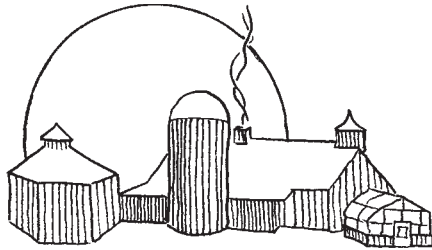


Farm Seminar, Reimagined

The Mountain School unveils a fresh perspective on a curricular staple. p. 10



Fall 2023

Connections Across Semesters

Fostering friendships & conversation through the Big Sibling/Little Sibling Program. p. 12



Pearls & Seaweed

Breaking Bread

You asked, the chefs answered: classic recipes from the Mountain School kitchen. p. 7

No. 68

After the Vershire Playground

a poem by Emme Ross f23

To feel like flying
hollering and whooping
my hair untied, dancing
higher and higher
all worries fade
laughing

I chase the wind
further and further

the blue sky blurred
my smile cheek to cheek
up and up
until I go no more
and they say swings are only for children



Monarch, woodcut by Kal Quinn f23
Lily, linocut by Esme Morrison f23



First Glimpse, linocut by Samantha Zacky f23

Sixteen & Solo

by Cora Anderson f23

Some of you probably know that I had my birthday during solo. It was the day that it rained all afternoon, and I spent the whole time in my hammock reading *The Picture of Dorian Gray*, an insanely good book that I very much recommend if you haven't read it. The very famous premise

of the novel is that this man, Dorian Gray, makes a wish that his portrait will age instead of him so he can stay forever youthful.

And I was thinking about how when I was a little kid I could never wait for my birthday to come, and it felt

like it took such a long time, and I so desperately wanted to be older. I wanted to understand more things, I wanted to live in the world of adults. And then, suddenly, I was older, and the birthdays seemed like they came faster, and at times I missed that childhood that I had been so desperate to get out of, and that perspective that you have on the world when you start school for the first time, make a friend for the first time, lose a friend for the first time, have your first crush, read a book that changes the way you think about everything. I wanted to understand what adults understood, but in growing up I lost the understanding that comes from the experience of being a little kid.

Dorian Gray tries to bottle up this specific point of view—the intensity and the beauty of the world when you're young and seeing it all with fresh eyes. (Spoiler alert, it doesn't go well for him.) Part of the intensity, part of the beauty, is

Continued on page 5

Letter from the Director

Uneasy equilibrium



A ghost (Clara f23) in the kale.

Somewhere back in high school, I got it in my head that I really wanted to have a tattoo of the chemical symbol for equilibrium just below my collarbone. I even drew it on with a Sharpie to see how it would look. I loved the visual balance of the symbol, how it gestured towards the classic “equal” sign but was more than that. And I loved the chemical reality that it captured, how things are always moving and also able to stay steady. That worked so well for me as a high school philosophy.

And, to a great extent, it works well for me as a philosophy to embrace as director of the Mountain School. Working with adolescents, working with a program that has a rich history, coming to this place in a moment of generational transition and cultural demand – all of this creates an uneasy equilibrium. Things need to stay steady. Things need to change. Both of these must be true at once.

The steady state of change that is equilibrium is not the same as the cycle of seasons, not the same as the turn of one semester into another and back again. The steady state of change is much better expressed by the same number of empty bunks at the start of the term and the end of the term coexisting with the knowledge that in between those bunks were filled with fifty vibrantly different human beings and will again be filled with fifty more. Nothing will be the same in the moment, but beyond that moment everything will be the same.

Lately, I’ve been talking to students about dreams. It

isn’t anything deliberate. It has come up, in part, at mealtime conversations because the students are keeping sleep logs for their health and wellness class and so are thinking more about when and how and why they sleep. The last few dinner conversations have been full of hilarity as students relate dreams about classmates abandoning them to do dishes on a sinking rowboat, or dreams about teachers asking them to sing to the cows. We laugh and we try some amateur analysis of symbols.

And I’m thinking about this because of a comment an alumnus made to me last March at his one-year reunion. After snowshoeing out to the sugar house, he turned to me and said, “I am so glad I came back to campus. It was starting to all feel like a dream.”

That is the uneasy equilibrium about this place – is it time away from the real world? Is it a chance to gain perspective on the real world? Are we taking a pleasant nap? Or waking up for the first time? Can it be both?

As director, I often have the sensation of living in two worlds at once – and I suspect that other members of the faculty feel it as well. After lunch each day, I watch the students load into the farm truck or put on their daypacks and head out to their work periods, while I climb the stairs to the office and examine spreadsheets to figure out how we’re doing budget-wise. Which is the real school? Which is the one that matters more? Pay too much attention to the numbers, and the humans will suffer. Pay attention only to the experience, and the numbers won’t be there to support it.

Sometimes I want the student experience to be that dream-like state: a semester of magical farming, deep coursework, fantastic friendships, forest exploration. But we can’t simply be a chance to get away; we have to also be a chance to be here. And here not just in the Vermont sense, the campus sense, but here in this present moment. And that means that we have to teach students not just to do the farming and the forestry and the calculus and the dishes, but also teach them to talk about systems of oppression, how the economy

affects agriculture, what is going on in the Middle East, why we have had trouble retaining faculty of color, how many packages are delivered by UPS on any given day. It would be nice, in some way, to ignore all that, to bubble up tightly and insulate ourselves, to take a nice long nap and dream away.

But if we did, then this place and its lessons would fade, as dreams fade, upon encountering the rocks of reality, the shrill of the alarm. If I want the Mountain School to make a lasting impression – to truly mean something – to the students who come here, then I have to embrace the uneasy equilibrium and allow the enchantment to be dispelled, allow for reality to permeate this experience, to bring things back to the broader here and now.

I never did get that tattoo, and I can't say that I regret the decision. I carry the idea with me still and feel more than ever that I am living it every day.

Alex Myers, Director



By the Book: TMS in Print



Light Box

By Patrick Morrissey f98

In *Light Box*, Patrick Morrissey's third collection, the poet explores the mysteries and intimacies of life in the city as they intersect with the pleasures and realities of family life. In lines of lyric concision, Morrissey observes miniature dramas play out in apartments, on sidewalks, and behind the wheel. Emotionally vivid and intellectually complex, these carefully measured poems transform the most familiar things into marvels, where "a filigree of shadows tossed on the wind reassembles itself." Verge Books, 2023.



A Long Night's Journey Into Day: Growing Up In Nazi Germany

By Herbert A. Goertz

Herbert A. Goertz, who taught at the Mountain School from 1965 to 1997 has written a powerful memoir detailing the author's childhood years spent in Germany during Hitler's rise to power. Though the events described took place many decades ago, the book

is disturbingly relevant to the current political climate in this country when democracy is under attack and when racism and bigotry are rampant again. Page Publishing, 2023.

Field Guide to Ambiguity

By Hannah Burr s90

Field Guide to Ambiguity is Hannah's fifth book and it is about learning to feel situated when you don't know where you are. It's a way to pause and orient when you are in life's washing machine, without claiming to have your answers for you. It's part journaling tool, part oracle and part artists' book, full of open-ended questions to help you relate freshly to what's immediately around you. "In the end, you yourself are ambiguity's only bearings. You are the orienting principle of any given situation." This project is a beautiful meld of visual art, poetry, prayer and science. Hannah Burr Studio, 2024.

Continued on page 23

Note from the Farm

Our Pigs, Ourselves

by Sidney Tilghman, Assistant Farm Manager & Art Teacher



Emme Ross f23 and Little Red Brown enjoy a moment in the pasture.

I came to TMS by way of Summer Farm Crew. How I got to Summer Farm Crew is a long story requiring far too much exposition, but it goes something like this: I toured the farm, I loved the farm, and so, of course, I shrugged aside all other plans to work on the farm. It was one of the best-worst-happiest-hardest summers of my adult life.

In early July, a few weeks after I started, record rainfall made Vershire an island. Lightning strikes twice fried the school's network, power outages led to numerous animal escapes, I hit a bear with my car, and what started as a stretch of wet days turned into a stretch of wet weeks and then wet months. Weeds flourished. Slugs thrived. Hay windows opened, abruptly closed, and then failed to appear altogether.

The perpetual, never-ending rain felt biblical; even without Wi-Fi and cell service, we knew the forecast. (Hence the worst-hardest.) The cruelest outcome of so much rain was the loss of life in the school sheep. After a record lambing season, unmanageable parasite loads culled our lamb population back to “normal” numbers.

Around the time the lambs began to flag, the smallest of the farm's eight little pigs started to look similarly world-weary and haggard. As the other pigs grew and grew and grew, she remained small and thin. On dry days, she languished, a reddish-brown lump, in sun puddles precariously close to the yard's toileting corner; on wet days, she didn't leave the shed. She stopped eating and started wheezing. Her tail uncurled and went limp. The Farm Crew began referring to our sick pig as “Little Red Brown”—as in, “Did Little Red Brown eat today?” or “Don't forget Little Red Brown needs another shot this afternoon.”

Where the sheep and cows seemed content to turn away from their dead and dying, the pigs formed a gentle throng around their sick companion, wedging her between two or three of them as they slept, making space at the trough while shoving away the others, touching snouts when they walked past her diminished form. (What is it that Charlotte writes in her web? Terrific, radiant, humble, kind?) That is how it started.

By the time the students arrived this fall, every pig had a name. Along with Little Red Brown, there's Spotty Dog, Half-N-Half, Truffle, Tender, Masterpiece, PKE (Pivotal Key Essential), and Three Friends in a Boat, affectionately known as “Three Friends.” I shared these names, plus pictures, a diagram, and a Dr. Bronners-inspired wall of “prose” (questions, quotes, musings on pigs and the act of naming) during the first school meeting. Right away, the students asked if I was vegetarian. I am not. Then, they pointed out what I imagine you, dear reader, began thinking a few sentences ago: Why name the animals you plan to eat? Doesn't that make killing them harder?

One of the first assigned readings for Farm Seminar introduces students to the idea of anonymous foods—foods where we don't know the origin or what went into their manufacture. “All beings are living, all beings are sentient,” activist Vandana Shiva writes on the subject. “Eating is a

conversation with other living beings.” When I think of all of our adages against naming farm animals intended for slaughter, I think of this. There is a certain ease in the cognitive dissonance of pigs becoming “pork” or “bacon.” Appearing shrink-wrapped and maple-smoked in the refrigerated aisle of a grocery store, it is near impossible to imagine the pig as it was—chuffing, squealing, wallowing, covered in filth, marvelously alive.

In my pre-Mountain School life, I taught a class on the personal essay to college kids in the Midwest. One of my favorite essays to teach (even pre-Little Red Brown) was “Death of a Pig” by E.B. White, where he refers to the raising of animals for butcher as a familiar tragedy that rarely deviates from a basic outline: “The murder, being premeditated, is in the first degree but is quick and skillful, and the smoked bacon and ham provide a ceremonial ending whose fitness is seldom questioned.” In White’s account, the premature death of his sick pig becomes a catalyst for ruminations on mortality and interrupted routines. What happens when an actor stumbles or strays from the script? What happens when the pig becomes precious?

I don’t want Little Red Brown to die. Nor do I want to see Spotty Dog or Masterpiece or any of the rest of them gone. I dread their absence as keenly as I dread their departure. Uncertainty afflicts me. (Is this the omnivore’s dilemma?) Naming the pigs has certainly made their impending slaughter more difficult, but it’s also made clear that slaughter shouldn’t be easy. Of course killing is hard! We shouldn’t convince ourselves otherwise.

It’s also made me wonder what it would look like if every animal in our food system was named. I suspect we’d eat a lot less meat; if not out of sentiment, then out of necessity—it’s hard to name on an industrial scale. I also suspect whatever meat we did eat would taste (and nourish) better as a direct result of having lived better. I suspect our food system would be kinder, more ethical, less disruptive to our health and our ecological systems. When we name something we acknowledge its existence, an act fundamentally at odds with the gestation pens and feedlots of Big Ag. Here, naming the pigs looks like Lyla f23 and her very fashionable, very well-dressed mother climbing into the pig pasture to give Three Friends a belly rub on the first long weekend.

Naming began as a function of people updating people on the health of one piglet. But in trying to hammer out these big, unwieldy questions about life and farming with our students, the act of naming the pigs has become more. By naming the pigs, we acknowledge their sentience. We

give our pesky human selves the space and vocabulary for recognizing their personalities, their individualism, the quirks and habits and little rituals that make up a being. In a system that frequently favors obfuscation, we see them. If attention is understood as the rarest and purest form of generosity, I think it must also be an expression of gratitude.

Sixteen & Solo

Continued from page 1

the fact that it can’t last forever — you can only have one first time doing something, and so the thoughts you have during that experience, the person you are during that time, won’t last either.

When it comes to my perspective now, I have this urge to analyze my current actions from the viewpoint of my future self. I tend to avoid things that seem like they’ll embarrass me later for being too “adolescent” — I try not to fall in love too hard, not to write about intense emotions in a way I know I’ll look back on as juvenile. But the thing is that we are juvenile. We’re young and we’re living this beautiful, fleeting experience and we’re feeling things and seeing it in ways that are influenced by the people we are right now, the people we’ll never really be again, and why would we try to temper it? Why would I try to limit the full range of who I am because I’m worried about what me five years down the line is going to think? If your poetry or your taste in music or your texting style is teenagery, it’s teenagery because you’re a teenager, you know?

So I just wanted to offer this reminder to appreciate the space that you’re in, because there really are some things you can only understand at sixteen, or ideas you can only have in this place, or with these people. And that doesn’t mean that you can stay here forever, or that you even should. It’s good that we’ll all be adults one day, that we’ll see different stages of life, that we’ll be old ladies crocheting in rocking chairs — or, some of us won’t be ladies, but you get the gist — and we’ll have the thoughts and ideas that come from that perspective, too. But I’m glad that I’m here, for now. I’m glad that I’m sixteen, I’m glad I’m not fifteen because now no one here gets to be shocked at how young I am. I’m glad that you’re here too. I love you. •



What your dish crew job says about you:

Dirty Hands Jackson: You think you're the coolest person on your dish crew for taking the "gnarliest" job, but you're not. You have the scraper doing half your job and an industrial machine doing the rest. You are probably an Aries or Leo.

Dirty Hands Pots & Pans: You are the alpha. This is the hardest but most rewarding job, and you're doing it all on your own! (Extra points if you have pots and pans on a Maurizio night.) You could do Dirty Hands Jackson easily, but they couldn't do your job with the same speed and quality.

Scraper: The unsung hero of your dish crew! Your job may be dirty, but it is essential. You are working behind the scenes or, in this case, behind the window. You set the entire operation in motion and you are the face of your dish crew.

Silverware: You are always the last person to dish crew. You may not be boring, but your job definitely is. You are the kinda person who would order vanilla ice cream.

Dining Room: One of the "outsiders," you consider yourself a lone wolf. You hate group projects.

Clean Hands Jackson: You are always the first person to dish crew so you can claim what you think is the most glamorous job. A control freak, you have a tendency to micromanage the rest of your dish crew. You look at yourself as the team captain, and you're probably on aux.

Clean Hands Pots & Pans: You are a multitasking god. You are rinsing, sanitizing, drying and you know where everything goes! Keep killing it.

Sweeping/Mopping: You chose the job you thought would finish the fastest. I don't really know what to say if this is your favorite, though the push broom in the dining hall is pretty fun.

Putting Away Food: This is chill. You know what you're doing, and you are on top of your priorities.

Last Call for Seconds: Attention seeker(s).

Writing the Menu: You are looking to fill time because you don't want to do any of the harder jobs. If you don't have legible handwriting, why are you doing this?

by Lucy Newman f23

Recipes from the Kitchen

Granola!

by Chef Matt Severson, adapted from years of TMS granola

A perennial favorite here at TMS is the granola we bake from scratch once a week. When it nears readiness in the oven, the kitchen fills with the smell of caramelized sugars and toasted oats. We bake off 20lbs at a time, but this recipe is sized for the home oven and makes around a gallon. You'll need 2 sheet pans, 18x13 inches if you have 'em, or deeper pyrex pans. If the raw granola is more than ¾" deep, plan to stir it a bit more to get even coloration.

There's a bit of flexibility on how hot you cook it: anywhere from 300 to 350 F will do. There's also a correlation between how often you'll need to spin, stir, or rotate the pans from top to bottom shelves: low and slow lets you ignore it a bit; hotter and faster will get it done faster but requires more attention.

In a large bowl, combine:

- 7c. rolled oats, not quick-cooking
- 2c. sunflower seeds
- 2c. pumpkin seeds (aka pepitas)
- 2c. unsweetened coconut flake/shred
- 3c. walnuts, or any other nut of your choice (if omitting, simply replace w/ sunflower and pepitas)
- 1½ c. maple syrup
- ¾ c. brown sugar
- ½ c. sunflower, canola or vegetable oil
- ½ c. olive oil
- 1½ tsp. kosher salt

Stir to combine, adding salt in the final stir.

Once baking, plan to stir the granola every 10-15 minutes (more as the color progresses), bringing the edges into the center of the pan and the center out to the edges. Your eyes and nose are the best judges of when it's done, look for deep golden brown with a strong caramelized smell. This should take 30-60 minutes to achieve. Let cool completely in the pans before storing in an airtight container. It will keep at least 3 weeks in your pantry.



from Culinary Arts: English Muffins

by Chef Zach Stremmlau, Managing Chef & Culinary Arts Instructor

We recently introduced Culinary Studies as an elective course. The class is structured into three units: Ingredients, Process, and Celebration. Each unit explores various aspects of culinary arts. In the Ingredients, we delve into topics like fruits and vegetables, animal protein, and plant protein. Process focuses on subjects like hot and cold preservation, bread making, and fermentation. And while we haven't started the Celebration yet, it will revolve around exploring ways to celebrate one another, our land, and the communities that bring us together.

This recipe was created during Bread Week (Process unit) and featured alongside our homemade maple breakfast sausage, poached eggs, and fruit salad. Homemade English Muffins may surprise you with their simplicity and the result is far superior to store-bought alternatives. Unlike your typical kneaded bread dough, this yields something more akin to a well-worked batter. If you're an experienced breadmaker, this is a fascinating addition to your repertoire.

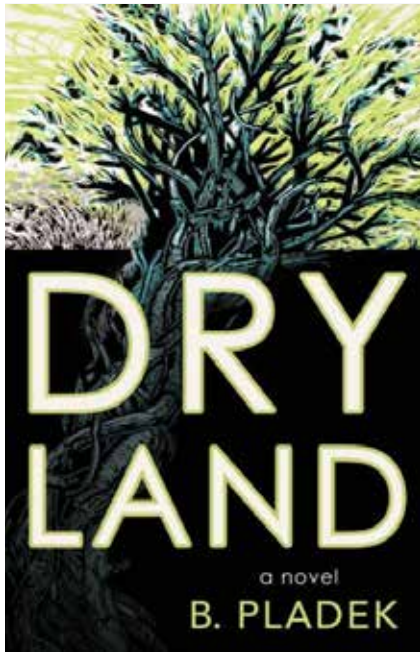
For 12 muffins, you'll need:

- 3¼ c. AP flour
- 1½ c. milk (we use whole)
- ½ c. + 1 tbsp. egg (about 2 large eggs)
- 2 tsp. + 1 tsp. sugar
- 3 tbsp. softened butter
- 1½ tsp. salt
- 2¼ tsp. yeast

1. In a large mixing bowl, combine flour and salt.
2. In a separate bowl, warm the milk until it's around 90-100°F, which is just slightly warm to the touch but not hot. (Too hot can kill the yeast.)
3. Sprinkle the yeast and 1 tsp of sugar over the warm milk and let it sit for 5-10 min until it becomes frothy.
4. In the mixing bowl with the flour and salt, add the remaining sugar, butter, and yeast mixture. Mix the dough with a flat beater, NOT a dough hook or whisk, until it is smooth, about 5 min. on medium speed. Resist the temptation to add more flour, the dough is very sticky and will not pull away from the sides.
5. Cover the mixing bowl with a clean kitchen towel or plastic wrap and let the dough rise in a warm place for about 11.5 hours or until it has doubled in size.

Continued on page 9

Books: Dry Land



This semester, every student read and discussed *DRY LAND*, the debut novel of Wisconsin-based writer B. Pladek. Pladek's combination of history, magic, and ecology sparked lively debates and conversations which frequently spilled out beyond the English classroom. TMS welcomed Pladek for a campus visit in November. Here, we have Alex writing on his choice of the novel and Violet Cubbin f23 offering a review.



Left to right: Cat, Sylvie, Sofi, Marley, Liam, Lila, Asher, & D'Lilah rocking Wood Crew on Farm Day.

One of the things I like most about teaching English is the ability to change and adjust the texts I teach on a regular basis. I seldom teach the same book twice (or at least two years in a row). That means I am always on the lookout for something new or for a classic that fits the current moment. Last year, the University of Wisconsin Press asked me to read some manuscripts that they were considering acquiring. The pages of *DRY LAND* landed in my mailbox just as I was starting my work at the Mountain School. As I read the manuscript, I kept thinking: this book was made for TMS. It raises the question of conservation vs. preservation, brings in lush descriptions of landscapes that evoke the hills and forests of Vermont, shows a passionate understanding of what it means to connect to nature, and also has a lot of magic in it. Best of all, the

magic doesn't solve the problems. I thought students would connect to the ecology and forestry, the themes of forbidden gay love, and the historical moment of war and a call for national service – as well as increased productivity. To me, the novel spoke to the Mountain School program, the identities of many students, and also the cultural moment we find ourselves in. Once the book was published, I reached out to the author and asked if he would consider visiting the campus – he took a look at the school website, exchanged some questions with me, and soon after agreed to trek to Vermont. I'm delighted to host him on campus and eager to hear the questions students will have for him. And also keen to see what magic he will find in our forests and hills.

Alex Myers

Cultivating Conversation: On B. Pladek's *Dry Land*

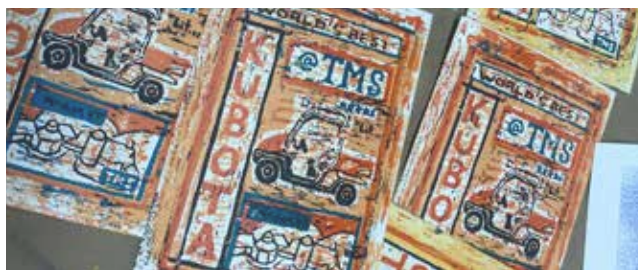
by Violet Cubbin f23

DRY LAND weaves a tale set against the backdrop of the Great War in Europe. It introduces us to Rand Brandt, an idealistic forester in the Wisconsin Northwoods with a gift – the power to grow plants with a mere touch which he envisions dedicating to conservation. Yet, when Rand is drafted into the war effort and enlisted to grow timber, he confronts the startling reality that his gift exacts a profound cost: everything he nurtures quickly withers and dies, leaving the earth barren. As the story unfolds, Rand grapples with the consequences of his gift in solitude; unable to confide

even in his lover, Gabriel, with whom he navigates the challenges of closeted love.

While DRY LAND strives to challenge the well-trodden trope of an unfeeling, effortlessly successful, and heterosexual protagonist, it struggles to break free from the mold. The story's adherence to literary conventions, albeit reversed, raises the question of whether inverting narrative tropes constitutes a redefinition. Rand, written as the antithesis to a traditional hero, paradoxically remains tethered to this archetype, offering a mirror image rather than a complete departure. Throughout the novel, Rand wrestles with wavering confidence as he doubts his capacity to wield his gift. Yet, when faced with the task of reviving the dying marsh Clearwater, Rand ultimately plunges into the quest, driven by the allure of potential of recognition. Ultimately, DRY LAND situates Rand within the contours of a savior's arc, where his actions, though shadowed by self-doubt, align with a familiar tale of self-sacrifice, heroism, and the pursuit of glory.

Approaching the close of DRY LAND, I reckoned with the notion that a book, which resonates conceptually but falls short in its execution, can still hold substantial value as a catalyst for collective engagement. The value of this novel is not in its prose, but in the act of reading together. A sense of communal ownership is fostered as we dissect and critique the narrative as a group and find the compelling bridge between literature and environmental stewardship. Through discussions and debates, we infuse the novel with our interpretations and reflections, transforming a somewhat static text into a dynamic entity, rich with collective insight and closely aligned with the ethos of TMS.



English Muffins

Continued from page 7

6. Once the dough has risen, gently scrape it onto a floured surface and sprinkle flour on the dough to keep it from sticking as you pat it down and divide it into 12 equal portions, each weighing approx. 75g. Gently shape each portion into a round or ball, but don't try to roll it or things will become a sticky mess. (Let them be rough and round!) Rest for about 15 minutes
7. Heat a skillet or griddle over medium-low heat. You don't need to oil the griddle, rather sprinkle it with semolina or cornmeal just before the muffins go on. If you don't have either, leave the griddle clean.
8. Gently flatten each dough ball to about ½" using your hands. If needed, sprinkle with semolina, cornmeal, or flour to keep them from sticking to you.
9. Cook the muffins on the griddle for about 6-8 min on each side or until they are golden brown and cooked through. Make sure to cook them on low to medium heat to ensure they cook evenly.
10. Once done, transfer the English muffins to a wire rack to cool.
11. To serve, split the muffins in half with a fork and toast them. Enjoy!



Over the past few semesters, I've started my Environmental Studies course by asking students to consider an existential question of our time: are humans part of nature? Is nature a pristine paradise that humans have defiled beyond recognition? Is it a neutral thing that doesn't care what we do either way? Is it worth saving? Should we even bother thinking about it?

I do give them part of the answer: yes, humans are animals and we are not exempt from the same ecological principles that govern all other living beings on Earth – but it's never that simple. If this is true, how is it that we've brought about ecological collapse? What does it even mean to be part of nature? How has humanity's relationship with those ecological principles changed over time? Where are we now? Where are we headed? Our new Food Systems course (previously called "Farm Seminar") leads students through these questions with the lens of agriculture, and is complemented by work on the farm during the growing and harvest seasons.

We begin with a review of some ecological principles: supported by the daily throughput of solar energy, plants, animals, fungi, soil, and other microbes, LIFE emerges, self-organizes, expands, and contracts in accordance with the laws of thermodynamics. All beings live in the tension between continuity and discontinuity, disturbance and succession. Glaciers advance and retreat, pioneer tree stands give way to old-growth forests, whole species come and go but life, vitality, goes on. To be a part of this grand, persistent process is a beautiful thing!

While it's true that we are animals, it is also true that humans are unique in a significant way. In the middle of the semester, we trace the divergence of dominant human cultures away from ecological principles through the history of our food system. Our conventional food system values capital growth over everything and is propped up on linear, input-intensive processes which create and depend on a slew of ecological and social consequences.

Learning all of this can be jarring for a student. After a particularly eye-opening class about corporate consolidation in the food system, some students walked out of class saying "I guess I can't eat anything?" As devastating as the facts of our food system are, it's necessary to understand the predicament in order to have any hope of addressing it. This course is a response to our current situation. The objective is to create the conditions for a truly just solution to be realized: a generation of clear-eyed, ecologically literate systems thinkers who know how to leverage their leadership skills and privileges in service of the common good.

I think we're on the right track. It's just as common for a student to say "This reminds me of something we talked about in Environmental Humanities!" or for a student to reference a poem they read in English class. Every day, they are shifting away from asking "Is this connected?" and towards thinking "I know it must be connected. What is that relationship and how does it work?"

Kemi Mugo, Environmental Studies & Core Seminar Instructor



A special thanks to Chef Jocelyn's husband, Stefan Hard, for joining us to photograph Farm Day this fall.

Food Systems Shape & Structure

by Liana Horster, Farm Manager & Core Seminar Instructor

This semester marks the start of a new iteration of the class formerly known as Farm Seminar. “Core Seminar” is now a required course and comprises three parallel prongs: Health and Wellness; Race, Class and Gender; and Food Systems Studies. Kemi Mugo and I co-teach the Food Systems component, and together we delighted in developing the curriculum this past summer.

In this course, we engage with the mission of TMS through the lens of food systems. Between class discussions, independent research, and curated content, students explore several aspects of food production and consumption, and ultimately practice imagining an equitable and ecologically rational food system.

We begin the semester by establishing baseline ecological concepts. Students explore Vermont’s local ecosystem alongside their home ecosystems; understand soil as a living entity; delve into the interdependent roles of plants, animals and fungi within the system. We then take students into the history of the US food system and examine the embedded cultural values that beget our current means and scale of production. Our unit on contemporary US agriculture focuses on four major characteristics:

- Ecologically extractive and disruptive
- Exploitation of labor
- Extreme consolidation
- Invisibility (obfuscation) to consumers

Students trace the story of each of these four characteristics, using frameworks such as the nine planetary boundaries. Together, we parse the timeline of waves of immigration that have formed the country’s agricultural labor force and corresponding policies. We study corporate structures and lobbying power and take a critical look at marketing and cultural narratives about consumption and their intersections with structural inequity.

The last unit of the course is dedicated to understanding characteristics of truly equitable solutions. Students are offered an opportunity to identify and draw on their individual strengths and positionality as a foundational springboard for developing an idea for a food systems solution, integrating the three prongs of the course together as they build their final project.

F23 students have engaged enthusiastically with the food systems course this semester and it’s been a joy to explore this content together! •



The Big Sibling/Little Sibling Program: Connecting Recent Graduates with Incoming Students



Lena and Rachel in the kitchen at this year's 5/10/15 Reunion, where they spent a weekend working as reunion assistants.

by Annie Janeway, Director of Alumni and Donor Relations

Each semester at TMS marks a new start for a new class. Experiences range from semester to semester, chore to chore, and for most of our students this exciting time is unlike anything they've done before. In the fall of 2021, we began The Big Sibling/Little Sibling Program to connect incoming students with recent graduates to provide peer-to-peer conversation and support. This initiative is the brainchild of Liv Waterman f20 and Bryanna Flores f20 and faculty members, Kareen Obydol-Alexandre and myself. Before the start of a new semester, 14-18 alum and student pairings are made based on student interest, shared geography, schooling experiences, and other facets of identity such as BIPOC, LGBTQ+, and similar religious backgrounds.

This June, while dining with two reunion hosts, Lena Cohen-Greenberg f21 and Rachel Walker s22, I was thrilled to hear their friendship took root when the two met as a Big Sibling/Little Sibling pair. Lena and Rachel agreed to be interviewed for this article and shared the following thoughts.

Would you like to learn more about the Big/Little Sibling program or work at a reunion weekend? If so, please contact me or Kareen Obydol-Alexandre for more details and information.

annie.janeway@mountainschool.org
kareen.obydolalexandre@mountainschool.org



Rachel and Lena pose in front of the decorated silo.

Do you remember the essence of your conversation when you were first matched and put in contact in January of 2022?

Rachel: I had written a full exhaustive list of questions, which I still have! We enjoyed looking over my questions and Lena's answers while talking about this experience. I asked her about everything from dorm life to homework to keeping in touch with friends from home – we talked for nearly 2 hours on FaceTime. At first, I was just writing down Lena's answers but eventually it became more of a free flowing conversation about what it is like to exist at TMS.

Did sharing your experience or your questions about attending make you feel any certain way? What was the best part of the conversation?

Lena: I think after I left the Mountain School, all I wanted to do was talk about my experience. It was so exciting to be able to gush about my semester with someone who really wanted to hear about it.

Rachel: It certainly alleviated my anxiety to talk to someone who had just been there – talking to Lena gave me a perspective I just could not have found elsewhere. Prior to TMS, I did not know anyone who had attended a semester program, so I had no idea what to expect and it was really nice to just get a student perspective where I knew I could ask anything without judgment.

Did anything in particular stand out for either of you about the person or the school experience?

Rachel: Honestly, talking to Lena just made me really excited! I knew that TMS would be a great experience, but talking to an actual student who had just attended just made that more true.

Was there any piece of advice or thing to be aware of that stood out for the Little Sibling, Rachel?

Rachel: I think the most important thing that I garnered from Lena during this call was the importance in immersing oneself in TMS and joining in on all of the opportunities that I possibly could. She encouraged me to just take advantage of my experience there because it was only four months long, and while I was there, I really tried to remember that sentiment.

Do you think this made your entry to the school easier/better?

Rachel: Absolutely!

Did you connect more than once or just before the semester began?

Lena: We talked twice over FaceTime before Rachel left for TMS and then a couple times while she was there.

What motivated each of you to serve as a big sibling? (Rachel joined as a Big Sibling in Fall 2022)

Lena: I was eager to maintain a connection to TMS, and it felt like a perfect way to do that.

Did you hear about other classmates who participated in the program either as a big sib or little sib? Anything to share generally about the program?

Lena: The people I know of who participated in the program were unanimously positive about it. Part of me thinks it can be more beneficial to the big sib than the little, just because it's so relieving to understand that you can maintain a relationship with TMS after you leave.

Did you meet in person for the first time at the One-Year Reunion in March '23?

Both: Yes!

What was that like?

Lena: It was just a very happy time. On Saturday night, we drank Mountain School milk, and talked for four hours in the dining hall. Three weeks later, I drove a few hours to Rachel's house to spend the weekend, and we had a grand old time.

Rachel: It was so nice to know someone from the other semester at reunion! It definitely made it easier to connect with other people from F21 given that I had an existing connection with Lena.

What inspired you to work together at the June reunion in '23?

Lena: We had such a positive experience at our reunion and thought that it would be fun to be together again at TMS! We were right. It rocked.

What do you most appreciate about the other?

Lena: Apart from being very cool and adventurous and intelligent and hilarious, Rachel is simply an incredible friend. She checks in, she makes plans and follows through, and she's a great listener. She also has this indescribably wonderful warmth about her.

Rachel: I am so appreciative of Lena's enthusiasm for anything and everything. I know that no matter the moment or situation, she will approach it earnestly and with passion. She is wonderful!

Thank you, Lena and Rachel, and all the alum volunteers who have served as Big Siblings. •



Fall 2023







We enjoyed reconnecting with many graduates on campus throughout the late summer and foliage season.

Ellie Kharasch s16 (pictured left), a third year veterinary and public health student at Tufts University, came by on October 8 to work with Gwynne and students to collect samples from our sheep. As Ellie explained, "Carefully maintaining pastures and monitoring samples throughout the year is crucial when dealing with antimicrobial resistance that is making treatment of sheep parasites ineffective." Thank you, Ellie!

News from the Alumni Office

by Annie Janeway, Director of Alumni and Donor Relations

More than 100 graduates gathered virtually on the evening of October 11 for a panel with Alex Myers. Three members of the Alumni Committee, Scott Kerns f95, Cale Jaffe s90, and Lucia Perez f08, asked Alex questions on topics ranging from admissions, school finances and donations, and the top priorities and challenges facing the school. Alex also spoke about the new Core Seminar implemented this semester. Soon after, on the weekend of November 3, members of the Alumni Committee came to campus and met at the Strafford home of Nancy and David Grant for their fall meeting.

Scott Kerns f95, who has chaired the committee since 2020, transitioned leadership to Rob Johnston f93 and Jared Rubinstein s05. We thank Scott for his more than six years of enthusiastic and dedicated efforts on behalf of TMS. Scott was a steady and upbeat presence throughout these recent years.

Rob, who is based in Washington, DC, and Jared, who lives in Minneapolis, will be co-chairing the committee. Two new members joined the group, Kristen Butterfield-Ferrell s03 and Cale Jaffe s90. (Cale is also the parent of a s23 student.) Two additional members will be added in 2024 through the January application process.

This 11-member volunteer group assists with student recruitment strategies and school visits, fundraising needs, communications, and has taken on a greater advisory role at the school. The committee is also working with the Graduate Accountability Committee to further prioritize DEIJ on campus. At present, the Garden Hill Fund remains suspended due to pressing funding needs and changes in the humanities course curriculum.

Recently, the committee hosted a mid-August picnic at Battery Park in Lower Manhattan. A warm thank you to organizers Lucia Perez f08, Lily Zhou f03, and Francesca Whitecross f17.

SAVE THE DATE:

In **Portland, ME on the evening of January 23**, Meg Succop, Rob Adams, and Wyatt f22 will host a gathering in their home. In **Seattle, WA on Sunday, April 28**, Megan McJennett f89 will host a brunch for local alumni, their families, and incoming students. Stay tuned for details. Thank you to these families for their generosity and flexibility.

A **Boston brunch is scheduled for Sunday, April 7** at Hook and Line, the new Seaport restaurant of Tom Schlesinger Guidelli s00. And, in Brooklyn, Standard Wormwood will welcome the New York crowd for an evening, exact date TBD.

Mark your calendars for the **VerShare Snowshoe-a-thon on Saturday, February 17**, a fundraiser cosponsored by TMS. This event aims to raise at least \$10,000 for the Vershire Community Camp, a free educational and creative program offered in July/early August. Nearby alumni and families are encouraged to participate and support the Snowshoe-a-thon. Details will be available at vershare.org.

This summer, TMS will host four reunions, running the gamut from last year's students to the pioneer semester in 1984. Save the date and consult mountainschool.org/alumni for info starting in 2024. Recent grads can find paid work as reunion hosts by contacting annie.janeway@mountainschool.org.

June 7-9: 5, 10, 15-Year Reunion Weekend

June 21-23: 1-Year Reunion Weekend

July 26-28: 30, 35, 40-Year Reunion Weekend

August 2-4: 20 and 25-Year Reunion Weekend



The Alumni Committee visits the Strafford home of Nancy and David Grant. Left to right: Michael Glassman f03, Alix Wozniak s09, Scott Kerns f95, Rob Johnston f93, Lily Zhou f03, Lucia Perez f08, Jared Rubinstein s05, Kristen Butterfield-Ferrell s03, Nancy and David Grant.



TMS's mid-August picnic at Battery Park in Lower Manhattan.

A New Pearl

CLASS NOTES GO PAPERLESS:



Scan this code or go to mountainschool.org to read class notes.

Thank you to the 584 graduates that replied to the newsletter survey in September. Your responses and comments helped us decide to trim this publication and move the semester notes online. As our graduate ranks grow, along with the cost of producing and mailing the newsletter, we feel it's the wisest fiscal and environmental choice to make these adjustments. We continue to encourage more digital-only adopters, so if you are willing to forgo a printed copy contact annie.janeway@mountainschool.org.

The question about the Mountain School logo resulted in many comments, primarily those in favor of retaining the silo, despite the silo's recent demolition. As 59% of respondents indicated that the logo is iconic and should not change and only 10% felt it should be updated, the majority opinion took precedence, and for the time being, the logo will remain as-is. Should a different logo be needed further down the line, especially for admissions and marketing purposes, we will absolutely involve the alumni community again.

Alumni Spotlight



Isabel retrieves shiitake logs from Derby Pond during a Fall '20 activity

Isabel Tribe f20

Isabel Tribe f20 returned to TMS this summer as a "pivotal, key, essential" member of Farm Crew. She is currently in her first year at Brown University and plans to study – though "obviously, who knows" – Comparative Literature in English and Spanish and Environmental Studies following a gap year spent adventuring and doing environmental restoration work in Latin America. Recently, Isabel sat down for a conversation with **Madeleine Ford f23**.

Isabel has always been invested in social issues. As a student at the High School at Lehman College in New York City, "the little neighbor of Bronx Science," she and friend Charlotte Hampton founded Teens for Press Freedom, an internationally recognized organization that advocates for media literacy among young people. "I just felt like we needed to be talking about this more," she said. "Something needed to be vocalized here." In the midst of the pandemic, the two friends dedicated themselves to the "germination" of their project — things were starting to come together until Isabel went away to the Mountain School in the fall of 2020.

"I hadn't seen anyone I knew, because I was living in Indiana with my grandparents for six months doing Zoom school, and suddenly I was thrown into this really intimate environment of 45 students who I'd never met, who I was living with and working in

the dirt alongside and studying with in this really small, tight knit environment," Isabel explained. This upheaval took her mind off of Teens for Press Freedom. "I was totally isolated from this growing thing, this idea that we wanted to bring to fruition." She was initially discouraged — "but at the Mountain School, my first chore was actually the news chore." It put Isabel right back where she wanted to be, as the magic of TMS so often does.

Isabel found herself feeling inspired by news in a way she hadn't before: "I would spend two hours in the morning poring over different newspapers, trying to find the most important news, and that question seemed to really connect me back to the work I'd been doing over the summer: what news do we deem important? Where do we get it from? How do we tell these stories? I realized that until that point, I hadn't really been reading or digesting news; usually, I would just skim the headlines or go on Twitter or Instagram and see what infographics [people] were posting."

Isabel's semester might be best known for their week-long walk-out that resulted in the Racial Justice Action Plan, a document written by students and faculty outlining both the changes they planned to implement and those they wished to see in the future with regards to racial equity at the Mountain School. Isabel was pleased to learn that current and future students now study it in the new Core Seminar. "[I] remember the process of creating it like it was just a couple of days ago. You know, you have to remember that it was something written by a bunch of 15 year olds, in collaboration with faculty." When we spoke, Isabel wanted to make the context of its creation clear: "This was an experiment."

She noted the political backdrop against which the f20 semester was operating. “It was a time when racial injustice — in education and healthcare especially, but also just throughout our society — was thrown into sharp relief, and it was on the forefront of everyone’s mind. And so, at TMS, we were thinking about how this place could be one that more people felt like they belonged to, given its history of being a white rich kid country retreat, almost.” Isabel said that the Action Plan was a manifestation of this new awareness. “We wanted to help. I think there’s this idea that Fall ’20 was this rageful semester that wanted to destroy TMS and criticize it. And there definitely was a lot of anger, because it was a place where not everyone felt welcome. I hope that students reading it don’t feel daunted, but rather empowered. Our action plan arose from a deep love for the place and the desire to see more people call it a home.”

Among the things this place taught her: “I could get lost and have an adventure — and that’s what I wanted to do with my gap year.” This, plus a desire to learn Spanish in a real-life context beyond a high school classroom inspired Isabel to spend a year in Argentina, working with a local community in the countryside to rehabilitate native species and rescue various creatures from the exotic species trade. Isabel recalled painstakingly scraping seeds out of pods as part of the process of planting native trees. “I was volunteering there with this other girl from Argentina, who is my age, and I would say, ‘This work is so boring,’ and she would say, ‘No, it’s not. Every one of those seeds is a tree.’ That was really a nice little perspective shift.” Being in Argentina reinforced some of what Isabel took from TMS: “When we care about the land that we live on, we care about each other.”



Isabel post-blueberry netting on one of summer’s few hot, sunny days.

All this led Isabel to Farm Crew this past summer. Participants of Farm Crew tend to be on the older side, but this year was an exception. “I expected to be one of the younger people on Farm Crew, but that was not the case. We had two alums [Wyatt and Thad f22] who had just gone to TMS that fall,” she noted.

Isabel remarked on how different the experience was from being a TMS student. “As much as I thought I was going to be a farmer when I was a 16-year-old going to the Mountain School, you are still a student. We maybe had 2.5 hours of work on the farm every day [as students].” Nowadays, students have 2.75 hour work periods. But on Farm Crew, “you’re doing 8 hours every day and chores on the weekend. It’s a big difference from being a student. And even though there’s such an emphasis on every student and community member being a part of [everything] from planting the seeds to harvesting to processing to cooking to cleaning, when you’re on Farm Crew, you have to get everything done. There’s not going to be someone who’s doing the work behind the scenes because you are behind the scenes.”

Now, in her first year at Brown, Isabel feels challenged in a different way. “It’s definitely been a much harder transition

than I thought it would be,” she said. “I wrote a paper about architecture and the female body in the Gothic novel, and was just like, ‘What am I talking about?’ When you’re working on a farm, there’s something so tangible and pragmatic and practical about the work you’re doing. And to go from that to the conceptual, theoretical; from the concrete to the abstract, it can feel a little bit like, ‘What am I doing here?’ It feels so artificial in some ways.” Despite this, though, Isabel is enjoying herself. She describes the community as “a lot of really weird people who are really into what they’re studying.”

Farm Crew was Isabel’s first time returning to TMS since graduating. “I was ambivalent to come back and retrace the footsteps of my 15-year-old self, [because] that was a vulnerable time,” she said. But returning for Farm Crew ended up being a great decision. “It reaffirmed how much this place meant to me, how much it gave me, and how much I want to keep being a part of it. I think I made maybe deeper connections with Mountain School-ers who are not in my semester than I did in my semester. That’s a really great thing about the Mountain School, that it comes back into your life in really unexpected ways.” •

The Admissions Desk

An Update from the Road

by Lucretia Witte, Director of Admissions, Enrollment, & Financial Aid

This morning I attended School Meeting on the final day of classes. The fifty students admitted last February were snuggled together on couches, listening to Bruce explain the appreciations protocol and announce the raffle of a pair of his suspenders, Steve and Katrina talk about holiday celebrations, and Annie speak about opportunities to stay connected with TMS as alumni. One student, Dillon, concluded the meeting by sharing two songs on his guitar. I looked around at the smiles and tapped my foot as voices joined Dillon for the chorus of Noah Kahan's "Stick Season."

This is the first class of students I've admitted, and it's a wonderful feeling to see them conclude their semester here with warmth, a greater level of confidence, and deep connection to the people and land that make this place so special. Equally, I look forward to the arrival of the spring students, who we will meet in the chilly early February days and who will learn to ski, sugar, birth lambs, and finish their semester amidst the glory of Vermont in June.

With 85 school-based and online presentations under our belt, it's been a busy and optimistic fall. We have more than 110 prospective applicants so far and hope to see that number double in the time until our admissions deadline, February 15. A big thank you to many recent Fall '22 and Spring '23 alumni, plus Lucia Perez, Caleb Fujimori, Colin Smith, Madeline Stewart, Lindsay Thomas and Scott Kerns for presenting on behalf of TMS in schools across the country.

Coming up, we are looking for alumni who would like to support the admissions process by being readers, interviewers, or points of contact (and congratulations) to admitted students. We'll also be on the road through January 2024. If you're interested in supporting in any of these ways, please email admissions@mountainschool.org.

Finally, we could use your help in expanding our geographic reach and connecting with public schools. Despite the thousands of amazing students we have had from public schools around the country, we continue to struggle with establishing ongoing relationships with public schools, because many don't promote fee-based opportunities for the school year, even with need-based financial aid. Often our route to success is through a champion who gets the Mountain School and who can direct us to the right counselor or administrator to make our pitch.

To the right is a list of schools that were recommended to the Admissions Department by the Action Plan created in 2020. Do you



know someone there or at a similar school? If so, please connect us! A short intro email to admissions@mountainschool.org is all that's needed: I'll take it from there.

Thanks for reading, and for all your help in spreading the word about TMS!

We'd love to connect with:

Booker T Washington High School
Newark Charter School
Reno High School
Winfrey Academy
Regis Jesuit High School
Denver East
Green Street Academy
Stadium HS
St. Croix Preparatory Academy
Horizon Honors Secondary School
Winston Churchill High School
Maggie Walker Governor's School
Utah County Academy of Sciences
Whitefish Bay High School
Alexander D. Henderson University School
Explorations Charter School
Shorewood High School
Herron High School
Cherry Creek High School
Nicolett High School
Deerfield High School
Basis.ed Charter School Network
Wilson High School
Cass Technical High School

From the Archives

Earlier this semester, we pulled a handful of photographs from the Conard Years. Here are just a few. Do you have a story or insights to share about these photos?

Write to us! Contact Sidney Tilghman or Annie Janeway.

sidney.tilghman@mountainschool.org
annie.janeway@mountainschool.org

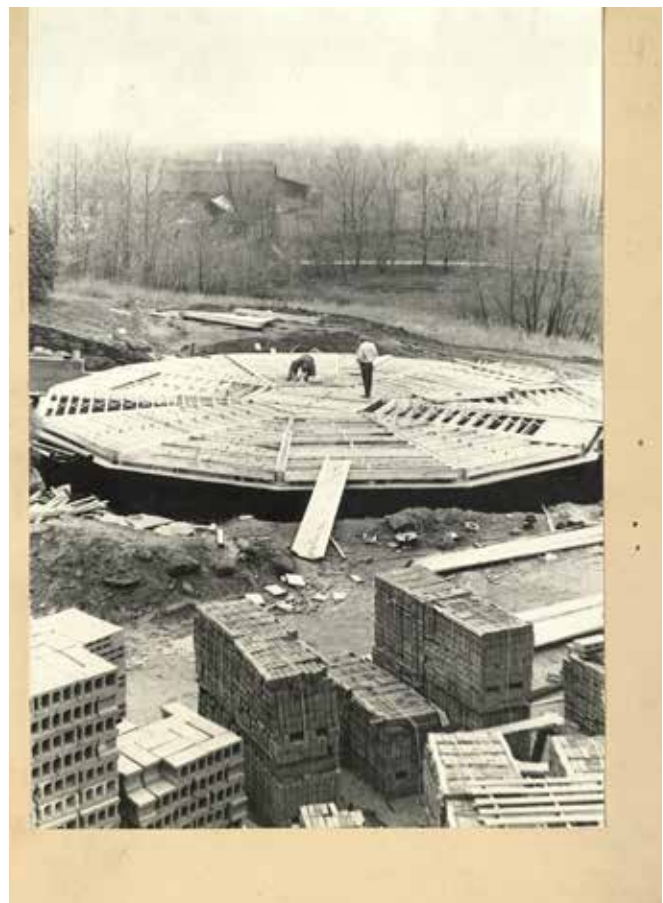


Looking for more ways to support the Mountain School?

Consider a year-end, tax-deductible gift to support the work and stewardship of this place via our Annual Fund



Scan to give online



Top: Two figures shovel snow from Derby. Date and photographer unknown; "Conard" written in pencil on the back.

Middle left: A milk wagon and young boy headed down the main drive. Alex suspects from the Faraway Farm days.

Middle right: Early construction of the Dining Hall.

Fresh Faces

Alongside a fresh batch of **50 students**, the Mountain School welcomed several new faculty. **Kimia Amiri f23** took the opportunity to survey the newest members of the TMS community and introduce them in the pages of *Pearls & Seaweed*.

Andy, Math & OP (pictured top right)
from Acton, MA

Leisure time: I go on foraging walks and have been painting a lot. I've also found a lot of time to read.

Favorite TMS memory so far: My favorite memory was probably lying to Sidney about the existence of chanterelles on the inner loop, and her bearing a weeks-long grudge about it. (Stay mad, Sidney.)

Favorite tree(s) on campus: Great question. Here's a tier list:

- S-tier: aspen, paper birch, hemlock, ash;
- A-tier: white pine, red pine, oaks, sugar maple, yellow birch;
- B-tier: all other maples and conifers;
- C-tier: beech
- D-tier: everything else I couldn't think of just now



T, English & OP (pictured right)
from Waterloo, NY

Best TMS experience so far: Monitoring Solo was pretty magical. Despite the water lugging, I really enjoyed doing the line checks and hanging out at base camp.

Favorite campus flora: Although technically a shrub, I'm going to say the Sea Buckthorns. After spending Farm Day among the Sea Berries, I strongly feel that they're a misunderstood plant. They're delicious, nutritious, and have excellent boundaries.

Looking forward to: Students have done a lot of self-reflection in their journals and in general since the beginning of the year. Soon, we're going to write personal essays, and I'm really eager to see where they take them after so much practice. I'm also looking forward to learning how to cross-country ski—I've wanted to for so long, but the busyness of life gets in the way. I feel really lucky to have skills like that built into my job now.



@TMS

Maurizio, Chef
Upper Bavaria, Germany

Pastimes: I spend a lot of my free time farming or gardening, or with my two dogs. Before TMS, executive pastry chef for Von Trapp family lodge and owned a donut shop in Stowe.

Biggest surprise of TMS: I have been surprised by how much greens you all eat, how many vegetables students are willing to wolf down.

Favorite tree on campus: Has to be the sugar maple, as I love maple syrup.

Sidney, Art & Farm (pictured lower opposite)
Richmond, VA

Favorite thing about TMS so far: Apart from the farm/pigs? I'm a sucker for Morning Meetings, a phrase I never thought I'd utter. (I'm usually pretty meeting-averse.) I love the shares, the news, the announcements. Chaos. A recent favorite: the acapella stylings of Liana, Bruce, and Ilona to herald the arrival of another new colleague, Rama Lama Ding Dong aka Doorbell.

Off-farm hobbies: Sampling local cheeses, reading/hiking/biking, carvin' woodblocks, driving hours and hours to museums, and, of course, walking hours and hours with my hound dog, Racer.

Dish crew job: Scrapper.

Rama Lama Ding Dong, Farm
Cloverworks Farm in Irasburg, VT

Best TMS experience so far: I've only been here a couple of weeks, and I'm still a little shy around people, but I've appreciated all the visits from students and faculty.

Most looking forward to: I'm really looking forward to the Month of Love, when I'll meet all the ewes on the farm. If the chemistry is right, you can expect over thirty lambs next April.

Dish crew job: I lick my dishes clean.

By the Book: TMS in Print

Continued from page 3

The Conceivable Future: Planning Families and Taking Action in the Age of Climate Change

By Josephine Ferorelli s00 and Meghan Elizabeth Kallman

Rhode Island Senator Meghan Elizabeth Kallman and fellow climate activist Josephine Ferorelli turned a decade of work with their organization, Conceivable Future into a no-nonsense, compassionate guide for family planning amid the climate crisis. *The Conceivable Future* is an empathetic, data-backed argument written in conversational prose that cuts through the noise to address how people, on an individual and collective level, can get politically involved to make the world safer for everyone's children. This book offers fresh, timely insights to questions such as: How do I decide to have a baby when there's the threat of environmental collapse? How do I parent a child in the middle of the climate crisis? What can I actually do to help stop global warming? Rowman & Littlefield February 2024.

Feedback Harmonies: Twelve Poems for Arthur Russell

By Reuben Gelley Newman f15

Feedback Harmonies: Twelve Poems for Arthur Russell is Number 30 in Seven Kitchen Press's Robin Becker Series, selected by series editor Steve Bellin-Oka. It focuses on the life and music of composer Arthur Russell, and Eduardo C. Corral writes that these poems—like Russell's music—will offer solace and nourishment to those who feel out of sync, who know there's something beautiful inside them.





151 Mountain School Road
 Vershire, Vermont 05079-9655
www.mountainschool.org
info@mountainschool.org

Non Profit Org
 U.S. Postage
PAID
 Wht Riv Jct, VT
 Permit No 73

2024 Reunions:

www.mountainschool.org/alumni

5, 10, 15-year: f18, f13, f08 & s19, s14, s09
 Friday, June 7 to Sunday, June 9

1-year: f22 & s23
 Friday, June 21 to Sunday, June 23

30, 35, 40-year: f93, f88, f84 & s94, s89, s85
 Friday, July 26 to Sunday, July 28

20, 25-year: f03, f98 & s04, s99
 Friday, August 2 to Sunday, August 4



Class Notes are Online:

Let us know what you think!



Scan or visit

mountainschool.org/pearls-and-seaweed

Join Us!

27th Annual VerShare Snowshoe-A-Thon

Saturday, February 17
 Vershire Town Center
www.vershare.org

Support the Annual Fund:

Thank you for your participation and generosity!



Scan to give online, call, or visit

mountainschool.org/giving