



Volume 23 Issue 2

July 2020

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 are spotlighting 6 alumni, and 1 amazing 21st century teacher. How would you like 7 more hours of school? We congratulate our scholarship winners. There are a few articles that address COVID-19 and how the school handled it with intelligence, style, grace and as a team. The rebuilding of Larkin Cottage still needs our help, \$\$\$.

I would like to thank the following; Heidi Riccio for her leadership, Ginnie DiSarcina for her timely and thoughtful article, Bud Holden for his article about Bob Wood, Class of 1969, the family of Andy Bye, Class of 1936, who was another wonderful family man, Ken Elwell who is a classmate of mine, Linda Brown, Class of 2002, who found a way to keep her business going, Paul Drown, Class of 1970, whose life work continues and finally Dick Mottolo, Class of 1960, who knows that you must keep up with the times.

Don't forget that the dues page. It is very easy to fill out and send back 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 phone 857-888-9924
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Newsletter graphic by Yetti Frenkel '78 <http://yeti.com/>



Catherine Larkin Memorial Cottage Groundbreaking October 11, 2019

The old Larkin Cottage that was wrapped in Aggie Green and White is no more. I wonder how many of us came to the Aggie and wondered who lived in that home at the entrance of our school? As we get older and nostalgia replaces facts as it sometimes does, it is important to understand that Ms. Catherine Larkin was not only a graduate of the Aggie but a member of the U.S. Forces during World War II. Lieutenant Larkin perished during the war and the cottage was built as a classroom in her honor.

Now we are at the cusp of rebuilding the cottage and once again honor Ms. Larkin and all Aggie Students and Staff members who served our country in so many different ways. The new “Cottage” will be center of knowledge, not only of the past but of the present and the future. You may ask, what do I mean by that? Over the coming months, students in Essex Tech’s carpentry, masonry, electrical, plumbing and agriculture programs, among others, will come together to construct the cottage. The building will hold artifacts of the Aggie’s past, it will also be a place of conferences to support the school and our community. This building will be a bridge from our past to the future alumni.

Every person reading this article has a wonderful opportunity to contribute to this cottage and the memory of so many Aggie Students and Staff. Yes, you can buy a brick, each brick helps. You can also donate directly to the school or send in funds to the Alumni Association and have it earmarked to the cottage.

Besides having a wonderful memorial at the Aggie, by donating you are helping current students achieve their dreams and goals of becoming independent citizens. I can tell you as the editor of this newsletter and speaking with so many alumni and their families, the Aggie has always been a place that we hold dear to our hearts. It is time to say thank you to our Alma Mater and open your checkbooks and chip in. Click on the link below, or copy and paste in your browser.

<https://www.thatsmybrick.com/essexaggieaa/design-brick.php>

School Notes, June 2020

Written by Embedded Academics teacher Virginia "Ginnie" DiSarcina

We are only halfway through the story of 2020, and it is already tempting to think of it as a tale of separation and distance. The COVID-19 pandemic has forced communities, school communities in particular, to be apart. It robbed them of togetherness, the very lifeblood of a community. Quiet streets, empty restaurants, and vacant classrooms have told this story almost everywhere. Yet, our community of Essex North Shore Agricultural & Technical School (ENSATS) has a different story to tell. Through separation, we showed solidarity. While distant, we were doing. Though apart, our Hawks persevered.



Virginia "Ginnie" DiSarcina

Some of the unlikely heroes in this story are the partnerships that have continued to grow and develop. After all, partnerships take teamwork and shared experiences, both challenging pursuits in a school year marked by closure. Yet, this year, Essex Tech proudly nurtured partnerships that allow more students access to a vocational education. Students from Beverly, Gloucester, Peabody, and Salem will travel to ENSATS for a half day to share in the valuable experiences several of our CTE programs provide, including: Advanced Manufacturing, Automotive Collision & Repair, Construction & Craft Laborers, Design & Media Communications, and Sustainable Horticulture. We are proud that, even while physically separate, we continued to share a story of solidarity and purpose with the communities around us.

Our partnerships include an expanded collaboration with the Essex County Sheriff's Department. The Sheriff's Department will lease a part of Gallant Hall, on the South Campus. This will provide our community partners with space for training and offices. In addition to strengthening our school's relationship with our neighbors, this will bring in additional funding for the school through rental income.

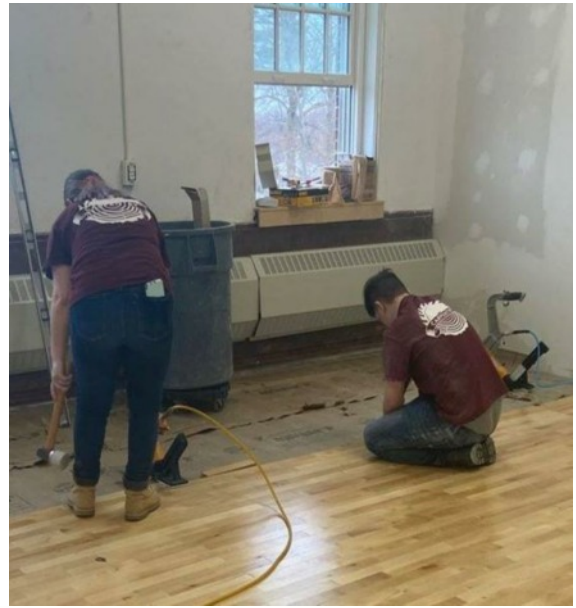
Beyond our partnerships, our story is one of activity, of rolling up our sleeves and getting things done, even while so much of the world around us lay quiet. Days before the COVID-19 crisis forced schools to close their doors and begin teaching and learning remotely, crews began the demolition of the Catherine Larkin Memorial Cottage. Not even a closed campus could derail that project. Working safely around social distancing guidelines, construction crews began digging for the new foundation in early June. In particular, alumnus Bob Wood and his grandson assisted in the work. Efforts will continue through the summer with students and teachers, and the foundation should be complete by September. The project is the perfect tribute to its namesake, Catherine Larkin. Larkin attended Essex County Homemaking School and went on to serve as a First Lieutenant in the Army Nurse Corps. When she



Joe St. Pierre

died in service, her family funded the cottage to serve as a training facility for students at the school. With its demolition and rebuild, the cottage will once again honor First Lieutenant Larkin's memory by giving some students the opportunity to apply skills they are learning in their CTE areas by working on the cottage project. In addition to the hands-on opportunities it provides, Larkin Memorial Cottage will provide a source of revenue by offering space for community use and will house an agricultural museum and library. This will help us support both our increasing enrollment and our legacy of going to work when the going gets tough.

As with the Larkin Cottage project, this legacy continues to unfold in Smith Hall, a building whose future is being written almost entirely by students. From tearing down walls to tiling floors, Essex Tech's own students are responsible for 80% of the renovations to this historic building. However, when the students could no longer work on campus due to the school closure, our incredible Facilities Department stepped in. Even though the project started long before anyone imagined the way the pandemic would upend our lives, Smith Hall and its newly renovated space will play a crucial role as the impact of this pandemic continues to unfold for schools. It is too soon to tell exactly what the coming year will look like in terms of social distancing, but it is



Lindsey from Rockport and John from Peabody working on these beautiful wood floors at Smith Hall.



When Molly from Nahant told Dr. Riccio that she wanted the recipe for our Mac and Cheese, our awesome Food service Director surprised her with the recipe and a large pan of it! Happy Birthday Molly! Enjoy.

certain that space will be a priority in planning. Smith Hall's added learning space, originally designed for adult education programs, may become the answer to social distancing needs nobody could have anticipated.

However impressive they are, the partnerships and continued projects are not the high point of Essex North Shore Agricultural & Technical School's story of 2020. The true pinnacle of this story is just how high Hawks soar when conflicts arise. The ENSATS community proved this time and time again this year. One of the biggest challenges every school district faced was the pandemic. The pandemic forced our students to learn from home, from the 17 sending communities and 38 additional towns in which they live. To say our community was apart means so much more than the physical miles between the students and campus. For all students, it means separation from friends, trusted adult connections, and structure. For some students, it means separation from meals, much needed guidance and mental health resources, and a safe, positive environment to be a part of for six hours a day. Even through forced separation, the leadership and faculty at Essex Tech made sure those students

did not feel forgotten. Teams delivered meals directly to students' homes three times a week and began a gift card drive to help families purchase groceries at Market Basket. The PTO worked with teachers and leadership to provide and deliver "Finish Strong" signs to the lawn of each senior, and when the date of their graduation drew near, each received a goodie bag that included: a cap and gown, a Hawk Strong shirt, and, of course, some of Food Services Manager Grace Clarke's famous mac and cheese. These are only some of the ways our community came together while the pandemic kept us apart. The list of ways the community persevered is long and inspiring.



Dental assisting working through this shift to remote learning!

When one stops to think about it, the story of Essex North Shore Agricultural and Technical School's year is really a surprising one. The collaborations and partnerships that began before the separation continued to grow. Some of the campus projects that were in the tearing down phase when the closure began are now moving into the building up phase. Most importantly, though, when a national emergency kept us from in person learning, the Essex Tech community came together stronger than ever before. Coretta Scott King once said, "The greatness of a community is most accurately measured by the compassionate actions of its members." By that measure, and by any other, ours is a truly great community with a very proud story to tell.



Somehow, through all of this, the Hawk spirit remained strong, and learning continued. With just a few days' notice, our talented educators changed their teaching models and learned new technologies to adapt their classes for remote learning. The students of Essex Tech showed their true Hawk spirit, as well. From the freshmen who had to participate in their technical areas remotely just weeks after finally being placed in them, to the seniors who missed out on so many of the coming of age milestones they had looked forward to since kindergarten. Amazingly, students and teachers remained connected. We remained a learning community.

(Editor's note; Ms. DiSarcina's wonderful article points out the teamwork of everyone at the school. I believe that the photo "above right" captures the spirit of the Class of 2020, determination, teamwork and training. As an alumnus of 45 years I think it is safe to say 45 years from now this fine class will be proud of their accomplishments and hold dear the memories of their alma mater.)

Alumni in the Spotlight / Robert Wood, Class of 1969

President, Wood Trucking Corporation

“What you see is what you get” an often-heard phrase was never applicable to anyone more than Robert J Wood. A loving husband, proud father and Grampy, successful business owner, community leader and benefactor.

These above listed attributes are the result of Bob’s work ethic and what he describes as his civic duty to give back to those who have made him what he has become today

Bob’s father Arthur was a Navy pilot who brought his family first to Pensacola Florida and finally to settle in Peabody Mass at 32 Pinecrest Road in 1950.

It was in the Spring of 1965 that Bob says he made the best decision of his life. That of choosing to attend the Essex Agricultural School rather than Peabody High School. Bob’s focus was on Animal Husbandry, a love that even now is still evident at his Gentlemen’s Farm at his home that he shares with his lovely wife Linda in Peabody, with his more than a dozen beef cows, phony’s, ducks, geese and peacocks.



Bob the family man.

Bob treasured his days at the “AGGIE” He lived in the dormitory during the school year with his dear friend Mike Tenney, who went on to be the plant manager for Sunburst Fruit Juices in Salem. Sadly, Mike passed away in 2012. The two roommates spent summers at Overlook Farm, Manchester Depot, Vermont, working at the dairy. The farm was owned by the Zecher Family. After graduation Bob entered the Military where he received a Medical Honorable Discharge.

Soon after he went to work as a milk delivery man for the Happy Valley Dairy in Wakefield Massachusetts which was owned by the Lanzello Family. It was during this time that one of his customers, Mrs. Chabra, suggested that Bob go down to the Chabra Shellfish on Ballard Street in Saugus and introduce himself to her daughter Linda. Bob still describes the butterflies and attraction he felt during that first encounter with Linda. He fell in love and states he gets still gets the same feeling arriving home from work each evening. In 1971 they married. Bob and Linda had 3 boys and a girl who they raised in Peabody Massachusetts. Sadly, they lost their first born, Robert Jr. due to a motor vehicle accident in 2005. Bob left the milk business in 1971 and started Wood Trucking with a brand new 1971 green Chevy pickup truck, specializing in yard clean up and small demolition projects.

(editor’s note; I wonder how many Aggie boys made a living with a good pickup truck?)

Bob built his small business into what it is today, Wood Trucking Corporation, comprised of a large Industrial Building, 28 Tractor Trailers, Tri- Axels, 4 Excavators and 6 loaders. He handles large ash hauling contracts, manages a recycling yard, a truck maintenance facility, State Inspection Station and leases parking for heavy trucks and equipment. Bob works alongside his wife Linda, son John and grandson Johnny, and his many drivers, mechanics and heavy equipment operators. Bob will tell you that maintenance is key to keeping the fleet of trucks on the road.



Just one of the trucks.

Bob's commitment to the community is demonstrated on a continuing basis. To list just a few examples;

Provided labor and materials for a new traffic island on Gardner Street Peabody.

Provided material and labor for construction of the new soccer field at the Kennedy Middle School in Peabody.

Provided labor and trucking to haul soils to the Landfill for City of Peabody.

Provided labor and material for addition to parking spaces at Peabody Veterans Memorial High School.

Provided Labor and Material to construct a new Little League field at Cy Tenney Park.

Provided structural fill and labor for the new soccer field at Higgins Middle School.

Provided recycling to the City of Peabody at no cost to the City.

Bob provides funding to Adult Foster Care of the North Shore to sponsor numerous handicapped and disabled adults by providing summer camp tuition which in turn allows respite for the hard-working family caretakers. To present services totaling over \$500,000.00 have been donated by Bob to these above numerous causes.

Bob was awarded the Harry Ankeles Community Service Award in 2013 from the Peabody area Chamber of Commerce. In the words of Martha Holden, chairperson of the PACC's community service committee, "Bob demonstrates a selfless commitment to Peabody that is very rare. Few people realize that over many years Bob has volunteered countless hours of his time and his expertise to make the City of Peabody a safer and more attractive place to live and work. People like Bob are those that make Peabody a great place in which to live, work and raise a family."

"The Harry Ankeles Community Service Award was established by the Peabody Area Chamber over 20 years ago to recognize a chamber member who exemplifies the spirit of selfless dedication and leadership to the community that Harry Ankeles himself exhibited throughout his life," Deanne Healey, President & CEO of the PACC. "Society looks to the business community to play an active role in supporting the very fabric of our city. Community service comes in many shapes and sizes, but it is a pleasure to have this opportunity annually to recognize an individual that goes above and beyond." which is presented to a Peabody Resident that exhibits the act of "Benefiting the greater good of the Community and selfless commitment to Peabody Mass"



Bob's collection of toy trucks.

Bobs latest's project is that of the razing and construction of the New Larkin Cottage on the grounds of the Essex Agricultural and Technical High School A building that served as Bob's dormitory during his senior year at the school. Bob to date has raised over \$50,000.00 in monetary contributions from his many job-related contacts and friends and a substantial amount more of donated labor and supplies to remove the Old Larkin Cottage and dispose of it. Including machines, safety fencing, fill and labor. "Bob Wood can Talk the Talk because Bob Wood Walks the Walk"

During weekly meetings at "Woody's World", A gathering of folks from all walks of life, ranging from laborers, truck drivers and local Politicians, folks meet every Saturday and Sunday morning in the never-ending effort to solve the ills of the day and in many instances create some new ones. It was during one such gathering I had the opportunity to ask Bob what one of the biggest takeaways from his "Aggie" education was. He quickly responded "A strong work ethic"

If there was ever an example of strong work ethic, compassion and generosity it certainly is Bob {Woody} Wood. Bob's latest focus is on The New Larkin Cottage. He wanted to Challenge all of the past Alumni of "The Aggie" to step up and donate to this worthy Larkin Cottage Project

Story written by Bob's dear friend Bud Holden of Danvers. I am sorry to say that Bud passed away on May 11th of this year.



Bob "Woody" Wood

Alumni in the Spotlight / Andrew Bye, Class of 1936

My father, Andrew "Andy" Bye was born in Boston, Feb 1915 and lived most of his life in Beverly, and married Ruth E Steedman on Sunday, November 1st, 1936 whom he shared 58 years of marriage. They had 6 children, 18 grandchildren and many great-grandchildren.

Andy graduated from the Aggie in 1936, while attending the school he worked for a couple of the teachers at their homes helping with their yards and gardens where he developed the interest in gardening, botany and horticulture while earning money.

At the age of 12 he worked on a farm in Beverly, earning \$1 per day and saved for a bike which he then peddled to Greycroft Farm on Main Street in Wenham. Andy weeded, cultivated the fields, picked



Andrew Bye, 1936

crops and pitched strawberries at the girls. This farm was owned by Melville Grey, a 1917 graduate of the Aggie and one-time President of the Aggie's Board of Trustees. He also worked at several nurseries, estates and private gardens.

Andy started working for Miss Caroline Osgood Emmerton at the Ropes Memorial also known as Ropes Mansion in 1931 while still in high school. Andy was always on the honor roll at the Aggie. When the garden closed for the war, Andy went to work at the Boston Shipyard and also at the victory garden located at the House of Seven Gables. Miss Emmerton passed away in March of 1942.

Andy had a short stint in the Navy and upon returning from the Navy, Andy went back to the Ropes Memorial on the day after Christmas in 1945 and unlocked the gates and turned what was in shambles into a showplace after weeding and cultivating the grounds. He was only the 3rd gardener to maintain this garden since it was laid out in 1912. Harold Stevens of Salem a 1918 Essex Aggie Graduate was the gardener from 1923 and most likely hired Andy.

Andy grew most of the plants from seed in the greenhouse which all had to be transplanted into flats and placed in the cold frames where they grew (hardened up) until ready to be planted in the formal gardens. He developed his own species of dahlias from cuttings. One he named Ruth B, after his dear wife.

The Ropes Garden beds had to be prepped and turned each year and compost from the compost pile or manure from Richardson's farm or a Russian farm in Salem added to them. The stone walkways were raked and swept every day before the gates opened.

The fishpond was established in the 30's and maintained with goldfish that came to be fed when Andy splashed the surface of the water. When Fall came, he brought them into the greenhouse putting them in two old bathtubs.



Miss Caroline Emmerton



Andy planted the garden with 75-100 different kinds of flowers creating a "Kaleidoscopic Selection" planning the gardens to be seen from all sides with taller plants in the middle using his favorites of dahlias, zinnias, snap dragons, begonias, and petunias just to name a few. All Summer he had to "dead head" the flowers and kept everything watered always laying hoses so they watered from the ground up so as to prevent mold and mildew. He was always willing to give growing tips to anyone that asked. He never bought dirt just recycled from the compost pile and made his own steam box run on wood to sterilize it for seedlings.

In the Fall he took many cuttings from the plants and rooted them out and collected seeds to plant in the Spring. He always put the dead plants in the compost pile for next year's beds.

To give you a sense of how much Andy loved working at Ropes Mansion you need to consider the following; He bought his own tools because the Mansion did not have those in the budget. He never took a vacation with his family during the summer months, he would drop off the family and pick them up. Over the years Andy brought his children and then his grandchildren to "work" with him so they could all learn the art of gardening and respect of all that is involved, and to this day most of them have their own gardens. Andy became sad every Fall when the colors began to fade, and after a good frost, he would yank the dead plants throwing them into the compost pile and clean up the beds for the next Spring.

Andy entertained many famous people in the garden, one was Barbara Joan (Barbar) Streisand whom he shared his "tuna fish" sandwich with when she visited on one of her many trips to the garden. Quincy native, Lee Remick came while making the film "The Europeans" in Salem. Andy became known as the "Congenial Host" as many weddings and garden parties were held at the Ropes Mansion.



Barbar and Andy 1989

To make ends meet with six children at home Andy would make wreaths and sell them along with Christmas Trees by word of mouth. Andy and family would take the trailer he built up to a tree farm in Keen, New Hampshire, where they would tramp through three the snow cut and then drag trees to the trailer about 25 – 35 times. Unload them in our yard so people could stop by and pick one. Then at night the kitchen would turn into a wreath making factory. The entire family with the exception of Warren who would hide upstairs would trim branches of grey berries & red berries we'd cut from the swamps where they grew. Grey berry bushes were in fields & woods. We probably made 50 wreaths every year. Dad, mom, Richard, sometimes Don and others we could capture.

Andy had other ways to make ends meet while raising six children. Andy did side jobs of shoveling snow, tending coal furnaces, wallpapering, was a constable for the city of Salem, and was a judge at Topsfield Fair Flower Building. Andy would also pick up people to and from work to get extra gas money. He always had a large veggie garden at home and flower gardens. Grew berries to make juice and jam and often went blueberrying with the kids and grandchildren.

Andy had a great love for his family. He taught several of his children how to drive, mind you this was in the day of standard automobiles. He never missed a firework's display or a bonfire. One would always see him out playing football on Thanksgiving with the boys and sledding on a hill in the Winter. Andy would be home every night and he never drank alcohol. Sometimes he

would fall asleep at the kitchen table. Andy's wife Ruth worked at the first Marshalls Department Store in North Beverly, which opened in 1956. Andy would walk to the store and lock up every night and walk home with his dear wife. Andy and Alfred Marshall were good friends. Andy never really had an extra nickel but had a wonderful family. (editor's note; I would take that trade off any day).

Andy won many awards over the years; Silver Medal in 1976 from the Mass Horticultural Society, 1986 "Honorary Membership" in the Salem Garden Club, and many awards at the Topsfield Fair. Andy was a member of the Topsfield Fair Committee, and was on the Board of the Essex County Florist Association.



Ropes Garden in Bloom

(Editor's notes;

I am sure that two longtime Aggie Instructors', H. Linwood White and Carleton Stearns were Andy's mentors.

Two of Andy's great-grandsons are attending Essex Aggie and will graduate in 2021.

Wiley Amico of Danvers is in HVAC Program and worked on the Smith Hall renovations last summer. For the past 2 years (summers) has been with his church, Grace Chapel of Wilmington, MA to Philadelphia to work on the "Philly Project" because of his education from the Aggie has helped with improving homes in need.

Luke Bye of Beverly is in the Electrical Program and helped with the Smith Hall renovations. There is a photo of Luke in the last edition of the Aggie News on page 24. He is on the basketball team, his positions rotate. He received the Best Sportsmanship Award.

Our thanks go out to Ruth Ann Brewer was kind enough to share this story about her father Andy Bye.

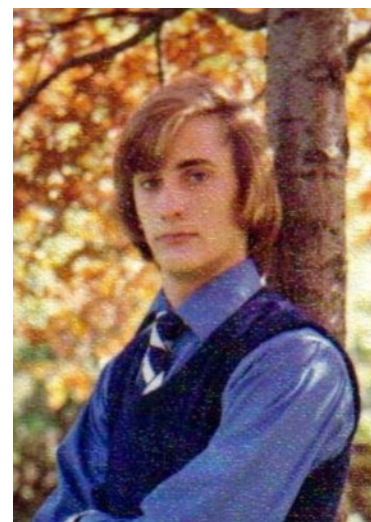
Much of this story can be found in old clipping of the Salem News.)



Andy at home in the Ropes Garden

Alumni in the Spotlight / Ken Elwell, Class of 1975

So, life has sent me in a very different direction after graduating in 1975 due to a recession and gas crisis which led to me to not for filling my passion of being a floral designer or in the floriculture industry. Instead I ended up working at Sears as an associate in their lawn and garden department and eventually became department manager. In my time working at Sears I also worked as a salesman in home improvements and finished my career at Sears as assistant manager of hardware. After ten years it was time to move on and by chance entered the screen-printing world and have spent the last thirty-five years in this industry and 28 of it at the Gem Group Inc. DBA Gemline a manufacturer and decorator of promotional products. Their product line consists of bags, business accessories, gifts, stationery and electronics. My role as the Decoration Engineering Manager is to make sure what we offer can be decorated along with R&D (research & development) of equipment needed to perform the many decoration techniques that we offer; Screen Print, Pad Print, Heat Transfers, Embroidery, Deboss, Laser Engraving, Digital Printing and 3D Printing. I also worked very closely with our designers and product managers to make sure what we offer can be decorated. I will soon retire and leave my legacy to the next person who takes over my role.



Ken Elwell, circa 1975

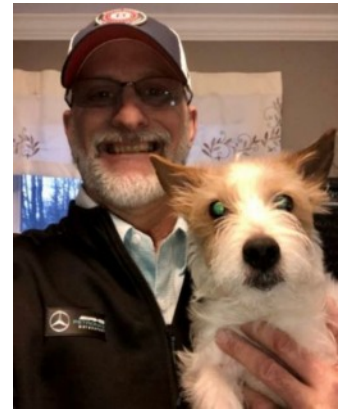


Ken and Matt

Enough about my career and now back to my passion of somehow connecting with horticulture, floriculture that I longed for. For many years I dabbled in growing annuals in many improvised greenhouses and was successful for growing plants for my own use in the many gardens on my property, but in 2016 I had an opportunity to purchase a used 24'x12' greenhouse for very little money. The catch was I had to dismantle it at the owner's home and then reassemble it on my property. This required lots of photos and labeling each piece and because the main beam was one solid 24' piece it required a large U-Haul truck with part of the beam still sticking out the back to transport it home. After getting it home, I contacted my son Matt to help me reconstruct it and all went well no left-over pieces! This greenhouse included a thermostatic controlled fan system with automatic side vents for maintaining a constant desirable temperature. With the greenhouse came many cases of pots and trays to get me started so all I needed to do was order seeds online and to make my own soil mixture to get me up and going the first couple of years.

Phase one consisted of how and where to start the seeds and how much time will I need to get them to the point of transplanting into pots and then moved them out into the greenhouse? Well

I had a nice laundry room in the basement and after modifying the existing shelving units and adding grow lights, timers, chains (to adjust the grow lights height), potting trays and starter soil I was ready to begin my journey that I longed for years. I ordered seeds from an online seed company and they were very reasonably priced, usually one hundred seed for under seven dollars. My main assortment was annuals and a few vegetables. Starting in mid-February I filled trays with small bags of starters mix purchased at Home Depot. This became very expensive, so I needed to come up with my own formula. The following years I took peat moss, organic topsoil, perlite and hydrated lime that came in big bags and was able to mass produce the soil for starting and transplanting the seedlings.



Ken with Rocky

The most expensive part of the process was heating the greenhouse from March to May as the nights were very cold, so I purchased a Blue Flame propane heater to accomplish this. I have to make weekly trips to the Tractor Supply Store to fill two one-hundred-pound propane tank which looked like rocket launchers when strapped into the bed of my pickup truck!



Ken & Tony Papa

So, fast forward a few years I became very proficient and created a couple of little side businesses. Along with my own plants, the VP of Global Operations at Gem asked if I could start tomato and pepper plants for his dad who is in his eighties for his garden located in Malden Mass (suburb of Boston). Each year his father provides the seeds from his last crop and each year he looks forward to planting, caring and harvesting from them. He plants over seventy tomato plants and many hot peppers that he makes his own tomato sauce from. I have visited his garden and was very impressed with how he utilized every square inch of growing space. The garden soil is so soft and pliable that you would leave footprints in it. He has also invited me to his home for traditional Italian pasta dinners made with his homemade sauce and his homemade red wine!

My other side business is to recoup the money invested in growing all these plants so I made tables that could be placed out front of my property with trays of plants and made it self-service. I had a wooden lock box secured to the table that anyone could steel it if they really wanted to. Customers would drop their money into the box as I believed in the honor system and so far, it has been successful. I even had one person put in an I owe you note and returned a few days later and dropped an



Roadside Stand

envelope with the cash in the drop box. Only in New Hampshire would this happen as I have seen many farm stands and homeowners do this too.

So far, every year I have recoup the money in the plants that I have sold and still have plenty of plants left for my own gardens.

Each year I change it up a little and order a few different annuals to see how they turn out and sell. So far, the two best sellers are Gazania Orange Flame and Angel Trumpet Moon Flowers. For vegetables tomatoes and peppers both sweet and hot are the most popular. My goal when I retire is to hopefully start growing cannabis to help those who suffer from chronic illnesses. But New Hampshire is dragging its feet where all neighboring states have legalized it. If not, I will continue to expand my annuals and vegetable business.

The best part is when I get to sell my beautiful flowers and vegetables. I get great satisfaction seeing the joy that my plants bring to others. Everyone loves flowers. The more colorful the better!

I've met a lot of my neighbors and others just passing through and I love interacting with my customers, sometimes helping them decide what to buy. My little Jack Russell Terrier named Rocky greets the passersby's and wants to show off his Frisbee catching abilities! Some of my customers even throw the Frisbee for him, getting a rush of excitement when he catches it!

All I can say is I love my wife and life. I'm living my dream, and that I get so excited I wet my Plants!



School Notes 1965



Many prominent alumni of the institute were present for the groundbreaking ceremonies a few months ago. Members of the Alumni Association have been active in many educational and building expansion programs at the school, and their efforts are appreciated by the trustees and staff. Shown above from left: Mrs. Marie P. Murry, vice president of the Alumni Association, George J. O'Shea, president of the Board of Trustees, Director James F. Gallant, James B. Silva, Jr., Rockport, John P. Toomey, Amesbury, Thomas A. Leahy, Rowley, and William J. Abbott, all alumni.

In the 1960's the school built the following; Wood Hall, Alumni Gymnasium, McNamara-O'Shea Science Building, and John T. Berry Hall.

Editor's note: Mr. William J. Abbott was the very first graduate of the Aggie.

Faculty in the Spotlight, Debora O'Reilly
Harvard's LabXChange Provides Platform for Remote Scientific Learning During Pandemic

Reprinted with permission from the Harvard Crimson

As schools around the country transition to virtual learning, LabXChange — a new scientific learning platform built by Harvard — allows STEM students the opportunity to mimic a science classroom and lab experience.

LabXChange, which launched in late January with funding from the Amgen Foundation, is built on top of edX's open source infrastructure, allowing cross compatibility. Its "learning pathways" combine videos, texts, and graphics to customize the learning process for the individual student. The site also features virtual lab simulations, allowing students to mimic common procedures.

The site originally launched with the goal of diversifying access to quality scientific education. However, the unprecedented COVID-19 pandemic — which closed schools around the country and the world — meant a rapid shift in focus for the development team, according to Molecular and Cellular Biology professor and LabXChange faculty director Robert A. Lue.

"Our big focus right now is to try to, for as many people as we can, ease the transition to online, which, for many folks, they were simply not expecting," Lue said.

As a result of the rapid demand for the online platform — which now has over 250,000 users — the LabXChange team concentrated on features critical to remote learning. New features launched in the last week give teachers the ability to add their own questions to a learning pathway, create discussion forums, access progress reports for their students, and integrate textbook chapters into learning pathways.

One of the textbooks featured is that of Life Sciences 1A: "An Integrated Introduction to the Life Sciences." Beginning in the fall, all students in the class will access materials through the LabXChange platform.

Many new LabXChange users are K-12 educators — who often lack centralized online platforms such as Canvas or Blackboard, which are staples of college-level remote learning.

Debora O'Reilly, a biotechnology teacher at Essex North Shore Agricultural & Technical School, a high school in northern Massachusetts, said the lab simulations offered by LabXChange augment her online teaching and give students greater opportunities for learning.



Debora O'Reilly

“Say they were working on pipetting. They have to be able to move the pipette through the platform, reset the volume and put a tip on the pipette,” O’Reilly said. “It gives them as close to a real feeling of actually holding the pipette and using it as you could possibly do without really doing it.”

She said she thinks the platform will motivate other science teachers to consider a flipped-classroom format, where students prepare for a lab digitally before coming to class.

“You really want to be able to have the students as prepared as possible before they're doing the wet lab — the actual physical lab — because the agents are so expensive,” O’Reilly said. “This is really going to help with that problem.”

Mary S. Liu '09, an AP biology and biotechnology teacher at Weston High School in Massachusetts, said that although she used the platform before the outbreak, it now plays a central role in her online classroom.

“Instead of me just lecturing and using slides, [students] are able to scroll through and see the process animated,” Liu said. “It's great to isolate particular components, and we can go back and review when we're talking face to face.”

As more teachers and students familiarize themselves with the platform, Lue says that he hopes the virtual platform can gain traction, especially for students who do not have access to a physical laboratory.

“For students that don't have a brick and mortar classroom to go to, my hope is that, especially with the lab simulations that we have, [the platform] will open up a completely new universe of how to have an experience of the scientific process,” Lue said.

LabXchange is an online learning initiative offered by Harvard's Faculty of Arts and Sciences and the Amgen Foundation.

<https://www.thecrimson.com/article/2020/4/8/harvard-coronavirus-labxchange/>

By Aiyana G. White By Natalie L. Kahn and Andy Z. Wang, Crimson Staff Writers

Essex North Shore Agricultural & Technical School District's Biotechnology Program

Career paths in Biotechnology include the following;

- | | | |
|---|--|--|
| <input type="checkbox"/> Laboratory Assistant | <input type="checkbox"/> Microbiology | <input type="checkbox"/> Bioinformatics |
| <input type="checkbox"/> Associate Scientist | <input type="checkbox"/> Genetic Engineering | <input type="checkbox"/> Agricultural and Food |
| <input type="checkbox"/> Biomedical | <input type="checkbox"/> Immunology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Research Scientist | <input type="checkbox"/> Veterinary and |
| <input type="checkbox"/> Molecular Biology | <input type="checkbox"/> Medicine | <input type="checkbox"/> Forensic Science |

Our view: Seven more hours of school, Jan 29, 2020 Reprinted with permission, Gloucester Daily Times

https://www.gloucestertimes.com/opinion/editorials/our-view-seven-more-hours-of-school/article_3ee3b2bf-cf49-5c7a-895c-f8b69e6eac68.html?fbclid=IwAR0POXSugol2qLASWOPHYL16oiCDF0co1KKbq-XP14V094FRpa_JN8gAFyk

Our region has a few real gems for teenagers who want to learn advanced skills to prepare themselves for good-paying jobs. The vocational schools serving the North Shore and Merrimack Valley — Greater Lawrence, Whittier and the brand-new facility at Essex Tech — offer myriad opportunities whether one's interests lie in culinary arts, high-tech manufacturing or equine science. Like most high schools, these buildings are stretched to capacity during the school day and underused once the doors close.

All offer evening courses, to be sure. But all have even more potential to help people looking to move into new professions. The facilities — classrooms, labs and equipment — are there. Long lists of would-be students wait in the wings. The missing piece is instruction.

Fortunately, the state is taking encouraging steps to fill the void.

During a visit to Greater Lawrence Technical High School last week, Gov. Charlie Baker announced a \$15 million “Career Tech” plan designed to use vocational schools in the state to their fullest potential. The plan should be good news to thousands of high school students now on waiting lists to get into these schools — the statewide number was 3,200 as of last year, according to the Alliance for Vocational Technical Education. It will also serve adults who could move into better jobs if given the right opportunities.

The Career Tech plan imagines three daily “shifts” at each voke school. The first is for students enrolled at those schools during the standard school day. The next session, from 2 to 5 p.m., serves students attending other high schools but who want to take vocational classes — an opportunity for kids who could not find a regular spot at one of the tech schools or who are looking to broaden their horizons. A third session, from 5 to 9 p.m., is geared toward adults looking for new skills and training.



Keeping the doors open, even if just for a few classes in the afternoons, will be a boon to thousands of students who want to study subjects such as information technology, design, engineering, graphics and the like, but for whom there simply isn't enough space for the regular enrollment. "It's a capacity issue," John Lavoie, superintendent of Greater Lawrence Technical High School, told Statehouse reporter Christian Wade last spring. "We need to add more classrooms and shops, particularly in the (science, technology, engineering and math) programs." Keeping the schools open into the evenings offers opportunities for adults already in the workforce but who aren't reaching their potential.

Rosalin Acosta, the state's secretary of Labor and Workforce Development, promised a "joyful" and "transformational" program. "We know there are 200,000 jobs in Massachusetts and there are only about 110,000 people looking for work," she said during last week's tour of Greater Lawrence Tech, according to reporter Genevieve DiNatale's account.

The Career Tech can cover some of that gap, though not nearly all of it. A release from Baker's office suggests 7,500 to 10,000 more high-school students will be enrolled in what it calls "high-impact" vocational trade programs over the next four years. In addition, the state expects 9,000 to 13,000 adults to be trained.

Career Tech will pay for more classes. It promises to involve area businesses in developing new programs, and it aims to grow a roster of instructors by lowering the licensing hurdles that stand between people now working in key fields and teaching positions.

The program arrives at an important time. As the Baby Boom generation retires, the governor's office notes, the labor shortage deepens. A vacuum created by more people leaving the workforce than entering it, much like the scarcity of affordable housing, is worrisome to anyone who looks too long into the state's economic future. When companies cannot hire enough workers, motivation grows to move elsewhere. For those that choose to stay, their capacity to expand is constrained.

No single initiative will solve these economy-wide issues. But propping open the doors to the region's vocational schools an extra seven hours every day is a good place to start.



A Message from our Alumni President:

While we all have been dealing with challenges this year, the Aggie has undergone several changes. Larkin Cottage and the McNamara O'Shea Science Building have been taken down. As you know Larkin Cottage will be rebuilt. At this time there are no plans for the area that the Science Building was on.

Superintendent Heidi Riccio stated that the sunsets she sees from her office are beautiful. These are the same type of sunsets that Director Smith, Mostrom, and Gallant must have seen. Much like Ms. Riccio's vision for the future they had a vision for the Aggie, not just goals. They all realized with sunsets there will be sunrises to follow.

As alumni we have a precious opportunity to help with one of those sunrises, I am speaking of the rebuilding of Larkin Cottage. Knowing what a tough year this has been for many of you, I am still asking for support. If you don't have an extra \$100 to buy a brick you can always send in what you can with a note in the memo field stating, "Larking Cottage" and the money will go to the rebuilding. Every dollar will help.

In our article about Andy Bye there is a line "Andy became sad every Fall when the colors began to fade, and after a good frost, he would yank the dead plants throwing them into the compost pile and clean up the beds for the next Spring." Andy knew that there is a Spring to follow. The new Larkin will be our Spring.

You can still buy a brick at <https://www.thatsmybrick.com/essexaggieaa/design-brick.php>

If you have questions, please contact; Charles Main at 207-443-6309 or cmain@comcast.net



**We would like to congratulate the winners of the 2020 Alumni Scholarships.
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 https://essexaggie.org/alumni/downloads/Alumni_-_Membership_Form_2020.pdf

V. Byron Bennett Scholarship:

Bailey McCaul \$1000 Attending Salem State University

Richard M. Brown Scholarship:

Madison Swimm \$1000 Attending University of Kentucky

Ellery E. Metcalf Scholarship:

Emily Wassouf \$1000 Attending University of New England

Patrick G. Santin Scholarship:

Maggie Connolly \$1000 Attending George Washing University



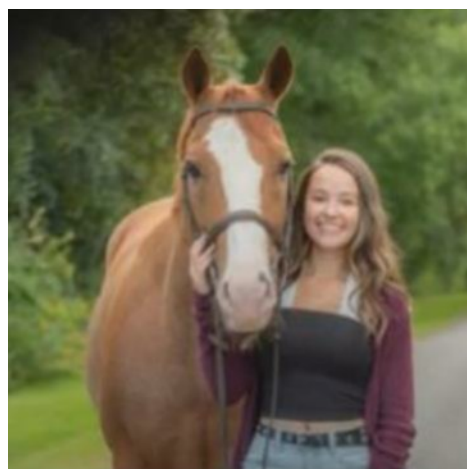
Emily Wassouf



Maggie Connolly



Bailey McCaul



Madison Swimm

Alumni in the Spotlight / Linda (Burke) Brown Class of 2002

Owner of All Purpose Flowers located in Gloucester



Melodey, Linda, and Marilyn

This the story of my small business journey during the COVID-19 outbreak.

I opened the All Purpose Flowers shop in November 2018, a small workshop with a little gift area to design in and a nice little play area for my kids, then 4 and 1 years old. It was a dream come true. In May and June 2019, I hired my first employees, a talented and experienced florist Melodey full time, and my best friend and cousin Marilyn to work part time. By the time Valentine's Day 2020 came around, we were working like a well-oiled machine. Taking customer orders, making bouquets, processing flowers, cleaning, making beautiful floral arrangements, and delivering. My husband, father, and nephew would even come to help deliver when we were really busy, and on holidays a couple other good friends would pop in to help design. Word was spreading about my shop and we were gaining real momentum.



Linda and her children



Then the Coronavirus hit us, and as of March 24, 2020, the Massachusetts Governor closed all nonessential businesses. This meant that I had to close the shop, and lay off my employees. I went to the shop alone, and with a heavy heart, I cleaned out the coolers, gifted all the extra fruit and flowers to the businesses and neighbors around me, and sat in my shop and cried, so heart broken, not sure what was next, or if this was the end for my very new and very fragile business.

I couldn't have any customers or employees at my shop, and to this day, May 2nd, 2020 I still cannot. In doing so, I risk being fined and shut down.

Struggling to be away from something I loved so much and watching the whole flower sector crashing and burning from the wholesalers to the farms, I started to see if there was another way.

I saw a lot of other florist businesses were still delivering. Not knowing how to get flowers since all my wholesalers were closed, and if this was even legal, I wondered what was going on. I found that some of the wholesalers were found to be essential, and were able to stay open. I reached out to my city officials for clarification. Can I do no contact deliveries if it's just me and I am not having customers at my shop? I found out that as long as I did not come in contact with customers, I could still deliver. At the same time, my main wholesaler announced that they were able to have some of their farms direct ship flowers to florist shops. Feeling this was the safest measure, I started to order flowers and slowly get back into taking a few customer orders and delivering.

The joy to be back in my shop that I love so much, and oh to touch the flowers again! There was also such a loneliness. No longer did I have my two amazing ladies by my side, and no longer was I able to call my dad and nephew to help me out in a pinch. I was afraid at first to even bring my kids out to the shop with me. My husband was also laid off and stayed home with them.

The morning before Easter came, and I posted on social media that I would be delivering that day. All at once, I had a flood of orders like I never experienced before. The outpouring of love and support was amazing! It was also more than I was ready for. I scrambled to shut down more orders from coming in and organized all the orders I did receive. By the end of the day of designing, I was running low on products, both flowers, and vases, and I did not get out in the road to deliver until about 6pm. I was on the road delivering until 9:00pm, and even delivered a few stragglers the next morning, after promising my daughter I would not work on Easter.

I questioned why I didn't cancel some orders that came in, but I really wanted to come through for all my customers.

Since that day, I have been receiving more regular orders each day than ever before. It is a time when people want to send flowers to those they cannot see and a time of brightening up homes. It is also a time when people are really supporting their local businesses. I have been so grateful, and it is a very exciting time for me. A real beautiful light shining down on me in these dark times. It is what is keeping me going. I am now bringing the kids with me to the shop, and they are loving having full reign



over it. I feel renewed. My wholesalers are able to deliver regular orders to me and the selection has been gorgeous.

I decided after the Easter experience, that in order for me to be fair to myself, and the customers that place orders with me early, I could only take on a certain amount of orders per day. With Mother's Day coming, I put up a few social media posts and announcements, and I quickly became sold out for Friday, Saturday, and Sunday Mother's Day deliveries. In limiting myself, I can ensure that the quality of the arrangements and bouquets is not compromised, and that everyone will receive their order in a timely manner.

I also stopped taking phone calls and asked that customers place their order online, or email me with any questions or special requests. Mostly because each time I am on the phone, or distracted by a text, Facebook message, or DM, I am losing time completing the orders I already have, and a lot of times, I am on the road delivering.

The amount of work that goes into a florist shop is greatly underestimated. The idea is glamorous, and yes us florists have a pretty cool job, but until you've worked in a shop, there's just no knowing the real work that is involved. At this time, I am doing it all by myself. Until I can have staff again, I am stuck between a rock and a hard place. I don't want to give the customers who call extra work by having them order online or email me, and I don't want to turn customers away when I am busy. In the end I always want to exceed my customers' expectations, but I also need to come to terms that I am human, and I need to set limits in order to be my best for everyone and myself as well.



This is a crazy time for small businesses. We are learning to adapt to these new times, and we are learning what the best steps to take are going forward. Entrepreneurs are ambitious dreamers, hardworking, and strong, and with everyone's support, your local businesses will get through this.

This the story of my small business journey during the COVID-19 outbreak.

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Photos by Callisto and Co Photographhy

Link to the Original Post

https://allpurposeflowers.net/blog/f/navigating-covid-19?fbclid=IwAR3K_wiLS0APNpv_nAo4cqD2Mr_IVcOJNCtsXRkuJT-HMbFGQNZjCUBViY4

Supervised Placement, May 1950

A striking training feature at the Essex County Agricultural School

James F. Gallant, Placement Coordinator, Hathorne, Massachusetts

Reprinted with permission from The Agricultural Education Magazine

Supervised farm practice as conducted by the Essex County Agricultural School is characterized by certain specialized features especially adapted to an industrial Massachusetts county.

Since most of the pupils attending the school are from village and city homes only a few can establish themselves in productive agricultural enterprises. Hence placement for experience, and later, establishment on an employment basis, are major school problems. Accordingly, two of the objectives in connection with supervised placement are: (1) to locate experience opportunities for in-school pupils; (2) to assist seniors and graduates in obtaining profitable employment in situations which will contribute to their vocational growth and progress towards a permanent status that for each will be optimum.



James F. Gallant

To insure the realization of these objectives carefully planned individual programs of guidance and placement must be established. This necessitates a functional, long-term, continuing program of vocational training. Individualized programs are initiated when prospective pupils make their first contacts with the school.

Farm Experience Required

Our circular of information clearly sets forth the necessity for farm experience as a prerequisite for enrollment. Under the caption "TIME FOR ENROLLMENT"

"Interested candidates are urged to arrange appointments with the director during the months of January to April. Early enrollment insures opportunity for occupational try-out experiences. A newly enrolled pupil living on a farm will be visited regularly by an instructor from the school. Inexperienced candidates may apply for the vocational guidance program. All non-farm students must have full time placement on approved farms during the summer months. The date of placement will be determined by the public-school release or closing date. Work experience is an essential requirement for admission.

The Vocational Guidance Program referred to in the above paragraph is for 8th and 9th graders eligible for promotion. It offers an opportunity for approved pupils to explore the field of agricultural work through a balanced program of supervised work experience and related class instruction. The program is conducted through cooperating schools that release interested pupils in good standing on the Friday preceding spring vacation week or later by arrangement. Those pupils that seem to be adapted to agricultural pursuits are placed as opportunities open. Letters are sent to a selected list of potential employers. Prospective pupils located in our visiting area, approximately a thirty-mile radius from the school, are supervised through bi-weekly visitations by our agricultural instructional staff.

Six Months of Farming

Our training plan is sometimes referred as “six months in the class-room six months on the job.” The latter phase is referred to as follows:

“Fundamental to successful training in the various courses in agriculture offered by the school is the requirement of a full summer program of practical experience in the line of work studied during the class room part of the year. These arrangements are made only with the expressed consent and approval of parents and instructors before students are released from class room work each spring. The school maintains a program of instruction and supervision throughout the summer and expects every student and his parents to cooperate in fulfilling their part of this program. A pupil may have an approved supervised program on the home place. However, if facilities are not available at home he may be employed by a successful operator in one of the various fields of agricultural work. The school will help in finding employment for its students.”

In recent years the placement procedure has been modernized. Now, in the placement of students.

1. It is recognized that the cooperating employer makes it possible for the department to efficiently carry on its vocational training program.
2. The fitness of the prospective employer as a teacher (and all that implies) is given major consideration.
3. It is fundamental that anticipated work experiences should be in line with their training programs.
4. The matching process of student with job and employer is individualized to ensure optimum results on an over-all basis.
5. An agreement should be established in writing before employment to ensure a permanent basis of understanding between all parties concerned.

The “Employment Agreement” was introduced to promote congenial and worth-while relationships between employer, student employee, parents and the school. It has passed all its tests with high honors and is now considered as a must in the placement procedure. The formal introduction on the agreement form briefly states the purpose. Then follows space for the understanding with respect to duties, work hours, wages, time-off and church attendance.

Assigned Responsibilities

The following statements precede signatures of student, parent, employer and instructor:

The employer will provide opportunities for the student to learn how to do well, as many jobs as possible.

The student realizes that the employer must make a profit on his labor to justify hiring him and will always keep his employer's interest in mind, being punctual, dependable and loyal.

The employer will encourage the student to obtain suitable recreation and the student will not permit this to interfere with his working efficiency.

The student will also accept such supervision of his recreation as may seem to be necessary. It is understood that the school instructor will visit the student on the job every two weeks for the purpose of instruction to ensure that he gets the most out of his experiences. The instructor will show indiscretion in the time and circumstances of these visits especially during emergency periods when work is pressing.

This agreement may be terminated at any time by either party after due notice but not without first consulting the school.

One copy of the agreement is given to the employer, the other is placed in the school files. In addition to the introduction of the placement agreement the school has release other features to improve relationships with cooperation employers. For the most part these have been presented in letter form explaining our training program, setting up ideals as to cooperative relationships, giving information regarding labor questions, insurance and working permits.

Under GRADUATE FOLLOW-UP in our Circular of Information expression is given to this policy. "Wherever possible the senior project should be permanent placement rather than just for the summer. This enables the student while still under the supervision of the school to become established in a position in which he will expect to earn his living.

"The school conducts a system of graduate follow-up which offers opportunity for all worthy graduates to have assistance in advancement to higher levels of earning and experience from year to year. At the same time the many requests from farmers and others for candidates to fill positions are cared for to the mutual advantage of both employer and graduate."

Graduates need guidance with respect to the art of getting ahead in their chosen occupational fields. The basic principles of salesmanship and advertising must be applied in selling personal services. To create a desire for his services in the mind of a prospective employer a graduate must recognize, organize and present his qualifications in an effective manner. Only a few of our graduates instinctively possess a pattern of this art – for the rest, training is essential. In general, this training is conducted on an individual basis, usually during the senior year.

We help each senior give tangible expression to this art through guidance in:

1. Making a personal inventory and analysis of interests and qualifications.
2. Building a plan for the future.
3. Organizing a personal record.
4. Analyzing the job market and opportunities therein.
5. Analyzing and applying job-finding techniques.

With slight modifications, guidance with respect to the development of this art is given to interested former students and graduates during out of school time on an individual basis. The personal record folder has been an effective aid in getting them better jobs and more money. All it consists of, is a summarized analysis of one's qualifications. These are so organized and presented as to be psychologically effective in establishing in the mind of the employer a need for you. In promoting our long-term continuing program of training and guidance, the personnel of the Essex County Agricultural School has given definite expression to its desire and determination to achieve optimum outcomes with respect to the attainment of the school's specific major aims. Furthermore, since the school was established and is maintained with the aid of public funds for a specific vocational purpose, the personnel has been fully conscious of its responsibility to the public at large and has directed every effort to insure adequate return for every dollar expended.

Alumni in the Spotlight / Paul Drown, Class of 1970

I graduated 50 years ago in 1970 but my story began in Beverly Massachusetts, the place of my birth and where I spent my formidable years. It was at Memorial Junior High where I first learned about Essex Agricultural & Technical Institute, the Aggie. Questions about the Aggie directed to teachers and counselors were met with dissuasion regarding the pursuit of a High School education at Essex Aggie. However, I was persistent, a key character trait, and attended an informational presentation which led to an on campus visit with my parents. This is the beginning of my journey and experience with agriculture and vocational training which concludes, or at least has a long pause, in St. Louis where I currently reside in retirement.



Class photo 1970

My recollection of the instruction that we received at the Aggie was mainly of agricultural production conducted on small acreage or in small units that served as a field laboratory illuminating the best developed agricultural practices that were spiced with a bit of current leading technology. Over the years I have seen and experienced many different forms of agricultural production involving flora and fauna with business models that include sole proprietors, partnerships, and corporations. These business models included family farms, multi-generational business models, and large corporate production.

Our yearbook records that I had an interest in Natural Resources particularly wildlife management with an intent to go to college. I went to the, University of Missouri, to pursue a career in natural resources management. I attended the university for two years and then took a break from school in favor of the Army for a planned three-year enlistment that would provide me with enough funds, courtesy of the GI bill, to complete my college education. Twenty-six years later, eight active duty and eighteen in the Missouri National Guard, that journey concluded. My formal education resumed after active duty at Southwest Missouri State University, (SMSU) now Missouri State University, in Springfield Missouri, with a degree in Agricultural Economics. Mr. Kramer and Mr. Welton, math teachers, would be proud of how I honed my math skills.

With a freshly minted degree in Agricultural Economics I found gainful employment in the banking industry working for a rural bank. Many of the bank's customers were engaged in production agriculture at some level. My banking career progressed to roles that included regulatory compliance, quality control and commercial loan underwriting all of which embraced and incorporated the rule following skills that I developed in the military. It was during this time that I embarked on what was possibly the biggest personal and professional growth event of my life beyond marriage and raising a family.

In 2005 I participated on a short-term mission trip with my church to Monjas, Guatemala <https://goo.gl/maps/nwscmJDpo4EmQuY8A> This was my first mission trip and I had no preconceived conception of what I might experience. Our journey took us to James Project Latin America (JPLA), <https://jamesproject.org/>. This Christian organization which occupies 15.5 acres just outside of Monjas <https://goo.gl/maps/51TVzXce7jZTXgFo8> has a mission to provide



orphans and widows with the spiritual, physical, emotional and educational support they need to become solid citizens in the Kingdom of God. My role on this trip was mixing concrete by hand, bucket and shovel, and pouring it to construct a double wide driveway entrance to the compound thick enough to handle commercial trucks. The organization housed, fed, clothed, and educated young girls that were abandoned, abused, or neglected and were placed in a foster care like environment by the judicial system.

In 2005 there were only 24 girls under the care of JPLA, now there are over 90 boys and girls with a total population of 110 people, children and adult staff, living on the property. Unlike most government run, or charity run orphanages this organization cared for the young girls in a family environment with approximately 12 girls to a family unit with Guatemalan house parents. Each composite family unit lived in their own duplex home on site. In 2005 JPLA was in the early stages of building these duplex residences within the compound for the girls to live in. Over time the compound would include 6 duplexes (3 buildings) for the girls, a home for boys, and support buildings which include, a school, daycare plus medical clinic, and administrative buildings. In a week's time I learned much about the children's background, the vision of the organization, its impact on the lives of the children, and the economic impact this organization would have in the community.

In the thirteen years that would follow, I would return to JPLA ten times. These short-term mission trips were the most relaxing week of the year. The team facilities are best described as camp like and we had a cook that prepared all our meals. With no distractions from TV or internet, we would work on construction or maintenance projects on the compound, play with the children, and or go to the farmers market to purchase food and basic house household items that we distributed to the poorest of the poor that we would find in the rural villages or living by the town dump.

In 2007 JPLA, learning of my finance background and seeing my passion for this ministry, asked me to help them establish a U.S. based non-profit that would serve as a conduit for funding the ministry. In 2008 Shadow of His Wings, Inc. was formed, and later that year it received 501c3 status from the IRS. Shadow of His Wings Inc. would grow over the following ten years and in 2015 it obtained top level quality accreditation from the Evangelical Council for Financial Accountability, ECFA, <https://www.ecfa.org>. Between 2008 and 2018, I processed donations and wired between \$279,000-\$367,000 annually to this ministry while maintaining an operating budget at Shadow of His Wings of less than 5% of gross proceeds received. To be a viable sustainable ministry, JPLA needed to stretch those dollars from individual donors. This would mean developing sustainable projects to minimize cash out flow while supporting the needs of the children they served.

Projects included solar power, clean water production, and small unit / acreage agricultural production to support proper nutrition. In the ten years that followed my initial visit, I was fortunate to participate, as labor, in many of these projects and was asked to serve on the board of directors for this, JPLA, Guatemalan non-profit corporation. Initially, a well was drilled, and fruit trees were planted. The water provided by the well was purer than what was available in Monjas system, but the well water was not ready for consumption. Aqua Viva International <http://www.aguavivainternational.org/>, a US based non-profit company, installed a water filtering system at JPLA creating potable clean water for consumption and cooking, reducing water borne illness and lowering medical costs, and eliminating the cost; for purchasing bottled water.

The water well continues to provide irrigation for the 3 acres of cultivated land. That land produces beans, corn, cucumbers, zucchini, peppers, and pineapples. Beans, black beans, and corn for masa are a staple of the Guatemalan diet and provide a nutritional foundation for the diet of the children. The crops yield is enough to support the population of the project while also providing, 10% of the yield for charitable giving, seed for next year and some for sale. The nutritional needs of the children in the group home is also augmented by over 400 fruit trees that the JPLA has planted which include papaya, banana, mango, avocado, and limes. The 150 laying hens provide enough eggs for everyone. A small goat herd, 8 goats, provides some dairy and meat needs. Vegetables from the garden and an aquaponic system produce all the leafy greens consumed on project and are the starting place for the tilapia that populate two fishponds. All this agricultural production is done in small plots/acreages. Technical assistance and support from the University agricultural college and the Guatemalan equivalent of an extension agent help with these efforts. In addition, to providing sustainable quantities of meat, dairy, fish, and produce, production reduces the cash out-flow for JPLA and provides meaningful vocational education about the economics and science of agricultural production, and nutrition for the children and local community.



Shirley, Paul's wife, Glendy and Paul in 2016

There are, and continue to be, many opportunities to engage with the world and share those skills we acquired in our years at Aggie and beyond. If you are passionate about engaging with the world community and share your acquired skills while becoming personally enriched, I encourage you to contact me pkdrown@gmail.com or James Project Latin America and enjoy the journey.

(Editor's note; Shirley and Paul have been the sponsoring Glendy for over 11 years.)

EDUCATION

Shop Class, Over Zoom

How one career and technical high school is going remote

EMILY RICHMOND MAY 2, 2020

Editor's Note: This story is the 16th in our series "On Teaching," which aims to collect the wisdom and knowledge of veteran educators. As the coronavirus pandemic has forced the majority of American students to learn at home or remotely, we're asking some of the country's most experienced and accomplished teachers to share their advice and identify their students' most urgent needs.

Wearing a mask and heavy work gloves, and keeping at least six feet away from passersby, Amani Benouardia—a freshman at Essex North Shore Agricultural and Technical School, a public high school in Massachusetts known as Essex Tech—spent a recent afternoon picking up litter on her street. Her tally included 14 plastic water bottles, 26 bottle caps, and 263 cigarette butts.

Benouardia is in Essex Tech's environmental-science-and-technology program, which prepares students for careers in fields including wastewater management, ocean resource policy, and wildlife biology. She was supposed to take a school trip to the coast to look for shoreline debris. But with that canceled, Benouardia and her classmates did sweeps across their own neighborhoods, collecting and analyzing trash that could hurt marine life if it travels from storm drains to waterways.

This is career and technical education, or CTE, at a distance. Unlike vocational high schools of previous generations, where students learning trades were split off from their college-going peers, Massachusetts's CTE schools give academics and workforce preparation equal weight. The 1,300 students at Essex Tech, one of the state's 56 vocational and technical programs, alternate every two weeks between academics—including the options of honors and Advanced Placement classes—and training in a wide range of professions, such as plumbing, sustainable horticulture, and veterinary science. The school fielded about 1,400 applications for 460 seats in the upcoming freshman class.

At the sprawling campus in Danvers, 20 or so miles north of Boston, Essex Tech students operate large-scale manufacturing equipment, care for the school's horses and other livestock, raise endangered turtles and brook trout for eventual release into the wild, and conduct experiments in a biotechnology lab. They also help build houses for the needy, work in the school's public café and bakery, and earn training hours to meet state licensing requirements for fields such as cosmetology and construction. But with Massachusetts's public schools closed for the remainder of the academic year due to the coronavirus pandemic, the usual hands-on learning opportunities—the hallmark of the CTE curriculum—are now out of reach.

Teachers and students are suddenly cut off from the classroom tools and professional-grade equipment they have relied on; they can't use lathes, troubleshoot electrical systems, or run medical laboratory tests. Sarah Bacci, a junior planning to study sustainable energy or aquaculture when she heads to college, applied to Essex Tech largely for the promise of that career learning. Her friends in the arboriculture program want to be "six feet or higher up in a tree, working with chainsaws, learning new skills, getting to perfect their trade," Bacci told me. "There's definitely a strain for students who have chosen to take a different path and now ... don't get to do that."

There's also the loss of in-person, close-up demonstrations of proper technique, and the opportunity for teachers to gauge students' mastery in real time. At Essex, this kind of multilayered instruction is crucial—and it's built on familiarity and trust between students and their teachers, who are grouped into "shops" for training, often with the same classmates and teachers throughout their high-school careers. Anthony Wilbur, who teaches environmental science and technology at Essex Tech, told me it's been hard to have these tight-knit communities interrupted. "That's a special thing that CTE teachers get to do, to mold them and teach them for that long," Wilbur said. "I still communicate with them, but being at home is nothing like being in the room with them and working one-on-one."

But Essex Tech teachers are finding creative ways to keep their students learning and engaged. Cosmetology teacher AnnMarie Lewis has dropped off mannequin heads, color mixing bowls, and hair clips for students who need them. For an assignment on how to talk with salon customers about the services they want, one student recorded a cellphone video of herself discussing hairstyle options with a new "client": her father. "She walked him through everything—it was amazing," Lewis told me.

Veterinary-science students in Jenn DeForge's class are completing online tutorials, preparing for the Certified Veterinary Assistant exam, and watching live webcams set up in pet day-care centers and zoos to sharpen their observation skills. First-year culinary-arts and hospitality teacher Krisztina Perron asked students to interview family members about a favorite recipe and write an essay about its origins, then document themselves actually making the dish. Next on the schedule will be a video lesson on sushi, in which Perron's 9-year-old daughter will assist her in their home kitchen. Jody Norton, who teaches information-technology services, has small teams of students configuring virtual networks that can handle documents, email, and webpages. They'll have to hold a videoconference meeting on their own network and record it for Norton.

In the physical classroom, Norton would typically be walking around the room, stopping amid the clusters of students working on their laptops to observe their progress and see who might need extra help. Teaching via a webcam "is difficult because you can't see the level of attention on the other side of the screen," Norton told me. But he also knows his students won't always have that kind of personal attention in the future, and the assignments they're working on now—without the training wheels—will be good for them. "This is what they'll have to be able to do in the real world."

Several teachers said that with the hands-on practice scaled back, they're emphasizing the conceptual elements of the curriculum. That's been the experience of junior Gabryel Diniz, who is in Essex Tech's program for automotive collision repair and refinishing. He would prefer to be on campus, fixing cars' cracked bumpers and scratched doors. Instead, he's at home studying for a certification test in the handling and disposal of hazardous materials. "For any chemicals in the shop, we learn how to get rid of them safely," Diniz told me. "We're focusing on the book work we had to do anyway, and when we get back into the school, we'll be applying it."

And even beyond curriculum changes, CTE staff are doing what they can to provide counseling and other support to students grappling with challenges related to the COVID-19 crisis—especially those who have picked up extra shifts working in grocery stores, or whose families are experiencing unexpected turmoil due to illness or job loss. Home-style meals are also available for students who need them. "We're trying to bridge that distance and say, 'We're here for you,'" Heidi Riccio, the superintendent director of Essex Tech, told me.

CTE is one of the few areas of public education that has consistent bipartisan support among federal lawmakers, and it's also favored by the public in national education polls. Massachusetts is one of a growing number of states boosting its investment in CTE: In recent years, it has distributed more than \$78 million in grants to help expand CTE programs, including more classroom seats to accommodate students training for high-demand jobs.

The district has the resources for Essex Tech to adapt relatively quickly to remote learning; the school provided students with laptops or iPads at the start of the academic year, and administrators say they've been able to help families in need get access to mobile hotspots for internet service. The school's leadership team also put together a thorough blueprint detailing processes and expectations for students and staff while distance learning is the norm, something teachers and parents say has eased the transition.

Not every CTE school will have the same supports to fall back on, Jarrod Nagurka, a spokesperson for the national Association for Career and Technical Education, told me. But CTE's emphasis on creative problem-solving could help students and teachers adjust more swiftly to this new reality, Nagurka said. "We're seeing an incredible amount of resourcefulness," he said.

That's been the case for Massachusetts's CTE community more widely, which has responded rapidly to the remote-learning situation, Kevin Farr, the executive director of the Massachusetts Association of Vocational Administrators, told me. Teachers from the state's 56 vocational programs are sharing lessons, video lectures, and ideas for activities. "We're going to provide a solid bank of online resources from all over the country, as well as the state," Farr said. "We have to fill that gap until we can get our kids back to school, and back to the hands-on piece."

In the meantime, being forced to adapt to distance learning means that schools such as Essex Tech have a chance to reimagine how CTE is taught, which could be a boon for communities where the cost of building and outfitting specialized schools is an issue or for rural areas where in-person classes aren't possible. "Necessity does breed invention, and this situation we're all facing certainly qualifies as necessity," Robin Lake, the director of the Center on Reinventing Public Education at the University of Washington, told me. "We're very eager to watch what kinds of solutions people come up with and what kind of evidence we can collect to see which approaches work better than others."

For Benouardia, the Essex Tech freshman, the forced transition to remote learning has been both challenging and rewarding. Her classroom is now the two-story house that she shares with her parents, three siblings, and grandmother. The family's internet service has slowed down considerably with more people at home, and for some classes the workload is heavier than when school was open. There have been perks, too, such as setting her own schedule, and assignments like the litter survey. "That was the best homework I've ever had," Benouardia told me. "I learned a lot from it about my neighborhood and the people who live around me. That's going to stick with me."

"This article was originally published on the website TheAtlantic.com and is republished here with The Atlantic's permission";

<https://www.theatlantic.com/education/archive/2020/05/remote-career-technical-school-covid-19-pandemic/611047/>

Alumni in The Spotlight / Dick Mottolo, Class of 1960

Little Changes Make a Huge Difference

Dick Mottolo has seen a lot of changes to vacuum trucks over the 48 years he's been in business with his company **Service Pumping & Drain Co., Inc.™** in North Reading, Massachusetts. But he says it's sometimes the small innovations that can have the biggest impact: improving efficiency, customer relations and safety – and they just make life easier.

One device he now has on all his vacuum trucks is a SeeLevel gauge from Garnet Instruments, which allows a driver to see how

full the tank is. "There's a digital gauge under the driver's seat facing the driver's door and he can see how many gallons are in the truck when he gets done at any particular pumping job," Mottolo says. This provides a way of showing customers exactly how many gallons the technician pumped, giving them proof as well as peace of mind that they're being charged accurately. He prefers the gauges to sight glasses, which he says are more difficult to deal with. "I wouldn't want to have a truck without one," he says of the SeeLevel.

Another problem Mottolo no longer has to deal with is frozen valves. Massachusetts winters can be brutal on trucks, and although he has a 15-bay garage to store his vehicles at night, he can't protect them out on the road.

"In the old days, during the winter we'd be out there with a torch unfreezing the valves between jobs," he says. Those days are gone with the invention of non-freeze valves. "It's kind of a water-jacketed fitting next to each valve. Basically, you circulate the water from your cooling system of the truck." He says you wouldn't need them down south but it's definitely the way to go for anyone who can't afford to shut down for a few days when bad weather hits. No temperature is too cold, he says. "We've had very good luck with them.

"The SeeLevel gauges and non-freeze valves I think are huge," Mottolo says. "These things, although they don't sound like much, have been a big improvement on pump trucks."

Dick combines old-fashioned service with 21st century technologies.

Dick Mottolo has been in the septic business since 1972, and in the '80s was a featured contractor in an early issue of the fledgling Pumper magazine. Since then his business has grown, service offerings have changed, and the industry has evolved. Some of his biggest changes came from the next generation, particularly his nudge into the technology requirements of the 21st century. But there was an unexpected twist to the story.

His son, Anthony, grew up working alongside him, but as Dick began to focus more on commercial work, Anthony decided to go out on his own and concentrate on residential septic pumping.



Lara and her dad, Dick Mottolo

Meanwhile, his daughter, Lara, who had never been particularly interested in the business, left a theater career in New York, came home and stepped into the family business. She worked her way up through the ranks, modernizing the company as she went.

Service Pumping & Drain Co., Inc.TM is located in North Reading, Massachusetts. The 20 technicians and eight office personnel, including Dick's wife, Carolyn, operate out of a 5-acre property and a 10,000-square-foot building, housing offices and a 15-bay garage. They work within a 100-mile radius covering Boston, eastern Massachusetts and southern New Hampshire.

A Change in Focus

Dick got started in the business when he purchased the company from the Hewitt family who had founded it in 1927. His background was raising pigs. "I knew nothing about this business except it was a necessity that probably would survive any downturns," he says. He laughs when he recalls he only put \$500 down. "Nowadays we can spend twice that on just one flotation tire on one of these trucks."

He started off with two employees and two trucks and has grown every year since. And he's done it without a sales force. "We just try to give top service consistently, no excuses, and we have a great team of people."

In the beginning, the work was about 90 % residential and 10 % commercial. But gradually Dick began focusing more on commercial, and today we are 100 % commercial because you couldn't afford to pay the benefit packages I do with just residential."

The Front End

The move to commercial has also given the company a more diversified customer base, which Dick says offers protection from economic downturns and keeps the crew busy year-round. Besides pumping septic tanks, they clean catch basins, sediment pits and storm drains. They also work on car washes, parking garage drains and commercial swimming pool filters.

"And we do a lot of maintenance on lift stations and often work with various mechanics, plumbers, engineers, general contractors, municipalities and other pumpers," Dick says. They are also licensed to do septic system inspections.

The regulatory landscape for storm drains has changed drastically over the years, Dick says, increasing their work in that area. "You've got new regulations all the time," he says, "especially with new construction where they have to have a storm management plan in place. We make up a custom form for each location and number all the structures, and every quarter go in and check each one to make sure there's no issues, and then clean them once a year. We've always done it, but now we're more focused on it than ever."

A fair amount of their work is emergencies, but they always try to turn that into recurring maintenance work orders. "We want to keep the customer out of having a backup and keep them in compliance with regulations," Dick says. Lara adds it's also a good way to grow your business: "If companies can create a recurring work order or reminder for every emergency, they have a better chance of increasing the lifetime value of the customer – but you have to be proactive about it."

Collecting grease was always a small part of Dick's business, but it now accounts for half their work. "We do hundreds of restaurants, but also colleges, hospitals, food manufacturers, hotels, malls," Dick says – anything from 10 gallons to 20,000. The industry has changed

considerably. “Back in the ‘70s, they just assigned you a manhole and there was no documentation,” he says.

When regulations came in requiring disposal at treatment plants, Dick says it became difficult to find places that would take grease, a problem he finally solved when he came across an opportunity in 2002 to buy a small grease-processing facility. He made major improvements and now runs it as a separate business, Northeast Environmental Processing. The facility removes water from food wastewater and sends the residual material to farm digesters, making electricity. That’s another change he’s seen in the industry – “Now food waste recycling is very vogue,” he says.

Machines and Trucks

Equipment includes a 525, 5,200- and 9,000-gallon vacuum trailer trucks, Vactor units, and high-pressure water jets. To maintain the fleet, 40 vehicles we have a first-class, full-time mechanic. “Safety is paramount,” he says. “We do whatever it takes to keep them in good shape.” He also likes to have spare equipment. “I usually have one or two extra trucks ready to go in case a truck is down. That way my drivers always have a day’s work and we don’t have to make excuses to our customers.”

The Back End

A solid back office is required to ensure the front end operates as efficiently and effectively as possible, Dick says, and it has to keep up with changes and growth. Lara has worked hard to improve operations in this area.

After working 10 years on the administrative side of theater management after getting a degree from Fordham University, Lara was ready to make a change and in 2006 joined her father, a move that surprised both of them. She began familiarizing herself with every back-office function, eventually working her way up to general manager, then vice president handling operations, marketing, financial and back-end functions.

One major contribution was taking a deep dive into technology – a real game changer for the company, Dick says. “When I first started, I had a beeper, and then I went to a pay phone and put my quarters in and called the answering service. Now everything’s on the cloud.”

About 13 years ago the company installed Fleetmatics REVEAL vehicle-tracking software and in 2015 added Fleetmatics WORK, a cloud-based customer relations software and computerized dispatching. Drivers access schedules and route information with an app on their Samsung Galaxy Note smartphones. Dick says the value of software like this can’t be overestimated.

“Your key to profitability is efficient dispatching, efficient routing because traffic is a major issue, and efficient handling of the customers so they feel like they know you, you know them and you know what their needs are,” he says.

Lara also implemented an Internet-based phone system and refreshed the website created by Anthony and his wife, Mary. She says technology in a large company is a necessity, but cautions that it doesn’t run on autopilot. “You really do need to have someone in the office who has some computer knowledge and is willing to take the time to learn and work with these programs.”

The People

As critical as technology is to a business, Dick and Lara never lose sight of the fact that employees are their best asset. “Without good people, you can’t provide the high level of service,” Dick says. “And you can’t afford turnover either. It takes a couple years to train each of the 16 driver/technicians. And customers like to see familiar faces.”

Besides good pay and benefits, Lara says Dick treats people fairly and respectfully. “They’re our eyes and ears – they’re the ones representing the company. They all know they’re valued.” A number of employees have been with the company 10 and 20 years.

Dick credits Lara with upgrading company handbooks, formalizing the hiring process, and professionalizing the human resources function. “Years ago, management was by the seat of the pants,” he says. “But as you get a little larger, you really do have to manage.”

There are also 5 Office support personnel, 3 Managers, plus Lara and Dick. Carolyn is now retired and volunteers at our local Food Pantry.

The Future

The mom-and-pop business Dick bought more than 48 years ago looks nothing like the sophisticated commercial operation he has today. Even Lara has seen big changes in just the last 10 years – customers are more savvy, they expect faster turnaround and 24-hour accessibility, and there’s increased regulations, recordkeeping and reporting requirements.

At 77, Dick says he still has his commercial driver’s license and could jump in a truck if he had to, but he mostly looks out for the big picture. He has no plans to retire but is comfortable he’s got a great team, led by Lara and 30-year veteran General Manager John Nicholas.

Lara’s grateful to be there. “I wasn’t expecting to like it as much as I do, but it’s a very challenging industry, it’s fast-paced and it’s constantly changing.” She’s also proud she and Dick have developed a great working relationship. “Family businesses can be so difficult, and a lot of it really does come down to communication and respect and treating each other as professionals.” Lara says the future will be more of the same – continue to grow, evolve and take on new challenges. “Our foot is still very much on the gas pedal,” she says.

Family and Beginnings

Dick at a young 77 along with his dear wife Carolyn they have 4 Super Grandchildren, 2 by their son Anthony, Peter 15, James 10, and 2 by their daughter Lara, Summer 6, Sage 4.

Dick is proud and very fortunate to serve as an FFA Officer at the Chapter, State, And National level. The FFA National membership has doubled since 1960 and it has evolved to become more diverse, inclusive of women, the disabled, and non-farm/placement students, with emphasis on giving back to the community.

Dick states it is very gratifying to see Vocational Education now recognized for its true value to the students and society. A real “can do” adolescent confidence builder.

Dick says all the time “I owe any of my success to Essex Aggie and I am still to this day learning by doing”.

Aggie Alumni who passed away



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Mary Ellen Russell shared this photo. "The picture is my maternal grandmother, Alice Bennett, circa 1920, on a rock at the top of Heartbreak Hill" Behind her is Labor in Vain Creek, with the Ipswich River and Treadwell Island in the distance. On the right appears to be Sleep Hill and Castle Hill, with Crane Castle showing on top of it. Alice was the wife of V. Byron Bennett.

Timothy L. Begley, Class of 1985

<https://sperrymchoul.com/obituaries/item/323-timothy-timmy-begley-2-13-2020>

Barbara H. Bennett, Post Grad

<https://shawsheenfuneralhome.com/tribute/details/101/Barbara-Bennett/obituary.html>

Ronald J. Blanchette, Post Grad

<http://www.campbellfuneral.com/obituaries/Ronald--J--Blanchette?obId=10857673>

Annette L. (Brown) Bongette, Post Grad

<https://ccbfuneral.com/tribute/details/6735/Annette-Bongette/obituary.html>

Kerry G. Bontos, Jr.,

<https://www.solimine.com/obituaries/Kerry-G-Bontos-Jr?obId=12494077>

Scott Brusky, Class of 1979

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Anne Marie (Burns) Collis, Post Grad

<https://obituaries.eagletribune.com/obituary/anne-marie-collis-1078450193>

Grace Elizabeth (Steer) Clough, Post Grad

<https://obituaries.gloucestertimes.com/obituary/grace-clough-1078464037>

Anne Marie (Burns) Collis, Post Grad

<https://obituaries.eagletribune.com/obituary/anne-marie-collis-1078450193>

Barbara E. (Kuell) Dube, Instructor

<https://mackeyfuneralhome.com/cgi/condolences.cgi?Action=Obits&ObitId=817>

John S. Eaton, Instructor

<http://www.campbellfuneral.com/obituaries/John-S-Eaton?obId=11633090>

John M. Farrington, Class of 1960

<https://obituaries.newburyportnews.com/obituary/john-farrington-1078830445>

Ruth L. (Saulnier) Gilford, Class of 1946

<https://www.legacy.com/obituaries/name/ruth-gilford-obituary?pid=195681754>

Rose B. Grasso, Post Grad

<https://www.tributearchive.com/obituaries/12719255/Rose-B-Grasso>

George R. Henderson, Class of 1957

<https://obituaries.eagletribune.com/obituary/george-henderson-1078014887>

Amy B. (Chaisson) Hunt, Post Grad

<https://www.brooksidechapelfh.com/obituary/amy-hunt>

Byron "Ronnie" Hugh Locke, Post Grad

<http://odonnellfuneralservice.tributes.com/obituary/read/Byron-Ronnie-Hugh-Locke-108019217>

Jane Kunkel, Post Grad

<https://www.brewittfuneralhome.com/obituaries/Jane-Kunkel?obId=12353290>

Richard J. "Dick" LaFleche, Post Grad

<https://obituaries.eagletribune.com/obituary/richard-lafleche-1078869248>

Gary L. Marsella, Post Grad

<https://www.everhere.com/us/obituaries/me/litchfield/gary-l-marsella-9697851>

Dennis F. McCarthy, Earned GED at the Aggie

<https://www.legacy.com/obituaries/wickedlocal-saugus/obituary.aspx?n=dennis-f-mccarthy&pid=195093859&>

Robert W. (Bob) Perrigo, III, Post Grad

<https://www.grondincarnevale.com/obituary/Robert-PerrigoIII>

Leonard F. Perry, Class of 1956

<https://www.cgfuneralhomegeorgetown.com/notices/Leonard-Perry>

Clifford E. Poor, Class of 1956

<http://thelocalne.ws/2020/01/18/clifford-poor-obituary/>

James "Jimmy" P. Price, Post Grad

<https://www.dignitymemorial.com/obituaries/lynn-ma/james-price-9166876>

Anne K. Priestley, Post Grad

<https://www.douglasandjohnson.com/obituary/anne-priestley>

Richard Spaulding Sr., Class of 1951

<https://obituaries.eagletribune.com/obituary/richard-spaulding-sr-1078825129>

Eliza Hebb Stark, Class of 1942

<https://www.pressherald.com/2020/01/14/obituaryeliza-hebb-stark/>

Erik T. Streeter, Post Grad

<http://www.bisbeeporcella.com/obituary/Erik-T-Streeter/Salem-MA/1870244>

Jason Stys, Class of 1989

<http://phaneuf.tributes.com/obituary/read/Jason-M.-Stys-108483715>

Nancy Jane (Kowalski) Zarella, Class of 1954

<https://www.murphyfuneralhome.com/obituary/nancy-zarella>

Michael Zucaro, Class of 1971

<https://www.taskerfh.com/obituary/michael-zucaro>

Essex Aggie Alumni Association Membership Registration Form 2020

Membership dues for 2020 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 (____) _____

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I am enclosing my check for \$20.00 for 2020 Membership: \$ _____

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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!

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