

Kelly Savoie ([00:00](#)):

Hello, Clear Skies Ahead listeners. This is Kelly Savoie, and I'm hoping you can take a moment of your time to rate and review our show wherever you listen to podcasts. We have produced over 100 episodes and you can help us reach even more individuals that will benefit from the diverse experiences shared by our guests. Thanks so much for listening, and I hope you enjoy this new episode.

Welcome to the American Meteorological Society's podcast series, Clear Skies Ahead: Conversations about Careers in Meteorology and Beyond. I'm Kelly Savoie and I'm here with Emma Collins and we'll be your hosts. We're excited to give you the opportunity to step into the shoes of an expert working in weather, water, and climate sciences.

Emma Collins ([00:53](#)):

We're happy to introduce today's guest, Barb Mayes Boustead, a meteorologist and climatologist at NOAA. Welcome, Barb. Thanks so much for joining us today.

Barb Mayes Boustead ([01:01](#)):

Thank you so much for having me. Looking forward to talking to you both.

Kelly Savoie ([01:05](#)):

Barb, could you tell us a little bit about what sparked your interest in meteorology and how it influenced your educational path?

Barb Mayes Boustead ([01:12](#)):

So you all have been doing this podcast a while and you've probably heard the stories from a lot of meteorologists. And a lot of them will start with some kind of a weather event that sparked interest in meteorology for them. And others, maybe a smaller amount will say that it was a fear of weather that got them studying and learning more about it. And I'm in that second camp. So as a very little girl, three or four years old, I was scared of the weather and scared of thunderstorms specifically. So my mom took me to the library so that I could learn more about the weather. I used to knock on her bedroom door or knock on my sister's bedroom door when I got scared and I think they got tired of it. So they took me to the library so I could get books and learn about weather and then hopefully not be as scared of it.

(02:04):

And it worked. I was very interested in the books and plowed through everything they had in the library as fast as I could. And I learned a little bit about how to stay safe from thunderstorms. So instead of knocking on their doors, I learned that I was safer if I was in the hallway because it was an interior room away from windows, so I would just take a sleeping bag into the hallway instead. So that's really what got me started being interested in the weather. I told my mom when I was in first grade that I wanted to be a meteorologist when I grew up. And there have been, I would say, small deviations on that path as I've gone through. I at some point wanted to be a teacher. I've had interests in communication and writing, but ultimately weather and climate have been the common thread of my career path.

Kelly Savoie (02:54):

And did you actually major in that when you went to college?

Barb Mayes Boustead (02:59):

It was one of the things I majored in. So when I went to college, when I first started and I went to Central Michigan University for my undergrad, I actually started in the education program thinking I would go into teaching and I got about halfway through it, took the meteorology course to meet my general education requirements and remembered how much I loved it and thought to myself, "What am I doing messing around with teaching? I love this stuff." So I switched to being a meteorology major, but because of the combination of other majors and minors I had already started and the ones that come so closely related to meteorology, I ended up majoring in meteorology and geography and English and minoring in math and history. So..

Kelly Savoie (03:47):

Oh, wow.

Barb Mayes Boustead (03:48):

I had a wide ranging background and I was convinced all along that those seemingly far apart areas of study would come together in time. I did go on for a master's in meteorology at Penn State and then quite a bit later went on for my PhD in climate assessment and impacts from the University of Nebraska.

Emma Collins ([04:13](#)):

So you were clearly very busy while you were at school. Were there any particular opportunities that you pursued while you were in school that were beneficial in securing employment once you graduated or once you completed your PhD?

Barb Mayes Boustead ([04:26](#)):

Absolutely. And for me, that was the Research Experience for Undergraduates program. I had the opportunity to participate in the REU that was based in Norman, Oklahoma. And it really, and I don't say this lightly, changed my life in so many ways. I had come from a very small meteorology program, so the REU program gave me the opportunity to learn more about what folks were doing across weather that wasn't academia or TV or for operational forecasting. And that research covered so many different topics. Yes, the cool and interesting ones like tornado climatologies and also you know this whole big range of possibilities, numerical weather prediction and communicating and other such things. And so by participating in REU, I was paired with a mentor and my mentor, Dr. David Stensrud, was really great at not just the scientific mentoring, but the relationship mentoring as well. So through him, I met folks at Penn State, one of whom became my master's thesis advisor.

([05:46](#)):

And it was my master's thesis advisor who introduced me to who would eventually become my first supervisor in a career position. It was in that first career position that I met the people who would become my doctoral advisors because I didn't start my PhD until eight years after I had graduated and started my career. So all of these threads connected and each step led me to the next one.

Kelly Savoie ([06:14](#)):

That's really interesting how you're able to just ... well, I think it's very important to have mentors because it helps guide you in the right direction. So what was your first position? What was your actual first job in the field?

Barb Mayes Boustead ([06:29](#)):

So my first position was out of my master's degree. I had intended to go right through to my PhD, but like a good number of people, I hit my master's program and was experiencing a high degree of burnout and what I later understood to be complications from neurodiversity that was undiagnosed, untreated. And I hadn't

had to cope with it as much until I got into the master's program. So I was ready to be done. And I applied on a position that I sort of vaguely knew was with the federal government, but I didn't have a great sense of where it fits structurally. I just thought it sounded interesting. It was going to be doing climate and working in developing partnerships and outreach materials, and the description sounded great. So I took a break from writing my thesis and applied for the job. And it was a couple weeks later and my advisor called me in and said, "Were you serious when you applied for a job?"

(07:30):

"Sure." I said, "Yeah, let's say I am. " So she gave a recommendation that led to an interview and led to me being hired for that position. So what it ended up being was within the National Weather Service, but in its headquarters as an outreach and customer service and partnership liaison for the National Weather Services Climate Services program. And so that was my first position in the weather service. It's an unusual career path where I had the opportunity very early in my career to develop meetings and workshops and get to know the network of partners who support climate services, both within the weather service and across the climate enterprise. And it allowed me to develop a network. It allowed me to get a big picture scope of climate services in the country and to go to some very interesting places and also to use that background in English and communications to help break down the language of climate products and services, and then teach others how to do the same.

(08:53):

So going back to that teaching background that I had as well.

Kelly Savoie (08:56):

Yeah. I was just going to say that English, the major in English, must have really helped. I was thinking about that with your varied background, educational background, that must have made you very marketable for a lot of positions.

Barb Mayes Boustead (09:11):

It made me very comfortable in the world of communication for different audiences and breaking down the language of how we talk about weather and climate.

Emma Collins (09:21):

I'm sure that was indispensable for that career position. I am curious, do you have any favorite spots that you visited? You said you went to some unique places.

Barb Mayes Boustead ([09:30](#)):

I had the opportunity to go to Alaska and that one probably stands out quite a bit for me. It was for an Alaskan climate services workshop. And my role there was to discuss and get feedback on the climate services products that the National Weather Service has so that it could be anything from our Climate Prediction Center's product suite to some of the local services. But what I remember the most is I don't remember a thing about what I said. What I remember was hearing from a villager from Shishmaref and understanding how climate change was literally eroding their village away and that village, those village members were going to need to be relocated because very soon the area where they lived and had lived for centuries would be uninhabitable. And that was really my firsthand introduction into the concept of climate migration and the very real impact that climate change was already having.

([10:43](#)):

And that was back in 2004, I believe. So it was fairly early in some of those conversations, but the way that he told the story made me really listen and remember. So in addition to learning about it myself, learning about how he told the story also made an impact.

Emma Collins ([11:05](#)):

So could you tell us about your current role and duties within NOAA?

Barb Mayes Boustead ([11:09](#)):

Sure. So my career path since that first position took me into operational forecasting. I did eventually become a forecaster and spent about 13 years doing that. I also became a full-time instructor. So again, pulling from that interest in teaching and education. And about a year and a half ago, I had the opportunity to join a different part of NOAA and be a part of the Climate Ready Nation initiative where we had looked closely at some of the key mission areas across NOAA where the impacts are being felt and where climate and weather and other NOAA services intersect. So that includes, for instance, looking at floods and wildfire and heat services and marine ecosystems and coastal issues. So quite a wide range of the impacts.

([12:17](#)):

So our work had been coordinating across NOAA and with those who are doing similar work in other federal agencies and across the weather and climate enterprise to find where our needs were, where NOAA can support the needs of America's citizens and be able to provide information that can help folks become more resilient to these hazards. Great work. And also in the past few months, I've had the opportunity to be on a detail with NOAA's NIHHIS program, the National Integrated Heat Health Information System, where I am helping ... So it kind of fits in that scope of these key mission areas I had already been working in, but focusing very strongly on heat now. And I am doing some work to help support that program and help move forward some of the critical ongoing work within NOAA and among our partners to help people and communities be safer and more resilient to heat impact specifically.

Kelly Savoie ([13:29](#)):

And so you had mentioned your experience in Alaska. So how is the government or how are people preparing for the ... How should I say this? I mean, it's going to happen eventually where they can't live where they live. So what is being done about that? I mean, is there some forethought? Are there plannings for where to move people and how that can be done? It can't be easy, I'm sure.

Barb Mayes Boustead ([14:01](#)):

I hope there are. It's outside the scope of what I do, of course, but I share deep concerns about what will need to happen in the next decades and the cost of it. The longer we wait to start these processes, the more expensive they become when it's time to do them. So the more we can do now to prepare and be ready and be thinking ahead about what we need to do, what infrastructure we need to help keep people safe, I think will be better for everybody. We all like to save money in our pocketbooks and pre-planning is one of the best ways to do that. So when I think about, for example, the heat wave up in the Pacific Northwest from a few years ago, one of the striking things about that heat wave is not just the heat itself, but that it happened in a place that is so removed from heat threats normally that a lot of buildings don't have air conditioning, including many homes.

([15:04](#)):

So what that gets me to thinking is how do we prepare, knowing that this is in the range of possibilities now, how do we think ahead in the future? How do we help people get safe cooling centers or get safe air conditioning installed into their

homes so that they'll be more resilient? I grew up in Northern Michigan where there was not a whole lot of air conditioning in any buildings, including the schools. So as heat threats increase, for example, how do we get that infrastructure in place so that we can continue to safely do the things we need to do?

Kelly Savoie ([15:37](#)):

Yeah. At least one public place, a library or someplace locally that they can go to to just cool off.

Barb Mayes Boustead ([15:45](#)):

Right. Something. And overnight sheltering, because it's the overnight temperatures that tend to be what determines the severity of a heat wave because people can't cool back off again. It's one thing to get hot during the day, but if you can't then cool back off at night, that's where your body really struggles with coping with the heat, and especially those who are already vulnerable for another reason.

Emma Collins ([16:11](#)):

I can think about laying awake in the heat when my air conditioner isn't working and then you're tired and your body's just so worn down the next day and it's hot again.

Kelly Savoie ([16:20](#)):

So with such a long career as a NOAA employee, do you have any tips or advice for students hoping to land that position at NOAA? Are there any special things they should be working on or something important that they should have on their resume?

Barb Mayes Boustead ([16:35](#)):

I think I have a few tips that are evergreen. There are things that I thought were important 20 years ago and things that I still think are important. And one of them comes from my own background, and that is to not be so specialized that you only have one thing you do well. Maybe you don't need five majors and minors like I did, but having something else that you are also good at makes you more marketable and makes you more critical to the services we provide. So I think it's important to choose something you're interested in, but also align it with the

things that are emerging as very important in our current time. So some things are evergreen, like the ability to program. Currently, the ability to work with machine learning would be very helpful. It might be something like emergency management as the National Weather Service goes further and further into its impact-based decision support services.

([17:34](#)):

So being able to speak the language of emergency response will be helpful. And it might be some version of communication, that comfort to do a standup briefing on the fly, for example, or to very quickly synthesize a lot of technical information and present it in a way that is very clear to somebody who needs to make a quick decision.

([18:00](#)):

I think finding those other useful skills and training yourself to them, educating yourself to them while you're in college or finding opportunities to pursue certifications or additional training after you've joined the weather service or joined NOAA can really help open up opportunities. And that would bring me to the second thing that I think is important, which is flexibility. Not everybody can be flexible where you live, that's okay, but if you can, it's helpful. Being flexible in what you're willing to do and able to do for your job is important. Forecasting isn't the same process now that it was when I started my career. So if you are too caught up in the old way, in the way we used to do things, it will probably hamper both your ability to do your job and your satisfaction with it. Whereas the willingness to try new things, learn new techniques, incorporate new information and work differently in teams will all be really helpful.

([19:06](#)):

And then that'll bring me to the third, which is there's one name or maybe two names signed at the bottom of a tornado warning, but it is always a team effort that goes into the forecast services that we provide or the work that we do. Academics are actually pretty good at this. When you look at the author list of a published paper, it's usually quite long. It's very rarely just one person. So similarly, remembering that the forecast is that collaborative process and being open to the input of others and the division of labor and to different perspectives, bringing in people's strengths and working in that team environment, all of that goes so far with your ability to do the job well and how much others want to work with you.

Emma Collins ([20:00](#)):

Speaking of collaboration, you are a co-creator of the Accumulated Winter Season Severity Index. Could you explain what that is and why it was developed?

Barb Mayes Boustead ([20:09](#)):

Oh, I'd love to. So that index, we call it AWSSI, A-W-S-S-I, was developed as part of my dissertation research for my doctorate degree. And it stemmed from my desire to study the long winter of 1880 to 1881, which was made famous by Laura Ingalls Wilder in her book, *The Long Winter*. And to put that winter into some kind of a historical context to answer the question, well, we think it was severe, but how severe was it? And often when we go through a winter, that's a common media question, that's a common sort of topic of public interest. How bad was this winter? How mild was this winter? Where does it fit? So what the AWSSI does is give a quantitative way to answer that question by looking at temperature and snowfall and snow depth data.

([21:05](#)):

I didn't develop it alone though. I developed it in collaboration with Steve Hilberg, who had, at the time we developed it, recently retired from the Midwestern Regional Climate Center. Now, Steve is a very big winter nut, right? There are a lot of people who get fascination and obsession with different types of weather. Steve's a snow nut. I can take or leave winter after about, let's say, January 2nd. So coming at this from different perspectives, there were some really valuable things I learned and not just quantitatively, how do you tally how severe a winter was, but how do you define the beginning and the end of winter so that you can package it and say, "This is the winter season." One might think of the dates, but that's not always really representative of what winter was. How do you add in the effects of a very early start or a very late end to a winter?

([22:08](#)):

It also made me more careful with the language of it, because to me, AWSSI evokes awful. I'm not the fan of winter, right? But to him, winter is awesome. So it made me very careful about using words like a bad or good winter because those are subjective judgments and it's not the same for everybody. Yeah, I might not be a big fan, but what comes across as a bad winter to me is a paycheck to a snowplow driver or somebody who operates a ski resort or lives in a tourist town that depends on that income. So it makes me careful to not judge, but rather just to quantify those values that define a winter. So Steve and I developed the

algorithm. We ran it through for a winter and it got some media attention and probably most prominently through The Weather Channel who wanted to interview about it and put it on there to be displayed as the Winter Misery Index, which I understood and felt, but then had to tell them the same story.

([23:23](#)):

It's not miserable to everybody, but I think they still call it that. But it has made a handy way to quantify it. And it's still being run and posted on the Midwestern Regional Climate Center's website that folks can check in as a winter progresses to see how its severity is standing up against the historical records or against another particular winter to compare it to. And then at the end of a winter, you get this sort of neatly packaged number for a given location that can be put in the context of all of the numbers through the historical record and you get a sense of where it falls. The categories for the index are broken up by percentiles. So a winter that falls in the lowest 20th percentile, very mild. One that falls in the highest 20th percentile is extreme and there are other categories that fall in the middle.

([24:22](#)):

But when you look back, you can take that data, that information to say, "Oh, that winter of 2009 to 10, that was a nasty one in Omaha." Well, was it? It was very extreme. It ranks as one of those in the highest 20th percentile and it wasn't localized. There are a lot of stations that ranked in that extreme category for that winter. So you get a sense of the extent of those conditions compared to say the winter of 2011 to 12, which ranks as very mild, in fact, record mild across a good part of the country. We've had researchers who use that index to correlate it with a number of things related to transportation, for example, or ecosystems, bird migration patterns, for instance, to better understand the winter conditions that may drive certain biological patterns too.

Kelly Savoie ([25:27](#)):

Wow, that sounds like a really neat project. How long did it take for you to finish this? What was the span of time?

Barb Mayes Boustead ([25:36](#)):

From the time we started sketching out on paper, a conference, where we kind of sat in the hallway and poked at some numbers, to standing it up and running numbers for winter, I think it took about a year, maybe a little less than a year.

Kelly Savoie ([25:51](#)):

Oh, wow. That's quick.

Barb Mayes Boustead ([25:52](#)):

We made some adjustments after that. We added and changed some things. So maybe from the time we first started dabbling with it to publishing the paper about it was about four years, I think.

Kelly Savoie ([26:09](#)):

So you mentioned Laura Ingalls Wilder. So we have a couple questions about that. The first question is, you're an author of the nonfiction book called *Wilder Weather*. Now, what does that book focus on and what inspired you to write it?

Barb Mayes Boustead ([26:25](#)):

Oh, so *Wilder Weather: What Laura Ingalls Wilder Teaches Us About Weather, Climate, and Protecting What We Cherish*. I published that book just this past summer in July of 2025 after something like 15 years of research and writing. This project started with curiosity and just a little question in the back of my head. So I had been reading Laura Ingalls Wilder's books for a very long time, started reading them in first grade. Again, my mother gave me a copy of *Little House on the Prairie* and said, "I think you're going to like this. " And I kind of wrinkled my nose like, "I don't know. " And she said, "Just try it. " So I just tried it and she was absolutely right. I've loved those books my whole life. They were kind of like comfort food, but in book form. Some people have comfort books, right?

([27:18](#)):

And that was mine. So the winter of 2008 to 09, it's not that it was particularly severe, it's just that it dragged on and I was really ready for it to be done. So I picked up my copy of *The Long Winter* to read it and remind myself that even the longest winters will eventually be done. And I had always had in the back of my head questions, "I wonder if the blizzards were like she described. I wonder if it was really as bad as she made it sound like. " And for whatever reason, that particular time, I carried on to the next question down the path, which is, "Well, why don't I look it up? I'm a meteorologist. I have tools. I know how to do this. " And the first immediate questions were, "What data are even available from the winter of 1880 to 1881?" That was quite a long time ago.

([28:14](#)):

There aren't a lot of archives. That's when European-descended settlers were really just getting into the Plains. And then I found some data and could start to answer some questions, which just leads to other questions as science often does. So I was really kind of in the midst of all of this and two things happened. The first is that I found a Laura Ingalls Wilder conference. The conference is called Laura Palooza, silly name, serious conference.

Emma Collins ([28:44](#)):

I love it. That's great.

Kelly Savoie:

I do too.

Barb Mayes Boustead ([28:49](#)):

And I emailed the organizers to say, "Hey, I'm a weather person. I've been doing this little research project about *The Long Winter*. Is this the kind of thing that you had in mind for this conference or would this not be very interesting?" And the organizers said, "That sounds great. Send us a proposal. We'd love to have this on our agenda." So I ended up going to that conference and presenting the research I had done to that point about *The Long Winter*. And I've presented a lot in the past. I'm very comfortable with it. I've had great engagement with a lot of different audiences, but for whatever reason at that time, I had just a great engagement with that group. The attendees were really interested, asked a ton of questions during the presentation, found me through the rest of the conference to keep asking questions. So I got to thinking to myself, obviously I thought this was fun.

([29:43](#)):

I'm the weather nerd combined with Laura Ingalls Wilder nerd, but why do all of these other people find it so interesting? What is it about it that got their curiosity going? So I got to thinking that I might be onto something about the way it's communicated. The second thing that was happening right then is that I was starting my PhD program at the University of Nebraska. So I asked my advisors if this was a topic that I could pursue to study this historical winter and put it in context and figure out what happened, but also to address this communication

side of it and see if I could tap into what about this narrative was so interesting. And so both of those pieces became part of my dissertation. And once I had researched *The Long Winter* pretty deeply, well, there's a lot of weather and climate in Laura Ingalls Wilder's books and throughout her life.

([30:42](#)):

So I was really interested in continuing to pursue those stories and tell them. I wrote an article here and a blog entry there, and at some point I realized it was enough that I could write a book out of it. And so I got some help and did just that.

Emma Collins ([31:00](#)):

And congratulations that it's out.

Speaker1 ([31:02](#)):

Yeah.

Barb Mayes Boustead:

Thank you. It's been a very exciting, very long, very difficult process, but I am really, really glad that I got to get the book out into the world.

Emma Collins ([31:13](#)):

Kelly, did you have another question for her about ...

Kelly Savoie:

I was just going to say that Laura Ingalls Wilder, *Little House in the Big Woods* was the first book I ever read as a kid. And then I loved reading ever since. And you're right, there's something about the books that are just comfy and it makes you feel good. I just love the author.

Emma Collins:

Do you have a favorite book?

Kelly Savoie:

I liked the first one the best that I read. I think it was, and I'm not sure if that one was the first one she wrote.

Barb Mayes Boustead ([31:42](#)):

Little House in the Big Woods was the first one she wrote that got published.

Kelly Savoie ([31:47](#)):

And of course I watched the show. There was a show. I mean, I'm aging myself here, but *Little House on the Prairie* was a really popular show that had Melissa Gilbert and a bunch of people in it. I loved it, watched it every week.

Barb Mayes Boustead ([32:02](#)):

And it's still in reruns. It's been in reruns basically continuously since it went off the air. So it is still popular.

Emma Collins ([32:09](#)):

Do you have a favorite book?

Barb Mayes Boustead ([32:12](#)):

Out of Laura's books, *The Long Winter*, I mean, it's hard to top it. And yes, partly, maybe mostly, because weather is so key in it. But if you ask a lot of the literary folks, the literary scholars, they'll also say *The Long Winter*. And it's because not only is there just such vivid and crisp detail about the weather and her experience with it, but there's that narrative arc through the book, that conflict between humans and nature that is so sharp throughout that book. And there really is that sense of danger that comes through. And it makes it a compelling story, not just a compelling description of what was happening, but truly that plot arc that moves forward throughout the book. So yes, that one was my favorite, but I mean, they all have a soft spot in my heart for one reason or another.

Emma Collins ([33:13](#)):

Well, I know what I'm reading next, then. You have volunteered your time in many capacities, including leadership roles in AMS local chapters and the Laura Ingalls Wilder Society.. Legacy excuse me, and Research Association. How have these experiences benefited you professionally and personally?

Barb Mayes Boustead ([33:32](#)):

I've enjoyed opportunities for quite a while now to volunteer with AMS. I had been an officer in a local chapter. I've served on a couple of AMS's committees and each one of them has brought unique challenges and interesting

opportunities to me. So I think one of the connecting threads between both career and these volunteer positions, this is going to sound kind of flippant and I don't mean it to be, but it's the ability to organize meetings and workshops. That is a key skill to have for a lot of different applications. So it was something I did in my first career position and I also had the opportunity with the AMS Applied Climatology Committee to help organize their meetings a couple of times. And then within the Laura Ingalls Wilder Legacy and Research Association, I was a program chairperson and then conference chair for Laura Palooza a couple of times over.

([34:38](#)):

Those skills of being able to organize an agenda to make sure you dot all the I's and cross all the T's, remembering to schedule long enough breaks and trying to mix up the presentation styles so that people stay engaged and interested. Bring in a mix of sort of old stuff and reliable experts with new and fresh topics and new researchers in the topic areas. Those are kind of evergreen skills. And doing them in my career and doing them in my volunteer positions, each of those has helped sharpen the skills for another.

Kelly Savoie ([35:16](#)):

I was going to say, I'm curious about the Laura Palooza. What other types of talks? What are the topics?

Barb Mayes Boustead ([35:26](#)):

It brings a range of experts. So you get some who are approaching from a literary angle, maybe taking a look in comparative literature. You'll get some that are looking at craft. So the apparel that's been worn or how certain foods were made, how certain materials were constructed. You can get some that are related to other scientific aspects. We had somebody come a few Laura Paloozas ago who talked about the disease that made Mary go blind and did some investigative work to trace what that might have been because it wasn't scarlet fever, as Laura said in the book.

Kelly Savoie ([36:08](#)):

Wow. I didn't even know this existed. It's really interesting.

Barb Mayes Boustead ([36:12](#)):

Yeah. And you get historical analyses. I mean, almost any topic can come back to it somehow. And a lot of the folks are also those who have been lifelong readers of Laura Ingalls Wilder or the TV show. They maybe came into Laura Ingalls Wilder through the TV show, but some folks are scholars whose scholarly path has intersected with this topic too. It's a great mix of folks, a great mix of backgrounds, and provides an interesting space to understand how one person's stories have influenced culture and can give us an insight into a historical version of the way things used to be done.

Kelly Savoie ([37:05](#)):

We're so grateful for everything you've told us about your career. However, before you go, we always ask our guests one last fun question at the end of our show. I'd like to ask you, what is your favorite band?

Barb Mayes Boustead ([37:18](#)):

All right. So if you ask me my favorite anything, I usually have a pretty long list, but this is one of those I can narrow down a little more specifically. I have to say the Eagles. I've seen them in concert a whole lot of times, probably about half a dozen now in multiple venues. Most recently at The Sphere in Las Vegas, their personnel have changed through the years. Folks have come and gone and one of their lead singers has passed away, and yet they still continue to make music, not just to be able to play the things they had played, but to create new music too. I don't know. There's just something about the harmonies that feel good and the music is ... The writing is so good. The different topics they've addressed in their songs and the different styles. I don't know. It just feels very tied to my childhood, my teenage years and my life.

([38:21](#)):

And I've managed to get my 10-year-old son to really love The Eagles too, which is a great achievement. He's a baseball player and his walkup song for the past couple years has been "Take It To The Limit."

Kelly Savoie ([38:33](#)):

I love that.

Barb Mayes Boustead ([38:33](#)):

I'm very proud.

Kelly Savoie ([38:36](#)):

I know. I love The Eagles. I've seen them in concert a few times. I agree with you. The harmonies are beautiful. They are excellent live. So good. They sound just like the album. And my son, when he was about 10, I took him to see The Eagles too. And when he was little, it was so funny. He thought, "Take It To The Limit" was "Take It To The Lemon." So funny. He would sing that instead of the right lyrics. But no, I agree. They're an excellent band and I'm glad they're still playing, even though Glenn Frey is not with us anymore.

Barb Mayes Boustead ([39:12](#)):

Yeah. His son has done an amazing job stepping in both for the guitar and the vocals. He does sound an awful lot like his father.

Emma Collins ([39:20](#)):

So does the new music stack up against the classics? Are you committed to the classics or are you like, "Oh, the new stuff is still pretty good too."

Barb Mayes Boustead ([39:29](#)):

Yeah, no, they've done well with the new stuff too. And it's probably been a few years since, well, probably a good few years since they've added a bunch of new content to the repertoire. But through the years, a lot of people will remember the music they produced in the 70s. Maybe a few will remember the Unplugged MTV from the 90s and a couple of songs that came out around then, but their music has aged well as it goes through the 2000s and into the generations. So it makes me very happy.

Emma Collins ([40:03](#)):

Thanks so much for joining us, Barb, and for sharing your work experiences with us.

Barb Mayes Boustead ([40:07](#)):

Thank you so much for having me here. It's been great to talk to you all.

Kelly Savoie ([40:11](#)):

Well, that's our show for today. Please join us next time, Rain or Shine. Clear Skies Ahead. Conversations about Careers in Meteorology and Beyond is a podcast by the American Meteorological Society. Our show is edited by Johnny Lay. Technical

Direction is provided by Peter Killelea. Our theme music is composed and performed by Steve Savoie, and the show is hosted by Emma Collins and Kelly Savoie. You can learn more about the show online at www.ametsoc.org/clearskies, and you can contact us at skypodcast@ametsoc.org. If you have any feedback, or would like to become a future guest.