



Volume 21 Issue 2

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# 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. We spotlight a new Superintendent and Interim Principal, several fine alumni and instructors. One of these alumni is the daughter of two alumni and another one has a working dairy farm within six miles of the Aggie and one of his sons went to the Aggie as well. We have several reprints which we are grateful for. Please note, within the School Notes of 2018 you will see several photos that have a black bar on the top and bottom. If you click on those photos it will open a Youtube video. We congratulate the winners of our Alumni Scholarships.

Did you know Essex Tech students have been apprentices on This Old House? Also, did you know that after the Hurricane of 1938 the Aggie sawed 150,000 feet of lumber? We have a story about a Class Ring (95) that was found and given back to a student after 20 years. I had the pleasure to read and review a book by an alumnus this year and we say farewell to alumni who passed this year. I would like to thank Mary Karonis-Dowdell for sharing her story about her dad, Joe Karonis.

Please check out our Facebook page, <https://www.facebook.com/essexaggiealumni/> and our Twitter Account <https://twitter.com/Aggie1913> all of our Aggie Newsletters are now on our web site, [www.essexaggie.org](http://www.essexaggie.org)

There is a great read about a 1921 graduate on the download page, Ruth Bowen Lord was from Ipswich and you will find this to be a very good read.

[http://essexaggie.org/alumni/downloads/Ruth\\_Louise\\_Lord.pdf](http://essexaggie.org/alumni/downloads/Ruth_Louise_Lord.pdf)

Don't forget that the dues page is very easy to fill out and send out to Charlie Main, Class of 1956.

If you have a story you would like to share on someone you would like to see in the spotlight please contact me.

Sincerely,

Pete Tierney, Class of '75 email [peter.tierney57@outlook.com](mailto:peter.tierney57@outlook.com) phone 857-888-9924  
Home address, 120 W. Grey Stone Street, San Tan Valley, AZ 85143

Newsletter graphic by Yetti Frenkel '78 <http://yetti.com/>



# ESSEX NORTH SHORE

## AGRICULTURAL & TECHNICAL SCHOOL

### **Please welcome Superintendent-Director Dr. Heidi T. Riccio.**



On Thursday, May 31, 2018, the Essex North Shore Agricultural & Technical School Committee announced Dr. Heidi T. Riccio as our new Superintendent-Director. Dr. Riccio was selected for many reasons. These reasons include her passion for all aspects of education, her tenacious instructional expertise in CTE (Career and Technical Education) areas, and her commitment to provide vocational learning opportunities to students in our member communities. Additionally, Dr. Riccio has proven herself to be a successful leader in her role as a CTE director during her year-long tenure with the District.

Dr. Riccio comes to this position with high recommendations from current staff, faculty, and students. Additionally, Dr. Riccio is highly regarded by her previous mentoring Superintendents, community members, and colleagues where she worked tirelessly on numerous initiatives and projects.

Dr. Riccio began her career in the hospitality industry as a sales manager for the Marriott Corporation. In 1997, she started her career in vocational-technical education teaching hospitality at Greater Lawrence Technical School. Dr. Riccio advanced her career at GLTS earning a variety of leadership roles including department chairperson, academy supervisor, and CTE Director.

In 2013, she became the Principal/Director of Medford Vocational Technical High School. While there, Dr. Riccio opened 9 new Chapter 74 programs, wrote over \$1M in competitive grant funding and worked collaboratively with the comprehensive high school to bring rigorous academic courses to vocational school students. Dr. Riccio also offered CTE courses to traditional high school students. During her time in Medford, Dr. Riccio has been actively involved in community-based projects, adult education programming, increased enrollment for incoming ninth grade students, and began a partnership with the City of Everett to provide vocational opportunities to their high school students.

(editor's note; Chapter 74-approved vocational technical education programs are programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74 and are approved by the Department of Elementary and Secondary Education pursuant to Chapter 74 and the Vocational Technical Education Regulations. Note that all Chapter 74-approved vocational technical education programs meet the federal Perkins Act definition of career and technical education.)

Dr. Riccio has been with Essex North Shore since July 2017 serving as one of the directors for career and technical education programs. During her time here, Dr. Riccio not only has been successful in her role as a CTE director, but she also extended her leadership to improving many school programs such as safety, competitive grant funding, preparing to open new programs, advancements and enhancements to the curricula, efforts in school branding and social media outlets, and opening additional community programs such as the school farm stand.

Regarding Dr. Riccio's passion for a long-term commitment to the District, she indicated "I am thankful to the District School Committee for their work and dedication to the search process. Essex North Shore Agricultural and Technical School offer great opportunities for students. I am happy to be a part of the team that will bring this District to its maximum potential." Dr. Riccio further went on to say, "The next few weeks will be spent developing a transition plan with Dr. Lupini and I am appreciative of his leadership. I look forward to working collaboratively with Shannon Donnelly, our interim principal, along with the entire leadership team and dedicated staff to achieve a common district-wide vision."

Dr. Riccio has a Doctorate in Education from Nova Southeastern University, located in Fort Lauderdale, Florida, CAGS (Certificate of Advanced Graduate Study) in Educational Leadership from Salem State University, a Master's degree in Occupational Education from Fitchburg State University; and a Bachelor's degree in Hospitality Sales and Meeting Management from Johnson & Wales University. In addition, Heidi is a member of the Association for Supervision and Curriculum Development, Massachusetts Association of Vocational Administrators, and the Association for Career and Technical Education.

## **Please Welcome Interim Principal Shannon Donnelly.**

Ms. Donnelly holds a Bachelor of Science degree in Animal Science, from the University of Massachusetts, Amherst, and a Master of Arts in Teaching Biology from Salem State University. She was an educator for 15 years prior to becoming an administrator and was fortunate enough to teach Biology and Physics at North Shore Technical High School from 2008 to 2014. In her current position, she serves as the Assistant Principal of the Freshman Academy and the Admissions Coordinator for the school. She is delighted to take on the role of Interim Principal of Essex North Shore Agricultural and Technical school.



Ms. Donnelly states "the priority of everyone working in education must be our students. I have embraced this philosophy as a teacher and as an administrator. I understand the important role that the principal plays in creating a positive learning environment; this includes hiring effective and dynamic teachers, establishing a teacher induction program that supports new teachers and providing quality professional development to further promote growth of our veteran educators. I have developed a passion for career technical education and I am dedicated to our students, staff and community."



## **School notes from 1962**

### **History of The Homemaking School**

President James Garfield once said, "Our great hope for the future - our great safeguard against danger is to be found in the general and thorough education of our people."

We, in Massachusetts, can be extremely proud of our educational heritage. It was here in our own state that the first public school law in 1647 provided free public education in each town of fifty or more households.

In the early years of the 20th century, Massachusetts again led the nation in establishing vocational schools to broaden the educational opportunities for her young people. Sixty years ago, local high schools had little to offer beyond college preparatory and commercial subjects.

The young people of Essex County were especially fortunate when the Essex County Agricultural School was established in 1913 on what had been the Maplewood Farm. A year later the Mansion House on the farm was remodeled and opened as a Homemaking School with an enrollment of nineteen and a faculty of three. (photo below)



Originally a two-year course was offered. In 1920 the course was extended to three years and in 1921, a one-year course for high school graduates was added. The one-year course became very popular and in the thirties as many as sixty girls enrolled each year.

The Mansion House, our first home, was burned in 1917 and headquarters for the "Homemakers" was in the "Little Red School House" now known as Extension Hall. In 1926 the present brick building was completed to provide a laboratory for homemaking students and additional classroom facilities. (Editor's note, Maude Hall was the brick building, which was taken down with the expansion of the school in 2014) In 1950 the Larkin Cottage was dedicated. (photo below)

The Homemaking School has changed over the years to meet the needs of changing times. Long hair and skirts to the ankles gave way to modern fashions. New techniques in food preparation brought about many changes in the Food Department. Related subject matter in child care, home decoration and fabric study reflected the new knowledge in each decade.

All education in a democracy must keep pace with the needs of our society if our democracy is to meet the challenges of our present world. In 1914 the local high schools offered no Homemaking courses. Today, Home Economics is offered in all the public high schools of Essex County. This trend brought about the termination of the Homemaking Department in June of 1962.

In recent years, the need for post high school vocational training for our young people led to the establishment of courses in Practical Nursing and Cosmetology. Through these new courses your Alma Mater is meeting the educational needs of young women in the county. Other new courses are being planned.

Accordingly, as alumni, you salute both past and the future. In 1962, a chapter of the life story of the school came to a close; but, new chapters in the story of education for women and girls are already being written into the school's biography. As citizens of Essex County, we will eagerly watch their story unfold under the new title, "Essex Agricultural and Technical Institute."



Constance L. Maude, *Educational Manager*

## **School notes from 2018**

This high school finds success combining college-ready classes with career training.

HATHORNE, Mass. — In a darkened classroom in Essex Technical High School, Anna Maria Miller takes careful notes while watching a subtitled video sampling from Rwanda’s infamous “hate radio,” which helped fuel the genocide of the minority Tutsi population in 1994. Today’s assignment for these high school seniors: Compare and contrast the propaganda methods used by that country’s Hutu majority and by Germany’s Nazi regime in the ’30s and ’40s.

The next school day and a just a few floors below, Miller is in the school’s biotechnology lab where students are learning the skills they would need for a job testing specimens for the presence of amylase, the protein enzyme that breaks down starch into sugar. Using tweezers, she carefully

eases a small transparent membrane off a glass tray without allowing it to stick or tear. “Anna has the steadiest hands,” says one of her classmates, observing the deft transfer.

“I came here for both — the training and the academics,” says Miller of her decision to attend Essex Tech. She plans to study biology in college. “It’s my best chance to do what I want.”

Essex Tech is what used to be known as a vocational school.

Massachusetts is turning that traditional model on its head by having many schools combine rigorous academics with hands-on career training, now called “career and technical education.” The state is making a sizable investment in these schools, with an eye toward fueling its economic engines by teaching students how to play a role in high-need, growing fields like advanced manufacturing and health services. Ideally, their high school graduates will be able to handle college-level work or step right into a good-paying job.

But creating schools that combine academics and training is a tough balancing act for the state and for local districts. Career and technical schools are expensive to operate, and finding teachers with the necessary skills and credentials can pose a challenge. And then there’s the schedule: Essex Tech’s students complete the same academic requirements as their peers at traditional high schools but are expected to do so in 90 instructional days rather than 180. The remaining 90 days are spent in vocational “shops,” such as culinary arts, cosmetology, agriculture, health professions and construction trades, as well as plant and animal sciences. Students can earn a standard high school diploma as well as professional certifications in their career fields.





“We’re getting a huge advantage,” said Alex Quealy, a senior in the plumbing program, about the dual-credential opportunities offered by his school. “When we leave here we’re like 10 steps ahead of everybody else.”

And so far, at this regional campus serving close to 1,400 students drawn from a wide swath of the Bay State’s North Shore, the redistribution of instructional priorities is yielding big dividends. Like many of their peers at similar high-quality vocational campuses elsewhere in the state — and across the country — Essex Tech’s students are significantly less likely to drop out and more likely to graduate, and roughly eight out of 10 plan to pursue a postsecondary education, according to the school’s annual accountability reports.

Of those students who don’t immediately enroll in college, some will work for a year or two and then continue their education — which shouldn’t be seen as a problem, said Heidi Riccio, one of the school’s two career and technical education directors. The larger measure of the school’s success is whether its graduates are happy and productive citizens, she said. “There are a lot of different life paths that can get them there,” Riccio added. “Our job is to help our students figure out what might be possible.”



“Purposeful” might best describe the school’s climate. While not immune to the social cliques and occasional unkind behavior endemic to adolescence, Essex Tech students and faculty said that those instances are infrequent and relatively minor. “I think if you tried to be a real bully here no one would even take you seriously,” said Dylan Jenkins, a junior in the Natural Resource Management program.

On a Monday in early January, Essex Tech is playing catch-up after winter storms forced a four-day weekend. Equine Science students lead the school’s horses to a large fenced pasture, where they roll in the fresh snow like colts. Inside a nearby building, students in the Veterinary Science program are checking over guinea pigs, rabbits, reptiles and rats.

And in the massive machinery shop, students work independently and in teams on millions of dollars’ worth of high-tech equipment where “they need a high level of math skills to be able to read a blueprint, to design and program,” said advanced manufacturing teacher David Bailin. “But they also have to solve problems together, to collaborate. When they go out into industry, we want them to know how to think.”

Students spend five consecutive instructional days in core classes like math and English, and then switch over to five consecutive days in their vocational programs. “Our academic classes teach us what we need to know,” said Caroline DeGrappo, a senior in the Veterinary Science program. “The shop classes prepare us for what we’ll have to be able to do.”

The split schedule keeps boredom at bay, students say, while teachers contend that it keeps them on their toes, as well. “There’s never too much of anything at one time,” said DeGrappo, who plans to be a large-animal vet. “In your shop you’re with the same kids all day but in academics you’re rotating with different students — it breaks things up nicely academically and socially.”



What’s missing in that schedule is the usual roster of elective classes that would have filled the instructional hours now spent in shop training, explains Thomas O’Toole, Essex Tech’s academics director. “That’s the trade-off students have to make to come here,” O’Toole said. “There are only so many hours in the school day, and we fill every one of them.”

Opened in 2014 when two existing vocational programs consolidated, Essex Tech is preparing to graduate its first senior class to have spent the entirety of their high school careers at the new campus. Students come from 17 “sending” districts and other surrounding communities that don’t have comparable vocational programs already available.

The school’s students are predominantly white (consistent with the North Shore communities it serves), with females accounting for about 60 percent of the total enrollment. The largest population of students of color is Hispanic, at about 12 percent. Just over 18 percent of the school’s students are economically disadvantaged. A similar proportion receive special education services, on par with the statewide average for high schools. Overall, a third of the school’s students are identified as “high needs,” a designation that includes special education students and English-language learners, students who are in foster care or from households receiving state assistance with food or housing and those from economically disadvantaged families. The admissions team says it looks for a diverse student body on all fronts, including socioeconomic, gender, race and academic ability.

Essex Tech’s state-approved admissions policy considers prior academic performance, teacher recommendations and an in-person interview among other factors. Last year Essex Tech fielded close to 1,300 applications for fewer than 400 seats, according to the school’s admissions office.



That there aren't enough seats in schools like Essex Tech for every student who wants one is a credit to the model, and to career and technical education's evolution, said David Driscoll, who served as Massachusetts' education commissioner from 1999 to 2007. That evolution has sped up since 2001, when the state introduced a requirement that students pass a statewide assessment (known as the MCAS) to earn a high school diploma. Vocational high schools asked for an exemption from the new rule but the state held firm, forcing those campuses to "step up their academic game," Driscoll said. "Clearly, that's paying off."

Essex Tech's MCAS scores **have climbed steadily** since the campus opened, and the vast majority of its students met or exceeded the state's standards for basic proficiency in reading, math and science in 2017. Last year, just over half of Essex Tech's senior class reported they were headed to four-year colleges. Another 18 percent planned to attend two-year colleges, while 30 percent said they would enter the workforce, according to the school.

To be sure, tracking long-term outcomes for high schoolers is a challenge for educators and researchers looking to weigh the effectiveness of instructional models. Essex Tech officials say they're discussing options for keeping in touch with graduates to better inform the school's methods moving forward.

The school does know that many students have been hired by the same employers who supervised them during their school internships, Riccio said, and have been able to bypass entry-level positions.

"They're earning \$18 an hour instead of [the state minimum wage of] \$11," Riccio added. "For a lot of our students that means being able to take care of themselves."

The state is using its \$45 million **Skills Capital Grant Program to improve** and expand vocational education, said Massachusetts Secretary of Education James Peyser. Given that most jobs now require some training after high school, if not a full-on college degree, "this is not a one-shot deal where you get your dosage of education or technical training while you're in vocational school and then you're done," Peyser said. "It's obviously a continuum, and we've got to be able to provide opportunities for students — even as they become adults and become good workers — to pursue them."



Gabriella Okparaoko was accepted at two high-ranking college-prep charter schools. But she opted instead for Essex Tech, where she's now a junior in the Automotive Technology program. She sets her first alarm of the day for 5:25 a.m. to make sure she can catch the 6:20 a.m. bus for an hour-long ride to school. Okparaoko, who wants to become a mechanical engineer, is happy about her decision, despite the long hours.

“I don’t think I could have gone to a regular school — I look forward to my shop classes, and going back and forth [between tracks] means I’m always ready for the next level in academics,” she said. “That’s a big plus for me.”

Because she plans to apply to competitive colleges (Georgia Tech is her first choice), Okparaoko is mindful of her academic resume. She attends North Shore Community College in the summers, and has already racked up credits in philosophy, English and television and radio production. There are clubs and activities she would join if there was time, but for now she’s limiting herself to the school’s track and field team: “I really, really, love the shotput,” she said.

One way the school has tried to encourage students to keep their options open is by introducing college seminar-style classes, like the Genocide Studies course, currently an honors-level elective. English teacher Justin Bilton and history teacher Jason Stark created and team-teach the class. Bilton had studied the topic as part of his graduate work at Salem State University, and later attended an educators’ workshop in Washington at the U.S. Holocaust Memorial Museum. Stark’s grandmother escaped Germany in 1939, although many close family members, including her parents and brother, perished in Nazi concentration camps. While discussing their respective backgrounds, the two teachers wondered if there was a way to give students a deeper understanding of genocide than what was covered by the state’s instructional “frameworks” — Massachusetts’ version of the Common Core standards.



Historical documents and literary fiction make up the curriculum. First-person accounts, like a recording of Stark’s grandmother describing her wartime experiences and a visit to the school by a Rwandan genocide survivor, help to keep the material on a scale that students can understand, Bilton said.

Freshmen Helen “Ellie” Clark and Noah Stevens have class in the machine shop. Photo: Gretchen Ertl for The Hechinger Report

A frequent refrain among Essex Tech staff is that some kids seem to have their “shop brains” and their “academic brains,” and the two don’t overlap often enough, something the school is trying to change. Yet some students say they’ve already found surprising connections between the genocide class and their vocational training. Emily Brown, a senior studying sustainable horticulture, said learning that farms and farmers were often components of genocides — either as valuable prizes to be seized or as resources for forced labor — was a powerful moment for her.

It’s a challenging curriculum for high schoolers, O’Toole said. But the high bar hasn’t discouraged student interest: The class has become so popular that next year two sections will be offered instead of just one, and it will be upgraded to a credit-bearing course so that more students will be able to fit it into their schedules if they choose to, he added.

“We’re trying to break that old mantra of ‘you send your kid to a tech school because they can’t do school,’ ” Stark said. “Our kids, not only can they ‘do school,’ but they can do it at a high level.”



To be sure, high-quality career and technical education isn’t for everyone. But experts like Nancy Hoffman, a senior advisor to the nonprofit **Jobs for the Future**, say the hands-on learning inherent in career programs can often motivate young people in a way textbooks and tests can’t. Students need to know both the “why” of what they’re doing as well as the “how,” she added.

During a busy week in early January, that was precisely the lesson of the day for students in Essex Tech’s construction technology program. At a Habitat for Humanity house being built in a nearby town, students were supposed to be installing a bathroom lighting fixture. But they discovered that plumbing pipes had been routed behind the designated wall — a change not reflected on the plans they had been provided. In smaller residential projects, especially ones like this



where multiple teams of volunteers are working on rotating schedules, it’s not unusual to face these kinds of challenges, Essex Tech electricity teacher Chris Xerras said. The setback provided a teachable moment he would be hard-pressed to replicate back in the classroom. (“It activates their critical thinking — when there’s a problem, how do you react to it?” Xerras said afterward.)

Even as his students discussed possible workarounds, Xerras reminded them that some of the parameters couldn’t be changed. “We still have to adhere to ... what? What do we have to adhere to?” he asked.

“The code,” several of his students answered almost in unison, referring to the state’s regulations for licensed electricians.

“Very good, that’s exactly right — we have to follow the code,” Xerras said. “Because the inspector is going to come in and check that we’ve done this correctly.”



Pictured above right; Quinlan Roberts, left, and Nicolai “Kolya” Sims, both freshmen, work with Advanced Manufacturing teacher David Bailin. “Do you want to know what makes him a good teacher?” asked Sims. “Quote this: ‘Everything.’ ” Photo: Gretchen Ertl for The Hechinger Report

These are the kinds of real-world experiences that stick with students, says Jobs for the Future’s Hoffman: “If you’re looking for engaged students, you’re going to find them when they’re turning the fundamental skills they’ve acquired into action. With high-quality career and technical education, there’s a strong chance that this can happen.”



Freshmen in the Culinary Arts program, from left, Kiara Ovalle, of Salem, Haley Sorell, of Peabody, Hope Spencer, of Gloucester, and Jacqueline Nazzaro, of Peabody, wait for customers at the bakery counter. Photo by Gretchen Ertl for The Hechinger Report

*This story was produced by **The Hechinger Report**, a nonprofit, independent news organization focused on inequality and innovation in education. Sign up for **our newsletter**.*

By —

Emily Richmond, The Hechinger Report

Emily Richmond is the public editor for the National Education Writers Association. She was the education reporter for the Las Vegas Sun from 2002 to 2010, and in 2011 she was Knight-Wallace Fellow at the University of Michigan. She blogs at [www.educatedreporter.com](http://www.educatedreporter.com). @EWAEmily

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## Hats off to Zack Grayton and Alex Quealy; This Old House Apprentices!



With his dad an electrician and two of his uncles are engineers, Zack Grayton took an interest in the trades early on, and headed right to Essex Technical High School, in Hathorne, MA, as a freshman. Now a junior, he alternates between one week of school and one week as an apprentice at Bilo Plumbing & Heating, the subcontractor on the *TOH* TV project house in Newton. The apprenticeship is part of the Essex Tech program, which includes classroom, laboratory, and off-campus work, and sets students on their way toward earning a journeyman plumbing license.

“I’ve been doing rough plumbing for new construction and also finish work on some bath remodels,” says Zack, who particularly likes the finish work. “It’s great to learn on the job, and I really like working with my hands much more than sitting at a desk somewhere.”

Bilo Plumbing & Heating has found that technical high schools are a good source for potential apprentices. “There’s so much work out there and there’s not enough help, so we like having an apprentice for every journeyman,” says Brian Bilo, who heads up the company. “The juniors in the tech high schools already know theory, fitting, and tools, so they have some experience even before they start with us.”

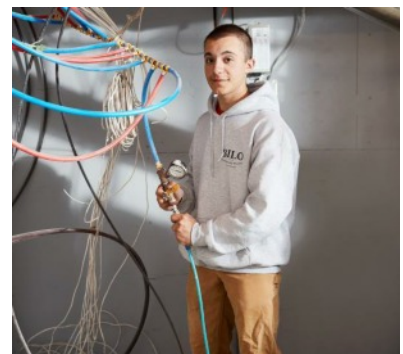
At the Newton house, Bilo expects that Zack—and the second Bilo apprentice, Alex Quealy, at right—will help with all the plumbing rough-ins and finish work, as well as the heating system. Says Brian, whose family business was founded in 1973, “It’s been difficult to get people to come into the trade lately, but if they get the skills and do quality work, they will have jobs.”

When it came time for Alex Quealy to choose a high school, there was no question it would be a technical school. “It’s way better than reading all day, and I can work with my hands,” says Alex, now a junior at Essex Technical High School, in Hathorne, MA.

Alex says the plumbing program has taught him the basics, including working with safety equipment and power tools, and doing tasks such as threading pipes—all things he is putting into practice as an apprentice with Bilo Plumbing & Heating. Essex Tech students can either find apprenticeships on their own through friends and family or they can be placed with a company seeking apprentices through the school. “My first day on the job, I had to grab lines, cut into walls and ceilings, and run pipes to a manifold. I’m learning so much because they use all the most advanced tools and techniques, such as using a ProPress gun to connect pipes instead of soldering,” says Alex. One of his favorite things so far has been installing radiant floor heating. “I don’t care how long things take—you can see the end result, and it looks awesome!”

From company president Brian Bilo’s point of view, apprentices like Alex are a reminder of how important it is to the future of the plumbing trade to always bring in new talent. “Our goal is to get apprentices who will become journeymen,” says Brian. “It will take a few years, but if kids are patient and do good work, it pays off.”

For Alex, the fun is in mastering so many new things. “There’s lots to learn. I can truly say I’ve never walked in and thought, *Oh, I’ve done this before*. Every day it’s something different. I think this is the trade I would like to stay with.”



## **Alumni in the Spotlight**

This article was found on the Boston Voyager web site: (reprinted with permission)

Today we'd like to introduce you to Karen Gorman. (Class of 89)

**Thanks for sharing your story with us Karen. So, let's start at the beginning and we can move on from there.**

I was into horses and dogs as a kid. I attended Essex Agricultural High school and was exposed to a lot of animal husbandry and tended towards the horses and dogs. Eventually, I went to school for dog grooming and did that for many years. While I was grooming I



attended an agility class with my German Shepherd. I loved it and really got into it, before I knew it I was teaching classes in my friend's backyards and horse arenas, I did that for many years.

I ended up grooming at the Ipswich Animal Hospital in Rowley. I was there for years grooming and then worked as a receptionist. Eventually, my husband and I purchased a house with 2 acres. We made an outside ring and I started teaching more days a week. This led to wanting to teach at night and in winter and we put up a temporary building (giant hoop house) This went well for 4-5 years until we had an extreme winter with layers of ice and snow that never melted. Our building collapsed as well as several other buildings that year. We rebuilt a pole barn and have agility classes in there 7 days a week.

I also lease a space in a small mall in Rowley where we offer puppy Kindergarten and many other obedience classes, as well as scent class and seminars.

I left the animal hospital as much as I loved working there I needed to focus on my own business. I now have 2 locations and 8 instructors working for me. I have worked hard to build up my business. But I love what I do and so do all my instructors. We love dogs and helping people to have a better relationship with their dogs. Dogs/pets are wonderful companions and people love them. But they sometimes get lost in our busy life these days. I love helping people to find an outlet and enjoy their dogs again.

Agility is very confidence building and dogs love it! Whether just for fun or for competition FNT is your agility source!



**Great, so let's dig a little deeper into the story – has it been an easy path overall and if not, what were the challenges you've had to overcome?**

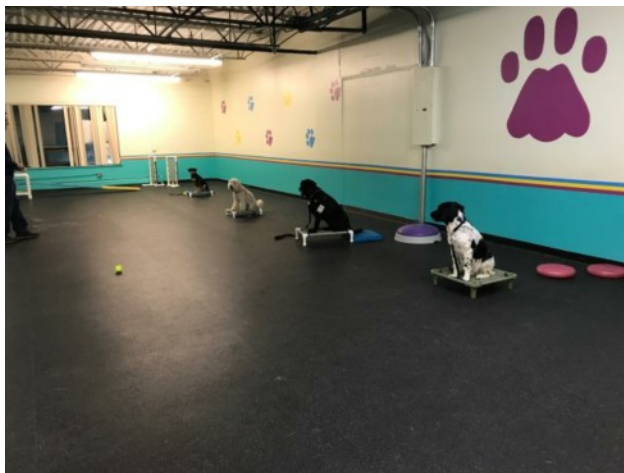
Struggles where not having my own place, teaching outside in the bugs and then it gets too dark in the fall. Teaching on the eve after a full-time job. When our temp building collapsed... was pretty stressfull.

We have tons of agility classes and it was winter. We were able to find a horse arena for one night a week. We lost some students who could not drive further to train with us. Our current building is very nice but not heated. Someday it would be nice to have a heated building to teach agility in. A dog Gym so to speak right here on the edge of Boston. There are such things an hour and change away in New Hampshire.



**Alright – so let's talk business. Tell us about Fit-N-Trim Dog Sport Training – what should we know?**

We are a dog Training business, we specialize in Dog Agility. But offer most other dog sports and Obedience, classes.



I am proud of us as a group of people who love dogs and helping people to enjoy their dogs. It is as much about the people as the dogs and we take pride in helping people reach their goals. It makes people feel good to be successful and have fun. All my instructors have this same goal and I am very lucky to have them with me.

The wide array of agility classes and level of knowledge with agility sets us apart.

**Is there a characteristic or quality that you feel is essential to success?**

The skill of being able to adjust training to each individual dog and handler team. We are willing to find what works for you.

(Editor's note; Karen (Townley) Gorman is the daughter of Dave and Joan Townley, Class of 61)

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

The late Constance L. Maude, Educational Manager at Essex Aggie stated; “All education in a democracy must keep pace with the needs of our society if our democracy is to meet the challenges of our present world.” In 1913 we had the Home Project Method on learning, now in 2018 we have the Career and Technical Education Method.

From R.W. Stimson, Agent. Massachusetts Board of Education, 1914

Most boys, like most men, learn best by being told and shown on the field of action. Moreover, this sort of response, by which the pupil, and not the teacher, does most of the "pumping," is not only a delightful school experience, but it is, also, counted upon as a fundamental educational factor of the Massachusetts home project plan, Earning and learning. This Method offers the boy, all too eager to quit school for work on reaching his fourteenth birthday, a strong incentive to continue in school, because it bids fair to make him an eager while still a learner. Boys like to feel that as members of the family they are at last able to pay their own way.

Career Technical Education, <http://www.essextech.net/cte/> 2018

The Career, Technical and Agricultural education experience at Essex Technical High School is comprised of 24 program offerings. The programs are clustered in an Academy Model to better serve student's needs.

The state is making a sizable investment in these schools, with an eye toward fueling its economic engines by teaching students how to play a role in high-need, growing fields like advanced manufacturing and health services. Ideally, their high school graduates will be able to handle college-level work or step right into a good-paying job.

As you can see the courses may have changed over the years but Mrs. Maude's view of keeping pace has not change at the Aggie and the education methods are still pretty much the same, in “our present world” with the mantra of hands on learning and stay in school.

I wish to remind everyone of our last page, yes, it is the dues and donation page. The Aggie, the parents and the students can only do so much. It is up to us to help our fellow alumni to “meet the challenges of our present world.” Please donate today and pay your dues. Here is a link to the dues page, [http://essexaggie.org/alumni/downloads/Alumni\\_-\\_Membership\\_Form\\_2018.pdf](http://essexaggie.org/alumni/downloads/Alumni_-_Membership_Form_2018.pdf)

Sincerely, Pete Tierney, '75 President Essex Aggie Alumni Association





**We would like to congratulate the winners of the 2018 Alumni Scholarships.**

The order of the picture from left to right; Courtney Howarth , Abigail Raimondi, Anthony Johnson and Hannah Valvano.

Richard M. Brown Scholarship:

Cortney Howarth will be attending Johnson and Wales University to study Equine Science.

Patrick G. Santin Scholarship:

Abigail Raimondi will be attending the University of Maine to study Ecology and Environment

Ellery E. Metcalf Scholarship:

Anthony Johnson will be attending Unity College Maine to study Conservation Law Enforcement

V. Byron Bennett Scholarship:

Hannah Valvano will be attending Abilene Christian University to study Large animal Veterinarian

### **Student Scholarship Program**

Our scholarship program has expanded each year and we hope to continue that trend. The scholarships that are awarded each year to graduating students go a long way in helping Aggie grads get a good start in their careers after they leave the school. The expansion of the scholarship program is solely dependent on the amount of donations we receive.

Donation Forms are available on the [DOWNLOADS](#) page.

**Thank you for your support.**



## *Faculty in the Spotlight / Fred Hardy*



A miniature dray drawn by four horses, carved by instructor Fred R. Hardy, head of the School's farm mechanics department, will be on display in Agricultural Hall during the three day conference of Vocational Directors and Instructors of the Slate, August 2<sup>nd</sup> through the 4<sup>th</sup>, 1937.

The model, whittled with a jackknife, is nearly five feet long and the horses measure about 11 inches high. The dray is the type used twenty-five years ago by transportation companies and is an exact copy of the last wagon of its kind built at the Daniels Wagon factory which operated in Rowley for over fifty years.

The wagon is constructed to scale, one and one-half inches to the foot. No detail has been omitted and the familiar skid board, used for loading and unloading, is there, not to mention the tool box which hangs under the wagon. Wheels and axles are exact copies of the original, each wheel spoke being whittled and fitted into the hub. The body is painted red with gold striping, the wheels and underbody yellow with red and blue striping.

The four bay Clydesdale horses, with white markings on the faces and legs, characteristics of that breed, lack the wooden appearance of carved figures. The horses are shod and the harnesses are copied from originals of the type used for this purpose.

Instructor Fred Hardy was instrumental in building the Horse Barn, 1929 the Cow Barn 1930 and the Farm Mechanics Building in 1931. He was also responsible for bringing the Daniels Saw Mill to the Aggie after the Hurricane of 1938. He worked with Daniels Family in Rowley for some time at the Daniels Wagon Factory prior to coming to the Aggie in 1927.



In the photo above are the employees of the Daniels Wagon Factory from 1920;

Front row; left to right, Fonie Daniels, Arthur Hiller, Louise McCormick, George E. Daniels, Frank Frost and Andrew Ricker. Back row; Roy Hiller, Fred Hardy, John Daniels, George Lawler, John McCormick, Harry Hardy, Edward Ricker and Eldridge Redey.

(The following is a reprint from our June 2011 Newsletter)

[http://essexaggie.org/alumni/newsletters/Aggie\\_News\\_June\\_2011.pdf](http://essexaggie.org/alumni/newsletters/Aggie_News_June_2011.pdf)

In 1927, Fred R. Hardy of Groveland joined the staff. To him goes the credit of drafting the plans and building the new horse barn, cow barn, and new shop, in addition to many other real improvements in all parts of the school.

The horse barn was built, not all at once, but due to the demands of class work, covered parts of the years 1927, 1928, 1929. Students were used when it was to their advantage from an instructional viewpoint. During the summer of 1928 and 1929, students were hired to aid.



In 1930 and 1931 Mr. Hardy, with his student help, rebuilt the old cow barn and built the present addition. 1931 to 1933 saw the building of the new shop. Plans were drawn and the building was built by Mr. Hardy and his student help.

The Shop is 34 x 48 feet, and has twelve benches, each with a kit of carpenter's tools properly arranged in cabinets recessed in the wall over the benches. The power woodworking machinery includes band saw, planer, wood-turning lathe, combination circular saw, jointer and boring machine.



With this modern shop and equipment we are able to do most any kind of work the School needs, promptly and it affords the students a much wider range of mechanical instruction than we were able to give them in the old and much smaller shop.

The shop has saved the County a great deal of money in service to the school. In addition it has been a mine of information and instruction to hundreds of students. If a visitor could follow a student as he makes his own wheelbarrow, where his hands fashion everything from the frame to the setting of the tire on his handmade wheel, he would realize that the farm shop is a vital part of the school.





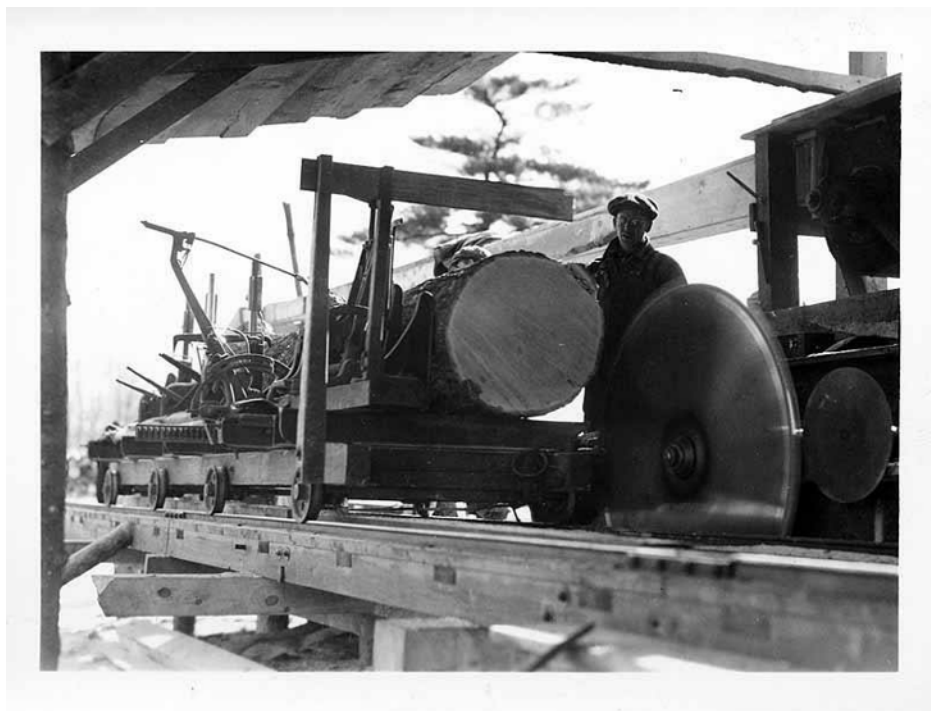
### *School notes from 1938*

In the aftermath of the Hurricane of 1938, instructor Fred Hardy, with the services of his old friend Roland Daniels, helped clear the Aggie of fallen trees. Mr. Hardy and Mr. Daniels worked together at the Daniels Wagon Factory in Rowley.

You can see from the photo of logs, (pictured left) with the orchard in the background it was a massive project to clear the land of the many trees fallen by the hurricane. A gasoline engine to run the Daniels Mill that was brought to Aggie where it sawed; 60,000 ft. of school lumber and 90,000 ft. from neighboring farms totaling 150,000 ft. all from the Hurricane of 1938. (pictured below right). You can see from the photo of logs, (pictured below) with the orchard in the background it was a massive project to clear the land of the many trees fallen by the hurricane.



Sawing logs in 1938 was dangerous work. If you look closely at the saw you won't see a guard to protect workers. (see photo below)



## Value of Forest Products, October 1939

The value of forests products sold in Essex County in 1934 was \$36,287 with 269 farms reporting. About 2,771,000 feet of hurricane lumber was sawed and sold to the government and 3,112,000 feet was sawed privately in Essex County. It is estimated that about 882,000 feet of lumber remained in logs on the ground in Essex County on August 1, 1939. This was on farms and not delivered to saw mills.

The average value of the stock sawed into lumber is \$18.72 per thousand feet (\$11.22 in logs plus \$7.50 for manufacturing and sticking). This would give a value of \$51,873.12 for government sawed lumber and a value of \$58,256.64 for the privately sawed lumber. The lumber remaining on the ground at farms would have an average of about \$4.00 per thousand feet or a total value on the farm of \$3528.

It is estimated that there are about 4000 cords of wood remaining as slash from lumber and another 2000 cords of wood in small hurricane damaged trees. Placing the average value at \$2.00 per cord on the farm, the total value of cordwood would be \$12,000. This would make the total value of the above hurricane forest products in Essex County as of August 1, 1939, \$125,657.76.  
C. O. Cartwright

The current price (2018) is \$240/cord (128 cubic feet) including delivery, search from the internet;  
<http://www.markhamlumber.com/page05.html>



Did you know we have had many alumni attend Paul Smith's College in the town of Paul Smiths, New York? <http://www.paulsmiths.edu/>

The editor of this newsletter is working with the college to run a story about some of the students who attended the school and the school itself. By chance, Cheryl Joyce, Essex Aggie Class of 1977 is a professor at Paul Smith's. She did not attend the school, but is nice to have the connection.

If you wish to add to the Paul Smith's story please contact Pete Tierney at [peter.tierney57@outlook.com](mailto:peter.tierney57@outlook.com)

## *Alumni In The Spotlight*

Featured Farm: Dunajski Dairy, Theodore Dunajski is a member of the class of 1960.

by Kathryn Guare, reprinted with permission from *Perspectives* magazine, a publication of Phoenix Feeds & Nutrition, Inc.

On a bright December day, a dairy truck is beginning its regular North Shore delivery route, rolling up the narrow residential lane that connects Dunajski Dairy to one of the main streets in Peabody, Massachusetts. The truck's side panel features the Pure Country brand's logo, and beneath that, in flowing script, an important reminder: "*There are cows in Peabody!*"

It's easy to see why the message is worth repeating, because unless they know where to look, the 50,000 residents of this historic city might have trouble finding the livestock living in their midst.

The family-owned Dunajski Dairy sits very much in the heart of Peabody, and its Pure Country brand is well known in the region, but while recognition and a reputation for quality has grown over the years, the farm still preserves a modest physical footprint. On the same spot where they started a hundred years ago, the Dunajskis operate a bottling plant and maintain a



herd of 200 cows on about five acres of land. <https://youtu.be/ZW7p145jtZw> It's an impressive feat that Ted Dunajski says even the state inspector has noted.

"She comes here and says 'I don't know how you do it, but this place doesn't even smell like a farm.'" He shrugs and adds with a laugh, "I don't know how we do it, either."

However it's done, it's part of what makes the Dunajskis good neighbors in the thickly settled community that has grown up around them over the years. Even when the farm's fifteen heifers staged a summertime jailbreak to gambol around the pool of an adjoining backyard, the reaction—as captured by a local Fox News crew—was largely one of amusement.

"We are a true local farm," Ted says with a grin.

Ted Dunajski is the third generation of the family to own the farm. At the age of 75, he's passing a lot of the management responsibility to his daughter Christine, his son Michael, and his daughter-in-law Tracy, but he steered the business through a period of significant growth and expansion during his tenure, and he's seen a lot of changes in the neighborhood over those years as well.



"In my time I've seen quite a few of these houses built," he says, casting a glance up and down the quiet street in front of the bottling plant.

Although it still runs into a pasture at one end, Buxton Lane is paved and lined with houses now, but when Frank and Magdalena Dunajski arrived in 1915, it was a dirt road with only a few houses and stone walls running down either side of it.

"They had an orchard and a market garden along with the milk business," Ted says. "And they had the bottling plant from the beginning and sold the milk raw at first, door-to-door. They used to leave at two in the morning to

make the deliveries, and there was no refrigeration in those days, so they had an ice box and delivered everything by horse and cart."



Their clients primarily came from the thriving Polish immigrant community that had taken root in the Peabody/Salem area during that time. Both Frank and Magdalena were immigrants themselves from different cities in Poland, but didn't meet until they'd arrived in America. Magdalena came to join her sister in Salem when she was 18, and worked in one of the area's linen factories before she was married.

The couple worked side by side to make their business a success, but their life together was cut short by tragedy. Frank developed leukemia and died in his late 30s, leaving Magdalena with seven children, a herd of 15–20 cows, and a business to manage on her own. Which she did, with the help of her children, particularly her eldest son, who was instrumental in the construction of many of the original buildings that are still in use today, and Ted's father, Theodore "Basil" Dunajski.

"She had a hard job holding it together," Ted says. "With my father's oldest brother—he was more like a grandfather to me than an uncle—they kept it going, but my grandmother was instrumental. If it hadn't been for her..."

His admiration for his grandmother is palpable as he reflects on the hardships she lived through, but he has just as much respect for his mother, Genevieve Wojcik, who faced an equally difficult set of challenges during her life.

"She lost her mother when she was fifteen. She quit school to raise the rest of the family, then later got her GED and went to nursing school to become a registered nurse. She even owned a nursing home at one time with her two sisters."

Along with her work in the nursing home, Genevieve worked on the farm as well, and took on a larger role when Ted's father died of cancer at the age of 59.

"I don't know who you could call the matriarch, my grandmother or my mother—we had two of them," Ted says. "They worked like two men."

A collection of glass milk bottles kept from the farm's early days tells the story of the changing generations of management. The embossed labeling on the bottles varies from "Frank Dunajski" to "Frank Dunajski & Sons" and then "Dunajski Brothers".

In 1956, it became incorporated as "Dunajski Dairy", and Ted became a full-time participant in the business after graduating from the Essex Agricultural School. Since then, he's gradually expanded and diversified the farm's business, looking for opportunities wherever they appeared.

Taking advantage of the plant's capacity, the dairy began bottling other beverages such as lemonade, iced tea, and orange juice. Another transformation came after the Blizzard of '78, when the business retired its door-to-door delivery service in favor of a wholesale accounts model.

(Winkie the Cat on right)

The changes proved to be the right ones, and the success and gradual growth confirmed for Ted that he was right to pass up an earlier opportunity to re-locate to New York State.

"We'd picked out a place," he says. "And I went to my mother and said I thought we were going to move, and she said 'I'm going to stay here.' Being an only child, I couldn't leave her alone and go out there, and it's a good thing I didn't go, because the market is here."

The interpretation of "here" for the Dunajski's market is a literal one. The Pure Country label can now be found in a wide variety of retail establishments throughout the North Shore, and most deliveries can be made within a 20-mile radius of the dairy's headquarters. The clients include several well-known businesses—Winfrey's Fudge & Chocolate and the Bagel World chain, as well as donut shops such as



Ziggy's and Kane's—but also nursing homes, retail stores, and warehouses that stock mobile canteens and food trucks. Whether famous or not, large or small, Ted stresses the importance of each and every customer to Dunajski Dairy's success.

"I treat them all the same," he says, and notes with a wink that he's also careful not to get drawn into any gossip that might be circulating among the locals. "I tell them, 'I deliver the milk; the newspaper delivers the news.'"

There have been physical changes over the years as well. To accommodate the growing milking herd, as well as the calves and youngstock that are all raised onsite, the Dunajskis constructed a free-stall barn and heifer barn, and added a step-up parlor. They also acquired a 140-acre farm in West Newbury through auction in 2012, a significant addition to the other fields in the area they manage for the production of the farm's haylage and silage.



"We're like a carnival, traveling from field to field," Ted laughs, describing the laborious process of harvesting the crops. He also remembers the days when the farm's feed arrived in bags that were loaded into train cars. "The car would be put onto a siding and we'd go down and pick it up."

These days, the feed is brought directly to them, in regular deliveries from Phoenix Feeds & Nutrition, and Ted notes that the importance of their role in making the farm as productive as possible is more than just the quality of the product.

(Ted Dunajski with Maryla Kantorosinski, owner of Bagel World)

"The feed's got to be good," he says, "but the most important part is the nutritionist and how he does his job. Nutrition has changed so much over the years and you need someone who's right on it, because it's so critical. Shane is very into it. He's young and energetic, full of life. And he's very focused, from the field to the cows. He's increased our production quite a bit."

Despite the steady growth, Ted says he's tried to remain true to his grandmother's motto. "If she were here today, she'd probably still be saying 'keep it small, keep it small.' She didn't go to school, but she was a street-smart woman."

Looking through a scrapbook that preserves the memories of Dunajski Dairy for future generations, he is grateful for the difficult path forged by those before him, and content with what's been achieved.

"Many times, any one of the generations would have been justified in saying 'that's it, that's enough,' but I've had a wonderful life, working here with my kids. We've had our complications but you have that Phoenix Feeds & Nutrition, Inc the kind of philosophy that has sustained Dunajski Dairy for more than a hundred years. Magdalena would surely approve.



[http://www.nxtbook.com/nxtbooks/retromotion/perspectives\\_2018winter/index.php#/0](http://www.nxtbook.com/nxtbooks/retromotion/perspectives_2018winter/index.php#/0)

## *Alumni in the Spotlight*

AT CAMP MAYANUK, 1937

At the Lawrence Y. W. C. A. Camp, Fort Pond, Leominster, Irene Snell and Priscilla Hopkins, both of Beverly, had complete charge of the planning, ordering and preparation of all food. They had two groups, the first of the season, and forty-four girls from eight to sixteen years old. The latter a group of Leominster Girl Scouts from ten to seventeen in age.



The following article is a summary of the essay written by Irene Snell and given by her at the 1937 Graduation Exercises. (Pictured on the right)

"Last summer Priscilla Hopkins and I were chosen to work at Camp Mayanuk. This camp is situated on the shores of Fort Pond, Leominster. It has sixteen acres of land covered with lofty pines, and grouped under these are the porches that serve as bedrooms for councilors and as dining room, and "Ye Olde Putter Shoppe" where the children have a chance to express their creative abilities. A path leads to the water's edge where there are two bathhouses two docks, boats and a float for the swimmers and divers.



Priscilla (Pictured on the left) and I arrived at camp on June 29. The camp committee came during 'the morning to get ready for the campers coming the next day. We spent our time getting the kitchen in order, going in swimming towards supper time, and attending a councilors' meeting in the evening.

The next morning was spent in finishing the cleaning of the kitchen. During the day campers arrived and fifty sat down to supper that evening. The first few meals took quite a while to prepare, but as time went on we gained speed.

We got up at 6.30 daily to have breakfast ready by 8.00. After breakfast we washed the dishes and prepared vegetables that the children couldn't do during the morning, and made our beds in any spare time.

We had planned the meals for four weeks in advance, but later used those that the camp director had planned instead. After dinner we rested and then puttered in "Ye Olde Putter Shoppe" until time to get supper.

Time that was not spent in preparing meals was used for washing the kitchen floor and cleaning the refrigerator daily, with Priscilla washing the floor one day while I cleaned the refrigerator and changing the next day. We also enlivened our kitchen with red checked shelf paper, and our Home Decoration course with Miss Harris would have helped a lot had we been allowed to change the drab brown color of the woodwork.

We served our last meal on the morning of August 15 on paper dishes to save washing them. We left soon after 10 a.m. with many thanks from the Wanocksett Girl Scout Committee for doing such a good job, and their hopes of our return next year.



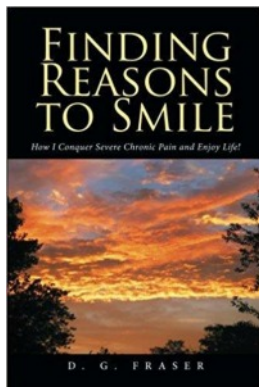
## *Alumni in the Spotlight*

In March of 2016, Eunice Miller, treasure hunter extraordinaire, found an Essex Aggie Class Ring. The name on the side is Rob Despres other side says AGRICULTURE Class of 95 looks like a blue stone with a ram's head. As it turns out, Eunice is a member of the Epping, New Hampshire Garden Club. Eunice was kind enough to contact the Essex Aggie Alumni Association and we in turn tracked down Mr. Despres.



The ring was lost about 25 years ago on Salisbury Beach by Robert's girlfriend. He thought for sure it was gone for good. Fast forward to May 1<sup>st</sup>, 2018 Robert and the Aggie ring are reunited. Mr. Miller drove to Maine where Robert is now living to return the ring. It still fits, with a little effort.

## *Alumni in the Spotlight*



Review of David Fraser's, (Class of 1980), book "Finding Reasons to Smile". That should be subtitled an enduring love story. The book covers how he deals with chronic pain that has afflicted him for years. How he has become a better person and how he sees past his pain and make time for other things besides his pain. Or so he says!

I have found this wonderful book to be much more than a journey from pain to and with spirituality. It is a love story like no other. David has found a way to love himself for who he is, and the pain is just part of himself, not the whole self. David knows what is truly important in his life and preserves regardless of the pain he constantly in.

Leo; David's husband, caregiver and best friend has been the constant in David's life. David knows that without self-respect and the ability value his own life, he cannot give his love to others. For a time, David only had his pain to share. Leo stayed with David because he knew there was more to David than pain.

My hat is off to Leo, I know what it is like to be a full-time caregiver for someone you love. A caregiver has an awesome opportunity to care for their best friend.

David's journey of pain has given him insight into true friendships. He has used his time in reflection not only on who he was prior to his pain but how he has become as well. I recommend this book to anyone one who wishes to learn to live with chronic pain, but more importantly how to learn to love.

You can buy in on Amazon using <https://smile.amazon.com> and make a donation to the Essex Aggie Alumni Association at the same time.

## *Faculty in the Spotlight*

Joe Karonis grew up in Danvers, Massachusetts and was well connected with members of the Essex Aggie community. His journey to the high school teaching position was an interesting one. When the Water Resource instructor position needed back up, a professional colleague reached out to him to see if he was interested. Joe had extensive experience in all things related to water, not only as a subject matter expert with his years working in and around it, but as an avid outdoorsman as well. He ended up serving many years in the College Science Department covering municipal water supply, waste water treatment, sanitary chemistry and microbiology. He was then asked to serve as the Water Resource Specialist for the University of Massachusetts Cooperative Extension, helping local communities, organizations and individuals in the development and protection of local natural resources. When he served in this role, he often commented on how intimidating it was to be surrounded by such highly educated individuals while he was just a “regular guy”.

Joe was a serious gardener. His first job was working the onion fields in Danvers. When he had his own growing family, he had a huge garden that fed our family, and won him numerous blue ribbons at the Topsfield fair over the years. His crops included tomatoes, string beans, lettuce, cucumbers, pumpkins and more. During his tenure at the Aggie campus, he was needed to teach science classes at the high school.



To do this, he was required to earn a professional license in education which he fulfilled with the ongoing support of his Aggie family. The courses he taught included biology as well as anatomy and physiology. He especially had fun teaching the cosmetology and culinary art students. For Field Days he covered the science department to provide visitors information about these educational programs. He often raved about the culinary program and the food he had for lunch. He would brag to my mother that it was like he got to go to a real restaurant every day. In his final year teaching there, for Christmas he gave me a cookbook, “Culinary Delights” done by the class of 1984, in which every student signed their name. Every typewritten recipe listed all the nutritional information including carbohydrates, protein, fat, sodium and calories, which even now, is rare for any cookbook!

Working at Essex Aggie was one of Joe’s favorite chapters of his career, and knowing he was helping students was one of his greatest joys. It is an honor to have him featured as a beloved member of such an important institute that continues to have a positive impact for students, families and the greater community.

Many thanks on behalf of the Karonis family!  
(Mary Karonis-Dowdell)



## ESSEX TECH FOUNDATION

From Dean Porteous,

Thank you for your help Peter. I am very hopeful that some of your Alumni will consider playing or sponsoring our event. In the past 4 years, we have given more to Agricultural and FFA programs than any other group. We sent students to Westminster Dog Show, supported FFA events and given to Companion Animal, to name some. We need the support of the local Alumni if we are going to keep up the supply of funds that fall on students and teachers to make up due to budget restrictions and the limited time that staff and students must raise money.

It is hard to put fundraising on a student that may be trying to pay for multiple events and programs that they have been a part of. It is also hard for the students to go to other students and staff each time expecting them to put up money. I welcome Essex Agricultural Alumni to be a part of our events and would welcome ideas to raise funds for all programs as well as target programs. I will be completing forms soon that will allow anyone to donate to the 501c3 with funds that are restricted to the program of their choice.



Also, we are looking to have location plaques made for the campus to show the history of the past building, events and milestones of the property. I have reached out to companies that make these types of markers and will look to have the history and photos you must be the face of these for all to view and reflect on for years to come. I am also looking to create and display info in the buildings that have names on them with more detailed history of the person for whom has their name on them. I would be planning to see if they or relatives are free to have a ceremony throughout the coming years to dedicate the plaque on their behalf. Your Alumni are welcome to contact me or other board members with suggestions and would like to grow a combined Alumni group to include past Aggie, North Shore Regional and Peabody Vocational along with Essex North Shore Agricultural Technical graduates as one united group to work together to advance out district in the community and business sector.

Thank you for all your support and unifying suggestions. Best to all your readers. Dean Porteous, Essex Tech Foundation President, **Phone 978-479-0101 to register.**





Before I leave for the day, I knock mud off a shovel and consider what's been accomplished. I tend what will pass away and be forgotten—the frost-blasted aloes and the drought-singed hebe. What I prune or pull up will try again, both vetch and sedum. The vetch is a knotted fretwork of stems descending to a spindly sole support, easily snapped and hiding root threads that splay and fissure out of sight and produce a second growth. Tendrils reluctantly release the shrub beneath it. The lips of the purple flowers that accept only specifically shaped insects now close up. Leaflets froth across my fingers, light as a wren feather, smelling like fresh garden peas where the flesh is bruised. I trudge through the transitory and transcendent with the last bucketful for the compost, ankle-deep in glory and dust, a witness to the exquisite attention given by its Creator to the smallest weed.



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<https://www.theologyofwork.org/the-high-calling>  
Anne M. Doe Overstreet is the author of *[Delicate Machinery Suspended](#)*

*Aggie Alumni who passed away*

Howard H. Bailey

<http://www.brooksidechapelnh.com/obituary/howard-bailey>

Leonard E. Comeau, Post Grad

<http://obituaries.eagletribune.com/obituary/leonard-e-comeau-1948-2018-1049799086>

Peter Davis, Class of 80

<http://obituaries.newburyportnews.com/obituary/peter-davis-1961-2018-1036600226>

Philip J. DuBois

<http://www.tributes.com/obituary/show/Philip-J.-DuBois-105670010>

Michael J. Duval, Post Grad

<http://obituaries.eagletribune.com/obituary/michael-j-duval-1967-2018-1051957306>

Victor Emeney, Class of 78

<http://stevensonfuneralhomes.com/obituaries/victor-emeney-age-58-of-miles-city/>

Kevin "Fitz" Fitzgerald, Post Grad

<http://www.boucherfuneral.com/book-of-memories/3490604/fitzgerald-kevin/obituary.php>

Elizabeth Ann (Hitchcock) Frost, Post Grad

<http://www.odonnellfuneralservice.com/obituaries.php?offset=50>

Richard (Dick) F. Lee, Class of 62

<http://obituaries.salemnews.com/obituary/richard-lee-1943-2018-1039800576>

Frederick "Rick" Leonard, Post Grad 1975

<http://obituaries.pressherald.com/obituaries/mainetoday-pressherald/obituary.aspx?n=frederick-leonard-rick&pid=188195797&fhid=7583>

Walter Lunt, Class of 62

[Obituary on request, I could not find it online.](#)

Robert H. Mizzi,

<http://obituaries.salemnews.com/obituary/robert-mizzi-1923-2017-1018492142>

David Wayne Nappi, Class of 79

<https://www.currentobituary.com/member/obit/220186>

Kenneth W. Nunan, Sr. Class of 34

<http://obituaries.newburyportnews.com/obituary/kenneth-w-nunan-sr-1915-2018-1051024006>

Thomas J. O'Neill, Jr.

<http://odonnellfuneralservice.tributes.com/obituary/show/Thomas-J.-O'Neill-105755872>

Marion (Bell) Owens, Class of 39

<http://www.legacy.com/obituaries/bostonglobe/obituary.aspx?n=marion-owens-bell&pid=188605106&fhid=5670>

Emery Pitman, Class of 1951

<http://obituaries.eagletribune.com/obituary/emery-s-pitman-1932-2018-1063932208>

Sheila A. Risoldi, Post Grad

<http://www.campbellfuneral.com/obituaries/Sheila-A-Risoldi?obId=2949722#/obituaryInfo>

Edith "Edie" (Pope) Richard, Post Grad

<https://advocateneews.net/edith-edie-pope-richard-obituary/>

Conrad Franklin Smith, Post Grad

<http://www.grahamfuneral.com/obituaries.html>

Roy Simpson Tarr Jr., Class of 1973

<http://obituaries.newburyportnews.com/obituary/roy-simpson-tarr-jr-1955-2018-1051024036>

## Essex Aggie Alumni Association Membership Registration Form 2018

Membership dues for 2018 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 2018

I am enclosing my check for \$20.00 for 2018 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**

- ☐ Please deliver my newsletters via email at the email address indicated above.

☐ Please deliver my newsletters via regular mail at the postal mailing address indicated above.