

Inspiring an ethic of caring for our planet by cultivating
diverse voices through the spoken and written word

Planting Trees

BY ANTHONY ANELLA, Founder & President



One of the most compelling stories of environmental restoration is the story of Aldo and Estella Leopold and their children planting trees. Not long after they moved from Albuquerque to Madison in 1924, the Leopold family bought an abused and run-down farm on the Wisconsin River and set about restoring the land's health as a family project. They did this by planting trees. Thousands and thousands of pine trees. They also renovated an old chicken coop left behind by the farm's previous owner, the farmhouse having burned to the ground years earlier. "The Shack," the name the family gave the former chicken coop, became—together with the land itself—their family retreat: the place they went to enjoy life's simple pleasures. In 1948, while helping a neighbor fight a grass fire, Aldo Leopold

died here, one year before his enduring masterpiece, *A Sand County Almanac*, was published by Oxford University Press. Fast forward nearly 60 years to 2007 and the Leopold Center, the home of the Aldo Leopold Foundation that the five Leopold children created to honor their parents, was recognized by the United States Green Building Council as the "Greenest Building on the Planet." Why? In part, because the Leopold Center is built with timber milled from a fraction of the pine trees the Leopold family had planted 60-80 years earlier!

What extraordinary parents Aldo and Estella Leopold were to have raised their children with a shared family devotion to taking care of a piece of land: something bigger than themselves to which they could dedicate their combined efforts. Not surprisingly, all five of the Leopold children would go on to pursue careers in the natural sciences. In chronological order of birth: Starker Leopold became a distinguished professor of zoology at UC Berkeley and in 1962 was

appointed by Interior Secretary Stewart Udall to chair the Special Advisory Board on Wildlife Management; Luna Leopold became one of the world's preeminent hydrologists and the recipient of the 1991 National Medal for Science; Nina Leopold Bradley graduated with a bachelor's degree in geography from the University of Wisconsin, and was the person her siblings credited with being the heart, soul, and driving force behind the creation of the Aldo Leopold Foundation; Carl Leopold became a distinguished professor of plant physiology; Estella Leopold, the only surviving child, became a distinguished paleobotanist, and, after helping lead a heroic effort to successfully save from development the Florissant Fossil Beds in Colorado, received the International Cosmos Prize for her contributions to conservation.

It may not be surprising that the Leopold children would pursue careers in the natural sciences, but it still speaks volumes about their parents. In raising such caring children, Aldo and Estella Leopold were not just two of the most influential conservationists in history, they were also truly extraordinary parents.



The example of the Leopold family inspires hope for how we—children and parents working together—might help restore the health of our planet, a task that must surely be an intergenerational effort. Indeed, this is the idea behind the Aldo Leopold Writing Contest for 6th-12th grade students in New Mexico. What better way to work with our children than to help them find their own voices as the primary stakeholders in the future of our planet? What better way to mobilize society to take action on the environmental challenges facing us than to give voice to the generations whose lives will be most affected by those challenges?

Since its beginning in 2009, over 2000 students from schools in both rural and urban communities around New Mexico have participated in the Aldo Leopold Writing Contest. But this number does not begin to

capture the influence of the Writing Contest. It also touches their siblings, their peers, their teachers, their parents, their grandparents, and their larger communities. This is why the Aldo Leopold Writing Contest is so effective: by inspiring students to write it also engages the citizens of New Mexico in an urgent conversation about how to address the changing realities brought about by climate disruption, biodiversity loss, growing freshwater demands, and other critical environmental issues.

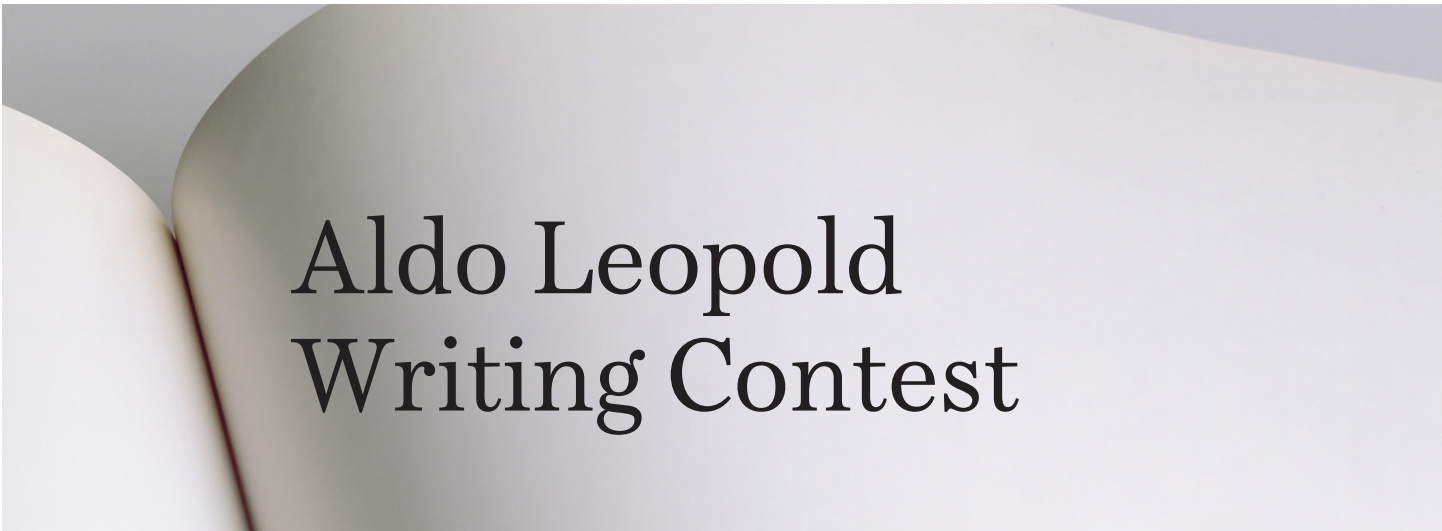
The best student essayists receive cash awards: \$500 each in the three grade categories. To underscore the intergenerational spirit of the Aldo Leopold Writing Contest, the awards are presented to the students in

a ceremony held during the Annual Leopold Lecture.

In 2017, the first year of the lecture, Barry Lopez, a National Book Award-winner, presented the awards. This year, the Leopold Writing Program is establishing an annual prize in memory of Barry Lopez (1945-2020): a \$250 gift of books to the school library of the student recognized as the overall best essayist.

This Fall—pandemic permitting—William D. Nordhaus, an Albuquerque native and the 2018 Nobel Laureate in Economics, will present the awards to the students and the 4th Annual Leopold Lecture. Professor Nordhaus received the Nobel Prize for his study of the relationship between climate change and the economy. Imagine how exciting and potentially life-changing it is for the students to receive their awards from such esteemed individuals!

The story of the Leopold family planting pine trees to restore the health of their land along the Wisconsin River is a metaphor for hope during these challenging times. Inspired by their story, the Aldo Leopold Writing Contest also plants trees: trees that will continue to grow in the fertile imaginations of the next generation of environmental leaders for many years to come. 🌲



Aldo Leopold Writing Contest

For 6th – 12th grade students in New Mexico, the Aldo Leopold Writing Contest engages the next generation of leaders in conversation about important conservation issues and gives voice to the generation of writers who will be most affected by those changing environmental realities.



THE 2021 ALDO LEOPOLD WRITING CONTEST PROMPT

“Acts of creation are ordinarily reserved for gods and poets, but humbler folk may circumvent this restriction if they know how. To plant a pine, for example, one need be neither god nor poet; one need only own a good shovel.”

—ALDO LEOPOLD, “Pines Above the Snow,” *A Sand County Almanac*

As the novel coronavirus spread in 2020, we needed to stay home. We had to turn back to familiar landscapes, reacquaint ourselves with our yards and neighborhoods, and look more closely at our own skies and landscapes. Using Leopold’s land ethic as a guidepost, think about lessons we can learn from staying home. What acts of creation – be that as poet or as planter – did you unexpectedly find yourself taking up, and how did your creations build on some of New Mexico’s senses of dwelling with the Earth, such as *querencia*, kinship, *acequias*, and aridity?

In 2021, the 13th year of the Writing Contest, submission numbers were low, in part because of the constraints dictated by the pandemic during the school year. These unusual circumstances restricted direct contact with Contest partners and in-person delivery of information to New Mexico schools and libraries. Nonetheless, students from around the state offered dozens of inspiring and creative essays for consideration by our panel of judges.

Dylan Como-Mosconi, an eighth grader at Mandela International Magnet School in Santa Fe, won Overall Best Essay and First Place Grades 8-9 Category honors. His award of \$750 included \$500 for his First Place win and an additional \$250 for the David E. Stuart Humanitarian Award for Overall Best Essay. Pippa Barrett, in the seventh grade at Jour-

ney Montessori Middle School in Santa Fe, was awarded First Place Grades 6-7 Category and received \$500. Twelfth-grade Brianna Xie placed first in Grades 10-12; the Albuquerque Academy student also received \$500 for her top award. The First Place essays appear in full in this newsletter, along with the young authors' responses to several interview questions that offer insight into their writing process and background.

The Writing Contest welcomed a new partner for 2021, the Yucca Branch (Albuquerque) of the National League of American Pen Women, who generously donated \$150 for Award Winners. Six Honorable Mention recipients each received \$25 in prize money from this contribution.

HONORABLE MENTION RECIPIENTS

INEZ CASTILLO *Grade 6*

Amy Biehl Community School, Santa Fe

TEACHER: Joan Gauschman

MIA SCHLEMAN *Grade 7*

Mandela International Magnet School, Santa Fe

TEACHER: Susan Nichols

CHARLES CHAPMAN *Grade 8*

Mandela International Magnet School, Santa Fe

TEACHER: Holly Call

KAREN ZHANG *Grade 9*

Albuquerque Academy, Albuquerque

TEACHER: Elizabeth Scott Buron

RYAN JADEN JIM *Grade 10*

Rehoboth Christian School, Rehoboth

TEACHER: DeLyssa Begay

MAGGI VAN DRUNEN *Grade 10*

Rehoboth Christian School, Rehoboth

TEACHER: Seth Weidenaar

*Essays and photographs of the recipients
are available at LeopoldWritingProgram.org.*



We would like to express our appreciation to these volunteer judges for their evaluation of the essays and selection of the 2021 Contest honorees:

Niveditha Bala

Pita Hopkins

Dara Johnson

Deborah Krichels

Janene Mondragon

Mario Montoya

Katherine Wilson

Additionally, we are grateful to our Contest Co-Coordination, **Tess Bixby** and **Jenna Rabe**, for their diligent facilitation of the judging process.



DYLAN COMO-MOSCONI

BEST ESSAY Grades 8-9

OVERALL BEST ESSAY

Mandela International Magnet School, Santa Fe

TEACHER: Holly Call

From the Ground Up

COVID hit us unexpectedly and affected each of us in so many personal ways. From my uncle who died of COVID in May of 2020 in NYC; to my father, a teacher, who had to learn to engage his first graders online; to my grandmother with Alzheimer's, whose one joy was to watch humans congregate. Everyone's life changed. So what did we do? We found solace at home with family, and took on some serious projects, like replacing collapsed leach lines. At my house, we all learned to pitch in more, as my mother, a doctor, was highly exposed to COVID at work, and moved outside temporarily into our yurt. My sisters and I cooked a lot, and I actually became pretty good at it. They both adjusted easily as they immersed themselves in their hobbies, but I needed to find my own release.

I took to walking. As Edward Abbey said, "Walking...stretches time and prolongs life... Walking makes the world much bigger and thus more interesting. You have time to observe the details." And I truly did start observing new details around our property. We live on a ridge with rocky, uneven terrain. I woke up one morning to the mist of spring rains still evaporating. I loved the humidity and walked behind the yurt. I kept walking, and in a few hours, I envisioned building a trail for us all to enjoy.

I started by clearing the small junipers and scrub oak closer to the house, not only breaking ground for the trail, but also creating a fire zone to protect our house from forest fires. I cut branches and built some berms to prevent erosion. What I didn't expect to see so quickly were all the new habitats I unknowingly created for Abert's squirrels and cottontail rabbits we had been noticing since COVID started, much more prolific without three cars starting up every morning. I even watched a red tail hawk for months, nesting in our tallest ponderosa. In this querencia, my lifestyle slowed and my strength was drawn by observing animal tracks. Their tracks reminded me that they, too, have found expansion and safety in their surroundings, with the slowing down of human footprints in their environment.

I finished the walking trail on our property in September. Now, I meander outside with purpose. My trail circles up and down hills, left and right; one full circle turns out to be about a quarter mile. It climbs past our new beehives, and sometimes I see coyotes and the black band-tail of a running bobcat, and if I am lucky, a family of gray fox. I can spot a herd of six mule deer when I get outside early enough. I watched the incredible Perseid meteor shower in August and the Neowise comet from a sleeping bag in my yard. I finally understand Leopold's vision of a land ethic. As Leopold says, "In June, as many as a dozen species may burst their buds on a single day. No man can heed all these anniversaries; no man can ignore all of them". I discover

new things every time I go outside, and I am grateful to have had the time to explore my surroundings. I now connect with trees and animals I once overlooked and took for granted. These are things I will never overlook again, and despite the sadness that COVID brought, it also has become an opportunity for reconnection to unique areas, bringing us closer kinship with our families and neighbors, and ultimately ourselves. 🌿

WORKS CITED

Abbey, Edward. *The Journey Home*. Plume, 1977.

Leopold, Aldo. Aldo Leopold Quotes. 21 Nov. 2017, www.aldoleopold.org/teach-learn/green-fire-film/leopold-quotes/.

Interview with Dylan

Q. How did you learn about the Leopold Writing Contest?

A. I learned about the Leopold Writing Contest in 7th grade because it was part of a writing assignment.

Q. How long have you attended your current school?

A. I have been at Mandela for the middle years program or for 2 years.

Q. Who mentored you? What person really encouraged your writing...teacher, parent, friend?

A. My mentor for my writing in the past year has been my Language and Literature teacher, Mrs. Call. She has definitely helped me become a better writer. She always suggests different ways to structure sentences, and has really helped me develop new vocabulary to express my thoughts. My older sister Angie can come up with interesting ideas for my writing.

Q. Do you have a favorite type of writing? (For example: Narrative, Descriptive, Expository, Personal)

A. My favorite type of writing has always been science fiction writing, but I have also learned to write narratives and descriptive stories. Most of my writing is for assignments, but that does not mean I still do not enjoy them.

Q. How do you know when you have done your best work? And how does it make you feel?

A. I know I've done my best work when I show it to my family, teachers, or peers, and they have minimal suggestions.

Q. What does your writing give to you?

A. My writing gives me time to think about things and then express them in a way I can't always do when I am speaking. It gives me time to formulate my ideas, and then describe them in a way I can't always do in conversation.

Q. Which are your favorite authors and/or books?

A. The books that inspired me to like reading were Percy Jackson's, and now I am enjoying Daniel Abraham. When I was young, I liked the *Goosebump* series.

Q. What are your writing goals?

A. My writing goal is to keep becoming a more fluent writer. I want to learn how to research different topics that affect my writing and strengthen what I am trying to say.

Q. What are your plans for further education?

A. I plan to go to college after high school, but I am not sure what I plan to study yet. Whatever it is, I know that working at my writing will be an important part of communicating.



BRIANNA XIE

BEST ESSAY Grades 10-12

Albuquerque Academy, Albuquerque

TEACHER: Casey Citrin

Open the Front Door

I sway with the wind. My eyes are closed as I lean back into the tree that hides me from the sky. I breathe in fresh air and think of nothing but the present.

My favorite tree came to the forefront of my life when I tried to find solace in a place void of technology and Zoom classes. I go visit the tree in the evening between four and five when the sky is still bright but not blinding like it is at noon. It sits by itself on a small slope in the middle of a green field, and its trunk snakes into three slimmer branches only two feet above the ground: perfect for any neighborhood kid to hoist themselves up into the leaves. I never had a favorite tree until recently, but I wish that I had found one sooner. Quarantine has spurred me to reconnect with the natural world. When I sit in this tree, I ponder my relationship with the land. Because I no longer have the opportunity to flow freely between my home and my community, I seek comfort from a more primitive, ancient friend of humanity—nature. The living things in New Mexico, that I once overlooked, revealed themselves with new meaning when I took care to observe them.

My disrupted schedule allowed me to rediscover New Mexico with awe for its natural legacy. Has the Mesa always been this colorful? Have the Petroglyphs always been so mysterious? Has the air ever felt so fresh? The world was gleaming and bright, and I felt alive in it. It inspired me to write, to capture the *querencia* that I felt towards the land that nurtured me. I wrote poems, mainly centered around the plains near Highway 14 because I thought of it as a reflection of my own life in Bernalillo and Albuquerque. Sagebrush and juniper are hardy and resilient, just like my immigrant parents who were able to thrive and make a foreign land their home. I am the Sandia Mountains: my aspirations reach high into the sky, but I have never forgotten my roots, my foundation—New Mexico. My poems remind me constantly of where I was born, where I was raised, and what I should be thankful for. The land is my kin and staying at home has deepened my understanding and appreciation for the New Mexico that lives within me.

My father has found his *querencia* as a planter. He works a typical office job, with most of his time spent between the confinement of a corporate building and his home office. With the pandemic, however, his everyday cycle was interrupted, allowing him to pick up gardening. Last summer, my father grew a small patch of chile peppers in our backyard. Every day, after tending to his plants, he would come back inside, his eyes gleaming with joy.

“The peppers have grown again,” he would announce, “and *I* was the one who planted them!”

Slow it may be now, but life cannot remain like this forever. The world will recover from the pandemic, and our usual routines will reestablish and speed up once more. My father will not have much time to plant, and I will not be able to write as frequently anymore. Nevertheless, I am glad that my father and I have taken this time to grow our appreciation for New Mexico as part of our identities. Both of us, in the process of doing something creative and inspired by nature, have gained a sense of admiration, pride, and protectiveness towards the land. I care deeply about our planet's future because I hope that younger generations, like me, can experience and find their own *querencias*. The first step to finding a *querencia* is to engage in an act of creation, like Leopold suggested. When we create, we also learn how to preserve and value what inspires us. I hope that everyone can experience the beauty of our natural world, and the best way to start is as simple as opening the front door and stepping outside. 🌿

Interview with Brianna

Q. How did you learn about the Leopold Writing Contest?

I've known about the Leopold Writing Contest since middle school due to school announcements and my teachers. All of the English teachers at Academy love the contest and strongly encourage students to participate. I'm glad I finally bit the bullet and did it the last year I could!

Q. How long have you attended your current school?

A. I'm known as a "lifer" at the Academy, meaning that I've been a student here since sixth grade. I'm a senior now, so that'll be 6 years in total!

Q. Who mentored you? What person really encouraged your writing...teacher, parent, friend?

A. I would like to thank all my English teachers throughout my years at Academy for encouraging me to explore and develop my own writing style. I would especially like to thank my current teacher, Dr. Citrin, for her constructive feedback and encouragement for me to go outside my comfort zone when writing. With her guidance, I spent a lot of time in class experimenting with different writing styles and essay structures. The more I experimented, the more I started to develop a style of my own. I thank Dr. Citrin for helping me develop a sense of "me" in my writing.

Q. Do you have a favorite type of writing?

A. I have a soft spot for personal writing.

Writing, in general, is meant to connect with people. I find personal writing to be the most meaningful because it relays the lives of actual people to a wider audience. I love learning about other people, and I love it when others learn about me too.

Q. How do you know when you have done your best work? And how does it make you feel?

A. I've never really given any of my work a mental "BEST" stamp after completion, but I definitely know when I feel satisfied with my work. There's never really been any sort of goalpost for me to measure how good a piece of writing is. So, I guess I know when I'm done just by gut feeling. Finishing an essay makes me feel complete inside. I get immediate relief when I realize that I'm done after reading through it for that last time. It's as if my body suddenly feels lighter!

Q. What does your writing give to you?

A. Writing is a way for me to leave my mark on the world and cement my emotions, thoughts, and ideas into physical existence. I think it's cool that we read books and essays from authors that lived centuries ago. We might know nothing about them, but we do know their writing. I want to do the same. I want to share my writing with future generations to come.

Interview continued

Q. Which are your favorite authors and/or books?

A. AH! There's no way I can list them all! I read all of Laura Ingalls Wilder's *Little House on the Prairie* books growing up. Although the targeted audience is for children, I still reread her books today. The language Wilder uses is simple, but it still manages to get the point across. I often have a lot of trouble writing concisely, so I see Wilder as a role model for my writing. With that, all that action in fantasy/adventure/thriller books can get really overwhelming, so I love to read Wilder's books for a change of pace. I also love Elizabeth Gilbert. Self-help books aren't exactly something that I gravitate towards, but I love the way that Gilbert writes conversationally. When I read her book, *Big Magic*, it was as if I was actually listening to her speak right in front of me instead of looking at words on a page. I would love to write as emotionally as her someday.

Q. What are your writing goals?

A. My goal for writing now is to be more time efficient. I take a lot of time when reflecting, rearranging, or rewording an essay. Although I think that it's good that I am constantly trying to seek improvement with writing, I wish I did it faster. It's easy for me to spend a solid two hours on a single essay, but that obviously isn't the best thing for me to do when I have so much to do every day! I'm timing myself when I write now to try and change that.

Q. What are your plans for further education?

A. I'll be attending UCLA next fall as a freshman to study Economics and Applied Mathematics. My interests are broad spanning, so although I'll be a STEM major, I will definitely continue to write for fun and perhaps, for my school or other organizations. Other than that, I haven't planned much else. I am leaving my future open for anything.



PIPPA BARRETT

BEST ESSAY Grades 6-7

Journey Montessori Middle School, Santa Fe

TEACHER: Lara Prestinary

My family and I normally go up to Canada to spend the summer with my grandparents, but this year due to Covid-19, we stayed in New Mexico and went backpacking, rafting, hiking, and biking. This opened my eyes to New Mexico and its mountains, rivers, deserts, and valleys. Sitting in my bedroom in February, with snow on the ground and a ten-degree windchill, I long to be outside or having just come in from a long hike, with my feet sore, my legs cramping, feeling incredibly happy.

One weekend in August, I went backpacking with my best friend, her family, and my sister and dad, in Santa Barbara Canyon. We hiked in six miles and set up camp in a meadow along

the Rio Santa Barbara. We sat on the ground eating ramen for dinner, and because of the wind and some clumsy hands, we spilled quite a lot of it. We woke up in the morning to a heavy dew on our tents and hiked seven miles to the top of North Truchas Peak. All of a sudden I was filled with joy. I live in a beautiful state, with many different ecosystems and diverse wilderness areas. By the end of the day, I had hiked 21 miles, my longest hike ever. I was proud and tired.

In his essay “Wilderness for Recreation,” Aldo Leopold writes, “Wilderness areas are first of all a series of sanctuaries for the primitive arts of wilderness travel, especially canoeing and packing. I suppose some will wish to debate whether it is important to keep these primitive arts alive. I shall not debate it. Either you know it in your bones, or you are very, very old.”

After my adventures last summer, I know it in my bones. I know that we need to keep outdoor recreation alive. We need to save our animals, plants, soils, and rivers. And not just for recreation, but for future generations and the health of our planet. Even though the Covid-19 pandemic seems to be winding down and we can now travel out of state, I still call New Mexico my home and I will still go outside and get dirty. Just last week, my family and I went for a walk on the mesa above Ojo Caliente. High overhead, we saw many flocks of migrating sandhill cranes flying north from the Bosque del Apache, as they do every February. You could hear their high-pitched warbling, like mice gargling salt water. They looked like planes coming in and were flying in a V formation, changing places every few minutes. Above us there seemed to be an uplift, as the cranes circled and flew higher. It was mesmerizing to watch the wetland birds shift and swirl with calculated precision and to know they are connected to the land and rivers, as we all are. They are making their annual journey north towards Canada, as I long to do as well. 🌿

Interview with Pippa

Q. How did you learn about the Leopold Writing Contest?

A. Last year in 6th grade, a Special Ed teacher told me about the Aldo Leopold Writing Contest. I was really interested, but then forgot about it. By the time I remembered it the deadline had passed. This year, I was on the chairlift with my best friend Lottie, who said she had entered it. I went home, and got on the website, and wrote my essay.

Q. How long have you attended your current school?

A. Currently I go to Journey Montessori Middle School. I have attended it since August of 2020.

Q. Who mentored you? What person really encouraged your writing...teacher, parent, friend?

A. My mentor or person who really encouraged me is my mom, Katie Arnold. She is a writer and runner and has written a book and is working on another one.

Q. Which are your favorite authors and/or books?

A. I love to read so I have a lot of favorite books and authors. Some of my favorite authors are Stuart Gibbs, Kate Milford, Carl Hiaasen, James Ponti, Karina Yan Glaser, Chris Grabenstein, Rebecca Stead, and Meloy & Ellis.

Q. What are your writing goals?

A. My goals are to enter all the contests I can, to help motivate myself to write. Poetry, short stories, etc. I also want to be able to write songs.

WELCOME

New Board and Advisory Council Members!

BOARD OF DIRECTORS



Sayre Townsend Gerhart is an architect whose career has focused on community and land conservation, and on education and children. In 2000, she co-founded a village-wide, bond-funded program in Corrales, NM, to save farmland from development, which since 2004 has protected over 50 acres. She served on the council for the Village of Corrales, and on the board of the New Mexico Land Conservancy, the Bosque School, and currently works for Albuquerque Public Schools. Sayre lives in Corrales with her husband, three daughters, and their horses, dogs, cats and chickens.



Andrew Stone is lifelong gardener and small farmer who spent most of his life writing software from his North Valley ranchito for NeXT, Inc. and Apple. With a degree in Architecture and Planning from UNM, he works to bring renewable energy to New Mexico with good policy and to preserve our agricultural lands through conservation easements.

ADVISORY COUNCIL



Cynthia Figueroa-McInteer is an architect, quilter, and native New Mexican. She developed an interest in the building trades at a young age while going to job sites with her grandfather who was a carpenter and rancher from Laguna Pueblo. In 2019 She was recognized as the first licensed Native American woman architect by the New Mexico State Board of Examiners for Architects. She studied architecture at the University of New Mexico and owned Figueroa McInteer Architecture, LLC, a small design and planning firm that focused on projects in rural communities where she could personally work on all aspects of design and construction. After working for herself for 10 years, she shifted gears and returned to Sandia National Laboratories as a Strategic Planner, and retired from Sandia in 2020 as manager of the Strategic Planning Department in the Facilities organization. Cynthia and her husband Bob have two sons, and live in Albuquerque with their dog JoJo.



ALDO & ESTELLA LEOPOLD RESIDENCY

An inspiring retreat for emerging to mid-career environmental writers and respected thinkers interested in reshaping the cultural story about the relationship between humans and Nature. Selected residents spend one month at Mi Casita, Aldo and Estella Leopold's first home in Tres Piedras in northern New Mexico, and receive a \$750 stipend to help defray travel and living expenses.

Jeff Pappas, LWP Board Member and State Historic Preservation Officer, led the 2021 candidate search and, aided by committee members Gretchen Brock, Steve Fox, and Sharon Hausam, reviewed and evaluated applications, ultimately selecting the two Residents for 2021. The Fall Issue of *El Piñón* will feature essays from our June and July Residents.

JUNE 2021 RESIDENT

Eve Bratman, Ph.D.

Professor of Environmental Studies at Franklin & Marshall College in Lancaster, Pennsylvania. Her book-in-progress, tentatively entitled *Pollen Nation*, uses bees as the keyhole issue through which readers can glimpse the challenges of pollinator protection and biodiversity conservation.

JULY 2021 RESIDENT

Sarah Dimick, Ph.D.

Assistant Professor of English at Harvard University working in the environmental humanities. Her research and teaching, based in global Anglophone literatures of the 20th and 21st centuries, focus on literary portrayals of climate change and environmental justice.

Events Calendar



JUNE

Eve Bratman in residency

JULY

Sarah Dimick in residency

AUGUST-SEPTEMBER

2021 resident podcasts

OCTOBER

Annual Leopold Lecture – *tentative*

2022 Writing Contest prompt finalized

NOVEMBER

2022 Writing Contest application process begins

2022 Residency application process begins

El Piñón Fall issue published

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The Leopold Writing Program cultivates environmental leaders and promotes the land ethic through its writing programs, educational initiatives, and public lectures. To continue to accomplish our goals, we need your support.

Please mail your contribution or donate online at leopoldwritingprogram.org

Gift options include cash, bequests or memorial gifts, stocks, bonds, real property, and annuities. To discuss giving opportunities, contact Anthony Anella at 505-265-8713.

Yes, I want to support the Leopold Writing Program!

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