

Volume 22 Issue 1

January 2019

# Aggie News

## From the Editor

Dear fellow Aggies, in this issue of the Aggie News we again highlight the old and the new regarding our beloved Aggie. First, we honor a world class man, Joe LaBonté, '58. Joe loved what the Aggie offered and in return was a benefactor to our Alumni. Joe was a man of passion and compassion. Next, we honor our school's founder, Ralph S. Bauer. Without Mr. Bauer's vision, there would not be an Aggie. Devin Kim, '20, that is 2020, shows us what it means to embody school spirit. For the young men who lived in Sanford Hall, one of the Aggie's dormitories, we spotlight Mr. William Sanford. We also feature two great alumni, one from 1993 and the other from 2008. Did you know that the Essex Chapter of the FFA operated a gasoline stand at the Aggie? It was near Smith Hall. Instructor Paul Crofts updates us on the Natural Resources Management Program.

Don't forget that the dues page is very easy to fill out and send out to Charlie Main, Class of 1956. You can download it here;

[http://essexaggie.org/alumni/downloads/Alumni\\_-\\_Membership\\_Form\\_2019.pdf](http://essexaggie.org/alumni/downloads/Alumni_-_Membership_Form_2019.pdf)

If you have a story you would like to share, or know someone that you would like to see in the spotlight, please contact me.

Sincerely, Pete Tierney your editor,

Pete Tierney, Class of '75 email [peter.tierney57@outlook.com](mailto:peter.tierney57@outlook.com) phone 857-888-9924  
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Newsletter graphic by Yetti Frenkel '78 <http://yetti.com/>

## Aggie Impacts World Stage

*C. Joseph "Joe" LaBonte, Class of 1958*

Joe LaBonté covered a lot of territory in business and in life during his 74 years. Growing up in Salem, Massachusetts, the fourth of five children in a working class family, he learned life lessons of hard work and caring that served him well on his path to many accomplishments.

His aspiration to make positive change found its vehicle in corporate America where he became widely known for his business acumen as well as his promotion of human rights. For him, there was no contradiction in operating a growth-oriented, profitable business and adhering to strict ethical and moral standards. Joe recognized, "It doesn't matter what a person's religion is, or where they went to school, or what their ethnicity or sexual preference is. What counts is that they get the job done."

Indeed, his early life experiences bolstered that philosophy and his passion for achievement. In high school, he played basketball and football, and became class and student body president. In 1959, Joe married his high school sweetheart, Donna, and within the next few years, their children Linda and Joseph were born.



Throughout that time, he attended evening classes at Northeastern University in Boston, earning degrees in Mechanical Engineering and Industrial Technology. He took a test engineer position with a small manufacturing company where he quickly rose to project engineer and marketing coordinator. There, a company executive suggested that he apply to Harvard Business School, leading Joe to earn an MBA and graduate with distinction and receive two coveted scholarship awards. Harvard became, "the most important academic experience of my life," he later acknowledged.

After Harvard, Joe spent ten years with ARA Services Inc., of Philadelphia, then the nation's largest international services management corporation. He helped direct a major corporate restructuring, which led to his becoming president of the Western division and relocating his family to California. There, he recruited an impressive management team and built a strong profits record. He was promoted to executive vice president, and returned with his family to Philadelphia.

In 1979, he accepted the position of president and chief operating officer at 20<sup>th</sup> Century-Fox Film Corporation. He expanded the movie-making firm into diversified leisure enterprises with purchases that included Pebble Beach, Aspen Ski Corporation, and consumer businesses like Coca-Cola bottling, significantly improving the company's earnings and cash flow.

Joe was not focused strictly on for-profit business, he applied his skills and passion for change to support non-profits as well. He served on the boards of a dozen philanthropic organizations including Los Angeles Orthopedic Hospital, Big Brothers of America, Human Rights Watch, Committee for Economic Development and the Los Angeles Philharmonic Orchestra. His love of music led him to spend more than a decade on the Philharmonic board; during his tenure





as Board President the orchestra became one of the most successfully-funded orchestras in the world. Joe was also a member of the Academy of Motion Pictures Arts and Sciences, the Harvard Business School Association, and served as a Trustee of Northeastern University.

In the early-1980s, Joe founded The Vantage Group, an investment and financial advisory firm specializing in venture capital and mergers and acquisitions. For the next four years he successfully brokered a number of acquisitions and investments. He greatly valued this freedom from corporate demands, allowing him to enjoy his passion for running and his growing family, which, in time, included six grand-children.

He came to realize that he felt most engaged when managing the obstacles and challenges of growing a company. When Reebok International approached him to become CEO, he was intrigued enough by their dynamic to re-enter the corporate world. At Reebok, he restructured management and the organization, strengthened systems and diversification, and the company's sales more than doubled. Joe also found a way to bring philanthropy into the corporate environment by sponsoring Amnesty International's around-the-world music tour in 1988, and established

the Reebok Human Rights Award to acknowledge young activists from around the world who advanced the cause of human rights at great personal sacrifice.

Through those endeavors, he learned of the apartheid oppressions in South Africa and began meeting with key people from that country to gain more knowledge of their struggle. Recognizing the majority of that country's population was suffering under the rule of government, he was convinced that pulling American business out of South Africa would make a statement. In May 1989, Joe testified before Congress as part of a diverse group of organizations calling for economic sanctions.

In addition to executive positions, Joe served on numerous corporate boards during the 1980s and 1990s. One of those corporations, San Diego-based Jenny Craig International, persuaded him to become president and CEO in 1994. At the helm, he recruited key executives and implemented new marketing and online systems resulting in record sales and client retention. Continuing his belief that corporate entities can encourage valuable change on social issues, Joe established a program to build awareness of domestic violence and its impacts on women and children. Under his direction, Jenny Craig International, whose clientele and employees were predominantly women, made donations to shelters, hosted children's outreach programs, and sponsored and distributed booklets to provide women with information about the cycle of domestic violence and the resources available to them.

Retirement afforded him time for family, relaxation and travels. In 2002, it also brought one last challenge — a diagnosis of early-onset Alzheimer's Disease. Just as he had in business, Joe looked for opportunities to 'improve the bottom line.' He participated in numerous research studies and support groups. He interviewed for news articles and spoke candidly about the impacts of Alzheimer's on both patient and the family. He hoped by being actively engaged in the process, he could contribute in some way to finding the answers to a possible cure. He approached his diagnosis with courage and dignity, and chose to find pleasure and humor in life's little things. He saw no value in regrets or recriminations. He believed, by all measures, that he had an incredibly blessed and meaningful life, and he continued to live it, surrounded by family, friends and devoted caregivers, until the very end.



## Administrator in the Spotlight

### Ralph S. Bauer, Founder-Trustee-President, 1913-1938



Ralph Sherman Bauer was born on January 31<sup>st</sup>, 1867 in Provincetown, Massachusetts. Mr. Bauer's ancestors were from Alsace-Lorraine, Germany. Bauer is a German surname meaning "peasant" or "farmer". (Editor's note; My grandmother's {Marie Tierney, nee Emge} family came from the same region.) Ralph's father, who was a school teacher, died when Ralph was 7 years old. He supported his mother and 3 sisters as a newsboy on the streets of Philadelphia.

“When Ralph Bauer, yet in his teens, determined to exchange the environment of Philadelphia for cultured Boston, his [wealth] when he landed amounted to 27 cents. Many were the hours of loneliness that were his, with neither kith (one's friends, acquaintances) nor kin nearer than the PA metropolis. Many were the night he slept on a Boston Common bench with the star-studded blue dome of the heavens above, his only coverlet. Oft were dreams rudely disturbed by the smart blow of a patrolman's night-stick on the thin soles of his tattered shoes. With warm appreciation always in his memory was one of Boston's guardians of the peace, who drew from him the tale of his struggles for existence. He never forgot the warmth of the coat the officer tucked about his lusty body while he promised to rouse him from his slumbers in time to get his share of the profits from the early morning edition of the Herald. True to his word the officer awakened the sleeping lad and provided him with a good hot breakfast. Ralph Bauer never forgot that kindness to a little lonely lad in a great city, far from his loved ones. He was graduated from the Boston Latin school and immediately thereafter obtained a position in the mailing department of the Boston Herald.” (Editor's note; Ralph also went on to graduate from Boston University.)

<https://yesteryearsnews.wordpress.com/2012/01/09/ralph-s-bauer-reform-mayor-of-lynn/>

Ralph met his wife Fannie Miller at the "The White City" The World's Columbian Exposition, also known as the Chicago World's Fair, that was held in Chicago in October of 1893 to celebrate the 400th anniversary of Christopher Columbus' arrival in the New World in 1492. They got married in Kenosha Wisconsin about 65 miles North of Chicago on Wednesday, February 21<sup>st</sup>, 1894. Ms. Miller was an accountant at the time. They had one son, Paul S. Bauer.

The younger Mr. Bauer went on to be a scientist, businessman, teacher and government adviser who made a special study of the volcanic island Surtsey. Surtsey is a volcanic island located in the Vestmannaeyjar archipelago off the southern coast of Iceland. He was also a Navy Captain who received a bachelor's and master's degrees in engineering from Harvard University. Paul Bauer took over his father's business when Ralph passed away.

Ralph was the Mayor of Lynn Massachusetts from 1926-1930 and was responsible and "very proud" of creating Lynn Shore Drive – "considered one of the most scenic boulevards in all of America" for its time, according to his granddaughter Elizabeth Haviland.

Elizabeth also said that her "grandfather would hold bible studies on Sunday mornings for the men in the community. This would ensure that he had a group of men who would help him in his campaign for mayor. She also stated she remembered his wonderful deep voice."

At Essex Aggie the awarding of the Bauer Gold Prizes was an event of particular significance for a number of years at graduation time. These were for 20 dollar gold coins given out for excellence of summer projects in Homemaking and Agriculture.

Ralph also established the Lynn Newsboys Association Scholarship Fund and gave anonymously to numerous charities as well as the Community Fund, the Boys' Club, Boy Scouts and the YMCA.

Before his death Mr. Bauer donated his summer home in Amesbury, Massachusetts to the Men's Hebrew Association to be used as a summer camp. You can read this story here; <http://bauercrest.org/about/our-history/>



Ralph Bauer passed away at his home, 70 Cherry Street, Lynn, Massachusetts on July 13<sup>th</sup>, 1941. Mrs. Ralph S. Bauer, passed away on Wednesday, April 6<sup>th</sup>, 1938. Mrs. Bauer was a most enthusiastic friend of the School, and her help for its success was second only to that of Mr. Bauer.

Bill accompanying the petition of Ralph S. Bauer and others for legislation to provide for an independent agricultural school in the county of Essex. Education. January 9<sup>th</sup>, 1911.

**The Commonwealth of Massachusetts**  
**In the Year One Thousand Nine Hundred and Eleven.**  
**AN ACT**  
**To provide for an Independent Essex County Agricultural School.**

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The governor, by and with the consent of the council, shall appoint four persons, one for one year, one for two years, one for three years, and one for four years, and thereafter, annually, one person for four years, residents of said county of Essex, who, together with the county commissioners of said county, shall be known as the Trustees of the Independent Agricultural School of the County of Essex. Said trustees shall serve without compensation, but shall be reimbursed for their necessary travelling expenses, the same to be charged and paid on account of maintenance, as hereinafter provided.

SECTION 2. The said trustees are hereby authorized to expend the sum of seventy-five thousand dollars— one half of said sum to be provided by the county of Essex and one half by the commonwealth— for the purchase of real estate and the erection or alteration of buildings for establishing the agricultural school herein provided for. Thereafter the said county of Essex shall annually raise by taxation a sum not exceeding ten thousand dollars for the county's proportional part of the maintenance cost of said school. In order to provide the county's proportional part of the expense of establishing and equipping the agricultural school herein provided for, the, county commissioners of Essex county are hereby authorized to issue county bonds to an amount of thirty-seven thousand five hundred dollars, to mature in whole or in part in not less than twenty years, with interest at four per cent. annually. Said county commissioners may by vote provide for the payment of said debt by such proportionate or other annual payments as will extinguish the same at maturity, but“ so that the amount of such annual payment in any year and the whole interest of such debt payable in the same year shall not together be less than the aggregate amount of principal and interest payable in any subsequent year, and thereupon such annual amount shall, without further vote, be assessed under the provisions of laws relating to the assessment of county taxes.

SECTION 3. In order to aid in the establishment and equipment of said agricultural school the treasurer of the commonwealth shall pay to the trustees of said agricultural school one half the cost of establishing and equipping said school, said sum not to exceed thirty seven thousand five hundred dollars; and, annually, after the establishment of said school the treasurer of the commonwealth shall pay to said trustees, from money in the treasury not otherwise appropriated, one half the cost of maintaining said school, the yearly payments not to exceed the sum of ten thousand dollars.

SECTION 4. Said trustees are hereby authorized to determine, subject to the approval of the state board of education, the organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, conditions of admission and employment of pupils; and said trustees, and their successors, shall thereafter maintain the same as herein provided.

SECTION 5. Said school shall be free for attendance to all residents of said county over fourteen and under twenty-five years of age. The provisions of chapter five hundred and thirty of the acts of nineteen hundred and eight for half-rate fare upon street railways shall apply to pupils of said school.

SECTION 6. This act shall take effect upon its passage.

(Editor's note; Some back history on about the "real estate" in Section 2. The location was chosen because of the railroad that the took students to school. You can read about the train in January 2018 Newsletter; [http://essexaggie.org/alumni/newsletters/Aggie\\_News\\_Jan\\_2018.pdf](http://essexaggie.org/alumni/newsletters/Aggie_News_Jan_2018.pdf) )

"Maplewood."—This beautiful estate, which was the residence of Stephen D. Massey and his family from 1864 to 1892, dates back to the earliest settlement of Danvers, when the land was owned by John Putnam, son of the emigrant. The next owner was Captain Thomas Lothrop, the commander of "The Flower of Essex" company at Bloody Brook, after whose death it came into possession of the Cheever family. The old house which stood here for so many years was built about 1697 by Ezekiel Cheever, and it continued in this family until about 1750, when it was purchased by John Nichols. Later it was the home of Levi Preston, who, in 1779, married Mehitable, a daughter of John Nichols, and thus it descended to William Preston, remaining in that family about a hundred years. In 1852 Benjamin S. Newhall of Salem bought the farm and erected a fine mansion on a high elevation directly across the street from the old house. Here, with his wife, who belonged to the Grays' and Endicotts' of Salem and Danvers, and three sons, Benjamin E., Charles and Henry, and a daughter, he carried on the farm until 1864, when it was purchased by Stephen D. Massey, a merchant of Boston. During Mr. Massey's ownership the old house was torn down.

The mansion house stood about a hundred feet back from the street and was surrounded by a grove of maple, pine and other trees, while directly in front, dividing the avenues of approach and departure, was a triangular plot with a large and beautiful pine, flanked by two immense maples. The house was forty feet square, with an ell which was added by Mr. Massey. The farm comprised one hundred acres and the buildings connected therewith were across the street, near the site of the old Preston house, with a convenient "lodge" or farmhouse occupied by the caretaker. The appointments were the best that could be obtained and the stock was of the highest grade, it being considered for years one of the finest estates in the county. Upon the death of Mr. Massey, the family continued to live there until 1892, when Mrs. Lucretia (Derby) Massey and her son, Dudley A. Massey, having erected the fine residence on Holten street, now owned by William B. Sullivan, Esq., removed, after a residence here of nearly thirty years, and the estate was purchased by Richard B. Harris of Marblehead. Then followed various ownerships of short duration, including Dr. W. A. Hitchcock, Mrs. Helen J. Butler, F. W. Webb of Boston, and a Roman Catholic school for boys, the "House of the Angel Guardian," until in 1913 the County of Essex purchased it and established there the Essex Agricultural School. The mansion house was burned January 1, 1918, and on its site has been planted a memorial grove in memory of the service men from this school who were killed in the World War.

(Editor's note; Without the vision and leadership of Mr. Ralph S. Bauer there would never have been an Essex Aggie. He was a good man who really cared for young people and found a way to help them succeed. We should all thank, Mr. Bauer, his vision lives on.)



## School Notes 2018



Under the guidance of Masonry and Tile Setting Instructor David Collins we completed the following project: build a walkway out of pavers and install five granite stairs. The project took us (see team listed on next page) from September 4<sup>th</sup> to September 17<sup>th</sup>, approximately 24 working hours.

The walkway was 250 square feet. The first thing we had to do was mark the area of the project where we needed to dig. Then we called 811, which is dig safe, keep in mind you must give at least 72 hours notice in Massachusetts when you call (<http://www.digsafe.com>). They checked for electrical, gas, water, and cable lines under the ground.

When Dig Safe told us it was safe to dig, we used a skid steer to dig out all the loam in the path where the pavers would go. Then, we took out a portion of the stone wall that was next to the sidewalk. At the bottom of the stone wall, there was a gigantic rock that was too big to be taken out of the wall with the mini-excavator so we cut the top off the stone with feathers and wedges.

(editor' note; from Wikipedia, a metal wedge (the plug), and two shims (the feathers). The feathers are wide at the bottom and tapered and curved at the top. When the two feathers are placed on either side of the plug, the combined width of the set is the same at both ends. Multiple sets of plug and feathers are typically used to split a single, large piece of stone. The stone is first examined to determine the direction of the grain. After the location of the intended split is chosen, a line is scored on the surface of the stone. Several holes are then cut or drilled into the stone face along the scored line approximately 10 – 20 cm apart.) [https://en.wikipedia.org/wiki/Plug\\_and\\_feather](https://en.wikipedia.org/wiki/Plug_and_feather)

After the rock was cleared, we put in five - granite steps set in  $\frac{3}{4}$ " crushed stone measuring 7"x12"x5'. Then, we used gravel to make a base pack and compacted it to grade which makes the ground level and smooth. When we finished the gravel, we placed stone returns on either side of the steps. Next, we set rails in course bedding sand so that we could get our grade and make a smooth base for the pavers to sit on. We then installed the pavers in a running bond pattern, which simply means in the same direction. The borders were a darker gray and the middle was a lighter gray. On the outside of the walkway we put a plastic edge restraint that was a total of 100 ft long and secured it with 10" steel spikes. Once all the pavers were set, we brushed polymeric sand into the joints and then ran the compactor over the pavers twice which makes the polymeric sand go deeper into the joints. Then, we wet the walkway with a hose so that the polymeric sand would harden. This allows the pavers to become more stable. Lastly, we put loam and grass seed down next to the walkway.





(editor's note; Polymeric sand is best described as outdoor grout. Depending on the manufacturer, it's a blend of different colored sand grains as well as chemical binders or glues that are activated by water. When the polymers dry and cure, the sand between the joints gets quite hard and it cements the pavers together. Weeds won't grow between the joints and the sand doesn't wash away.) See link;

[https://www.washingtonpost.com/news/where-we-live/wp/2017/09/19/polymeric-sand-can-help-prevent-weeds-with-pavers-heres-how-to-use-it/?utm\\_term=.f9e03983d76f](https://www.washingtonpost.com/news/where-we-live/wp/2017/09/19/polymeric-sand-can-help-prevent-weeds-with-pavers-heres-how-to-use-it/?utm_term=.f9e03983d76f)



The team that worked on this project are as follows;

**Seniors;** Vincent Brazzo, Eric Caputo, Matt Charest, Henry Fitzgerald, Jake Greene, Nicola Iocco, Hunter Lane, Tim Paul, Nick Power, Kaitlyn Sousa, Jason Towey-Towne, Grace Wetherbee.

**Juniors;** Vincent Aloise, George Bento, Dominic Borders, Tyler Boudreault, Cameron Burns, Connor Drigotis, Eric Moleti, Jake Murphy.

## Masonry and Tile Setting; CAREER PROGRAM DESCRIPTION



Masonry and Tile Setting Students learn the fundamentals of masonry for construction and landscaping. Included is the art of laying brick, concrete block, glass block, and stone. Students also pour concrete and set tile. Through a series of projects, students will have hands-on experience constructing segmented retaining walls, installing concrete pavers, building chimneys, designing and installing brick, stone facing, decorative stone, and concrete, as well as various floors and walks using stone, slate, brick, tile or pavers. In theory, students learn technical theory, blueprint reading, estimating and the use of appropriate power equipment are also included. Students in grades 11 and 12 participate in the outside project program working on projects in the community.

## Certifications Available to Masonry Students

- OSHA 10 Hour Construction
  - The 10-hour course is intended for entry level workers. This course provides information about worker rights, employer responsibilities, and how to file a complaint and provides basic awareness training on the recognition, avoidance, abatement, and prevention of workplace hazards.
  -
- RAMSET Powder Actuated Fastener License
  - To assure safety on the jobsite, OSHA and ANSI require that all power actuated tool users become trained and certified for the tool being used.

## Spotlighting the Essex Sports Center



The Essex Sports Center is one of the newest additions to the Essex North Shore Agricultural and Technical High School community. Unfortunately, despite opening its doors almost 2 years ago, not everyone is aware that this incredible facility exists. It is located behind the Essex Tech main campus buildings and directly across from the Essex County Sheriff's Department at 15 Manning Ave. The phone number of the Complex is 978-304-4481. <http://www.essexsports.net/>

The building is a state-of-the-art recreational facility offering twin ice sheets, a 30,000 square foot indoor synthetic turf field house. The two ice sheets are home to some of the top hockey programs in the area. This includes the Essex Tech High School, Saint John's Prep, Danvers Youth Hockey, Masconomet Youth Hockey and the Islanders Hockey Club. Turf tenants include Aztec Soccer, New England Flag Football and a myriad of other youth athletic programs. On December 29<sup>th</sup>, 2018 at noon if you wish to take in a game, Essex will be hosting Revere at the Essex Sports Complex.

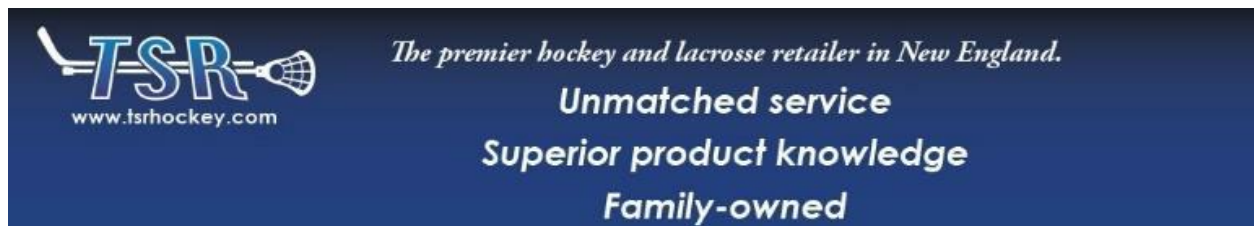


Video highlights for Stubblebine Construction's Essex Sports Center. <https://www.youtube.com/watch?v=KZJrmNSGHmU>

Beyond the tenants using ice and turf, the facility also offers an array of public programming available to the local community including: public skate, stick and puck, open turf, freestyle ice and an in-house Learn to Skate/Learn to Play Hockey program. Info for these services can be found on the website - [www.essexsports.net](http://www.essexsports.net). Classes with Learn to Skate cover, Basic Skills, Free Skate and Learn to Play Hockey. The skating staff is led by Stacy Lane, an accomplished skater with over 27 years of coaching experience, and Senior Rated with the Professional Skaters Association (PSA) since 1998.

Additionally, the Essex Sports Center is home to a variety of athletic, health and retail services. First on the list is Total Sports Repair, or TSR. TSR was founded in 2012 with Essex becoming their 9th location. TSR excels in the sales and service of all hockey and lacrosse equipment, gear and apparel. For more information on TSR visit [www.tsrhockey.com](http://www.tsrhockey.com). Their hours are Mon - Fri 10a-8p | Sat 8a-8p | Sun 8a-5p.

TSR also does repairs, when it comes to making your gear look and function like new, no one has the skills or equipment to do it better than TSR. We can replace or fix toe caps, holders, rivets, eyelets, tongues, tendon guards, steel, blockers, goalie pads, and even gloves. We also offer skate length stretching (up to one full size for different sized feet or to get your kids through a bit more of their season!) and skate width stretching. Email us at [repairs@tsrhockey.com](mailto:repairs@tsrhockey.com) with questions!



Another premier tenant within the facility is Mike Boyle Strength and Conditioning. MBSC offers the most comprehensive performance enhancement training, reconditioning and personal training in the nation. MBSC's results-driven approach covers every aspect necessary to achieve your goals; whether they involve sports performance or a healthier lifestyle. With highly qualified trainers who truly care about providing clients with the best possible experience and the most noticeable results, MBSC will help you in achieving your goals. Ryan Fitzgerald of the Providence Bruins says it is awesome. <https://www.youtube.com/watch?v=5YALng21vis>

To find out more visit [www.bodybyboyle.com](http://www.bodybyboyle.com). Mike Boyle Strength and Conditioning is pleased to present the MBSC Scholarship Fund. This fund was developed to cover the costs of summer training provided by the facility to those who may not have the resources to pay for these services. There are currently 20 summer scholarships available for eligible applicants.

You can apply online at [https://www.bodybyboyle.com/application\\_scholarship](https://www.bodybyboyle.com/application_scholarship)

The final tenant that calls the Essex Sports Center home is Sports Rehab Unlimited, or SRU. SRU is a physical therapist-owned clinic providing physical therapy and sports rehabilitation services, where their mission is to provide current, evidence-based rehabilitation interventions, injury prevention techniques, wellness strategies, and patient education to allow you to independently manage your occupational, recreational and family needs, wants and desires. To learn more visit [www.sportsrehabu.com](http://www.sportsrehabu.com). SRU also has the AlterG Anti-Gravity Treadmill which utilizes an exclusive NASA-patented Differential Air Pressure unweighting technology. AlterG products have been proven to shorten injury recovery times, reduce injury occurrence, and improve mobility for patients. You can see it in operation here,

[https://www.youtube.com/watch?time\\_continue=246&v=21PIgBDiXQQ](https://www.youtube.com/watch?time_continue=246&v=21PIgBDiXQQ)

Information provided by Matt Colwell, Essex Sports Center, Operations Coordinator

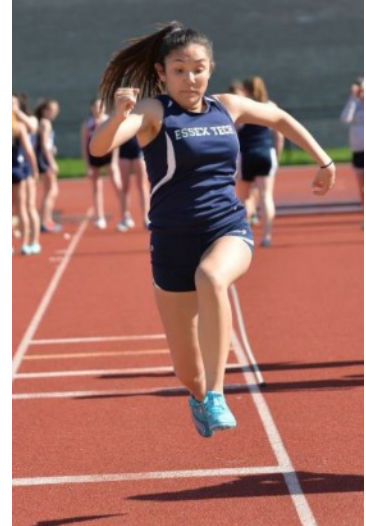




## School Notes 2018

### Devin Kim on Being A Student-Athlete

In high school, it is fair to say that the years go by way too fast. It is difficult to comprehend that I am in my junior year right now, and it feels like I was just a freshman on the first day of school looking like a deer in headlights. Something that I find to make these precious years a thousand times better is to be a part of the athletic program. (photo of me on the right) It's been a huge part of my high school so far and wouldn't change it for anything. I participate in fall cheerleading, spring track, and winter track, so it's safe to say I'm busy! My spring track coach, Dan Connors, always tells me being a student-athlete at this school takes a lot of a dedication and is a lot harder than being at a district high school. And yes, sometimes it can be very difficult managing these commitments with my academics and shop, but it's an experience of a lifetime. Looking back as a freshman, sitting in History class, my teacher, Mr. Sullivan, (photo



on the left) urged the class to get involved. He said that these years go by so fast, so get into something now, either a club or sport. I kept remembering what he said, and it really has stuck with me since now I urge the new freshmen to do the same. My freshman year I choose to try winter cheerleading. This was a brand-new experience for me since I have never tried to cheer before. After three days of tryouts, I made the team. This season was filled with many first experiences and was a huge learning opportunity. At first, I wasn't sure if it was for me, but I decided to stay with it and am so glad I did. It changed my life for the better. The next fall, I tried out for my first season of fall cheering which is a lot harder, because during this season we not only cheer at the football games, but we compete as well. Over the years, cheerleading has changed so much and is more well-known; it's also given more attention. It is truly something that has changed my life for the better and taught me so much.

Like my spring track coach said it is very difficult to be an athlete at the Tech, for many reasons. Days are twice as long than most students, even though practice and school may be over, and you get to go home you still have many hours ahead before you shut your eyes and call it a day. Once our practice is over I just need some chill time, this time of night it's usually around 7 and is just having dinner. Once dinner is over I jump in the shower and rinse off the day. But I still have homework to do and need to prepare myself to do it all over again. Depending on the day I tend to get about an hour of homework, but sometimes less. Once 10 o'clock hits I am usually just finishing up my homework and now get to relax for the rest of the night. Being a teen, I like to spend it on the phone chatting with friends or watching on social media.

The experiences I have gained as well as the lessons I've learned from becoming an athlete during high school is something I take seriously. Understanding the responsibility that comes with it and finding myself being extremely grateful. I truly believe that any athlete really learns something new each day of their season, with so much discipline and responsibility. Even if they aren't a captain or a senior everyone plays a role on the team. Whether it's cheering on fellow teammates during a track meet to run their hardest or being on the field every Friday night for the football players, being there is key. As an athlete one of the first things you learn is respect. Respect for everyone; yourself, teammates, and, more importantly, coaches. It is fair to say that I may not understand right now why coaches make the decisions they do, but that's why they're the coaches and not me, there is a purpose in all they do.



(photo on the bus Spring Track; Left to right; Gaby Berrido, Emily Blaisdell, Shelby Sutura, Katt Bell, Victoria Culwell, Devin Kim, Meredith Zorzy)

Something else I don't take for granted and am lucky to learn at this young age is teamwork and communication. These skills are crucial, and everyone needs to learn to work as part of a team. Both my cheer coach as well as my track coach always say communication is key, and they're both right. On both teams, if we don't have communication this nothing works as it should. Every team needs communication.

Communication looks different in every school or team but at Essex North Shore it's about every athlete stepping up. No matter if it's a freshman or senior, we all communicate with each other and state what is working and what isn't and go from there

to be our best. For example, in cheer, if the team doesn't communicate with each other, it's not safe to throw a flyer up in the air. The same goes for track, without communication we as a team won't do well in our meets. For example, I know this has happened to me, (Ouch). If I don't perform at my best, everyone on the team is always there for me no matter what. They always have my back and give me feedback as needed. Sometimes this feedback can be supportive, and it gets me through a tough time, when my teammates are being honest and saying what needs to be said during our track season last spring, both the boys' and girls' teams were very successful. The girl's team were the CAC (Commonwealth Athletic Conference) champions and all of us were beyond stoked for this and will always remember this exact feeling and night it happened. We made history in our school and couldn't have done it without all the hard times, teamwork and team bonding, but more importantly the communication among all of us.





First row, left to right; Emma Wanstall, Brooke Billert, Alyssa Billert, Maggie Streng, Ashley Britakis, Nicole Cardi, Liz Trahan, Maddie Moury, Kyara Glinski, Jillian Alves  
Back Row, left to right; Jannisa Benzan, Taylor Howard, Karleigh Schueller, Devin Kin, Promise Peralta, Nick Dionne, Kiara Ovall, Emma Gaffey, Nisa Denehy, Mei Dillon, Skyla Gallo, Sydney Thifault, Taylor Fiore, Jordyn Barry, Arianna Townsend, Alyssa Brown

the team experiences. During spring track this was normal for me. My body was in the best shape it's ever been in and I felt so good. Shin splints were something almost everyone had on the team, but they never stopped me from running. I would never have imagined I would love the pain in my body, but it was an indicator of hard work and determination and hundreds of sprints, falls and practices. (photo of Mr. Connors on the right)



(Basketball (Winter) cheer squad, photo on left with Nick Dionne at the center, and three flyers, left to right Lexie Spiewak, Caylee Conrad, Brianna Dube.)

fortunate, and haven't really faced too many of them, until this season. This past September I broke my right leg. This put me out of cheer for the season. My heart was torn by this and it was extremely hard to watch practice but not be on the mat with all my girls. But I had to move past it and I did, with the help of my family, especially my mom, friends and again my coach Dan Connors. Coach Connors taught me so much during this transition and walked me through every step. Now, this was not how my season was supposed to be spent but I had to step into a different role and be there for the girls even if I wasn't with them competing.

Something else that comes with being a student-athlete is the physical pain your body goes through. Most teens today are sleep deprived to begin with, but athletes are especially at risk since we don't have any time to catch up on sleep or spend just chilling out by ourselves. Hard work means sometimes being sore the next day. Now even though my body will hurt, when I wake up the next morning I personally love it because then I know that the practice was worth it. I was using muscles that I may not have before or that are making me stronger.

Both cheerleading and track come with painful days, but it's something everyone on

Now some reading this might not understand but any athlete will get it right away. With sore muscles even though you can still practice it still hurts, and you may not have the motivation to practice, but you must anyway. During the spring, one of my favorite things to do was to take an ice bath in our athletic trainer's office. It's pretty much what it sounds like. Athletes sit in a bath full of ice for 10 minutes, with the water at 55 degrees. A lot of people call me crazy for this, but it really helps and gets my body back to not being sore. Now the downside of being such a hardcore athlete are injuries. Luckily, I have been





(photo on left, Devin Kim and her friend Shelby Sutera from Spring Track)

A huge part of this whole experience was our school's athletic trainer Matt Brucker. (photo on the right) He knew exactly what needed to be done and we both had the same mindset going in to this, which was to get me back to doing what I love both the safest way but also the quickest. This experience also taught me that being a leader is something not to take for granted.



Another huge part of being a student-athlete is managing your grades. As a stereotype for most athletes, it's been that we are all star students and get straight A's. Now, this might not be the

case for everyone; it is hard to keep up with both and stay balanced. You must be able to juggle family, academics, and athletics all at the same time. Now like I said before after practicing you still have homework. I feel so lucky to be at this school with amazing teachers who are understanding but still a little tough. My teachers don't give me an exception if my work is not completed or not done just because I am an athlete and busy. I still go home every night after a long practice and get done what needs to be done, even though all I want to do is relax. I think of it as a commitment I made to myself to school and sports all year long and am going to succeed. Since I have such a dedication sports and my school work, I strive to get good grades.

With all the late nights, sore muscles, tough practices, and injuries and just the regular life of being a high school teen is hard work. This experience is something very special to me and I will remember forever. Being a part of athletics at Essex North Shore is something that I have found to make high school a thousand times better. Unfortunately, in this world there can be hard parts of high school and some kids really hate it. I try to urge everyone to at least try something. You must get yourself out there. Whether it be a club for your shop or a sport, it doesn't matter, just remember it's only 4 years of your life, but you will have experiences you won't ever get



again. It might seem long at some points but it's totally worth every second of it! You only have one shot a high school, make it great!

(Devin Kim, on the left)

### **Note from 1938**

Plans for the twenty-fifth anniversary of the opening of Essex Aggie to be held on Saturday, October first, are going a bit slowly at present because of vacations.

The new athletic field, named by the Alumni, "Bauer Field," will be appropriately dedicated that day. Plan to come and renew those friendships of yesteryear and see how the School has grown in these twenty-five years.

## Alumni in The Spotlight / Ali Chipman, Class of 2008



Three years ago, Aggie Alumni, Ali Chipman 08', decided to buy a small home just a mile from beautiful Pawtuckaway State Park in Raymond, NH. The home had a little over 5 acres of land which was perfect to create a small private sanctuary for herself and her rescued animals. After clearing brush, fixing loads of fencing, putting up a few outbuildings, and receiving a lot of encouragement to do so, Ali decided to reach out for support. The community not only helped her come up with a proper name (Home At Last Farm), but the farm has also now become a true rescue organization. As of 9/11/18, Home At Last Farm is officially a nonprofit corporation in the State of NH and is in the process of filing for 501© (3) tax exempt status. HALF is run 100% off donations and by volunteers. Natalie King, Essex Aggie class of 2010, also sits on the board for the nonprofit and serves as Treasurer.

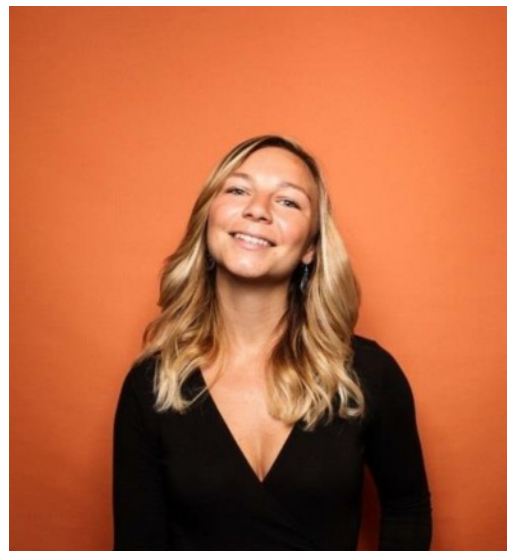
HALF's mission is to save as many horses from slaughter as possible by matching horses in the slaughter pipeline up with loving homes. Over 1,000 American horses ship to Mexico and Canada to be slaughtered every week. Most are very young and have nothing wrong with them. They're simply a byproduct of an industry that overbreeds, exploits, and discards their excess waste. Think of HALF as a matchmaking service. They will find potential adopters ahead of time and will then scout for the adopter's next companion or riding partner from high kill auctions and kill pens. They will outbid the kill buyers in order to save these horses. All adopters need to do is take the #rescuehorsechallenge and choose to #adoptnotshop. The rescue will take care of the rest.

HALF also has a very small animal sanctuary at home with a mixture of permanent residents as well as adoptable farm animals. These animals rely on monthly sponsors to help cover the cost of their upkeep including food, bedding, veterinary care, medications, farrier care, and more.

(Ali Chipman, President/Founder)



(Natalie King, Treasurer, Class of 2010)







Recently, HALF decided to make room for three more permanent residents-retired Essex Aggie horses JD, Bucky, and Molly. (see below) These horses taught so many kids for so many years and have served our equine community in ways that could never be repaid. In order for HALF to provide a safe and loving home for them for the rest of their lives, the community needed to come together to help raise \$10k in less than 8 weeks.

(Hazel the goat and Graham the quarter horse)

A paddock and run in shed needed to be built, frost free water hydrants needed to be installed, medications, hay, grain & shavings needed to be ordered, and sponsors needed to be found to help cover their costs while these horses enjoy their retirement. The HALF community has grown enormously over the last few months receiving an outpouring of support in terms of donations as well as time and labor. The Essex Aggie Alumni itself has been a huge supporter having donated \$1,000 towards getting the retired Essex Aggie horses' home. HALF is eternally grateful for all this love!

On October 28<sup>th</sup>, HALF held their very first fundraiser. They had vendors, pony rides, children's games, trick or treating, raffle prizes, demonstrations and more. The event was a huge success with over 200 attendees all raising over \$2,500! The event was a huge success and HALF was able to reach their fundraising goal and get JD, Bucky, and Molly's home ready for their arrival.

HALF is more than just a rescue, it is a community of like-minded people who care about farm animal rescue and is growing every day. To join the HALF community, visit the website at [www.homeatlastfarm.org](http://www.homeatlastfarm.org), find HALF on Instagram @homeatlastfarm, or on Facebook @homeatlastfarmrescue.





## School Notes, 2018

### Students to get a leg up on college, trades

For Gloucester school officials, it's a chance to provide new opportunities for high school students. For those with the Essex North Shore Agricultural & Technical School, it's a chance to widen access to their programs.

And for workers in area construction and labor trades, it's a step toward building for the future.

Representatives of all those groups Tuesday touted a new school and workforce development partnership, and all spoke of who the real beneficiaries of the pilot partnership linking Gloucester High, Essex Tech and the trades unions will be: 12 to 20 Gloucester High juniors in the school's traditional college prep courses.



(photo above, Superintendents Richard Safier and Heidi Riccio)

Those students will have the chance to pursue masonry, landscaping and carpentry programs Monday through Thursday afternoons at Essex Tech in Danvers and with labor educators at Gloucester High on Fridays. The program begins in January.

"We here at Gloucester High School believe in applied learning, and this is expanding on that," said Principal James Cook, speaking to more than 30 city, school, state and labor union officials during a Tuesday morning ceremony hailing the signing of agreements for the project.

The program will be geared toward students — beginning with current juniors — who are enrolled in college prep courses but who "may not yet have found their path" toward college or a career, Cook said.

"With this, these students will have an advantage in pursuing a career, and yet still have the chance to go to a two-year, or four-year college," Cook noted. "That's a great opportunity for them to be able to choose."

Heidi Riccio, superintendent of the Essex Tech school district, said the project should also benefit students who may have applied to the technical school but who were left out because of the school's waiting list. The technical school, now in its fourth year, had more than 1,200 applicants for the 375 slots in its first-year class this fall. Also, Gov. Charlie Baker is pushing the state's vo-tech schools to reach out and find new means of expanding their outreach to students, Riccio said.

"We're excited about this," Riccio Said. "Our big push is to provide more access to more students, and this should allow us to do that. This is a pilot program, but we're hoping to be able to expand it to our other (North Shore) communities as well."

## **Finding money**

The program was born in large part through talks involving state Rep. Ann-Margaret Ferrante, D-Gloucester, and Lou Mandarin, who knew Ferrante's father as a fisherman and laborer. Mandarin now serves as head of the Boston Labor Council and as an officer with the Massachusetts AFL-CIO.

Ferrante said she and Mandarin discussed how the trade unions might offer programs for students, and Mandarin recalled working with Riccio when she was director of Medford Vocational Technical High School before coming to Essex Tech for the start of this school year.

The program faced one hurdle: Money to pay to transport the students to and from Gloucester High to Essex Tech four days a week. Project backers, including Mayor Sefatia Romeo Theken, reached out to John and Mollie Byrnes for help. The Byrneses — Gloucester residents who are prior recipients of the city of Gloucester's Linzee Coolidge Philanthropy Award — agreed to supply a grant of \$30,000.

"This was a no-brainer for us," said Mollie Byrnes, noting that she and her husband have long supported education and the building trades. "This wasn't even a case of having to go into the other room to talk about it. We just said 'Yes.'"

Under the program, participating students will enter a laborers' apprentice program, and will get an 18-month head start with a higher pay grade over those who would enter the four-year apprentice program after high school.

"We realize we have an aging (workforce) population," said Michael Traficante, director of government affairs for the New England Laborers Training Trust. "We need young people to be part of our future."

Riccio and the other officials emphasized that the Gloucester program is not a one-time deal.

Ferrante and state Senate Minority Leader Bruce Tarr, R-Gloucester, both vowed to push for grant funding to extend the program into the future and to other communities, while Marandini and Traficante pledged to seek state grant dollars through workforce programs.

"We are not going to let you down," Traficante said. "We believe in this program, we believe in this school. And we believe in these kids."

Gloucester Superintendent Richard Safier chose to look at the partnership from a bit of a Hollywood history perspective. "Those of you who know the film 'Casablanca' may remember the last line: 'I think this is the beginning of a beautiful friendship,'" he said. "That's how I feel about this."

"Reprinted with permission of the Gloucester Daily Times."

### *A Message from our Alumni President:*

On November 11<sup>th</sup>, 2018 my dear wife Lillian, a retired elementary school teacher, and I had the great honor and privilege of having dinner with two former teachers from the Aggie. Joanne and Paul Harder who taught at the Aggie in the 1970's when I was a student there. During dinner we chatted and reminisced about our beloved Aggie. We were speaking about the Aggie News and Joanne stated to me that the newsletter is an act of love. I responded with "Yes, it is".

Carole King's song Tapestry was released just prior to my freshman year at the Aggie. Now many years later I realize that the Aggie News is a tapestry of everything Aggie. Each of us is a thread of this tapestry. The stories that are told in the newsletter come from many sources. These include families of past and current students, instructors, staff and administrators contribute as well as individuals themselves. The "warp" thread is the thread you don't see in a tapestry but binds it together. Each of us and the moments in time are the "weft" threads of our tapestry, the part of the tapestry we can see. As editor of the Aggie News, I consider myself to be a weaver of this tapestry.

The Aggie as made a life-long impact on so many people, it makes me proud to be part of this story. When you read an obituary of someone who graduated 70 plus years ago and it speaks with such fondness of the Essex Aggie you can get a clear sense of understanding the affect the Aggie has on each of us. Our stories are genuine and come directly from the heart. Some may say this is just because it the Aggie years were our formative years. If this were true you would see more obituaries stating what a tremendous impact other high schools had the lives of their students.

"The mission of Essex North Shore Agricultural & Technical School is to create a culture of academic and technical excellence, encourage continuous intellectual growth, and promote professionalism, determination, and citizenship for all students, as they develop into architects, artisans, and authors of the 21<sup>st</sup> century community."

What Essex North Shore Agricultural & Technical School will accomplish is easy to see; they will graduate students that will make us proud to be part of our tapestry and we will be part of theirs. The true beauty of our tapestry is that it will never be finished. Tapestries tell stories!

(Paul and Joanne Harder, with Pete Tierney, Alumni President, Class of 75)





## *A Message from Superintendent Ms. Heidi Riccio;*

Congratulations! We are nearly one third of the way through the school year. It's hard to believe that the holiday season is upon us so quickly. With so much excitement around the building, I thought it would be a great opportunity to recognize all the work you do to create a positive learning environment that encourages creativity, productivity, and a sense of community as we look to develop our future workforce through strong technical and agricultural education.

On December 13, 2018, I presented my mid-cycle review to our school committee. The purpose of the presentation was to provide the District with an update on the work we are doing at Essex North Shore Agricultural & Technical School (ENSATS). Within the body of the report, I showcased many of you, our staff, who have risen to the occasion to ensure that our students receive the best education possible to reach their maximum potential. This takes an entire school community for this to happen.

From the farm crew, to maintenance, cafeteria, bus crew, teachers, counselors, paraprofessionals, administrative assistants, and administration, you make a difference in the lives of our children. It is evident when our students enter the building and navigate toward one of you. I see it often where students interact with Grace in the cafeteria or Wes on campus. They are eager to share their lives with you. You are just as eager to build relationships with them. For that, I thank you.



Last week, I had the privilege to listen to two Biotechnology students and their teachers (Deb O'Reilly and Arlyssa LaPorte) present to school committee regarding a cell-signaling grant they received. It was wonderful to see the interaction among them. That same night, I witnessed another collaborative effort with Ms. Carr and Ms. Smith detailing our articulation agreements and Ms. Berube explaining workforce needs related to our cooperative education program. Earlier that day, I observed Ms. Amoroso and Ms. Brunaccini working together to learn a new skill that can be taught in the Design & Visual program and Silvio, our Facilities Supervisor, work with his staff to ensure the building was ready to go for parents coming to volunteer for the Hawk Holiday Hope celebration. These moments are just a few that capture who we are as a school community.

(Ms. Kelly, in photo, school's Receptionist)

Connections are an essential part of ENSATS. The entire staff works hard to make these connections with our colleagues, our parents, and our students. I am grateful for the work you all do every day to make sure our students have the skills necessary to move beyond entry level and into mid-skilled jobs. Each of you makes a difference in the lives of our students who step on the bus in the morning, enter the building, eat in our cafeterias, and walk the halls of our school before entering a classroom. Thank you for all you do. Never forget the reason why we come to school everyday: our kids!

(Editor's note; Ms. Riccio has proven to be an excellent choice for superintendent. She has taken the time to walk the campus and get to know everyone. She expects and gets the best from everyone at the school. This is because she leads by example. She has been able to reach out to communities and businesses that pledge support for our school as well as getting support from local unions. Once again, Welcome Ms. Riccio.)

(Example; Essex North Shore Agricultural and Technical School has been awarded \$253,000 as part of Governor Baker's Workforce Capital Grant Program.)

## Hawk Holiday Hope – 2018

During this time of giving, Essex North Shore Agricultural & Technical School (ENSATS) has risen to the occasion! In its fourth year, Hawk Holiday Hope (HHH), is a testament to the kindness and generosity of our students, staff, and parents. Each year we build upon the year before in our outreach to North Shore children in need.



Two weeks before Thanksgiving until the second week of December, HHH engages our school community in a series of activities to provide gifts for children, culminating in Hawk Holiday Hope Day where we donate over a thousand holiday gifts to the Department of Children and Families so they can then be distributed to those North Shore families who need some help during this season.

In November, students are given the name of a child in need. During that time, each Career Technical Education (CTE) program donates wrapping paper, tape, and bows to the cause through a collaborative effort coordinated by the SkillsUSA team. The program with the most donations receives a pizza party. This year, the winning team was Information Technology. Students and staff can either donate money or a gift toward the child chosen. Teachers in each CTE and Academic class provision at least 8 gifts for each child. On the evening before Hawk Holiday Hope day, our Parent Teacher Organization (PTO) volunteer their time to come in and decorate the school. This year's theme was Winter Wonderland, where hundreds of lights, icicles, and snowflakes adorned the main entrance that led down the main stairway and into the gym.

On December 14th, the entire school community assembles to celebrate Hawk Holiday Hope. The school community meets in the gym to sing, dance, and then transfer all the gifts to Carla King and Christine Arundel, DCF resource workers. Performances included our ENSATS chorus, songs in Spanish from our World Language teachers, and the Faculty band. After the main event, gifts were loaded into trucks to be distributed to families. Students in the ENSATS family also benefited from our giving. Staff, parents, community members, and our school committee helped support thirty students at ENSATS who are in need. Gift cards were purchased to be given to them prior to the holiday break. Our day of celebration and giving ended with students vs. staff hockey and basketball games. This was a great way to end a greater day.



Watching the ENSATS community come together taught us a valuable lesson. Giving can happen in many forms. People not only generously gave tangible gifts, but also their gift of time. Students were reminded to continue their generosity by volunteering for other community service endeavors to help others. It is a great feeling to be part of something greater than ourselves. On behalf of the entire ENSATS family, I wish you all a safe and happy holiday season filled with kindness and care for others.

## Forman in The Spotlight / William E. Sanford, Retired 1938



William E. Sanford, foreman at this school for the past twenty-one years, retires from his duties on December 31, much to the regret of all his associates. Mr. Sanford has given unstinted service to the county and his intimate acquaintance with Essex County farms and farmers has been of great value to the school. He is constantly on the alert to help others and always manifests a sincere interest in everything pertaining to the welfare of the school and Essex County. Mr. Sanford is held in high esteem by hosts of friends who regret his retirement from active participation in the affairs of the school.

He was born in Marblehead where his father John B. Sanford operated a 15 acre farm on Village Street. He attended Marblehead Academy and also studied at French's Commercial College in Boston. At an early age he learned to grow vegetables and followed the practice of saving seed from the best specimens. That he realized a good profit is shown by some of the bills of sale. One dated as recent as February 26, 1912 quotes prices of 200 lbs. Carrot Seed Danvers Half Long @ \$3. per lb. or 100 lbs. at \$3.50 per lb.

When about ten years of age Mr. Sanford began working for Mr. James Gregory, the noted seedsman of Marblehead, on land now occupied by the Sorosis farms. He worked for Mr. Gregory for several years and also helped his father on the Village Street farm. These farms specialized in raising vegetable seed and he became thoroughly familiar with the best farm practices of those days.

When the need for more acres became apparent both the Gregory's and the Sanford's moved to Middleton purchasing land west of the school.

Mr. Sanford's father bought the Wilkin's farm bordering Gregory Street and Ipswich River. Our Mr. Sanford was then eighteen years old and quite able to hold his own with the best hands on either farm. The Gregory seed farm carried on an extensive seed business employing forty men and using five pairs of oxen and the same number of horses to do the farm work.

From 1884 - 1917 he carried on the work his father had so ably started. Farming during those years was highly competitive and the abundance of the western farms was affecting the eastern agriculture. Grain production was becoming less profitable to eastern farmers and seed production in the east met with strong competition. Farming was also changing from hand industry to the use of machines. Mr. Sanford moved forward with the changes taking place in agriculture.

During the period of the world war, an Emergency Committee engaged Mr. Sanford to grow seed, thus assuring a supply of good vegetable seed. In 1917 when Director Smith and the Board of Trustees were looking for a man who was thoroughly acquainted with agriculture they turned to Mr. Sanford and the subsequent events have proven that their judgement was sound in selecting him for the position of farm foreman, which he has so ably filled.

Mr. Sanford retires December 31, and it is his earnest hope that he has passed on to others some of his knowledge based on an experience in agriculture covering a period of sixty years.

It would be interesting to know the number of persons who have received the benefit of his wide experience. In addition to the 1200 graduates and 2000 former students of the school who have been guided by his advice, there are countless farmers who have been helped in one way or another, surely his retirement will be keenly felt by his host of friends. Story by G. E. Gifford



## *Alumni in The Spotlight / Scott Burt Class of 93*

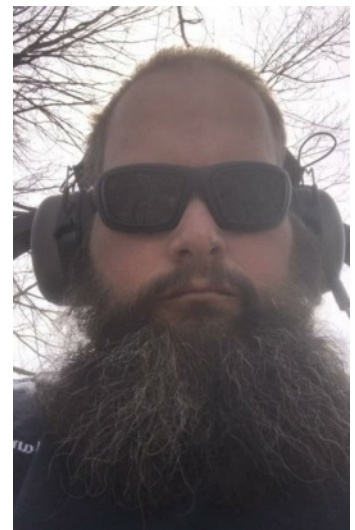
When my guidance counselor found out I had applied and been accepted to Paul Smith's College she scheduled a meeting with me. She was saying how good of a school it was and warned me as to its toughness. She basically told me that don't be surprised if I struggle and must repeat some courses. Being a good student at the Aggie, I was taken aback a little by her comments. Well I proved her wrong graduating with a 3.19 grade point average and no repeating of any courses and I was working during my time at Paul Smith's College.



As I recall it was in my second semester at Paul Smith's College, it was a bitterly cold and snowy winter up there. The college is in the New York Adirondacks. My professor at the time was Randall Swanson, who had been teaching there for a few years. Mr. Swanson previously worked for the Davey Tree Service. (editor's note; some readers may recall the article about Robert Lewis, Class of 1925, worked for Davey Tree) We were in our first arboriculture class and I had already learned my knots coming from the Aggie, learning them from Mrs. Cyr and Mr. Collins. It was the start of a cold Friday afternoon the temperature was a negative ten, and with the wind-chill it was at minus forty. We were out-side in tree climbing lab by Saratoga Hall, which is located at the highest elevation on campus. The assignment that day was to climb the trees in ropes and saddles. First, we had to climb over six-foot snow banks just to get to the trees. I remember climbing this large White Pine. Once I got situated and body thrust up, I looked over and I had climbed about fifteen feet up but was only even with the snow bank. There must have been a half-smile on my frozen face. All of us would hide on the back side of the trees to get away from the wind. This helped toughen me up, that summer I got a job with the Valley Tree Service of Groveland. We did a lot of line trimming that summer. That job lasted longer that I thought it would, I was there until the death of the owner and former Aggie Al Gates, Class of '57. It's funny because I heard he only hired University of Massachusetts students, but he decided to take a chance on a Paul Smith's College student. He believed in my ability as much as my former teachers at the Aggie and Paul Smith's College. I learned a lot while I was running buckets with a guy the first summer I worked there. Al use to make his own lanyards and donated a bunch of them to my classmates for me to take back for my 2<sup>nd</sup> fall semester. Those lanyards were used for a while before they wore out, and Randall Swanson contacted me to see if they were still being made.

I enjoyed my time at Paul Smith's College, met many great people who I am still in contact with. I also became lifelong friends with a Professor Emeritus, George Peroni. A former paratrooper at that taught forest protection. He became a great friend and one who helped me with some tough times. I would go back up to his house twice a year and help him get ready for spring and winter. I have not been up to Paul Smith's College since Professor Peroni's passing in 2005. My son who is thirteen wants to fish and to see what Paul Smith's College is like, I think I will be heading back there soon.

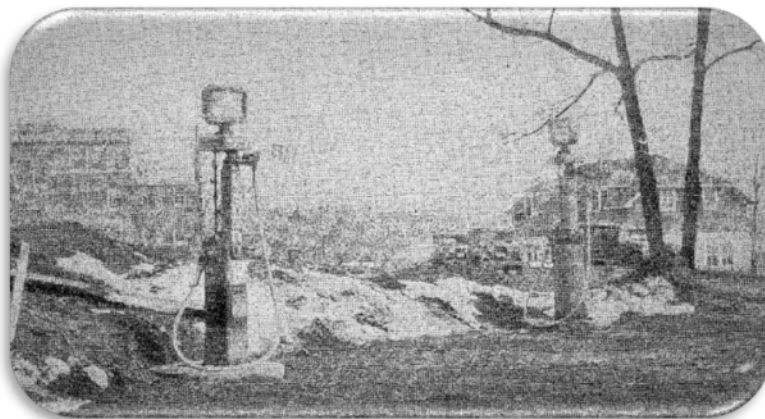
It is easy to see why I credit my education at both Essex Aggie and Paul Smith's College in keeping me employed for the past seventeen years at the Hampstead School District in New Hampshire, as their Grounds Manager/Staff Arborist.



## School Notes, 1933

Reprinted with permission from The Agricultural Education Magazine

The Essex F.F.A Chapter at the Essex County Agricultural School, Hathorne, Massachusetts, has a list of worthwhile profit-making activities to its credit that not only place money in the chapter treasury, but are good business training for the members. Below are listed a few of these activities:



The chapter operates a gasoline stand, the members selling gasoline to students and instructors at reduced prices, thus reducing the gas and oil expenses of the boys who travel from their homes to the school and placing money in the chapter treasury. The total gas and oil sales last year were \$1,107.

The chapter also operates a roadside stand from which farm products are sold. This gave the boys an opportunity to sell some of their own products at good prices. The sales at the stand last year totaled \$2,376.

Another sales project is the selling of ice cream during the noon hour. The total profits for ice cream sales year were \$206.

At the Essex County Fair (Topsfield Fair) every year the Essex Chapter operates a fruit stand. This give the boys a good chance to advertise the F.F.A and to make a good profit for their organization.



Another money-making activity of the chapter is the operation of a check room for the Alumni Dance. This gives the alumni a chance to help the finances of the F.F.A.

A short play was given by each agriculture class, interspersed with songs and jokes. The audience was loud in their encores, indicating the

boys has put on some of the best acting in the seven years the minstrels have been given.

(editor's note; this above photo is from the Christmas play Tiny Tim, either 1926 or 1927)

# **The Natural Resource Management (NRM) Program**

**By Instructor Paul Crofts**

The Natural Resource Management (NRM) program at the old Aggie was a bit confusing. When I first joined as an instructor I asked people what it was about, and I kept getting the same answer, “I think it’s about park rangers isn’t it?” Well I suppose it was back when I started, but we’ve had a rethink, and as the new school searched for its identity NRM did too.

Over the last several years we have rebuilt the Natural Resource Management program into a project-based learning environment. Students are given the ability to drive their own education by researching the actual world they inhabit. They are given introductions to the resources in the North Shore and we build an understanding of the complexity of connected agencies that keeps our part of the world a national heritage area. Students are trusted to take ownership of their education, but it does take careful guidance and planning over all four grades, something teachers call scaffolding. Our students are given basic skills in analyzing water, soil, identifying plants and animals, and trained on equipment common to environmental careers. It is a training wheel approach, but we try and get the wheels off as soon as possible. One of the most important things we try and do is join forces with a community partner, so that there is often a service learning objective to what students are doing. This makes them responsible because they know that someone is depending on them to get work done. NRM is now one talent pool for the future managers of Essex County.



**Dan Kramer, Jake Loguidice, Dylan DeSilva, & Josh Palmer class of 2015 surveying topography on the farm, photo top right.**

Each vocational program is advised by a committee of volunteer professionals, and to achieve success we have built our NRM program advisory board to reflect the region, DCR, MEP, IRWA, EH, and hopefully soon Trustees, greenbelt, and Audubon. These organizations are responsible for managing the large estates that have historically shaped our communities. We have also formed partnerships with private companies such as Hancock Associates and Black Earth Compost. Advisory board members have really helped us with work experience opportunities and project ideas. In the past students were trained to possibly work inside these organizations in a manual labor capacity, but we have begun to focus on exposing students to management positions hoping one day they will replace the dedicated and passionate people that are currently keeping our heritage area accessible. Right now, we have students working at Trustees of Reservations, Audubon, Hancock Associates Civil Engineering, Haverhill drinking water plant, and soon Danvers water treatment.





### **Abi Joliffe and Nick Dunn class of 2019 chaperoning guests around our wetland trails**

Essex Heritage have been a real friend to our program and gave us a grant for equipment. More importantly though Beth Beringer and the Park for Every Classroom program really reinforced the necessity of creating community partnerships. Beth works with teachers and students all around Essex County empowering teachers with our natural and cultural resources as an outside classroom. We collaborated to do a trails and sails event based on our historic campus. In September Abigael Joliffe and Nicholas Dunne were two of a dozen students that chaperoned people around our wetland trails. After spending most of last year learning about watersheds their class decided that our wetland is a treatment wetland and that its health is essential in keeping unwanted agricultural pollution from entering the watershed. They can confidently speak about the issues involved and are keen to raise awareness. Their enthusiasm for the environment is instantly noticeable, they thrive in our fieldwork-based program. Students spend about 50% of their time immersed in the places they need to study resources, and outdoor time is always structured as a project. Within these projects there are jobs for all levels of interest and ability, students must work together and analyze their skills to problem solve and attain goals. Some are more adept at using tools, some are better at doing desk work, some are braver when it comes to dirty work. Students are interdependent and share leadership roles, but they must put teams together and they come to realize that the best person for the job is not always your best friend.

### **Senior class of 2018 building the pond aerator**



Students come up with some inventive solutions to complicated problems. NRM seniors are responsible for conserving the school's wetlands and have a legacy management plan that is passed by the outgoing seniors to the new incoming class. This was initiated by the class of 2015 after NRM students such as A. J. Leno presented their intentions to the school committee. AJ is in the USMC now, but the project is still happening at school. In 2016 seniors helped get a grant to buy windmills that could aerate the ponds on campus, but they didn't get installed until 2018. They were even painted by our auto collision freshmen in the school colors. Our students love to collaborate with different programs and make the outside inclusive. The windmills have been working incredibly well, and now students are researching applying wind power to pump water for cattle and aerating compost piles.

Again, these ideas are student initiated and instructor facilitated.

**A. J. Leno class of 2015 now a marine but one of several students that presented the natural resources wetland initiative to the school committee in 2014, on the right.**



**McKenna Blackey class of 2016 using a flow probe Ipswich River 2016, on the left.**



**Sky McCartney, Kevin Donovan class of 2017 true lovers of the outdoors are unfazed by beaver dams, on the right.**

Students begin studying rocks, soils, forests, and rivers, gaining understanding in the ecological significance in terms of our communities. Sophomores begin measuring discharge on the Ipswich River, assessing the banks for erosion, identifying invasive species, figuring out why and how oxygen and light are measured. They are taught at the watershed level and explore community water use and the threats to water resources. They are also taught to celebrate the river and are encouraged to shed their fears through safely navigating waterways. McKenna Blackey was interested in water treatment and management and got to grips with measuring discharge on the Ipswich. Our students demonstrate courage and often work in challenging conditions.



**Students building compost boxes in 2016 using upcycled pallets**



Our school is a perfect model for our heritage area, we have history, we have agriculture, and we have natural resources. We must trust students to drive their education through their own interests and we can use the school grounds to give them their first taste of real management. Students are keen to make changes and want to make the world a better place. I hear from other people that teenagers are apathetic, lazy, and don't like to interact except through social media. Well I think we can all be guilty of that to some degree, but when NRM students want to do something we encourage and guide them to keep their intentions positive and moving forward. In 2016 Ben Hacker and his classmates took the school to task for not recycling

properly, they analyzed our waste streams, researched local trash businesses and planned to retrain the school to be more sustainable. By switching companies and sorting trash the school saved tens of thousands of dollars in that one year. Not only is Ben on his way to becoming a forest manager at Paul Smith's College, but also two years on and students are still trying to improve our waste streams through research and presenting to administrators' other possibilities.





**(Ben Hacker, Ryan Duggan, Greg Davis, & Jessica Mannion class of 2017 FFA State Forestry champions)**

Stephanie McClean, Sam Stuto, and Maiyah Fleurial were three of 18 students that surveyed a potential site for an orchard and measured topography, drainage, soil mechanics, and soil nutrients. They presented their findings to school administrators, who I think became a little bewildered with the information students gave them. Steph is on her way to work for Trustees of reservations at Crane beach. Another student that surveyed the new orchard site was Noah Stanton, Noah, now a senior, is working at Hancock Associate's one of the main surveying, civil engineering, and wetland science firms on the North Shore. Noah has a keen interest in civil engineering and understands that climate change and sea level rise are going to be a driving force when it comes to our future interactions with natural resources. Noah has already completed many college requirements and courses and is near completion of an Associate's degree. He has just been nominated for the presidential scholarship. Wayne Hancock is the chair of NRM's program advisory board that meets twice a year and advises us on curriculum, equipment, and work experiences. Wayne has been an invaluable support and his company has provided us with equipment donations and technical support.

Charlotte Charek has just started her senior coop placement at Haverhill drinking water treatment laboratory with Mary D'Oust. Charlotte is an exceptional data recorder and analyzer and has a passion for biology and chemistry. In our program students are started testing for dissolved oxygen and then expand skills until they can use at least eight parameters for determining water

quality. Laraine Haring was one of several students who gave up a weekend to help Ryan O'Donnell from the IRWA distribute chemicals to Riverwatch volunteers at our school. She is also on our program advisory board and does an exceptional job as an ambassador for our students. Coop experiences and working with the public are essential to our students, they raise confidence and illustrate what the real world is like. Word travels quickly with teenagers and their out of school experiences are quickly shared. If our students know one thing it is that NRM doesn't do fake; our student's activities really matter because they have a community impact.



The projects our students create have earned them several recognitions. Skills USA is a vocational competition, a sort of FFA for trades, and NRM students have taken medals in the career pathways events. Although students only came in 5<sup>th</sup> at Envirothon 2017, their project was picked up by Prof. George Buckley at Harvard and students broadcast a live global podcast answering questions from college students on every continent. Working with Liz Duff NRM students used GIS to calculate seal level rise and its cost in infrastructure damage and displaced residents presenting their findings to town officials. In 2018 NRM worked with carpentry students for the eco-carpentry challenge. Students were given scrap furniture to upcycle. Students made bird and bat houses, information boards and other useful habitat enhancement gadgets. Students got to not only share knowledge in the most

natural way, just speaking to each other, but were also put to task by working with an industrial designer.

**Stephanie Mclean class of 2019 surveying the new orchard site, above left.**

One of my biggest concerns as a member of the commonwealth is to hear students say that it's too late, that the climate change issue is something they have no power over, and that the damage is already done. I can't blame them. When evidence is reported it is often reported as being within their lifespan, our current scientists try to appeal to people by saying we must think about our grandchildren, well these are our grandchildren. They are fatigued with the bleakness and outlook of their future. Then we must consider the actions of our civic leaders and politicians. Are they modeling the best behaviors when it comes to conservation and sustainability issues in our communities? Our current administration seems



to have shut down much enthusiasm and shouted down the voices of children that rightly care. For all the bluster we must stay motivated, our part of the world is so special that we need to nurture our children and tell them that all their efforts are worthwhile and keep their voices loud. We must trust and encourage them to take responsibility, not during or after college, but right now. These young people are ready and have the energy and enthusiasm to do interesting and innovative things. The only limit is that they leave us after four years. **(Instructor Paul Crofts, photo on right.)**

## School Notes 1969

### Nathan H. Clark, Ornamental Horticulture Instructor

Reprinted with permission from The Agricultural Education Magazine

The principles and objectives of vocational education should not be abandoned; they need only to be applied to our present situation. Basically, we should plan to meet the needs of students and the community, keeping in mind the current interpretation of the community is much broader than previously.

The aim of instruction programs in ornamental horticulture should be to provide as much training and experience as possible in the various branches of ornamental horticulture where employment opportunities exist. If we do this effectively, students will be able to fulfil the requirements of the community regardless of size or location.

The need at the present time is for more highly trained and skilled workers to maintain park systems, private grounds, golf courses, cemeteries, industrial grounds and public as well as private shade trees. In addition, nurserymen, garden center operators, and landscape contractors all are searching desperately for good employees. To accomplish this, changes should be made by up-dating courses and improving programs. There is more study material now than ever before; but because class time is limited, students should expect to devote more of their own time to study if they wish to progress.



At Essex Agricultural and Technical Institute, we have developed programs that have aims to teach basic horticultural skills, to develop skilled workers, to develop managerial abilities, and to prepare students for further education in horticulture. The instructional program begins with the orientation of students who are about to be promoted to the ninth grade. During April, May and June they are taught skill on a half-day basis and given an opportunity to decide whether or not they want to study horticulture. During the freshman year, several survey courses are provided which extend their knowledge and abilities.

The opportunity to specialize begins in the sophomore year. The program includes studies and practices having to do with lawns, herbaceous perennials, deciduous shrubs, evergreen shrubs, deciduous trees, evergreen trees, plant propagation, and landscape design. During the junior year, more advanced training is given in turf management and design. The program for seniors includes studies and practices in arboriculture, plant identification, and advanced landscape design.





The job analysis method of teaching is used throughout all courses. Although sufficient time is devoted to the presentation of necessary technical information as much time as possible is spent actually doing each job. The school has a large, well landscaped campus and nursery which serve as ideal laboratories for carrying out approved practices.

(Nathan Clark, photo on left)

All programs include five months of supervised work experience each year. This type of experience provides for the further development of skills and abilities. Experience employment must be approved by the school and supervised by instructors throughout the period, April to September. Students apply the knowledge and skills learned during the winter and also learn additional techniques from their employers during this part of the year-round program. It is while on these summer projects that students develop into skilled workers. As juniors many students begin to show managerial potentials, hence they are encouraged to assume responsibilities and develop such abilities. As a result, seniors are often employed as crew foremen.

Along with knowledge, skills, and good work habits, there is the ever-present need for proper attitude. We use every opportunity to emphasize this. Students are frequently reminded that they must be willing to devote more time than forty hours a week if they are to progress and succeed. Also, they must be productive, otherwise employers cannot afford to hire them. If they are not successful as an employee, they certainly cannot establish a successful business of their own.

Not all but much horticultural work is heavy and tiresome. Students need to be aware of this and be prepared to accept it.

When students have gained a knowledge of horticulture, developed the abilities to perform skills, formed good work habits, and acquired a proper attitude, they are ready to meet the challenges of the community, further education, or both.

(Editor's note, the landscaping photos are from our campus taken this year, 2018}

(Editor's note, Nathan Clark, was a 1933 graduate of Essex Aggie and by all accounts an exceptional student. He landed on the honor roll several times and was his class treasurer during his senior year. According to his obituary, Mr. Clark served in the South Pacific with the Seabees Unit during WWII and returned to his landscaping job for the City of Salem. He then taught Horticulture for close to 30 years at Essex Agricultural and Technical Institute.)

(Editor's note, the 1975 edition of the "Maple" year book was dedicated to Mr. Clark for his patient guidance and for his inspiration.)



## Adult Class Notes, November 1949

### Something Special in Adult Education

By John E. Eastwood, Head, Dairying and Animal Husbandry Department  
Reprinted with permission from The Agricultural Education Magazine



Essex County Agricultural School provides for adult education by giving the adults what they want when they need it most, for the good of their farming, processing or marketing enterprises.

Essex County Agricultural School develops adult education on the part-time individual problem basis and, as a result, adults get the information they want, when they need it most. All instruction is centered on individual problems and all instruction points toward the solution of that particular problem. Each student has a highly developed motive to get a solution in his problem. In fact, the solution to his problem eventually means a better income and a more efficiently operated business.

### Charges Made

One of the best mediums of instruction is through the school's special services offered to the farmers. These services may be furnished at cost or given free. It has been my observation that people are inclined to put more value on results that they pay for rather than for things they get for free.

Here in Essex County we offer farmers many special services such as examination of bull semen, microscopic examination of milk, cream and dairy products, laboratory tests for mastitis, physical and flavor defects in milk and soil testing.

These services or similar services form the basis of adults bringing their problems to the school for individual instruction. The results of laboratory tests or examination will inform the farmer where his trouble may be located. The farmer will then in turn look to the school in order that he may learn how to cope with the problem.

A few examples will show how the special services given to the farmer through our *dairy service laboratory* develops into a very effect force for improved farming.



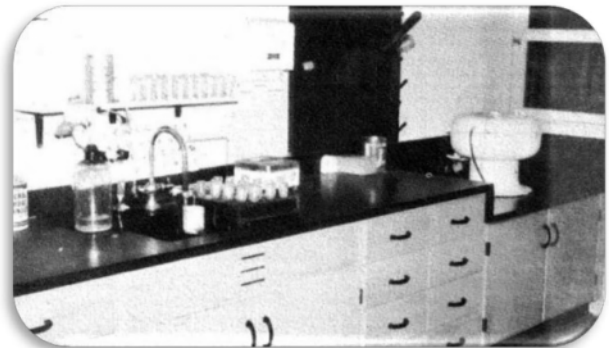
A farmer in a nearby town came into the laboratory and informed us that the Board of Health was going to shut off his milk because of high bacteria count. This farmer had 60 cows and the loss of his market even for a few days would run into considerable money. We went to his farm and made a complete check of his milk from the cows to the dealer's plant. We then notified the Board of Health what we were doing and made an arrangement with them to allow the milk to go to the

dealer for one week. In the meantime, as the result of bacteria plate counts, we found the source of the farmer's trouble was dirty milking machines and poor cooling. So, we went to the farm and gave a demonstration on proper procedure for cleaning milking machines, including the cleaning of the pipe line and we also had the farmer put the refrigerator into the first-class shape. Three days later we again made a complete check of milk from the cows to the dealer and found the milk to be of very high quality. At this point we asked the Board of Health to check with us. After this was done, the inspector telephoned us that everything was satisfactory. A check again a month later indicated that the instruction the farmer received was still effective and he had learned his lesson on the importance of *quality milk control*. At our suggestion the farmer is now sending a sample of his milk to the laboratory every two weeks to keep tabs on the quality of his milk continuously.

### Cooperation with Other Agencies

Another example in adult education are the services that we render in connection with the drawing of and examination of bull semen. A farmer in the northern part of the county who owned a well-bred bull was on the verge of disposing of this animal, because of his failure to get cows with calf. The farmer was very much discouraged and was about to dispose of the animal when I convinced him that he should have a microscopic examination of the bull semen. We drew the semen at the farm and made the microscopic examination. We found the semen in excellent condition; there was a high concentration of sperms showing a high rate of motility. The farmer became very much interested in the procedure and as a result a lengthy discussion followed on the whole problem on breeding.

We also examined the cows and found several with bad cases of vaginitis. Instruction was given as to how to cope with this situation with the recommendation that he consult his veterinarian for complete instructions. The farmer and the veterinarian worked out a complete program. As a result of our program in adult education, the farmer has had success in breeding several of his troublesome cows. The above program again shows the importance of using cooperative services in developing effective adult education.



In looking over our reports, we find still another good example of how basic services aid in the development of adult education. In late winter, we had several farmers come to us with off-flavor milk. We traced this off-flavor to an oxidized condition of the milk. General observation experiments show that oxidized flavor in milk is tied in with the feeding problem. We pointed out to our farmers that this flavor is usually caused by low Vitamin A content in the feed fed to cows at that time of the year. Therefore, we gave the farmers the instruction in proper feeding methods pointing out that those feeds high in green matter should be fed in abundance in late winter to prevent oxidized flavor from developing in the milk. These checks on off-flavor and their solutions offer excellent opportunity to review the whole feeding program on the farm-adult education at its best.





Still another service that we offer is a mastitis control program. At the request of farmers, samples are taken from each quarter of each cow. These samples are taken in special sterile bottles using a sanitary procedure to ensure that the samples will not be contaminated from outside sources. The samples are then sent to the school laboratory where a complete mastitis test check is made on each quarter. The results of the test are then discussed with the farmer and his veterinarian and a definite control program is finally agreed on. This program is usually carried out under the guidance and supervision of the instructor. This again offers a splendid

opportunity to do some excellent adult teaching.

As a final example of how special services to the farmers may become a vital part of an adult educational program, let us consider the case of a milk dealer, who was having difficulty in giving satisfactory butterfat test as a result of improper sampling of milk from producers composite samples. The milk dealer came to the school laboratory and asked that we give a demonstration on proper sampling procedure. Instruction was given at the plant, followed by a series of check tests on the dealers' sampling method. When the dealers' butterfat test consistently checked with ours, we concluded that the lesson had been learned. As a result of this instruction, the dealer and producers were both satisfied.



The preceding examples indicate services which the school offers to the farmers as a basis for highly motivated adult education.

### **Extension Agents Today**

Extension agents are employed by land-grant universities and serve the citizens of that particular state by serving as an expert or teacher on a topic relating to economics, community development, agriculture, family, animal production, diet, and nutrition. Furthermore, they may be required to speak at industry events on a wide variety of topics.

- ☐ Work with local, regional and state teams to identify issues in the interest area you work in
- ☐ Develop and execute educational programs on your interest area for the community
- ☐ Provide learning experiences that will empower people to improve their lives
- ☐ Conduct research if the position is in an academic setting
- ☐ Teach formal courses to students enrolled at the land-grant university
- ☐ Investigate, develop and refine value-added content to a variety of delivery platform
- ☐ Answer questions of local/state residents regarding your field of expertise
- ☐ Speak at industry events or at local civic organization meetings
- ☐ Work with local 4-H clubs by leading or teaching programming
- ☐ Maintain a high level of visibility and facilitate communications with a wide range of clientele

Source; <https://www.agexplorer.com/career/extension-agent>

## A Farm Story by Travis Jacobs

He wore a green and yellow, dust-covered DEKALB hat  
Pants permanently pressed from tractor seats  
He really didn't have time to worry about fashion

He didn't even have time to name his own pets  
Every dog he ever had he just called them Shep  
Except for the last one - that one got an original name  
He is the only dog to outlive him  
He's 32% collie, 20% shepherd, 5% blue heeler, 8% wolf, 35% cockleburs  
100% farm dog

Every morning, the orange Wheaties box rose out of the cupboard  
before the sun even thought about cleaning the sleep out of the corner of her eyes  
He was awake before every early bird and worm, and out the front door  
because they don't make snooze button for chores

And I'm not going to say they don't make them like that anymore  
because I still have friends and family who work that way

He had his own style  
He said things like *Holy Johnsons!* and *Son of a biscuit!*  
He was a mixture of brute strength, Brut soap, hay-baling hands, silage in his lungs  
and a 188,000-acre heart filled with rows and rows of love and commitment for his family  
He didn't get paid by the hour because fields unfold from souls and not salaries  
They say a farmer's life is lived with a handful of dice  
a mind full of old almanac wisdom  
and Kenny Rogers advice  
Win or lose, every year there is no shame in playing a game  
where God deals the hands

By God, by golly, farmers leave us but they never leave the land  
That old rug of a dog of his, Buster  
He still wanders the bean rows, led by his nose  
searching and dreaming of being pet one more time  
by his friend's old calloused hands  
He was a farmer  
My grandpa  
A hardworking man

*A Farm Story* by Travis Jacobs. [www.travjacobs.com](http://www.travjacobs.com)  
<https://www.youtube.com/watch?v=Cq8F3pfy9ps>

## *Aggie Alumni who passed away, 2018*



Sara Jane Noseworthy's garden, the summer of 2016

Ryan T. Atherton, Post Grad

<http://obituaries.salemnews.com/obituary/ryan-t-atherton-1982-2018-1050170996>

Elinor Claire (Champoux) Barthelemy, Class of 46

<https://www.dignitymemorial.com/obituaries/east-hartford-ct/elinor-barthelemy-7981553>

Marie Norene "Tad" Harper Beck, Post Grad

<http://www.legacy.com/obituaries/wickedlocal-middleton/obituary.aspx?n=marie-norene-beck&pid=188887489&fhid=4150>

Everett L. Belisle Jr.,

<http://obituaries.eagletribune.com/obituary/everett-belisle-jr-1934-2018-1070784260>

Lorraine E. Bernard,

[http://www.murphyfuneralhome.com/index.cfm/obituary/lorraine-bernard?browse\\_on=desktop](http://www.murphyfuneralhome.com/index.cfm/obituary/lorraine-bernard?browse_on=desktop)

Ms. Kendra (Wheatley) Bethune, Employee Extension Service

<http://obituaries.salemnews.com/obituary/kendra-bethune-2018-1067985776>

Patricia Claire (Gabry) Carter, Post Grad

<http://obituaries.gloucestertimes.com/obituary/patricia-carter-1935-2018-1020763232>

Marion E. (Freeman) Craig, Post Grad

<http://obituaries.salemnews.com/obituary/marion-craig-1928-2018-1067091746/print>

Kathleen Curley Daffara, Post Grad

<https://massachusetts.funeral.com/2018/09/27/gloucester-ma-kathleen-curl/>

Dorothy E. (Lovell) Daly, Post Grad

<https://www.itemlive.com/obituaries/dorothy-e-daly-87/>

G. Keith Danforth, Post Grad

<https://www.cgfuneralhomegeorgetown.com/notices/GKeith-Danforth>

Kathleen "Catie" M. (Cunningham) Dee, Post Grad

<https://berubefuneralhome.com/obituaries-berube/2018/2/3/kathleen-m-dee-61>

Edward E. Haradon II, Post Grad

<http://www.andersonbryantfuneralhome.com/obituary/edward-haradon-iii>

Ursula "Marie" Hildebrand, Post Grad

[https://ccbfuneral.com/?page\\_id=4](https://ccbfuneral.com/?page_id=4)



Ruby Lee Hill, Post Grad

<https://obituaries.salemnews.com/obituary/ruby-lee-hill-2018-1052815876>

Brian J. Hodge, Post Grad

<https://www.legacy.com/obituaries/lowellsun/obituary.aspx?n=brian-j-hodge&pid=190746181&fhid=8747>

Emery Whitney LeTourneau, Class of 53

<http://accentfuneral.com/lifestory/clouds/home.html?Year=2018&Month=8&Day=20&FirstName=Emery&LastName=LeTourneau>

Robin Linnea Liakos, Post Grad

<https://www.lordfuneralhome.com/notices/Robin-Liakos>

Walter W. Mills Jr., Class of 45

<http://obituaries.newburyportnews.com/obituary/walter-w-mills-jr-1927-2018-1067471633/print>

Sara Jane Noseworthy, Class of 82

<http://www.legacy.com/obituaries/gazettenet/obituary.aspx?n=sara-jane-noseworthy&pid=189171319&fhid=15489>

Linda L. (Perry) O'Donnell, Post Grad

<http://gatelyfh.tributes.com/obituary/show/Linda-L.-Perry-O-Donnell-106336271>

Patricia A. (Dagle) Pacewicz, Post Grad

<https://www.nadwornyfuneralhome.com/notices/Patricia-Pacewicz>

William E. Puopolo, Post Grad

<http://odonnellfuneralservice.tributes.com/obituary/show/William-E.-Puopolo-106282493>

Laura Joanne (Fairbanks) Senter, class of 55

[http://www.moabsunnews.com/news/article\\_40369f94-9be8-11e8-98c5-3fb48113715a.html](http://www.moabsunnews.com/news/article_40369f94-9be8-11e8-98c5-3fb48113715a.html)

Jayne L. (Wilson) Stewart, Post Grad

<http://www.farmerfuneralhomes.com/obituaries/Jayne-L-Wilson-Stewart?obId=3120073#/obituaryInfo>

Harriet Trites, Worked in the Admission Department

[https://www.laconiadailysun.com/community/obituaries/harriet-trites/article\\_c732a138-7a22-11e8-af82-9f631d4a4929.html](https://www.laconiadailysun.com/community/obituaries/harriet-trites/article_c732a138-7a22-11e8-af82-9f631d4a4929.html)



## Essex Aggie Alumni Association Membership Registration Form 2019

Membership dues for 2019 will still be \$20.00

Term of membership is Jan 1 to Dec 31

Please fill out the form below

We need your support



### Member Name and Address: (Please Print)

Class of \_\_\_\_\_ High School Division (\_\_\_\_) College Division (\_\_\_\_) School Staff (\_\_\_\_)

First Name \_\_\_\_\_ Maiden Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_

E-Mail \_\_\_\_\_

### Please register my membership for 2019

I am enclosing my check for \$20.00 for 2019 Membership: \$ \_\_\_\_\_

I would like to donate to the General Fund: \$ \_\_\_\_\_

I would like to donate to the General Scholarship Fund: \$ \_\_\_\_\_

I would like to donate to the Richard M. Brown Scholarship Fund: \$ \_\_\_\_\_

I would like to donate to the V. Byron Bennett Scholarship Fund: \$ \_\_\_\_\_

I would like to donate to the Ellery Metcalf Scholarship fund: \$ \_\_\_\_\_

**Total amount enclosed for membership & donations:** \$ \_\_\_\_\_

(Essex Aggie Alumni Association is a 501(c) 3 organization and donations are tax deductible)

***Your membership is important and we hope you will send your dues today!***

**Check should be made out to: Essex Aggie Alumni**

**Mail this form to:  
Essex Aggie Alumni Association  
c/o Charles Main  
643 Main Road  
Phippsburg, ME 04562**

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