Dear Friends,

In 2004-5 Andover Bread Loaf and the Lawrence chapter of the Bread Loaf Teacher Network ran two city-wide professional development conferences for Lawrence teachers and community organization staff, each attracting about 100 people (see inside). Both events earned outstanding evaluations from all participants. The conferences were models for an innovative method of professional development that includes students and parents/guardians as authentic collaborators with teachers and university professors. This kind of inclusive professional development is rare in education in general, and even rarer in the realm of professional development.

The conference evaluations by participants included glowing comments from teachers about how important and effective it was for them to work closely with students and their parents/guardians. Parents/guardians' and students' comments centered around how empowered they felt to be an integral part of training teachers. In addition, the parents/guardians spoke about how the conference experience will help them when they work with their own children on school assignments.

In the next few years, BLTN Lawrence will continue to offer professional development conferences that include students and parents and guardians and to work with Bread Loaf professors and teachers in the national BLTN to stage similar conferences in other sites.

Members of BLTN Lawrence ran several after-school programs. At Lawrence High School, Rich Gorham, Kristin Strapko, and Sean McCarthy managed a fledgling Bread Loaf Student Network through their stewardship of the Lawrence High Writing Club; The Lancer, the school's literary magazine; and The Lawrencian, the student newspaper. Their students were the backbone of student presence at our professional development conferences. BLTN is looking to strengthen this student network in '05-'06 through including students in more of our network initiatives.

As part of their work at the high school, Gorham, Strapko, and McCarthy organized a surprise visit from Dominican-American writer, Julia Alvarez. Two years ago, the trio brought another renown Dominican-American writer, Junot Díaz, to work with their students. Both these writers made profound impacts on many students at Lawrence High. Here is Gorham's report on the Alvarez event:

On Thursday, April 7, famed author Julia Alvarez visited Lawrence High School, thanks to the work of the Lawrence Bread Loaf Teacher Network. Ms. Alvarez, author of *In the Time of the Butterflies*, and *How the Garcia Girls Lost Their Accent*, is herself a Dominican immigrant, as are many Lawrence High students, many of whom have read her books and were thrilled to meet her. Ms. Alvarez spent an hour interviewing a group of 10 girls about the Dominican tradition of the quincinera (the fifteenth birthday party that, like a bar/bat mitzvah, marks the coming of age for a Dominican girl) in preparation for a book she is writing on the subject. Later, she regaled a group of 30-40 students and teachers in an intimate setting with conversation, advice, and encouragement to prospective writers, and pearls of wisdom for her reader fans. The school's administrators were thrilled with her visit, especially LHS principal Dr. Thomas Sharkey, who complimented the network on what they have done for Lawrence High School. In May Ms. Alvarez surprised a group of girls she interviewed by showing up at one of the girls' quincineras parties.

ABL Director Lou Bernieri at the Final Exhibition of the Lawrence Student Writers Workshop in the Community Room, 60 Island Street, Lawrence.

Julia Alvarez Discusses Quincineras with Lawrence High School Students

continued on p.2
At the elementary level, Oliver School’s Mary Guerrero and Sheila Barry ran an after school writing club for 3rd and 4th grade students. In addition to creating writing portfolios brimming with high quality poetry and prose, the students worked with graduate students at Harvard Graduate School of Education and staff of the Essex Art Center on an art and writing project that was displayed at the Essex Art Center in Lawrence and at Harvard’s Longfellow Hall. Here is Mary Guerrero’s description of the project:

Oliver School Writing Club Exhibit: Mapping Within… Illustrating Change In Our Lives.

The exhibit was created by the Oliver School Writing Club and two graduate students at Harvard Graduate School of Education. Both graduate students were in the arts/ed program. The project started because of our connection to the Essex Art Center. The two graduate students met with the students at the Essex Art Center. The students wrote and dramatized how they felt as they went through changes in their lives. Then they created individual maps of their interior change, using a sketch of their bodies as the place to put their explanations of the changes they experienced.

The director of the David Rockefeller Center for Latin American Studies attended the opening in Lawrence. She explained that she had some money that could be used for field trips for Latin American students–or for students to view Latin American art. That is when the idea began that the art could be shown in Cambridge and our students could visit the exhibit with funding from the Rockefeller center.

The visit took place in last week of May. The students visited the Sackler Museum at Harvard, had lunch at the Rockefeller Center and spoke to the curator of the current photography exhibit showing at the Rockefeller. After that, the students saw their own art work and were invited to read their poetry in one of the classes. Before the exhibit was taken down, Bread Loaf professors Michael Armstrong and Courtney Cazden got the chance to view it and express their admiration for the remarkable work the students did. ☏

Mary Guerrero’s 3rd Graders pose with a statue of John Harvard in Harvard Yard.

— Lou Bernieri
Executive Director ABL

Students (here and in the next column) pose with their work at the Essex Art Center.
Writing and the Arts

Origin of Dreams

MaryEllen Janeiro and her students at Lawrence High School conducted an exciting writing and photography project called “Origins of Dreams” that was exhibited at Lawrence City Hall. Along with mounting their exhibit, the students produced a lovely book of poetry and photographs. On the inside cover of the book, MaryEllen writes: “The poems and photos in this booklet represent the efforts of juniors in my America Literature course during the 2004-2005 school year. The students were given a prompt and the simple instructions to show their lives through words and images. The results were honest, funny, moving, and sometimes heart wrenching. I am very proud of all of them and grateful to them for sharing their past and their dreams for the future…”

I Am From

I am from Felisa Alicea, a friend who never leaves me hanging.
I am from Lawrence High, a school so diverse and full of surprises.
I am from Miguelina Maracayo, the mother who cooks pastelitos to bring extra money into the house, who tells me she loves me everyday.
I am from hard work, helping my mom with bills and medicine.
I am from washing dishes with cold water because the hot water ran out.
I am from sleepless nights and sleepy mornings.
I am from “Julissa, help me!”, “Can you lend me...?”
I am the girl who can never say “No”, yet never wants to be in need.
I am from salami and cheese right after school.
I am from the isia that lives deep inside of me.
I am from platanos fritos and arroz.
I am from “Muchacha por Dios.”
I am from walking down the streets always seeing someone I know
I am from always having Lawrence on the back of my mind because it’s my home.

– Julissa Rodriguez
Lawrence, MA

I Am From

I am from Vietnamese roots with American branches and leaves,
I am from speaking English at school and Vietnamese at home, I am bilingual.
I am from learning to organize American culture but still using my family’s culture, I am diverse.
I am from a family full of dreams: doctor or engineer is what they want me to be. I am responsible.
I am from a country of competition. You’re only noticed when you’re the winner.
Does anyone notice me?
I am from a country where I need to be strong to survive, take risks, work hard.
I am from the track team, trying to set records and to break them. I’m competitive.
I am from the mirror, reflecting everything in a moment.
I am from talking with an accent, try to be understood, I am frustrated.
I am from being Asian, being American, being a student, being a son, being a friend, being a minority, I am Khanh Cao.

– Khanh Cao
Lawrence, MA

A small grant in 2005 from ABL supported Lawrence High School teacher and ABL alumnae, Nancy Hogan, in a writing and film project for her class of deaf and hard of hearing students. The students viewed captioned films, had discussions about the movies, then wrote essays on what they learned. In addition to enhancing their literacy, the project also developed the students’ sense of world knowledge and global citizenship.

– Nancy Hogan
Lawrence High School

NANCY HOGAN’S DEAF AND HARD OF HEARING CLASS
Do you know what the Lazarus House is? Well the Lazarus House is a place where people go that don't have shelter, clothing, or other things. It first opened its doors in 1983. In 1983, it had five beds and an emergency shelter for the people. The Lazarus House is located at 410 Hampshire St, in Lawrence.

Our 6th grade class at the Wetherbee School went on a trip there. Betsy, a worker at the Lazarus House, gave us a tour. Betsy said, “The person that the Lazarus House is named after is a man that was brought back to life. Lazarus was sick and died and was in a tomb for 4 days. When he was in his tomb, Jesus wanted to bring him back for a second chance and he did. When we saw the information video about the Lazarus House, I was so sad watching the video about the people trying to find shelter and food. I felt that if I was poor, then I would feel sad and cold but if I lived at the Lazarus House I would feel like home because that is a good place to live.

They have a soup kitchen, chapel, homework room, dental care, thrift shop and I especially liked the family room. In the family room, Betsy said that when people move out of the Lazarus House, they give them things to put in their house and there is a thrift shop for the people to buy clothes and other things. Betsy said, “The things in the store are less because then the person can say that I bought this, I didn't get it for free.”

My class RM 315 at the Wetherbee School collected canned goods for them because we feel we would like to provide food. The entire school helped us to collect 9 boxes of canned goods and we brought them with us when we visited in March. On the field trip Betsy explained, “We want them to feel like home here in the Lazarus House.” If you want to find out more go to: www.LazarusHouse.com or you can call 978-689-8575. Even if you know somebody that is your friend and they don't have a home, you can try bring him or her to Lazarus House to let them feel like safe.

— Kassandra Sasha Pirela 6th Grade
Wetherbee School, Lawrence, MA

Eleven Lawrence teachers received full fellowships to attend the Bread Loaf School of English in the summers of 2004 and 2005. They were: Lynda Healey in Oxford, England; Ben Klemer, Jackie Pena, Bread Loaf in Vermont; MaryEllen Janeiro and Sondra Longo in Santa Fe, New Mexico; Lisa Anderman, Sheila Barry, Sean McCarthy, Paul Myette, Kristin Strapko, and Mary Guerrero in Guadalajara, Mexico.

Andover Bread Loaf is an outreach program of Phillips Academy that works to support the Bread Loaf Teacher Network and to enhance education in schools and communities.
Two ABL alumni published books over the past year. In Lawrence, Maria De La Cruz produced LA CENICIENTA DOMINICANA. In the introduction to the book, Pedro Dias Hernandez writes:

Cuando el hombre desea enriquecer su existencia a través de la ficción o la realidad, trata de utilizar la narrativa como un propósito para alcanzar su sueño. Pero la recompensa siempre es trágica en esta tierra de América por los difícil que es la dedicación a las letras y el logro de la escritura por el amor a las palabras, que vienen hacer para el escritor el instrumento de comunicación.

El propósito de la autora en esta obra, no es el de presentar una cuentística nueva en el cuento hispano-americano. Sino el esbozo de una situación complja en la que una niña, a su corta edad, pierde a sus padres en su ciudad natal Santo Domingo, República Dominicana. La misma es rescatada por una persona de una gran sensibilidad humana. La cual la traslada a la provincial del Puerto Plata en el interior del país. Donde recibe todo el afecto y el carino al convivir con ella, hasta cumplir diez y ocho años de edad. La niña a su vez, le llama la Madrina del pueblo. Transladanose e esa edad de Nuevo a la ciudad capital. Allí emprende una vida llena de angustias y de trabajo, solo con la esperanza de encontrar un camino mayor.

In Newark New Jersey, Peggy Rice Page produced the SPIRITUAL AND EDUCATIONAL FAMILY AFFAIR WITH A KING, a text that uses Dr. Martin Luther King Jr. as its focus. In her dedication Peggy writes:

The purpose of this book is to enhance research and critical thinking skills on the primary level, and to encourage parental involvement and support in the development of the decision making process in the lives of children. It may also be used as a tool to promote community workers to share their expertise. The manuscript is dedicated to the children of the Newark Public Schools. Hopefully, teachers and children across the nation will benefit from this work.

**ABL PARADIGM FELLOW AT NCTE**

In the summer of 2004, a group of Lawrence Public School teachers enrolled in the Bread Loaf School of English’s campus in Guadalajara, Mexico. The group is pictured here with two of their professors and visiting ABL staff member, Rich Gorham, Sean McCarthy, Amy Halloran, Sheila Barry, Professor Maria Spicer-Escalante, Kristin Strapko, Lisa Anderman, Mary Guerrero, Professor Jeff Nunokowa.

**ABL TEACHERS IN MEXICO**

Paul Myette, a teacher at the Arlington School in Lawrence, MA, was invited to present at the National Council of Teachers of English (NCTE) conference in Indianapolis in November. He presented the results of a writing exchange between his 8th graders and 8th graders from in Amanda Reidenbaugh’s class in Columbus, Ohio. The focus of the exchange was on language use in hip-hop music and culture.
On Saturday January 22nd, BLTN Lawrence held its 9th city-wide Inspiring Writing professional development conference. Over 90 people attended, including at least 30 students and 15 parents/guardians. The conference’s title was "Celebrating Literacy and the Arts in Lawrence" and was done in collaboration with several community organizations and non-profits, including the Essex Art Center, Lawrence Communityworks, Movement City, Soul Kaliber, the Addison Gallery of American Art, Cambridge College, and the Inspiring Writing Corporation.

The day began with a keynote address: "Los Olvidados and the Social Apocalypse of the Eye" by Jeff Nunakowa, Princeton and Bread Loaf professor of English. After the keynote, participants broke out into 9 different workshops followed by lunch and then another session of workshops. The day ended with an open mic and sharing session.

The workshops given (most were given twice; theater and photography required participants to attend 2 sessions): Collaborative Writing from Haiku to Essay; Los Olividados and the Social Apocalypse of the Eye (a continuation of Nunakowa's keynote); Figurative Language and Visual Art; Photography and Writing; Spoken Word Poetry; Theater: From Page to Stage; Thinking on Paper: Looking at Student Work; Writing Poetry; Writing With Parents and Guardians. The workshops covered all grade levels, from first grade through college.

The final evaluations were highly complimentary, with every one stating the conference was "great", "excellent", "extraordinary", etc. Jeff Nunakowa's keynote and the 15 workshops also generated glowing comments from participants.

Among the most memorable parts of the day was the sharing at an open mic at the end of the conference. In addition to teachers and students reading their work, a number of parents/guardians read the work they wrote in Spanish, each piece then translated into English. Included in these bilingual presentations was an amazing "page to stage" theater performance given by a group that consisted of parents/guardians, students, and teachers. The conference culminated with a powerful testimony from the grandparent of two students who gave a speech in Spanish (translated by one of our network members, Maria De La Cruz) about the vital importance of writing for students and adults.

“And as if this wasn't enough—the most remarkable part of the day was that proportion of teachers to students and parents. While I do not have an official count of the numbers of parents/students versus teachers, looking around the room it appeared that it was almost equal. This is an amazing accomplishment. As I travel around the country perhaps the single most oft heard remark is that it is nearly impossible to get parents into the schools. The Lawrence Bread Loaf Teacher Network has confronted this issue by creating an environment that is so inviting, safe and stimulating that parents are not only attending in droves, they are coming on a Saturday and giving the whole day to learn with their children. I sat next to a parent who brought his two girls, one was in school and the other a pre-schooler. This parent did not speak English. While quiet at the beginning of the session I attended, as his level of comfort increased so did his participation. In short order he was able to find other Spanish speakers and get someone to help him translate when necessary—and in a way that did not cause him any embarrassment.”

— Marty Rutherford, Director, Andover Bread Loaf Oakland Educational Consultant, Oakland, CA

SOME QUOTES FROM THE EVALUATIONS:

"The conference was very cool and very educational."

"I love that there is so much diversity within the network. It was fantastic to see students and parents working alongside teachers and presenters. I can't wait to come back in the spring for your next conference!"

"It inspired me."

"Spectacular!"

"Excellent conference...more please!"

"Awesome!"

"This conference was very special to me because I did not know that it would make me write so much and that I could be so open to the public. Now, I know I can write about anything ... "
On April 2, 2005 at the Henry K. Oliver School BLTN Lawrence ran their 10th Inspiring Writing Conference; this one focused on Writing for the Community. Almost 100 people came: 50 teachers, 30 students, 10 parents/guardians and 10 guests. BLTN member Ceci Lewis from Tombstone, AZ kicked off the conference with an insightful and moving keynote address.

After the keynote, participants broke out into 6 different workshops, each one aimed at different grade level from 1-12. The workshops presented Writing for the Community Projects that were integrated into the Lawrence Public Schools writing system and included strategies for teachers to incorporate WFC projects into their own curricula.

In the afternoon, everyone engaged in a WFC project that will culminate in the production a book that gives a profile of the city in the words of those attending the conference. We broke into small groups with a facilitator and scribe in each group. Participants were asked to write about and discuss “classic” photographs of Lawrence and questions/statements like, What is your favorite place in the city? Tell us a secret about Lawrence. How do you feel about raising your children here? What interests you about the history of Lawrence? etc. The day ended with an inspiring open mic where students and adults shared the writing they created during the day.

SOME QUOTES FROM THE EVALUATIONS:

“Excellent! Outstanding! Great!”
“I teach Chemistry...I can use this stuff!”
“I welcome the opportunity to to meet other teachers, write with young people and parents, and talk to those excited by their work--energizing!”
“Once again, Lawrence has revitalized me.”
“This year’s conference was your best ever.”
“I just loved it!”
“As a mother, I really enjoyed seeing what teachers are teaching my child.”
“A great day...can’t think of a better way to spend a Saturday.”
ABL Summer Programs

Andover Bread Loaf Writing Workshop for Teachers (ABLWW)

The 2005 ABLWW featured 17 teachers from Boston, Billerica, and Lawrence, Massachusetts and Oakland, California as well as staff from Worcester, MA, East Orange, New Jersey, and New York City. A significant focus of the program was writing for the social good, that is, writing that aims at catalyzing change in schools and communities. For over a decade, ABLWW has been advocating this kind of writing through its support of a number of highly successful Writing For the Community projects. In the summer and 2005, however, writing for the social good was brought to the forefront of the program.

Using Dixie Goswami’s Bread Loaf School of English course, Writing to Make a Difference, as a model, the teachers in the ABLWW spent a lot of their time discussing writing for the social good and developing models and curricula that will give their students the opportunity to write to improve the world they live in.

The summer also included working with the students in the Lawrence Student Writers Workshop, discussions of educational and literary texts; workshops in writing, theater, and photography; field trips to the Bread Loaf School of English in Vermont and to Lawrence, Massachusetts; and readings by poets Cesar Sanchez Beras, Anthony Morales and Roberto German.

SOME QUOTES FROM THE EVALUATIONS:

“It was a real pleasure to be part of this institute. The experience represents support and inspiration for my teaching, but on a personal level the comradery, the self-expression, the many one-on-one connections did much to lift my spirits. It reminds me to take back the more implicit aspects of the model: interactive learning, self expression with an audience, an exchange of humanity. Literacy flourished under such conditions.”

“Honestly, this has been a transformative experience… it has broken down some of my fears about creative writing and shown me how this kind of writing can lead to and improve academic writing in my discipline (history).”

“Thank you for an amazing and transformative experience… I’ve been to a lot of professional development elsewhere and felt like, ‘That’s all well and good, but it’s not going to fly in my classroom.’ Here, everything we did was relevant to my classroom.”

“You have given me a life-altering experience that will impact me professionally and personally for years to come… my teaching will never be the same.”

“I’m a math teacher and believe it or not this program has been the best professional development I have gotten in Math!”

“Teaching can be very isolating and professional development can often be stale. The opportunity to talk with my colleagues in Lawrence, as well as the teachers from Boston, Oakland, Billerica, New York and New Jersey, showed me that we share many of the same goals and that we struggle with common problems. I am not alone!”

“I feel totally rejuvenated… Working with all of you has been inspirational. Being connected with all of you and the other participants has revived my belief that change can really happen. It has been incredible to have time to reflect, to write, to share, and to laugh. I hope to be spending next summer at the Bread Loaf School of English.”

“Like every other teacher I’ve known who went through ABL, I loved this. I feel like I’ve known the people in the group for years— and I actually liked knowing them that long! The two weeks leave me hopeful for a new crop of students and my new vision of my teaching approach and of myself.”

ABL Newsletter is published thanks to the support of the Abbot and Dorothy H. Stevens Foundation, The White Fund, Inc. and The Inspiring Writing Corporation.
Since 1988 Andover Bread Loaf has offered Lawrence Public School students full scholarships to attend this intensive 3 week writing workshop and arts colony. While writing is at the center of everything they do, the 55 students in the program also work on art and sculpture; photography and drawings; theater, song, and dance; multimedia computer productions; and Spoken Word and Performance poetry.

In addition to the artwork and sculpture they completed, the students produced a literary magazine that featured the writing, drawing, and photography they created during the three weeks. The 2005 LSWW culminated in an Exhibition and Reading held in the Community Room at 60 Island Street. Our use of the room was thanks to the generosity of our friends, building owners Chet and Gary Seidel. The artwork and sculpture the student created were displayed in the Essex Art Center; as in past, we are grateful to Leslie Costello, Maria Sanchez and the Essex Art Center staff for their generosity and support.

The 2005 LSWW facilitators were Lawrence master teachers Kim Barry, Parthum School; Mary Guerrero, Oliver School; and Betsy Kimball, Arlington School. While these three were invaluable to the success of the LSWW, the daily organization and operation of the program was the responsibility of the ABL Writing Leaders, a unique group of graduate, college, and high school students chosen every summer to lead and mentor small groups of 8-10 students through the LSWW. Most of the Writing Leaders live in Lawrence and have been students in the LSWW themselves. The ABL Writing Leader program provides them with summer employment that enhances their education and also teaches them practical workplace skills. For the Writing Leaders who want to pursue a career in education, the ABL Writing Leader program offers them first hand teaching experience and a host of “best practices” they can use in their teaching.

ABL WRITERS, ARTISTS AND SCHOLARS SERIES
Throughout the school year and summer, Andover Bread Loaf invites writers, artists, and scholars to work closely with public school teachers and students in their classrooms and communities. Most of these visitors have made a long term commitment to their collaboration with particular teachers, students, and communities and have continued their collaboration over many years. A list of some of our more distinguished visitors includes: Julia Alvarez, author of: How the Garcia Girls Lost Their Accents; Michael Armstrong, Bread Loaf School of English; author of Closely Observed Children; Cesar Sanchez Beras, author of Trovas Del Mar; Courtney Cazden, Harvard Graduate School of Education, Bread Loaf School of English, author of Classroom Discourse; Junot Diaz, Massachusetts Institute of Technology, author of Drown; Dixie Goswami, Clemson University, Bread Loaf School of English, author of Writing to Make a Difference; Shirley Brice Heath, Brown University, Stanford University, Bread Loaf School of English, author of Ways with Words; Bruce Smith, Syracuse University, 2004 finalist for the Pulitzer Prize for Poetry and the National Book Award; Jeff Nunakowa, Princeton University, Bread Loaf School of English; Anthony Morales, New York City Public Schools, featured on HBO’s Deaf Poetry broadcast; Beverly Moss, Ohio State University, Bread Loaf School of English, author of Literacy Across Communities; Cynthia Ballinger, Chêche Konnen Center, author of Teaching Other People’s Children.
A Poem for My Little Girl

Sweet, round face, fat cheeks
and the distinctive Kool-Aid,
all-teeth-showing
Modeste smile,
thin legs-miniatures of your mother’s and
aunt’s,
and Girl, whatchu doing with all them hips
already?
You’re only eight; my baby girl.

Dreadlocks flying/flapping up and down as you
dance,
jump double-dutch,
ride your bike into the wind fearlessly,
something Mommy has never learned to do.

I want you to have time to be a little girl.
To play with Baby Born and even Barbie,
and dress-up clothes,
creating your own shows in costumes worn
only once,
left over from dance recitals where Daddy
and I
pretended not to cry.

You’re only eight, my baby girl.
Take time to play outside with your little
girlfriends on the block,
visit each others’ houses-doing hair with
fifty-thousand
different color barrettes, bobos and
scrunchies;
(Girl, stop leaving that mannequin lying
around; she’s spooky!)
painting each other’s nails iridescent blue
with a special design for the big toes.

I love the artistry of the flowers, butterflies
and ying/yang
you apply to your play sisters’ ankles, backs
and bellies
in your tattoo parlor on the living room
couch.

Adulthood will come soon enough and last
a very long time.
You’re only eight; enjoy being a little girl.

Love,
Mommy
— R. Ummi Modeste, Brooklyn, NY

Four Generations on the Wall

I see you but you cannot speak to me.
Frozen you are behind the glass,
the four of you.
Hours pass each day while I talk at you.
The smiles linger yet,
but the laughter,
still,
is mine alone.
These thoughts I frame each day,
that we may never part.

— Bill Engstrom, Belmont, MA

En Pointe

When I was your age
I was all curves and sure
I was the only one.
I was Homecoming Queen lonely.
How had I won?
I was split:
Hit hard by my teacher who reached me;
Lit large by the books that could teach me;
Made small by that boyfriend who beat me.
No one saw through the smile that hid me.

I was big sister, tiny dancer,
Hook-up-queen, fine romancer.
I was a reader, a super-leader,
A behind-the-building-smoking-weed-er.

I was in the front of the class,
But in the back of the Iroc-Z.
I was on the stage in my red robe.
I was the fire of rage and the pull of the road.

And I was forever. And I was never.
When I was your age.

— Kristin Sciacca, Billerica, MA

Ode To The Letter Z

I know where to find you
You are not elusive to me
When you are not mine,
You live before A in a
Circle of symbols after
Y? Because that’s where
You belong. Easy to
Find, catch, or utilize
When the world has
Found, caught, and
Utilized me in its own
Way, usually without my
Permission. I zig with
You, I zag. Tossing and
Turning in my bed,
Sideways-N,
You are my friend,
I catch U...
I mean,
Zs.

— Nicole Shadeed, Lawrence, MA

Mr. Mack

He’s grown thin from taking the wrong
turns in life
Starting to show his age now
He’s balding, so he shaves his head
Using his hands is what he’s good at
But using his back is what he gets paid for

Soapy water, wax, towels and clean rags are
all the tools he requires
To have my car looking much younger than
the eight years that it really is
And oh look at those tires all shiny and black

— Logan Manning, Oakland, CA

123rd Street

busted box spring
bounceless mattress
below breezeless airshaft
bedroom box window

shouts, wails, cries
reverberate
in the 6 foot space
that sits between
the 2 brick buildings

faceless voices bounce
through unbreathably
still air
a bezerko ballet

that dances through
my bedroom
in the place of sugar
plum fairies
each night
this hot
Harlem summer
THWAP
belt busts behinds
belligerently
for daring to disobey me
says papa, the boss, eljeffe
I look for bruised
faces on the stoop by day

but never a trace
only Hector, the Super
who sits behind
coke bottle glasses
and protects the block
from a blue plastic
lawn chair
that has never met
a blade of grass

— Logan Manning,
Oakland, CA

continued on next page
**I Am**

I am dusk,
Calm and peaceful like the swaying winds
The darkness brings out the romance in me.
I am an unforgettable strawberry
Sweet, juicy, and sensitive
I touch your lips once and transcend
loveliness.
I am the unbeatable sport shoe
Strong, tough, and adventurous
A freshness which no other shoe holds.
I am a melody which brings out the peace
and love in ones heart
A swift sensation which lingers in ones tone
A spirit which never lets go.
I am like the holy cross
A sacred soul with no enemies
A drop of water and blood mixed together.
I am a dashing Ferrari
Smooth, sleek, and fast
A glimpse of me can live you astonished.
I am the undecided 23rd century
A life beyond my possession
A fragment of my imagination.
I am like the cold whisper SSSHHH!
A certain fear taking its form
A silent moment being born.
I am a sea shell
A special home for the ones in need
A precious item sought in true hearts.
I hold on to yesterday
Through laced death
And temporary illusions
My mustache frozen
My nose hairs icicled
By the cold winter snow.

— Eddie Rosa, Boston, MA

**Sundays**

Heavy rain batters thin glass
Acid jazz floats up from a corner
Tranquil eyes meet mine without blinking
And then
A kiss
Soft
Silken
Smooth
Liquefies my insides melts them
Makes me wish
For more rainy Sundays

— Marlene Goncalves, Boston, MA

**Birds**

Birds are sweet
They can easily breathe.

Even in the high sky
They can fly.

Birds are light
They are found in many colours not just black
And white

On the earth
These are the sweet little birds.

— Sayed Adnan, Mumbai, India

**His turn to solo**

Head cocked
Foot tapping
Fingers jumping
Then the notes danced
Of their own accord
Split the air
In a brassy wail
Just a boy in
A baggy sweatshirt
And blue jeans
Playing the trumpet
In a word
Jazz

— Lynn Gallogly, Boston, MA
SPOTLIGHT: PROFESSOR MICHAEL ARMSTRONG

Throughout the school year and summer, Andover Bread Loaf invites writers, artists, and scholars to work closely with BLTN teachers and students in their classrooms and communities. Many of these visitors have forged partnerships with BLTN teachers and collaborate with them on creative enterprises and research projects.

ABL’s most important and consistent visiting scholar is Bread Loaf School of English professor Michael Armstrong, who lives in Southhampton, England during the year. Michael has been working intensively with teachers from Lawrence, Massachusetts for over 6 years. In addition to teaching BLTN teachers at Bread Loaf in the summer, Michael comes to Lawrence, Massachusetts each year for 5-7 weeks to participate in initiatives such as the Oliver School’s “Mapping Within” project featured on page 2.

While Michael has been a critical part of many classroom projects, he has also been the key in helping BLTN teachers build an active teacher-research community in the city of Lawrence. After working in the schools during the day, Michael leads evening and weekend professional development workshops for teachers and community organization staff. The workshops focus on the topic for which he is internationally renowned: looking closely at student work. Michael’s expertise in showing adults and young people how to look at student work in the same way they look at the work of professional writers has transformed the practice of individual teachers as well as the whole of BLTN Lawrence.

The ABL is a collaboration between the Bread Loaf School of English, a graduate school of Middlebury College, Middlebury, Vermont and Phillips Academy, an independent, residential high school. A number of ABL alumni have gone on to Bread Loaf to earn their Master’s degree or to continue the work they began at the ABL. Bread Loaf strongly encourages ABL teachers to apply and offers financial assistance for those who need it.

We welcome letters and responses to the ABL newsletter. Please address all correspondence to:
Andover Bread Loaf, 180 Main Street, Phillips Academy, Andover, MA 01810 978-749-4386, e-mail: lbernieri@andover.edu

DONORS, SPONSORS, CONTRIBUTORS, PARTNERS (SINCE 1987)

Designed and produced by Jennie Cline and printed in Salem, New Hampshire. Photos on pages 1, 2, 4-9 courtesy of Louis D. Bernieri.