

# VOICES

A STUDENT PUBLICATION OF LANDMARK COLLEGE



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## THE DIVERSITY ISSUE



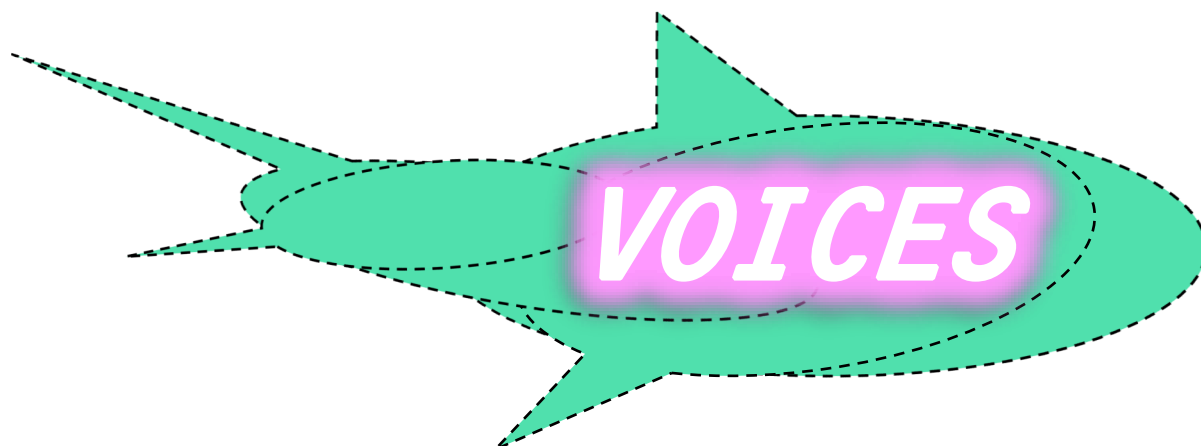
**FIRE STRIKES PUTNEY  
AGAIN! THIS TIME  
IT'S THE PAPER  
MILL** p. 13

**DIVERSITY AND INCLUSION  
AT LANDMARK COLLEGE** p. 2

**NEW! EXPANDED ARTS SECTION**

p. 15

**AN INTERVIEW WITH  
WITH MARC THURMAN  
LANDMARK'S COORDINATOR  
FOR DIVERSITY AND INCLUSION**  
p. 8



## CONTENTS

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<b>02</b>	<b>Diversity and Inclusion at Landmark College</b> <i>By Guinevere Downey</i>
<b>05</b>	<b>Thoughts About Diversity and Inclusion</b> <i>By Adam Sherman</i>
<b>06</b>	<b>Teaching Art: An Interview with Samuel Rowlett</b> <i>By Liz Weller</i>
<b>07</b>	<b>“I’ll do it tomorrow:” An Unfinished Story</b> <i>By Demi Schechter-Gross</i>
<b>08</b>	<b>An Interview with Marc Thurman: Landmark’s Coordinator for Diversity and Inclusion</b> <i>By Landmark College Journalism Students</i>
<b>13</b>	<b>Fire Strikes Putney Again, This Time It’s the Paper Mill</b> <i>By Emily McGuire</i>
<b>15</b>	<b>Arts and Lit</b> <i>With Contributions from Adrian Colberg, Gabbi Osowieckil, Hugh Devers, Bill Drake, Kara McCarthy, Leif Roalsvig, Ryan Gonsalves, Zachary Dunn, and James Wood. Photographs of Landmark Student Art By Liz Weller</i>

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## Diversity and Inclusion at Landmark College

By Guinevere Downey

**Landmark College** is famed for its neurodiversity. Is the college good at recognizing and including other forms of diversity, however?

The Centers for Diversity and Inclusion are relatively new initiatives largely run by students to promote and talk about diversity on campus.

According to the CDI Website, “The RISE UP Center was created in the Spring of 2017 by students and staff at Landmark College. The center is a “BRAVE Space” for all students who identify as people of color to organize, collaborate, and build community amongst themselves as well as the outside community.”

“The Center for Women and Gender seeks to foster a critical awareness of gender and gender identity by creating an empowered space, accessible to students of all genders. Serving as a resource and forum for topics and issues related to female-identifying and non-binary/otherwise-identifying students and, more broadly, how students experience gender in the College and larger communities.”

“The Stonewall Center provides a space for the support and advocacy for [LGBTQIAA] members of the Landmark College community, as well as educational, social, and supportive programming by, for, and

about the LGBTQA community.”

On November 22<sup>nd</sup>, in collaboration with Residential Life, the Centers for Diversity and Inclusion hosted a party in the STEM Center inspired by the TV show POSE. The party was attended by more than 60 people over the course of the evening, and there was an energetic and exciting atmosphere for nearly the whole evening. One student said that it was “the most energetic party” he’d been to during his time at Landmark.

In addition to the Centers for Diversity and Inclusion, the Center for Neurodiversity is a research and advocacy element of Landmark’s Institute for Research and Training that promotes information and advocacy for all forms of neurodiversity.

“Neurodiversity is the introduction,” says Marc Thurman, noting that this has always been an area of strength for Landmark College. “Diversity and inclusion are the story.” Thurman notes that it is still an unfolding story, with much progress made, and much more still to come (see attached interview.)

The last major diversity-focused organization on campus is Hillel. Hillel is a Jewish student organization with a branch that was recently restarted at the College.

*“Neurodiversity is the introduction*

...

*Diversity and inclusion are the story.”*

**-Marc Thurman**, Coordinator for the Center for Diversity and Inclusion (pictured below)



Hillel meets weekly and has frequent discussions on the intersections of Judaism and various aspects of college life. They also have frequent events for Jewish holidays and other community activities.

Voices reporters went out and talked to students about diversity and inclusion at Landmark College. After asking a number of students questions about their thoughts on diversity and inclusion at the college, we found the following:

Kara McCarthy, one of the students Voices interviewed, said that while she thought Landmark did a pretty good job of creating a diverse environment, “I think they could be better – you know the slurs that happened? I think they could be better at paying attention to that,” referring to an incident in Spring 2019 where hateful iconography was found in a bathroom in one of the residence halls.

Leo Premru, a first term student, thinks that the Centers for Diversity and Inclusion are doing a good job with activities and said that “I love how inclusive they are.”

***“It’s almost as if in an effort to connect everyone else, a lot of students fell through the cracks of being represented.” -George Crosby, Student***

A number of other students praised the Centers for Diversity and Inclusion for their activities and

outreach, and then immediately complained about the location of the Centers (which are in the basement of Frost Hall). One student said, “I know no one who goes to Frost.”

Many of these students also pointed out a lack of racial diversity on campus. The 2018-2019 Healthy Minds Survey, reported that “83% of students identified as White/Caucasian.” This means that 4 out of every 5 people on campus identified as white.

Student opinions were largely positive over whether they felt that their neurodiversity was handled well by the college. Wil Evans, a third-term student, praised DCAS (the Drake Center for Academic Support), and said “they’re always very attentive to... well, everything!”

***“I love how inclusive they are.”***

**- Leo Premru, Student**

George Crosby, a fourth year student, said that while he personally felt supported, he was worried about the general community: “It’s almost as if in an effort to connect everyone else, a lot of students fell through the cracks of being represented.” He explained that he felt that there was not enough focus on the binding fact that all of the students at Landmark are neurodiverse, and instead felt that people are being divided into sub-categories.

*continued on next page...*



Photo by Shoshana Conley



***There is no question of Landmark's commitment to diversity, but while the college excels in supporting neurodiversity, it seems that there is some way to go before the college can truly consider itself all-inclusive.***

Overall, while students seem to think that while the college is doing a good job of ensuring that neurodiverse students are represented and supported, they feel there is a noticeable lack of racial and ethnic diversity in the student body.

President Peter Eden agrees with the students:

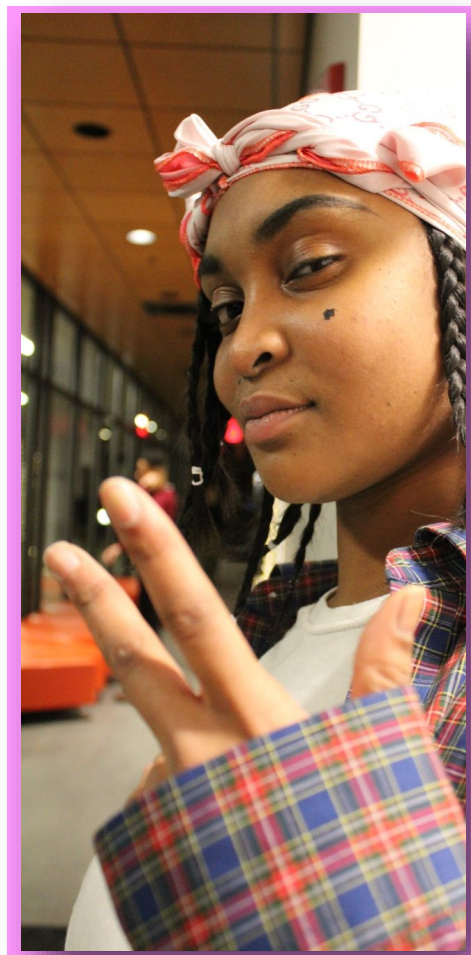
"Simultaneously we do a great job and we do a job that's not good enough." He went on to say that change was needed, but that it couldn't come directly from him as over arching policy. He said that change need to come from the students.

That said, in the last few years there have been a number of initiatives from the administration to create more diversity on campus. Gail Gibson-Sheffield, the Vice President of Academic Affairs, said that the college was looking to hire more faculty of color. She said that the college was reaching out to more diverse communities with job postings in an effort to raise awareness of the college.

Dr. Gibson-Sheffield mentioned a recent push of hiring at the college and said of hiring a racially and ethnically diverse staff, "It's tricky to hire faculty for Landmark College." She pointed out that prospective faculty have to be both "strong in their discipline," and have an ability to design courses that are accessible to everyone. She also noted that there was a need for the prospective faculty "to be willing to live in this part of the country... and be open to the level of pay that we're able to [offer]."

She pointed out that there was a racially and ethnically strong list of candidates for hiring in last years hiring surge. However, it is clear that diversifying Landmark's faculty is an ongoing challenge for the College..

There is no question of Landmark's commitment to diversity, but while the college excels in supporting neurodiversity, it seems that there is some way to go before the college can truly consider itself all-inclusive. As Marc Thurman says, neurodiversity is the starting point, and diversity and inclusion are a still-unfolding story.



Student at recent POSE event hosted by the Center for Diversity and Inclusion. Photo by Shoshana Conley

***"Simultaneously we do a great job and we do a job that's not good enough."***

- Peter Eden, President of Landmark College

The Centers for Diversity and Inclusion are located in the basement of Frost and are open from 8pm-10pm Tuesday through Saturday every week. Contact Marc Thurman, [marcthurman@landmark.edu](mailto:marcthurman@landmark.edu), for more information. Hillel meets on Fridays at 5pm in the dining hall conference room. Contact Laurel Salter-Dimma, [LaurelSalterDimma@landmark.edu](mailto:LaurelSalterDimma@landmark.edu), for more information.

# THOUGHTS ABOUT

# DIVERSITY AND INCLUSION

By Adam Sherman

There's a problem when advocating for other people.

When you are attempting to do so, you should always ask if the people you are trying to help what their thoughts are on a situation. For instance, talking with Olivia Ames, the only person in the school who needs crutches or a wheelchair, has completely changed how this article will be written.

To understand why, a history of my family, this college, and disability law is needed. First off, if you've taken the Perspectives in Learning class, you'll know that the ADA and other laws mandate certain rights for people with legally defined disabilities. There also is a grandfathering of buildings before a certain point.

Landmark, being designed and constructed in the sixties, back when it was Windham College, has many exempted buildings. Only two residence halls on campus have all floors accessible by elevator. One, Stone, has an elevator that goes to the basement and center floor... but not to the top floor. Also, only one Bridge is oriented towards the handicapped.

Both my grandfathers were on crutches for most of their lives. My maternal grandfather was on crutches or in a wheelchair for the short time I knew him. My paternal grandfather has been on crutches for most of the time I've known him and has seen a decline in mobility this decade. Seeing a highly inaccessible building makes me wonder how they'd access it, and it also inspires anger. Why aren't these buildings designed for *them*?

Yet Olivia has a different view of the campus. She calmly explained to me how, between her scooter and Campus Safety, she has no trouble with the hill. "Other than being stared at for walking different," she added, "I don't feel judged." As for her

Yet Olivia has a different view of the campus. She calmly explained to me how, between her scooter and Campus Safety, she has no trouble with the hill. "Other than being stared at for walking different," she added, "I don't feel judged." As for her thoughts about the inaccessibility of three of the five dorm halls, she says she's never been in them.

If she, as a disabled person, says the campus is disability friendly, then what right do I have to go on a rant about "temporarily abled people?" On the other, if the school only has one person who uses crutches and other mobility aides, doesn't that say something about the school?

*There's a problem when advocating for other people.*

*When you are attempting to do so, you should always ask if the people you are trying to help what their thoughts are on a situation.*



# An Interview with Samuel Rowlett

*Weller:* What are your thoughts about Art at Landmark Collage?

*Rowlett:* My first thought about Art at Landmark is that many students who come to Landmark have had a difficult time potentially at other institutions in terms of conventional ways of learning. I think that many students have developed strategies over their lifetime and educational lifetime in order to deal with and cope with a world that wants students to fit a certain mold of learning.



Associate Professor Samuel Rowlett

***I would say for the young artist, the student of art to think about not only the pursuit of your own voice and finding your own voice as an artist but also to make sure that you are bringing up and developing skills in other aspects of your professional life. —Professor Samuel Rowlett***

*Weller:* If you were to encourage a student here at Landmark collage who wants to go on to be an art teacher, what advice would you give them?

*Rowlett:* Professional artists have to run their art like a business and that's a hard life. I would say for the young artist, the student of art to think about not only the pursuit of your own voice and finding your own voice as an artist but also to make sure that you are bringing up and developing skills in other aspects of your professional life. Teaching and making art are very interconnected to me.



# “I’ll do it tomorrow”: An Unfinished Story

By Demi Schecter-Gross

We say “Tomorrow” but when Tomorrow?...in a week?, a month?, a year from now or maybe Tomorrow? If you happen to stumble upon this article, chances are that we have all been guilty of it. ‘Getting the ball rolling’ can be a daunting task while for some it is “*Piece of Cake*.” If anyone wants cake I’ll be in the game room playing pool. Have you ever started to work on something, only to realize that you subconsciously decided to do something else that was unrelated to what you had intended to finish? Then say to yourself “I can get it done later” or “Tomorrow?”

***Procrastination is a funny thing, one that we are all guilty of and well capable of doing whether we realize it or not. If you’re reading this, it is highly likely that I have gotten distracted and procrastinated to send in my paper to my professor and has been long since overdue.***

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Procrastination is a funny thing, one that we are all guilty of and well capable of doing whether we realize it or not. If you’re reading this, it is highly likely that I have gotten distracted and procrastinated to send in my paper to my professor and has been long since overdue. While there has been some progress after three weeks. I have successfully managed to make up three weeks of work by writing three sentences in about 48 minutes--a new personal record!

We all procrastinate in our own unique ways and affects everyone’s productivity differently, We can get it all done there is more to this unfinished story; Let us hope there will be a good ending to this story sometime “Tomorrow”.

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# An Interview with Marc Thurman

## Landmark's Coordinator for Diversity and Inclusion

*Five Landmark College journalism students and Voices reporters sat down with Marc Thurman for more than an hour on the last day of the class to talk about his work as the Coordinator for Diversity and Inclusion at the College, and about his experiences over the years he has spent as a student and a staff member at the College, and the role of the Centers for Diversity and Inclusion. This interview has been condensed and edited lightly for clarity.*

**Voices:** So can you give us a brief introduction?

**Marc Thurman:** My name is Marc Joseph Thurman. I'm an alumni. I graduated in December two semesters ago. I have my associates degree, as well as my BA. And I am now the Coordinator of Diversity and Inclusion.

**Voices:** So what does that mean?

**Marc:** To be honest, it means to not be afraid of kicking down the doors, not being afraid to connect with other students that have the mindset of diversity, or may not understand what is diversity & inclusion and lastly it means not being afraid to speak up.

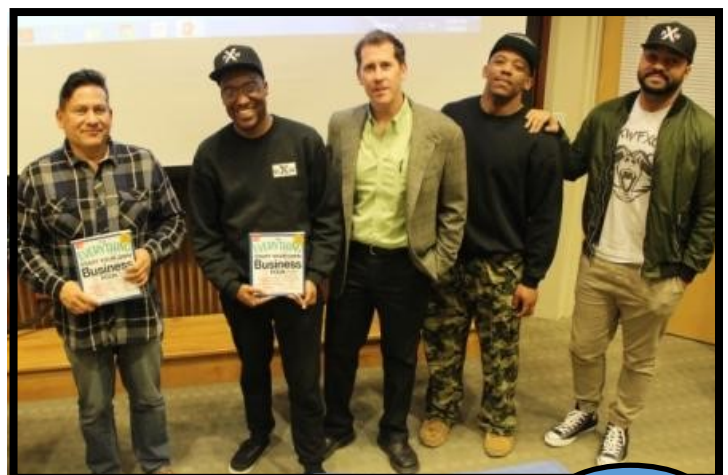
I know Emily [Emily McGuire, assistant coordinator for the Stonewall Center and a *Voices* reporter] can definitely attest to this, that the progress of the diversity work that we've done here on campus has been not only myself, but with a team of people who believe in the same active work, community work, and bringing people together, no matter the color or gender. It's about how we can bring people together, but not only that. How can we educate and connect to those that may not understand. And I think that's why I'm here. That's why I'm in the position that I am in.

**Voices:** Can you tell us a little bit of what it was like, what was it that started your work here?

**Marc:** That's a good question. Honestly, Trayvon Martin and Mike Brown really shook a nerve with me. It left a impact on me not only because of the police brutality and injustice, but it could have easily been me instead of them. I connected with others that looked like me on campus that was hurting the same way I was but realizing no one was talking

*Honestly, Trayvon Martin and Mike Brown really shook a nerve with me. It left a impact on me not only because of the police brutality and injustice, but it could have easily been me instead of them. I connected with others that looked like me on campus that was hurting the same way I was but realizing no one was talking about this world-wide shake up that was happening in our community. And I was just sitting there like, wait a minute, there's a problem. No one's talking about this. No one's even asking, are you okay? —*

Marc Thurman



Marc Thurman (Second from Left)

talking about this. No one's even asking, are you okay? I would have just been happy that someone who doesn't look like me recognized there's an issue. But I didn't see that.

And so, I thought to myself about what my mother always tells me, if there's something worth fighting for then fight for it, but you're not only fighting for yourself, you're fighting for others. So, I connected with a fellow staff member who used to work here. And I said, we need a center for students of color here, ASAP, because we're sad, we're upset, we have no place to go. And I think at the time, we only had the Women's Center.

***For instance, Dr. King had a dream but he knew he was going to be unable to see that through. But Dr. King never stopped fighting because he knew it wasn't just about King it was about all of us. You've got to trust the process. And like I said, sometimes they may not hear your voice right now. But keep screaming. Because there's going to be somebody who's coming in right after you who's going to be saying the same thing. And guess what, because of you, you already made a dent.***

So, for me when I saw the Women's Center, honestly, that's what really encouraged me to do it. I thought, Oh, this is great. Can we have a center for students of color at Landmark college? And at the time, I think it was new to hear that.

I was able to work with a fellow staff member that used to work here, an African American RD who really believed in what I was saying and believed in. From there, it just trickled down to where I just kept coming back every semester, not alone but with other students saying that this is important, that we need to work together, not only speaking from what visions that I have, but speaking the visions that a lot of students were already having who weren't only people of color, that it would be great not only for students of color but great for the landmark community, to have a place where they can feel like they can connect, and just breathe for a second, but also educating the rest of the campus about things like what is Black Lives Matter? What is the civil rights movement? I've heard about it in the history books, but what is it really? The centers can help educate others understand.

***Voices:*** *I have a friend who has physical diversity, she uses crutches and a wheelchair, and if she says school is fine for people like her but I don't know if I agree, what am I supposed to do?*

**Marc:** Keep fighting. You're doing it right now. Keep speaking about it because maybe when you're gone, someone else will come and talk about it and they'll think, remember this student that was here that was pushing for that.

Everything is a process. And a lot of times because we're student leaders, most of us are in this room. We want things to happen right now. But they don't.

They don't, you know. For instance, Dr. King had a dream but he knew he was going to be unable to see that through. But Dr. King never stopped fighting because he knew it wasn't just about King it was about all of us. You've got to trust the process. And like I said, sometimes they may not hear your voice right now. But keep screaming. Because there's going to be somebody who's coming in right after you who's going to be saying the same thing. And guess what, because of you, you already made a dent. So this person, they just come in and slide right on in. You set up the groundwork.

***Voices:*** *How do we recruit more students of color and also more women? Those are two areas where they are real minorities on campus. Do you work with admissions or recruitment at all?*

**Marc:** We've recently connected because of the work of the students here within the centers and the concerns that they've raised, and the programs that they have put together, and the feedback that they have gotten from the community, and this has made it where I can basically say these things need to be put in place. So it's like all right, let's get this going



because it's not just one voice. It's me and like ten or twenty students are saying, yes, we need this. Yes, we need that.

So right now, there's a meeting in place that's happening next week, where CDI will be talking to others about how we can better connect in a way where we're talking about neurodiversity and diversity and inclusion, because I believe that neurodiversity is the introduction, and diversity and inclusion is the story. So those two things need to come in together.

And it's going to take work, it's going to take a lot of meetings. It's going to take a lot of conversations. And like I said, it's going to take time, and we have to be able to trust the process. That's the hard thing--to trust the process and see it through.

**Voices:** *What has the process been in the Rise Up! Center? Like, what are some difficulties that showed up? And how did you work through them?*

**Marc:** Well, I'll speak from when I was still a student, when I was assistant coordinator. And before I was an assistant coordinator, I just worked within the Rise Up! Center. And one thing the center taught me, working there, I saw that it's better to listen to everything, then act. And I'm glad I was able to pick those tools up from other leaders that were in that position. I was able to just watch and learn and learn how to connect with staff members here on campus.

Now it wasn't easy to say, hey, we need these things to happen and they're not happening. I knew I had to take my emotions and put them aside. Because again, it wasn't about me. It was about the other dream chasers also known as students that are constantly coming to this campus every semester. There were some days I was angry and very emotional, because I wanted things to happen quickly. But as I started to really learn, I started to see the foundation that a lot of these things are built on.

Becoming a leader is a hard job to do. It's not easy. So, as a student, learning how to put my emotions aside and having a time where I wanted to stop, I wanted to quit. I was like, you know what, no one sees, like, no one's listening. But once I sat back and just started really listening--that's what I learned.

So, as a student leader, then becoming an assistant coordinator, I learned it's not just about my mindset, and what I see. It's about all of us, because we can't move forward if you don't have an opportunity to speak and be part of it.

**Voices:** *How does inclusivity work in the Rise Up! Center? Is it just about being part of the group that the center was designed for?*

**Marc:** Speaking for the Rise Up! Center, and the other centers, it's a family. It's a family affair, meaning we have students coming to the Rise Up! Center who are not just African-American or Latino, but we have white students who come in and say, these are my friends. I want to understand what's going on. I want to better connect with my friend. It's good, it's welcoming because the only way we can move forward and learn is together.

So, each center has a day that is just devoted to those students who the center is built for and programs outside of that one day are for every staff and student to be a part of. Because we can't just do it individually. We've got to do it together. Because when people see everybody coming together, they want to be a part of it.

**Voices:** *What do you think has been your greatest success in your role as Coordinator for Diversity and Inclusion? Is there something that stands out as something you're really proud of?*

**Marc:** To be honest with you, the work is never done. When I see you succeed as a student and graduate, I shed my tears of success then. When I see a student that had a rollercoaster semester and was able to get through it and then comes out on top, that's when I sit back and think, this is why I do the work.

So, first the job is never done. So, I never think it's over. On my break when I'm home I am thinking, what's the next thing we can do? How can I be better? Because if I'm not better than I can't help the student believe in themselves and feel successful.

*Continued on next page...*

But the job is never done. Because guess what, there's going to be somebody else walking through those doors that's going to need me. I'm here, because I know what it's like. I've been there.

How can I be there for someone else and get them where they need to go? It's the diversity work but also instilling those values of Hey, you can be a great leader. You got it. Yeah, we have to go to school. I know it's hard, but we get through it. And it's just getting that encouragement to do it, you know, helping you get that confidence to keep moving forward.

***Voices:** How do you see the academic side in terms of diversity? What is the Centers for Diversity and Inclusion's role in that side of things?*

**Marc:** Well right now there already is a step forward in connecting with staff and professors here on campus. And that's happening due to the push of feedback from students. That has just naturally just started happening this semester. The students of color that are here most likely come from schools where when it comes to special education it's not good. So, their past connection with the teacher isn't good. then you come to a place that's out in Vermont, and say wow, this is a culture shock for some students of color that's the feeling. But, on the other side you also have to look at how a professor may not understand how to connect with a student of color, also women, and students who are a part of the LGBTQ community, because it could be a first introduction for them as well.

I would say when it comes to the language of how we talk to each other, like the kind of language used to give direction on how to do something. Sometimes the language that we use can be encouraging, but sometimes we can be discouraging, without even knowing we're doing that.

And for someone who's in a place that is new for them, you want to be as encouraging as possible. And language is everything because in every neighborhood you live in the language is different. The style of language is different. The way that I talk to you is different from how I talk to my friends. So, when you have an educator who's coming to talk to you with a whole different tone of voice and they are using words you may not understand, and

and they're talking to you and the student feel like they're being talking down to. We here at landmark college must understand that we can't use the same language that we use with one student with everybody. Right? It's understanding that you're going to have different mindsets here, you're going to have different personalities here. And you have to figure out a way to be able to connect with everyone in a way where they understand exactly where you're coming from. And for teachers, it is important to be able to process that, because you can have somebody feel discouraged really quickly without you even knowing, because of how you talk to the person.

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***Voices:** How has the Rise Up! Center helped students here at Landmark? And does it help them even through their learning?*

**Marc:** I was looking at the graduating class. And I say, how many women are graduating? How many students of the LGBT community graduate? How many students of color graduate?

*Continued on next page...*



And I sit there and I look, and since I have a connection to students, I'm seeing some that may go, some that don't stay. And the reasons for that are not only just academic, but also about not having a place where they feel they can belong to and be able to grow. My first semester in this position, seeing on stage a couple of students from those different diversity groups graduating meant a lot to me and showed me that the job myself and Kelly are doing is really working.

Education is central, and yes, we all need that. That's important. But we have to look at how we can make this place as comfortable as possible for the human being, to provide a space where someone can say, you know, like I said to self, I am Black and I am educated, I love hip hop. I love connecting. This is who I am. And I can be myself here. I can come back and get my associates degree and graduate. I can come back and get my bachelor's degree and graduate. I can actually be successful here at Landmark college, I want every student that come through those doors to feel that way.

Education is the key, but we can't get the education if we don't get to the person who's the human being first. If you don't feel free somewhere then you can't grow and learn .

**Voices:** *You've already covered this, but can you say some more about what you think the Centers for Diversity and Inclusion mean to students and to the Landmark community?*

**Marc:** I believe the students feel free within the centers, within the Stonewall center, within the Woman's Center, within the Rise Up! Center. And I say that because you look at those that are part of the LGBT community, those who are African American, Latino and other nationalities and Women here, there are small amounts in each category. So, when you're in the classroom, you're by yourself. When the hallway is filled, you're by yourself.

When you're a minority, being comfortable can be challenging.

When it comes to race and gender every day is difficult, every day is it's not easy. So, the most comfortable place is the Rise Up! Center, the Stonewall Center,

the Women's Center. That's where you can sit back and breathe, and not have to worry about anything or someone judging you or someone assuming something about you, All the centers are built that way. So right now, it's going to take all of us to make changes. It's just that right now there is not a large population of diversity here but so what it doesn't mean we can't change things around for those students that are here and those that are coming.

You know, that's exactly what the centers are. Let your hair down, relax, put your feet up. Say what you need to say because no one's judging you here. But in the classroom, you have to act a certain way. You have to be a certain way. You don't want to be judge, but you're thinking about all these different things and then you take them in, all that school information and work, and it's a lot. It's a lot to take in. I've been there and it's not easy.

I see Landmark going in this positive direction of inclusion. You have neurodiversity, and neurodiversity is the introduction. The story is diversity and inclusion. Right now, we just have to figure out how we can put those two things together.

I also believe that diversity programming for staff is very important. I'm going to a town hall meeting [in Putney] on Thursday. I'll be speaking about what we're doing here at Landmark, what systems work? How do we connect with students? And yes, this is happening with students who have learning disabilities. And we're able to talk about social justice and the LGBTQ topics and we're able to talk about women's rights. Yes, we're able to do that here.

So that's pretty much what CDI is doing, going [into] each room shaking things up, and what we're doing is what the students are asking for, making it clear that this is what's already happening. But we need everybody else to be on board, because this is the future. And if you're for the future, and that's the direction that I feel that we're going, then change has to happen. That change will definitely have to come, and everyone has to get educated. We all do, it's the way to move forward.

# *Fire Strikes Putney Again, This Time It's the Paper Mill*

By Emily McGuire

**Around** 10:00 on a rainy, snowy Sunday morning in the Putney Paper Mill caught fire in the ceiling ducts and machinery. The fire had proceeded about an hour. As of now cause has not been determined.

About 6 or more fire trucks and many more emergency vehicles lined road down the center of Putney. About 30 to 40 fire fighters and emergency personal linger around the front of the General Store, who has put out free coffee for those fighting the fire.

Smoke that bellowed from the top of the mill slowed significantly indicating there are still flames inside. Fire fighters on engine latter's work their way to the top of the roof.

Locals offer hot chocolate to waiting fire fighters and EMT's. Others walk past with jaws open, while one local states how all this reminds them of the General Store fire of 2008.

The conditions outside cause some concern, but most of the personal working on the fire do not seemed phased by the weather. The same might not be said for south bound drivers coming down hill on route five.

The road block has cut off access to Kimball Hill road in fount of the general store, cause oncoming traffic to stop in the hazardous conditions and make a complete u-turn. Some turn on the side walk in order to clear the zone.



The cause has yet to be determined, but it is confirmed that the fire is in the ducts of the ceiling, as while as some of the machinery. The exterior of the building is intact but the windows that often are eliminated to the whirl of the machinery has been blacked from smoke.

The hardworking people of the emergency services are working together to fight the smouldering flames, and let's hope it all stays with in their control.

*more scenes from the blaze on next page...*

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*Editor's note: This story is an example of "spot news reporting," in which a student journalist covered a breaking story while it was in progress.*







# ARTS

# AND

# LIT

*With Contributions from Adrian Colberg,  
Gabbi Osowieckil, Hugh Devers, Bill Drake,  
Kara McCarthy, Leif Roalsvig, Ryan  
Gonsalves, Zachary Dunn, James Wood*

*Photographs of Landmark Student Art  
By Liz Weller*









## The Zodiac sign Gemini Poem

### The Gemini of Affection

The air currents come and pass  
The cycle of life remains constant  
Through storms and sunshine  
Through twins and brothers  
The cycle remains normal  
Locked in place  
Searching for a place that is unknown  
My shortage and bliss  
Once brought things even  
Now my shortage is out of hand  
Like suffocating but not able to perish  
But forced to live through the process of pain constantly  
Burdened by the wanting for love  
It cannot be killed, wiped, blocked, or sent away  
Left unwatched it grows stronger  
Still I follow my compass  
Praying for the elements to clear and the land to appear  
I no longer wish for the gold just the land  
A hope  
A desire  
A comet that fades in the darkness  
Unrevealed, lost among the air of Mercury  
Never to be thought of

## Untitled

by Gabbi Osowiecki

A kiss from you is like dew on a summer's morning. It chills my toes, but I don't mind. I think I like it.

A hug from you is like waves crashing onto the shore of an island. Enveloping me, covering me from head to toe. It steals my breath, but I don't mind. I think I like it.

A word from you is like a symphony in an echoing concert hall. The sound fills my ears, and I can't differentiate between any of the stimuli I'm receiving, but I don't mind. I think I like it.

A laugh from you is like Christmas bells in air filled with snowfall. It rings, reverberating through me, filling my chest with longing, but I don't mind. I think I like it.

A glance from you is like a firefly flitting about in the night. I can't fully see it for more than a moment,



## Zodiac Poem

The Taurus as stubborn as he is loyal and not one to hold a grudge or not for too long unlike his opposite the Scorpio.

It is true what they say... opposites do attract and the Torus and Scorpio can be friends or even lovers because love is blind.

The Torus wears his heart on his sleeve for all to see having nothing to hide and wanting nothing other than just to lend a hand.

Don't let the sharp horns give you the wrong impression the Torus is a lover and gentle, despite his intimidation and resting bitch face wants nothing more than to make sure you feel loved.

Sometimes at night you can even see him in the sky on a clear night in the stars, watching and protecting without you even knowing.

If you ever dare to fall in love with a Torus he will always be there and make sure you always feel loved and cared for, you won't find gaps in the love he has to offer.

The Torus type only come around so often between the time of April 20<sup>th</sup> and May 20<sup>th</sup>, and of all the signs are one of the more gentler ones despite their rough exterior.

Emily McGuire

### Little bits of me

When we give little parts of us, what does that leave us?

Are we just small things of lingering movement, compiled together to make one living moment?

How do we live moment to moment when we are constantly leaving bits of our existence elsewhere?

How do I move threw the same air that is splitting me into small atoms and particles?

Fling tiny amounts of me at other people?

Can I keep me and all my parts together?

Keep them from touching or effecting anyone?

No, I can't.

No matter how fast I move, or how fast I want to go,

I will always linger, and so will you,

We are as liquid as the air, as words

Our feelings are sticky and they cling to others like fly paper,

We trap others with a thickness of our words,

we bind them to moments with the emotion we exhumed

I slide in and out of this heave and damp world of yours,

At every turn I'm shifting in and out,

and one day I too will cling,

like water on your brain,

I too will leave that last impression that is clipped in to the side of the mountains

And when time has blasted that mountain smooth and fresh,

A pair of shoes

Nothing but a pair of shoes,  
But I stand and lay as his muse.  
He paints me with multiple hues;  
Surrounded by a shade of blues.  
He displays the rubble that got embedded in my creases,  
And my bound laces that he released.  
I am really nothing,  
But in his eyes I am something,  
I am something,  
I am something,  
His pair of shoes.



Emily McGuire

## Piss Poor White Trash

If I can't be angry at a person I'll be angry at the system,

If I can't be angry at the system I'll be angry at you,

If I can't be angry at you I'll be mad at myself,

And if that doesn't work, I'll pop off on every last mother fucker.

Beyond the Grave

A man with two lives  
A man with two deaths  
A man with two graves  
A man with one name:  
Elmer L. Dunham

Born in 1949  
Or was it 1923?  
Ask the old town folk about Mr. Dunham  
they'll each give their own answers.

A life while cautious and hidebound,  
thriving in Arcadian simplicity  
Embracing conspicuous consumption  
and everlasting starvation

When trouble a-stirred  
o'er across the globe  
a call to arms emerged.

Mr. Dunham was ready  
to serve his country  
so over the seas he went.

In the land of the Far East,  
unlike anything he'd seen,  
American niceties had died  
and he caught a bullet in the spleen

Honorably discharged,  
he was one of the lucky ones,  
and four years later,  
he both died and survived

As his better half died that day,  
Elmer wept and wept and wept.  
For six more years he lived in tears,  
until he met the same fate his son had met.

Born in the Roaring Twenties and fathering a son in the fifties,  
elder Dunham named his son after his likeness,  
But Junior died young leaving father after son,  
a death in 1979 and past 1985.

Yes, I'm afraid the burden of duty and name lies not on one man.  
Let this not be the fate of poor son and father, Elmer L. Dunham.

She is

Her natural hair was  
Dark as night cuz  
The mustard stained Lakers jersey she wore  
From a fight that broke out in the 4<sup>th</sup>  
Her seat was closest to the door  
Amazing skin  
Eyes that would get you lost  
Like a maze you were in  
The shade of her Nike shoes  
Louder than a preacher on a Sunday morning  
Voice like velvet  
But yelled obscenities without warning  
Fearless one with an iron gut  
Stronger than Samson  
Before his hair was cut.



Zachary Dunn

### **Demigod**

The love of my life, shining like the sun  
Sets my soul alight with ecstasy and fire  
She is the light that pierces overcasts days  
And the blackest of nights

With a soothing voice of Gabriel,  
Calming the angriest of tempests  
And inspiring hope in the deepest pits of despair  
Pushing me forward through every trial

Her eyes an eternal transfixing beauty  
Containing a universe inside  
That radiates kindness, and hope  
To all who are in need

The touch of her lips  
A lightning strike upon mine  
Jumpstarting my heart,  
And Putting joy back in my life

## Zodiac Poem: Sagittarius

Then the arrow flies, comet and flame, in the mind  
A burst and break can be followed forever  
But nothing was hurt, nothing harmed, but floated away peacefully  
Then round again, the traveler stopping only to observe, to know  
But then it's hurtling again, the memories worth the wait  
Lost, lost does not have meaning, the place exists to be experienced  
And so you will, experience it all.

## Capricorn

by Gabrielle Osowiecki

I'm a Capricorn!

I'm a ~~workaholic~~ ambitious!

I get two, three hours of homework done  
most nights!

~~Sometimes I feel bad when I take  
a night off.~~

I'm a Capricorn!

I'm ~~relentless~~ persistent!

Sometimes my perfectionism gets in the way,  
but I won't let it stop me!

~~Can't stop it from making me think  
my work sucks, though.~~

I'm a Capricorn!

I'm ~~dry~~ practical!

I keep my writing brain in check.

I could stay up writing that novel, but my grades won't like that very much!

~~It makes me wonder, though,~~

~~will I ever become the writer I want to be? Will I ever have the time?~~

I'm a Capricorn!

I'm ~~uptight~~ disciplined!

Parties aren't really my thing.

I prefer to stay in or study with my close friends!

~~Am I missing out, though?~~

~~Guess I'll never know.~~

I'm a Capricorn.





PHOTOS BY SHOSHANA CONLEY

# POSE PARTY 2019

