

BREAD LOAF

Rural Teacher Network

Alaska—Arizona—Mississippi—New Mexico—South Carolina—Vermont

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A Publication of the Bread Loaf School of English
Middlebury College
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Spring/Summer 1996

From the Editor

by Chris Benson
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As the Bread Loaf Rural Teacher Network enters its fourth year of funding by the DeWitt Wallace Reader's Digest Fund, it seems an appropriate time to take a look over our shoulder, to see where we've been. As Risa Udall and Greg Larkin point out in their "conversation" in this publication, it's a good idea to see where you've been when you're deciding where you want to go. As I look back on the three years in which I've served as an editor for the teachers and associates of this organization, I'm struck with how little time there is at the end of a teacher's day to sit down and write. One of my main activities as an editor is encouraging BLRTN teachers to find time to write; there is good reason for them to do so.

Because most teachers have so little time to devote to writing, it's important to look at the process by which teachers become published writers and acknowledged authorities in their profession. Before becoming active in BLRTN, few of us found the time to write about our profession. We were too busy trying to be competent teachers to take on the burden that writing represents. Yet we are learning that professional writing is an essential part of the teacher's responsibility. Why? One reason is that teachers learn from each other when they trade stories, compare methods and discuss philosophies. Another reason may not be so obvious: the act of reflecting on and writing about the art of teaching is a process that encourages speculation, revision and growth among teachers. If planning lessons for one's students is the beginning of a teacher's day, reflecting on and writing about the

way those objectives are met might be the logical place to conclude a teacher's day.

Yet for most teachers, this important part of the day gets short-changed. Nearly every teacher I know tells me of the constraints that our overloaded classrooms put on his or her time. We expect physicians to take the proper time to consider our special medical needs, yet we know of teachers who are asked to instruct up to 180 students a day. I'd find it difficult to make eye contact with so many people much less provide them with instruction. At the end of such a day, even the best-intentioned teachers have little energy to speculate about important issues in education.

Despite such constraints on BLRTN teachers' time, I have had the privilege to serve as editor for many gifted teachers. Most of them did not consider themselves professional writers when they joined the network, yet their writing is benefiting other rural teachers, themselves, and their profession in general.

In reading this and previous issues of this publication of the Bread Loaf Rural Teacher Network, readers will note some dominant characteristics of the writing of BLRTN Fellows: it is descriptive, narrative, and mostly

about specific people in particular locations. These stories don't preach; they don't lecture; they don't insist. They resist generalizing about students and teachers across cultures. It seems to me that the descriptive and narrative modes are appropriate ones for teachers to write in. We are currently in a period of school reform when policy-makers and politicians in distant places are making lists of "best" and "worst" schools and dictating "standards" of student achievement based purely on test scores. Teachers and principals are wise to resist reform measures based on the premise that reforms can be applied blindly to all schools. The descriptions and narratives found in the pages of this and other publications of BLRTN tell stories of individual people and places and the things they are doing to improve their educational opportunities.

Editing this publication for BLRTN, I've learned that there are no harder working people than the teachers in BLRTN. Good teachers are care givers; and it takes a conscientious teacher to give instruction by which students truly profit intellectually and emotionally. Care for students is their primary concern, yet I'm grateful that these teachers also care enough about their profession to reflect on it and communicate what they are learning. If our educational system is going to reform and improve, it will have to begin to listen to the stories teachers tell. ☛

DeWitt Wallace-Reader's Digest Fund

The mission of the DeWitt Wallace-Reader's Digest Fund is to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities.

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Spring/Summer 1996

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Rural Schools, Small Networks, and Large-Scale Contributions

by Dixie Goswami

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We asked members of BLRTN to help with the June 1996 Bread Loaf conference on the teaching of English in rural schools by writing about how their schools take advantage of being small. Some responses confirmed what we had concluded from observation: some rural schools tend to act pretty much like they are situated in the middle of Anywhere City, serving 2,000 students, even when they are in rather isolated small communities. Other teachers, including those below, tell a different, more intriguing story:

- We take advantage of our smallness by being flexible in designing programs geared to individual needs and by encouraging students and teachers to develop and maintain relaxed and informal relationships with one another. (Alaska)
- Because three of our schools are located within a few hundred feet of each other, teachers and students from different schools work together on projects on a regular basis. The small size of our community means that we know a great deal about our students, who they are related to, their place in the community, and we interact with many of them in several different roles over a number of years, not just as a teacher for one school year. All of these factors help us see each student as a whole person and make better decisions. (Arizona)

- At a 7-12 grade school, with a middle school and a high school in one building, the teachers and coaches have an opportunity to work with students over a longer period of time, to get to know them better. It also makes it easier to coordinate our courses, develop related projects, and meet regularly to talk about what we're doing since we have only four English teachers. (Alaska)

- Advantages of being a small school (we have 89 students): **SMALL CLASS SIZE!** Lots of individual attention and instruction. Plenty of time for students to get to know, respect, and trust each other. Flexibility in scheduling both as a school and for individual students. It's easier for us to plan field trips, excursions into the community, and service projects. (New Mexico)

For the most part, teachers who believe that their schools take advantage of being rural comment on the extent to which children and young people are known well by faculty and staff and how schooling takes this knowledge into account in various positive ways.

Although it is true that equitable funding is a key issue for most rural schools, it's also true that some of the most successful and innovative education in this country is

going on in rural schools with strong community connections. The long-range plans and mission statements of many rural schools assert that technology will be used primarily as a means of linking communities and parents in new and thoughtful ways. Teachers from these schools are keenly aware that their programs and practices are exemplars for urban reform initiatives, although there is not much evidence that policy-makers are looking to rural schools for guidance and instruction. In some cases, accomplished teachers and researchers are penalized in subtle and not-so-subtle ways for experimenting and for developing collegial relationships as members of a national network.

As members of the Bread Loaf Rural Teacher Network, we do our best to take advantage of being small. The shared intellectual work of several Bread Loaf summers and subsequent meetings throughout the school year are the basis for other network activities, especially computer conferencing. As Scott Christian says in this issue: "The key to successful collaboration is to work with people that you would talk to anyway, without a specific task or project, because you like them, you trust them, and their presence enriches your life."

Because the network is small, we have time to form supportive bonds with each other. This happens

As we take stock of our collective work over the past few years, it is clear that we are in the middle of profound changes in professional development, school cultures, and conceptions of literacy itself.

in many ways: sharing meals together, receiving personal visits (perhaps in our homes or classrooms) for technical support, including students in intense, extended conversations on-line. The process is neither easy nor invariably successful: BLRTN is always a work in progress.

Because we are small (about 150 members), we can be flexible and responsive. When we find books that we want to read and discuss; practices that we need to describe and critique; issues that we need to study; students that we need to understand and assist—we can do it. BLRTN gives us a place to talk about the issues that cluster around teaching and technology: ethics; privacy and censorship versus openness; intellectual property, access and equity, to name a few. BLRTN talk (written and spoken) focuses on what's happening in children and youth's lives or our own teaching lives. We hear a lot about multicultural studies for students, and as BLRTN teachers, we're a diverse group ourselves. We're always learning from each other about cultures, languages, pedagogies, and philosophies of education. We're teaching each other "netiquette": this year a big concern was responding (or not) to students' in the context of carefully planned exchanges.

Sometimes it's hard to be small. At a recent statewide meeting of teachers of English, after a BLRTN demonstration and discussion, several members of the audience were frustrated enough to rise up and respond, "So what? We can't join BLRTN. Why should your experiences be of interest to us?" Good question. One answer is that we are advocates for the proliferation of small teacher-centered networks such as BLRTN, where the purpose is the making of meaning for all of us rather than technological literacy. As members of this particular network, we interact with many other networks, taking our experience, technical skills, and understandings with us. We want to argue that our small rural network launches interactions that make large-scale contributions.

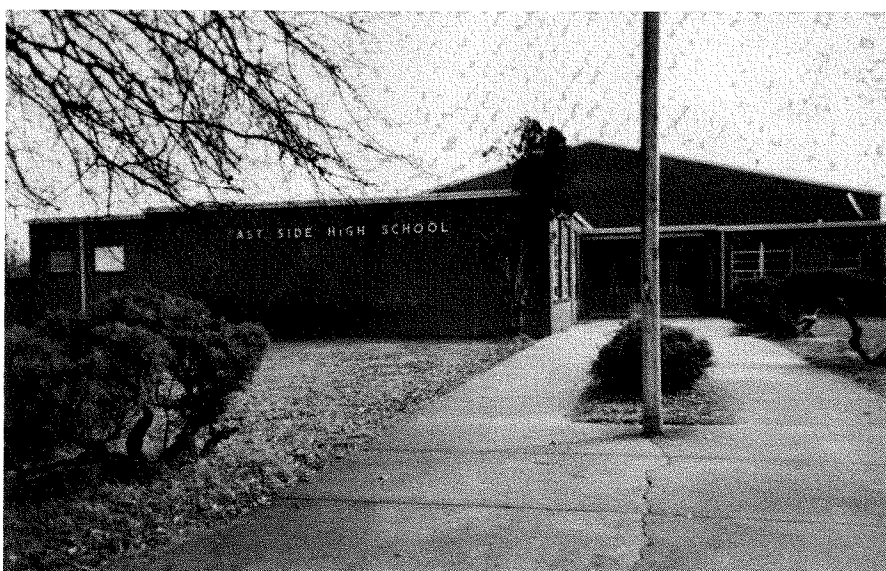
As we take stock of our collective work over the past few years, it is clear that we are in the middle of profound changes in professional development, school cultures, and conceptions of literacy itself. From the perspective of

BLRTN, it appears that centralized, standardized models and traditional forms of professional development aren't appropriate for the collaborative, dynamic inquiries and practices that must be at the heart of meaningful change.

We don't claim that small-scale professional development networks solve the relations of inequality that dominate our society or the inequities that widen the gap between the poor and affluent. Often teachers and students who are members of BLRTN learn in ways that should be (but are not) accessible to all. We do suggest that BLRTN may

youth flock to after-school organizations that "protect them, nurture them, and respond positively to their needs and interests."

Robert Putman, a professor of government at Harvard University, has written about the Machiavellian notion of "civic virtue," the human tendency to form small-scale associations that are catalysts for political and economic development even if the associations themselves are not political or economic. Putnam argues that the decline in American "civic virtue" (and prosperity) can be explained by the decline in small-scale bowling leagues, singing clubs, and



East Side High School: A rural school in Cleveland, Mississippi

be part of a larger phenomenon: many people across the country are looking for small-scale connections—real communities with built-in accountability and safeguards (witness the charter school movement, the school within-a-school movement, etc.). It is instructive to consider this phenomenon in light of the prize-winning *Identity and Inner City Youth: Beyond Ethnicity and Gender*, edited by Shirley Brice Heath and Milbrey McLaughlin (Teachers College Press: New York, 1993), which makes the case that

"privatized leisure time." Others disagree, pointing to everything from the many associations in cyberspace to U. S. Youth Soccer and the rising number of restaurants across the country. Let us speculate that BLRTN is one of many small educational associations having qualities that allow members to build "social capital" that will influence everything else that is happening in rural schools and communities. ☺

Taking Inventory and Investing in One's Colleagues

by Mary Burnham
Waits River Valley School
Corinth, VT

Taking stock... Stock-taking... This phrase propels me back more than twenty years to my first job after graduating from college. I was *not* a rural teacher then, but an assistant buyer for a big department store in New York City. Taking stock there meant going into the caverns below the basement and doing an inventory of the merchandise on the shelves. With that memory as a metaphor, I have taken my clipboard and examined the stock on the shelves that has made up my professional teaching life. Looking back, I realize that I have always functioned best as part of a team rather than as a single player. Even that job in merchandis-

ing, though competitive with other departments, depended on collaboration to succeed. My time as a full-time mother too, involved organizing playgroups and devising cooperative babysitting plans.

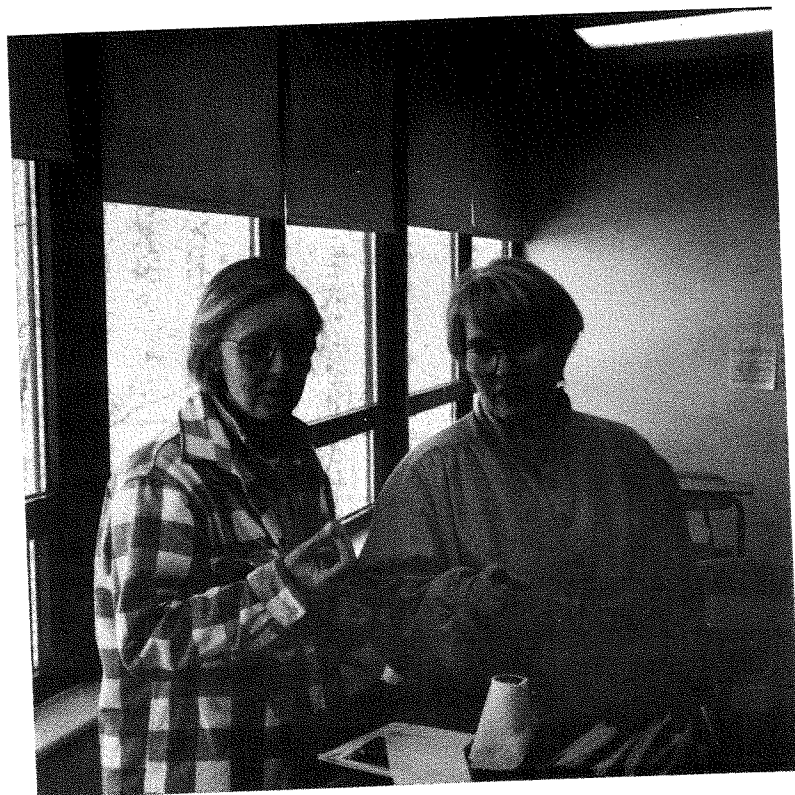
After raising my children, I decided to get my teaching certification and was lucky to be able to do so through a program that required me to apprentice for a year with a master teacher. This situation clearly demanded cooperation between teachers and prepared me well for my first job at the Bath Village School, an institution boasting fifty-three students and three teachers! The term "support network" had not yet been coined, and I sometimes think we three invented the model. We had staff meetings each morning at the stove in the school kitchen where we joked with Irma, the

eighty-year-old cook, as she set homemade soup on the flame to simmer for lunch. We too simmered and seasoned the ideas that would go into each day's work with students. I wondered at the time if this was just a lucky break or did other teaching positions provide this kind of caring support and respect.

When I came to the Waits River Valley School (WRVS), where I teach now, it was not as a classroom teacher, but as a reading specialist who would be working with children from grades K to 8. Though this school was small (over three hundred kids and about fifteen teachers), I knew it wouldn't be the same as the Bath Village School. I was glad to learn that my boss had arranged monthly meetings for the five of us specialists in the Supervisory Union. He understood the difficulty of being an isolated specialist teacher, and he knew that sharing problems and triumphs with colleagues ensured success of the school's programs.

When WRVS decided to renovate and enlarge the building, I decided that I wanted to become a classroom teacher again. Becoming a middle school teacher presented a new challenge, for I was to be the sole English teacher at our small school. I joined an energetic team consisting of teachers of math, social studies, science and foreign languages. We were asked to design our middle school curriculum based on current research about adolescents. We attended institutes together, planned interdisciplinary lessons, and designed our own team tee-shirts. We had a great time and became very good at quickly solving problems encountered by teachers of young adolescents. The only thing I regretted was not having another English teacher at the school with whom I could collaborate and conspire. That regret disappeared when I earned a fellowship to attend the Bread Loaf School of English and became a member of the Bread Loaf Rural Teacher Network.

On the day in June, 1993, when I arrived at the campus in the shadow of Bread Loaf Mountain, I



Tish McGonegal and Mary Burnham

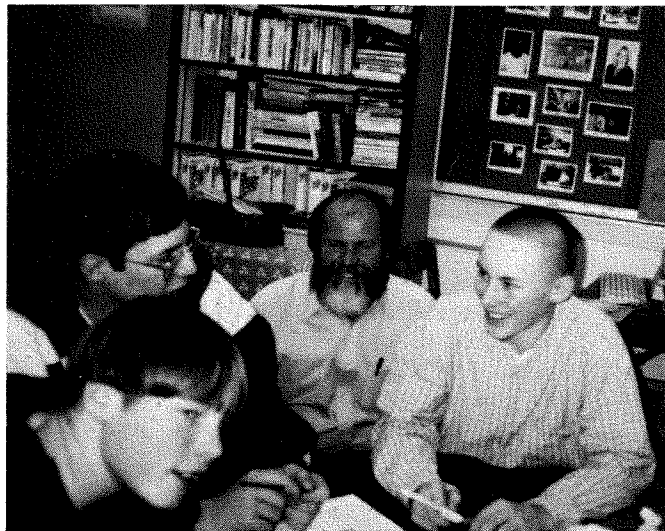
knew I had found what I longed for. The restored buildings and the grounds at Bread Loaf, formerly a mountain resort in the 19th century, are completely non-institutional, like no other college campus, and I was reminded of the wooden-framed building that housed the Bath Village School. They had been built in the same time period and in the same style. In the first half hour and over my first lunch in the dining hall at Bread Loaf, I discovered how much I had in common with this group of teachers. We regarded Bread Loaf as our Outward Bound, our personal challenge, and the opportunity to form a network with other rural teachers became an important part of our educational experience at Bread Loaf. We all talked at once about our kids, the "hicks" of each school district they entered, how we had no supplies and had to be creative "scroungers" to make up for what was not funded in our lean budgets. We especially talked about the potential of our students and what our Bread Loaf experience could mean for them.

Six weeks of classes, workshops, and late-night talkfests where we "solved" the problems of education followed. In addition, we learned to use BreadNet, a teleconferencing system for English teachers, which strengthened the bonds forged among that first group of BLRTN Fellows. Most of the Fellows funded that first year spoke the same language, whether we taught in Vermont, Alaska, Mississippi, South Carolina, Arizona or New Mexico! The problems we faced in our rural classrooms were fairly universal: kids who spoke and wrote English, but for whom standard English was almost a second language; kids from homes where there were few books; kids who lacked self-esteem. As we talked and

tried to fashion all we were learning into plans that we could use when we got home, I wondered if this summer experience would really translate into reform of my classroom. We'd see.

* * *

My students and I now look forward to my fourth summer at Bread Loaf. Students have come to expect that I will bring back ideas and projects that will involve them in both literature and writing. They also know I will bring other students into our classroom through BLRTN. Being a student of Bread Loaf and an avid user of BreadNet means that I am no longer



*Rocky Gooch, telecommunications director,
with Mary Burnham's eighth graders*

an isolated rural English teacher; it also means that my students have a new audience and new peers. Almost every day we "speak" to other teachers and students about the work we are collaborating on. I have peers and mentors who are struggling with the same things I am, and I can consult with them daily if I need to. BreadNet is a safe and nurturing place for me to seek help and support.

In our tiny rural school, my students and I are fortunate to be together for three years. My present class of eighth graders, for example, were the ones who as sixth graders participated in the first "Vermont

BLRTN Project," in which they examined common school practices, did surveys, exchanged data with other Vermont schools, and made suggestions and presentations to representatives of the Department of Education in Montpelier, our state capital. They also presented their ideas to the middle school team at their own school and were able to see some changes enacted.

These same students are now actively involved in BreadNet conference discussions on *Romeo and Juliet* and *Anne Frank: The Diary of a Young Girl*. They are also working on an investigation into the benefits of reading literature, entitled "Why Read Literature?" Any day now my seventh graders will see their work published in our nature writing book, which was part of last year's Vermont BLRTN project. My new sixth graders are using telecommunications to enjoy a discussion of *Our Town* with a class in Alaska and one in South Carolina. We find that though we all live in small towns, there are many differences, and my students are learning

that their prejudices and assumptions of stereotypes are often quite off the mark. In this way my rural Vermont kids are getting an exposure to broader cultures than would be possible without our electronic link to other schools. These other classrooms and teachers are a continual source of support and surprise as they bring their experiences into my classroom, and I believe that the Waits River Valley students are providing some unique insights to these distant classrooms too. (We are not all farmers or loggers, for example, though most of us enjoy boiling maple sap into syrup!)

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Taking Inventory *continued*

When we were involved in the *Romeo and Juliet* conference, one of my Vermont colleagues read a newspaper account of a teen suicide pact in our state, which was dubbed a "Romeo and Juliet" occurrence. Knowing that teenage suicide is a growing threat, we decided to plunge in and tie this to the literature with a writing assignment asking if suicide was ever a "good" option. The writing and discussion which grew out of that was clearly something deeply felt by all our students. I would not have been aware of this increasingly common tragedy, or been brave enough to investigate it with my students, if it hadn't been for my on-line colleagues. This is why I feel that BreadNet provides me with a virtual English department, which the extremely small size of my school cannot.

The annual Anne Frank conference, now in its fourth year, has already become a tradition in my community, and parents and students expect this to be a permanent part of the eighth grade curriculum. Examining the Holocaust with other classes on BreadNet has transformed this topic for my students and me. We, in the conference, have become enormous resources for each other, sending videos and reading lists back and forth across the country. I post the transcript of the on-line writing on the

came to me and told me that she had escaped at the age of eleven from Austria when Hitler's army invaded. She brought journals and other primary sources to my school to share with my class, and she was willing to answer questions on-line. I am confident in publicly displaying my students' writing because I have seen the quality and quantity of their work improve as a result of having peers on-line to write to. Students want to write more and write better in response

to their peers than when they write only for the teacher on assignment. BreadNet provides an authentic opportunity to communicate. One of my students put it this way:

This telecommunications project has definitely affected my writing. From the people on the "other end of the line" I have received prompts that changed what I write about. There are a lot of people reading what I write, so I will try to make my writing good. So BreadNet changes how I write. Also I enjoyed learning something about American cultures, especially Alaskan. —Justin Henry, eighth grader, Waits River Valley School

Last year the deaths of two students plunged the network into a frenzy of writing in an effort to bring solace to each

other and to make sense of these shocking deaths. One of my seventh graders, Alan, died in a fire that also seriously burned his little sister. The outpouring of sympathy from the other rural sites provided both support to my

students and a format for them to express how they were feeling. BreadNet became a sort of group therapy for my students and helped them deal with the grief and grow beyond it. At the end of the school year, a similar outpouring happened when a student of Carol Zuccaro's died suddenly. One week we had been writing to Kia, and the next she was gone. Both Carol and I were helped as

The most important thing to me is the knowledge that I am invested with other professionals who understand my daily struggles.

much as our students through this time.

As I evaluate the inventory of my experience in the Bread Loaf Rural Teacher Network, I realize that there are tangible things that I can actually list and display: the photos of students and teachers from the other rural states, which hang on the walls in my Vermont classroom; the videos of other rural classes that show us how much we are alike and different; the reams of paper transcripts and formal publications of the writings of my students. (As my eighth graders gather work for their portfolios, I take joy as they rediscover the work they have done over three years and in their ability to assess their own growth by reviewing it.) These artifacts of learning are extremely important because they validate the work my students and I do. The most important thing to me, though, is intangible; it is the knowledge that I am invested with other professionals who understand my daily struggles. They are here with me, cooperating and collaborating. And unlike that great old department store where I had my first job out of college, which has had to "downsize" in order to survive, my stock has increased in number and value each year and it will continue to grow as together we continue to craft our teaching for the twenty-first century. ☺

The annual Anne Frank conference, now in its fourth year, has already become a tradition in my community, and parents and students expect this to be a permanent part of the eighth grade curriculum.

big bulletin board in the front hall of my school for everyone to follow. This public posting has interested visitors to our school who don't have children in my class and produced unanticipated resources. One woman

Significant Voices: A Reflection On the Bread Loaf Experience

by Scott Christian
Nikiski Middle School
Nikiski, AK

Before arriving at Bread Loaf as a DeWitt Wallace-Reader's Digest Fellow and a member of the Bread Loaf Rural Teacher Network, I wouldn't say that I had things all figured out, that I actually knew the best practices for teaching language arts to adolescents. But I would say that I was at a point in my career when the earth-shattering revelations—the staggering “ahas” revealed through study of professional journals and books, through discussion with colleagues and fellow teacher researchers, through close observation of my students—were becoming less frequent. Having taught for ten years in the public schools, I needed a new source of inspiration, a new well of theory and ideas to draw on.

In 1993, Annie Calkins, a master of teacher networking in Alaska, called to tell me about the DeWitt Wallace-Reader's Digest Fellowships. Then Jim Maddox, Director of Bread Loaf, and Rocky Gooch, BLRTN Director of Telecommunications, came to the winter meeting of the Alaska Teacher Research Network and encouraged me to apply to the program. The anxiety I felt about traveling across the country and trying to pull my weight at a prestigious East Coast college, after not taking a literature class in ten years, was greatly reduced. I figured that if I did fail, and my writing was not up to par, there would at least be two kind, down-to-earth people to commiserate with on the Bread Loaf campus. So the journey began....

One of the valuable experiences as a DeWitt Wallace Fellow at Bread Loaf was to study with great

professors, whom I've used as models in the classes I teach. From Mr. Michael Armstrong I learned to closely observe a group of students and allow them to chart the course of the journey to a large extent. Following his example, I've allowed the students to reach their own conclusions through lively class discussions and presentations. Mr. Armstrong believes that student writing should be treated with the same passion, respect, and intense intellectual scrutiny that we employ when we analyze great works of literature.

When I returned to my classroom in Alaska, I found I talked to my students in a much different way. Instead of trying to provide response as a means for revision, I began to discuss the ideas already present in the work, as well as the creative process which led to the original writing. This new technique was extremely valuable to my students; it elevated the level of discussion above structure and organization, the elements of writing that I typically focused on. I began paying greater attention to the content and ideas within the student writing.

During the following spring, I interviewed my students about their creative process for writing poetry, as part of a teacher research project. This new emphasis on the student as a creator of literary work resulted in a major breakthrough in terms of my knowledge of adolescents and writing. I discovered that many of the assumptions I had been operating under for a

decade, about my students as learners and writers, just didn't work. Once I treated them as established writers and asked them relevant questions about their writing, I realized that each student had a very complex and highly individualized creative process. This new view of student writing at once complicated and made more exciting the teaching of poetry. I wouldn't have learned those things if it were not for the fundamental paradigm shift in my teaching that occurred as a result of working with teachers like Michael Armstrong.

In fact, virtually all my Bread Loaf professors modeled what to me are important qualities of a successful teacher. They maintain a boundless enthusiasm for learning, both their own, and that of their students: a fundamental belief that learning is a lifelong process. In addition, Bread Loaf professors genuinely value many voices, modeling in the classroom the openness to accept diverse viewpoints, even when we can't at first begin to grasp the perspective of the speaker.

Good Bread Loaf teachers have the ability to bring many voices into the discussion without stifling unique points of view. This stems from the single most important quality for a successful teacher: a genuine respect for people. In my classroom, when my patience begins to wear thin, I'm reminded of one teacher's comments about how schools belittle the intelligence of kids, of how our

The key to successful collaboration is to work with people whom you would talk to anyway, without a specific task or project, because you like them, you trust them, and their presence enriches your life.

traditional systems of schooling are not representative of the real world. Her voice reminds me that it's hard for kids to be successful in our schools, and when you consider the lives many

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Significant Voices *continued*

students live outside of the school, it is often remarkable that they survive as well as they do.

An important component of my study at Bread Loaf was learning the necessity of teacher research. In one independent reading course I completed a portfolio, an in-depth case study of myself as a nature writer, and a teacher research article. All of these projects were terrific tools for learning. On the Bread Loaf campus in the summer of 1994, I was working on a teacher research piece analyzing the writing that had taken place in the Anne Frank conference, a telecommunications project. Through discussions with various Bread Loafers, I was able to make serious progress in understanding the dynamics of the conference. I was asked very focused, troubling questions that helped steer my thinking and writing toward explaining a different kind of literacy. This is the heart of good teaching, to push, to shake the foundations without causing things to fall apart.

Professor Andrea Lunsford possesses the same qualities I've discussed: a genuine enthusiasm for learning at all levels, a commitment to valuing diversity, a genuine curiosity about how we learn, and the positive living principles of the "hidden curriculum," those behaviors that students learn by watching their teachers' behavior. During Professor Lunsford's "Writing For Publication" course, I observed her ability to provide thoughtful, appropriate, helpful response to a group of writers pursuing wildly different genres simultaneously,

while moving the participants through a stimulating and thought-provoking discussion of writing, gender, race, and publishing in academia. In a very short time, Ms. Lunsford made it clear that all of our voices were honored and respected and listened to, that her course was a place where students could try out their ideas both in discussion and in writing. It was a powerful experience.

I've taken much space in discussing the qualities of a couple Bread Loaf professors (limited space precludes mentioning all my professors, though I would like to) because their teaching philosophy and practice exemplify the kind of interaction that happens in Bread Loaf courses, on the Bread Loaf campuses, and on BreadNet. Unfortunately, I know that most public school systems rarely allow for these necessary and extended dialogues among genuinely interested and knowledgeable people during their work days: the average rural teacher's workday is too constricted by other demands, but I feel that Bread Loaf and BLRTN offer a model for learning and teaching that

must be adopted if we are to make a difference in the lives of rural students. As a member of BLRTN, I feel strengthened, as if I'm walking into my school, my classroom, with this wonderful, caring, inquisitive friend who is looking over my shoulder, patting me on the back when things go well, and providing encouragement when they do not.

There are many people in our profession with all kinds of ideas about how to fix public education. But there are actually very few who have based their philosophies on firsthand experience and are actually *doing* something about those beliefs. One of the main frustrations in my profession is the countless number of programs, initiatives, policies, and regulations designed to make education work better. The vast majority of these never become reality, and when they do they are so convoluted and compromised from the original intent that they are meaningless. In the Bread Loaf Rural Teacher Network, however, teachers and students have the power to initiate real, meaningful activities for themselves and see them come to fruition. Composed of intelligent, committed people of high integrity, the Bread Loaf community models the kind of citizenship that I would like to see my students adopt as they become adults. If we want our students to be decent, caring, productive, tolerant citizens who can adapt to a rapidly changing world, we have to model those behaviors. Before students will listen to us, they have to respect us as people.

To discuss the impact of the teachers of the Bread Loaf Rural Teacher Network, I have to write about Peggy Turner, a high school teacher in Saltillo, Mississippi. We met our first year at Bread Loaf and have become good friends. When things seem over-



Scott Christian and Nikiski students
Natalie Miller and Sara Covich

whelming at school, I think of Peggy seeing over 150 students in a day, with very limited technology and support. Despite a difficult teaching situation, Peggy seems to do the impossible, to respect her students, to take their ideas and writing seriously and to maintain the qualities of a gifted teacher. Her philosophy and gift for connecting with students is demonstrated in this short response to a student's remarks during the Anne Frank conference two years ago:

Let us remember that childhood is usually the only time of innocence and freedom where play and "one day at a time" living is valued and permissible. Tragedy robs children of childhood and forces on them a life of worry and heaviness that they would not have to bear in a perfect world.

Wouldn't we all like to have teachers who have wise and wonderful things like this to say to us? Using telecommunications technology, Peggy can join my classroom. I will never be Peggy Turner. I can strive towards the kind of success that she achieves, but it is much more worthwhile for her to actually be there, working on-line with my students, working with me, talking with us. Sondra Porter, Tom McKenna, Phil Sittnick are BLRTN Fellows who are great teachers, and, because of the common ground we share, they are now good friends. The key to successful collaboration is to work with people whom you would talk to anyway, without a specific task or project, because you like them, you trust them, and their presence enriches your life.

No talk about the Bread Loaf experience could be complete without discussing the impact this association has had on the students in my classroom. When my students are participating in a telecommunications writing project, like the Anne Frank conference, they strive to be the best students they can be. At the precarious ages of twelve and thirteen, the opportunity to establish a new "self"

on-line creates a tremendous amount of enthusiasm for eighth graders. Suddenly, it doesn't matter what they look like, if they are on the basketball team, if they listen to Pearl Jam or Donny Osmond; they're all equals and want to present themselves in the best possible light. Telecommunications projects that link schools also force students to read and write more critically, more purposefully, because they are a part of a relevant and meaningful exercise.

The best example I have of the power of this connection for students is an essay called "Growing Up" by Annabeth Miller, one of my former eighth graders. This essay was originally posted on-line to a few friends. Then it was published in *Designs of the Mind and Heart*, an anthology of writing across the disciplines produced by Nikiski students. Annabeth's essay will also be reprinted in its entirety in my book for NCTE on the Anne Frank conference. Simply put, it is the best piece of analytical writing that I have ever seen from an eighth grader. Imagine her thrill when she received a note from Bread Loaf Director Jim Maddox saying, "You have used your life to read the book [Anne Frank's diary], and the book to 'read' your life, a very worthwhile endeavor." The effect on Annabeth was pure excitement. Not only had someone read her writing, he had considered her words carefully and rewarded her for her hard work. Here is a brief excerpt from that essay:

Anne Frank didn't really seem to care much about other people's feelings when she was young. She was going through a rough time when she came to realize this about herself. Once, when her dad didn't come up to her room to pray with her, her mother decided that she would. That was a nice and caring thing her mother tried to do, but when she got up there, Anne told her to go away and that she didn't want her to pray with her. Her mother started crying and ran out of the room. That was a

really cold thing for Anne to do to her mother. After all, she was just trying to help. Anne thought about it, and realized that was an awful thing she had done.

Anne found that she didn't like the way she felt after she told her mother that. She began to discover and learn about other people's feelings. After this, Anne looked on the inside of people and tried to understand their feelings. Once, when I was younger, I got really mad at my mom and told her I hated her. When I remembered how much it hurt me when my sisters said that to me, I regretted saying it to my mom. When I realized how much I hurt her, I felt terrible. I really didn't hate her, but sometimes my mouth just outruns my head. Now I try not to say, or even think that kind of thing, about anybody, no matter how much they hurt me, or how mad I am at them. And, I try not to say anything to anyone that might hurt their feelings.

Before I became a member of the Bread Loaf Rural Teacher Network, the many doubts about my pedagogy, which are a necessary and evolving component of the evolution of a teaching practice, seemed at times almost to paralyze my growth as a teacher. I relied more and more on things I "knew" about teaching instead of staking out new ground. I was becoming less and less the risk taker. Now, with this chorus of significant voices joining me in the classroom, I am again empowered to push the limits of my capabilities. And, since teaching is such a huge part of my life, I'm a better person, a more open, confident and happy person, who delights in the company of these new friends and colleagues. ☘

Going to Town

by Chad Graff
Monument Valley High School
Kayenta, AZ

I grew up in McCook, a town of approximately 8,000 people living in the midst of corn and wheat fields in southwest Nebraska. When we were young, my friends and I wished there were a couple thousand more residents, enough to qualify our town for a McDonald's and a mall—like Kearney, 104 miles to the north, or North Platte, 69 miles to the northwest. We looked forward to traveling to those towns and finding out what the McRib sandwich was all about, or buying a ticket to a movie that would never play the one-screen theater in McCook. In high school, our horizons stretched further. We often drove the 226 miles to Lincoln to buy name-brand clothes, Girbaud jeans and Polo shirts, or to attend a rock concert or a Cornhusker football game.

We didn't know all that we were missing as we looked for satisfaction beyond the bounds of our small town, nor did we know all that we had. By the time I got to college in Boston, a city infamous for its access to excess, I spent more time than I could have imagined aching for old comforts of family and friends, slowed-down speech, thousands of stars in a big sky, the smell of harvest, a long stretch of open road. Still, I wouldn't trade the time I spent and the education I received in Boston for anything. In the midst of all the intellectual and cultural activities of that city, I became someone different, something more.

When my friends and I returned to McCook for our ten-year high school reunion last June, we drove down once-familiar streets, and we were dismayed to find that our old haunts such as Champion's Diner and Peter's Dairy Creme, favorite lunch-time burger joints, were now empty buildings, long since put out of business by the arrival of McDonald's, Wendy's, and Arby's. Most of us eschewed the new Super Wal-Mart. We knew what was there. We missed what was gone, what we hadn't fully known or appreciated when we were growing up in McCook, Nebraska.

Today, I live and teach in Kayenta, a town of about 3,000 people living in the midst of red rock and juniper trees in the Navajo Nation, in northeast Arizona. My workplace, Monument Valley High School, draws students from nearly 60 miles around, those who live in towns, in hogans and trailers framed by sheep camps in spectacular landscapes under enormous skies. This is a beautiful, remote place.

Going to town is an ironic, integral part of rural life. We go there to buy new things, to see new shows, to eat different foods, to acquire new knowledge, to remove us temporarily from the isolation of home.

When I ask my students, "Are you going to town this weekend?" they know what I mean. The possibilities are Farmington, NM, 130 miles; Flagstaff, AZ, 150 miles; Cortez, CO, 120 miles; or maybe the longer treks to Phoenix or Albuquerque, nearly 300 miles away. On Monday mornings a certain envy is accorded to the kids with their latest acquisitions from town: a new Nike tee-shirt, new Air Jordans, or a new CD. A weekend spent herding the

sheep, taking a long bicycle ride, working outside, talking with Grandma, or simply "kicking back" is not celebrated much, but it is part of that crucial mix that makes rural living extraordinary and trips to town appreciated.

Going to town is an ironic, integral part of rural life. We go there to buy new things, to see shows, to eat different foods, to acquire new knowledge, to remove us temporarily from the isolation of home, to remind us why we choose to live where we do. On recent trips of my own, I've seen movies; I've bought books and music; I've met with teaching colleagues; I've eaten Chinese or Thai food. The miles I spend on the road have given me time to reflect. With the work week in the rear view mirror and entertaining opportunities lying ahead, there is a chance to sigh in relief; and as the miles lengthen on the return trip, there is a realization that I don't want to go to town every weekend.

As a rural English teacher, after joining the Bread Loaf Rural

Teacher Network and spending the past three summers at the Bread Loaf School of English, I have come to think of those summers as professional trips to town, a way to sample, to learn, to reflect, to acquire, to become better able to see the strengths and weaknesses, the

pleasures and costs of the rural teaching life.

In the summer after my first year of teaching, I attended a couple of week-long workshops, traveled around Nebraska and elsewhere visiting family and friends, relaxed and prepared for a new year. After my second year of teaching, I was ready for something different. In the spring, I applied and was accepted to be one of the 30 inaugural fellows of the BLRTN and to attend the summer session at the Bread Loaf School of English.

Like any newcomer in an unfamiliar place, I struggled with my new environment. I listened to conversations spiced with words like "liminal," "nexus," and "deracinate." I wished for a quiet, isolated table in the bustling, dining hall. Gradually, I acclimated and realized the opportunities before me, such as dynamic courses and professors. I enrolled in Native American Literature with

of my colleagues, who attended Bread Loaf several summers ago, asked to borrow it so she could write down books to order and continue to nourish seeds from her summer experience.

After each summer at Bread Loaf, I've returned to my classroom with new methods and ideas for introducing my students to literature and writing: fiction-writing methods, publishing strategies, read-arounds,

conversations. And tomorrow there's more. It seems there are always new theories and vocabulary to learn and more books to be read. Sometimes, I wish the distance home were shorter. I spent my second and third summers at the Santa Fe campus, partially so I could take a quick trip to Kayenta when necessary.

Yet, with the advent of e-mail, BreadNet, and the BLRTN, the intellectual market doesn't close up with the end of the summer session. Conversation at the dining room tables is extended by the many conference discussions happening on-line. This spring, Steve Schadler from Rio Rico, Arizona, Tom McKenna from Unalaska, Alaska, and I set up a conference discussion among our students on *Catcher in the Rye*. We created a diverse community of readers of the book, which was impossible for me to experience as a high school student eleven years ago. During this year, my students have been able to send out their poems and essays to other students on-line and respond to the writing they received in turn.

In June, at the close of five years of rural teaching, I am moving from Kayenta. My experience in Kayenta has been richer for my trips to Bread Loaf. I've gone to the "market" and returned home again and again, with intellectual tools and supplies to share with my students. Bread Loaf has had both a hand in keeping me in Kayenta longer than I first imagined—by breathing new life into my teaching and expanding my ability—and a hand in prompting me to move on, to explore the world in my own writing, and find myself in further studies. I am thankful for both. My appreciation of Kayenta, my assessment of my own and my school's strengths and weaknesses, and my ability to do something about what I see have been enlivened by trips to Bread Loaf. I hope the market never closes. ☘

I have come to think of a summer at Bread Loaf as professional trip to town, a way to sample, to learn, to reflect, to acquire, to become better able to see the strengths and weaknesses, the pleasures and costs of a rural teaching life.

Helen Jaskoski and Creative Nonfiction with Ken Macrorie, two experiences that would develop my learning and teaching. Moreover, there was the opportunity to talk with members of a diverse body of graduate students: many public and private school English teachers from all over the country, including twenty-nine other BLRTN fellows coming from situations often similar to my own; many actors, writers, and more; many who crossed lines and performed in a variety of ways in their lives. It began to seep in: here was a place unlike home and a place I would be happy to visit again.

I like to think of Bread Loaf as an intellectual market that is wide open with appealing possibilities: poetry, fiction, and drama, nature writing, Chaucer, Shakespeare, and Virgil, late Victorians and modernists, American and European literatures, colonial and post-colonial perspectives, theories, and cultures. These topics are offered by professors from Yale, Princeton, UCLA, Georgetown, Oxford, University of Arizona and other excellent centers of learning, in settings in rural New Mexico and Vermont and Oxford, England. Not long after the catalogue's arrival, one

truth-telling, literary theory, Erdrich, Momaday, Douglass, Chesnutt, and others. Most of my professional "acquisitions" from Bread Loaf have become a part of the curriculum I present to my students. For example, in Native American Literature, I completed my own Storyteller Project, submitting a collection of writing and photographs, building from ideas in Silko's *Storyteller*, Momaday's *The Way to Rainy Mountain*, and Tapahonso's *The Women are Singing*. I called my project "Out of the Fields," a tribute to my Nebraska roots. Last fall, 90 of my seniors began their Storyteller Projects and compiled collections of their writing and artwork, integrating their pasts, presents, and futures. Their projects moved me as much as anything else I've known in five years of teaching as I realized that the seeds of their work actually originated in the work I did at Bread Loaf.

Of course, trips to town can be complicated. Sometimes, the list of things to do is so long, the traffic so difficult, that we can't get everything done. Many days at Bread Loaf are memorable for their rigorous schedule of classes, reading, writing, lunch meetings, guest lectures, plays, and

A Brief History of BLRTN

by Susan Miera
Pojoaque High School
Pojoaque, NM

Summer 1993—Thirty rural teachers converged on the Vermont Bread Loaf campus, each of us churning with excitement and with more than just a little bit of apprehension. None of us knew then what the term “DeWitters” would come to mean to all of us, nor did we know that BLRTN would become a part of our everyday vocabularies.

I was standing outside on the lawn after dinner watching other Bread Loaf students hug each other. They seemed like old friends acting out a hokey ritual. Carlotta Martza, another new DeWitt Wallace Fellow, and I looked at each other, our faces saying it all. We truly believed that we would never succumb to such saccharine nonsense. My home in New Mexico felt like a million miles away.

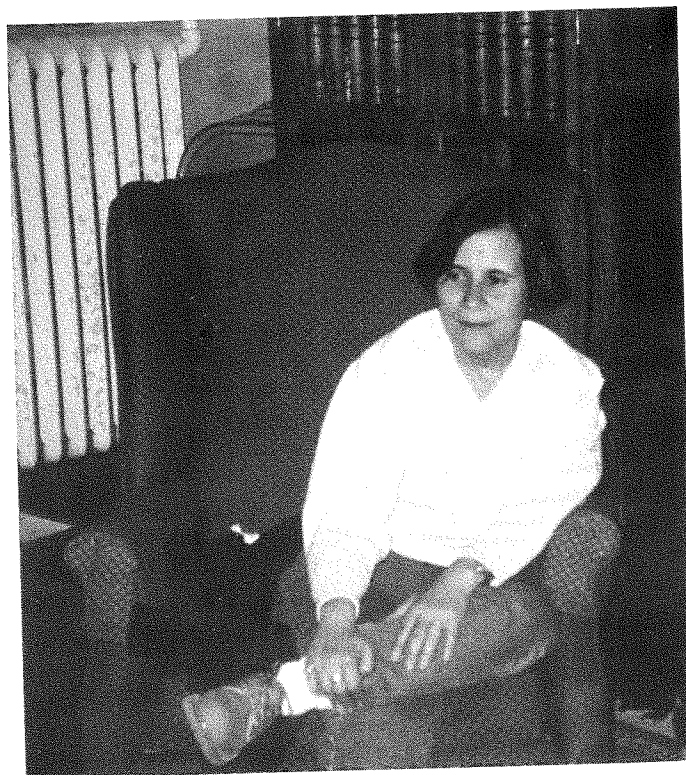
During my first summer at Bread Loaf, I began to get a better picture of what this “fellowship” of rural teachers was all about. I think it took a long time to sink in, though, for me, as well as for some of my fellow DeWitters. That first summer was not without its frustrations. As I read book after book, typed page after page, discussed passage after passage, I yearned for a slower pace, for chili and beans, but most of all for the mountains and open spaces of New Mexico.

Classes were academically challenging, but it was more than that. I began to experience an ever-increasing need to succeed, to prove myself a worthy scholar. Many of us had been at the teacher’s podium for a long time, and we had become somewhat mired in our own familiar knowledge. The literature we studied at Bread Loaf was not necessarily the literature we taught year in and year out in our schools.

Acquiring telecommunications skills was another issue. Patience, I discovered, was indeed a virtue! In the fall of 1993, after returning to my classroom in New Mexico, I sorely missed the expert computer help I had at Bread Loaf to guide me through every step of electronic communications. My computer seemed to have a mind of its own and wouldn’t do the things I commanded it to do. The vows of keeping in touch on-line were tested. Still, I wanted to use the computing skills I’d learned at Bread Loaf to keep in touch with colleagues.

Promises for Internet access given by district administrators when we received the fellowships the spring before we left for Vermont became “maybes” when we returned and when real costs to the district were discussed. Many of us, therefore, could only access BreadNet from home and found it difficult to bring students on-line. A few tentative, explorative telecommunication projects occurred that school year, but we were all novices with lots of questions. What kept us going much of time was the exceptional personal support from Bread Loaf administrators and from other DeWitt Wallace Fellows.

I began to experiment more and more with BreadNet. Dozens of messages went out day after day. I think I became addicted to the network in October. And to my surprise, there were a few people who were actually answering me on a regular basis. Jane Harvey in Vermont was a constant BreadNet companion, on whom I could always rely. We planned an actual face to face meeting for December. She flew out to New Mexico to smell the scent of burning piñon at Christmas time. Chad Graff joined us for New Year’s, and I think we talked each other into returning to Bread Loaf for the next summer.



Susan Miera of Pojoaque High School

Summer 1994—A test of closeness. Not all the first 30 DeWitt Wallace Fellows had not all returned, but those of us who did found ourselves dispersed across three campuses on two continents, and there were 30 new Fellows to meet on-line. BreadNet connections among the three campuses were tested and retested that

summer. Technical problems interfered, and collaboration on-line among BLRTN Fellows became the number one challenge that summer.

I was on the Santa Fe campus that summer, feeling more at home in familiar surroundings, but also longing for the camaraderie I'd experienced during the first summer. I returned to my classroom at the end of the term with more realistic expectations and lots of new project plans. Participating in the network meant reaching out to those we did not know personally and fondly welcoming them into existing collaborations.

That second year was not without its problems, but we seemed to develop a far-reaching vision and understanding about ourselves as a network of individuals. We branched out in new ways, making ourselves nationally visible at numerous conferences and publishing our classroom stories in professional teacher journals. It felt good to be part of such a powerful group of teachers. When we met at the end of the second year in Taos, New Mexico, a contagious confidence was evident. New and veteran Fellows had a united vision, and distances did not seem as far when we journeyed to our respective campuses that summer. On-line friendships had become personal ones; personal relationships were deepened by professional collaborative ventures.

Summer 1995—As they say, the third time's the charm. Once again, the Fellows were on three different campuses, but the electronic glitches had been worked out; new Fellows were enjoying an orientation in a class together on the Vermont campus, and we set some goals to be completed by both veteran and new Fellows. I found myself on the Oxford campus that summer, having the time of my life. I greeted familiar faces each day, and as we hugged each other in greeting those first days of that third summer, I remembered the naïve thoughts on my first day in Vermont two years ago

and laughed at myself. I felt part of a fellowship of professionals and there was nothing saccharine about it.

This past school year has been filled with exciting work. For the first time, every one of my classes has been involved in BreadNet exchanges, and I can't imagine teaching without the aid of all those people and the network that I've become close to. A Bread Loaf editing class via telecommunications is on the schedule at Pojoaque High School in rural New Mexico where I teach. I've requested and received two student accounts on BreadNet, through which my students are corresponding and collaborating independently with others on the network. Lauren Sittnick, a colleague at Borrego Pass Middle School in Crownpoint, NM, has given my students high praise for the editing job they did for her reading class. And my students themselves are taking great pride in their efforts in designing brochures for outside clients of the business world and in compiling information for a BLRTN fact sheet. A Southwest literary anthology with more than a hundred entries was published in early May, and a cultural exchange between my students and students in Ginny DuBose's class at Waccamaw High School in Pawleys Island, South Carolina, comprises an anthology of student writing of over 150 pages. Somehow, my own personal efforts have been overshadowed by the accomplishments of my students.

I have mixed feelings about their increasing independence, but isn't that the goal of all teachers—to enable students to become self-sufficient in skills and knowledge? On that level, I cannot feel anything but pride in my students and myself as a teacher. BLRTN has come a long way in three years. In retrospect, the hugs we exchange in our face to face meetings are symbolic of the interconnectedness of our work as teachers. ☘

Bread Loaf Institutes for Teachers Held at Ganado and Gallup

The Ganado School District, Ganado, Arizona; the Bread Loaf School of English; and the Northern Arizona Writing Project (NAWP) cosponsored an institute for twenty-seven teachers and instructional aides at Ganado, Arizona. From May 28–June 5, these teachers attended all-day workshops and classes on the teaching of Native American literature, the teaching of writing, and computer conferencing. The institute was led by Bread Loaf and NAWP faculty and personnel, with Susan Stropko, principal of Ganado Intermediate School; Nancy Jennings, BLRTN Fellow and Ganado teacher; and Greg Larkin, director of the NAWP, coordinating. There was no charge for participants attending this institute.

The Bread Loaf School of English and the Gallup McKinley School District conducted a two-week institute for twenty teachers in Gallup and McKinley County. These teachers attended all-day workshops and classes on the teaching of writing, publication, the teaching of literature and an introduction to telecommunications. Each participating teacher received a stipend of \$300 to cover travel and meals, and a minigrant of \$300 to cover the cost of classroom projects in academic year 1996-97. Instructors of this summer institute were Chris Benson, Clemson University; Caroline Eisner, Director of the Computer Center, Bread Loaf School of English; and Alfredo Lujan, teacher at Pojoaque Middle School, Pojoaque, NM. Guest classes were held by Lucy Maddox, Professor of English at Georgetown University. ☘

Information Superhighway Needs More Access Ramps

by Rocky Gooch
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Bread Loaf Rural Teacher
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We stopped at the gas station in the middle of a small town, just opposite two churches and about a mile from the high school. We hadn't called ahead because we hadn't expected to get to this town on this trip: distances are long and the length of visits depends on what happens when we arrive. School visits are full of surprises. We might visit eight schools—or four—when we're in one of BLRTN's six target states. We always show up on time for state meetings arranged by BLRTN Fellows, though, because that's when we gather to talk, laugh, complain, and enjoy each other; that's where we try to figure out what we've been doing and what we mean to do before we meet again. Although BLRTN is not about technology, a lot of the talk is.

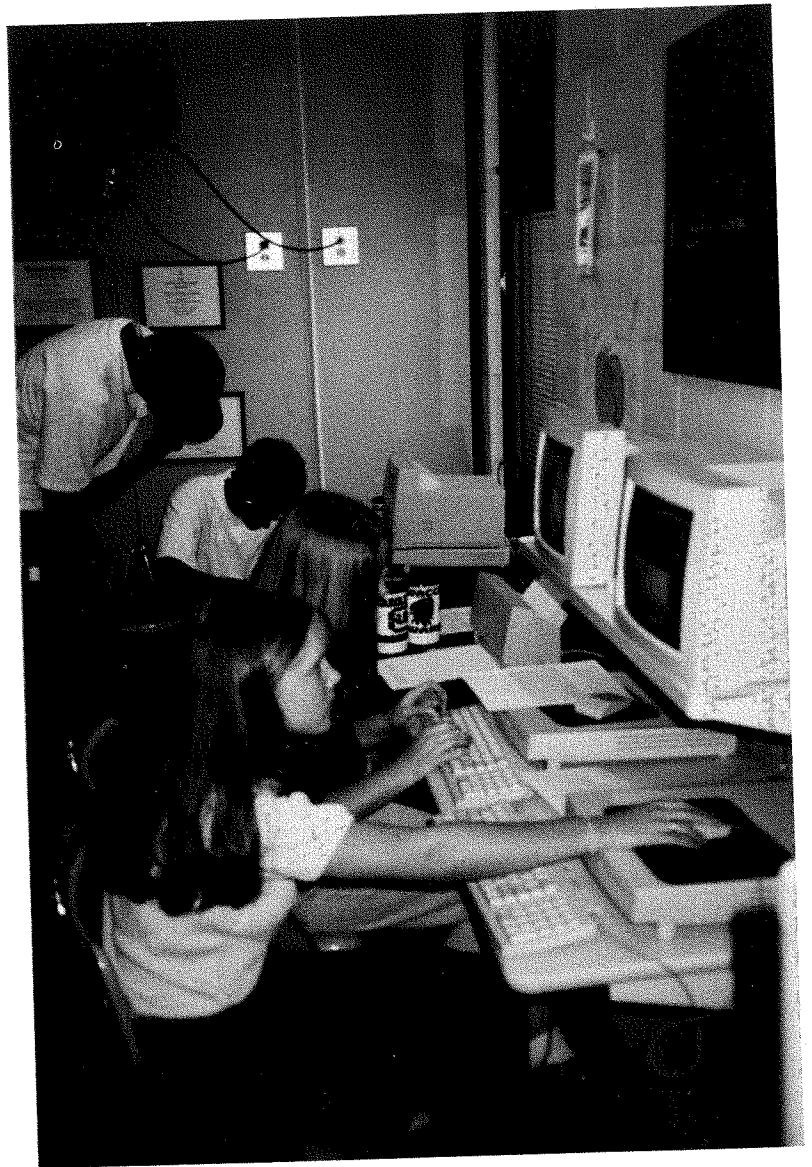
Anyway, it was about 2 P.M., and it would be an understatement to say that our rural Arizona colleague Risa Udall was surprised to hear from us. She asked her husband, a member of the school staff, to fetch us, to lead us to their school. Situated on a hill, a mile or so outside of town, the school is impressive, looking out on four sides at the expansive Arizona landscape. We went in, met the principal and some students, and headed straight for the library, where sure enough, the new telecommunications system was down (and BreadNet was down too). Risa and the librarian and I spent a couple of hours huddled over the a new IBM-compatible, running the just-released and heavily-hyped Windows 95. By 5 P.M., the

BreadNet screen was up, and we were sending messages to our colleague Jill Loveless in Globe, Arizona, next stop on our route.

In most rural areas, in their homes or classrooms or media centers, rural teachers need hands-on help in dealing with the technology, from

installing software to configuring modems. Even if teachers have a friendly and capable local technical person, they benefit from help geared to their particular needs from someone who knows what they are trying to do. Local support has improved this past year, but district technical support staff tend to be spread thin. It's the forward-looking and fortunate school that is able to fund in-house technical support and teacher-centered training.

Occasionally, a rural teacher who buys her own equipment, independently learns to use it, and



Students of Waccamaw High School, Pawleys Island, SC, teleconferencing with other schools; such access to technology is rare in rural American schools.

experiments with integrating computer conferencing and electronic publishing into her own classroom is seen as a maverick, not a team player. Moreover, the culture of many rural schools does not reward innovative teachers who integrate technology into curricula, or when they do, the teacher is singled out as a "star" technocrat, and other teachers' needs go unrecognized. In other cases, under other conditions, BLRTN teachers transform the way their colleagues view and use technology: they are catalysts for responsible change—and they change BreadNet in the process.

While it's true that more teachers have access to Internet every month, many rural teachers are a long way from being connected. A report from one southeastern state reveals that of 1100 schools, about 80 have Internet connections. The reality of the lack of access to the Internet contrasts sharply with reports from state departments and the media. What we often see in the news are classrooms with a computer on the teacher's desk and three or four more available to students, all networked locally and connected to the Internet as well. Students are writing, programming, sending messages, designing Web pages and even building computers. This is a wonderful scenario, and in fact some schools are traveling on the Information Superhighway. More often, however, teachers are struggling for access to equipment (some are still using Apple II computers from the mid 80s), phone lines, and support. Computer labs are filled with keyboarding and "computer" classes. Students can't use them for writing and publishing, for using real world software, or for doing research on-line. Unfortunately, too many schools are stuck on the Information Dirt Road.

At the beginning of each summer new BLRTN Fellows arrive at the Bread Loaf campus in Vermont with a wide range of computer skills and networking experience. After years of observing English teachers learn how to use computers and telecommunications, we've learned

what's required to bring teachers on-line and engage them in dynamic and useful networks. We know that user-friendly technology and substantial technical support are important. We use current software that supports the needs of teachers. Training is integrated into summer course work at Bread Loaf. Weekly individual or small group lessons assure that teachers have a clear understanding of the technology and are able to experiment with it to meet their own academic and social purposes. Beginning in their first week at Bread Loaf, new Fellows begin communicating on-line: they definitely move at their own paces from that point.

However much teachers learn about computer conferencing in the Computer Center at Bread Loaf, they will find differences and "glitches" when they return to their own computers at home or school. It's just not the same. Because we know this is the case, we provide extensive follow-up technical support to teachers once they've left Bread Loaf, prepared for a new school year, and found themselves in need of help. We offer help by mail, telephone, on-line, and by site visits. Often it takes hands-on technical help to solve problems that English teachers just can't sort out, even with local help. When a teacher is 250 miles from a computer store or the vendor that supplies her school with computers, even small obstacles can seem insurmountable. Many rural principals have the same difficulty getting good technical support at the school level from their vendors. On the positive side, we observe that students are first-rate technical assistants, functioning as managers and in other important roles in networked classrooms when they are given the chance: rural students are among BLRTN's most important assets.

Amid all the hype about the Information Superhighway, the Internet, the World Wide Web, Internet phone, video chat, multimedia, and hypertext, the sad fact is that most rural teachers don't have access to the electronic world. Access needs

to be defined broadly, including not just equipment and dollars, but also infrastructure, organizational arrangements, and ongoing technical support and expert advice. Integrating technology into curricula makes further demands on the time of overworked teachers, and a reasonable plan to acquire and integrate technology in schools must address these facts.

The administrators of BreadNet take advantage of the long-term, personal relationships among BLRTN teachers. We learn from them about the ways they become confident, active users of computer conferencing, about the realistic use of time that conferencing requires, about integrating technology into diverse pedagogies. We learn from visits to rural schools about the realities of teaching with technology: our assumptions are constantly being questioned and our practices being critiqued and revised. We understand that districts that spend money on technology—in all its aspects—may have to forego expenditure on other necessities; the choices are not easy. BreadNet is interactive, a work in progress, and BLRTN teachers have much to say to administrators, their colleagues, and their communities about decisions, strategies, and budgets. ☛

Editor's Note—BreadNet, the telecommunications network of the Bread Loaf School of English, may be accessed by almost any type of computer, either over the Internet or via a modem. It is user-friendly, and even the most stubborn technophobe can learn to surf conferences with a minimum of time, trouble, and anxiety. Accounts are given out, free of charge, to any student, graduate, or faculty member of the Bread Loaf School of English who makes the request.

At the Crossroads...

by Gary Montaña
 Carlsbad High School
 Carlsbad, NM

In the spring of 1995 when I won a fellowship to attend the Bread Loaf School of English, my teaching career was at a crossroads. The time had come for me to take stock of my ten years in the public school classroom, particularly my relationships with students. I wondered why I could relate to some, Blacks and Anglos, better than I could to others, Hispanics. A barrier of some type existed between my Hispanic students and me, and because I am an Hispanic, I found the barrier so disturbing that I questioned whether I would stay in teaching for many more years. I searched for some new method or knowledge that would improve my relationships with my students and help me continue to grow. One answer came during the summer of 1995 when Jackie Royster and Andrea Lunsford, two professors I encountered at Bread Loaf, introduced me to a phrase I had not heard of: "the language of power," which refers to the supremacy that standard English language holds in American culture.

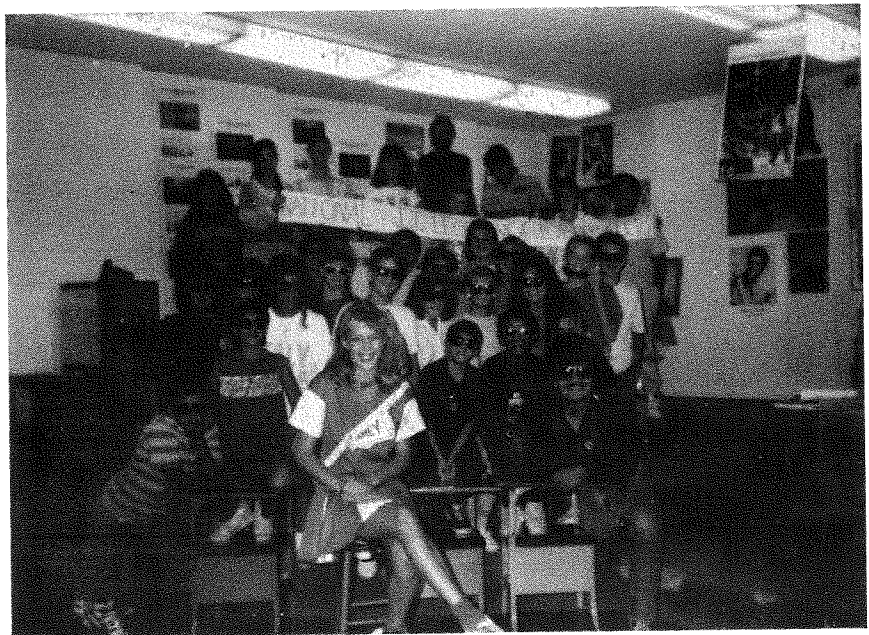
Teachers sometimes take the language used in the classroom for granted. A colleague once told me, "I always try to bring my students up to my level of communication. I never go down to theirs." I always felt a need to try especially hard to help my Hispanic students, but I found little success in my first decade of teaching. I sensed their resentment toward me and this hurt because I never knew why.

In an article by Geneva Smitherman-Donaldson, "Opinion Toward a National Public Policy on Language," which I encountered in a course at Bread Loaf, the author argues powerfully that denying students the opportunity to use their

native language in the classroom can actually hinder their ability to acquire standard English. She suggests that acceptance of the natural language of the student, the language the student grew up speaking, is the first step in helping him or her become successful in standard English. When I read this essay, I immediately went to the computer center on the Bread Loaf campus and didn't emerge for two hours. I sat at the computer against the back wall, trying to type, tears in my eyes. As I wrote, I followed the advice my mother gave me as a child. "If you

having to struggle in a world where English dominated. Her sons were going to know English first. When I recently asked her about this, she still defended her view vigorously, even though it had created an identity crisis in my adult life. I feel a sense of isolation from my Hispanic brethren, particularly from my Hispanic students, because I don't speak Spanish fluently. I can read it and communicate with it to a small degree, but I regret I don't know the language better, given my ancestry.

Other books that I encountered at Bread Loaf further spoke to me about my Hispanic roots: *Bootstraps* by Victor Villanueva, *Living by*



Gary Montaña (kneeling at lower right) with a class of students

want to take a step forward, sometimes it's necessary first to step back." I did just that, going way back to my childhood.

When I was a child, Spanish was never spoken to me by my parents, though it was their first language. They believed that if I were to succeed in the establishment, then English would be more important to know than Spanish. My mother was adamant about this, having grown up in a Spanish-speaking family and later

the Word by Alice Walker, and particularly *Hunger for Memory, The Autobiography of Richard Rodriguez*. To succeed in America, Rodriguez argues, one must accept the dominant language and become proficient with it. English, in the United States and as my parents believed, is much more important than Spanish in the final scheme of things. Yes, I was called Hispanic and proud to be one, just like Rodriguez, but my Hispanic students and their parents didn't see me that

way. To them, I was someone who sold out to the establishment in an effort to belong. Victor Villanueva would be very disappointed with me, I think, and accuse me of selling my heritage to make it on someone else's terms. But Smitherman-Donaldson repeats over and over, "It is time to call the children in and teach them the lessons of the Blood."

After reading these books, I realized I could not get along with my Hispanic students because I did not respect their language as legitimate and every bit as important as the language of power. I could speak the language of my Black students because I grew up in a Black neighborhood. My Black students have always respected me, I think. My education and eventual assimilation, as Villanueva says, into the language of power helped me gain the respect of my Anglo students as well. It is only in this past year that I have begun to close the gap between my Hispanic students and myself as I have made an effort to communicate with them on their level. Now, the next step has been taken: exposing my students to the language of power and letting them evaluate its validity.

First, I introduced my students to the concept of a language of power, and then I gave them some examples of writers and politicians who used standard English as a matter of habit or necessity. I discovered my

tion, the class came to an interesting conclusion. They discovered that the presidents whose speech varied in style and diction were primarily from the South. I asked the class if the place where one grows up determines one's speech. They hypothesized that the speech of people from varying parts of the country will contain variations rooted in their particular locations.

Finally, I asked them, "Is it necessary to know and be fluent in the

But the messages of Rodriguez, Villanueva, Walker, Smitherman-Donaldson, and others still leave me with questions. I find myself agreeing with Rodriguez and then crossing the road to the Villanueva camp. Because of things such as ancestry, culture, and geographical location, language in the classroom is going to vary. Do I harangue my Hispanic students, lecturing them that they can't succeed

When I was a child, Spanish was never spoken to me by my parents, though it was their first language. They believed that if I were to succeed in the establishment, then English would be more important to know than Spanish. My mother was adamant about this. Her sons were going to know English first.

language of power if one is to succeed in America?" The answer: the entire class—seventeen Anglos, seven Hispanics, and one Black—said yes. I also asked them if they thought I used the language of power in class. Everyone again said yes. In any event, my students would not let this lesson go, and it was one of the most enjoyable two weeks I've had this year.

After spending a year as an active member of the BLRTN, I am beginning to see the potential for

individual growth through such a network of teachers. Through the ideas and reading I encountered at Bread Loaf, I have come to a better understand-

ing of the process of communication between the teacher and student. Relationships with my students have been the best ever in my eleven years in the classroom because I've come to recognize that my language isn't the only important language in the classroom. That realization alone has made me a better teacher.

if they don't learn the language of power? No, I don't do that. Instead, I tell them their language is very important, but I also expose them to the language of power; we discuss why it's important, and I let them make up their own minds on this issue. All language, I believe, is important, and the use of one does not negate the legitimacy of the others. If our educational system can accept this, students may begin to make the necessary bridge between their own native language and standard English. Smitherman-Donaldson says, "Blacks who were conscious of their own language as a legitimate system were more receptive to learning the language of wider communication." This holds true for Hispanics too, and since I've accepted this, my life as a teacher has been much more rewarding. ☘

All language, I believe, is important, and the use of one does not negate the legitimacy of the others.

students were very interested in this controversial topic.

We examined some speeches by the presidents of the United States dating back to Franklin Roosevelt, and the class decided that these presidents used different varieties of American standard English. As we analyzed some possible reasons for our observa-

Encouraging Communication Across the Network

by Kurt Broderson
 Castleton Village School
 Castleton, VT

As I take stock of my position within the Bread Loaf Rural Teacher Network, I focus mainly on the unique nature of the network itself. BLRTN is not about technology; it is but one strand of the web. An important part of the experience of being active in such a network is the time we spend together without the use of technology—sitting in the Barn at Bread Loaf's Vermont campus, joining together for state meetings, working together on a conference presentation. This network of rural teachers is more than the sum of its many diverse parts, and it is more than just a tool for communicating with other teachers and their students. At its heart, BLRTN is about establishing connections—between and among rural teachers, students, and their interests, curricula and ideas.

The network enables and fosters communication about established teaching practices and ideas—an example would be the Anne Frank conferences, where students at separate schools read a common text

several students at Brattleboro Union High School who were working on an independent BLRTN project studying the Irish Republican Army. I did some research on my own on the World Wide Web, and exchanged e-mail with the students, answering some of their questions and sending them supporting sources that I knew they would be unable to locate through their own school, such as transcripts of interviews with IRA leaders, political documents from Great Britain, and electronic copies of the IRA's weekly newspaper. This collaboration between students at one school and a teacher at another is nothing like the classes beamed by satellite from a "distance learning center," a method of mass education that many state departments are looking at. Instead, it was a uniquely new context for teaching and learning. Each BLRTN teacher, and each classroom full of students, can become resources for each other. The favor I provided for one group of students was returned to me by yet another BLRTN teacher, who provided information on Shakespeare resources on the World Wide Web.

Rocky Gooch, the telecommunications director for BLRTN, first introduced me to the World Wide

ing capability alone has been invaluable, as I can now enhance my classes with primary sources, such as letters from Heinrich Himmler to Adolf Hitler, or photographs from the liberation of Auschwitz, which were inaccessible to me before I acquired a proficiency with telecommunications. At a rural school with limited funds, I could not have found these sorts of resources, let alone bought them for my classroom. But for only a few dollars a month, I have access to some of the most extensive libraries and databases available.

The final area in which BLRTN has affected me has been in professional growth. I am in a very small school: there is only one other language arts teacher, and we have no common prep periods. It is difficult to get any meaningful talk done during lunch, so I find that some of my best professional support comes from conversations I've had on-line with other BLRTN teachers. Now I get ideas from, and give ideas to, other teachers in Texas, Arizona, Mississippi and Alaska, as well as points in between and beyond. Even the other side of the state, the Northeast Kingdom of Vermont, no longer seems like the dark side of the moon. Our frequent state meetings of the Vermont BLRTN have also helped, particularly in showing me how to overcome problems, whether they be technical or bureaucratic. Many of the veteran BLRTN teachers have lots of ideas in terms of state projects—some of which interest me, some of which don't—but for me the real benefit of the state group comes from seeing, face to face, other peers who are involved daily in the teaching of English. BLRTN offers me much, but one of the most important things is the opportunity to engage in daily, meaningful give-and-take among teachers, students, and ideas. My classroom no longer feels so small. ☺

This collaboration between students at one school and a teacher at another wasn't like taking a class beamed by satellite from a "distance learning center."

and use the telecomputing facility called BreadNet to exchange ideas and writing—but it also creates new opportunities for teaching and learning techniques that are unique to the network and its associated technology. I became aware of this last fall, early in my involvement with BLRTN, when I acted as a resource person for

Web last summer, and it has proven to be a great asset to me as a teacher. I have researched both *Romeo and Juliet* and Anne Frank's diary, and I've looked at electronic publishing opportunities for my students. BLRTN has opened a valuable technological door for me, and I am taking advantage of it at every turn. The research-

Inquiry and Reflection in Vermont BLRTN

by Ellen Temple
Camel's Hump Middle School
Richmond, VT

For some reason we Vermonters in BLRTN seem committed to developing statewide projects. Despite the fact that it is becoming more difficult to accommodate our growing numbers, our varied curricula (we teach grade levels 5-12), and the need to meet frequently to plan such projects, we find ourselves again this spring in the midst of developing a third statewide student conference via telecommunications. Why? What is it that draws us together to plan these relatively complicated e-mail conferences? As I sift through three years of meeting notes and reflect on the types of projects we've developed, I find there are three elements that all our projects have in common: our shared interest in certain issues; our belief in the pedagogy of inquiry and process; and our goal that students should be very involved in planning the projects and posing the questions that become the focus of the inquiry.

We are educators in a small state that has not been afraid of asking big questions about education, and we don't mind asking our students to reflect on big issues. In our first project, we tackled the issue of school

reform head-on. We asked our students a series of questions about their school experiences, their concerns, their dreams. In reflecting on and researching these questions, they quite simply took over the project with a depth of feeling and thoughtfulness that left us breathless. The project culminated with a trip to the state capital, where our students addressed state officials and educational leaders about their findings.

Our second project focused on nature writing. We live in a small rural state whose natural beauty is so ubiquitous that we sometimes take it for granted. We asked our students to slow down, observe the natural environments, and write about their observations. They did, as is evident

Initial student responses to these questions are both eloquent and insightful. At this time, this project is still in the initial stages of inquiry but will be developed based on the questions students want to ask about the role of literature both in and out of school.

In our projects, I see a developmental process emerging that works well for our group and bodes well for our continuing ability to plan successful projects and student conferences. The topics we examine are compelling to our students. We tend not to go to our students with "canned" projects but instead ask for their input directly in the planning stages. The questions our students ask and the issues they write about (e. g.

education, the environment, themselves, etc.) concern wider audiences that include their peers, communities, and even state and national audiences.

Our process is not without its problems. We strive always to find a real audience for our students' work. But often, because this process of inquiry and reflection takes so long, the end of

the school year rushes up to meet us and the work has not always been presented to as wide an audience as we and our students had hoped for. I am already worried that our current literature project is late! I trust, however, that teachers in the Vermont BLRTN and our students will continue to want to talk to each other, to question what goes on in schools, and to care enough to do this work. ☘



Ellen Temple attending Vermont BLRTN meeting with a friend

in *Wild Places*, an anthology of essays, poems, and correspondence about nature, which Tish McGonegal edited.

This year we again went to our students, with questions about the place that literature has in their lives. (No, we couldn't focus on just one great piece of literature. We had to go after Literature with a capital L!)

Building Community with Technology

by Carol Zuccaro
St. Johnsbury Academy
St. Johnsbury, VT

As using BreadNet technology becomes second nature to me, I realize it is an indispensable tool in both class preparation and teaching. Whereas my teacher's planning book was indispensable to me previously, BreadNet is now the instrument for developing ideas, locating support, identifying resources, planning classes, and providing authentic writing and thinking activities for students. My use of BreadNet and the classes I've taken at Bread Loaf have significantly changed my teaching and professional activities.

Because of the technology skills I've acquired at Bread Loaf and my growing interest in telecommunication, I volunteered for the new Technology Five-Year Planning Committee at St. Johnsbury Academy where I teach. We will eventually network the whole campus with computers accessing telecommunication in every classroom. Currently, I must use my computer and modem at home more than the one in our English

office, which is often in use by others during my planning period. Networking our campus will greatly facilitate my use of BreadNet and reduce on-line costs that I incur while accessing the Internet at home.

One astounding change in my professional activities is that I was able to list my work with students on BreadNet as the extracurricular obligation on my contract. I feel that this change shows tremendous support for my telecommunication activities on the part of my school's administration. The most significant change BreadNet has produced, however, is in my curriculum. The books and novels I choose to teach are based on my discussions with other Bread Loaf colleagues. We try to plan to read these selections at the same time so we can engage our students in written discussion of the

literature on-line. The result is that my students write much more than they used to, and I find that their writing has improved because they have real audiences and feedback for their ideas.

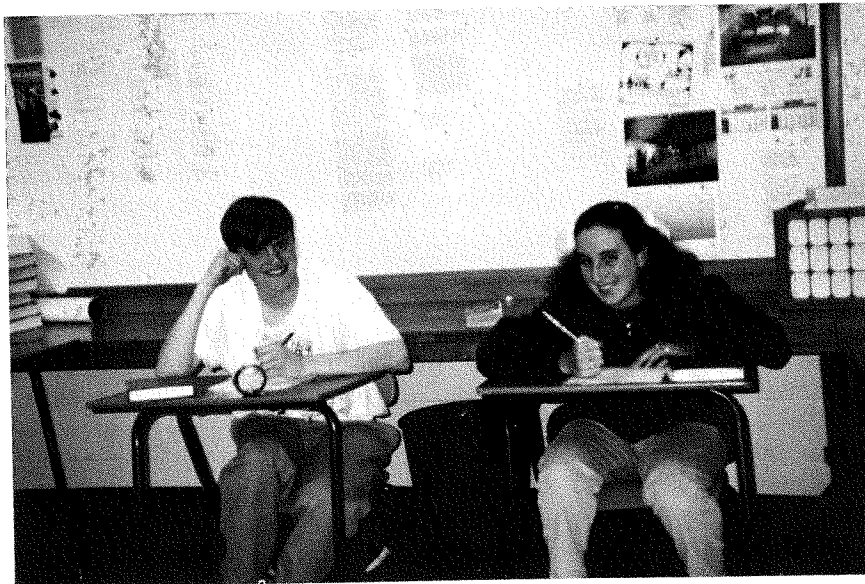
Early in the fall of last year, my writing classes participated in a "heritage exchange" with Vicki Hunt's students of Peoria, Arizona.

People who would have remained summer acquaintances have become friends because we've been able to keep in touch, and their support and friendship mean I won't ever be an isolated rural teacher.

Our students wrote and exchanged poems based on Countee Cullen's poem, "What is Africa to me?" and exchanged responses to each other's poems. They also wrote some great "heritage essays" about their ancestors, which became important documentation of their families' histories. A fringe benefit of that assignment was that several students called and spoke to grandparents whom they had not spoken with for a while, and many were excited to uncover "new" stories about family members and ancestors.

One of the highlights of this exchange with Vicki was the "artifact" boxes (exchanged via snail mail, of course). The Arizona kids sent us a snake skin, cactus jelly, blue corn meal, Arizona magazines, school hats and pins, pictures and a videotape; my kids sent boxes of Vermont maple candy, pasture patties (chocolate), St. Johnsbury Academy pencils, postcards, pictures, and a videotape of our classes and campus.

This year I'm involved with many other teachers in collaborative projects that are made possible by BreadNet. These projects include



*Students in Carol Zuccaro's 10th grade English class
(BreadNet transcripts of student writing are posted on bulletin board in background)*

nature writing, studies of *To Kill a Mockingbird* and *Huckleberry Finn*, and a research project on curricular requirements in Vermont regarding literature. Yet one of the most valuable aspects of BreadNet for me is being able to browse and read other conferences and exchanges, even when I don't have time to reply on-line. I download, print and later read interesting exchanges which are helpful to me in teaching. Discussions on topics like assessment, teacher research, and books such as Lisa Delpit's *Other People's Children* have provoked thought and taught me much even though I may not always respond. I am very grateful to have access to the excellent minds and resources on BreadNet.

Though BreadNet helps me to present a creative, living curriculum to my students, my course work during summers at the Bread Loaf campus has equally stimulated my teaching. In the past I began my sophomore literary genre course with a short story quarter, followed by one quarter each of drama, novel, and poetry. Last year I added an essay-as-genre unit because of my experience in the "African-American Women in Contemporary American Discourse" course at Bread Loaf, and this year, I augmented that after my "Women and the Cultures of

found what I think was an effective way to have students discover the technical differences among genres, something I had never felt successful in doing. I had students read an excerpt from Zora Neale Hurston's autobiography *Dust Tracks in the Road*, in which she describes herself as a child sitting on a gatepost accosting strangers who drove by her house. After reading and discussing Hurston's excerpt, my tenth graders



Graduating senior Monica Lopez and her teacher Carol Zuccaro

wrote memoirs of incidents in their young lives and shared them in class. Then we read Hurston's short story "Isis," a fictionalized version of the same gatepost incident. I asked students in groups to list the major differences between Hurston's

autobiographical version and her fiction version of the story. The natural follow-up was a

conversion of their own memoirs to fiction, a useful process many successful writers employ. (What I hadn't anticipated was the close classroom community that developed from sharing these personal memoirs.)

I continued this tack in introducing drama, but instead of simply asking students to determine how drama is different from short stories and essays, I asked them in groups to take one of their fiction stories per group and turn it into a play. I suspected that having to think about the changes needed to turn prose into dialogue with stage directions would help them to discover and remember the elements of a play. The culmination of the genre course will be a conversion of the original memoirs to poetry at the end of our spring poetry unit. The close scrutiny of literature that I'm requiring of my students is a principle of learning that I've seen upheld in many of the graduate courses I've taken at Bread Loaf.

Of course, one of the most enjoyable benefits of using BreadNet is staying in touch with Bread Loafers, and that is important. I don't have time to write letters during the school year, but through BreadNet I communicate regularly with my colleagues and professors. People who would have

remained summer acquaintances have become friends because we've been able to keep in touch, and their support and friendship mean I won't ever be an isolated rural teacher. Our face to face Vermont BLRTN meetings have also been immensely valuable. We meet every six weeks, and as intense and heavily scheduled as those meetings are, I always leave reenergized and renewed.

In the two years I have been logging onto BreadNet and earning a graduate degree at Bread Loaf during the summers, I have found interesting people, good ideas, exciting discussion, and intellectual stimulation. Even though I am working harder than ever, I am enjoying teaching more than ever. ☺

Though I am working harder than ever, I am enjoying teaching more than ever.

Modernism" (WCM) course at Bread Loaf.

The ideas spawned in that WCM course prompted me to change my first-quarter curriculum this year. I

Taking Stock: From the Heart

by Mary Ginny DuBose
Waccamaw High School
Pawleys Island, SC

If someone had told me three years ago that I would be teaching a "computer class," I would have laughed. I didn't even know how to turn a computer on and really saw no need to. Yet the irony and joy of life is in the unpredictable way it unfolds. Today, after three summers of graduate study at Bread Loaf, I have a passion for computers, for I have found that if used wisely, this kind of technology can provide the most stimulating atmosphere for learning that I have experienced in the twenty-six years that I have taught. Let me explain, not in a technical sense, but from the heart.

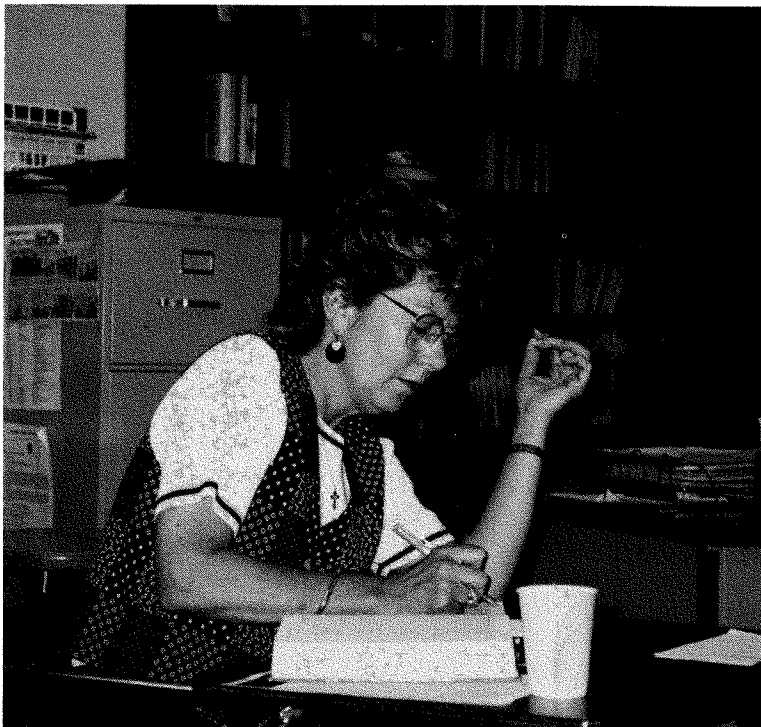
My first summer at the Bread Loaf campus in Vermont gave me a basic, working knowledge of computers and a vague idea of how I might

return to Pawleys Island, SC, and use this information and skill to participate in on-line conferences with teachers and students in other locations. In 1993, the first group of teachers to win fellowships to Bread Loaf funded by the DeWitt Wallace-Reader's Digest Fund spent hours in the Apple Cellar, the Bread Loaf computer center, with Rocky Gooch, the telecommunications director for BLRTN. We teachers met together informally between classes with Bread Loaf faculty to discuss teaching philosophies, teacher research, and the kinds of projects we could manage in our classrooms back home. This intense interaction helped us develop a vision for our classrooms and inspired confidence in us to return to our schools at the end of the summer and pursue collaborative projects that would connect our rural classrooms across the nation. I do not remember ever before feeling the weight of responsibility that I felt that

year as a founding member of BLRTN. We had been given full fellowships to study at the Bread Loaf School of English, which for many English teachers has always been just a dream. But there was a string attached (as it should be when you receive such generous assistance). In addition to taking six hours of literature and writing courses, we had to learn how to incorporate computer technology in our public school English curricula. It was an overflowing plate for this Southerner! So after being on the Bread Loaf campus with so many knowledgeable and supportive folks, it was a challenge to come home and put the learning into action.

My first step was to purchase a personal computer with modem so that I could get on-line at home. Being in contact with other members of BLRTN was essential to maintain the collaboration and momentum we had established during our graduate study together. Next, I approached my principal to get permission to use time in my journalism class to teach the students and myself how to participate in on-line conferences. While I was given the time, I still was not provided any equipment to use at school, an obstacle many of my BLRTN colleagues also faced. My students raised the money themselves to purchase a computer for my classroom that would be used to create the school newspaper and to compose our part of computer conference discussions. Having no phone line in the classroom meant I would spend much time at home uploading and downloading student writing from the on-line discussion. We were able to participate in one major conference that year—a poetry conference that had been carefully planned by the South Carolina BLRTN Fellows that summer. We even presented the details of that conference at the South Carolina Council of Teachers of English that March. We were at least on our way.

Confident and more enthusiastic about the personal connections that we had maintained over an entire year, we returned to Bread Loaf the next summer and were joined by

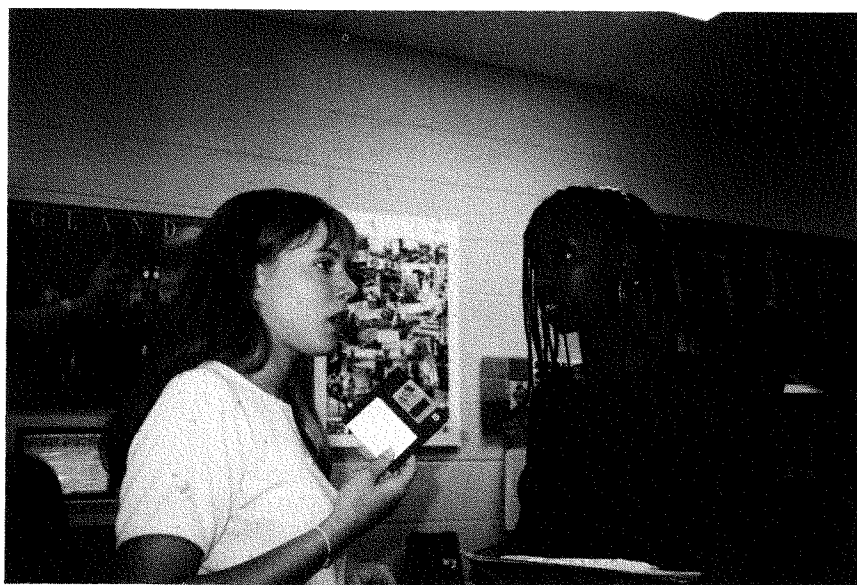


Mary Ginny DuBose in her classroom

approximately thirty new Fellows. United by our cyberspace experience, we were ready to talk about new topics for projects to create a curriculum that crossed geographical boundaries, subject areas, age groups, and diverse cultures. We knew these factors had been important for many years, but few of us had found the means to address them effectively. Now, however, computer technology gave us a vehicle to do this. At Bread Loaf, we sat in the Barn, on the hillsides, over meals at the Inn, thinking, sharing, and creating new scenarios of activities to enable students to study literature, write and interact. I don't believe I have ever felt so excited about new possibilities for the classroom environment as I felt that summer.

When I returned home that August, I discovered that Waccamaw High School had a new principal, one who strongly endorsed technology. Within two weeks of the opening of school, I had a fast modem, four more computers, and a phone line connecting my classroom to other classrooms across the nation. Projects and ongoing collaboration began so quickly I could hardly breathe. I initiated a BreadNet class that would be offered as an English elective, and we had to turn away students because the demand for the class was so great. My students became involved that year in three types of conferences, which required my students to participate in a range of writing skills: a wetlands nature study that included our science teacher; a comparison of different U. S. cultures with several groups from New Mexico, Arizona, and Alaska; and a literature-based written discussion with several classes in other schools studying *The Canterbury Tales*. The projects were successful and the course was listed on Waccamaw High School's master schedule for 1995-96!

I can hardly catch my breath when I think of what has transpired this year. After spending a third summer on a DeWitt Wallace-Reader's Digest fellowship at Lincoln College in Oxford, England, and



Emily Ridlehoover and Alafia Young of Waccamaw High School planning for telecommunications course

planning yet more telecommunications projects with other teachers, I have taught two more technology-based writing classes this year. At this time, we have involved more than eighty students in this class. Six of the veteran students, who have returned each year to mentor new students in the program, conducted a presentation at our South Carolina Council of Teachers of English this March. Over fifty teachers attended and asked for more information and for permission to visit our school.

The students have spread the good news throughout our district and have produced a video for President Clinton, Governor Beasley of South Carolina, and Channel One. They believe they are the pioneers venturing into a new frontier of education. I am proud of them, as are their parents and our community. They feel confident and knowledgeable about writing and using telecommunications and computing technology in real world situations.

In our third year, we have traveled the Internet, linking up with other classrooms to talk about relationships and express our philosophies of life. We have discussed cultural similarities and differences with other students, including a group of Navajo middle school children from

the Southwest. My students have participated in writing projects on subjects as diverse as hunting and fishing techniques, and the writing of poetry. In addition, the BreadNet class and the Interact Club at Waccamaw have united to raise money to help fund a project that will place computers in a classroom in Cape Town, South Africa. We hope to be on-line with these students by autumn.

I have learned from personal experience that all teachers have a choice: we can let technology leave us in the dust or we can take a driver's seat on this vehicle that is swiftly carrying us into the twenty-first century. While there are still grave issues about teaching methodology, equity of access, cost, training, and so on, I insist that we must learn from the mistakes that we have sometimes made and from the disappointments that we have sometimes suffered. We must press on to face an exciting future—a concept of learning that extends beyond the four walls of our classrooms. We want other teachers and students to know how much they can learn through this kind of class, and we want them to know it can be FUN! ☺

Going Home

by Lauren Thomas Sittnick
Borrego Pass School,
Crownpoint, NM

Borrego Pass School is twelve miles (or four cattle guards) north of Prewitt, New Mexico, on a dusty dirt road. The school's real name is *Dibe Yazhi Habitiin Olta, Inc.*, Navajo for "Little Sheep Pass School," after the many sheep herded through the area. One day last year, as I drove into sight of the school's white water tower, words from the previous day's class stung my heart again: "Go back to your own state, white woman!" and "It's my job to make you cry!" Oh, I had good rebuttals: "This is my state too." Or, "No luck making me cry; I only know how to laugh." Later that day, I returned to my house and unloaded my carefully stored tears.

Pulling into the school parking lot, I wondered, will it always be this way? How many days or weeks of this rejection can I take? I had recently moved from South Carolina to Grants, New Mexico, to join my fiancé and start my new teaching position at Borrego Pass. No amount of academic training could have prepared me for the task ahead. I yearned for lush magnolias and crepe myrtles, for the hugs of my familiar South Carolina students, for sweet iced tea at lunchtime. I thought about going home.

But I didn't. I consulted with the Bread Loaf Rural Teacher Network. Teachers from all over the United States responded with ideas. I also received overwhelming support from teachers in Arizona and New Mexico who had taught at other reservation schools. These teachers advised me to be sincere and be patient for trust to develop. Because teaching in a remote area is so challenging, many Native American children experience a series of one-year, white teachers who are nosy, curious, or just starting out, and do not

plan to stay. This inconsistency nurtures distrust.

With the help of my principal, William Poe, and language arts teacher Kurt Caswell (Bread Loafer '94 and '95), I gained administrative and school board support for using BreadNet in the classroom. I have two new IBM computers in my classroom. Mr. Poe knew of my BreadNet training last summer and was excited about the idea of having the students correspond with other schools. I have also been able to encourage other teachers at our school to use computers in their classrooms.

In addition, I joined several New Mexico teacher organizations. I am now a member of the New Mexico Council of Teachers of English and have begun to receive mail from the Rio Grande Writing Project. I have become a member of a professional teacher support group through my membership in the Gallup Council of Reading Teachers, under the International Reading Association. These organizations offer me a lot of support. I'm constantly learning from teachers who have lived in New Mexico for a long time.

BLRTN has made an impact on my classroom activities. I am involved with several projects including the Native North American Myths Project, the Raptor Project, and a project centered on the theme "Lean on Me." Students are also sharing "Celebration Stories" in small on-line groups.

My students and I worked on the Native North American Myths Project with three other New Mexico teachers. My students corresponded with other Native American students on-line about the myths they read in *Flying with the Eagle, Racing the Great Bear*, a book of Native American myths, edited by Joseph Bruchac. Susan Miera's Pojoaque [NM] High School students have published our work in a beautiful anthology. My Native American Literature class at Bread Loaf informed my decisions about this curriculum.

When my students wrote to students in other schools, I encouraged them to write about events in their lives. I tried to select literature that would be personally meaningful to them, but sometimes I was unsuccessful. When we read Phyllis Reynolds Naylor's *Shiloh*, a novel about a boy in rural Virginia who finds a dog that was abused by its master, the students could not understand why the boy loved the dog so much. In Navajo culture, dogs are used to herd animals and most are not considered pets.

A more meaningful and successful book was Scott O'Dell's novel, *Sing Down the Moon*. The setting of the book includes Canyon de Chelly and an account of the Long Walk, an historical event of 1864, in which Kit Carson led four hundred soldiers in the U. S. Army's campaign against the Navajo people. In defeat, they were led three hundred miles from the gathering place of Canyon de



LaVerne Yazzie and Lauren Sittnick of Borrego Pass School

Chelly to Bosque Redondo. Students also read memoirs from *Navajo Stories from the Long Walk Period*, edited by Broderick H. Johnson and published by the Navajo Community College Press.

LaVerne Yazzie, our Navajo culture specialist, told my students the Dine (Navajo) myth "How the Hero Twins Found Their Father" in Navajo. She agreed to answer questions on-line and also worked with the students to help them make decisions about which Navajo beliefs were suitable for sharing on-line and which were not. For example, some sacred beliefs and teachings, which used to be told by the grandparents, are shared through oral storytelling. The grandparents told the stories to the children when they were young and their minds were open. A lot of these stories have not been taught to the current young generation. LaVerne feels that she wants to be sure the students understand the stories before they share them with people they do not know.

To share some of these teachings with an "unknown" audience is considered inappropriate in Navajo culture because certain stories should only be told during the winter months. According to Navajo custom, telling a story out of season can interfere by causing "unseasonable" weather that might ruin crops or cause other problems. LaVerne speculates, "That's why it snowed in May last year. Our people weren't being careful telling the stories. Unseasonable weather also was caused by astronauts landing on the moon," she reflects. "In the Navajo myth about the hero twins, the father is the sun. Because the moon correlates with the seasons and the sun, we should respect it. When the astronaut returned with moon dust, he interfered with the seasons," LaVerne said. "The practical reason that certain stories are told in winter is that there is less work to do in wintertime, so it is a good teaching time; such reasoning is sacred to Navajos."

In projects such as the Native North American Myths Project, LaVerne and I took steps toward

carrying out our school board goal that requires "each student to have the skill and knowledge to participate successfully in any part of American society, and yet not to have to sacrifice his or her Navajo heritage, language, and traditions to do so."

Fortuitously, Kurt Caswell, our language arts teacher, planned a trip to Spider Rock at Canyon de Chelly for students participating in the Navajo Nation Spelling Bee in Chinle, Arizona. We went to the canyon at sunset. The students read the Navajo Myth of Spider Woman in Navajo, and then in English. It was powerful. They asked me questions about the historicity of the myths, and they read about the Long Walk and understood the importance of the place where they were standing. Because these students had read memoirs written by their own people, they were motivated and involved in reading and writing. I felt they were beginning to recognize that literacy was important because it could speak to them about their own history, culture, and people. The first steps a student takes toward this appreciation of literacy are important because they supply the momentum for further learning with language.

Last August, one of my sixth graders who is Navajo and for whom English is a second language gave me permission to publish his writing but asked that I omit his name. He could only manage to write two sentences for his "story."

8-14-95

My name is [student's name].
My nick name is...

At this point, he gave up and refused to write another word. In October, this student enjoyed writing to Loren about Judd, a character in the book *Shiloh*.

10-4-95

Dear LOREN,

How are you doing. I am do
Good And I Am Just Writing to
You. So how Was the Read to
You. Me It Was Good With Mr.
What Was Nice I Am Just Ask
You And My Part Is Where It Is

When Judd Was Very Work hard It
Was Fun to Read.

By December, the student wrote a story. A real story.

12-11-95

Celebration of the Wolves

I saw two little wolves eating a dead animal. One saw me and they took off. I checked. It was a deer and the wolves were hungry and they started to eat more meat.

The two wolves were looking for some more meat. They saw some more deer and they tried to chase it. I looked at them and they just took off from me.

I wish I could see them again.

Although wolves are supposedly extinct in New Mexico, my student is convinced that he saw wolves. Mountain lions, also supposed extinct in our area, have been spotted as recently as a year ago, so I cannot contest what he saw.

This student made remarkable progress. His work shows the incremental steps needed to attain long-range goals. The anthology that my students will publish is the final step of the process. Each student will present a copy to his or her parents. This particular student has chosen the wolf story to be in the *Celebrations* anthology.

I have much to celebrate from my first year of teaching at Borrego Pass School. My students corresponded with other students on BreadNet. They learned to read and write about meaningful ideas. They published their work. I was able to gain support through working with colleagues and people in the community. I developed trust with my students. I learned to see my surroundings from a new perspective. Now, I enjoy Navajo tacos at lunchtime. I've learned that *faux* punches and jokes also show affection. I see the little green buds on the willow trees that were invisible to me before. And when I think about going home, I realize I already am. ☺

Taking Off the Mask: Bread Loaf's Acting Workshop

During the summer of 1995 at Bread Loaf in Vermont, I spoke with Karen Snow, teacher at Ganado Primary School, Ganado, Arizona, about her experience in the Acting Workshop. Karen found surprising connections between the workshop experience and her role as a writer and teacher. After speaking with Karen, I spoke with Acting Workshop instructor Carol MacVey (see next page), who explained that the course is a way to explore one's imagination through acting.
—Editor

Chris Benson: Why did you enroll in the acting workshop?

Karen Snow: I was ready for something different, and I wanted to take a risk. I thought I was ready for something like this. I thought it would help me with my writing—I've been writing for twenty years—but I've never felt comfortable reading my writing out loud to an audience, and I hoped this class would help me get beyond the fear of an audience looking at me. I wanted them to focus on the writing instead. Although Ms. MacVey's class is not a writing class, acting requires you to have certain techniques that enable you to perform in front of people, and I hoped those skills would help me take a stand, so to speak, as a writer. Our text is *Zen and the Art of Archery*, which turns out to be a very good book for such a class. I have a background in martial arts, and Ms. MacVey's methods, it seems to me, focus on centering. In *Zen and the Art of Archery*, and in martial arts, centering must take place before you can do anything else.

CB: What do you mean "centering?"

KS: It's difficult to explain, but I'd have to say it's finding honesty within yourself. Really, it's finding yourself as it relates to a certain situation. In order to express an emotion, for example, you have to find yourself

inside the emotion. Having been in this acting class has helped me look differently at plays. Before taking this class, I only looked at the text of a play to understand it, but I'm now learning how much I bring to the play. And so it seems there are a lot of layers to acting. The ironic thing is that this acting class is asking me to be myself as much as it asks me to assume the role of other characters.

CB: Tell me about some of the roles you've played in the class.

KS: Well, as I said, in an essential way I am playing myself; I'm a part of all the characters I'm asked to play. Ms. MacVey will give us a scene to do, and she purposefully won't identify the script it's from so we can't bring any preconceptions to the roles. For example, I was asked to do a two-minute, non-speaking part of a scene in which a woman brings water and a bottle of pills to a table. You could interpret it any way, I suppose, but in my mind the woman was committing suicide. Doing that particular scene required me to make an emotional investment; I couldn't just gloss over it. To make that scene real, I really had to look inside myself to understand how that would feel. I had to dig up experiences and memories to help bring this woman to life. In acting, you have to follow the script, but I never realized how much acting depends on what is not said. And as an actor I relied on my partners in any given scene. The partner actually does a lot of the work, and the synergy that develops between actors can cause a scene to turn out differently each time it's played. This experience of working with a partner in a creative context is informing my teaching too. It's shown me that my relationship



Moira Donovan and Karen Snow at Bread Loaf, Vermont

with my students can be equally dynamic, and the teaching I do is free to evolve.

CB: Isn't it ironic that an acting class is showing you better ways to be a teacher?

KS: Not really, because this acting class is teaching me about the motives of people. It's helping me to consider why a character is doing what she's doing and saying what she's saying. Often the script will answer questions of motive, but sometimes you have to create it on your own. And this creativity spills over into real life. For example, I've discovered that we often don't pay enough attention to other people and their actions. But this class is changing that for me. In a sense, I view my students as I view my acting partners. My reaction to them depends on them; we feed off each other, and I understand the process of listening a lot better now. I thought I was a careful observer before, but I think I'm a better one now for having this class. In my own classes—I teach seven- and eight-year-olds—I think I'll probably be more aware of my interaction with my students. I'll probably ask them more detailed questions, attempting to get them to look beyond the easy answers.

CB: It seems there's a lot more talk and discussion in this acting class than I would have expected.

KS: There is. Ms. MacVey is a great director. She helps us analyze and develop a performance. She tries to make us move further, making us reach a little higher, and that kind of directing takes a lot of discussion and consideration.

CB: Do you think this class will motivate you to audition for community theater when you return home?

KS: I've thought about it because there's something about it that's hard to let go of. It's a way of looking at myself that I want to continue. ☺

An Interview with Carol MacVey, Bread Loaf Acting Workshop Instructor

CB: What is the unofficial course description of the acting workshop?

Carol MacVey: The course is intended for people who have little or no acting experience. For my students, I hope it is a means to knowing oneself and how one functions in the world. One learns how to negotiate and be more comfortable in the world. I say "comfortable" for a specific reason: if you look at the etymology of the word "comfort," it actually derives from "strong with." I'm hoping that participants in the acting workshop will become stronger, that their voices will be authentic. Acting workshop is not so much about learning the craft of acting as it is about learning how the craft affects one's life and teaching. As a Bread Loaf graduate, I've taken a lot of literature courses and profited academically and personally and as a teacher. But for me, real enlightenment came when I began to study acting, directing and the theater. And I'd like to make that enlightening experience available to other Bread Loaf students.

CB: So the acting workshop is not for students who want to become actors necessarily?

CM: That's true, but the focus of the course is on rigorously adapting ourselves and portraying another person or character, if you will, onstage. I guess what you are asking is why would I teach acting to people who are not going to become actors. And the answer is that I believe acting, like physics or music or geometry, is a means to understanding the world we live in.

CB: That has always been the conventional reason why we study literature: it helps us understand the world we live in. What is the difference between the acting workshop, say, and a literature class?

CM: Well, obviously it's highly interactive, although many literature courses can be interactive as well. What's really at the core of the workshop is making vulnerability public. It requires people to stand onstage and present themselves. In literature classes, on the other hand, there are many private moments of reflection, of writing, of study, even if the class is essentially an interactive one. But most of the workshop is public. Many students come to the workshop thinking "I'm going to become someone different; I'm going to play this or that character." But great acting is really about taking off masks rather than putting them on. People take the workshop for different reasons: they may want to be more comfortable talking in front of a group; or they may want some ideas for teaching; or they may want to be more self-confident. At the beginning of the class, I'm optimistic that those things will occur, but they won't happen the way the participants think they will happen. It's not that they're going to get something else to graft onto themselves. It's going to come from within them.

CB: Have you ever had a student who had nothing within to draw from?

CM: I believe everyone has something to draw on. You don't live twenty- or thirty-something years without collecting a few stories. And that's what we do in acting workshop: we tell our own stories. We may use other people's words, but the energy in saying those words comes from our own experiences. Still, the individual must be willing to share the story. All my students have this potential within them, but some of them have tremendous emotional blocks. So I say to them, "If you want to act, and you are afraid of emotions, it's like wanting to be a

(continued on next page)

Carol MacVey Interview

continued

swimmer though you are afraid of water." The most successful actors are ones who'll take the plunge. I never throw students in the water, so to speak, over their heads. But I do want them to be immersed in it as much as possible.

CB: Besides acting skills, do you focus on literary study in your class?

CM: I try to give students experience in how to read a play. I believe one should exercise skills of the imagination while reading plays. We tend to forget in many dramatic scenes that there are a number of characters on stage, not just the ones speaking at any given moment. And I try to get students to imagine how that unseen layer affects the dynamics on stage. I also want students to be aware of the subtext of the play, what is left unspoken. Jean Louis Barrault once said, "Theater is interrupted silences," and this implies the significance of the things playwrights leave unspoken, which we must imagine.

CB: Well, if the imagination is important in reading a play, then there are unlimited ways to playing a character. If this is the case, how do you measure quality in a performance? Are all interpretations equal?

CM: I don't think I can give you a checklist of qualities to measure an actor's performance. The Educational Testing Service tried to develop a test to measure students' potential acting ability, and they couldn't do it. They couldn't find an easy checklist for measuring talent in the theater. Were I to give you a list of qualities that actors should possess, a great actor would step forward and contradict the list. Take John Malkovich, for example. I've seen him onstage; his voice grated, and he had bad "actor's" posture, but I was truly blown away by his performance. Stereotypical assumptions about what makes a great actor usually prove wrong. 🐾

Reading and Writing Our Way Toward Confidence

by Terri Noonkester
Hawkins Junior High School
Hattiesburg, MS

One of the things I like most about my teaching vocation is that I can evaluate and revise my techniques in the summer of every year. So many times I have read a teacher's account of her classroom and thought, for example, "I am going to try that when I teach poetry next year." Many times I have attended a conference and decided to revise a technique as soon as I returned to the classroom. The ability to rethink and reconstruct one's teaching philosophy and practice thoroughly during the summer months is an advantage that those of us in the teaching field are lucky to have. As I reflect upon my development as a language arts teacher, I realize that one of the greatest influences on my teaching has been my affiliation with the Bread Loaf Rural Teacher Network (BLRTN).

Last October, while attending the Mississippi Council of Teachers of English in Jackson, I participated in a session led by my colleague Bill Kirby on the recent activities of BLRTN. At that session I expressed what Bread Loaf had done for me. When my turn to speak came, the first thing that entered my mind was the new confidence I feel as a teacher. Before becoming active in BLRTN, I often questioned others about what they were teaching and how much time they were spending on particular lessons. In return, I allowed colleagues to question my own teaching style. Despite this interaction, I felt unsure

of myself. Because of my Bread Loaf experience last year, I feel confidence for the first time about what I am doing in my classroom, and I am able to evaluate other teachers' suggestions. I know that I am using techniques that many other excellent teachers across the country are using, and I can validate my practices any time by turning on my computer to consult these colleagues.

An example of this validation is found in my teaching of writing and reading through the writing workshop approach. Like many others, I had read Nancie Atwell's book *In the Middle* and was trying to emulate her

Questioning is still a necessary part of my self-evaluation, but I now view it as a positive tool of reform in my classroom and school.

approach in my own classroom. Intuitively, I thought that this was the "right" way to teach English, but I had questions about how to implement certain aspects of the style, and I felt insecure and unable to defend the writing workshop when other teachers questioned its methods. Now that I have seen, heard, and questioned the author herself at the Bread Loaf campus in Vermont, I am conducting my workshop with new zeal and confidence.

I often discuss problems I encounter in the writing workshop with other teachers through BreadNet, and I enjoy having this electronic support network at my fingertips when I need it. Questioning is still a necessary part of my self-evaluation, but I now view the questioning as a positive tool of reform in my classroom and school.

BreadNet is of great usefulness to my students (and to me as a teacher), since it provides audiences for their writing. This new audience has had a direct positive impact on their writing. I find students are writing more eagerly and carefully. Through exchanging writing on-line with their peers, they have discovered the importance of precision and accuracy in language. My eighth grade class, for example, participated in a "culture exchange" with an

eleventh grade class in New Mexico. We learned many interesting things about New Mexico geographically as well as culturally. We even had a New Mexico party with authentic Southwest dishes, and we were able to share this experience with administrators in our school. An interesting benefit of doing this activity with older students was that my eighth graders found it very important to be knowledgeable and present themselves favorably to their eleventh grade "elders" in New Mexico. They began to edit more carefully, and they became very precise about their writing.

These on-line exchanges have led to incisive discussions that otherwise could not have taken place in my classroom. Late in the fall of last year, some of my seventh graders were introduced to BreadNet through a letter-writing exchange with other seventh graders in New Mexico. We

questions about societal rules, discussed roles of children and adults in the community, and explored differences and similarities between their respective communities. I was pleased with my students' questions and responses. It was also reassuring to my students and me that the other classes

were having some of the same questions and misunderstandings regarding *The Giver*.

Though it would be impossible to overestimate the impor-

By teaching students to discover themselves through reading and express themselves through writing, I am also helping them to find their place in contemporary civilization.

felt that this was an appropriate, non-threatening way to introduce seventh graders to telecommunication technology: letter writing was a genre that they felt confident using; they were able to see their letters on the computer screen, and it was easy for them to respond to other students' letters.

Through this project, my colleague Jill Loveless [from Globe, AZ] and I discovered that we were both planning to have our students read *The Giver* just before Christmas break. We immediately launched into questioning our classes about the story. It was a short exchange (two weeks) but a good one. Students raised

tance of the electronic Bread Loaf community to my own professional development, I cannot ignore the other rewards I have experienced through graduate study during the previous summer at Bread Loaf. The academic challenges I met there have awakened a new literary awareness in me, and I feel competent enough to read and discuss many works that once intimidated me. I now better understand the relationship between the author's life and his or her fictional work and am incorporating historical contexts regarding writers and literary periods into the curriculum for my students. At the suggestion of one of my Bread Loaf professors, I am reading James Joyce's *Ulysses*, a difficult work that has sent many an English graduate student fleeing the halls of academia. Even though I will probably never be teaching T. S. Eliot or Joyce to junior high students in Hattiesburg, Mississippi, I feel that my having read and studied these works will make me a better teacher as well as a more enlightened human being. I now have a much broader understanding of literature at all levels and a greater appreciation of what civilization is and how the values of civilization can be inculcated. This is an invaluable lesson for me to pass on to my students. By teaching students to discover themselves through reading and express themselves through writing, I am also helping them to find their place in contemporary civilization. ☘



Teacher profiles at annual meeting in Taos, NM, 1995

Joining Hands, Joining Hearts: BreadNet Collaboration

by Vicki Hunt
Peoria High School
Peoria, AZ

Alfredo Celedon Lujan
Pojoaque Middle School
Pojoaque, NM

Vicki's View

I can still remember that January morning in 1995, waiting for the phone to ring. I'm not usually nervous about conversing with people on the phone, but this was different. Though I had never met or spoken with Alfredo, we had been corresponding and collaborating on a project using telecommunications technology for four months, and I admit to having been a little more than anxious about our first "real" conversation. I had found an old issue of *Bread Loaf News* and read a warm, comfortable article by him in which he described the tradition his family had established years ago of inviting the entire Bread Loaf/Santa Fe student body to his home near Pojoaque for a fiesta to reciprocate the hospitality he experienced at Bread Loaf in Vermont. The article included a picture, so I also knew what Alfredo looked like. I felt a little more relaxed after associating a face with the words to which I'd been responding on BreadNet. Finally the phone call came, and the collaboration which had begun over the wire now had another dimension—a human voice.

While collaboration with colleagues has long taken place among teachers, it is usually carried out in close proximity with a colleague in the next classroom or within one's department. The Bread Loaf Rural Teacher Network offers enhanced and remarkable opportunities for professional partnerships: "modem to modem" meetings with colleagues hundreds or thousands of miles away, and annual face to face meetings which give those on-line relationships a chance to develop.

The benefits to students whose teachers include telecommunication technology like BreadNet in curricula are being documented: their writing

improves, and their enthusiasm for writing and seeing their work published is evident. We also know of the wonderful lift BreadNetting gives teachers—that feeling of camaraderie experienced by those who are linked across time and space with other professionals. The purpose of this article then is to share our own experience in collaboration, which we have repeated and will continue to repeat in the years to come because of the personal and professional benefits we have derived from it.

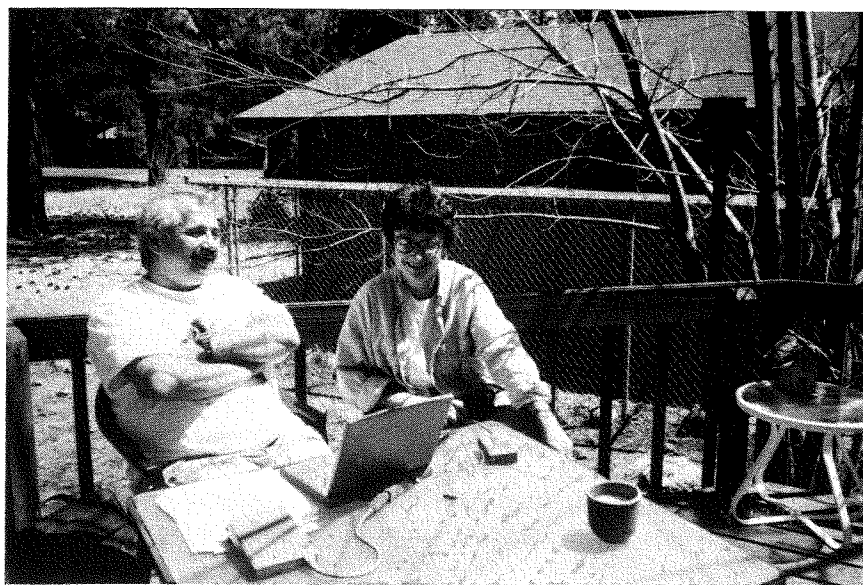
BreadNet is unlike most other telecommunications networks available: it is a closed network, thereby limiting the access and thus securing primarily a group of teachers with common interests; it also has a built-in plan for face to face meetings of participants on Bread Loaf campuses for summer graduate study, as well as at regional meetings throughout the year. Through collaborative presentations, teachers also meet at regional and national conferences to give presentations of their teaching projects.

Alfredo and I finally met one another in January, 1995, at the Macaroni Grill in Albuquerque for a lunch meeting of the Four Corners (Arizona and New Mexico) BLRTN. My husband Tom and I stayed with Alfredo and his daughter Amanda at their home in Santa Fe, and I visited his school in Pojoaque that weekend. We had already bonded as colleagues and friends through BreadNet, and now we were friends and family in the flesh. In taking stock of the past two years as a member of BLRTN, I have concluded that this opportunity for forming new collegial and personal friendships is certainly one of the benefits I count as most valuable.

One of the most fascinating collaborative projects which began on-line was a presentation for "La Frontera: The Eleventh Computers and Writing Conference," in El Paso, Texas, in May, 1995. Our topic was "Crossing Borders: The Many Layers of the BreadNet Community." Vicki Holmsten, another colleague in New Mexico, wrote the proposal, and



Vicki Hunt in library at Bread Loaf, Vermont



Alfredo Lujan and Vicki Hunt: collaborating in the country

Alfredo and I helped write the text of the presentation on-line, later meeting Vicki in El Paso to deliver it. In our presentation we noted that the entire planning had been done on-line, and that Vicki and I had never met until that Thursday night in El Paso. When we met, she and I had dinner with Rocky Gooch and Tharon Howard, two colleagues associated with BLRTN. Alfredo was flying in from Albuquerque. He joined us in the hotel for our first planning session.

Alfredo's View

I was looking out the window, watching the sun set from a Southwest Airlines flight on my way to El Paso. I would be collaborating on the presentation with Vicki Holmsten, Vicki Hunt, and Rocky Gooch. In a sense, we all had been "e-prompted" by Vicki Holmsten's suggestion to propose a session.

While reflecting on the sunset on my flight to El Paso, I contemplated the somewhat miraculous evolution of electronic communication. We'd had close to seventy e-mail exchanges while planning the presentation. There was a total of nearly 3,600 miles between all of us, meaning we had covered hundreds of thousands of electronic miles as we exchanged messages in that collabora-

tion alone. Vicki Holmsten was in Las Cruces, Vicki Hunt in Phoenix, Rocky and Tharon in South Carolina, and I was in Santa Fe. Yet this evening we would all converge, some by land, some by air, in El Paso for our first planning session, the evening before the presentation.

In thinking back over the past few months, so much had needed to be laid out in the beginning. Fortunately, Vicki Holmsten had taken the first leadership role.

Thursday, April 13, 1995 10:15:40 AM

From: Victoria Holmsten
Subject: planning
To: Alfredo Lujan, Vicki Hunt

Saludos.... how about if we start some planning...? no big pressure, but let's start the ideas going.

I just looked over the proposal. We promised to analyze exchanges from four different "layers" of BreadNet: My suggestion is that we each choose one layer to look at and go back to look at exchanges from that layer and do a little language analysis. Samples will be good to pick out and share with audience, but we need to remember the analysis side. What's happening to our writing and our students' writing? self-perceptions? other effects? —Vicki H

Vicki Hunt jumped right in with questions to help clarify some of the logistics of the presentation. There's no room for shyness in a telecommunications collaboration:

Thursday, April 13, 1995 10:16:03 AM

From: Vicki Hunt
Subject: some questions
To: Victoria Holmsten, Alfredo Lujan

Hi Vicki and Alfredo:

Thanks, Vicki, for your note to get us moving. I agree that we each can start a segment, but wholeheartedly agree with your earlier statement that it should be a team presentation, not three one-man shows. It probably also sets up a less formal atmosphere which will lend itself better for questions. How much time do we actually have? Will we be xeroxing any samples (hard copy), or are our guests practicing their listening skills? If we have a modem, etc. there, is that what we'll do—pull up some conferences on line to let them see? —Vicki

Each of us prepared our own section, but brainstormed on-line with teammates. Open communication is at the heart of successful collaboration.

Thursday, April 13, 1995 10:16:29 AM

From: Alfredo C. Lujan
Subject: More discussion
To: Victoria Holmsten, Vicki Hunt

Hi, V & V,

In my presentation, I will show that these layers are really braids (does this throw a wrench into the works?). I mean, no matter how we communicate with each other, the focus is always on how we can involve our students, help to make them better writers, and more active "life long" learners. So whether it's teacher to teacher, teacher to network, student to student or otherwise, the bottom line is always the learner. I agree that figuring out "what's going on here" is where we're coming from. Let's stay in touch now. —Alfredo

Now I was nearly ready to land and enter the final stage of this

(continued on next page)

Joining Hands, Joining Hearts *continued*

lengthy collaboration. I knew they were having a dinner on the border while I was en route. These peanuts weren't gonna do it for me. I landed in El Paso and took the shuttle to the Plaza del Norte Hotel downtown. I was starving, but it was time for the meeting. I checked in and went to my room at the electronically prearranged 9:00 P.M.

All this "electronic" language would seem so cold and distant, if it weren't for the people. Rocky and "the Vickis" got to my room soon after I did. They had a brown paper sack. They knew I'd be starving, so they brought me dinner. Just like a rural person to be so thoughtful. They discussed their parts in the presentation while I munched on barbecue ribs, drank about 16 glasses of water, and sweated bullets... not from the intensity of the meeting, but from the two mean *jalepeños* they brought me. In that meeting, we finalized our individual contributions to our collaborative presentation.

who had originally put it on-line. So the question was asked:

Thursday, April 13, 1995 10:16:03
From: Vicki Hunt
Subject: question
To: Victoria Holmsten, Alfredo Lujan, Rocky Gooch

Hi Vicki and Alfredo and Rocky:

One question: As we look back over our communications, to what extent are we free to use what other people have said in those conversations? If we were publishing, we would probably need written permission, but how about a conference presentation? Do we need to get permission? Change names? I'm not sure. Any thoughts? —Vicki

Friday, April 14, 1995 3:15:04 PM
From: Rocky Gooch
Subject: Permissions/technology
To: Vicki Hunt

Dear Vicki H.,
Excellent question about using other people's stuff. You're right, if you were publishing you'd need to get

went well. We talked about the "layers" and "braids" of electronic communication, as we'd planned. We sure knew a lot about it by now! But in the process we also discovered some glitches in electronic communication. For example, teacher-to-network exchanges are tricky unless the conditions of the collaboration are set and clear. We also brainstormed on a working flow chart that shows that the audience for student writing has grown large due to technology. We found that there are a lot of boundaries or *fronteras* crossed at high speed via telecommunications. Our language arts students need to keep abreast with that pace.

At the end of our session, we fielded questions regarding our collaboration from several guests in our audience. We answered the questions intelligently, we concluded later, while we had a local El Paso lunch: fajitas, enchiladas, flautas, guacamole. The mariachis played at the table next to us. It was a successful presentation. We were out of there and headed back home, looking forward to further collaboration, planning, and even face to face meetings in the

Vicki's View

A lot of trust is required in on-line collaboration. We can't see the other person's face—can't offer a smile to soften a criticism or a wink to buffer a suggestion. So words must be chosen carefully, and questions must be asked openly to avoid confusion. Difficult questions can always arise in collaboration, but a real advantage of on-line collaboration is that we have expert professional advice only a "telelink" away. Several questions arose during our planning for this presentation, and we turned to other colleagues for advice. We had some rich exchanges to draw from, especially in our teacher-to-teacher layer of BreadNet. However, we were uncertain of our right to use this material without permission of the one

The benefits to students whose teachers include telecommunication technology like BreadNet in curricula are being documented: their writing improves, and their enthusiasm for writing and seeing their work published is evident.

permission to use student or teacher work from BreadNet. Questions about privacy, copyright, and intellectual property continue to come up regarding messages posted on electronic networks. —Rocky

Alfredo's View

So there we were in El Paso. We delivered our presentation on Friday morning. Rocky had all the electronic stuff there. He had an LCD panel; he had the direct link to BreadNet; he had a sample conference on disk; he had backups to backups. It

Southwest... at the Macaroni Grill, on Vicki Hunt's sunny cabin deck... in New Mexico... in Arizona... wherever. The electronic collaboration is fun, the drive is always beautiful, and there are always hearty handshakes and hugs when we meet. ☺

Now Is the Time for Environmental Theater Company in Nogales, Arizona

by Stephen Schadler
Rio Rico High School
Rio Rico, AZ

"If you build it, they will come." So says the mysterious voice to Kevin Costner in the popular film *Field of Dreams*. Never one to do things the easy way, BLRTN Fellow Celia Concannon recently heard voices of her own: "If you write it, produce it, direct it, rehearse it, advertise it, sell tickets for it, and lose your voice and lots of sleep over it, they will come." And the voice was right.

Celia, a drama teacher at Nogales High School for four years, claims this position has filled her simultaneously with joy and angst. In this short time, she has produced five plays, but none seemed so taxing as the recent *Now Is the Time*. "We just jumped into the deep water," Celia

claimed rather matter-of-factly. "It's still not a completed work. I'd say it was about 75% polished. I could have used another month."

When Celia says "we," she is primarily referring to Joseph Valencia, a 1995 graduate of Nogales High School, who co-wrote and co-produced the play with her, but also to the roughly 50 students involved in every aspect of the production: from stage hands to costume designers, actors to ushers, and artists to ticket collectors. With so many people working diligently to communicate an environmental message, Celia says the play's message did not go unnoticed.

The play is set in the year 2015, a year chosen so that young viewers in the audience would be just old enough to be the parents of the futuristic heroes. The heroes are teenagers of Nogales who lament the fact that they must wear oxygen tanks to breathe and can no longer find fresh

water in their home town. Not only that, but things are getting worse. Mother Earth, they learn, is dying.

Filled with frustration and anger towards the careless generations that came before them, two teenagers persuade Father Time to transport them back to the year 1995 for 48 hours to see if they can influence the poor decisions citizens at that time made. Joined by a comical trio of do-good detectives, the two teenagers embark on their journey to discover a group of apathetic youngsters, an arrogant factory owner more concerned with profits than with the safety of the local citizenry, and a group of pollution-sniffing *brujas* (witches) intent on insuring that no one disrupts the cycle of environmental destruction on which they thrive. The two teens aggressively try to enlighten the guilty parties on their polluting habits, only to be repeatedly rebuffed by the omnipresent "It's-not-my-fault" attitude. Undaunted, the two teens accept the reality that change must come one person at a time and the play ends on an optimistic note of individual but persistent progress.

Celia has produced original student works before this one, once producing a play where all lines and music were written by a freshman prodigy. But the tempestuous mixture of the social and political drama of this play made it the particular challenge she had been waiting for. "As an activist during the 60s and 70s, I attended a lot of political theater," she said, "and I've been wanting to write a play in that genre ever since. The socio-political statement that the play makes required us to be precise with our language. We were portraying real people so I didn't want the script to ever slip into caricaturing or stereotyping. Also, trying to write for both children and adults was a challenge."

(continued on next page)



Four Corners BLRTN group gathered for Celia Concannon's environmental play: (standing from left) Jill Loveless, Risa Udall, Lucy Maddox, John Warnock, Jim Maddox, Tilly Warnock, Gary Montaño, Rosie Roppel, Erika Brett; (seated from left) Nancy Jennings, Susan Miera, Vicki Hunt, Stephen Schadler

Now Is the Time continued

The play would be considered science fiction if it weren't so allegoric. Nogales, a Mexican-American border community with just over 20,000 residents, has caught the attention of the national media as well as the federal health authorities because of the hazardous health conditions that exist here. The incidence of lupus is 24 times that of the national average, and the community has seen an alarmingly high incidence of a rare bone cancer known

problems have been the focus of national news programs such as *20/20* and *A Current Affair*, but still the problems persist. In November of 1995, a pipeline burst in Mexico sending streams of sewage flowing across the border into Arizona washes and forcing city officials to resort to daily dumping of chlorine into the water to prevent chloroform bacteria from becoming an urgent medical risk. The play clearly represents a series of real occurrences in Nogales, but unlike the play, life in Nogales may not be moving toward a happy ending.

Nogales and other communities along the Mexican-American

for example, the evil *brujas* sneak into the office of a local environmental agency and steal hundreds of newsletters detailing the environmental violations of a local factory. The newsletters had been painstakingly folded and stuffed into envelopes that afternoon, ready for a morning mass mailing. Celia claims that when *USA Today* ran a front page story about the pollution caused by the Mexican slave-wage factories known as *maquilladoras* nearly a year ago, "there was, amazingly, not a copy of *USA Today* to be found on a newsstand anywhere in town after 6:30 A.M." Such coincidences indicate

local reluctance to face the truth and make discussing those truths in public a risky venture indeed.

Celia has been using her theater company to address such important environmental issues for the past three years. According to Celia, drama appeals to people directly in a way that no other media or entertainment form can. "Drama has been a way of getting a message out since the Middle Ages, and theater is a medium that wakes people up," she says passionately. "I think people need to wake up and begin to respect and value the environment."

The play was presented on two consecutive nights to

several hundred people. Celia and her supporters are wondering whether anyone got the message; it is still too early to know for sure. "I'd like to talk to the environmental groups," Celia reports, "to see if they have seen any changes in attitude or behavior or an increase in activism." Only time will tell. ☺



Celia Concannon (third from left), on opening night of Now Is the Time, celebrates with Risa Udall, Jim Maddox, and Vicki Hunt

as multiple myeloma cancer. Many suspect these diseases may be correlated to the dangerous presence of air and water pollutants that exist in this area due to dramatic differences between the environmental policies of Mexico and the U. S. Local groups and individuals have long given lip service to solving the problem, and in recent years, Nogales' environmental

border need to acknowledge the reality of border pollution and be willing to shoulder the appropriate responsibility. Celia reported that she often found herself treading uncertainly through the script, fearful that too-blatant an accusation could cause some very real negative backlash in the community. Much of the play's action, she says, is based on recent events. In one scene,

The Ohio Project

by Annette Hardin

Truth or Consequences

Middle School

Truth or Consequences, NM

Attending Bread Loaf in 1995 on a DeWitt Wallace Reader's Digest Fellowship was a wonderfully rejuvenating learning experience for me. I made many friends and learned much that has benefited me and my students.

As a Fellow, I was required to participate in at least one on-line telecommunications project. Although I have participated in many, the most successful one was the Ohio Project. It came about because Bread Loaf student Karen Loutzenheiser from Canton, Ohio, and I discovered that we used the same literature book, had many of the same interests, and wanted to spark our students' interest in writing.

Neither Karen nor I had BreadNet at school to begin with; we both worked at home. Our plan was to have students read the short story "Seventh Grade" by Gary Soto and ask them to write epilogues to the story. Even though we weren't able to finish the epilogues until October, the students' passion for the writing didn't fade. They were very excited about writing to other students in a distant state and getting responses to their writing. Their writing improved markedly when they had the Ohio students—and not just their teacher—as their audience.

Both groups of students seemed very interested in the story and found many of the feelings expressed akin to those they had experienced their first few days of school. Personal responses followed, and then the project blossomed into something Karen and I hadn't even dared dream of.

My students began to ask questions about life in Ohio; Karen's students didn't even know that New Mexico was a state, so they began to study it while we studied the Ohio map and read and wrote letters. My students wanted the Ohio kids to see things from New Mexico, so we began to collect items indigenous to our state to send. We sent gourds, yucca pods, green and red chile, and many postcards with pictures from interesting things around New Mexico. We even sent a vial of white sand from White Sands Missile Range (purchased in the White Sands Gift Shop). The students in Ohio in turn sent us many pictures, postcards, and artifacts from their own surrounding area.

My students then went on to write letters to Karen's, to get a dialogue going about Ohio and New Mexico cultures, and to compare those cultures to the culture portrayed in "Seventh Grade." The students were asking to write of their own accord; out of 137 students, only 12 chose not to write to the Ohio students.

In addition to all the writing going on, my students prepared a videotape of our school for the Ohio students. The Ohio students sent us a tape of their demonstration speeches which included a little bit of their school surroundings. My students wrote a proposal for our class to film our school and surrounding areas to send to Ohio, and our principal accepted. I filmed some areas in New Mexico such as the Valley of the Fires and the Smokey Bear Museum, but the students filmed much of it and wrote the script themselves. It is a simple production, but the students are proud of it.

This project started out as a simple sharing of responses to a story. Now it has become a yearlong sharing of culture and writing. The culmination of the project was on Tuesday, April 9. Karen came to visit my family and me for Easter on her spring break and on Tuesday came to school to meet my students. That morning she presented a short video of Souers Middle School and the surrounding Canton area, and she and I presented an overview of our project to Truth or Consequences Middle School. Everyone in my classes got to see the long version of the video and ask Karen questions about her school and students. My students wrote letters of thanks immediately and requested to do another writing project before school is out.

Karen's and my students will continue to write and respond to each other's writing. Every single day they ask me if we have e-mail from Ohio. They feel that their writing is based in reality, and they truly are interested in what the other students think. They

This project started out as a simple sharing of responses to a story. Now it has become a yearlong sharing of culture and writing.

work hard to make the writing good before they give it to me to send on-line, and they think through their writing better than I might have expected them to last year. My students have found a way to feel successful about their writing and they have fun doing it. These rural students feel that in connecting with city students they have taken the first step of becoming residents of the global village. ☺

Pioneers on the Frontier: A Conversation on Educational Technology

In the following conversation, Greg Larkin, Professor of English at Northern Arizona University, and Risa Udall, senior English instructor at St. Johns High School in northeastern Arizona, discuss technology as a new educational frontier and the pioneer spirit of teachers who are meeting its challenges. Their conversation is a call to teachers to get involved. It's also a promise that you don't need a covered wagon for this journey—just an open mind and a spirit of adventure.

by Greg Larkin
Northern Arizona University
Flagstaff, AZ

Risa Udall
St. Johns High School
St. Johns, AZ

GL: The human spirit seems drawn to frontiers. We are always pushing against the barriers, be they physical, mental, or emotional. One important and all too often overlooked aspect of exploring the unknown is taking stock of where we are right now. It's both hard and dangerous to go forward without having a sense of where we are at the moment. We have found ourselves increasingly involved in our day-to-day professional lives with "the new technology," and we thought it wise to stop for a moment to take in the landscape of the new technological frontier.

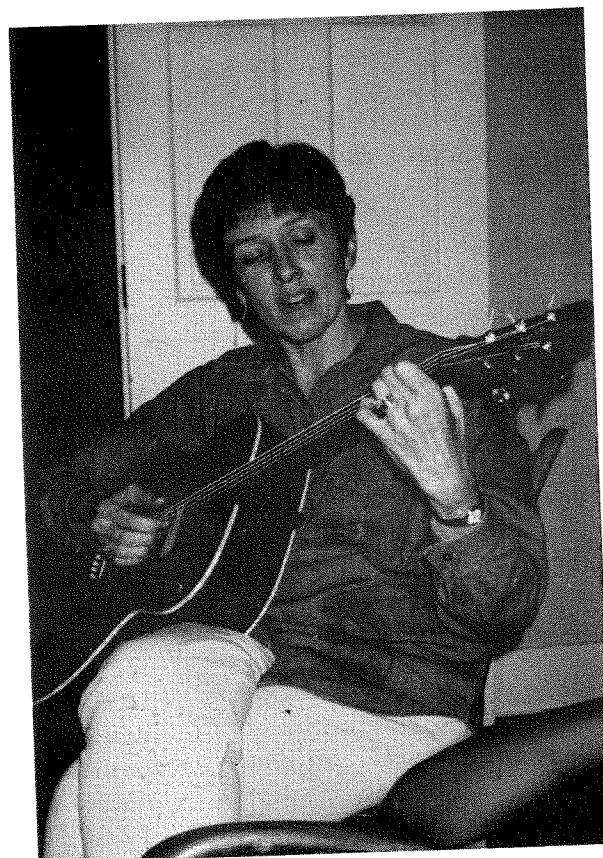
RU: Historically, the idea of frontier has been restricted to the physical landscape, and in Arizona we still have plenty of that. But increasingly, even in the wilds of Arizona, we are recognizing that there are important relationships between physical and mental frontiers. One of the best examples of this is in the frontier of the new technologies now coalescing around the idea of "distance education." What we are discovering is that success on this new technological frontier takes more than just getting

acquainted with the technology; it requires an ability to view the technology as a tool that encourages human interaction and activity. Without this view, the technology will do nothing—and may even be harmful to teachers and to students. With this view, the technology can be a vehicle for great improvements on the new frontier.

GL: Northern Arizona is in some ways still the old west—typified by huge empty distances between small and isolated towns—many with fewer than 1,000 inhabitants. Most rural teachers are there because they

love the advantages of country life. The small town atmosphere eliminates traffic jams, crowds, noise, and other urban ills. The fresh air, the quiet, the rivers and forests are all reasons why people live out there, on "the frontier."

RU: St. Johns, the town where I live, doesn't even have a stoplight, and the lack of traffic and commuting problems is quite appealing. The cost of living is reasonable compared to many urban areas, and there is no stress to "climb the corporate ladder." The attractions of skiing, fishing, hunting, picnicking in the mountains and other such outdoor entertainment, all within



Risa Udall at Bread Loaf

thirty minutes' drive, contribute to the lure of life in such a rural community. St. Johns has always been considered a wonderful place to live and to raise kids. It's a place where there is little violence, where there are only minor problems with drugs and alcohol. This is one of the attractions for teachers, who enjoy being able to work in a school system that isn't threatening or frightening.

GL: But, of course, there is a down side. Opportunities for cultural events, special speakers and courses, and many other sorts of programs just don't usually happen in the country. In fact, all too often it seems nothing is happening at all.

RU: The distance factor is one of the most distressing aspects of living in St. Johns. The lack of shopping opportunities can be frustrating, the lack of cultural and educational opportunities even more so. But technology, particularly telecommunication systems, has opened a new world to teachers and students alike in rural schools in Arizona. We can explore this new technological frontier even while we remain on the old-fashioned physical frontier.

GL: The relationships between the physical and mental frontiers are fascinating and the new technology seems to be providing a bridge between the two. Northern Arizona University has invested heavily in the technology of distance education. We can now deliver a course or a concert to any one of nine sites across the northern part of the state. Instead of traveling 150 miles to Flagstaff, a teacher from Kayenta can travel 50 miles to Hopi High School to take a

class or attend a lecture originating from the university.

RU: At St. Johns High School, BreadNet has proved its effectiveness in distance education programs and in

What we are discovering is that success on this new technological frontier requires an ability to view the technology as a tool that encourages human interaction and activity.

other collaborative projects. I have used e-mail capabilities to run electronic, collaborative writing projects with students from other parts of this state, as well as other states and countries. This personal involvement with individuals from all over the world has provided many real rewards for my students. In addition, the introduction of Internet to the high school this year has generated an unusual interest in research, much of which may admittedly be frivolous, but which has nevertheless captured the energy and whetted the curiosity of many students. So I see that, in specific ways, technology has expanded my students' horizons.

GL: As a teacher for thirty years, I can say that distance education is one of the most exciting things I've ever seen. Last night, for instance, I led a

discussion—they could see each other and talk to each other instantly—but the two people were actually 100 miles apart. As other students entered the dialogue, they, too, appeared on the screen—up to nine sites all at the same time on the same screen, all visible simultaneously at each of the nine sites.

RU: The involvement of a limited number of St. Johns High School students with BreadNet has also had an energizing and synergistic effect here. Collaborative projects with other schools have been an effective means of using the BreadNet system, resulting in more and more students asking to take part. This year we have worked on several BreadNet enterprises, including writing and trading Chaucerian prologues with several different high schools, exchanging cultural material with Ukrainian students, and obtaining popular song lyrics for poetry analysis. Students are also using the Internet as a data resource for all kinds of assignments; our school has a very limited library, and this year the Internet has been used successfully by students writing research papers. If teachers and students are open to their new technological frontier, they can do all sorts of new and exciting things. The technology can be the catalyst, but the basic receptivity has to be there first for the technology to precipitate the expansion of the frontier.

GL: Now through distance education

The relationships between the physical and mental frontiers are fascinating and the new technology seems to be providing a bridge between the two.

class in which participants were located in sites 100 miles apart. Yet for all practical purposes, they were in the same room. There on the screen in front of the students at each site were two people engaged in a real-time

technology, travel time is actually reduced. The TV studio is practically next door. At the same time we can reach students from Kingman, Page, Window Rock, Prescott, Tuba City, and other places. Even more impor-

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Collaboration Works— Especially When Planning a Murder!

by Erika Brett
Hatch Middle School
Hatch, NM

When my daughter Wendy was three years old we were spending a happy day playing in the local park. We picnicked, we laughed and we played on the swings. Then she began to run back to the picnic area. Without hesitating, I shouted, "Don't run, walk or you'll hurt yourself!" She didn't stop abruptly, but I did. I wondered why I said it to her. I knew it was natural for young children to run, not walk. I also knew that she wouldn't intentionally hurt herself. But I said it anyway. My admonishment of her behavior was not common sense speaking; nor did it come from what I knew about children and their stages of development. It was an echo of some distant authoritative figure's words which I was parroting without thought. It was a silly statement.

Years later, I again found myself parroting someone else's tried and true methods rather than adapting them to my own already-successful approaches. Though my classroom was a writing process classroom, I had tried to change it into something resembling Nancie Atwell's I-can-do-everything styled room, forgetting that she and her needs differ from me and mine. To paraphrase Tennyson's "Ulysses," she does her work; I do mine. I had forgotten that most of what I do I have learned, designed, and adjusted according to previous successes and failures. Adapting one or two practices from someone else is easy, but borrowing too many of them results in the creation of an artificial and stifling atmosphere for teacher and students. My classroom began to feel like a pair of shoes broken in by another person. The size was right but they didn't quite fit. Now I am wiser and have applied those of Atwell's

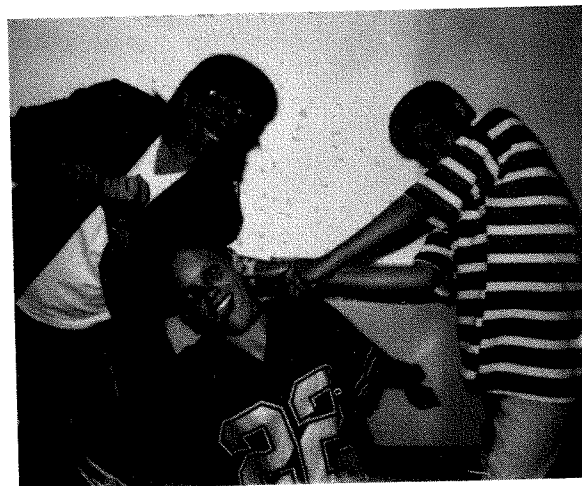
suggestions which convert smoothly into my own curriculum. Such adaptations also hold true for ideas gleaned from professional literature, workshops, and classes, including the "Writing in Its Place" course that I took at Bread Loaf last summer.

This year I am placing a greater emphasis on the holistic writing process and not simply the completion of writing assignments. I am allowing more student-directed learning in the curriculum. My students and I negotiate and revise our goals as we feel necessary. My classroom, like the writing process, is a journey with different paths to choose from. My students and I decide together which paths we will explore. I use modified portfolios and self-assessments as evaluation tools. I do not give tests. My administration supports this and allows me autonomy as long as state guidelines are met. My classroom is being reinvented constantly. We rely less and less on textbooks and instead use writing to learn.

For example, a favorite activity of my students is solving a murder mystery. I present a body (stuffed) and the evidence. My students, in groups of four, assume different roles. There is a forensic detective, a reporter, a suspect and the victim. The group must create a scenario of the crime and a personality for each character. Then they write the scenario from each point of view. The forensic detective must account for each piece of evidence, interview witnesses and write a report. The reporter

covers the news event, using the inverted pyramid and the "who-what-when-where-why-how" format. The suspect and victim write personal narratives. The group must ensure that each story is well-written, conforming to the facts of the case, and students revise and edit each other's writing. A final presentation is required. Projects ranging from puppet shows to three-act plays have been presented. This is where the project used to end. This year, however, the students continued the writing process by scripting a trial. Again, all the facts in evidence and stories of witnesses must agree with the written reports of each group. The class is the jury and I am a spectator. The students play multiple roles as there are only four students in each group.

I relish such times when my students are relying on and conferring with each other and not counting on me for all the "answers." I can observe the commotion and design strategies for productive learning in a very discursive classroom. Over a period of time, my students are realizing that writing isn't just a school assignment, but a process that has rewards and merit—it is a powerful communication tool. ☛



*Murder so foul: Erika Brett, Jami Hinojos
and Daniel Muñoz*

Teacher Networks Encourage Professional Development

by Jane V. Pope
Lovington High School
Lovington, NM

In an effort to remember where I've been and to plot my next adventure in learning, I look back upon the days before I joined the Bread Loaf Rural Teacher Network (BLRTN) and find two changes have brightened the darkness in which I groped along. The first change I made was to incorporate into my teaching practice Nancie Atwell's reading/writing workshop method. The second change was my becoming active in a network of teacher colleagues, whose encouragement and expertise have proved invaluable.

In the days previous to my association with Bread Loaf, I was exclusively using the five-paragraph theme to teach writing, even though many other teachers, I later found out, recognized the severe limits of this as a sole method of teaching writing. After students turned in their themes, I conscientiously labored over each of them, circling problem areas and placing helpful notes in the margins of the papers, which students barely glanced at before throwing them in the trash.

Unknown to me, Donald Graves had already criticized such writing "instruction." In *Writing: Teachers and Children at Work*, he says, "Teachers who have not wrestled with writing cannot effectively teach the writer's craft." Grave's criticism applied to me; I had not struggled with my own writing or examined my own process of writing adequately to enable me to encourage the imagination and skills of others.

After a summer of exposure to the Atwell reading/writing workshop at the High Plains Writing Project (HPWP) at Eastern New Mexico University (ENMU), Portales,

New Mexico, and another summer at the Bread Loaf School of English at Middlebury, Vermont, I have rethought the way I teach writing. Encouraged and supported by fellow educators I met at Bread Loaf, I have broadened my vision of the classroom and placed a greater emphasis on reading and writing.

I've come to understand Graves' statement, "The teaching of writing demands the control of two crafts, teaching and writing." Not only must I incorporate the skills and knowledge of teaching, but I must also



Jane Pope and Marcia Pennell, July, 1995, Middlebury, VT

write, talk about my writing, and use the problems I encounter in my own writing to inform the writing instruction I provide to my students. Students have a need to know that writing is a messy business for anyone, teacher and student alike. As they work through the creative chaos called "the writing process," students discover that writing provides understanding,

self-satisfaction and even healing. Only after experiencing this confusion can the writer learn what he or she knows about a subject.

The growth in my students' creativity, the development of their writing skills, and the increase in their appreciation for reading and writing validate my new methods. In the journal of the school's staunchest non-reader, I found this: "I really enjoyed this book, all 420 pages of it. It's the longest book I've ever read." And another student said, "My dad told me once that reading a book is a lot better than seeing the movie; I guess I'm just gonna have to find out for myself." I feel it is worth the effort of changing the system one student at a time.

And along the way, a major change developed for me, too. In the

Bread Loaf Rural Teacher Network, I have colleagues who share my newfound beliefs about writing instruction. Suddenly, the boundaries of a small town high school classroom no longer confine me. Other rural teachers have offered expert support, innovative ideas, and advice. They helped to interest me in teacher research and publication, and consequently professional outreach has become a way in which I can help isolated "others" who, like me, had little exposure to educational reform.

Through experience in the HPWP and BLRTN, I've gained the knowledge and confidence to help organize and present a one-credit graduate reading/writing workshop for teachers at Eastern New Mexico University. Later, when my principal approached me with the idea of teaching an instructional TV (ITV) class, I automatically began to figure

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Teacher Networks *continued*

out how a partnership between BLRTN and Lovington High School could occur. I wondered about the possibility of linking several New Mexico schools with e-mail, so that students could peer-edit, revise, share literature journals, and publish their work. Such interaction would enhance all reading and writing skills.

With this idea, I immediately began a dialogue on-line among Lovington High School, Bread Loaf Director Jim Maddox in Washington, D.C., and Rocky Gooch, BLRTN director of telecommunications, in South Carolina. Never before had such communication options been available to us. Quickly, we developed the idea and decided to apply for grant funding.

Whether or not the ITV class gets funded, positive changes are happening for me, my students, the school administration and our community. As a teacher I appreciate the increased imagination and innovative thinking in my students' writing, but I also am pleased to have the tremendous support from parents who recognize the practicality of the reading and writing workshop for student writers. Several times during parent conferences I have heard, "I really like the way you teach. I can see its benefits and appreciate what you're doing." Having the confidence and appreciation of parents has reinforced my belief in the potential of student-centered writing workshops for writing instruction.

In rural school districts, change in practice and philosophy comes slowly. But if rural teachers take advantage of programs such as the BLRTN and affiliate institutes of the National Writing Project, we can create the kind of informal networks of teachers needed to recognize and address our schools' needs, and begin to make improvements in the lives of our students, ourselves and our communities. 🐼

Pioneers on the Frontier *continued from page 37*

tantly these students can reach each other. Before, to get people from Sanders and Peach Springs talking, we had to bring them both to Flagstaff. Now they can stay home and yet talk to one another. And finally, the repertoire of materials available is much greater. In addition to all the things that can be shown over TV, we can accept and grade assignments over the e-mail network and even hold office hours on the Internet.

RU: Of course, we still have a long way to go in terms of increasing access. Internet use at St. Johns High School as well as at most rural schools is still limited. There are only four linked computers in our library, and I have only one in my classroom. Classes are limited to using the system infrequently. The difficulty is compounded when only a single computer connected to the Internet is available to a class. In addition, the cost of providing high-tech equipment in any form (hardware, phone bridges, CD-ROMs, etc.) can become prohibitive, especially for rural schools. But if the pioneer spirit is there, such problems can be solved—that is as true in the 1990s as it was in the 1890s.

GL: There is another danger in this brave new world, too. The personal touch can be lost over the computer monitors or TV screen. Students can feel isolated. The ideal of a liberal and humanistic education can be lost in the rush to give students high-tech

training in job-related skills.

Human interaction doesn't exist in the technology itself but must be developed in curricula by innovative teachers who employ the technology.

The ideal of a liberal and humanistic education can be lost in the rush to give students high-tech training in job-related skills. Human interaction doesn't exist in the technology itself but must be developed in curricula by innovative teachers who employ the technology.

RU: A new spirit of adventure and enthusiasm is needed to succeed on this new frontier. Telecomputing is still relatively new to many classroom teachers, and even teachers who have access to it may be struggling to design meaningful activities for relevant student learning rather than merely contrived exercises. The Internet can quickly lose its impact unless learning activities are purposeful and well-designed. As always, the innovative teacher is necessary if the new technology is to be used innovatively.

GL: Dedicated teachers will always be the heart of any classroom; that fact won't ever change. Knowing that, members of the Bread Loaf Rural Teacher Network and teachers in the Northern Arizona Writing Project are among the very first to embrace this new technology and use it wisely. We hope that other teachers will neither fear it nor ignore it. Instead, we invite them to stop for a moment to scan the landscape of educational technology, discover where they are and determine where they want to go. Then they can go forward and enjoy the journey. 🐼

Students' Enthusiasm: A Measure of Success

*Moira Donovan
Peoples Academy
Morrisville, Vermont*

In daily observations of my students, I try to gauge my effectiveness as a teacher by the degree to which my students are focused and engaged in their work. When their internal wheels are moving, I feel, I am doing good work. All good teachers engage in this kind of observation of students. However, as I have begun to use telecommunications technology to increase learning opportunities by

connecting my classroom to other classrooms, I find that self-evaluation through observation of students becomes more complex, more difficult. Engaged in telecommunications projects with other students in remote places, my students are part of a bigger picture, and my perspective must grow larger as well to envision it all.

How does one assess student learning even as one is changing the curriculum to include technology that makes collaborative projects possible between classrooms across the state or even across the continent? How do I evaluate my role as teacher, for

example, when I am leading discussions initiated by a student in Mississippi? As a teacher researcher, I need to focus on my students. I am not surprised to find my answers in the steady determination of their writing or the extent to which they are engaged in their e-mail activities with other students.

One project in which I observed

such active participation occurred last fall with a class of students who had been poorly motivated. It was always a struggle to engage them in reading and writing. As I began a telecommunications project that would allow my students to discuss in writing their ideas with Renee Moore's students in Mississippi, I was unsure how my students would react to the added class work I had arranged for them.

Our initial plan, which Renee and I organized during the summer session at Bread Loaf, dictated that both our classes would read *A Raisin in the Sun*, a play by Hansberry that raises many questions about social class and race. Several times during the reading of the play, our students would write to their peers and discuss the play. I was uneasy about the issues of race in the play. My students are predominantly white, while the Mississippi students were African-American. I was concerned that their lack of interaction with different races would show itself in this exchange of writing.

Reading a modern play, with such a lively dialogue, in itself, grabbed the attention of my class. They actively involved themselves in the oral reading of the play and even attempted animated role-playing. Although we tried a variety of approaches, the students enjoyed sticking with particular characters in their reading of the play. In our daily discussions I witnessed a growing awareness of characterization. Students began to think of the characters as if they were real people they knew. As the students became acquainted with these characters, they daily wrote entries in their journals which I sent to our friends in Mississippi via BreadNet.

The students in both Vermont and Mississippi unquestionably understood the socioeconomic issue of class presented in the play. Many of my students from working class families had a clear perspective of poverty, of the desire to have material wealth, of the elusiveness of the American dream. Though these were



Moira Donovan at the computer with a student

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Students' Enthusiasm

continued

issues I had not necessarily planned, my students became astute learners in this area. I saw firsthand that socioeconomic issues of class seemed more important to students than issues of race. The students in Mississippi also connected clearly to the play's class issues and their reactions revealed this.

We seemed to move at a snail's pace during this unit, focusing on very close reading. I did not anticipate the level of involvement to

frankly with equal vigor. One student wrote in her journal:

I'm not sure what I think the American dream is. I guess you need money. That's what everyone wants. Then some people want to share their money and happiness with others. So love has to be something. Sharing your wealth with others may not be something that people dream of, but a lot of people do it.

Though this unit required significant writing and rewriting, my students did it! The exchange with our

How does one assess student learning even as one is changing the curriculum to include technology that makes collaborative projects possible between classrooms across the state or even across the continent?

which the students rose, working hard to understand, to analyze the writing, to uncover the motivations of the characters. Their analysis went beyond the typical questions in the study guides that we teachers often use. They tackled the issues of class and race with more awareness than I had given them credit for, and their interaction with the text was greater than I expected. I discovered that this unit interested them so because the issues were real ones they and their peers developed, not just teacher-invented concerns.

The students in Mississippi prompted rich thinking up in Vermont. They asked straightforward, well-written questions: "Walter seems to have many dreams; do you think any of them will come true?"; "I think Travis has no respect for his family, what do you think?" These questions continued throughout the exchange. My allowing for thinking time as well as writing time gave my students opportunity to reflect and respond

Mississippi peers did much to increase the confidence of this particular group of students as readers and writers. They left the class with fuller writing folders than I thought possible—and with an unexpectedly positive experience in English.

Observing our students' enthusiasm for discussion and inquiry is a fairly accurate gauge for taking stock of their learning, and I can attest to the positive results BreadNet has brought. I have witnessed their desire to go beyond my expectations, to reach further. They have begun the processes involved in active learning. Certainly, this happens in all good classrooms, with or without telecommunications, but I find that with telecommunications technology I am no longer isolated, no longer the singular provider of everything for my students. Others providers come in through the wires. The students are enlivened by this expansion, as I am. I am reminded that growth and the evaluation of growth are what education is all about. ☞

BLRTN Activities: A Selection

Ruidoso Municipal School District granted **Erika Brett** \$1,000 to prepare a Shakespearean video and slide presentation showcasing places where Shakespeare lived and set his works. Erika will work on this project this summer while at Bread Loaf, Oxford, England.

Scott Christian was awarded a grant for a Practitioner-Based Research Project from the Spencer Foundation to document the implementation of a portfolio system. His case study will include perspectives from a student, a teacher and a parent. Scott's forthcoming book, to be published by NCTE, and entitled *Exchanging Lives: The Emergence of a New Literacy*, will analyze the kinds of writing and thinking that occur in on-line student exchanges focused on literature.

On April 12-13, **Celia Concannon** produced an original musical, *Goddess of the Sun*, written and composed by 16-year-old student Michael Cooper. The musical is based on the life of "La Malinche," a Native American woman who translated for Cortez when he arrived at Tenochtitlán to speak to the Aztec Emperor Moctezuma. Celia is also bringing Cici the Clown "out of retirement" and developing a Clowns Who Read program for elementary schools.

Joined by five of her students, **Mary Ginny DuBose** presented "Writing with Telecommunications" at the annual conference of the South Carolina Council of Teachers of English, North Myrtle Beach, March 7. Ginny was interviewed about her BLRTN projects by Doug Keel on *Speaking of Schools*, a weekly program on National Public Radio in South Carolina. Ginny will continue teaching two sections of "Writing with Telecommunications" at Waccamaw High School in 96-97 academic year.

"Coloring Outside the Lines," an article by **Linda Hardin** detailing methods of publishing student writing, was published by *English Journal*, November, 1995. Linda also has a chapter, "Just Cruising: A Personal Road Map to Telecommunications," appearing in the forthcoming book *The Nearness of You*, published by Teachers & Writers Collaborative. Linda won the Harvey Jeffers One-Act Play

Competition sponsored by Lander University, Greenwood, SC, where her play was produced on April 6.

At the Northern Arizona Writing Project Spring Conference in Prescott, April 13, and at the Northern Arizona Reading Council Conference in Ganado, April 20, **Nancy Jennings** presented "Movers, Dreamers, Poets: Integrating Imagery, Movement, and Language" with three colleagues from her district.

In March, 1996, at the annual conference of South Carolina Council of Teachers of English, **Priscilla Kelly** presented an interdisciplinary unit focused on study of natural wetlands. In April, 1996, Priscilla was named Lexington County Soil and Water Conservation Teacher of the Year for grades 7-12.

Sharon Ladner received the Alan R. Barton Excellence in Teaching Award and the Mississippi Department of Education's Fifth Congressional District Teacher of the Year Award. Sharon was appointed to the Mississippi Department of Education Professional Development Task Force and the Advisory Council for the Mississippi Teachers' Forum.

Chuck McDonnell's essay "Total Quality: A Farewell to Grades" was accepted for a forthcoming NCTE book on alternate forms of assessment, edited by Stephen Tchudi.

Tish McGonegal and **Ellen Temple** presented "Who, Me? Involving the Whole School in Developing and Assessing Writing Portfolios" at the NCTE/Alterna-

tive Assessment Conference on April 18-20 in Wilmington. Tish was appointed to the Development Committee of the NAEP Reading Exam. She presented "Great Summer Programs for Teachers Who Write" at Vermont's annual "Teachers Who Write" conference, May 3, in Montpelier. Tish and Geof Hewitt were funded to create a National Writing Project affiliate site at the University of Vermont, July 8-August 1. The new NWP program will establish connections with BLRTN fellows.

Rod Mehrtens was accepted as a participant in the 1996 Bread Loaf theater program Acts of Collaboration, funded by an NEH grant.

Terri Noonkester, Sharon Ladner, Leslie Fortier, Bette Ford, Patricia Parrish, and Myra Harris participated in a demonstration of telecommunications technology for teachers at the Mississippi Thinking and Writing Institute in Jackson, April 2.

Nancy Olson will serve on the advisory board of the National Writing Project affiliate site at the University of Vermont. Nancy will also serve as judge of the Vermont Honors Competition in Writing, a state contest sponsored by the University of Vermont. Nancy had a poem published in the most recent issue of *The Worcester Review*.

Sondra Porter was awarded a \$10,000 grant by the State of Alaska to coordinate *Northern Susitna Fanfare*, a collection of publications, brochures, and radio spots

written and produced by Alaskan elementary students about Susitna Valley. Sondra was named the new editor of the newsletter of the Alaska Council of Teachers of English, *The ACTE Bulletin Board*. She is also co-editor, with her husband, of *Alaska Ski Tips and Tales*, the newsletter of the U. S. Skiers Association.

Rosie Roppel was reelected as Chair of the Board of Directors for the Alaska State Writing Consortium (ASWC) for a term of two years. She is also a contributing writer to *Northword*, a quarterly published by ASWC. In November, Rosie facilitated a "Computer Networking" sectional at the National Writing Project meeting at NCTE in San Diego. Rosie serves as co-director of the language arts restructuring committee for the Ketchikan Gateway Borough School District.

Stephen Schadler published "Change Means Thoughtful Restructuring, Not Mandates" in the Winter, 1996, issue of the *Assembly of Rural Teachers of English*. Steve was granted \$2,500 by Santa Cruz County, AZ, Judicial Advisory Board to sponsor an open gym for youngsters one night a week for recreation.

At the conference of the New England League of Middle Schools, March, 1996, **Ellen Temple** presented "Changes: Success for All Students- No Exceptions No Excuses." ☘

DeWitt Wallace-Reader's Digest Fund Fellows

The following rural teachers from six target states have been awarded DeWitt Wallace-Reader's Digest Fund Fellowships, and have attended the Bread Loaf School of English. The Fellows and their associates are currently working on collaborative projects to improve students' experiences with literature and writing.

Alaska

Fellows

Robert J. Buck
Patricia Carlson
Scott Christian
JoAnn R. Cunningham
Hugh C. Dymont
Pauline Evon
Allison Holsten

School

Wrangell High School
Lathrop High School
Nikiski High School
Haines High School
Paul T. Albert Memorial School
Kwethluk Community School
Palmer High School

School Address

P.O. Box 651, Wrangell AK 99929
901 Airport Way, Fairbanks AK 99701
Pouch 10,000, Nikiski AK 99635
P.O. Box 1289, Haines AK 99827
P.O. Box 49, Tununak AK 99681
Kwethluk AK 99621
1170 W. Arctic, Palmer AK 99645

(continued on next page)

Alaska (continued)**Fellows**

M. Heidi Imhof
 Danielle S. Lachance
 Sandra A. McCulloch
 Rod Mehrtens
 Karen Mitchell
 John Morse
 Natasha J. O'Brien
 Mary Olsen
 Prudence Plunkett
 Sondra Porter
 Rosie Roppel
 Sheri Skelton
 Janet A. Tracy
 Patricia A. Truman
 Kathleen Trump
 Linda Volkman
 Claudia Wallingford

School

Ella B. Vernetti School
 Hydaburg City Schools
 Chief Paul Memorial School
 Dillingham High School
 Harborview Elementary School
 (formerly of) Brevig Mission School
 Ketchikan High School
 Sand Point High School
 Houston Junior/Senior High School
 Susitna Valley High School
 Schoenbar Middle School
 Shishmaref School
 Delta Greely Alternative High School
 Palmer Junior Middle School
 Susitna Valley Junior/Senior High School
 Colony Middle School
 Gruening Middle School

School Address

P.O. Box 70, Kayukuk AK 99754
 P.O. Box 109, Hydaburg AK 99922
 P.O. Box 19, Kipnuk AK 99614
 P.O. Box 170, Dillingham AK 99576
 10014 Crazy Horse, Juneau AK 99801
 Brevig Mission AK 99785
 2610 Fourth Ave., Ketchikan AK 99901
 P.O. Box 269, Sand Point AK 99661
 P.O. Box 521060, Big Lake AK 99652
 P.O. Box 807, Talkeetna AK 99683
 217 Schoenbar Rd., Ketchikan AK 99901
 General Delivery, Shishmaref AK 99772
 P.O. Box 527, Delta Junction AK 99737
 1159 S. Chugach, Palmer AK 99645
 P.O. Box 807, Talkeetna AK 99676
 HCO 1 Box 6064, Palmer AK 99645
 9601 Lee Street, Eagle River AK 99577

Arizona**Fellows**

Priscilla Aydelott
 Timothy Aydelott
 Sylvia Barlow
 Sabra Beck
 Celia Concannon
 Jason A. Crossett
 Chad Graff
 Amethyst Hinton
 Vicki V. Hunt
 Beverly Jacobs
 Nancy Jennings
 Mary Juzwik
 Cecelia Lewis
 Jill Loveless
 Jody K. McNelis
 Kevin T. McNulty
 Janet Olson
 Robin Pete
 Sylvia Saenz
 Stephen Schadler
 Karen Snow
 Nan Talahongva
 Edward Tompkins
 Risa Udall
 John Zembiec

School

Monument Valley High School
 Monument Valley High School
 Chinle Jr. High School
 Marana High School
 Nogales High School
 Douglas High School
 Monument Valley High School
 Douglas High School
 Peoria High School
 Marana High School
 Ganado Intermediate School
 Ganado Middle School
 Buena High School
 Globe Junior High School
 Academy at Santa Cruz Valley Union High School
 Calabasas Middle School
 Chinle Elementary School
 Ganado High School
 Sierra Vista Middle School
 Rio Rico High School
 Ganado Primary School
 Hopi Junior/Senior High School
 Lake Havasu High School
 St. Johns High School
 Chinle Junior High School

School Address

P.O. Box 337, Kayenta AZ 86033
 P.O. Box 337, Kayenta AZ 86033
 P.O. Box 587, Chinle AZ 86503
 12000 Emigh Rd., Marana AZ 85653
 1905 Apache Blvd., Nogales AZ 85621
 1500 15th St., Douglas AZ 85607
 P.O. Box 337, Kayenta AZ 86033
 1500 15th St., Douglas AZ 85607
 11200 N. 83rd Ave., Peoria AZ 85345
 12000 Emigh Rd., Marana AZ 85653
 P.O. Box 1757, Ganado AZ 86505
 P.O. Box 1757, Ganado AZ 86505
 3555 Fry Blvd., Sierra Vista AZ 85635
 501 E. Ash St., Globe AZ 85501
 9th and Main St., Eloy AZ 85231
 1220 Lito Galindo, Rio Rico AZ 85648
 P.O. Box 587, Chinle AZ 86503
 P.O. Box 1757, Ganado AZ 86505
 3535 E. Fry Blvd., Sierra Vista AZ 85635
 1220 Camino Lito Galindo, Rio Rico, AZ 85648
 P.O. Box 1757, Ganado AZ 86505
 P.O. Box 337, Keams Canyon AZ 86034
 2675 Palo Verde Blvd., Lake Havasu City AZ 86403
 P.O. Box 429, St. Johns AZ 85936
 P.O. Box 587, Chinle AZ 86503

Mississippi**Fellows**

Mark B. Busbee
 William J. Clarke
 Leslie Fortier
 Carolyn Hardy
 Myra Harris
 William E. Kirby
 Sharon Ladner
 Renee Moore
 Terri Noonkester
 Patricia Parrish
 Patsy Pipkin
 Peggy Turner
 Penny Wallin

School

Ocean Springs High School
 Shivers Junior High School
 Stringer High School
 R. H. Watkins High School
 Pascagoula High School
 Hawkins Junior High School
 Pascagoula High School
 East Side High School
 Hawkins Junior High School
 Sumrall Attendance Center
 Oxford Junior High School
 Saltillo High School
 Jones Junior High

School Address

406 Holcomb Blvd., Ocean Springs, MS 39564
 P.O. Box 607, Aberdeen MS 39730
 P.O. Box 68, Stringer MS 39481
 1100 W. 12th St., Laurel MS 39440
 2903 Pascagoula St., Pascagoula MS 39567
 523 Forrest St., Hattiesburg MS 39401
 2903 Pascagoula St., Pascagoula MS 39567
 601 Wiggins Ave., Cleveland MS 38732
 523 Forrest St., Hattiesburg MS 39401
 P.O. Box 187, Sumrall MS 39482
 409 Washington Ave., Oxford MS 38655
 Box 460, Saltillo, MS 38866
 1125 N. 5th Ave., Laurel MS 39440

New Mexico**Fellows**

Wendy Beserra
 Erika Brett
 Dorothy I. Brooks
 Arlene Duran

School

Silver High School
 Hatch Middle School
 Ojo Amarillo Elementary School
 Bernalillo High School

School Address

3200 N. Swan, Silver City NM 88061
 P.O. Box 790, Hatch NM 87937
 P.O. Box 768, Fruitland NM 87416
 P.O. Box 640, Bernalillo NM 87004

Ann Eilert
Emily Graeser
Annette Hardin
Susan Jesinsky
John Kelly
Roseanne Lara
Juanita J. Lavadie
Carlotta Martza
Theresa Melton
Susan Miera
Gary Montaño
Jane V. Pope
Virginia Rawlojohn
Stan Renfro
Dianna Saiz
Norma Sheff
Philip Sittnick
Lauren Thomas Sittnick
Bruce R. Smith
Marilyn Trujillo
Michelle Wyman-Warren

Los Alamos High School
Twin Buttes High School
Truth or Consequences Middle School
Santa Teresa Middle School
Shiprock High School
Gadsden Middle School
Taos Day School
Santa Fe Indian School
Tse'Bit'ai Middle School
Pojoaque High School
Carlsbad High School
Lovington High School
Estancia High School
Wingate High School
Gadsden Middle School
Hatch Elementary School
Laguna Middle School
Borrego Pass Middle School
Crownpoint Junior/Senior High School
Taos Day School
Mountainair High School

1300 Diamond Dr., Los Alamos NM 87544
P.O. Box 680, Zuni NM 87327
P.O. Box 952, Truth or Consequences NM 87901
P.O. Box 778, Santa Teresa NM 88008
P.O. Box 6003, Shiprock NM 87420
Route 1, Box 196, Anthony NM 88021
P.O. Drawer X, Taos NM 87571
1501 Cerrillos Rd. Santa Fe NM 87502
P.O. Box 1873, Shiprock NM 87420
Pojoaque Station, Santa Fe NM 87501
408 N. Canyon, Carlsbad NM 88220
701 W. Avenue K, Lovington NM 88260
P.O. Box 68, Estancia NM 87016
B.I.A., P.O. Box 2, Fort Wingate NM 87316
Rt. 1, Box 196, Anthony NM 88021
Hatch NM 87937
P.O. Box 268, Laguna NM 87026
P.O. Box 679, Crownpoint, NM 87313
P.O. Box 700, Crownpoint NM 87313
P.O. Drawer X, Taos NM 87571
P.O. Box 456, Mountainair NM 87036

South Carolina

Fellows

Janet Atkins
Michael Atkins
Polly E. Brown
Victoria Chance
Raymond Cook
Ginny DuBose
Monica M. Eaddy
Barbara Everson
Doris Ezell
Anne Gardner
Joyce Summerlin Glunt
Linda Hardin
Tracy Hathaway
Priscilla E. Kelley
Nancy Lockhart
Robin McConnell
Carolyn Pierce
Jim Schmitz
Betty Slesinger
Elizabeth V. Wright

School

Wade Hampton High School
North District Middle School
Belton-Honea Path High School
Pickens High School
Socastee High School
Waccamaw High School
Lake View High School
Belton-Honea Path High School
Chester Middle School
Georgetown High School
(formerly of) Hunter-Kinard-Tyler High School
Blue Ridge Middle School
Robert Smalls Middle School
Pelion High School
Homebound Tutor, Colleton School District
Calhoun Falls High School
Cheraw High School
Piedmont Technical College
Irmo Middle School
Ronald E. McNair Junior High School

School Address

P.O. Box 338, Hampton SC 29924
P.O. Box 368, Varnville SC 29944
11000 Belton Hwy., Honea Path SC 29654
111 Blue Flame Dr., Pickens SC 29671
4900 Socastee Blvd., Myrtle Beach SC 29575
2688 River Rd., Pawleys Island SC 29585
P.O. Box 624, Lake View SC 29563
11000 Belton Hwy., Honea Path SC 29654
112 Caldwell St., Chester SC 29706
P.O. Box 1778, Georgetown SC 29442
Box 158, Norway SC 29113
2423 Tiger Bridge Road, Greer SC 29651
43 Alston Rd., Beaufort SC 29902
P.O. Box 68, Pelion SC 29123
P.O. Box 290, Walterboro SC 29542
Edgefield St., Calhoun Falls SC 29628
649 Chesterfield Hwy., Cheraw SC 29520
P.O. Box 1467, Greenwood SC 29646
6051 Wescott Rd., Columbia SC 29212
Carver Street, Lake City SC 29560

Vermont

Fellows

Kurt Broderson
Mary Burnham
Mary Ann Cadwallader
Katherine Carroll
Moirá Donovan
Jane Harvey
Margaret Lima
Suzane Locarno
Judith Morrison
Bill Rich
Ellen Temple
Vicki L. Wright
Carol Zuccaro

School

Castleton Village School
Waits River Valley School
Mill River Union High School
Middlebury Union High School
Peoples Academy
Brattleboro Union High School
Canaan Memorial High School
Barre Town Elementary School
Hinesburg Elementary/Middle School
Colchester High School
Camel's Hump Middle School
Mt. Abraham Union High School
St. Johnsbury Academy

School Address

P.O. Box 68, Castleton VT 05735
Rt. 25, East Corinth VT 05040
Middle Road, North Clarendon VT 05773
Charles Ave., Middlebury VT 05753
Morrisville VT 05661
50 Fairground Rd., Brattleboro VT 05301
1 School St., Canaan VT 05903
70 Websterville Rd., Barre VT 05641
Hinesburg VT 05461
Laker Lane, Colchester Vermont 05446
Brown Trace Rd., Richmond VT 05477
7 Airport Dr., Bristol VT 05753
Main Street, St. Johnsbury VT 05819

Rural Teacher Network Consultants

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San Juan Community College
Palmer High School
Pojoaque Middle School
Piedmont Technical College
Camel's Hump Middle School
Unalaska City School

4601 College Blvd., Farmington NM 87402
1170 W. Arctic, Palmer AK 99645
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P.O. Box 1467, Greenwood SC 29646
Brown Trace Rd., Richmond VT 05477
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Spring/Summer 1996

Bread Loaf Rural Teacher Network

Bread Loaf Rural Teacher Network
Bread Loaf Office
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Middlebury, Vermont
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