.

*tutor trainees  
studying phonics*

### *Ojos del Diablo continued from p. 8*

During one day of his studies as they sat around the table that he opened his eyes to three years earlier, he asked Oda about the weapons and the magnificent sword. Through Javier's persistence, Oda reluctantly explained the weapons. Oda explained that the sword is the most important aspect in the samurai world. The sword is like another appendage of the body. Oda explained the weapons on the table from the tanto (a very sharp dagger) to the suriken (throwing stars). He told Javier that these weapons and the rest are used by Ninjas. Javier learned later through Chocho that Oda was Ninja and his job was assassination. His last assassination was to kill a samurai that he respected, for a shogun he despised. He kept the sword from the samurai and hung it to be honored and to be remembered.

One summer evening, Javier and Chocho were looking through the telescope looking for whales when the ship entered his view and he focused on the flag and saw the red and yellow and it was Spain. Javier stepped back and sensed that his previous life has merged with his present life. The anger of his family's murders from the hands of the inquisition and the desire for revenge against his murderous, treacherous uncle Francisco Miguel Rubio.

Chocho trained with her grandfather since she was a child in the Ninja's techniques long before Javier arrived on the beach. Javier trained with Chocho and Oda at first just to keep busy but as time passed he found out he needed and wanted to be close to Chocho. The next day after they saw the Spanish ship, Chocho noticed Javier no longer joking and teasing her. His eyes were focused and clear and his movements were strong and deliberate. As training came to the end, they started their ritual sparring match. Midway through the match, Oda knocked down Javier and said, "Kani! What happened? Why are you full of anger? Chocho, are you OK?" §

### **Why Do Teenagers Drop Out of School?** by *Silvia Dominguez*

I will be explaining some reasons why teenagers in California drop out of school. The first reason is that teenagers find their classes boring. The next reason is that they don't get support from their parents at home, and therefore they feel lonely. More causes are drug, alcohol addictions, gangs and pregnancies. Another one is poverty, because the economic situation is getting worse every day.

The first reason teenagers leave school before their graduation is because they don't find anything interesting in their classes. The classes are boring and in some classes, teachers don't encourage their students appropriately. Students need better personnel in general at school. They also need exciting activities; activities that motivate them to work hard.

The next reason is that teenagers sometimes feel lonely in their own homes. Even when they have a big family, sometimes parents get worried about only material necessities, but this isn't enough. Children need love, attention, communication and support. Unfortunately, in some homes, both parents have to work, but that doesn't matter because the quality of time parents give to their children is more important than the quantity. More causes of drop outs are drugs and alcohol addictions. More parents think that friends may have pressure their children into taking drugs or alcohol, but this is not always true. Children choose to use them because they want to. Because they feel frustrated at school, they want to forget their troubles and relax. Some of them want to show their independence or just have fun.

Becoming a gang member or pregnant are actions that result from family problems. Children that who come from dysfunctional homes are more vulnerable to fall into these kinds of problems. Sometimes they feel lonely and start copying gang members to fit in. They have sex without any precaution because they want to feel important. In these ways they show their loneliness.

*continued on p. 11*



*Why Do Teenagers Drop Out of School? continued from p. 10*

The last reason teenagers drop out of school is poverty. Many children have to drop out of school because they need to help their single mothers or fathers. They need to support their families with money. That's why I think the economic situation steals their opportunities and their future plans come to nothing.

As a mother of three children I encourage all teenagers to keep their heads up. Life gets hard every day, but students should overcome all obstacles. Teenagers, don't blame your parents even though it seems like sometimes they hurt you because a guide to being a good parent doesn't exist. Parents learn along the way how to be a parent, like children learn how to become adults. §

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*Janet's Story continued from p. 3*

Our work sessions follow a solid structure but it is one that allows for some serendipity so we can explore areas of particular interest. We have used the library's resources for myriad references and guides, anything from dictionaries and atlases to books on idioms and street slang. Liren is amazing at deciphering words' meanings from context clues. She has learned the benefit of thoroughly reviewing definitions, making note of synonyms and antonyms.

We laugh a lot during our time together. Liren is ever amazed by the English language and puzzles over the multitude of words there are to learn. One day she said, "Whenever you (Americans) need a word, you just take away or add letters and get totally new words. We don't do that with Chinese. How can you do it?"

That led to a discussion of how the English language grows. I told her about the recent habit of people taking nouns and making them verbs. After a few examples she was shaking her head and then burst out laughing when I explained what "Hoovering" meant. As she protested the vagaries of English, she vowed that she would continue to study until she was able to "understand it all, even those things that don't make sense to native English speakers".

She has asked me to push her, as she MUST learn. She insists on knowing lots of what she calls "good words". This happened so often that one day I decided to let her have it. Would you believe Liren knows, and also what I call, "owns" the words abstemious and perspicacious? We don't often stray from the study path that far, for as my nephew noted, "Way to go Aunt Jan, teach her things she can use on a daily basis." I look forward to reading Liren's published writing. I know she will do it! §

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or visit [www.lapl.org/literacy](http://www.lapl.org/literacy)**

If you are a tutor or student and wish to write something for the newsletter, please contact your coordinator or email Ruth Gooley at [rgooley@lapl.org](mailto:rgooley@lapl.org).





LOS ANGELES PUBLIC LIBRARY  
Adult Literacy Center Locations



**Central Library Singleton Adult Literacy Center**  
630 W. Fifth St., Los Angeles, CA 90071  
(213) 228-7037 / FAX (213) 228-7138

**Contacts:** Jim Kennington, [jkenning@lapl.org](mailto:jkenning@lapl.org); Beverly Pichardo, [bpichard@lapl.org](mailto:bpichard@lapl.org)

**Baldwin Hills Branch**

2906 S. La Brea Avenue  
Los Angeles, CA 90016  
(213) 623-4078 x14690  
**Contact:** Carolyn Francis  
[cfrancis@lapl.org](mailto:cfrancis@lapl.org)

**Benjamin Franklin Branch**

2200 E. First Street  
Los Angeles, CA 90033  
(213) 623-4078 x10190  
**Contact:** Alicia Chavarin  
[achavari@lapl.org](mailto:achavari@lapl.org)

**Cahuenga Branch**

4591 Santa Monica Blvd.  
Los Angeles, CA 90029  
(213) 623-4078 x12090  
**Contact:** Carolyn Barelli  
[cbarelli@lapl.org](mailto:cbarelli@lapl.org)

**Echo Park Branch**

1410 W Temple St.  
Los Angeles, CA 90026  
(213) 623-4078 x10890  
**Contact:** Peggy Blow  
[pblow@lapl.org](mailto:pblow@lapl.org)

**Exposition Park - Dr. Mary  
McLeod Bethune Regional Branch**

3900 S. Western Ave.  
Los Angeles, CA 90062  
(213) 623-4078 x10690  
**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

**Jefferson Branch**

2211 W. Jefferson Blvd.  
Los Angeles, CA 90018  
(213) 623-4078 x11790  
**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

**Junipero Serra Branch**

4607 S. Main St  
Los Angeles, CA 90037  
(213) 623-4078 x10790  
**Contact:** Amy Hanrahan  
[ahanraha@lapl.org](mailto:ahanraha@lapl.org)

**Lincoln Heights Branch**

2530 Workman St.  
Los Angeles, CA 90031  
(323) 226-1696  
**Contact:** Carolyn Barelli  
[cbarelli@lapl.org](mailto:cbarelli@lapl.org)

**Mid-Valley Regional Branch**

16244 Nordhoff St.  
North Hills, CA 91343  
(818) 895-3663  
**Contact:** Mary Anne Arensdorf  
[marensdo@lapl.org](mailto:marensdo@lapl.org)

**Pacoima Branch**

13605 Van Nuys Blvd.  
Pacoima, CA 91331  
(213) 623-4078 x15390  
**Contact:** Laurraine Pollard  
[lpollard@lapl.org](mailto:lpollard@lapl.org)

**Panorama City Branch**

14345 Roscoe Blvd.  
Panorama City, CA 91402  
(213) 623-4078 x13990  
**Contact:** Laurraine Pollard  
[lpollard@lapl.org](mailto:lpollard@lapl.org)

**Pico Union Branch**

1030 S. Alvarado St  
Los Angeles, CA 90006  
(213) 623-4078 x17090  
**Contact:** Nancy Bird  
[nbird@lapl.org](mailto:nbird@lapl.org)

**Pio Pico – Koreatown Branch**

694 S. Oxford Ave.  
Los Angeles, CA 90005  
(213) 623-4078 x10390  
**Contact:** Peggy Blow  
[pblow@lapl.org](mailto:pblow@lapl.org)

**Platt Branch**

23600 Victory Blvd.  
Woodland Hills, CA 91367  
(213) 623-4078 x16590  
**Contact:** Susan Casmier  
[scasmier@lapl.org](mailto:scasmier@lapl.org)

**Robertson Branch**

1719 S. Robertson Blvd.  
Los Angeles, CA 90035  
(213) 623-4078 x14290  
**Contact:** Penny Mickelbury  
[pmickelb@lapl.org](mailto:pmickelb@lapl.org)

**Robert Louis Stevenson Branch**

803 Spence St.  
Los Angeles, CA 90023  
(213) 623-4078 x11990  
**Contact:** Alicia Chavarin  
[achavari@lapl.org](mailto:achavari@lapl.org)

**Venice Branch**

501 S. Venice Blvd.  
Venice, CA 90291  
(310) 821-1769  
**Contact:** Penny Mickelbury  
[pmickelb@lapl.org](mailto:pmickelb@lapl.org)

**Washington Irving Branch**

4117 W. Washington Bl.  
Los Angeles, CA 90018  
(213) 623-4078 x14190  
**Contact:** Beverly Pichardo  
[bpichard@lapl.org](mailto:bpichard@lapl.org)

**Watts - Alma Reaves Woods Branch**

10205 Compton Ave.  
Los Angeles, CA 90002  
(323) 789-2850  
**Contact:** Carolyn Francis  
[cfrancis@lapl.org](mailto:cfrancis@lapl.org)

**Wilmington Branch**

1300 N. Avalon Blvd.  
Wilmington, CA 90744  
(213) 623-4078 x11090  
**Contact:** Peggy Blow  
[pblow@lapl.org](mailto:pblow@lapl.org)