

ryan fitzpatrick / SEPTEMBER TO DECEMBER

"roll with the punctures"

glass magnify
light sigh desktop
eyes wake how shoulders
hold ideo
logically overboard
time pinpricks process
hole fluoresce

Black box pulsate open, yawn. Ryan's role
blows up like helium loses hydrogen. Sun
at the front, or is that stumble? Cracks a
joke. Facade cracks authentic and sticks to
brick walls. Scientifically, potential energy
depends on height. Classroom begins
curving, speaking into itself. Do broken
desks have dialect? Do schools work in
organ systems? Spine up; heartbeat
manage.

“insidious relationship of literature”

hold books high now
look may be cold
manage snow maybe
rain in pages
margin a line but life
crooked curve
electron turn to pole

The book is a system of pages, reproducing
reading habits. Crack spines. Who needs
this, English 20-2 asks. Track to source.
Sentences appear in eyes. Walls are
painted a bright white broken black hole.
Does gravity apply? Stars in constellation,
not grammatical defeatism, ask how to
open the book. Can the book be trusted?
Can the book be open?

“procedure and expected results”

teach to labcoat or
ship captain spyglass
reify sit down shhh
maybe later lightbulb
 ekes a eureka
after class indifference

Between lived experience and commodified
experience is inquiry. Small hands build
bridges to cross cardboard rivers. A plan or
ape. Hearts beat quickly. Room cracks
into a system of potential energy. Mr.
Long points small eyes at long bridges that
other classes may avoid based on class
position. Small eyes point bridges to
homeless shelters. An altitude adjustment.

“beware of pissed off vandals”

clouds up public scratch
scrawl mark sighs
hands up
reproducible over
state stands blackboard
high pinholes

Can the book be written into? Palimpsestic graffiti insists teaching into public space. The wall's role blows up. Shawn scrawls on lockers where blame is displaced; Scott is pissed. Who speaks this graf dialect, an other class dialect? Paint from posture. Anarchy, an arch bridge system, subverts pulse. On some days, desks can manage classrooms. Pen to desk.

“inflicts”

whose to say
pages state gravity fall
teach hold-up
push against trickle-down
engage learn mechanism
peg into hole
shrink into singularity

In room 210, student work plugs leaks in walls. Jokes are self-effacing but anaesthetically rhetorical. Heart calms classroom hands mouth deep verbs. Open to social pressure. Solar fission. Nuclear ideologue. Which variables are controlled? Whose? Ann asks if teachers are authentic. Eyes unfocus at sunlight while leading lessons. Blinks lid gravity as potential turns kinetic. Even stars burn out. Even paint peels back.

“the queen’s speech”

star charts open
apart from phoneme sent
weather hence
how hearts start lights
elites look know-how
how for look holds
attent intend

Theoretically, the center falls at the front of the room. Does teaching make magnetic fields? Straight to standard, a broom, a sieve. Breath holds holes. Exchange or pour whose book holds. Rest hold. Resting pulse. Christine relates Shakespearian binary oppositions. Snowstorm run to windows. Can dialect be ignored? Words hold as much as desks as much as legs as much as bridges. Stars in collapse, not constellation.

“this boy’s life among the electrical lights”

spyglass electron letter
 opener or closure
a logos travelog bends
metal malleable hands
grey matter so serious wash
ideolog calls brains into
 hypathesis

Minds can spark to light bulbs. Illume.
Eye is a tourist eye, unsteady. Hyphens
puncture lungs, deflate. Lunging punch.
Somehow, strident idealism cannot crack.
To apply spines. To spin around. In the
Discovery Hall, play is encouraged.
Electrons can conduct through gases,
metals. Speaking into, Katie directs poems
skyward. Pulls to ground. Exhale; inhale.
Sparks grow steady to light fires.

“the sentence is hierarchical; it implies subjections,
subordinations”

stands high arches
calves straight leg part
cuffs smart cut
laughs for sub
version suit jacket
curmudgeon agenda in tow

If, in fact, the book can be written into, then
who does? Author(ity. Right dialects stand
tall for sentences. Awkward construction
belies voice, while voice booms. Ryan
works on his quiet voice. Bricks have the
window's number, but how to teach
linguistic bricks instead? Bridge critique.
Eyes infer funnels, bankbooks, but avoid
income similes. Student cracks reveal
smiles. Hand to lips, a pedagogical quiet.

“a full blank surface, completely filled in”

oxygen slides pencils
back time
flame lungs instead
talk nerves table erase
a race fall incline plane
fly curve spine meme
or why carve marks believe

Smell impairs speed. Voice stench. Halls
fill on breaks and lunch. Do walls hold
students? Lights inscribe bold new
grammatical systems. Pulse enters with
dialect. Eye sees letter before the marker
draws them. Light/dark only carries pages
so far. In real words, social gravity carries
bodies across. Bridges defy rush. Air
pulsates as eyes open. Light like stars but
dispersed. Sometimes chests open to
ribcages to hearts to. Now, questions have
dialect.