



NEWSLETTER

Vol. 7, No. 2

Massachusetts Association for Teachers of Speakers of Other Languages

WINTER, 1979



ORUC CAKMAKLI
ESL STUDENT FROM TURKEY

TESOL Convention Boston '79

Excitement is building for the 13th annual TESOL Convention at the Sheraton Prudential in Boston. The theme of the convention is "Testing" and the Special Interest Groups will present programs which relate to their particular concerns. The MATSOL Business Meeting with George Draper as the featured speaker will take place on Friday afternoon.

The local convention committee is meeting weekly, sometimes daily, in order to ensure that everything will be ready for the conference. Edgar Sather and Bill Annand are busy tracking down overhead projectors and videotape machines; Ann Hilferty is organizing the volunteer committee and Alice Fastov and Steve Molinsky et al, are busy processing almost one hundred registrations a day. Vivian Zammel and Penny Shaw are logging the teacher-made material exhibit and the rest of us are praying for balmy weather!!

Please notify Ann Hilferty of the English Language Center of Northeastern University or Linda Smith of the International Institute of Boston if you want to volunteer for the conference. Don't forget these dates: February 27-March 4, 1979. Come

and enjoy talking and learning about teaching.

Lab Dialogues from Drab to Dramatic

Crannie Campbell, Elly Jerrell and Margo Valviria gave an excellent presentation on teaching communication through dialogues at the fall conference of the Massachusetts Foreign Language Association in November at the Sheraton/Boxborough. The presenters developed material around dialogues for intermediate and advanced students. With the taped dialogues and accompanying exercises they took their students through simple listening tasks, to cloze exercises in which the students had to select the appropriate line of dialogue and finally, to role-playing. If anyone has ever felt that dialogues were not communicating real information, contact Crannie, Elly or Margo at CELOP/Boston University.

The Fall Fol-De-Rol

The 1978 MATSOL Social took place on a beautiful fall Saturday at the Next Move

Theater. Both new and old members assembled in the lobby and then descended to the theater to see numerous presentations of teaching techniques in ESL for adults or college-age students. Penny Shaw and Vivian Zammel organized the program.

Sandy Fotinos and Tina Carver talked about "ice-breakers" some of which came from their text, *A Conversation Book: English for Everyday Life, Book II*. They mentioned name exercises, role-playing and pictures as ways of introducing class members to each other, as well as to the teacher. Ralph Videll from U. Mass/Boston talked about two-word verbs in "Advanced Learner Errors for Adult Learners." He suggested modeling, cloze exercises and sentence combining to attack learners' mistakes. In addition to recommending such books as *Idioms in Action*, *Modern English*, and *Using English Your Second Language*, he urged teachers to go beyond these two-word verb lists by creating communicative exercises.

Barbara Burnham, Margaret Staneck and Edgar Sather of Boston University presented the "ORP" or Oral Research Project which they initiated in order to improve the communicative abilities of their Japanese students, as well as acquaint them with American culture and society. Amy Lepon from the American Language Academy showed how she used Carol Graham's *Jazz Chants* to teach sentence and word stress to her advanced students.

"Teaching American Literature to ESL Students," was the topic of Anita Reiner's problem solving approach. Ms. Reiner gets her students at U. Mass involved in their work by asking them questions about the author's purpose in writing the story and the author's point of view. Bill Annand of ALA discussed the advanced writing techniques which he uses with the students at ALA. He outlined exercises which illustrate a scientific process and which can later become the controlling idea for a composition. Also, he noted that business letters and personal biographies were more important writing exercises than personal letters or compositions.

Abby Macon of MIT presented "Emphatic Adverbs Emphatically Taught," through role-playing with advanced learners. Pronunciation for teachers who don't teach it or who don't have the time was the theme of Christine Parkhurst of U. Mass/Boston. She has separated the most

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MATSOL NEWS

Membership

Membership in MATSOL extends from September to August. However, if a person joins the organization for the first time at the spring conference or the upcoming TESOL convention, that person will be considered a paid member from the time of enrollment until a year and a half later. In other words, a new member who joins February, 1979 will receive a paid membership until August, 1980.

Job Bank

If you want to enroll in the Job Bank, send your name, resume and \$2.00 to Alice Fastov. In addition, if you are a member of an institution which has an opening for a bilingual or ESL teacher, please notify Alice Fastov.

MATSOL Job Bank
515 V.F.W. Parkway
Chestnut Hill, MA 02167

Poetry Contest

There will be a prize of \$25.00 for the best poem written in English by a non-native speaker in an elementary or secondary school as well as a prize of \$25.00 for the best poem written by an elementary or secondary school English speaker in a foreign language. Please send the poems to **MATSOL Newsletter, Box 38, Babson Park, MA 02157**. Entries will be judged by the MATSOL Executive Board and they must be submitted by **April 15**. The winning poems will be published in the summer newsletter.

Editorial

Since this is the first time that I have been in charge of the newsletter I hope that you will bear with me as I go through my year of apprenticeship. When I first assumed the job I did not realize how complicated the task would be, or that the quality of the newsletter was directly related to the number and variety of contributors. The members of the Executive Board have been very helpful in making suggestions for improving the newsletter, but now, dear reader, I need your help in making this newsletter interesting and relevant to you.

Since I am involved in adult level ESL, most of the articles relate to that area. However, I would like to print more articles which deal with the elementary and secondary levels; the poetry contest is only one effort in that direction. There will be others in the future.

If you would like to work on the newsletter, or if you would like to contribute to it, please contact me through the MATSOL Newsletter address. I also welcome student contributions, such as poems, compositions or even drawings. This newsletter should reflect all the readers and not just a few.

STELLA MALKASIAN BOY

The untimely death of Stella Malkasian Boy last November has removed an able, energetic leader whom the language profession of Massachusetts will sorely miss. Long active in foreign language circles, she expanded her efforts in the 70's to ESL and bilingual education.

Stella received her A.B. degree from Boston University where she was an outstanding student in French, earning a Phi Beta Kappa key. After a period of high school teaching she resumed her studies as a graduate assistant at the University of Connecticut and was awarded a Master's degree in French. The rest of her career is closely associated with the Watertown Public Schools where she served successively as teacher; department head, coordinator of foreign languages and ESL, and finally as Director of the only Title VII Bilingual Program in Armenian. She was a participant in two NDEA Institutes, the second of which was conducted in France. For many years she served as a consultant for the State Department, guiding distinguished visitors from foreign countries around the United States. She was a long time member of the State Advisory Committee on Foreign Languages and active in AATF, ACTFL, and MATSOL, but her particular favorite was the Massachusetts Foreign Language Association, which she served in many capacities culminating in two terms as President. It was only fitting that she should be honored with its Distinguished Service Award. At the Time of her death Stella was serving as a member of the TESOL Convention Committee.

Richard W. Newman
Boston State College

ESL Certification

The fight to establish ESL as a certifiable area seems likely to culminate in the early months of 1979 with at least partial success. Since the passage of the bilingual law in 1971 it has become abundantly clear that a serious mistake was made in establishing certification for the target language bilingual teacher with no parallel standards established for the ESL teacher, the other partner in this new educational venture. The proposed regulations, prepared by the Advisory Council on Personnel aided by Professional Advisory Groups (PAG's), set up ESL as a certifiable area. These regulations also mandate in all areas a practicum of a full semester in the subject area with close supervision of the student teacher by the college supervisor and the cooperating teacher. These parts of the regulations are likely to survive unless the entire package is strongly opposed during the public hearings.

The particular provisions for undergraduate preparation are in accordance
(continued on pg. 5)

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179 Longwood Avenue
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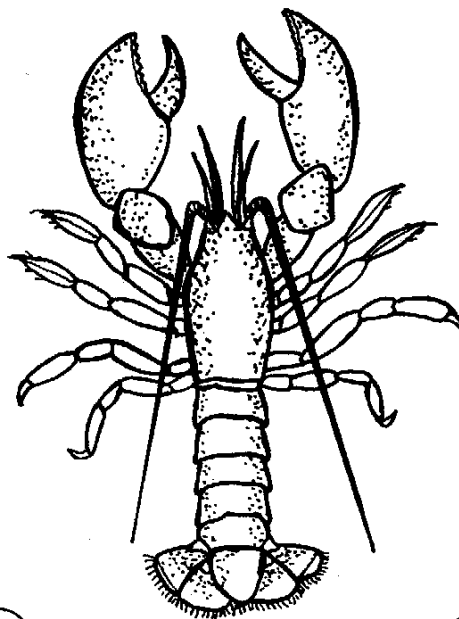
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MATSOL NEWSLETTER costs are included in the annual membership dues.

TESOL '79 - BOSTON



MATSOL Newsletter

Contributions to the Newsletter are welcome and should be sent to:

Catherine Tansey
American Language Academy
Babson Park, Mass. 02157

Articles should be typed on one side of a sheet and double-spaced. The deadline for the next issue is

April 1, 1979

ESOL Publisher offers sightseeing tour of Boston at TESOL '79

A free sightseeing tour of Boston will be offered to TESOL '79 conventioners by Addison-Wesley Publishing Company, an ESOL publisher, whose headquarters are in the Boston area. The tour will be on Wednesday afternoon, February 28th. Because it will be one of the earliest events in the convention schedule, interested TESOLers should sign up at the Hospitality Booth upon arrival Tuesday.

The tour will end at the publishers' corporate headquarters in Reading, a suburb north of Boston. Teachers will have an opportunity to meet Addison-Wesley's ESOL editors, hear a brief presentation about ESOL publishing, and enjoy some refreshments. The bus will return to the Boston Sheraton well ahead of the evening's opening address.

Local TESOL Committee



Michael's College concluded the presentations with "Recycling" in which she showed how to use an adult education program booklet as a teaching exercise for her students. She used this brochure as a cultural, reading, writing and speaking exercise.

A wine and cheese party followed a delightful improvisation by the NEXT MOVE THEATER players. By the time the theater was supposed to close in order to prepare for the evening's performance, some MATSOL members were seen sipping wine, munching cheese and suggesting that this kind of social should take place again in the near future.

Special Courses

The Bilingual Resource and Training Center of the School of Education, Boston University is offering four mini-courses—two for Spring, 1979, one for Summer, 1979, and one for Fall, 1979. Their titles are:

RL 547X **Workshop on Language Analysis** (Sound Systems)
March 17 and 31, 1979

RL 548X **Workshop on Comparing Languages in Bilingual Education, Chinese/English**
April 7 and 14, 1979

RL 542X **Teaching Reading Chinese**
Summer 1979

TBA **Techniques of Teaching Reading Chinese, Prereq. 542**
Fall 1979

For further information contact:

Dr. Lucy T. Briggs or Mae Chu-Chang
School of Education, B.U.
765 Commonwealth Ave.
Boston, MA 02215

Fall Fol-de-rol

(continued from pg. 1)

important sounds from the least important ones in her system of covering the often forgotten but much needed pronunciation exercises. Finally, Alice Thayer of St.

Announcing Six New Additions to IML's ESL Family for 1979

The Institute of Modern Languages is pleased to announce these new titles for ESL and ESP, which join a growing family of proven successes:

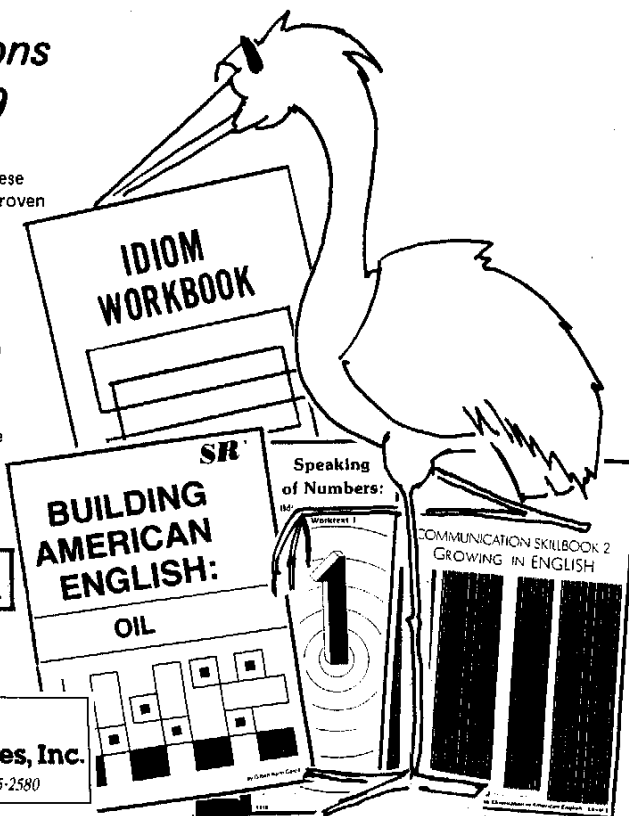
- *Building American English: Oil*: an industry-related text for beginners.
- *Communication Skillbook 2*: grammar through games, puzzles and innovative activities.
- *Speaking of Numbers: Worktext 1*: basic math skills in a linguistically controlled format.
- *Idiom Workbook*: a unique system for organizing and teaching idiomatic English to advanced students.
- *The Idea Book*: revitalizes the classroom with easy-to-use activities for teaching and testing.
- *Lifeline: Adult Performance Level ESL*: provides adults with needed survival skills and language.

See these new additions, and IML's family of proven ESL and bilingual materials, at TESOL Boston, Booths 68 and 69.

Or write today:

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2622 Pitman Drive - Silver Spring, Md. 20910 - (301) 565-2580



ESL Blues and the Iranian Connection
Part II—Cultural Awareness

One of the joys of TESL is helping students feel at home here while learning English. Having a general picture of the cultural background of each student may aid the ESL teacher in becoming more aware of the "culture shock" that each foreign student is experiencing. In my own case, I have found that my efforts to learn about the native cultures of my students have often resulted in better rapport between myself and the students, and among the students themselves.

This article discusses several major factors that are integral to the cultural backgrounds of most Iranian ESL students in the U.S. The comments contained here refer mainly to Iranians who have attended the public schools in Iran and who are members of the dominant cultural group in Iran - Muslim Persians whose native dialect in Persian is Farsi. Some of the comments may also apply to members of the various minority religions or nationality groups in Iran.

To begin with, most Iranians who come to the U.S. to study have had six years of high school English study. Since the emphasis is on a grammar translation approach, Iranians who have recently arrived here tend to feel self-conscious about their lack of facility in English as regards speaking and listening skills. Indeed, in the initial stages of ESL study, many Iranian students do better in reading and written grammar work than on tests or work involving audio-oral skills.

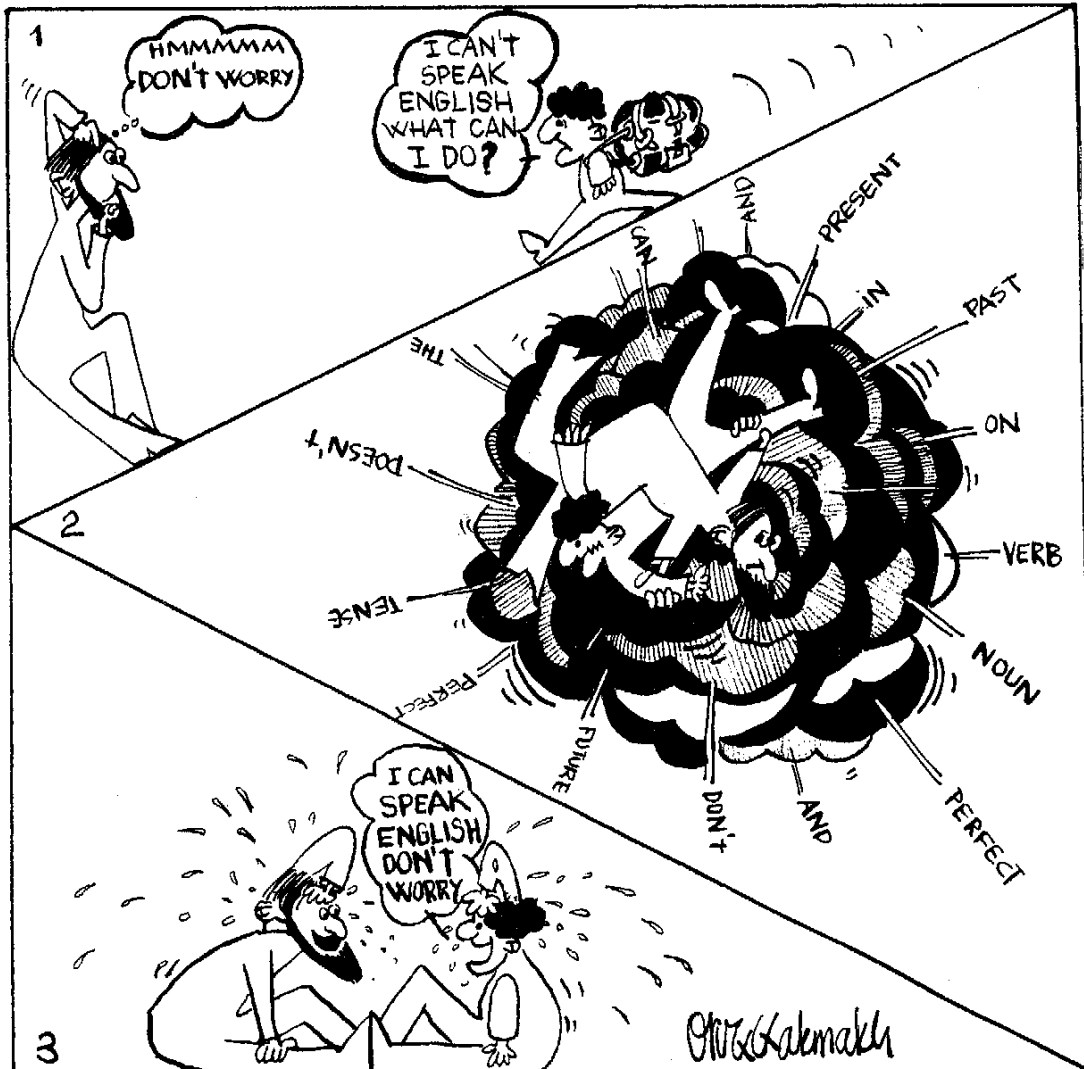
In addition, the principal learning strategy in the Iranian educational system is rote memorization. In Iran teachers are expected to have all the answers and to transfer their knowledge to the students in as smooth a manner as possible, with relatively little discussion. In short, teachers are perceived as authority figures. Losing one's temper in front of the class, using new teaching methodologies, or encouraging a casual student-teacher relationship may be viewed by many students there as being unprofessional. Thus, Iranian students in the U.S. have to get accustomed to more easy-going student-teacher relationships, as well as learning techniques which require creativity or critical analysis in English.

Another factor that is common among Iranians, as well as other Asians, is the matter of "saving face." An Iranian student who is embarrassed by the teacher in front of the rest of the Iranian class will probably take it as a personal affront. Moreover, the rest of the class may, on occasion, side with the student and refuse to cooperate at all with the teacher. A similar incident might have an adverse effect on the student's motivation to learn English or get acclimated in a new country.

It cannot be assumed that the majority of Iranian ESL students studying in the U.S. have effective reading and writing skills in their native language that can be easily transferred to learning English. The fact of the matter is that many Iranians read slowly even in Farsi, often word by word. Since rote memorization is stressed, most Iranian students are not well-versed in contextual guessing skills. Likewise, Iranian students of ESL may be learning about the different types of writing - e.g., expository compositions of opinion or critical analysis for the first time here in the States.

Besides the above-mentioned cultural factors, it may also be noted that tradi-

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ORUC CAKMAKLI
 ESL STUDENT FROM TURKEY

ESL Blues...

(continued from pg. 4)

tionally in Iran there has not been very much open discussion in the public schools about matters of politics, religion, or sex. Consequently, Iranian students in the U.S. need to get used to expressing their own opinion among classmates, as well as in writing. From the ESL teacher's viewpoint, it is quite gratifying to watch such students blossom into self-expression.

With regard to the limited degree of sex education in the Iranian public school curriculum, most Iranian students come here without any familiarity with the concept of dating as we know it. Less than 5% of the Iranian population has a dating system. Hence, most Iranian ESL students here have to be oriented to American dating.

Finally, Iranian students bring positive cultural factors to the ESL classroom. For example, they generally have a keen awareness of tradition, a pride in their history, and a deep appreciation of their own music, poetry, architecture, handicrafts such as carpet-weaving, and the other arts. They have named streets after their great poets and have built splendid memorials to them, such as the Hafez Memorial. Virtually all Iranians from every walk of life know at least some Persian poetry by heart.

This aesthetic appreciation can be a valuable contribution to the ESL class. I have found that having intercultural discussions facilitates the active participation of Iranian students in class despite their possible lack of self-confidence in using English. Thus, as with all other ESL students, orienting Iranian students to their new home takes patience and understanding.

Mark Stepner
American Language Academy

ESL Certification

(continued from pg. 2)

with the national TESOL guidelines. Applicants for certification in ESL must be proficient at the Foreign Service Institute (FSI) Level 4 (near-native proficiency) in the aural comprehension, speaking, reading, and writing of American English; must be familiar with contemporary United States culture, with British and American literature, with applied English linguistics and psycho and sociolinguistics. All candidates must demonstrate at least intermediate level knowledge of some foreign language.

The PAG recommends successful passage of a statewide examination in oral and written language skills for all applicants for certification in ESL, FL and Classical Humanities in the non-native language. A controversial portion of the new proposal is the establishment of four levels to replace the current divisions of Elementary and

Upcoming Conferences

March 2-9

Society for Intercultural Education, Training and Research, Mexico City, Mexico.

March 8-11

Annual Linguistics Symposium on Romance Languages, Washington, D.C.

March 22-24

Georgetown University Roundtable on Language and Linguistics, Washington, D.C.

March 23-25

National Conference on Language Arts in Elementary Schools, Hartford, Conn.

April 4-7

Conference on College Composition and Communication, Minneapolis, Minn.

April 19-20

Northeast Conference on the Teaching of Foreign Languages, Washington, D.C.

April 23-27

International Reading Association, Atlanta, Georgia.

May 3-9

National Association for Bilingual Educators, Seattle, Wash.

May 4-5

Conference on Language and Communication in the Elderly, Boston, Mass.

May 8-11

National Association for Foreign Student Affairs, Phoenix, Ariz.

May 8-11

Canadian Council of Teachers of English, Ottawa, Canada.

June 25-August 3

TESOL Summer Institute, UCLA, Los Angeles, Calif.

Poet's Corner

If I were love, I would be everywhere.

If I were love, I would fill people's hearts.

If I were love, and one day discovered a friend in trouble, I would bring to his heart the light he needs.

If I were love, I would never be superficial.

If I were love, I would go only with the people who trust me.

If I were love, I would break this separation which divides two lovers.

If I were love, I would always be happy.

If I were love, I would bring you the sunshine you need whenever you want.

Finally, If I were love, I would be loved.

Francois Robert
ESL student from France

ESL Certification continued

Secondary. The PAG is requesting that all language areas be certified at two levels, K-9 and 5-12.

Richard W. Newman
Boston State College

Listening Dictation

Although *Listening Dictation* by Joan Morley was published in 1976, it deserves another look by ESL teachers who are searching for useful listening comprehension exercises which are easy to administer and correct. There are accompanying tapes to this book which can be used if the facilities are available. However, I have been using this book without the benefit of the tapes.

Half of the thirty two units, which increase in difficulty from very simple to highly complex sentences, are divided into two parts. In the first part, the students hear ten sentences (statements or questions) which they have to write down in their books on the lines provided. (The teacher's script is provided in the back of the book.) Each sentence is repeated three times to allow students to remember, repeat, write and then check their work. The number of words contained in each sentence is indicated in their books to facilitate their discrimination.

The second part of the lesson consists of 10 sets of three multiple choice answers. The students listen to the same sentences as in the dictation and circle one of the three answers that either 1) answers the question, or 2) means the same as the sentence.

Because they are more advanced and structurally complex, the second half of the thirty-two units eliminates the dictation portion of the lesson and requires the student to only listen to 25 sentences and circle the correct answers. It is therefore the same as the second part of the first set of units.

When I use this book with intermediate college-bound ESL students, I work primarily with the multiple choice part of the lessons. In this way, it is much the same form as the Listening Comprehension part of the TOEFL. Allowing 12 seconds to elapse between each sentence makes the exercise about 5 to 15 minutes long. Going over it can take another 10 to 20 minutes, depending on the length and difficulty of the exercise.

I find this book to be useful with beginning to advanced ESL classes. The lower level students benefit from the dictation as well as the multiple choice exercises. And the later more advanced lessons challenge the abilities of advanced students. The vocabulary throughout the book is at a fairly low level, with the emphasis instead on sentence structures, such as elliptical sentences. Vocabulary, therefore, doesn't interfere with students' concentration on understanding the grammatical structures. This book can then be used with students of any age. They respond well to this type of listening exercise because it provides instant feedback, and they can easily measure their progress in an area which can be a very difficult one to evaluate.

Christine Maloof
American Language Academy

The Promise of a
Good Year:

LONGMAN AMERICAN ENGLISH 1979

IF YOU FEEL LIKE SINGING

*Alice H. Osman and
Jean McConochie*

A selection of 28 popular American folksongs. The songbook includes historical/cultural notes about each song, word glosses, pronunciation notes and a wide variety of exploitation exercises and activities.
Book and Cassette due March

LISTENING IN AND SPEAKING OUT

*Sharon Bode, Charles G.
Whitley and Gary A. James*

A three-level set of books and cassette recordings for intermediate to advanced students, aimed at developing listening comprehension skills through the use of live recordings. Focusing on spontaneous spoken English, these materials were designed to help adult learners understand the language that native speakers of American English use.
3 Books and Cassettes due April

INTERVIEW

Edwin T. Cornelius, Jr.

Spontaneous, unscripted interviews with such people as a judge, a policewoman, a businessman, etc., intended to develop in advanced students the following language skills: 1) comprehension of English spoken at normal speed by people of varying backgrounds and 2) discussion and conversation related to and arising from the themes of the recorded material.
Book and Cassette due April

IT'S UP TO YOU

*Mission Language and Vocational School, San Francisco
Joanne Dresner, General Editor*

This intermediate-level material focuses on the skills and strategies needed by English students in seeking employment. It consists of a cassette and a series of workbook exercises that connect classroom activities directly to finding a job.
Book and Cassette due June

GETTING ALONG IN ENGLISH

*Adrian S. Palmer and Margot C.
Kimball*

Communication games for teaching English, aimed at providing intermediate-level students with practice in carrying on short, partially controlled conversations in English.
Book due December

VIEWS OF THE U.S.A.

*Donald R. Byrd and
Kenneth Sheppard*

A reader for advanced students that presents an overall perspective of American culture by focusing on three areas: history of the country, insights into contemporary life and insights into the future.
Book due December

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- Three teacher’s guides for the six basic texts
- Four reading and writing workbooks
- Grammar and Drillbook and Extra Drills and Practices – advanced-level workbooks to supplement Books 5 and 6 or for independent use
- Handwriting workbook, covering cursive and printed letters
- Progress Tests (currently under development)

Acclaim for *Welcome to English*

“Combines a good mixture of reading practice, phonology, verb drills, other grammar lessons, and vocabulary enrichment. The workbook is great! It makes learning fun for my students.” – Jody E. Lieberman, State University of New York, Stony Brook

“A complete package; it contains dialogs, exercises, grammar, vocabulary, and pronunciation.” – John L. Zermens, Ventura Community College

“[Teachers] should applaud a format which makes it easy to find things within each text and a series which provides so many supplementary materials.” – K. Lynn Savage, Alemany Community College Center, San Francisco, in *CATESOL Newsletter*

... and correlated with *Welcome to English Reading and Exercise Series*

JEAN N. DALE and WILLARD D. SHEELER. A six-book series of graded readers, correlated structurally with Books 2 to 6 of *Welcome to English*, although they may be used independently.

Original and adapted stories and articles including mystery, science, fiction, suspense, and humor. High-interest, low/level material. Accompanying tapes

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| 2. The Angry Sea | 5. The Monkey’s Paw |
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First Annual TESOL Summer Institute: 1979

Poet's Corner

The Executive Committee of TESOL has announced the first annual TESOL Summer Institute to be held at the University of California, Los Angeles (UCLA) from June 25 to August 3, 1979. Subsequent TESOL Institutes are planned for 1980 and 1981 at the University of Mexico and Georgetown University, respectively.

The TESOL Summer Institute will provide opportunities for graduate and post-graduate students to participate in seminars on *Discourse Analysis/Language in Context*, *Second Language Acquisition*, *Language Testing*, *Language Planning/Language Policy*, *Classroom Analysis/Interaction Analysis*, *Computer Assisted Instruction*, *Neurolinguistics and*

Second Language Learning, Research Design and Analysis, *TESL-Bilingual Education*, *English for Specific Purposes*, *Program Administration*, and *Materials Development*. The Institute will also offer the following basic courses: *Introduction to General Linguistics*, *English Syntax*, *Contrastive/Error Analysis*, and *Language Teaching Methodology*.

The Director for the First Annual TESOL Summer Institute, Professor Russell A. Campbell (Department of English/ESL, University of California, Los Angeles, Calif. 90024) will be happy to receive inquiries regarding the Summer Institute.

If I were a spell, I would change many things all around the world.
If I were a spell I would stop wars because they don't accomplish anything.
On the other hand, I would make people love each other.
If I were a spell, I would stop people from having rancor and hate for anyone.
I would make differences in skin color, religion and beliefs unimportant, and I would make people feel happy, loving and peaceful.
If I were a spell I would make every disease, especially in children disappear.
If I were a spell I would make people smiling, and
If I were a spell, I would be very happy.

Mayra Ferrante
ESL student from Venezuela



c/o Lezberg
Massachusetts College of Pharmacy
179 Longwood Avenue
Boston, Mass. 02115