



Volume 24 Issue 2

July 2021

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. Our Buy a Brick Fundraiser for Larkin Cottage is still going on, it is not too late to participate in honoring Ms. Larkin and other fellow alumni.

This will be our last “printed” edition. For exceptions please read “A Message from our Alumni President.” We cover some great alumni, faculty and we also congratulate our scholarship winners, Superintendent Dr. Heidi Riccio shares a new portal that tracks admissions and enrollment data. Brian Cranney receives the 2020 Larkin Lifetime Achievement Award.

We find out how difficult being a student is in today’s competitive world. Not to worry, the excellent faculty guides them to success. We have school notes from both the past and present, and more.

Essex North Shore Agricultural & Technical School District seeks to honor veterans of World War II, the Korean War, and Vietnam War by awarding diplomas to former students of the Essex Agricultural & Technical Institute.

Special thanks go out to the Bertram, Lay, and the Emerson Families for their contributions on honoring great Aggie Alumni and Faculty.

Do not forget 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 that would like to share about 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
Home address, 120 W. Grey Stone Street, San Tan Valley, AZ 85143

Newsletter graphic by Yetti Frenkel ‘78

**We would like to congratulate the winners of the 2021 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.

You can find our donation form here: **Thank you for your support.**

https://www.essexaggie.org/alumni/downloads/Alumni_-_Membership_Form_2021.pdf

V. Byron Bennett Scholarship:
Tare Caldwell \$1000, of Marblehead going to UMass
Amherst. Major Environmental Sciences.



Richard M. Brown Scholarship:
Zachery Moran \$1000, of Saugus going to Endicott college. Major
Environmental Sciences.

Ellery E. Metcalf Scholarship:
Kyle Irvine \$1000, of Groveland going to UMass Amherst.
Major Animal Sciences.



Patrick G. Santin Scholarship:
Sarah Bacci \$1000, of Reading going to U of RI or Virginia Tech.
Major Environmental Sciences.

A Message from our Alumni President:

The print edition is ending *

As a reader of the Aggie News, many of you know that the newsletter has increased in the number of pages over the past 5 years. We now average close to 40 pages per issue. The cost of the paper, toner, envelopes, and postage has increased as well over those years as well. Due to this increased cost, we will no longer “print” the newsletter. All of the newsletters are available online.

<https://essexaggie.org/alumni/newsletters/newsletters.html>

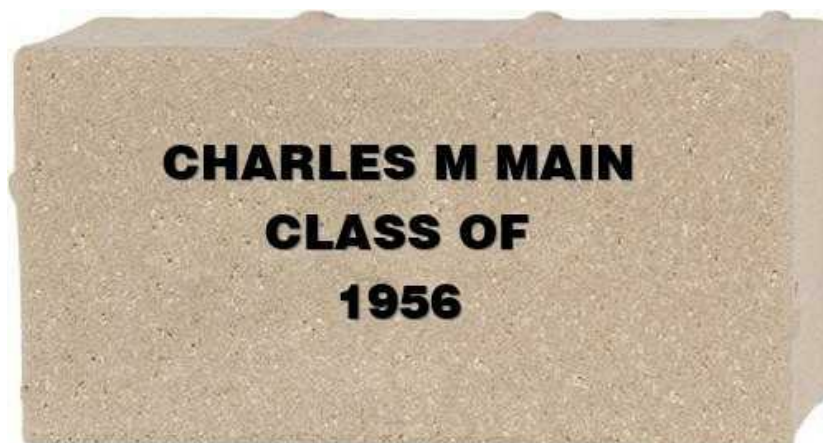
If you are now receiving a paper copy now and absolutely need to receive a paper copy you are in luck. All you have to do is send Pete Tierney a note with your name and current address on it and you will continue to receive the paper copy. This is only for those who are currently receiving a paper copy. No new names will be added to this list. Pete’s address is *

Pete Tierney
120 W. Grey Stone Street
San Tan Valley, AZ 85143-6188

“Still Time to Order Bricks”

It turns out we still have time to order bricks to support the rebuilding of Larkin Cottage. Keep in mind you can write anything you wish on the brick. You can order a brick in your name as I did or you can honor a fellow classmate, teacher, lunch lady. You can order a brick for the whole family. Example, “The Lewis Family”. Not only will you be showing your support for the school, but it is a great way to payback those who helped you during your time at the Aggie. You can place your order online at the following: <https://www.thatsmybrick.com/essexaggieaa>

We do not know where each and every brick will be placed at the memorial, but I am sure you will find not only yours but people you remember.



School notes from 1939

The problem of land use at the Essex County Agricultural School was settled early in the development of the school. A member of the board of trustees of the school believed that the farming activities at the school should be emphasized to the exclusion of home projects and home-farm activities. A meeting of the trustees was called. The state supervisor of agricultural education had ruled that the projects on the home farms must be given first consideration. State Director of Vocational Education, Robert O. Small, supported the State supervisor. The outcomes were so fortunate for the students and faculty, and for the trustees themselves, that the issue was never raised again. (Editor's note; Robert Small's middle name was Orange, great name)

The first director of the school, Fred A. Smith, believed the school farm should be used to try out and develop promising varieties of fruits and vegetables as well as breeds of animals.



In 1923, the school established a testing ground for new varieties of fruit. More than 600 varieties have been assembled from experiment stations or private growers. Many of the new varieties have proved of value under local conditions. Fruit growers are invited to visit the testing ground and note the behavior of new varieties. Promising fruits, such as Red Gravenstein apple, Catskill strawberry, and Hall plum have been propagated and widely disseminated.

Seed of the new Washington variety of rust-resistant asparagus, developed by Professor J. B. Norton at the Concord Experiment Station, was given to the school for development. Thirty thousand plants were raised and widely distributed among private and home gardens. Many large plantations in this part of the State have been developed from the parent stock raised by the school.

Since 1939, a part of the school market garden has been devoted to testing new varieties of vegetables. Many varieties of hybrid sweet corn, tomatoes, beets, carrots, cabbage, onions, peas, and beans have been tested. Commercial vegetable growers have profited by frequent inspection of new varieties under actual growing conditions.

In 1934, the school received 6 purebred Saanen goats, the gift of Rodman Nichols of Boxford. As the size of the herd increased, the school promoted the use of goat milk for invalids and infants. A building formerly used as a shop was remodeled for use as a goat barn. In 1939, the Essex County Agricultural School presented 5 purebred Saanen goats to the Bristol County Agricultural School.



A little history of the education of our Alumni President, Pete Tierney, 1975'

I will be the first to admit that I was not the best student in any of my classes. Some people may say at times I was below average, I am not going to argue with that. What I can say for sure is that I was blessed with the opportunity to attend some of the finest schools in Massachusetts.

Starting with Our Lady of the Assumption, a parochial school grade school in Chelsea. This school offered a well-rounded elementary curriculum of basic Math, Reading and English, with a little holy water mixed in. When you left the Assumption, you left with an eighth-grade education.

My high school was the Essex Agricultural and Technical High School in Hathorne Massachusetts, also known as Essex Aggie. It was not an easy school to get into, (still isn't), there were three hundred students that applied my freshman year and they only took in one hundred. Being a regional school, if you did not make the grade or you if you were a wise guy, you went back to your local high school. Forty-five student out of the one hundred graduated. I was one of them. We attended split classes between academics and our agricultural major each day between September and the first week of April. The rest of the year we worked full time at jobs that were connected to our major. We learned the value of work.



Northeastern, 2000

Later in life I decided to go back to school, this time at Northeastern University in Boston. I went nights, part-time nights for five years and earned a BS in Health Information Management. After graduation, I was able to take a national board test in Health Information. With the passing of this test, it gave me an opportunity to attain an "entry level" position in the field.

I decided to continue my schooling because most of the successful people in my career field held a master's degree of one type or another. Once again, I was fortunate to be accepted to Simmons College, now Simmons University, also in Boston. It turns out that Simmons was what I would call a "no joke" school. You had to really know your stuff, inside and out. Also, there was not room for any typo's in your papers, and skipping classes was not in your best interest. I was advised not to attend Simmons by a dear colleague because it would be too difficult for me. I went to Simmons part-time for four years. Many full-time students I went to school with graduated long before I did, but many more dropped out.

It was a privileged and an honor to attend these quality schools. Along the way I learned the value of those schools and appreciate the wonderful people who helped me along the way. My parents, teachers, administrators, all of the fine people that worked behind the scenes at those schools. My wife who supported me in my college journey. My friends and colleagues. I thank all of them.



Eight Grade 1971

Alumni in the Spotlight / Robert Edmond Bertram, Class of 1942

(Editor's note; I am going to start this wonderful story with a personal description from Bob's grandson Ben Bertram.)

Grampy Bob always spent his summers in Nova Scotia at the family home in Gilbert's Cove. It was not equipped with heat or running water. As kids my sister and I (our brother was still too young) always loved the chore of fetching water from the well for him. A simple steel bucket on a rope that you would drop into the well and hoist up full of water. Whether it was washing dishes, drinking, or even bathing it was all hoisted up in that bucket.



Robert Bertram

My grandfather (Grampy Bob) would spend his days tending to our blueberry farm. (It was called Ti Joe's, named after his grandfather who built the family home) Pruning the bushes from his 5-gallon bucket he carried around as a seat. Once the berries were ripe the fields would be opened as a u-pick farm and he would transition to welcoming everyone that came through to pick. Many would refer to him as Ti Joe and he would never correct them. He would however crack the same jokes about weighing in small children when they came in so he could weigh them on the way out so he could charge them for everything they ate. Always referred to the women that Grampy Bob let drive to the top of the field as "old ladies" because according to him he never aged past 29.



***Gilbert's Cove
Lighthouse***

When not in the fields he helped found the Gilbert's Cove historical society to restore and care for the lighthouse on the point. He would spend evenings talking history with his friend Tom Barnes, usually with Tom's homemade beer and his wife's fresh baked bread. I could go on forever about all the things my grandfather participated in and the things that make him one of the most interesting characters I have ever known. I think above all those things one thing sums up my grandfather's nature more than any other. His love of trains and ice cream is what inspired one of our favorite memories of our grandfather. Almost every night just after dinner my grandfather would pull in. We knew exactly what that meant.....choooo chooooo ALL ABOARD THE ICE CREAM EXPRESS.

He had purchased us each a wooden train whistle and when he pulled in, we would start playing our train sounds as we packed into his tiny Toyota to go for our ice cream cones. This was an almost nightly ritual for many, and I do mean many years. My grandfather was methodical in his tasks and strived for perfection. From reading the paper to when he ate and even in his hobbies. But there was always time for a little bit of wit and to get caught up in a good conversation and above all that, there was always time for trains and ice cream.

A few other little notes His clothing style almost never changed from the picture Pete Tierney shared with me. Same plaid shirts, pants, and hat. Later in life he added a set of suspenders



to the ensemble but that was it. He had a full model train layout in his garden in Beverly. The basement of his house was the station, and all his different historical trains were set up so that he could send the model of choice out through the basement window to run through his garden all day. On top of the trains, he enjoyed all the typical methodical hobbies like coin and stamp collecting along with his gardening.

Also, now that my grandfather has passed people have taken to calling my father (Scott) Ti Joe as he is now the face of the farm. Like my grandfather he does not take the time to correct them either and continues the same jokes of weighing in the kids and letting the “old ladies” drive to the top of the hill.



Bob grew up in Salem and attended St. Mary’s Boys High School and later went to the Aggie and graduated in 1942 with Richard Brown. As it turned out, he would graduate with Richard again from the University of Massachusetts in 1949. (the photo of Bob on the preceding page is from 1949)

When Bob entered the war, the army sent him to the University of California to study hydroponics. From there he was sent to the Pacific and ended up on the Island of Iwo Jima. On Iwo Jima Bob was placed in charge of growing vegetables in volcanic ash and managed to produce the ingredients of a fresh salad for the fifteen hundred who were based there for a period of months. Bob produced lettuce, tomatoes, peppers, and other vegetables, despite the obstacle of entomological and pathological nature. Among his entomological accomplishments is the first collection of classification of insects of Iwo Jima. His work would later be added to a publication by a university.

While at UMass he was drill master and drum major of the marching band and decked himself out in headdress and other Native American regalia to assume the identity of the Indian Chief Metawampe. He attended homecoming weekend each year and would once again don his Native American regalia to lead the alumni band. Chief Metawampe, a local American Indian who lived in the area in the 17th century, became the official mascot of the University of Massachusetts in 1948. For the next 24 years, we were known as the Redmen until controversy over the nickname prompted the university to make a change. In 1972, students selected the Minuteman as our official mascot, replacing Metawampe.

Even though my grandfather was with the alumni band, and encourage my aunt’s love of music, it was my aunt who convinced my grandfather to join the Stuart Highland Pipe Band. Robert and his daughter Lawrie were proud members. Photo on right.





Lawrie Bertram 2015

(editor’s note; I would be remiss not to mention Robert’s daughter Lawrie Bertram, and sons John Scott and Douglas.)

Robert taught biology at Salem High School as well as Danvers High. His daughter Lawrie became a teacher at the young age of 40. She was offered a position at Peabody High School. Lawrie once stated that her dad taught kids and that he taught them to think. That was both his and her guiding principles. She also said her dad’s motto was “Don’t be afraid to do things differently.” Sadly, Ms. Bertram passed away in 2018.

In 2013 Mass Insight Education awarded Ms. Bartram one of 15 statewide Partners in Excellence Teacher Awards. Mass Insight Education now has a special award in Lawrie Bertram’s name, the Lawrie A. Bertram Award

The following is from the Mass Insight Education; “Each year we present a Partners In Excellence award in memory of AP Lead Teacher Lawrie Bertram to a teacher we believe best represents her spirit. Lawrie was a previous PIE winner and, during her 19-year career as a high school teacher, a tireless advocate for students. She was a true partner and is missed by all of us.”

Like her dad, Lawrie held very high standards and challenged students to excel in their studies and learn to master analytical skills and apply them to literature.

John Scott and Douglas are co-owners, along with two other gentlemen, of the company, Innovative Fishery Products of Nova Scotia. Douglas is an Aggie Graduate, Class of 1977.

The company is located in St. Bernard, Digby County, Nova Scotia. The company is predominately a clam harvester, processor, and exporter. The company has two brands, IFP being the primary one, and the Shamrock Brand in New England.

Scott on the left and Doug on the right.



Brian Cranney receives 2020 Larkin Lifetime Achievement Award

Cranney is the president of the Cranney Home Services, which provides plumbing, heating, cooling and electrical services for homes and businesses. His company is one of more than 80 working with Essex Tech students for their co-op program, and he employs many Essex Tech alumni.

In 2005, Cranney helped found the electrical program at the former North Shore Tech. He is a member of Essex Tech's Electrical Program and General Advisory committees, as well as the Essex Tech Foundation. He was a



Superintendent Heidi Riccio with Brian Cranney

building committee member when Essex Agricultural and North Shore Technical school merged, and he was instrumental in opening the school's plumbing and HVAC-R programs.

Essex Tech Superintendent Heidi Riccio said the award is well-deserved.

"As a graduate of the Salem High School electrical program, his passion for the trades is infectious," Riccio said of Cranney. "Brian has been a dedicated and supportive community partner for Essex Tech and other vocational programs on the North Shore, helping to train students working with his company in our co-op program to be skilled workers in these high-demand careers."

The Larkin Lifetime Achievement Award recognizes members of the Essex Tech community and its past iterations, including Essex Agricultural and Technical High School, North Shore Technical High School and Peabody Vocational School, who have demonstrated a commitment to and achievement within the local vocational and/or agricultural industries.

The award is named for Lt. Catherine Larkin, an alumna of the Essex County Agricultural School homemaking program and World War II nurse who died in a plane crash in 1945. The Larkin Memorial Cottage at Essex Tech was originally built in 1950 and named after Larkin. The cottage is being rebuilt into a multi-use facility, including a historical museum, service kitchen, office space, exhibit hall, learning lab and function space.

Cranney was honored Friday at Essex Tech's remote Homecoming Gala, which included a virtual auction to help raise money for the cottage's restoration. At the event, state Sen. Joan Lovely gave opening remarks, and state Sen. Bruce Tarr gave a special tribute to retiring state Rep. Ted Speliotis.

The first Larkin Lifetime Achievement Awards were given at last year's gala, which raised approximately \$68,000 to support the Larkin Memorial Cottage building project. Last year's recipients were Essex Aggie alumni Bob Woods, owner of Wood Trucking, and Ted Dunajski, owner of Dunajski Dairy.

As of January 1st, 2021, Essex Tech has raised roughly \$158,000 for the building project, which is also partially funded by a 2019 Cummings Foundation grant. Students from various disciplines at the school are working on the project.

School Notes 1971, Albert C. Barker, Jr., Forestry Instructor An Approach to Meaningful Employment

Reprinted with permission from The Agricultural Education Magazine



Albert C. Barker, Jr

The importance of forest water resources in current times has been established and the need for future planning is apparent. Presently, national and state agencies as well as local communities are actively engaged in developing programs to preserve our natural environment. Although the objectives of these planning programs are generally the same, even though there are great differences in administration, there are indications that all of these programs have a common problem of procuring secondary school, technically trained students.

Meaningful natural resource job placement is usually complicated by two factors: (1) breakdown of communication between the technical school and the agricultural community and, (2) lack of professional career investigations by potential graduates. Getting these graduates to prepare for and accepting jobs in their major field of interest is an important part of school training. Making students aware of job opportunities can be a very effective way of eliminating the uncertainties of initial employment. The initial exposure of a young adult to the real-work-world must be made interesting and challenging.

This article deals with an approach to job placement by interested school administrators, who realize the needs of its graduating student body, initiated by the Natural Resource faculty, Essex Agricultural and Technical Institute, Hathorne, Massachusetts.

An Idea to Reality

Employment outlook for the 1970's appears promising for the field of natural resources. A growing population and rising standards of living are cited for these increased demands (U.S.D.L.,1969.)ⁱ Federal, state, and local agencies are planning innovative natural resources programs. All of these agencies will have new and exciting job opening for individual who possess all types of agricultural training.

Too often, natural resource jobs appropriate for high school students become available and because of a lack of communication between school and the community, these jobs are not filled or are filled by individuals without technical training. Over a period of time, the Essex Agricultural and Technical Institute administration realized the problem and decided to take steps to correct it.

Actually, the sources of jobs were no mystery by discovering job availability was the real problem. This problem was then attributed to a definite breakdown of communication between the school and the agricultural community. Important steps were initiated at Essex Agricultural School to bridge the gap between the school and the natural resource community.

At this point, the natural resource faculty outlined a plan of action in terms of establishing a Natural Resource Career Day Program. The program would extend invitations to the different community members to come into the school for a day or employer/student discussions concerning job opportunities.

The faculty presented the plan to the school administration who in turn scheduled a meeting with the Advisory Committee. This group is composed of professional natural resource men whose

frequent suggestions and recommendations assist the administration in organizing school curriculum and issues. The structure and organization of this committee followed closely the suggestions by Seussⁱⁱ in his studies or resource advisory committees.

After the approval, contacts were made with the different members of the local community and they were asked to contribute to the Career Day program. Among the members that agreed to contribute were U.S. Forest Service, U.S. Fish and Wildlife Service, Soil Conservation Service, state and municipal highway departments, tree and recreational departments, private paper, and landscape contractors. In composing a list of possible contributors, emphasis was placed on geographic location as many of the graduates accepting jobs would probably be living at or near home. In some cases, this was not possible, however, later developments showed that distance from home to work did not deter many students from accepting jobs away from home.

Operation and Program Format

Helping the students realize that the employer needs and desires student help was the basis of initiating this Career Day. This Career Day was planned to involve visitation of the community employers to the school to provide for both formal and informal discussions concerning student employment. In the school atmosphere where the students feel “at ease” they ask questions of prospective employers and hopefully the exchange between the students and employers provide maximum flexibility whereby both parties could appraise each other.

The Career Day program was scheduled with a minimal amount of work because a professional atmosphere existed within the school staff. The role of the school’s guidance counselor (s) is most important because he becomes the liaison official between the school and the community; the counselor would be the coordinator between the school and the community. A program such as this can be enlightening to a guidance department for it can demonstrate the real potential of vocationally trained students.

As a result of the initial contacts, the school started to receive interesting suggestions for the programming of the Career Day; this “feedback” indicated consistent employer emphasis towards techniques of modern machinery. Examination revealed that prior graduates were deficient in techniques of modern machinery.

The natural resource faculty asked the different employers to bring in new equipment for demonstrations during Career Day. This was an important contribution by the community because the employers could see the potential impact of such a program. Evansⁱⁱⁱ mentions the need of this approach by employers for student enlightenment as relative to future job endeavors. A similar approach is also supported by Drawbaugh^{iv} who suggests new situations for teaching also created a new environment and conditions for learning.

Because of the community-school exchange of ideas, a portion of the days’ activities was designated for instruction and demonstration of new industrial equipment. This part of the program proved to be one of the highlights for both students and instructors.

The Presentation

The Career Day was scheduled on a Saturday so as to not interfere with the regular school day routine. The program was oriented for graduating seniors, but underclassmen were invited as the



1970 Ford 390 Hi Ranger Bucket Truck

program committee felt that the exposure of underclassmen would help broaden their career outlooks and possibly lead to temporary employment.

The first part of the program was composed of brief, informative presentations by selected personalities representing federal, state, local and private agencies. After the presentations, the students were encouraged to circulate among the local industrial equipment distributors and employers who brought their machinery to the school for demonstrations. Basically, the equipment demonstrations were on the tools commonly found in natural resources, ornamental horticulture, and landscape work; the demonstrations were oriented towards the student level of comprehension. An experienced operator was on each piece of equipment and demonstrated the basic operation procedures. Demonstrations ranged from heavy equipment (tractors, bulldozers) to the latest tree hand saws. This demonstration permitted the students to observe the machinery and industrial practices.

The enthusiastic reception was probably due to the fact that the students could associate work experiences and equipment usage. It should be mentioned here that the approach by demonstrators was of a conservative nature and the “sensationalism” of operation for operational sake was avoided. Emphasis was placed on utilization of machinery as tools for assisting the worker.

In the afternoon, students circulated among discussion panels divided into (1) federal, (2) state, and local governmental agencies and (3) private industry. These panels were organized as to the employment levels of the prospective students. The panels were conducted using the “team teaching” approach and the individuals who previously presented the morning speeches acted as panel moderators. There was a brief explanation of employment potentials and students were encouraged to ask pertinent questions of any or all of the panel members. It was felt that the students could benefit more by an open-ended format.

After the discussion groups were terminated, students who desired jobs sought out employers and further commitments were made between the employer and student. In essence, many doubtful students discovered new job capacities and were placed on interesting jobs.

(Editor’s note: Essex Aggie has a long history of working with both government agencies and private companies to attain quality employment for our students, and this continues to this day.)

ⁱ U.S. Department of Labor, Bureau of Labor Statistics. “Occupational Outlook Handbook,” 1968-69. Bulletin No. 1550. 1969

ⁱⁱ Seuss, Andy, “Cooperation With The State Division Aids in Conservation Education.” *Agricultural Education Magazine*, Vol. 41, 1: July, 1968 p. 20

ⁱⁱⁱ Evans, Rupert N., “How Do They Exit From Your Program.” *School Shop*, Vol 29: June 1970. Pp. 23-25

^{iv} Drawbaugh, Charles C. “Opportunity and Challenge to Develop Sound Local Programs in Vocational Education.” (Speech reprint). Tri-State Vocational Conference, University of Connecticut. June 1970.

School notes from 2018

Reprinted with permission from the New England ISA Newsletter, Winter 2018

This fall the Arboriculture students at Essex Technical High School have been very busy working hard on community projects, and becoming more involved with the Arboriculture Community. The two fall community projects included pruning trees for the Town of Rockport MA, at a Housing Authority property. The students removed limbs near walkways, against buildings and preformed Hazard Pruning on many trees. We also performed numerous tree removals for the Essex County Sheriffs Dept. at the correctional facility, the removals included many Black Locusts that were growing into a roadway around the facility

We have also been attending many great conferences and visiting companies to learn about the opportunities that await the students after graduation. Thus far we have attended:



The ISA-NE Conference in Southbridge, the Massachusetts Tree Wardens Association Conference in Sturbridge, Mayer Tree in Essex, and Sterling Rope in Biddeford ME.

We are also preparing for FFA State competitions in Equipment Operation on March 7, and Arboricultural Skills on April 12 in North Hampton, Massachusetts.

This winter and spring, we will be clearing a site for a new orchard on our campus, continuing our community service projects, and having a field day with equipment demonstrations on campus with Tree Specialists, Inc. of Holliston Massachusetts.

We would like to thank all the organizations and companies for their generosity and willingness to share their knowledge and expertise with us.



School Notes 2021

Study Offers Students Insight into Real Life Application of Research

For the last 20 years, students at Essex Tech have passed the torch onward for a research project studying the salt marsh on Eastern Point in Gloucester.

The project is part of an ongoing, collaborative study with Mass Audubon. Through the study, a generation of Essex Tech students over the past two decades have collected data monitoring the composition of the salt marsh vegetation as well as the fish and crustacean population there. Students additionally continue to study the ground water salinity at the marsh. While the study initially set out to analyze the impact of the invasive *Phragmites australis* (the common reed) and the restoration of the marsh, data being collected today also provides insight into climate change and sea level rise.



Anthony Wilbur

“Getting students this level of hands on experience is really what it’s all about– these opportunities are invaluable to young people, and it’s really exciting to see their eyes opened to the direct impact science can have right in their backyard,” Superintendent Heidi Riccio said. “We’re incredibly thankful to Mass Audubon for making this opportunity possible, and I’d also like to thank (Natural and Environmental Science teacher) Anthony Wilbur and his students for continuing to prioritize this important work even amid the outstanding challenges this school year has presented.”

Mass Audubon normally works with a dozen North Shore area schools to conduct this research, but only a handful in addition to Essex Tech were able to participate this year amid the ongoing pandemic. Other participating schools this school year include Ipswich High School in Ipswich, Saints Academy in Beverly, Holten Richmond Middle School in Danvers, and Rupert A. Knock Middle School in Newburyport.

This year, 24 juniors taking an Environmental Technology Marine Ecology class taught by Natural and Environmental Science teacher Anthony Wilbur at Essex Tech visited the salt marsh on Eastern Point in Gloucester on Nov. 9, 2020, to collect data and continue the school’s legacy of work on the project.

“What I like about the Mass Audubon Salt Marsh project is that it allowed us to get hands on experience in the field while also learning about the importance of the salt marsh habitat and why we need to focus on taking care of it and monitoring its changes over time,” said Michelle Powers, an Essex Tech junior of Salem.

Wilbur has taught the class at Essex Tech for five years.

“It was a great project to inherit,” Wilbur said. “Before I came to teach, I was a marine ecologist. This project allowed me to continue studying salt marshes, something I’m passionate about, and bring it right into the classroom. It’s an incredible example of the value science has to inform decisions not only to conserve habitats, but to restore them. Students are able to see the real-life application of the science we’re doing in the classroom to an issue right here in their community.”

Students also visited several other salt marsh habitats this fall to prepare for the study. They assessed their data and considered it in addition to the data collected by the generation of Essex Tech students before them, and created virtual research posters, [linked here](#), with their findings. In a typical school year, students would have presented at Mass Audubon's Coastal Science Conference, however instead Mass Audubon will be meeting with each school independently due to the ongoing pandemic.

"What I liked about the Mass Audubon project was that we were able to work with Mass Audubon directly to gather data and analyze it," said Makayla Vigneaux, an Essex Tech junior of Salisbury. "It was pretty cool that the data we collected goes right to them for them to analyze as well. It gave students a real-world example of what this program can lead to for employment. The poster portion was also great. It let us take away from what we learned at the study site and after and apply it to make a poster. It was also nice to do some of our own research which also gives us a great skill to have when entering the workforce. The whole thing was a great opportunity and I wish every school was able to have it."

"I liked how interactive the project was," said Jonathan Daley, an Essex Tech junior of Salem. "We were set with real problems in salt marshes and took responsibility in collecting the data to solve and interpret the data – all while learning the value and importance of salt marsh habitat and how the salt marsh functions."

Continuing a legacy in Unprecedented Times



Liz Duff

The salt marsh project faced two major, unprecedented hurdles this school year, however. Wilbur and his students pursued the project in the midst of the COVID-19 pandemic, which meant the added challenges of social distancing, mask wearing and carefully planning transportation to ensure the health and wellbeing of all involved while students traveled to collect data at the salt marsh.

The program also faced an even more pivotal change this school year, as Salt Marsh Science Program Director Liz Duff, who oversaw the program for the past two decades, passed away in the spring. Her relationships with scientists, educators, students, and other stakeholders in the Great Marsh made the program into the robust, ongoing study it is today.

The program is now overseen by Community Science and Coastal Resilience Manager for Mass Audubon North Shore David Moon, who long looked up to Duff as a mentor.

"She's always in the back of my mind, and we're very cognizant of the legacy she created here and are dedicated to building on it and growing from it as we rebound from the pandemic," Moon said. "Essex Tech is a great partner for us in this program because the students there are so highly trained. This program supports rigorous science that examines important questions and showcases the power of a 20- plus year data set. It's a great example of how a good study can collect data that may answer more questions than you initially set out with."

"She was a special person on the North Shore," Wilbur said of Duff.

More School notes from 2021

Essex Tech's Denehy eager to jump into college track and field at UMass Amherst

By Phil Stacey Executive Sports Editor

Reprinted with permission from the Salem News, February 26, 2021



Essex Tech track and field star Nisa Denehy will continue her career in the long jump and triple jump at UMass Amherst. JAIME CAMPOS/Staff photo

Nisa Denehy loves horses. She has for as long as she can remember.

The 18-year-old Essex Tech senior who is studying equine science, works at the school with cows, alpacas, chickens, a sheep and, of course, horses. She's also an equestrian outside of school, riding a chestnut oldenburg gelding named Benny at a barn on Linebrook Road in Ipswich. The jumps she makes atop Benny are nothing compared to her leaping ability in track and field, however.

Denehy is headed off to UMass Amherst in the fall not only to study animal sciences on a pre-veterinary track, but also compete for the Minutemen at the Division 1 track and field level.

"It really worked out perfectly," said the 5-foot-3 Denehy. "I have everything I need there, and UMass track and field is an amazing team. I'm happy and honored that they wanted me to be a part of it."

A fast and nimble athlete, Denehy said she gets a lot of her leg power on jumps from the 10 years of dance she took when she was younger. She's propelled herself to a personal best long jump of 17 feet 9 inches; in the triple jump, she's topped out at 37 feet 7 inches.

The latter of those came while she was bored at practice one day during her sophomore year and "just decided to try it", jumping 35 feet right off the bat. She went on to qualify for states the very first time she took part in the event in an actual meet.

"I only had a few months' work of practice and meets to improve, so I was really looking forward to doing that last year as a junior," she said, before noting the coronavirus pandemic ended those plans.

She's the Hawks' school record holder in both the long and triple jumps as well as her leg of the 4x100 relay. Denehy can also do the high jump.

"Nisa's most unique attribute is her mental approach to competition," Essex Tech track and field coach Dan Connors said. "She has a lot of fun competing; it allows her to relax and focus on performing her best. That's why she'll often times win big meets on her last attempt on a jump. Her ability to flush bad attempts, adjust and refocus her approach, and attack her next attempt is a unique and rare asset for a high school track and field athlete.

"Nisa pushes herself hard in practice and takes preparation seriously, but where it's most noticeable is in the weight room," added Connors. "She really bought into strength and conditioning as a tool to get her to the elite level."

Denehy said she knew UMass was the school for her as far back as her sophomore year and was "really hoping they'd recruit me". In all, 45 colleges contacted her about joining their institutions and track programs, including a tempting one from the University of Hartford (another Division 1 program), but she patiently waited to hear from the Minutemen.

Finally, they did last summer ... and she was elated.

"They have a barn on campus where I can ride, which is important to me," she said. "Plus, it's a lot closer to home. And the head coach there, David Jackson, is amazing."

Not only did her athletic prowess open doors collegiately for her, but so did her grades. Denehy sports a 3.96 grade point average out of 4.0 (4.26 out of 5.0) while taking advanced placement classes. She also serves as a cheerleader at Essex Tech.

Coming from a town (North Reading) where athletics is ingrained in youngsters early, Denehy went to a track camp there in elementary school, then ran for the Hornets' middle school team. Looking for a different experience for high school where she could work with the animals she so loved, she applied to and was accepted to Essex Tech. It's a decision, said Denehy, she's never once regretted.

"I knew I'd get more out of my academics by going to Essex," she said, "plus, I'm on an amazing track team and my coaches are phenomenal. Coach Connors has brought out the best in me; he and (jumps) Coach (Emily) Ouellet have helped me so much."

Connors, who also serves as Denehy's school counselor, remembers her "as a freshman (who) was visibly talented, but lacked self-confidence." Denehy also recalls that time and how her coach guided her out of that mindset.

"That first day of practice when you're a freshman and don't know anyone ... it's daunting," said Denehy, whose parents, Keith, and Heather (who ran track) also played high school sports. "But the coaches made me feel so comfortable and showed me how I could succeed. Coach Connors always made sure I'm in the right headspace and performing to the best of my ability that I can. It's so comfortable knowing I can always go back to that family with any problem, in school or out, and they're there to help."

Essex Aggie Teacher, Miss Nichols, 1921
From Remembering Danvers, by Sandy Nichols Ward

Pete Tierney, President of the Essex Aggie Alumni Association, sent me this image of an old torn photograph of “Miss Nichols,” a former teacher at Essex Aggie: He assumed that she might be related to me. I’d never seen this photo before, but agreed that she was likely one of my great aunts. At first I thought of my Aunt May, a well-known teacher in Danvers who retired in 1932. But soon both Pete and I realized that her younger sister Margaret was the one.

Pete did a bit more research and confirmed that Margaret Nichols was teaching at the Aggie in 1919. By 1928 she was listed as a former teacher. Pete says that the photograph was taken in 1921, and that she taught Home Economics.

Margaret Appleton Nichols was born in 1878, and graduated in the Holton High School Class of 1898. See photo from my [March 2018](#) post; she does indeed look like the woman in this 1921 photo.

I wondered about the setting for that photo. Those steps remind me of the porch steps at Star Island. Which is one of the nine Isles of Shoals located seven miles off the coast of New Hampshire and Maine. This is a place that my great aunts often visited.



Margaret Appleton Nichols, 1898



Pete thinks the photo, on the left, was taken during an outing to Conomo Point in Essex; he shared this image of a building there:

If any of our readers can identify this building please sent Pete an email at peter.tierney57@outlook.com Thanks,

School Notes 1934, Three Type Gardens by Professor William R. Cole

Do you have an eat garden, an eat and can, or one which is eat, can and store? These are the three different types which are being recommended by the Massachusetts State College extension service to communities carrying the welfare garden work this year.

Some people, says William R. Cole, who heads up this work for the extension service, like a few vegetables to eat during the summer, hence the first type. Others find time to do a little canning, and still others like to can and store. This latter type gives the family a supply of vegetables the year around.

Plans as worked out by Mr. Cole are on the basis of the amount of vegetables needed by one person. These plans are free and are for anyone who asks for them. A 50 by 100-foot garden will supply a family of five with all the fresh, canned, and stored vegetables they need.

With an almost certain increase in the price of canned goods this coming year, those whose incomes have been cut should be very much interested in the plans, declare men at the State College. The plans also suggest fertilizer requirements and other simple cultural practices.

(Editor's note; Welfare Gardens or Relief Gardens were a federal program to keep families from starving during the Great Depression. Mr. Cole taught at the Aggie from 1917 to 1919 and then was appointed as an Extension Specialist in Food Preservation at the Massachusetts Agricultural College. He became a full professor in 1926. He came back to the Aggie many times to lecture.)



William R. Cole

School Notes 1943, Garden Chat by Instructor C.M. Stearns



Carleton M. Stearns

Spring is here and are you ready to go with the 1943 Victory Garden? If you haven't got your garden planned and would like a plan for a 8' x 15' garden, a 25' X 30', a 25' x 50 or, a 50' x 50' or a 50' X 100' send to the School and al copy of the! size plan you request will be in the next mail.

Keep in contact with your Victory Garden committee in your town or city during the season. They will be able to assist you in your garden problems this year. If you do not know who your committee members are the School will be glad to send a list to you.

(Editor's note; Victory Gardens were sometimes called food gardens for defense. They were part of the "war effort". You may recall Mr. Stearns from our January 2020 issue.)

School Notes 2021

Essex Tech Announces New Portal to Track Admissions, Enrollment Data



Dr. Heidi Riccio

Superintendent Heidi Riccio wishes to inform the public that Essex Tech has launched an interactive dashboard that will allow the school district and community to track general admissions, current enrollment, and waitlist data.

The dashboard, found on the school's website ([link](#)), is the result of three years of work by Essex Tech's Leadership Team, Admissions Department, and Technology Department.

"We, as a school community, are looking at data to inform our decisions," Superintendent Riccio said. "This information will assist us as we look at enrollment and areas of need. Our team has done a great job setting up the school for future success."

The dashboard includes:

- Breakdowns of applicants in the Classes of 2022, 2023 and 2024.
- Breakdowns of applicants in the Class of 2025, which will be updated regularly. This does not include information about demographics or about individual student needs, because the application process is blind, and applicants are not asked those questions.
- Continuing Technical Education enrollments with partner high schools in Beverly, Peabody, and Salem, New Liberty Innovation School and Salem Prep.
- Enrollment trends by district community, starting in 2014.
- Enrollment breakdowns of Essex Tech and other high schools in the district.
- Enrollment by program for students from Gloucester, Peabody, and Salem.

Data also is available for the 350 students in the district's unique agricultural program.

Users can view data about the school population, sending communities, and individual school disciplines. Users will be able to sort tables, and filter by specific admissions statuses, by city/town, by special populations, and by demographic information.

The importance of this information

The school looks at this data internally on a regular basis to determine if any updates should be made to our admissions policy. Over the past five years, the state has been looking to fund creative programs to increase access to vocational seats across the state.

Particularly, for those schools that have long waitlists. This year, the state has asked us to report this to them. Through the process, we decided to create a dashboard that would be helpful and made public.

All regional schools have submitted their admissions data to the state for review. It's the first year doing this but will be tracked from now on. I think it will be more helpful for schools to determine who is applying, from what communities, and rate of admittance.

It is updated as new information becomes available. However, the year is based around October 1 reporting data.

It can give them guestimates on the number of students at the school. This will help with their budgets.

Admissions, Waitlist, and Enrollment Data Dashboard

This Interactive Data Dashboard contains information about admissions, waitlist, and current enrollment. This dashboard is a culmination of over three years of continued data gathering and analysis by the Leadership Team, Admissions Department, and Technology Department. The dashboard will continue to grow and evolve, and more data becomes available about the applying class of 2025. Interactive features of this data dashboard include multiple pages of different data, the ability to sort tables by different columns, and the ability to filter down to specific admissions statuses, City/Town, special populations, demographic information, and more. See one panel below.

(editor’s note; the compilation of this information was a team effort and will continue to be so. This tool is one of transparency that enables decision makers to evaluate trends and place valuable resources in the proper places. Congratulations to the dedicated staff at Essex North Shore Agricultural & Technical School.)





ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL DISTRICT

Essex North Shore Agricultural & Technical School District seeks to honor veterans of World War II, the Korean War, and Vietnam War by awarding diplomas to former students of the Essex Agricultural & Technical Institute who were unable to complete their graduation requirements as they enlisted in the Armed Services. Veterans or their family members may complete this form to request the District award diplomas to eligible veterans. **Questions followed by an asterisk : This information is requested to verify enrollment in preparation for issuing the diploma and will not be included on the diploma.*

VETERAN INFORMATION



Veteran's Last Name: _____

Veteran's First Name: _____

Veteran's Middle Name: _____

Veteran's Date of Birth* : _____

Veteran's City/Town of Residence at the time of Enrollment* : _____

Veteran's Years of Enrollment at Essex Agricultural School*: _____

Branch of Service (please check all that apply):

- US Army US Air Force US Coast Guard US Marine US Navy
- Other: _____

Years of Military Service: _____

Please feel free to share information about the Veteran's service. This information is not required*.

CONTACT INFORMATION

Last Name (if other than the Veteran): _____

First Name (if other than the Veteran): _____

Relationship to the Veteran: _____

Street Number & Address: _____

City/Town: _____ State: _____ Zip Code: _____

Day Time Phone: _____

Email: _____

Signature: _____ Date: _____

RETURN THIS FORM TO:

By Mail:

Transcript Request
Essex North Shore Agricultural and Technical School
565 Maple Street Hathorne, MA 01937

By Email:

transcript@essextech.net

By Fax:

978-304-4708

To fill out this form online.

<https://docs.google.com/forms/d/e/1FAIpQLSdvaszZgXG3lYvJGrbGmefLooXDomKzFwujSghRnuwTvREoWA/formResponse>

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Alumni in the Spotlight / Henry Douglas Lay, Class of 1941

Henry Douglas Lay was born in Anna Jaques Hospital in Newburyport, Massachusetts on September 22, 1921 to Henry Smith Lay, 36, and Winifred May Nicol Lay, 21. They were living at 59 Church Street in Merrimac at the time of his birth. Henry spent his entire youth growing up in the town of Merrimac living at many different locations, Lincoln Street, 11 Winter Street and Prospect Street. He attended elementary school at the Center School on School Street in Merrimac.

Being a child of the great depression in the 1930's he worked to help support the family with a rather large paper route. He was a boy scout, enjoyed skating and playing basketball. He was 6' tall with a large frame and large hands, a very handsome man with blue eyes and dark brown hair. In his 30's he started to get gray hair and going bald.



Henry Douglas Lay

He spent much of his summertime camping with his parents and younger brothers Albert S. and George E. Lay in the White Mountains and particularly at Dolly Cop Campground in Gorham, N.H. There were other family members who would join them including his grandmother Emma Miranda Jaques Lay, his cousin Walter Robertson, Walter's mother Aunt Lucy Robertson and her husband Uncle George Preston Robertson.

After graduating from junior high in 1936 he went onto Merrimac High School where he attended through his sophomore year. He attended Essex Agricultural School in Danvers, Massachusetts studying four year course in ornamental horticulture and graduated on November 18, 1941. When WWII broke out Henry's father dropped him off to enlist into the service, however when the recruitment officer found out Henry was a farmer, he was given a deferment because he was a farmer. After graduating he worked as a farmer and a subcontractor around the Boston area for different construction companies. He served as a warden of Merrimac during WW II.

In 1945 he met a WWII widow by the name of Genevieve Arlene Perkins Pelley (aka Mom or Geep) who had a son Hector Pelley Jr. from her first husband Hector W. Pelley. According to Dad they first met at Dee Dee's Restaurant in Amesbury, MA. where she was waitressing. She was living with her parents in Newton, N.H at the time.



Genevieve and Henry

Henry and Genevieve both attended dances at the Newton Town Hall, The Merrimac Town Hall and Lane Ten Acres in Merrimac, MA. Clearice Perkins Cinquegrana (Aunt Clearice) Genevieve's sister told me

"The two of us would always need a ride to and from the dances because our parents would never drive us anywhere. If we wanted to go anywhere, we either had to walk or get a ride from someone else. Henry D. (dad) would volunteer to give us a ride to and from the dances."

Henry & Genevieve began dating and the dating continued, and marriage was on the horizon, they were married on November 25, 1945.

Henry & Genevieve had 6 more children after Hector W. Pelley, Henry Douglas Lay Jr., Marcia Winifred Lay, Wendy Genevieve Lay, Albert Walter Lay and twins named George Andrew and Gerald Frederick Lay. George and Gerald were the heaviest twins born through 1956, they Weighed 18 pounds total.

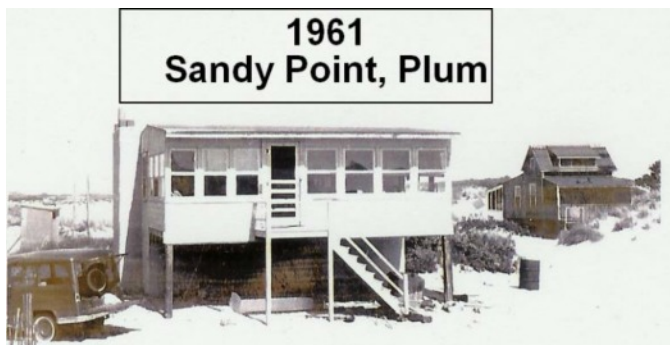
Henry D. and his father Henry S. Lay bought the Kinney Farm in Merrimac in the spring of 1940 (see photo below) where dad raised gladiolas and vegetables for the market. At that time, they bought the farm it had some cattle with it.

In the later 1940's Henry was a Commissioner of the Playground at the Merrimac Elementary School which is now named the Helen R. Donahue Elementary School in Merrimac, MA. He was a Trustee of the Kimball Park at the corner of Union St. and West Main St Merrimac.

He joined the Merrimac Lions Club in January of 1949 and being a lifetime member, stayed active until the day he died at age 86 October 29, 2007. The Lion's Club Motto is "We Serve" and Henry did just that.

In the late 1940's and into the early 1950's he built a camp on Plum Island in Newbury for our family. He became aware of the property for sale through his brother-in-law Richard Thurlow who was the first husband of Clearice Perkins a sister to Genevieve Lay whose family owned land there already. Dad told me he paid \$225.00 for the lot to build the camp and put it in the kid's names. He built a concrete block building which we more affectionately called "Itchy". We enjoyed many summers there until the Federal Government decided to make a state park out of this area. They offered us a nominal amount of money, or it would be taken by eminent domain.





Camp Henry built for his family in 1953/1954 at Sandy Point Plum Island

This is something many of us wish could have kept in the family and I personally harbor frustrations and sadness to this day. If you visit Plum Island State Park you can still find the rubble of the old camp, it was one of the few built so well. I have so many fond memories of Sandy Point on Plum Island, I hope to write a memoir about our summers there someday.

During the early 1950's he helped the Police Chief of Merrimac Alex Sullivan with many strong-arm tasks. He often

helped him with putting patients back in bed after a fall, sometimes he would carry them downstairs to be transported to the hospitals for x-rays or cast removal, anything the Chief needed strong arms for dad was there. Henry was always there for his community. Many times he and his wife would bring food to homes of families who were struggling under the cover of darkness, as not to embarrass them to their neighbors.

Around 1952 he and his father Henry Smith Lay opened and owned a Lumber yard called Merrimac Builders Supply located at 59 West Main St in Merrimac. The Lumber Yard had a fire on December 3, 1959 causing the closure of the business soon after. Late in the 1950's he was Deputy Chief Engineer for the Merrimac Fire Department. He was selling used cars out of the yard on Main Street and plowing snow to support all the hungry mouths at home. I remember hearing him on the CB radio (Citizen band) calling home to Mom (which was his home base) to see where he was needed next for plowing. His call names over the years were 1Q5799 another 1A2111 (One Apple twenty-one, eleven). During the other seasons of those years he ran a construction company building homes and small office buildings.

In 1956 he became one of the first members of the Planning Board of Merrimac and also served as a commissioner for the Light & Water Board in Merrimac. As time went on, he became a general contractor and real estate broker/auctioneer and continued farming as a hobby which was fueled by his passion for farm tractors and planting/harvesting implements.

When the mid to late 1970's rolled around he opened up a Snowmobile business at 59 West Main Street Merrimac and called it Al's Snowmobile Ranch, which ran for a few years. After they closed the snowmobile business dad and mom grew fields of vegetables to sell at market in Boston and at our family produce stand on West Main Street in Merrimac to help educate the last 3 children.

Henry held many different license's including one for buying and selling used motor vehicles and in 1984. He had a license for junk cars, buying secondhand motor vehicles to remodel or buy and sell parts from secondhand motor vehicles. The license was for the business on Hadley Road in Merrimac. He held an Auctioneers license to sell goods or chattels, Real or Personal Property at Public Auction. He had a Disposal Work Installer Permit to construct, alter, repair, and install sewage systems such as septic systems.

Later in his years he was selling advertising paraphernalia anywhere from pens to pamphlets and called his business



Advertising Specialist. He was a member of the Salisbury Train Association. He had a few thousand dollars in HO trains that he donated to the Salisbury Train Society when he passed.

Dad did a little bit of everything during his life and was well known and respected in his hometown of Merrimac.

Genevieve and Henry separated in 1983 but never divorced. She died on January 14, 1997 of colon cancer at the age of 72. Henry married Patricia Keller 6 months later in June 1997. They lived at 90 Whippoorwill Street Seabrook, N.H. until their divorce in 2001. He lived in the house in Seabrook until his death. Patricia took it over as agreed in their divorce decree. After Henry and Patricia divorced, he then met Norma Labbe' from Merrimac, she was his companion until his death. At the age 86 years old he was still an active member of the Merrimac Lions Club, had his driver's license and still driving, snowmobiling,

bowling, taking bus trips to Foxwoods Casino in CT. to play the slot machines. He began to see a woman in Merrimac named Norma Labbe', they became close friends, he considered her a companion. He owned a mobile home in Pittsfield, Maine that he called his "camp" and traveled there on some weekends. While up in Pittsfield he would occasionally travel into Bangor Maine, about 20 miles away, and go to the Casino there and play the Slot machines.

Over the years Henry's lungs became diseased and he began experiencing trouble with his breathing and low oxygen levels of 70% normal is 98%. He was admitted to the Anna Jaques Hospital in Newburyport, MA. a few days later transferred to Lahey Hospital in Burlington, MA. where he underwent a lung biopsy and was diagnosed with idiopathic pulmonary fibrosis, which is scarring and thickening of the lungs without known cause and without a cure. Because no treatment would help, as the disease was terminal, he was transferred to the Kindred Hospital in Peabody, MA, a Rehabilitation Hospital where he lived his remaining 3 weeks off his life. Dad died in the Kindred Hospital on October 29, 2007 from respiratory failure caused by the idiopathic pulmonary fibrosis with an under lying cause of biliary obstruction at the age of 86.

His son Gerry was the only one with dad at the time of his passing and writes about the experience. *"Being a believer in the spirit as everlasting, I felt compelled to share the story of my Dad's spirit during the morning of his passing. I had the honor of being with Dad the night we all felt that his time was near. It was very early the morning of October 29th, 2007. The Boston Red Sox had just won the World Series on the eve of October 28th which made Dad very happy and he celebrated by donning a Red Sox baseball cap. After visiting hours, the family left and I settled into a somewhat uncomfortable chair beside dad's bed and attempted to get some sleep, all the while listening to his heart and oxygen monitors beeping and chiming away. I noticed early on his heart rhythm on the monitor was erratic which made me somewhat nervous thinking, what was I to do when the monitor went to a flat line? Several hours later as I stood by him, that awful moment came, the line was flat, it was 3:17 AM, dad had moved on to a higher place. I went about the task of calling my family with the somber news. Everyone was in route to be with Dad for one last time. The first to arrive was Dad's most recent acquaintance Norma Labbe' who arrived very early that morning. We talked briefly prior to entering the room where Dad's body remained covered by a ghastly white sheet. As we made a few steps into his room we felt a whoosh of air rush past us, circling around the room and out through the closed door, a pulse so strong, moving the curtains as it passed. At the corner of my eye I saw and felt a silent shrill of silver air and then it vanished. Norma and I both felt we witnessed something very surreal, feeling it was the spirit of Dad making the way to his new grounds."*



**Graduation day, 1941 from
Essex Aggie**

*History behind the building of Camp Sea Haven in 1947
Plum Island, Massachusetts.
Interview with Henry D. Lay, by Wendy Lay Conn 2005*

In 1947 the Lions Club took on a project to build a place for children stricken with polio. Dan “Rick” Harrington, a man who had been stricken by Polio as a child, managed to get a 10-year lease of the Knobbs Beach Coast Guard Station or Life Saving Station on Plum Island for the site for Camp Sea Haven. My dad Henry D. Lay had a special interest in this project as his brother Albert Smith Lay died in 1937 from Polio or Infantile Paralysis.



Henry D. Lay being part of the Lions club said that they could not get anyone to head up the project to build Camp Sea Haven. After two or three Lions Club meetings there were two guys by the name of Al McBeal from Peabody, Massachusetts and Lewis Barrett from Lynn, Massachusetts both that said if they knew anything about building, they would head up the project. Henry replied: well I know a little bit about building so why don't the three of us head up this project because if we don't no one else will, so the three of them agreed. Henry Lay, Al McBeal and Lewis Barrett went to Ft. Devens Army Base in Massachusetts and explained to one of the Colonel's there what they were trying to build. The Colonel was more than willing to help make this project happen. The Colonel got Ft. Devens to donate about 20 buildings for the project. Henry, Al, and Lewis got in touch with a guy who owned a trucking company who lived near Ft. Devens and he said he would truck the supplies to Plum Island. Al McBeal and Henry Lay went back and forth to Ft. Devens a couple of times and talked to the Colonel, whose name was not mentioned,

finalizing the plans for transport. The Colonel said he had a lot of people that weren't doing much and stated that he could have his men disassemble the buildings and help load them on the truck. The buildings were shipped, the original bolts that held them together got lost during the shipping process, and new ones had to be purchased before the reassembly could happen.

Once the building parts and bolts arrived on Plum Island there were 50-60 laborers from all over the district in the New England Corner to help assemble the buildings. It took only 5 days to assemble, partition, tar paper, paint and putty up windows.

When the buildings were completed and ready for use in 1947 Dan Harrington took over and ran Camp Sea Haven. Dan had a saltwater pool installed with help from many donations including employees of the B&M Railroad.

The first year Camp Sea Haven was open there were 100 kids that had been stricken by polio, the second year there were 125 kids. Dan Harrington's family ran it for more than two decades bringing the year to 1967. Not to long after Polio was cured and so the enrollment declined. The Camp was opened to many other handicapped children, not just those who had been stricken by polio. In 1969 over the course of the summer one hundred and sixty-five 6 to 16-year-old children attended the camp over an eight-week period.

In 1972 the Cerebral Palsy Foundation took over the camp and continued to use it until it closed in 1988 as the federal officials wanted the island for wildlife. The buildings were burned.



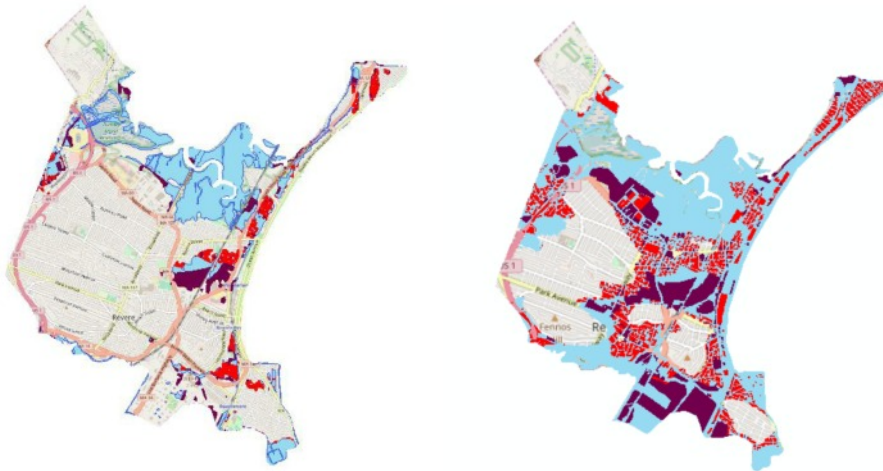
Camp Sea Haven founders, Charlotte and Daniel R. Harrington Sr.



School Happenings 2021

CTE and GIS at ENSATS

One of the defining features of environmental data is that it is almost always tied to geographic location. This is one of the reasons GIS (Geographic Information System) software skills are so important and useful for our shop and in the environmental industry in general. Think about the times you've used environmental data in your life and how important it was to know where the information was for. If a hurricane is coming up the coast you want to know exactly where the landfall will occur. If the endangered Blue Spotted salamander has been found, you want to know where so it can be protected and monitored. Everything from weather, to migration patterns, to human development is tied to location on the planet. There's nothing new about GIS, one of the most famous GIS maps is of cholera infection in London in the 18th century that clustered fatalities around communal water pumps. Of course these maps were made on paper, but now maps can be made in three dimensional real time and be animated as data changes. Virtual reality and computer animation are basically very powerful map based platforms. It can be a very lucrative career pathway with seemingly endless applications, not just for the environmental sciences. Over the years there have been some incredible mapping projects, for policing and crowd control, medical mapping of nervous systems and surgical procedures, and in economics with the huge amount of personal spending data available.



Student Map of Revere Illustrating Storm Surge Impacts on Commercial and Residential Property

A couple of years ago we worked with Mass Audubon and Liz Duff on a GIS project with our senior Natural Resource management class. Students not only researched current storm surges, but also what a storm surge could look like with sea level rise. The maps above show the impacts on a severe storm in Revere with sea level rise predictions of 3- 6 feet and 21 foot storm surge. The red zones are residential properties and the purple zones are commercial properties. Students wanted to show and teach people the possible future impacts and put a cost amount on seal level rise. Presenting to town officials from Saugus and Revere they put out some numbers estimated on the available data on the impact on property values. The range in costs on property alone for Revere was between \$1billion and \$6billion if sea level rose to predictable levels by 2100.

Paul Crofts



Not only could students demonstrate the impact on commercial and residential property, but they could also analyze the impact on transport, emergency services, and ecological degradation. In fact the amount of things students wanted to analyze was seemingly endless. The class did an outstanding job and they were all very empowered by it.

Paul- GIS is a very powerful tool and when I first began to use it at college my professors handed me the manual and I set about doing tutorials. I followed along with them tracking the flight path of Amelia Earhart or seeing the radius of customers for super

markets in Redwood California. When I came to use GIS though none of the tutorials were any help either in application or in creating permanent skills. When I had to teach it in high school I knew I had to take a different tack, and I knew from experience the fastest way to learn and apply GIS was to use it on something you had to do professionally. I'm not going to lie, GIS software is very frustrating, probably more than the typical teenager can handle, so you have to chunk it down, slow it down, and get some basic skills down first. Laura- Before students can really grasp GIS and start creating their own mapping analysis, we try to give them a good background on map reading, cartography, and orienteering. We make a game of the compass use, playing things like "eye spy on a bearing" and "Simon says compass directions" to help the whole class gain confidence with orienteering skills. Then we practice basic mapping using compasses and pacing. Students learn to read and use topographic maps and the symbology associated with them. As students advance through these skills they learn about map projections and the different ways we represent the globe on flat surfaces. Finally we learn about the geoid (the true shape of the planet which is not a perfect sphere) and the different mathematical surfaces we have established to approximate the globe in the age of satellite surveillance. GIS is a powerful tool, but it's a very heavy and advanced industry software. There are almost endless applications to the software, but students need to reinforce basic and old fashioned computer skills first. They need to learn file management and standard naming conventions. They must learn how to set up a database using standard practices like comma separated values, so a computer can read the file correctly. It can be a frustrating process for the generation of students who grew up using tablets and smartphones. But the computer skills gained along the way are valuable in and of themselves.



Students can map any kind of data they collect

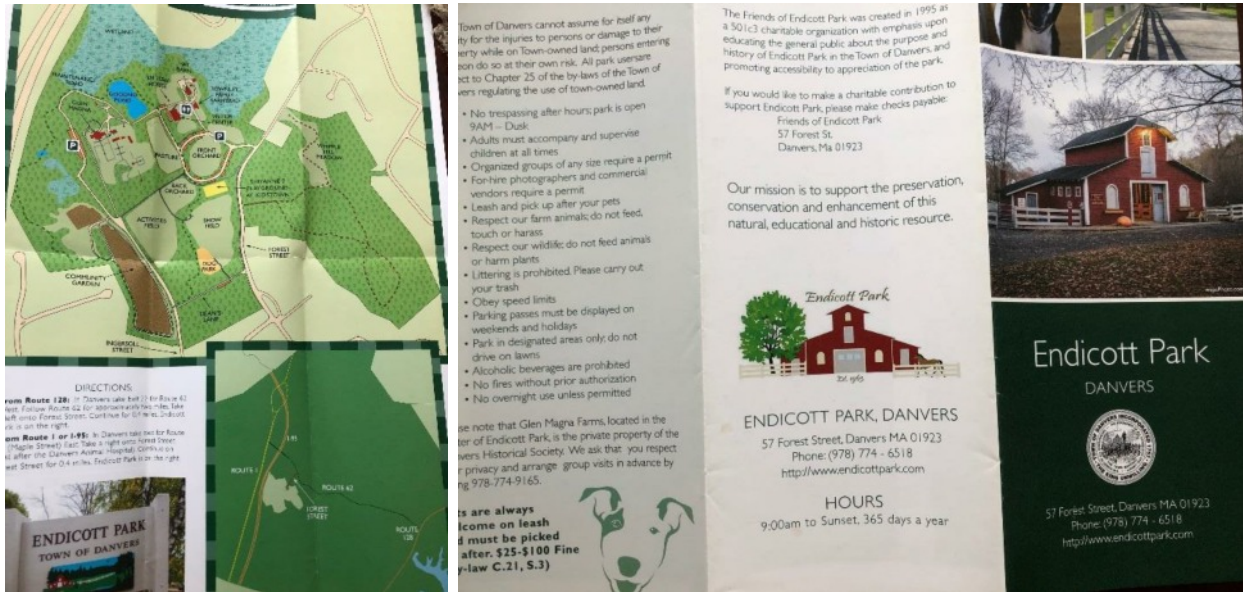
It's a lot of work, but as soon as kids start to see their own data on the map they get more and more invested. So, for the Storm Surge project we took kids all along the coast with an auto level and began physically mapping the predicted seal level rise in land and took some GPS readings.



That was the tipping point for most students and then the trick was to manage their frustrations. The ideal part of working with an outside community partner is that it is a good motivator for students, because someone other than their teacher is depending on them. It's the same with co-op; as much as we tell students that vocational teachers are from the professional world we still come across as teachers. Co-op is an invaluable experience for our students because it really is going to the 'University of Life' for them.

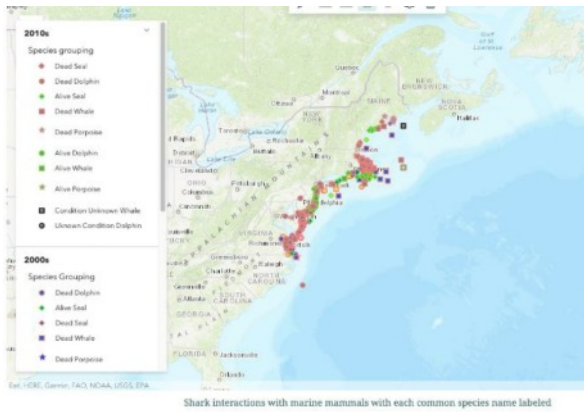
The more we can show students that GIS, and the ability to use it makes them very employable the more they are likely to buy into it. This is especially true when they see how people react to their ability to use it independently. Hannah Marshall went on co-op her senior year at Endicott Park. After a while they tasked her with making a new pamphlet for the park and Hannah did an amazing job using GIS skills to make a new map. The material she produced far surpassed what they had been relying on the past, although it wasn't without scaling a huge learning curve. Ann Witzig a former teacher at ENSATS spent

many frustrating hours with Hannah getting the map to work, and problem solving why GPS coordinates taken in Danvers were showing up in South America (it's a long story).



Hannah persisted though and made an awesome pamphlet and fold out map. She was offered a job at Danvers, before going to college, and I still use the pamphlet to show students what they can do if they want. <https://www.danversma.gov/park-map/>

Paul Crofts



Students can get really into some neat mapping projects. One of our current interns at [NOAA](#), Emily Brown, has been using GIS on a few projects. Currently she is tracking shark interactions with marine mammals. Using both historical and recent data, she mapped the frequency of marine mammals with indications of shark predation or scavenging along the East Coast. This will allow her team to understand both the frequency of shark interactions with marine mammals, some of which occur due to scavenging after the marine mammal is dead, in the area and target areas for future outreach. For the shark project, her supervisor just submitted an abstract to the Society of Marine Mammalogy conference. Emily is the co-author.

superintendent just submitted an abstract to the Society of Marine Mammalogy conference. Emily is the co-author.

If you want to get started using GIS you don't need to buy thousands of dollars' worth of software. There are some web based platforms that are easy to use and free. [Google Earth](#) and [MassGIS OLIVER](#) are two awesome entry points for GIS. Google Earth allows you to not only explore the Earth in great detail, but you can use the time slider to see as far back as Google has been collecting data. You can also upload information into Google Earth with GPS technology there are neat measuring and drawing tools. OLIVER ups the game and links maps to geographic data stored by the Commonwealth. There are hundreds of data layers from shellfish zones and canoe launches, to bedrock and contour lines. [ESRI](#), the company that makes the GIS software we use also has web and phone apps free to people that want to start mapping. Story mapping is a great way to make maps of things you are interested in, maybe as a citizen scientist or as a vacation journal. Getting kids excited about mapping is key to guide them to GIS career pathways.

If we want to keep our region the way I think we all like it then our resources need to be managed properly. GIS is a perfect management tool for this. More importantly though we need to inspire future managers, the people who can use and implement GIS to preserve the North Shore and all our communities healthy into the future. With students that ENSATS has been lucky enough to have I feel more optimistic about our future than I've felt for a very long time.

(Editor's note; A Geographic Information System career is one to consider, according to [payscale.com](#) the average base salary is \$55,606 per year.) (Above photos were taken pre-COVID-19)

\$55,606 / year ▾
Avg. Base Salary (USD)



The average salary for a Geographic Information Systems (GIS) Analyst is \$55,606

Base Salary ⓘ	\$42k - \$77k	
Bonus	\$488 - \$7k	
Profit Sharing	\$101 - \$10k	
Total Pay ⓘ	\$40k - \$77k	

Currency: USD • Updated: Tue Apr 06 2021 •
Individuals Reporting: 1,441
Based on 1,441 salary profiles (last updated Apr 06 2021)

Faculty in the Spotlight / Debora O'Reilly

Superintendent Dr. Heidi Riccio is pleased to announce that Debora O'Reilly, a biotechnology teacher at Essex Tech, is the National Association of Biology Teachers (NABT) Massachusetts' Outstanding Biology Teacher for 2021.

O'Reilly has been an educator for 23 years and has spent the last seven years at Essex Tech. Each year, she dives into new projects with her students to help them understand the importance, difficulty, and positives of conducting real-world research. She also teaches them to share their love of science, partnering with a local middle school to have her students instruct younger students on labs and research. In the past O'Reilly and her classes have worked with students from Higgins Middle school in Peabody and Marshall Middle School in Lynn.

O'Reilly collaborates with her students as well as her peers in the science world as an educator, working with researchers at Vanderbilt University to test for a certain bacteria and local farmers to collect soil samples. She also worked with LabXchange, a digital platform that brings science and labs to students who may not have access to the resources needed.



Debora O'Reilly

The NABT gives the award annually to one science teacher in grades 7-12 in each of the 50 states. In order to receive this award, recipients have to dedicate a major portion of their teaching career to biology or life science, and they are also judged on their teaching ability and cooperativeness with students, staff, and the community.

Winners of the NABT OBTA are special guests of the Carolina Biology Supply Company at an Honors Luncheon in Atlanta, Georgia, to be held later on this year. Winners also receive gift certificates, resources from sponsors, award certificates and a complimentary one-year membership to NABT.



“Throughout her time here, Debora has excelled as an educator and shared her passion for biology with students, staff and families,” Superintendent Riccio said. “She is very deserving of this impressive award, and we are grateful to have her on board. Congratulations on this worthy achievement.”

This stove was used by the Homemaking School's Better Living class, 1925



Editor's note: The Glenwood 6 burner stoves were manufactured in Taunton, Massachusetts, between 1880 and 1930. Notice the coal bucket in the back and the hot water tank.

I would think the term "Better Living" came from the 4-H Club's Pledge, I pledge my head to clearer thinking, My heart to greater loyalty, My hands to larger service, and my health to better living, for my club, my community, my country, and my world.

***Faculty in the Spotlight, Miss Ruth P. Emerson, Instructor
Head of the Food Division of the Essex County Homemaking School***



RUTH EMERSON

“Ruthie”

“Strong in will and rich in wisdom.”

Ruthie hails from the good old granite state where they taught her that the world obtains its supply of cotton from the back of the innocent sheep. Never mind, Ruthie, we all know that you can sew and bake a cake to perfection. The Household Ec department have their eyes on you for a future assistant. If anyone is anxious to start an argument, bring Ruth in—you’ll never have to carry her out—for she loves above all things a good hot argument and usually has the last word. If you want to tease Ruth, just pop around the corner and say “Boomerang”—then watch the blushes and listen to the stammering!

4 Souhegan Street, Milford, New Hampshire.
Cushing Academy.
Household Economics.

Waitress Sophomore Luncheon (1), Class Executive Committee (2), Usher, Junior Prom (2), Junior Corridor Committee (3), Committee Junior-Freshman Wedding (3), Junior Welcoming Committee (3), Usher at Senior Play, and Class Day (3).

Miss Ruth P. Emerson was indeed the quintessential “True New Englander”. Ruth was related to both essayist Ralph Waldo Emerson and General Israel Putnam. Ruth was born in Milford, New Hampshire on May 19th, 1901. The Emerson family was a prominent family of that town. Her father was Charles Sumner Emerson, furniture store owner, president of the local building and loan, town moderator for 40 years and avid gardener. Education was not an option in the Emerson household. Ruth’s three brothers, Dean, Brooks and Mark all graduated from Dartmouth College and as you can see from above Ruth graduated from Simmons College in Boston.

Editor’s note: (Ruth always used the middle initial of P in her name. Family members alive today do not know what the letter P stands for, it is not on her birth certificate. I am thinking it is for Putnam.)

Besides Simmons College, now (Simmons University) Ruth’s high school was a boarding school in Ashburnham, Massachusetts. This was Cushing Academy, which was founded in 1865. Ruth’s father also attended Cushing which is a private school with high academic standing.

There were several extra activities for Ruth. She was with the New Hampshire Girls Canning Club and the Hillsborough County Boy’s and Girls’ Club. At the age of 11 Ruth came in second in a canning exhibit and won \$3.00.

The first teaching position Ruth had was in a Peace Dale, Rhode Island public school teaching home economics. She was teaching in Winchester, Massachusetts prior to starting at Essex Aggie in 1930. She retired from the Aggie Homemaking School in 1961.

Editor’s note: (Ruth always was one for details. See this announcement from 1943 to women wishing to learn canning at the Aggie.)

“A community canning kitchen will open in the Homemaking Building of the Essex County Agricultural School on Tuesday, July 6, for the convenience of Essex County Homemakers.



Ms. Ruth P. Emerson in later years.

a conscious choice not to marry. Ruth's family said she would have been a wonderful mother, one that was nurturing and compassionate.

Ruth was a member of the Maple Street Congregational Church. This is the same church that instructor Carlton Stearns was a senior deacon. (see our January 2020 newsletter) Ruth loved to knit, she knitted mittens and scarfs for her great-nieces each year as well caps for many lonely sailors who were out at sea. This may be due to the fact she met a young Navy wife at her church by the name of Priscilla Curda. When Ruth retired, she volunteered at the Hunt Hospital gift shop for many years. Ruth was ever active in her community; she was at one time the secretary and later the president of the Business and Professional Women's Club of Salem.

Ruth loved to travel; this is an understatement. This is an example of just one of Ruth's trips. In 1957 she took a flight to London then proceeded by overnight boat from Newcastle to Bergen, Norway and enjoyed 8 weeks in Europe. She very much liked seeing the fjords of Norway and the unusual foods of Norway, Denmark and Sweden. One of the most fascinating sights was the Karlstad Dance Festival when some 200 people from different parts of Sweden, dressed in their native costume met to give their native dances, first in groups and then altogether. A colorful sight in the twilight of the north. Her first trip to Europe was in 1929 which included the countries of England, France, Italy, Germany and Holland. She traveled to Alaska, Hawaii, Chicago, Washington D.C. the Rocky Mountains, and Salt Lake City to name a few. Ruth also went on several cruises.

Ruth was only 18 days old when her family held a reunion with her great-grandmother, Evelina Kimball Putnam Emerson, as the guest of honor. Mrs. Evelina Emerson was 90 years old at the time. In about 1895, Ruth's uncle Harry Emerson built a cottage on Spofford Lake in Chesterfield New Hampshire. Over the years the family was held together by Ruth hosting family reunions at the lake almost every summer.

Members of the regular faculty of the school will be in charge and will give instruction in the best methods of food preservation. Hours are from 9-5. Women may learn by doing their own canning in our kitchen under School supervision.

A woman wishing to avail herself of this opportunity must make arrangements in advance by calling the school Danvers 50 and talking to the canning supervisor. She will be asked when she wishes to come and what product she desires to can in order that efficient plans may be made for the convenience of all. A woman must bring her own produce, jars, rubbers and sugar if required. It is desirable that she bring her favorite paring knife. These women will do their own canning under the supervision of the canning instructor."

An independent soul, Ruth never married. She was not one to be told who she should be. She was an educator of foods, an avid gardener much like her father, a traveler

and one that did not back down in an argument. She made

SEEING AMERICA WITH MISS EMERSON, 1939

On November 9 at the Echo (4-H) Club meeting. Miss Emerson gave a very interesting account of her trip which she took last summer through the West and into Alaska. She showed us two reels of beautiful, colored, moving pictures that she took.

She began her trip by travelling North and going through the Great Lakes. In order for a boat to pass through the Lakes it has to go through a series of locks similar to those in the Panama Canal, only smaller. In passing through Canada, Miss Emerson and her companion traveled through the wheat area. Many people with whom they talked were in very high spirits, because after seven years of crop failure due to droughts and storms there was to be a fine crop of wheat that season.



Mount Edith Cavell

They visited Edmonton and the Jasper National Park where they observed wildlife, such as moose, beaver, and deer in their natural surroundings. From there they went to the top of Mount Edith Cavell and walked on a glacier five hundred feet in thickness. It was the Fourth of July and extremely cold.

The party boarded a boat at Vancouver to go to Alaska. The trip up and back took ten days. They were traveling on the Pacific Ocean, but the water was so calm and land being in sight all the way, it seemed as if they were sailing on a river. However, they passed several icebergs floating along-, of which seven-eighths were below the surface.

Arriving at Skagway, Alaska, they boarded a train which took them up through the mountains over winding trails. They traveled over part of the route of the "forty-niners".

On the return trip she went south to Washington where she dined at Paradise Inn at the foot of Mount Rainier. From the window they could watch bears playing in the snow. One could hire a pair of pants and slide down over the snow drifts.

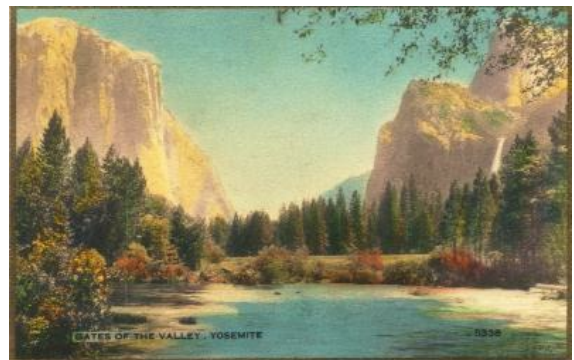
Next, she visited the San Francisco Fair on Treasure Island and beyond they could see Alcatraz which was very gruesome.

On the trip East, they stopped off at Reno and it was a very disappointing place, with its ramshackle buildings and a number of cheap gambling casinos and night clubs.

From Reno, they visited the Yosemite Valley which was gorgeous while the Grand Canyon was indescribable. The pictures which she showed had captured much of the beauty, but one would have to see it to get the full glory of its beauty and grandeur.

While in California they went to Warner Bros, studio. They were in a sight-seeing bus and no cameras were allowed. They visited the "Gone With the Wind" lot and saw a scene for the picture in the making.

Miss Emerson certainly had a wonderful vacation and I think if we all could travel our slogan would surely be "See America First".



Gates of the Valley, Yosemite

From the Homemaking Department, 1938 THE STUFFING IS THE BEST PART

Thanksgiving is approaching, that means to many of us some kind of a bird to be stuffed, and remember the stuffing is an important part. We all have different ideas on what we like, but maybe this is the year that you want to change and make your stuffing somewhat different from usual.

I hope you save your stale bread and left-over rolls for such purposes. In fact, these leftovers of bread if properly dried may be used for crumbing croquettes and putting on top of various baked dishes. However, for stuffing do not grind them, they make too mushy a mixture. Softer stale bread is preferred by some and you can buy old bread from your baker at several cents less than regular price. Half bread and half crackers make excellent stuffing, or all cracker if you prefer.



Miss Ruth P. Emerson

Hot or cold water is all right for this mixture but if you are stuffing the bird the day before roasting you should use cold water or else be sure the stuffing cools thoroughly before you put it into the bird. This idea of stuffing the bird the day before is surely a help when the holiday actually arrives. Be sure to use plenty of water to make a soft stuffing. It will dry out some in cooking. If you use dry, hard, bread be very sure all pieces are well soaked up before using.

Now for the seasoning in our bread or cracker stuffing. It is of course very important. Plenty of salt, pepper and butter and an egg if you desire. Good old New England sage is the very correct seasoning! If you raise it in your herb garden (and it is easy to grow) or can get it from a friend who does raise it you have the best thing. Crisp up the dry leaves in the oven and push them through a strainer to get it in powder form. Of course, you can buy this all powdered but is it as good as raising your own? Poultry seasoning is a combination of spices largely sage. Personal preference will determine the amount of onion but be sure it is very finely cut up, chopped celery is also good at this point. Remember a well-seasoned stuffing helps to season your bird as well as provide an important part of the meal.

Now I have described only good old-fashioned New England stuffing. Many others are excellent. Mashed potato is frequently used as a foundation, or boiled chestnuts, the French ones you buy. The giblets may be ground up and put into the stuffing, but I prefer these for gravy. Sage meat or even pork is frequently mixed in if you desire the meat flavor. Oysters with their liquor may be added to the regular bread stuffing which has been more lightly seasoned. Mushrooms sautéed in butter may be used in large or small amounts. If it is duck you are stuffing, apples are very appropriate. Prepare your duck the same way you would any bird but remember there is not as much meat on it and all meat is dark. Also, duck is much more greasy.

Another point about stuffing. Don't think you can serve it only with poultry. Stuffed into a boned fresh ham or leg of lamb it gives good flavor. Also cook some around the roast because you can't get much inside. Meat goes much further if helped out with a good stuffing. Pork chops or lamb chops are excellent baked with the stuffing on top. Baste frequently with the meat fat and you will have a delicious dinner. Fish done in the same way is also good. As well as seasoning the fish or meat you prevent it from drying out.

Remember, good cooks "season to taste" so taste frequently and give your family one more thing for which to be thankful this November.

Ruth P. Emerson, Instructor

A Tribute To Miss Ruth P. Emerson

I speak of a friend, both loyal and true,
Her absence means much to me and to you!
We pause by the door of her empty room,
And feel it hallowed, a sacred tomb.
Its silence speaks of sweet memories dear
And echoes our sighs, while the welling tear
Dims the eye, as we think,—"no more
Will she bid us enter her friendly door."
No more shall we find her knitting, or tatting,
Busily working while we were chatting.
There's many a soldier, in battles' storm,
Will be the braver, because he is warm
In garments wrought by her nimble fingers,
(Her patient neatness in memory lingers.)
She told us stories, with quaint humor rare,
Was always ready her comforts to share.
No student or teacher was ever afraid
She was too busy to render them aid.
The club came asking for her counsel wise,
And left the richer for her sound advice.
The church observed her, her stately mien,
And gracely manners, so calm and serene.
The town was thankful to have her pen
Write up its records for the eyes of men.
Friends, students, and teachers; club, church, and town
Unite in their tributes to her renown.



She's gone, with a smile, she would have it so
Had she chosen the way that she would go
To her work, in another world, more fair
Because her cheerful presence is there.

—Elizabeth F. Gordon. November 19, 1917

(Editor's note: This poem is from the 1918 Bridgewater State Normal School Yearbook. It was written for one Miss Alice E. Dickinson. I thought it would also be appropriate for Miss Ruth Emerson as well.)



The Span of Life

The old dog barks backwards without getting up.

I can remember when he was a pup.

by Robert Frost

Aggie Alumni who passed away

Gary J. Amirault, Post Grad

<https://www.legacy.com/obituaries/itemlive/obituary.aspx?n=gary-j-amirault&pid=198902573&fhid=7579>

Edward Beauchamp, Class of 1955

<https://obituaries.bangordailynews.com/obituary/edward-beauchamp-1079484349>

Ronald Edward Brazas, Sr., Class of 1957

<http://www.barnesville.com/archives/13551-Ronald-Edward-Brazas,-Sr..html>

Richard T. Caves, Instructor

<https://obituaries.salemnews.com/obituary/richard-caves-1081425649>

F. Harlan Clock Jr., Class of 1951

<https://www.johnsonfuneralhomeme.com/obituary/F-Clock>

Regina O. Collins, Post Grad

<https://www.odonnellfuneralservice.com/obituary/Regina-Collins>

Cheryl, A. Fontana, Post Grad

<https://obituaries.gloucestertimes.com/obituary/cheryl-fontana-1082492621>

Michael Edward Gill, Class of 1985

<https://obituaries.salemnews.com/obituary/michael-gill-1081523185>

Vivian (Cook) Gove,

<https://www.farmerfuneralhomes.com/obituaries/Vivian-Gove?obId=20903716>

Allen J. Hancock, Class of 1957

<https://www.legacy.com/obituaries/lowellsun/obituary.aspx?n=allan-j-hancock&pid=197533172&fhid=20790>

Donna M. (Murphy) Harriman, Post Grad

<https://www.legacy.com/obituaries/itemlive/obituary.aspx?n=donna-m-harriman-murphy&pid=198568390&fhid=3736>

Alice Henning, Class of 1956

<https://www.legacy.com/obituaries/news-press/obituary.aspx?n=alice-e-henning&pid=197345210&fhid=10465>

Linda C. (Roake) Hubley, Post Grad

<https://www.morrissouthboroughfuneral.com/obituary/Linda-Hubley>

Edward S. Kennedy, Post Grad

<https://www.odonnellfuneralservice.com/obituary/Edward-Kennedy>

Richard (Dick) Lawrence LaMontagne, Class of 1954

<https://obituaries.salemnews.com/obituary/richard-lamontagne-1081606303>

Sharon L. "Sherry" (Penney) LeBlanc, Post Grad

<https://www.tributearchive.com/obituaries/20431392/Sharon-L-Sherry-Penney-LeBlanc/Melrose/Massachusetts/Gately-Funeral-Home>

Reverend Stan Litchfield, Class of 1956

<https://www.nashuatelegraph.com/obituaries-memorials/obituaries/2020/05/09/rev-stan-litchfield-2/>

Chrysanthe M. Machiros, Class of 1952

<https://www.tlcfuneralhome.com/obituary/Chrysanthe-Machiros>

Edna Lillian (Haywood) Maitland, Class of 1933

<https://www.legacy.com/obituaries/wickedlocal-marblehead/obituary.aspx?n=edna-l-maitland&pid=148785790>

Herbert L. Mackey, Jr. Class of 1948

<https://obituaries.salemnews.com/obituary/herbert-l-mackey-jr-1082362908>

David Paul Nicholson, Class of 1959

<https://www.livingwatersfh.com/obituaries/Paul-Nicholson/#!/Obituary>

Richard J. Oster, Class of 1974

<https://obituaries.newburyportnews.com/obituary/richard-oster-1081425642>

Sandra L. Palmquist, Post Grad

<https://obituaries.gloucestertimes.com/obituary/sandra-palmquist-1082372111>

Kazimierz “Charlie” Pierga, Class of 1953

<https://www.tributearchive.com/obituaries/19288560/Kazimierz-Charlie-Pierga>

Paul Pinheiro, Farm Department

[https://ccbfuneral.com/tribute/details/7111/Raul-](https://ccbfuneral.com/tribute/details/7111/Raul-Pinheiro/obituary.html?fbclid=IwAR1AaCdi9nZ61AvydDM3q5KVgpgLMUCeAi3y2Jb_GHW6XLLup4oc7Fcsn2s)

[Pinheiro/obituary.html?fbclid=IwAR1AaCdi9nZ61AvydDM3q5KVgpgLMUCeAi3y2Jb_GHW6XLLup4oc7Fcsn2s](https://ccbfuneral.com/tribute/details/7111/Raul-Pinheiro/obituary.html?fbclid=IwAR1AaCdi9nZ61AvydDM3q5KVgpgLMUCeAi3y2Jb_GHW6XLLup4oc7Fcsn2s)

Marion M. (Joseph) Sargent, Post Grad

<https://obituaries.gloucestertimes.com/obituary/marion-sargent-1082449130>

Eugene “Gene” Harvey Somerby, Class of 1949

<https://www.dyer-lakefuneralhome.com/obituary/eugene-somerby>

Theresa M. (LeBlanc) Vienneau, Class of 1954?

<https://www.solimine.com/obituaries/Theresa--M-LeBlanc-Vienneau?obId=19966802>

Debra (Godjikian) Young, Class of 1978

[https://obituaries.salemnews.com/obituary/debra-young-](https://obituaries.salemnews.com/obituary/debra-young-1082102869?fbclid=IwAR32XA9BooJ56I_5nAWxoetqdK9DnGroN9GonGSaFmdeY3qw43rgYZ7LW)

[1082102869?fbclid=IwAR32XA9BooJ56I_5nAWxoetqdK9DnGroN9GonGSaFmdeY3qw43rgYZ7LW](https://obituaries.salemnews.com/obituary/debra-young-1082102869?fbclid=IwAR32XA9BooJ56I_5nAWxoetqdK9DnGroN9GonGSaFmdeY3qw43rgYZ7LW)
Ws



Essex Aggie Alumni Association Membership Registration Form 2021

Membership dues for 2021 will still be \$20.00

Term of membership is Jan 1 to Dec 31

Please fill out the form below

We need your support



Member Name and Address: (Please Print)

Class of _____ High School Division (____) College Division (____) School Staff (____)

First Name _____ Maiden Name _____ Last Name _____

Address _____ City _____ State _____ ZIP _____

Home Phone (____) _____ Work Phone (____) _____ Cell Phone (____) _____

E-Mail _____

Please register my membership for 2021

I am enclosing my check for \$20.00 for 2021 Membership: \$ _____

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

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

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

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

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

Total amount enclosed for membership & donations: \$ _____

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

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

Check should be made out to: Essex Aggie Alumni

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

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