



The Hiland Hall School NEWSLETTER Spring 2021

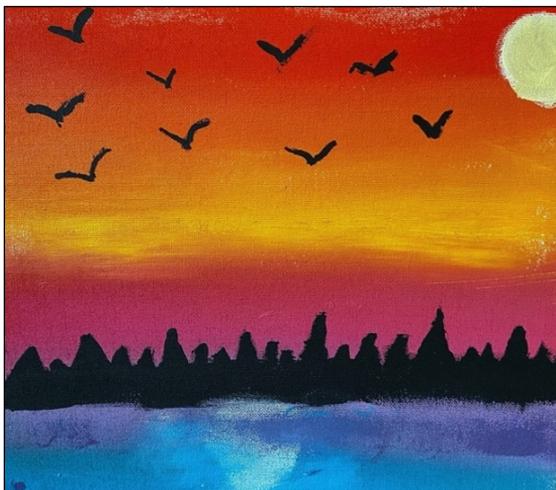
Dear Friends,

As I write this, I'm not sure that it is safe to say, "We made it!", but we have come through a historic, difficult and changing time with a reasonable amount of grace and ingenuity. We have managed to maintain an on-site program for most of the year and very much look forward to relaxing (we hope) some of the strictures next fall.

There were many losses during this time. For us one of the most significant is the passing of Pat and Lou Carini. Pat and Lou were two of the founders of our predecessor, the Prospect School, and were dear friends and mentors to our founding teacher, Jessica Howard. Pat was also the driving force behind the development of "Prospect's Descriptive Processes" – a generous method of bringing thinkers together to see a student and their work in a broad way, making visible a student's strengths and capacities. Our staff continue to use these Processes on a regular basis to gain insights into each student and their way of making meaning in the world.

The combination of academic rigor and deep humanity the Carinis brought to their professional lives is deeply valued. We wish all who were as positively impacted by their life and work as we have been our deepest sympathy.

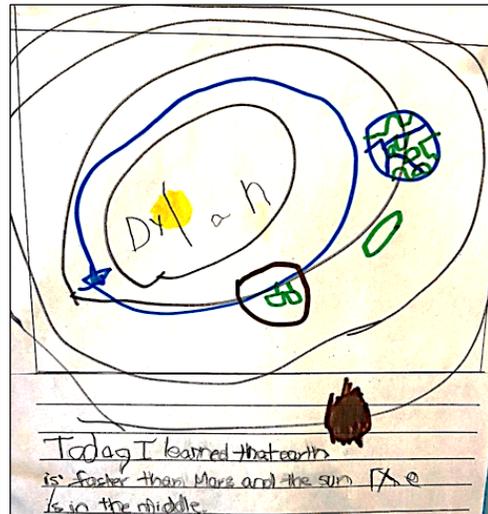
- Meg Cottam, Director



Painting on canvas by Brooklyn, age 12

More School News

Our Outdoor Classroom project has evolved and is in the works. The site is cleared, plans are drawn and our great volunteer work force is ready to go. We hope that building will be complete by the time we return in the Fall to support Quena and Brennan's interest in place-based learning and land stewardship. Our sincere thanks to all who have donated to this project. It has grown and evolved in a manner true to community and Progressive Education.



Today I learned that earth is faster than Mars and the sun is in the middle.

By Dylan, age 7

"I take humanness, and the valuing of humanness, as starting place and center for education – and for society more generally. Taking this slant, I examine how views of humanness, and the status accorded to it, influence what we believe is possible educationally, socially, and politically. Mostly, I do this through an up-close examination of classrooms and the lives of those most intimately involved in the life of schools on a daily basis: children, parents, teachers, and building administrators."

From "Starting Strong A Different Look at Children, Schools and Standards" – Patricia F. Carini



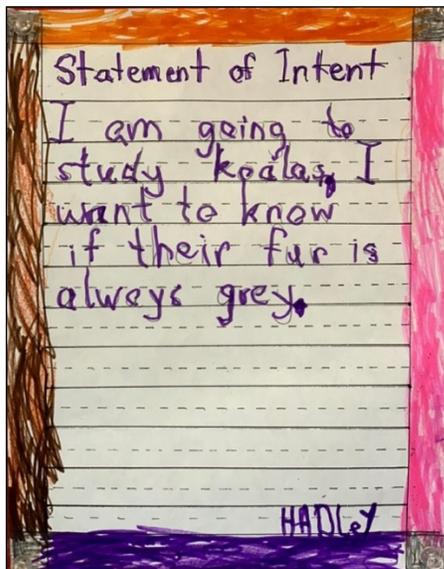
The Hiland Hall School

NEWSLETTER

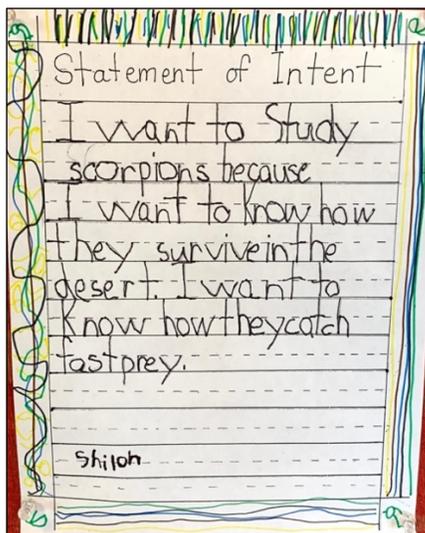
Spring 2021

Independent Studies

An array of topics this year in no special order... Baseball, wolves, Alcatraz, dinosaurs, quantum mechanics, tractors, movie making, koalas, Rubik's Cube, quetzalcoatlites, oceanography, turtles, Northern Native Alaskans, natural disasters, tardigrades, the Dalai Lama, fennex foxes, minor Greek gods and heroes, coral reefs, chinchillas, scorpions, puppies, country formation, child development, jungle survival, fantasy authors.



Statement of Intent - Hadley, 6



Statement of Intent - Shiloh, age 7

Family Heritage Study – from Quena

This January into February, the whole school, from North Group to Middle School, will embark on a Family Heritage project. This study is a part of our larger curricular focus this year on Immigration and 'Who Came to America'? Sometimes, for children (and adults too!), events in history and social studies can seem so long ago and disconnected from our current lives. This project will be a way for students to see themselves as part of a greater whole; connected to other parts of the world and to the stories of immigrants worldwide. In order to build on conversations in school students may come home to you with questions about their ancestors and may even want to interview a grandparent or other relative. While this study will involve family, our focus is more on taking a closer look at different countries students' ancestors came from. This gives us the opportunity to study geography, culture, special foods, and the common experience of immigration and how this has led to the rich diversity of the United States. It also gives us the chance to discuss stereotypes associated with different cultures and push and pull factors for why people immigrate. For older students, this study can also serve as a warm up for research and writing for Independent Studies. An important part of experience, learning, and reflection is sharing knowledge. To this end, our hope is for students to present their Family Heritage learning to one another in a gallery or learning fair style at the end of this study.



Senior student, Oliver, presenting his family heritage study



The Hiland Hall School

NEWSLETTER

Spring 2021

Middle School reading from Brennan

In Middle School we are reading *Fever, 1793* by Laurie Halse Anderson as our first End of Day Story. A work of historical fiction, this novel follows 14-year-old Mattie Cook as her family, their business and community face the Yellow Fever epidemic in 1790's Philadelphia. Under current public health circumstances, the book has already sparked conversations about how Americans have reacted to and dealt with deadly illnesses before, in ways similar and different to our present societal response to COVID-19.

In addition to the End of Day Story (*Fever, 1793*) which I read aloud, Middle School is reading *Roll of Thunder, Hear My Cry* by Mildred D. Taylor as our first Book Club reader. This title deals with racism in 1930s Mississippi, as it is set during the Great Depression and Jim Crow era. My goal with the Book Club is to foster conversation on interesting and important topics.

Middle School writing prompt - If I were other than human

I chose a mockingbird as my animal, because the mockingbird memorizes and mimics sounds that they hear. That reminded me of me, my family says that I am really good at remembering things like masks, water for the car, hand sanitizer, letters to put in the mailbox, places, and even things that people say.

Some of the reasons I like the mocking bird are because they can fly, and get out of a situation and soar through the clouds. Sometimes I just want to get a different perspective of the situation and go somewhere that is so quiet and peaceful.

By Zoë, age 11



Tractor – Robbie, age 7

From Constitution 101 with Jessica



I chose the color yellow because it makes me think of happiness and freedom. I chose the color blue because it reminds me of the flag and freedom.

by Beth, age 14



I think that Blue and Red together can represent freedom because, for me, they evoke the ocean, an entrance to the rest of the world, and the sky, an endless view of the beyond.

by Linus, age 11

Writing and Drawing

My eyes opened wide as I saw an odd world as I stepped through the swirling mist that covered the edge of the hole that led into the future. I looked sideways at Will whose face was bright. I pushed him into it... stumbling into an odd garden. I stepped in after him. Wind whipped around me as I was still a fox. As soon as I was through, I thought about a dog whose fur was rippling in the wind. I enjoyed running through this wind. My body enlarged. I turned into a black lab skinny and swift. Will looked down at me. His dark hand rested on my matted fur mud caked my underbelly as rain pounded down from the grey clouds above. Night had fallen here to cover this garden. My bright green eyes reflected in the puddles as we walked through mud and puddles until we came across a road.

Excerpt from "The Shape of Light" – Marlo, age 10



The Hiland Hall School

NEWSLETTER

Spring 2021

We are trying something new this Newsletter – Alumni News! With almost 30 years of operation, the Hiland Hall School has a number of alumni out in the world. We would love to know how you are and what you're doing. Please feel free to send news-es to office@hilandhallschool.org.



Alumni News

*Hello my Hiland Hall family! High school has definitely been a change, I can't say in words how much I miss going to school with all of you and the nice small space. Currently I am in four different classes each class has 18-30 students which is HUGE compared to what I am use to at HHS. All my classes are going well, it is amazing how different the public school system is. I hope all of you are doing well, and I would love to be able to visit once I have the opportunity. **Grace Barber***

I'm in 11th grade at the Waldorf High School of Saratoga Springs in NY. I recently finished a class on Dante's Divine Comedy, and currently am studying world history and culture. We've been learning about South Africa and Rwanda. In my practical arts class, we've been making xylophones for a woodworking project. In English class we are reading The Catcher in the Rye, and in math class we're learning about trigonometric functions. I am also taking French. I recently had a really good time doing a week-long internship at Wing and a Prayer farm in Shaftsbury, VT. I learned about the process of making wool into yarn, and was so happy to get a hands-on internship experience during these uncertain times. I've continued with my Bollywood dance classes and violin lessons, though both are through Zoom right now. Say hi to everyone at HHS for me. --**Ocie**

I am in my second year at Long Trail, and even though COVID is making this year pretty hard, I love my classes and just being at LTS. I have been learning how to be a softball pitcher, reading a lot of new fantasy books, and learning about linear equations. I miss North Bennington and all of you!
Martha

With the second semester halfway done, things are getting busier. I'm working on a theatre festival at school that is happening in May, memorizing lines for the two short plays I'm in (both of which have Shakespearean language in them). It makes me think of the great plays I did at HHS that first taught me how to recite Shakespeare. I also had the amazing opportunity to audition for a film outside of school and got in! Although we won't be shooting that until the summer, I am beyond excited for my first movie. Even as I have so much going on, I often still think of HHS, and can't wait until I can come to visit and play the big games with all of you!

Miss you all, ~**Gianna**

During my time at Hiland Hall School, I learned to discover what I am interested in and that has helped me, as a sophomore at Long Trail School, to discover a passion for graphic design and community advocacy.

I am in my third year of interning with the school's Director of Development at Long Trail School. I work on many school initiative projects from alumni outreach, helping to design and post content on the school's social media accounts, helping with event planning, and creating community and alumni newsletters. I have fun being Marvin the mountain lion, the school's mascot, at community and sporting events. I am also a member of the school's Social Justice Committee, working toward social justice in the school's education and advocating for social rights throughout the community. I am grateful for Jessica and everyone in the HHS community, for the guidance and support to help me develop passion and learn to advocate for myself.

Happy Spring! **Jamie Knafel**

I'm currently living in Boston going to grad school at Tufts for music composition. At school I play violin in a jazz ensemble and a chamber orchestra, and I've been writing and performing lots of new music. Outside of school, I've been enjoying knitting, baking, and going for lots of walks.

Best, **Katianna**

I am doing well, working in Boston in IT and I am loving it so far. I hope to come back to Vermont soon and visit the HHS.

Best, **Alec**