



CHEWONKI
CHRONICLE

2019





CHEWONKI

Wiscasset, Maine



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Chewonki inspires transformative growth, teaches appreciation and stewardship of the natural world, and challenges people to build thriving, sustainable communities throughout their lives.

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CHRONICLE STAFF

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 People editor: Carrie Bell-Hoerth

Our thanks go to the staff members, students, and friends who took the photographs in this issue of the *Chewonki Chronicle*.



President's Notes

When Chewonki became a non-profit in 1962, a charitable purpose became an essential piece of our organizational DNA. Since that time, we have served participants bringing an increasingly broad range of identities, backgrounds, and experience. Camp Chewonki welcomes campers from more than 15 nations each summer, Maine Coast Semester typically has students from more than 15 states, and we serve well over 15 communities in Maine with our Elementary School and Outdoor Classroom programs. Our broadest engagement comes from our traveling science educators, who visit hundreds of towns throughout the region each year.



However, we cannot meet the full promise of our mission by merely serving more people across a geographic area. We need a diverse, equitable, and inclusive environment to foster educational growth and make sure that every student, camper, and staff member feels safe, welcome, and valued for who they are and what they bring to the community.

We learn from nature that diverse ecosystems are lively and robust while monolithic ones become stale and fragile. We want Chewonki to reflect the human diversity we see throughout our nation.

Our wonderful educators and staff strongly hold this view. They have continuously pushed the organization to meet this promise in new and better ways.

For these reasons and more, in November 2018, the Chewonki board of trustees approved a formal Diversity, Equity, and Inclusion (DEI) statement to guide our work. Similar to our mission statement, our DEI statement is a guiding star we will always strive towards, pursuing the principles and directions set forth in its language, which you will find on the next page.

Our DEI statement is the product of a task force of staff and board members, building on several years of staff activities and professional development. I am grateful for the effort and wisdom of the task force members below.

- Susan Feibelman, *Head of Semester School*
- Nancy Kennedy, *Vice President for Camp Chewonki*
- Shelly Gibson, *Team Development Coordinator*
- Lisa Beneman, *Assistant Farm Manager*
- Anne Leslie, *Writer/Editor, Advancement Office*
- Emma Balazs, *Traveling Natural History Program Coordinator*
- Rebecca Marvil, *Trustee*
- Roseanne Saalfield, *Trustee, Chair (ex officio)*
- Jeff Eberle, *Trustee, Treasurer of the Board*
- Davis Benedict, *Trustee*
- Jenn Gudebski, *Advisor*

While all organizations must do this work, I am particularly proud of the approach we are taking, which includes an emphasis on developing cultural proficiency for the whole community while holding up a mirror to examine ourselves and everything we do. In addition, I have charged our leadership team with responsibility for implementing the DEI statement in every aspect of our work.

Chewonki cultivates a diverse body of effective citizen-leaders who improve their human and natural communities across a multitude of careers, disciplines, roles, and places. We will continue to broaden our community, welcoming new voices and new perspectives. You are very much part of this work, and I thank you for your continued support.

Warm regards,

Willard Morgan
 President



Chewonki's Diversity, Equity, and Inclusion Statement

To meet the promise of our mission, Chewonki strives to be a diverse, equitable, and inclusive organization. Our legacy of thoughtful self-reflection and purposeful change guides our efforts to create a place where all participants and staff can flourish. We are committed to:

- Promoting the principles of social and environmental justice;
- Cultivating a leadership culture that fosters the best practices of this work;
- Building our financial strength to ensure the durability of this work;
- Attracting and enrolling students and campers who reflect our nation's diversity;
- Attracting and retaining staff who reflect our nation's diversity;
- Providing relevant, rigorous professional development;
- Designing a campus that is responsive to many needs;
- Evaluating our progress on an ongoing basis; and
- Collaborating whenever possible with peer institutions to share knowledge and resources.





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NAHM

Meet the Summer Team

Nancy Kennedy, Vice President for Camp Chewonki

Nancy Kennedy is known for putting her whole heart into what she loves, and she loves Camp Chewonki. She is fascinated by its history; adores the families who are part of it today; and is excited about what's ahead. Kennedy, who was named vice president for Camp Chewonki last fall, oversees all three Camp Chewonki programs: Camp Chewonki for Boys, Camp Chewonki for Girls, and Chewonki Wilderness Trips for teens.



beginnings of community-building, problem-solving, communication skills, accepting feedback, and taking the first steps toward important friendships," says Kennedy. She is committed to making sure every Chewonki summer experience includes some or all of our key competencies: natural history education, community-building that supports individual self-discovery as well as group responsibility, wilderness adventure, and farm and food education.

Chewonki President Willard Morgan describes Kennedy as "a natural leader known for her warmth, transparency, compassion, and humor. She has a great ability to solve problems and envision the future. She is a wonderful person to be helping guide Chewonki in this very exciting period of our history."

Kennedy came to Chewonki in 2015, and during her first three years and a half years here, she focused on strengthening Girls Camp. Since her promotion, she has opened her vision to take in Camp Chewonki as a whole. Her goal for every Chewonki summer participant, she says, is that they "leave Chewonki a little bit more sure of who they are, each summer they're here."

"We are teaching all of our participants about being outdoors, appreciating the beautiful world around them, as well as the

Kennedy is an ordained minister who returned to summer camp administration in part due to her own transformative experiences as a camper. She holds a M.A. in women's studies from the University of Maine, a M.Div. from Bangor Theological Seminary, and a Ph.D. in natural resources and environmental studies from the University of New Hampshire. She spent five years directing Wavus Camp for Girls. She has served on the curriculum committee of the national conference for the American Camping Association; was a consultant to the Olympia Snowe Women's Leadership Institute as it developed a program for Maine girls, aiming to raise their confidence and aspirations; and participates in the Maine Youth Camping Association. She lives in Newcastle, Maine, with her husband, Joe, two dogs, and a cat. Her son, Nicholas, is a freshman at Bard College.



Charlie Fear, Director of Camp Chewonki for Boys

Charlie Fear is looking forward to this summer, his first as director of Camp Chewonki for Boys. He brings a deep level of commitment and his long association with Chewonki: he has been a Chewonki camper, performing at Campfire and bounding up mountains; he has been a Chewonki counselor, cajoling boisterous campers into lines before lunch (see photo) or perched on a rock talking quietly with a homesick boy. He has also been a Chewonki Outdoor Classroom instructor and an educator in our Traveling Natural History Program. He knows Chewonki well.



And Chewonki knows him well. Fear's kindness, integrity, sense of responsibility, and goofy humor uplifted Boys Camp long

Emily Bell-Hoerth, Director of Camp Chewonki for Girls

This July, Emily Bell-Hoerth will step onto Chewonki Neck as the new director of Camp Chewonki for Girls. "The summer team is extremely excited about Emily's appointment," says Nancy Kennedy, vice president for Camp Chewonki. "She will be a great leader of Girls Camp." Bell-Hoerth will finish the academic year as a teacher in the Elementary School at Chewonki, where she has been for the past four years.



"For as long as I can remember," says Bell-Hoerth, "I have known the deep and powerful transformative growth that is possible at summer camp. The time I have spent outdoors in community has comforted me, challenged me, and shown me what I can be and do. It is precisely these experiences that I am thrilled to have the opportunity to

before he was named director last fall. In a sense, he has been preparing for this job for years. When he was a camper, he says, "I actually remember watching [former Boys Camp director] Dick Thomas at Campfire and Sunday Service and thinking, 'It would be amazing to do what he's doing.'"

The top priorities for Fear are his campers and his staff. "Are they healthy and safe, physically and emotionally? Are we providing opportunities for them to learn and grow? And--this is camp! Are we giving them lots of chances to have fun?"

Aware that he is stepping into big shoes, Fear says, "I want to continue the legacy of bringing boys and young men to a special place with amazing people and allowing them to discover their inner selves and the heights they are capable of reaching. Young people need authentic outdoor experiences more than ever. We are fortunate to be able to truly make a difference in many lives, from eight-year-old Puffins all the way up to post-grad trip leaders and outdoor educators."

Charlie Fear grew up about 20 minutes from Chewonki Neck. He is a graduate of North Yarmouth Academy and Denison University, where he studied communica-



tions and psychology. He more recently earned a master's in education with a concentration in teaching and learning from the University of Southern Maine and worked as a science teacher at Bath Middle School in Bath, Maine, for two and a half years before becoming camp director. He has served on the advisory council of Teens to Trails, a non-profit that promotes outdoor

experiences for young adults by supporting high school outing club.

Along with his own Chewonki experiences, Fear has a couple of other important connections: his wife, Heather Lowe Fear, and his mother-in-law, Holly Lowe, have both been Chewonki staff members.

Welcome back!

provide to girls and young women who come to Camp Chewonki for Girls."

Bell-Hoerth is committed to camp being a place "where young women can grow, feel safe, seen, and valued for exactly who they are. They need a space to try new things, make mistakes, and deepen their relationship with themselves and others."

She also wants her campers to have a wonderful time. "Time spent in the work of building and caring for community is balanced by the silly fun that is camp, the songs, splashing at the waterfront, and crazy costumes around the campfire. It will be my responsibility to make space for it all. I look forward to rolling my sleeves up and, with a song in my heart, doing this important and rewarding Chewonki work."

Bell-Hoerth's love for teaching in the outdoors stems from growing up in Maine and working as a wilderness trip leader and coordinator for organizations such as Vermont's Farm and Wilderness camps and the former Darrow Wilderness Trip Camp in Maine. She has also taught as a naturalist and farm educator for the National Audubon Society. She is a certified lifeguard and Wilderness First Responder.

She earned a B.A. from Earlham College, where she majored in environmental science,



focusing on outdoor education. She is an avid runner, skier, and canoe paddler who loves spending time in the woods and on the water. Her passion for music and beautiful singing voice have enhanced

multiple midcoast Maine singing groups. She lives with her partner, Nicky Sontag, in Wiscasset. Be sure to introduce yourself to our new Girls Camp director if you are on the Neck this summer.



Fiona Morrison (bottom) on the 2018 George River Expedition

Remembering the George

Fiona Morrison, age 17, who lives in Harvard, Massachusetts, and is finishing her junior year at the Bromfield School, can already call herself an outdoorswoman. She's come to Chewonki for six summers, as a Girls Camp and Wilderness Trips participant. She'll return this summer to be a Girls Camp counselor-in-training. Fiona went on Chewonki's George River Expedition last summer with leaders Sarah Scheve and Nate Smith. Afterward, she wrote this note to them.

Hi, Nate and Sarah,

It is difficult to put into words the joy and wonder I experienced during our five weeks on the George River or the gratitude I feel toward you both for all you put into the trip. I am afraid that on departure day I wasn't able to express how truly impactful this summer was for me. I know that so many former George River participants tell stories of how the trip affected them, so, at the risk of sounding cliché, I write the following:

Sometime around when we entered the George River from the de Pas River, I realized on more than just a surface level how phenomenal the George trip is and how happy it was making me. I felt (and still feel) such appreciation and awe for where we

were and what we were doing. I loved everything about the trip. I love the power of the river, the stunning landscape, the hard work of paddling, being pushed to the limit in every way, feeling my growth in the range of skills we practiced, and being a part of our trip family. Every second of every day was an adventure. As I made a teary drive away from Chewonki, I felt how desperately I want to hold on to these memories and experiences. I hope to remember this trip for the rest of my life. I know I will.

You both played such a huge role in my experience and I want to thank you for being incredible leaders, teachers, role models, and friends. I hope to see you next summer!

—Fiona

¡Olé!

Nancy Kennedy (vice president for Camp Chewonki), Charlie Fear (director of Boys Camp), and Leslie Hunter (lead administrator and family liaison) enjoyed the gracious hospitality of Chewonki families in Barcelona and Madrid in March. "Chewonki has a warm, longstanding friendship with Spain," says Kennedy. "We had a fabulous time, thanks to our wonderful hosts. We look forward to seeing a Spanish contingent at Chewonki again this summer."



Camp Chewonki staff 2018



Alvaro Santaella (right) (Thoreau Wabanaki Trip '15; Boys Camp counselor-in-training '17) with Charlie Fear. Alvaro and his family provided a great tour of Madrid.



The range of attendees in Madrid went back to camp alumni from the 1980s; incoming staff and counselors-in-training; 12-year-old Alvaro and 10-year-old Tito, who are excited about possibly attending Camp Chewonki; and several families who came to learn without their children. The Pla-Zobel parents (far left), whose three sons went to Camp Chewonki, have already offered to host the next get-together. They are truly "ambassadors for Chewonki." Lots of two-cheek kisses all around.

Front (l-r): Guillermo Pla; Monica Zobel De Ayala; Mercedes Urquijo (Tito's mother); Ines Santaella; **Jorge Wolff Gonzalez** (Boys Camp counselor-in-training '18; Boys Camp staff '19); Alvaro Peris Arnason, prospective camper; and Tito Urquijo, prospective camper.

Middle (l-r): Manuel Santaella (Boys Camp staff '90) with sons **Santiago** and **Alvaro**; in Chewonki sweatshirt: **Pablo Martin-Artajo** (Boys Camp '11; Umbagog '12; Boys Camp Guide '13; Boys Camp staff '15, '16); Alvaro Peris Arnason's mother, Laufey Arnadottir; Nancy Kennedy; hostess Laura Sanchez Marugan (mother of the Santaella boys); and Leslie Hunter.

Back (l-r): Charlie Fear and **Alfonso Pla Zobel** (BC '12, '13; Umbagog '16).



Carlos Nueno and Cristina Velayos and their children, **Carlos, Pablo**, and Sylvia, hosted a warm, wonderful gathering in Barcelona for us and Chewonki friends.

Front (l-r): Ana Massague (prospective parent), Leslie Hunter, Carlos Nueno (kneeling in front) (Boys Camp '11-'16; counselor-in-training '18; Boys Camp staff '19); Leo Torecilla (son) (Boys Camp '19); Leo Torrequilla (father); Cristina Velayos

Back (l-r): Alex Mata (prospective parent) Charlie Fear, Nancy Kennedy, **Marc Munguio** (Thoreau Wilderness Trip '93), **Pablo Nueno** (Boys Camp '11-'16), Carlos Nueno, and Sylvia Nueno.

NOTICING NATURE

Spring Takes Off with Gaywings

FRED CICHOCKI, Ph.D.

Looking for all the world like miniature, fuchsia-colored birds, they are the most drop-dead gorgeous and exotic spring wildflowers I have ever seen. The illusion is so vivid, it has inspired two apt common names for *Polygaloides paucifolia*: "birds-in-flight" and "gaywings."

Within its family, Polygalaceae, or the milkworts (so named for an old belief that cows that eat them produce more milk), the gaywings flower is a comparative giant. And (surprise) its magnificently spread "wings," spanning an inch across, are not petals, but rather, brightly colored *sepals*, which protect the bud and are more commonly green.

Three true petals form a long tube enclosing the plants' sex organs, and that tube represents our ersatz bird's body. Completing the image, the lowest of these petals sports an elaborate fringe--the bird's tail feathers!

As it turns out, the fringed petal is a critical element of gaywings' pollination strategy. It is keeled and spoon-shaped, with a strategically constricted "hinge" near the front. When an unsuspecting bumblebee (the main pollinator) lands on the flower fringe, its weight instantly triggers the petal to buckle at the hinge, throwing the bee into momentary freefall directly against the flower's *pistil*.

The gaywings pistil is a unique affair, too. Along with the usual pollen-receptive *stigma*, the pistil bears at its end a cup-like structure (a modified second stigma) filled with the flower's own pollen. As a landing bumblebee makes abrupt contact with the pistil, pollen in the cup is transferred onto it.

You would think that such a highly evolved pollination system would virtually guarantee successful reproduction. But, those gaudy gaywings flowers often do not set seed. A similar problem occurs with lady's slipper orchids--as many as 90 percent fail to reproduce. In that case, the problem is too few bumblebee pollinators (bumblebees dislike the shade of our closing forest canopy). The same could apply to



Chewonki's gaywings

gaywings, but, unlike lady's slippers, gaywings have an ace in the hole: *cleistogamous* flowers.

Most familiar flowers are *chasmogamous*, which means that they bloom outwardly and can be cross-pollinated. In contrast, cleistogamous flowers are simplified, completely closed, and entirely self-pollinating. Broadly speaking, cleistogamy is rare, occurring in only 0.2 percent of species. Nevertheless, it is commonplace within some groups, notably grasses, legumes, violets, and milkworts.

Despite enforced inbreeding, cleistogamy has clear advantages. Fertilization is certain. Successful gene combinations are conserved. Fruiting is quick. And, in some cases, the seeds are more fertile.

Why, then, do some self-pollinating plants, including gaywings, boast chasmogamous flowers as well? Mostly, it's a bet-hedging strategy, banking on the potential of new gene combinations that might arise from outcrossing while relying on sure cleistogamous propagation. And, it may be that attracting potential pollinators serves other functions, like plant defense or seed dispersal.

While the bright, pinkish-purple chasmogamous flowers of gaywings demand



Chasmogamous gaywings flower with two cleistogamous fruits

attention, its cleistogamous flowers are not obvious. They are minute, and you have to dig in the soil for them. Even then, they betray themselves mainly only after becoming tiny, pale green, heart-shaped fruits. As with other milkworts, the seeds of gaywings are dispersed short distances by ants, which may explain why the plants grow in colonies.

Want to see spectacular gaywings flowers (or birds-in-flight) for yourself? Just walk the Chewonki Sawdust Trail in late May and prepare to be wowed.



Fred Cichocki, aka Doc Fred, is a retired professor with a doctorate in ecology and evolutionary biology. He has led the nature program at Boys Camp since 2007.

Camp Chewonki for Girls 2018

- Mimi AlHanty
- Abigail Ames
- Clara Ames
- Elsa Andren
- Cassandra Bacon
- Marina Bacon
- Lulu Barboza
- Duda Barboza
- Bebel Barboza
- Eme Barker
- Gracie Barker
- Katie Bartlett
- Amy Baumel
- Ellie Berry
- Kate Bishop
- Morgan Blyberg
- Emma Borden
- Keira Borst
- Ana Burroughs
- Lulu Calame
- Jane Caputo
- Alli Caputo
- Charlotte Connor
- Bea Connor
- Julia Corkery
- Shanti Das
- Erica Erdenesanaa
- KK Eydenberg
- Sabina Feder
- Margo Feely
- Stella Field
- Charlotte Flannery
- Molly Frank
- Saoirse Furin
- Ursula Fusco
- Marion Fusco
- Lizzie Gentile
- Alicia Golovanov
- Tati Gomez
- Lilyanna Gomez
- Nica Granik Scheuer
- Taylor Gudebski
- Willow Halpin
- Harper Harris
- Veronica Hatch
- Zoë Heard
- Aimée Heard
- Ivy Heitzman
- Anna Hildreth
- Millie Howard
- Sofia Howell
- Clara Johnson
- Scarlett Kennedy
- Keana Khandowdy
- Katya Khesin
- Aquinnah Lane-Thurlow
- Kestrel Linehan
- Roxy MacGregor
- Molly Mahoney
- Julia Mammen
- Ema Mareckova
- Zoe Meister
- Simone Meltzer
- Sophie Mercier
- Genevieve Miner
- Maya Monroy
- Lexie Morrill
- Lousig Morris
- Airi Myer
- Grayson Neuman
- Phebe O'Connor
- Maeve O'Donnell
- Julia Oliveira
- Cadey Paul
- Coco Philip
- Alice Polen
- Rebecca Postman
- Mags Rogers
- Rosie Roskey
- Geneva Ruml
- Julia Ruml
- Josephine Ryan
- Claire Sifton
- Molly Smith
- Lily Smolen
- Halina Smolen
- Lucy Spiess
- Ada Tholen
- Lucy Tompkins
- Zahra Tshai
- Nyah Tucker
- Liv Urbanek
- Eva Vlatkovic
- Lauren Wallace
- Maria West
- Eleonora Witting Da Prato
- Angie Wright



Camp Chewonki for Boys 2018

- | | |
|-----------------------|---------------------|
| John Abbott | Quinn Frank |
| Muhsin Abdalla | Arthur Friedman |
| Ben Altenburg | Charlie Friedman |
| Tomi Alvarez Saavedra | Ollie Fuchs |
| Kevin Ames | Eli Fuller |
| Misha Andrews Bender | Christian Fulton |
| James Antonson | Levi Gewirz |
| Angus Arndt | Carter Giese |
| Jake Arndt | Ian Gilbertson |
| Ben Arnold | Oliver Glezerman |
| Liam Auerbach | Sebby Gold |
| Sebi Auerbach | Ben Goldston |
| Wes Barker | Nico Gomes-Rapoza |
| Gage Barnes | William Gould |
| Teo Barrachin | William Green |
| Lucas Barrilero | Leo Ha |
| Grant Bennett | Aiden Hall |
| Tedy Berman | Billy Hartnett |
| Joseph Berman | Logan Hartz |
| Henry Bernard | Jack Hayes |
| Alex Bingham | Alex Hayes |
| Elliot Bittermann | Tobias Heller |
| Martin Blasdell | Jasper Herzog |
| Sam Blasdell | Matt Hicks |
| Omar Bloomstein | Charlie Hogan |
| Ari Bloomstein | Nick Holleran |
| Mali Bockius-Smith | Nate Howell |
| Raif Boit | Ethan Hughes |
| Ian Borden | Caspian Hunt Thomas |
| Finn Bridge | Jasper Hunt Thomas |
| Isaiah Brown | Charlie Hynes |
| Wyatt Bruce | Quinn Hynes |
| Reuben Bruce | Graham Hynes |
| Hugo Bundy | Jerry Jin |
| Finn Burns | Jace Jodzio |
| Ryder Campagnolo | John Kaneb |
| Jack Carignan | Ned Kaneb |
| Manu Casabonne | Aidan Kary |
| Trevisan | Drew Kelly |
| Alan Celis | Juju Khandalavala |
| Loren Chernick | Hugo Khandalavala |
| Julien Chernick | Nick Klemperer |
| Jos Cline | Thomas Knight |
| Colin Clough | Henry Koenig |
| Lorenzo Cohen | Christopher Kondak |
| Aidan Connor | Jackson Kondak |
| Bex Cranston | Stewart Kristiansen |
| Rogers Crowley | Isaac Kruger |
| James Crowley | Rowen Kuzminski |
| Kenneth Crump | Alex Laudano |
| Ben Curtis | Gabe Laudano |
| Owen Damon | Ben Leicht |
| Holling Danzoll | Alex Leicht |
| Hudson Davis | Wyeth Lindberg |
| Asa Decker | Quentin Lombard |
| Theo Deinard | Preston Long |
| Casey DeJong | Will Long |
| Eli DeJong | Maitland Lowe |
| Julian Delogu | Max Lucas |
| Jett DeMattia | Bryn Luce |
| Jameson DeNyse | Rhys Luce |
| John Donato | Jacob Luce-Thurber |
| Jasper Drake | Liam Luce-Thurber |
| Ollie Duhigg | Henry Madsen |
| Cooper Dwight | Kaltun Mahamed |
| Sammy Easton | Khalid Mahamed |
| Teddy Eisenstadt | Anis Mahamed |
| Max Elmore | Duncan Mahony |
| Ian Emme | Luke Mangual |
| Walter Field | Drew Marecek |
| Felix Field | Wren Martin |
| Keaton Fleisher | James Martin |
| Luke Flyer | Andrew Martin |



CAMP CHEWONKI



- Cameron Martin
- Pablo Martin Rubio
- Hutch Masterson
- Simon Matthews
- John May
- Aidan Milner
- Repin Minoff
- Henry Moore
- Manlio Moreno
- Liam Morrison
- Stuart Morton
- Oliver Morton
- Jonathan Mota
- Roman Motskin
- Mac Motz
- Jed Msallek
- Walter Murdoch
- Emerson Murdoch
- Lucca Nasello
- William Nguyen
- Carlos Nueno
- Liam O'Donnell
- Morris Pawlik
- Graham Peiser
- Calvin Percy
- Lowell Percy
- Buddy Perret
- Sam Power
- Julian Prentice
- Hale Pulsifer
- Taylor Pulsifer
- Henry Putnam
- Jack Ramde
- Teddy Reibel
- Ezra Richter
- Fisher Roberts
- Finn Roberts
- Nicholas Rohatyn
- TJ Ronco
- Jack Roselund
- Sylvester Rosenfeld
- Will Ross
- Henry Rouslin
- Lukas Roybal
- Jesse Roybal
- Henry Rudolph
- George Ryan
- Tomás Sainz de Vicuña
- Mateen Sajabi
- Santiago Santaella
- Josh Schachter
- Sammy Schachter
- Jacob Schaefer
- Ian Schmidt
- Henry Schuur
- Ollie Scott-Hansen
- Emmett Scribner
- Aiden Scully
- Max Sears
- Sascha Shapiro
- Jesse Shapiro
- Atticus Short
- Monroe Short
- James Shriver
- Ben Shulman
- Ezra Siegartel
- Ethan Smith
- Harry Smith
- Bruno Spadola
- Henry Spiess
- Austin Splint
- Henryk Stefankiewicz
- Gus Steiger
- Malcolm Stewart
- Rowan Stewart
- Charlie Sturtevant
- Seamus Sullivan
- Ayden Sullivan
- Liam Surrusco
- Jack Sussmann
- Julius Tenenbaum
- Ace Tetyana
- Levi Tipton
- Cameron Tucker
- Nate Verter
- Balti von Moltke
- Henry Wagg
- Keaton Westcott
- William Whiting
- Harry Whitney
- Jonah Wiener
- Josh Wiener
- James Witham
- Ralph Wolf
- Julian Wolozin Ricco
- Jayden Xu
- Kirby Youngblood
- Gabe Zhang
- Teddy Zhao

**Camp Chewonki
Wilderness Trips 2018**

- | | |
|------------------------|-----------------------|
| Frankie Adams | Neima Joseph |
| Will Altenburg | Tashani Kerr |
| Chris Arango | Maya Khesin |
| Amon Ashenmiller | Zoe Kleban |
| Jamie Bannister-Parker | Corey Klein |
| Haddon Barth | Rasmee Ky |
| Francis Barth | Alex Lagual |
| Parker Bath | Oscar Lennon |
| Adam Blyberg | Abe Lipson |
| James Bostrup | Kells Lopez Mendez |
| Jack Brennan | Sam MacFadyen |
| Joseph Bullock | Kaltun Mahamed |
| Shamik Burchett | Angie Mancini |
| Mack Campagnolo | Everett Miller |
| Andres Celis | William Moody |
| Natalie Chapel | Dailin Morfa |
| Harrison Chapin | Fiona Morrison |
| Osi Chiffone | Anna Naggert |
| Giann Paul Cortes | Max Nelson |
| Julian Delogo | Matthais Nixon |
| Matteo Diaz-Miranda | Nicholas Nordell |
| Tina Dookie | Yaryar Gonzalez Nunez |
| Miles Dwight | Charles Ottman |
| Michi Escobar | Jordy Peguero |
| Cormac Feely | Lilly Perez |
| Lucian Flanagan-Burt | Sarah Phan |
| Arika Freeman-Gritter | Peter Phipps |
| Britney Gabriel | Jack Reasoner |
| Marin Gallien | Sandrelle Richards |
| Alan Ghosh | Jeyson Rodriguez |
| Aidan Graham | Carlos Romero |
| Caro Guerrero | Alex Scott-Hansen |
| Oscar Habarta | Fiona Scribner |
| George Haffenreffer | Katharine Stevens |
| Giovanni Hardy | Finn Stitham |
| Bianca Henri | Youmy Telemaque |
| Isaac Hinton | Chelsea Usiomwanta |
| Samuel Hoffman | Jess Valerio |
| Plum Holton | Gage Varian |
| Bevan Howard | Jayda Watson |
| Kareen Jiang | Adam Young |







O Pioneers!

Pulling a plow lends insights into literature

It's hard. Willa Cather knew that. Now these students do, too.

Even high school juniors are attached to a plow, substituting their human power for the horsepower usually provided by Bob, our Suffolk Punch draft horse. The students plant their feet, lean forward, and haul with all their might. The plow moves ten feet, then ten more, before the students drop the rope with a collective groan of defeat. Their failed attempt to plow a field is all part of Literature and the Land, Maine Coast Semester's signature English course.

"It's incredibly hard," says Corey Klein from Bath, Maine. "I had no idea how physically hard plowing is for both the horse and the farmer. This really helped me understand how challenging farming is."

Klein and his fellow students have the opportunity to watch Bob and the farmers plowing before they try it themselves. They hear about various kinds of plowing, soils, and this farm's unique characteristics and history.

Visiting the farm provides insight into the psychological and ecological landscapes of farmers in Willa Cather's 1913 novel *O Pioneers!*, which the class is reading this week. The book tells the story of a young woman struggling to farm her family's prairie land in Nebraska.

"So much of understanding people and place comes from understanding the relationship between them and the land," says English teacher Sarah Rebick, who co-teaches the course with Amy Wood and teaching fellow Holly Hoffman.

After plowing, the students find a quiet place to write in their journal for 20 minutes, a daily routine. "We are cultivating the practice and habit of writing," says Wood. "We encourage playfulness and creativity. We want them to discover that language can be like Play-Doh."

Journal writing fine-tunes the students' senses, including their sense of self, say these English teachers. As Rebick puts it, "Writing helps them develop their voice and the skill of observation. We're asking them to pay attention to the world outside, not just stay inside their bodies and their mind, to practice noticing all that is around them."

Students read a lively mix in Literature and the Land, including (among others) origin stories from Australia, Zimbabwe, the Mohawk people, and the Book of Genesis; Transcendentalists Ralph Waldo Emerson and Henry David Thoreau; Maine regionalist Sarah Orne Jewett; and contemporary writers Terry Tempest Williams, Ottessa Moshfegh, and Tracy K. Smith (the current

U.S. Poet Laureate, whom this class met when she read her work in Lewiston, Maine).

Back in the classroom (called the Fishbowl because its windows face the busy Quad), Wood passes out copies of *O Pioneers!* as she introduces her students to Willa Cather. "She's romantic," Wood says. "She writes of work and caring for the land in a way that is very spiritual...She is not just capturing the scene; she's also moving toward poetic lyricism. She highlights the spiritual and metaphysical meaning of work and spending time in nature."

Together the class reads Cather's epigraph, "Prairie Spring," aloud, each student taking a line. Then they put on their coats and walk to Sunrise Cabin, a small building about ten minutes from the center of campus. They find places to settle, leaning against tree trunks or perching on the cabin porch, for writing time. Other than a blue jay's call and the occasional hush of wind in the trees, there is silence.

Rebick, an alumna of Maine Coast Semester 8, traces the beginnings of her career to her time at Chewonki. Now a new group of Maine Coast Semester students is making memories of their own on the farm, in the woods, and in the Fishbowl, exploring the territory between literature and the land.

What Makes Sarah Rebick Run?

When you catch Maine Coast Semester English teacher Sarah Rebick's steady gaze, you know you are in a force field. It is hard to imagine her wasting time. She would much prefer a good conversation, an engaging book, learning, teaching, backpacking, skiing, paddling, or, her athletic passion, running. Rebick coursing down Chewonki Neck Road has become one of Chewonki's familiar rhythms.

She is the daughter of a scientist (her father) and a learning specialist (her mother). Growing up in New Jersey, books, ideas, and a lively, loving family surrounded her. "I learned from both of my parents about service," she says. "Throughout my life, both of them have done a lot of volunteer work in their community."

They also instilled in her their love for the outdoors. "Our winter vacations

always focused on skiing," she remembers. "And my parents started me hiking and backpacking very young. They have a photo of me standing on top of Mt. Cardigan [in New Hampshire], the first mountain I climbed by myself, at age two."

During summertime visits to her grandparents on Cape Cod, "If we needed to go anywhere, it was by bike," she says. "Almost every afternoon, my grandmother and I would bike 10 miles to the farmers market." Rebick's energy is part of a family continuum.

So, too, is her intellectual drive. Grade school was in turns exhilarating and frustrating, because "I was not patient with the teachers I didn't think were good," she says. "Luckily, I had some excellent teachers. And I think of my parents and my four grandparents as teachers, too."

If being outside meant physical action, being inside exercised her mind. "Part of

my interest in literature came from being surrounded by readers and who talked a lot about what they were reading," she says. "I remember talking to my paternal grandmother one day about a Shakespeare play I was reading. She launched into reciting a passage by memory."

Rebick arrived at Chewonki in spring 1992 as a member of Maine Coast Semester 8. "Coming here as a student changed my view of what education is," she says. "Before I came, I was good at 'doing school'--giving my teachers what they wanted, handing back to them what they said in class--rather than coming up with anything of my own. I didn't experience real engagement until I came here... It was the first time I saw that things I was learning in math, science, English, and history were connected. It opened up my mind to what school could be."

Continued on next page



Sarah Rebick, second from right, on a Semester 62 ski expedition

What Makes Sarah Rebick Run?

Continued from page 13

At Middlebury College, she majored in environmental studies and during her junior year, served as an intern with a New York State environmental organization. One of her tasks was urging U.S. legislators to support environmental bills. "I called one congressman and told him about a piece of northern forest legislation," she recalls "He listened to me and then said, 'That sounds like something we could get behind. But you're calling me from New York, and I represent people in New Jersey, and not one of my constituents cares.'"

It was a turning point. Rebick faced herself with a hard question: "Okay, how do you get people to care?" She traced her environmental ethic backward, remembering early outdoor experiences and the many years she spent at Wyonegonic Camp in New Hampshire. Her conclusion: "First, you have to have experiences in the outdoors to make you value it. Then you have to know how ecological systems work. That leads people to care."

From there, it was not a big leap to realize that she wanted to teach. "I shifted gears, took more English courses, and began thinking about a more integrated approach to education, she recalls." Middlebury professor and ecological writer John Elder urged her to combine her interests and directed her toward interdisciplinary teaching.

After graduation, she took a job integrating environmental studies across the curriculum for the Northfield-Mount Hermon School (Northfield, Massachusetts), where she also taught for a decade. Later she taught at the Watershed School in Colorado, which emphasizes experiential learning.

Maine Coast Semester feels like the right balance of discipline and innovation, she says. "I feel like I'm living into my values more than I've had the chance to in any other place...I do think that if everyone could have this experience, the world would be a better place."

Sarah Rebick didn't sleep well last night. She was thinking about her students and the things she wants to do for them. Still, she got up early to run before her first class. Her springer spaniel, Acadia, often runs beside her but refused this morning, discouraged by the falling snow. "I coaxed her to the door," says Rebick, "she looked out, looked up at me, and said, 'I'm not going.'" Rebick expects a lot of herself, her students, and even her dog, but she knows not everyone can keep up with her every step of the way. Acadia went back to bed. Rebick went happily on her way, to see what the day had to offer.



Rebick enjoying a morning run

Welcome, Sheryl Stearns

Director of Enrollment Management and Financial Aid



"I dreamed a lot," remembers Sheryl Stearns, Maine Coast Semester at Chewonki's director of enrollment management and financial aid. "I really wanted to get

out in the world." As a girl in a tiny, rural Pennsylvania town, she fed her dreams by reading. Her parents were supportive, telling her she could "do what I wanted to do—but I couldn't see how," she says.

Her high school German teacher, a Middlebury College alumnus, showed the way. He told Stearns about the college's strong language department and accompanied her and her parents to Vermont for her interview.

From the moment she arrived as a freshman, "Middlebury changed the trajectory of my life," she says. "It opened up the world to me." She studied German and political science and spent a semester in Mainz, Germany. After graduation, she returned to Mainz and earned a master's degree in German.

Stearns credits Middlebury's need-blind admissions policy for her experience. "That's how I was able to attend," she says. "Even at the time, I was fascinated by financial aid. It made it possible for me to cross a bridge." This has helped shape her attitude toward admissions; she knows what's it like to have lots of dreams but few resources.

After her academic career ended, her appetite for adventure continued to guide her life. For six years she traveled regularly to Switzerland and Germany for work. Then she took a job teaching German in Zambia. After a few years there, she spent a couple more teaching English as a Second Language in Thailand. Finally she came to Maine, and here she has put down roots.

She worked in admissions in two other Maine schools before coming to Maine Coast Semester. "I am so grateful to be here," she says. "I feel as if I've landed. It's fantastic to come into an organization that has a great reputation and very gratifying to be on the road meeting people who have a deep love for this place. That has truly impressed me."

"Of course there's always work to be done," she continues. "There is stiff competition now for the best students. But I love the program, I love the mission and how our students learn to live the mission."

When not wrapped up in her Chewonki work, she enjoys spending time with her son, Aidan, who has been at the Oxbow School in California this spring and will return to nearby Lincoln Academy for his senior year; and her daughter, Keira, a seventh-grader at the Blue Hill Consolidated School further down east. She still relishes traveling and enjoys whitewater canoeing, exploring the Maine coast, and pattering around her garden.

Au Revoir, Famille Kary

Nos meilleurs vœux pour votre nouvelle aventure

Maine Coast Semester teachers Esther and James Kary arrived seven years ago to teach French and Natural History of the Maine Coast. They came with their young son, Aiden, now 11; Cecilia (Ceci), 4, arrived a few years later. All four of them have enriched life on Chewonki Neck. In June, the Karys are moving to Quebec for a year of cultural immersion. We will follow their adventures with abiding affection.



Why did you decide to make this move?

EK: We had been thinking of doing an international adventure for a while. We really wanted to move to a French-speaking country and were looking at France and Africa, but we go to Quebec often to visit my family, and we started to think, Why not move here? The most important thing is that Aiden and Ceci will come to know the French language and culture.

JK: That's really it. It's part of their heritage.

What will you miss about Chewonki?

JK: We came here because--and we have so appreciated and valued the fact that--this work at this place aligns with our own ethos. We have really valued that we were able to pour so much of ourselves into this place and the people. There is such a good match between the mission of this organization and our family.

EK: Raising kids here has been amazing. There has always been someone to throw a ball or talk Star Wars with or to watch an impromptu ballet performance. There has always been a lap for them.

JK: Aiden and Ceci sit at these tables and listen and have conversations...They've learned about racial inequity, social injustice, environmental issues...They visited my parents in Florida last week and went to Costco, and when Aiden learned that only members could shop there, it really bothered him. That began here.

EK: They've been exposed to so many people who do things James and I don't do, people who play the violin, the piano...And they've had a lot of freedom. They can walk out the door and explore, go for a ski by

themselves, walk to another faculty house, visit with people--so, so much.

EK: We've had great students, and [because his course is team-taught,] James has gotten to work with other teachers who are wonderful, including Becca [Abuza] and Eric [McIntire].

JK: I'm glad you said that. The first thing that popped into my mind was the perpetual stream of coffee...Seriously, the camaraderie that exists within the teaching team--this is the dream job. I studied biology in college, and one summer I had the chance to do field science in South Dakota's Black Hills, and afterward, I thought, 'What if I could do that all the time?' That's what this is. To be able to engage with students in the process of cultivating wonder and curiosity in the natural world--the natural world that exists here--and then have them carry that to wherever they will live--that's a dream.

EK: I know the kind of teaching I'm doing here will probably not happen again--the freedom in the classroom, the strong relationships between students and teachers... I will remember the community.

JK: Connections with our students will always percolate. Also connections with the landscape...and being on the open ocean, sailing the coast of Maine.

EK: Yes, I fell in love with Maine through the water and the wild edibles--sacred spots of elderberries, blueberries, mushrooms...

JK: We have eaten the landscape. Those seasonal food markers--

EK: --pressing cider, harvesting chicken-of-the-woods, collecting sap--

JK: --are pretty magical.

What are you looking forward to most in the year ahead?

EK: We're moving to a really urban place--an apartment in downtown Quebec. That in itself will be a huge adventure. We'll have public transportation, museums, cafés. We're trying something completely new.

JK: What I will do is up in the air, and right now that feels great.

Got any advice for new Maine Coast Semester teachers?

JK: My belief since Day 1 as a teacher: My effectiveness increases as my students get to know me in many different ways--as a husband, father, advisor, companion, wilderness trip comrade, teacher.

EK: I remember something [former Head of Semester School] Ann Carson said to me: 'What do you love to do? Do that with your students. That's the way you share your life.' For us, making soap and cooking and being outside and being parents are things we love to do, so we have done them with our students. Find ways you can share your life. And keep some things for yourself. Save something for you.

Maine Coast Semester: 30 Years and Thriving

Maine Coast Semester celebrated 60 memorable semesters of place-based learning and friendship last August with a weekend full of swimming and canoeing, farm chores, excellent meals, faculty-led workshops, lively conversation, and laughter. A rollicking 171 people, including alumni from 31 different semesters and former faculty going back to the program's start in 1988, joined the festivities.

"It was such a remarkable weekend of reunion, new learning, deep joy, and lasting reflection," says Chewonki President Willard Morgan.

To top off the 30th-anniversary excitement, a generous \$60,600 challenge grant was provided by **Karen Abele Scheu** (Semester 3) and the **Abele Family Foundation**. Karen's leadership and commitment to supporting Maine Coast Semester are extraordinary. She is a Chewonki trustee and a Family Nurse Practitioner who provides primary care to the Hispanic population in Baltimore at the Esperanza Health Center. She is also an assistant professor at the University of Maryland School of Nursing and a member of the board of Moveable Feast, a Baltimore-based organization dedicated to preparing and delivering nutritious meals to families living with chronic illness.

The spotlight also shone brightly on **Sue West**, who teaches Art and the Natural World and is one of Maine Coast Semester's founding faculty. Susan Feibelman, semester school head, thanked Sue for her inspired and inspiring teaching and the genuine care she has provided to her students for more than 30 years.

Three cheers for Sue; Karen Scheu and the Abele Family Foundation; the alumni who shared their enthusiasm and energy at this reunion; and all the staff and volunteers who helped make it possible.



Willard Morgan, Susan Feibelman, Karen Scheu, and Peg Willauer-Tobey

Frog Pond in the Dark

BY GEORGE BERNHARDT

*Writer George Bernhardt, father of **Kate Bernhardt** (Maine Coast Semester 56) and **John Bernhardt** (Maine Coast Semester 61), lives in Medina, Minnesota. After he and Kate visited John during his semester here, Bernhardt wrote this reflection, which he was thoughtful enough to share with us.*

"You were going to show me the Frog Pond," I said.
 "Oh, we can go there now," my son replied.
 Today we'd been walking the farm, touring the woods, exploring the waterline, absorbing Chewonki. The three of us, a parent, an alumna, and a student.

Now it was dark, rain was around.

"Are we going to need a flashlight?" I suggested.
 "Do you need a light? I've got my phone," my daughter, the alumna, offered.

"We're good. We don't need a light. Just follow the path. You can tell when you're on the path; you'll feel it," my son's reply, relaxed and confident.

Peacefully we walked in the dark.

A moment later, his voice, a calm whisper, "This is the pond."
 He continued, "There was a dock here before; it's been moved off to the side for the winter, so you can use it when you put your ice skates on."

I could see a slight reflection in the evening darkness.

"We used it for skating when I was here," my daughter shared.
 "I hope you get to skate on it."
 After a nice pause, she added affectionately, "It's a good pond."
 A thoughtful moment passed.
 "Yes, it's a good pond," my son said to the night.
 I nodded in agreement, enjoying the silence.

Tonight we were all on a good path. The three of us, together, in the November darkness of Maine.



So, Where're You From?

Maine Coast Semester students hailed from the following schools this year:

Semester 61

Arlington High School, Arlington, Massachusetts
 Avenues: The World School, New York, New York
 The Bay School of San Francisco, San Francisco, California
 The Beacon School, New York, New York
 The Berkeley Carroll School, Brooklyn, New York
 The Brearley School, New York, New York
 The Brophy College Preparatory, Phoenix, Arizona
 Buckingham Browne and Nichols School, Cambridge, Massachusetts
 The Cambridge School of Weston, Cambridge, Massachusetts
 Cheverus High School, Portland, Maine
 Community High School of Arts and Academics, Roanoke, Virginia
 Concord-Carlisle High School, Carlisle, Massachusetts
 Crossroads School for Arts and Sciences, Santa Monica California
 Davis Senior High School, Davis, California
 Drew School, San Francisco, California
 Ethical Culture Fieldston School, New York, New York
 Hastings High School, Hastings-on-Hudson, New York
 Lakeside School, Seattle, Washington
 Lehman Alternative Community School, Ithaca, New York
 Millennium High School, New York, New York
 Milton Academy, Milton, Massachusetts
 Morse High School, Bath, Maine
 Moses Brown School, Providence, Rhode Island
 The Nightingale-Bamford School, New York, New York
 The Nueva School, San Mateo, California
 The Packer Collegiate Institute, Brooklyn, New York
 Saint Catherine's School, Richmond, Virginia
 Santa Monica High School, Santa Monica, California

Seacrest Country Day School, Naples, Florida
 Shead High School, Eastport, Maine
 Sonoma Academy, Santa Rosa, California
 Southampton High School, Southampton, New York
 Steamboat Mountain School, Steamboat Springs, Colorado
 The Thacher School, Ojai, California
 The Westminster Schools, Atlanta, Georgia
 Williston Northampton School, Easthampton, Massachusetts

Semester 62

Avenues: The World School, New York, New York
 The Beacon School, New York, New York
 The Berkeley Carroll School, Brooklyn, New York
 Bishop Gorman High School, Las Vegas, Nevada
 Burlington High School, Burlington, Vermont
 Central High School, Saint Paul, Minnesota
 The Chapin School, New York, New York
 Collegiate School, Richmond, Virginia
 Concord-Carlisle High School, Carlisle, Massachusetts
 Crossroads School for Arts and Sciences, Santa Monica, California
 East Hampton High School, East Hampton, New York
 Ethical Culture Fieldston School, New York, New York
 Franklin High School, Portland, Oregon
 Green Farms Academy, Westport, Connecticut
 Hastings High School, Hastings-on-Hudson, New York
 Hathaway Brown School, Shaker Heights, Ohio
 Hingham High School, Hingham, Massachusetts
 Holy Names Academy, Seattle, Washington
 Home school, Detroit, Michigan
 Inspire Charter School, Sacramento, California
 Lake Forest High School, Lake Forest, Illinois
 Lakeside School, Seattle, Washington
 Lincoln-Sudbury Regional High School, Sudbury, Massachusetts
 Match Charter Public High School, Boston, Massachusetts
 Millbrook School, Millbrook, New York
 Milton Academy, Milton, Massachusetts
 Montclair High School, Montclair, New Jersey
 Montclair Kimberley Academy, Montclair, New Jersey
 Mount Abraham Union High School, Bristol, Vermont
 Newton South High School, Newton, Massachusetts
 The Nightingale-Bamford School, New York, New York
 Saint Mark's School of Texas, Dallas, Texas
 The Thacher School, Ojai, California
 Waynflete School, Portland, Maine
 The Westminster Schools, Atlanta, Georgia
 Winchester High School, Winchester, Massachusetts
 Yarmouth High School, Yarmouth, Maine

Hey, Maine Coast Semesters 59 and 60

BIG CONGRATULATIONS & GOOD LUCK

as you graduate from high school and rise to the future.
 We wish you great adventures ahead. Keep us posted.





Maine Coast Semester 61 (Fall 2018)

- Alexandra Barron
- Tori Barrow
- Sarah Bartlett
- Callum Becvarik
- Brandon Bollimpalli
- Sabine Bos
- Charlotte Brown
- Amelia Carlson
- Grace Carter
- Alex Chapelle
- Penelope Day
- Cori DeLano
- Sam Dutilly
- Nick Eiseman
- Aisling Flaherty
- Ren Gardner
- May Goar
- Olivia Gossett
- Max Gotts
- Miette Gourlay
- Caroline Heyburn
- Cody James-Cardenas
- Autum Jencks
- Maya Karmaker
- Corey Klein
- Grace Kuth
- Vinny Langan
- Nathan Leibowitz
- Franny Lux
- Claire Lynch
- Rhys Mahoney
- Daisy Marshall
- Karina Martir
- Anna O'Neil
- Mina Petracca
- Tess Price
- David Puzzo
- Bri Schackner
- Lila Schaefer
- Arielle Silvan
- Lorelei Smillie
- Perry Sofis-Scheft
- Katharine Tilson
- Lily Urban
- Zoe Wirth



Maine Coast Semester 62 (Spring 2019)

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| <ul style="list-style-type: none"> Emma Barker Alethia Batchelder Clara Bent Paige Bohart Emily Byers Emma Campbell Ella Carlson Bennett Donahue Emma Finkel Maya Goldstein Anne Gorayeb Louisa Grader Maya Granberry Hall Zwena Gray Mahal Hackett Isla Hamblett Charlotte Harris Sabrina Hoenig Celia Hoffman Portia Holt Lundi Johnson Nick Kowalske | <ul style="list-style-type: none"> Jessica Levine Rex Mack Teresa Markiewicz Mia Matteucci Malcolm McGraw Max Mogul Owen Noordzij Else Nye Elana Perlmutter Amelia Platt Ella Powell Alden Powers Ella Price Tia Rockland Mae Ryan Emi Schneider Susie Urstadt Mattie Wernerfelt Kate Wildman Cayla Wilson Siena Woodyard |
|---|--|



Of Elves and Economics

The snow-dusted forests of Chewonki Neck in December are especially quiet, but the classrooms of the Elementary School at Chewonki are bright and busy, like an elven workshop, with students crafting beautiful items to present at Chewonki's Holiday Craft Fair and online auction.

"If you hear about children making crafts, you might just think, 'Oh, that's so sweet,'" says Kat Cassidy, head of the Elementary School, "but this is so much more. The work these students are doing now is part of several months of theme-based study called 'Economy and Ecosystems.' It involves history, literature, writing, research, science, mathematics, entrepreneurship, and philanthropy--as well as imagination, planning, perseverance, and judgment. And they are using their head, hands, and heart to create beautiful things to sell. This project brings together so many aspects of their interdisciplinary learning."

Earlier in the fall, students visited craft vendors at the Common Ground Fair in Unity, Maine, and a gallery in the nearby city of Bath. They talked to experts at Halcyon Yarn and Joann's Fabric and Craft Store, two local hot spots for crafters. After they decided what they wanted to make, they developed a business proposal and budget, which could not exceed \$20. They were able to take a \$20 loan from the "Bank of Chewonki" to get started (they must repay the loan). Students had to consider the



cost and value of their product, and if after crunching numbers they projected a loss, they had to rework their plan. Together they will decide what percentage of their profits they will donate to a good cause and which to support (an animal shelter and a food pantry are top contenders).

Through their reading and class discussions, they have learned about the Great Depression, the 1930s Dust Bowl, and Hoovervilles (that era's shanty-towns). They have studied the current Maine economy and researched how small-business owners make a living. Because they are required to use one skill they have learned at Chewonki and one place-based material, each student has improved a skill they had been trying to master and incorporated Chewonki wool and plants into her or his project.

On this afternoon, they are scattered around classroom tables, bent over felting, stitching, embroidery, silk screening, paper-making, and other endeavors. Camden is finishing the running stitches that decorate the edges of her handmade notebooks. Ella is making a woolly llama. Lila is printing a maple leaf design on notecards. Ben is felting turtles for Christmas tree ornaments. Harriet is embroidering patches for prayer flags. Around the top of a glass vase, Piper is hanging pairs of folded-paper earrings in subtle colors. Maeve is silk-screening black cats on white cloth for pouches she will fill with catnip she harvested. Acadia is holding a handful of fuzzy gnomes.

This hands-on artistic work connects Elementary School students in an authentic way to the many subjects they have studied during the "Economy and Ecosystems" unit. Visual Arts Specialist Coreysha Stone has been developing the students' art and craft techniques while Cassidy and grades 4/5/6 teacher Emily Bell-Hoerth have led the integrated academic curriculum.

The industrious small crafters (think real live holiday elves) are obviously enjoying their work. They show it proudly, telling exactly how they decided on their projects, what materials they needed, how they determined their budgets, and how much each item will cost.

"I can't wait for the fair," says one girl, smiling as she studies her stitching.

(Note: the Elementary School crafters experienced great success at Chewonki's Holiday Fair and online auction. You might want to do some holiday shopping here in 2019.)



Elementary School at Chewonki 2018-2019

Front (l-r): Julien, Flannery, Acadia, Huckleberry, Lilly Mae, Ben. **Middle (l-r):** Coreysha Stone (visual arts specialist), Annie Nixon (grades 7/8 teacher), Olivia, Mara, Jackson, Camden, Lila, Piper, Maeve. **Back (l-r):** Emily Bell-Hoerth (grades 4/5/6 teacher), Seamus, Sierra, Theona, Gavin, Harriet, Laila, Kat Cassidy (head of school; grades 4/5/6 teacher), Drew Perlmutter (teaching assistant). **Missing that day:** Ana, Ella



Art as the Heart of Learning

Each teacher at the Elementary School at Chewonki possesses a noticeable creative bent, so it's natural that their students are just as comfortable reaching for their imaginations as they are grabbing for their backpacks.

The arts are not an “extra” or a “special” at this school—they are an essential part of learning. Visual Arts Specialist **Coreysha Stone**, who joined the Elementary School faculty last fall, works closely with colleagues and students to infuse creative energy and hands-on making into every part of the curriculum.

“When the teachers and I collaborate, the lessons are more meaningful,” Stone says. “The students make stronger connections between art and their academic subjects.” Ninety-minute sessions allow for pre-learning, work time, reflection, discussion, and critiques—a full immersion in art. “The students have the chance to think deeply,” she says.

Elementary School Head and Lead Teacher Kat Cassidy says, “Having Coreysha here allows us to expand art-making in authentic ways that link to the students’ studies. Together with her, we look at our curriculum in a holistic way that includes art.”

Emily Bell-Hoerth, who teaches the grades 4/5/6 class, leads singing, and provides woodwind instruction, explains, “Coreysha has pushed me as an educator. Artistic projects are fun for the students and me. We want to educate and support the whole child, engaging all parts of the brain. Art helps the students understand that when you come up against challenges, there are many ways to respond and reach your goal. What if I do it this way? What if I try that? It’s a creative way of thinking.”

One week the students are felting scale models of the solar system. Another, they’re building lightboxes to illuminate constellations. They’re molding plaster of paris to illustrate myths; modeling tools out of clay; drawing still lifes; making crafts (see related story);



Coreysha Stone

trying graphic design; creating miniature planetary worlds with tiny glass icicles and seemingly weightless animals.

“All my lesson plans connect to the Maine State Learning Results [state standards for k-12 education],” explains Stone. “The children are learning through interdisciplinary lessons that tie academic goals to art.” Of course, she wants her students to develop aesthetic skills too. “It’s important for them to understand color theory, drawing from observation, painting—the art fundamentals. I want them to have a critical eye. I help them to see and deepen their observation skills,”

essential in every field of study.

As students work on still lifes in pencil one afternoon, Stone, a painter who also loves ceramics, weaving, and jewelry-making, moves through the room to discuss each drawing and offer guidance and encouragement, connecting eye-to-eye with every child. She addresses them as serious art students, clearly expecting their full attention and getting it.

“Look at this,” she says to a student struggling to draw a shiny pitcher. “See how bright the top of the handle is and how there’s a shadow underneath?” The task is challenging but Stone’s 100-percent engagement sparks the girl’s. She narrows her eyes, scrutinizes the pitcher, then puts her pencil back to paper.

Stone describes her job as “fantastic. I like supporting these kids in many ways, all day long.” A graduate of the College of the Atlantic, she has a master’s degree from the Maine College of Art. She and her husband have two children, Helen (13) and Ellis (8). They lived in Brooklyn, New York, for several years, but Stone’s love for Maine called to her. The family lives in Alna, Maine, in the house she visited as a child when it belonged to her grandparents. “And we just got electricity!” she says, beaming.

Who needs electricity? Coreysha Stone’s energy lights up the room.

Keith Crowley Named Director of Education Partnerships

In 1970, anti-war protests rocked America, the first Earth Day was celebrated, and the Environmental Protection Agency came into being. An environmental consciousness was dawning, and Chewonki President Tim Ellis believed Chewonki had a role to play. Chewonki offered its first environmental education programs to school groups that year, reaching beyond Boys Camp to encourage ecological thinking and action among more students, and kinds of students, than ever before.

Forty-nine years later, **Keith Crowley**, new director of education partnerships, oversees an array of programs that evolved from those early efforts and serve local and regional school children. Annually, Crowley's team of inspired educators interact with more participants than any other Chewonki program, by far. Through their work, Chewonki reaches close to 28,000 people a year.

"There are great opportunities, big challenges, and the work is truly exciting," says Crowley, with a grin.

Crowley grew up in Cincinnati, Ohio, far from the Maine Coast, but he was a "nature nerd" (he says) from the time he was a small child. The highly regarded Cincinnati Nature Camp became his second home; he was a program participant, later a volunteer, and eventually a member of the summer staff. This early experience helped set his course to Maine's Unity College, where he was a double major in environmental education and parks, recreation, and ecotourism. One of his college assignments was to design an ideal environmental and education organization. His current work at Chewonki embodies many aspects of that vision, he says.

"Our best opportunity to teach humans how to relate to nature is by giving them a positive experience in nature," Crowley



states. "Enjoyment enhances learning and learning leads to caring."

Crowley manages the Outdoor Classroom, including our Local Schools Initiative (funded by the Elmina B. Sewall Foundation; see story below); the Traveling Natural History Program; the Chewonki Waypoint Program (see story on p. 28); Packout; and the Challenge Course—a full plate.

Leaning back in his chair, Crowley weaves his hands together behind his head and shares an idea at the heart of Education Partnerships: "People learn most when they stretch," he says. "To do our best work, we want to meet students and teachers where they are and then ask them to stretch—not too far, not so it hurts—just enough to reach that magic."

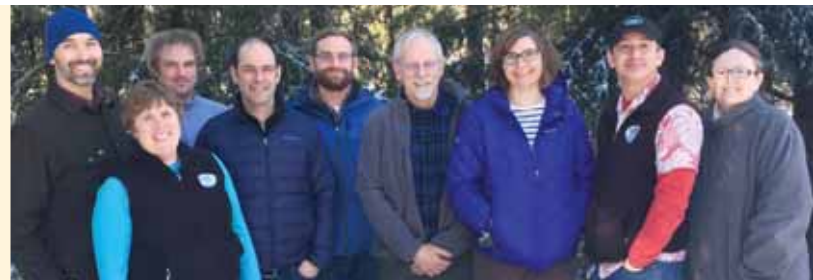
Sewall Foundation Powers Up Local Partnerships

The **Elmina B. Sewall Foundation** doesn't just talk about Maine children being a priority. Since 2011, it has committed \$1,650,000 to Environmental Living and Learning for Maine Students (ELLMS), a network including Chewonki and four other organizations devoted to enriching the lives of Maine middle school students by providing them with nature-based learning experiences.

The five organizations comprising the ELLMS network include Chewonki, The Ecology School, the Schoodic Institute at Acadia National Park, and the University of Maine 4-H Centers at Bryant Pond and Tanglewood. Each organization focuses on schools or school districts in their geographical area. Chewonki uses its portion of Sewall funding to support educational, collaborative programs with Regional School Unit 1 (RSU1) in the nearby city of Bath and with our hometown Wiscasset School Department.

The Sewall grant has also spurred some innovative, productive partnerships between ELLMS and like-minded environmental organizations. For example, Chewonki Outdoor Classroom invited the Kennebec Estuary Land Trust (KELT), an outstanding local conservation and education group, to update its climate change curriculum in collaboration with Bath Middle School teachers and then to teach the curriculum at the school next fall. Sewall funding is making this possible.

According to Becky Kolak, KELT's program director, funding from the Elmina B. Sewall Foundation "will support KELT's work to formally upgrade its climate change curriculum for middle-schoolers, originally created in 2013." She adds, "An important part of this redesign is providing a genuine audience for the middle school students to showcase their knowledge. We want to connect what the students learn in the



ELLMS leaders: Willard Morgan (Chewonki), Alex Grindle (The Ecology School), Ryan LeShane (UMaine 4-H), Ryder Scott (UMaine 4-H), Keith Crowley (Chewonki), Bill Zoellick (Schoodic Institute), Jessica Decker (UMaine 4-H), Drew Dumsch (The Ecology School), Danielle O'Neill (UMaine 4-H). **Missing:** Don Kent (Schoodic Institute), Anica Miller-Rushing (Coordinator)

classroom to the community in which they live, going beyond just teaching facts and stats...We want to improve the program so that students are empowered to envision a climate-resilient future for their home."

Chewonki Educational Partnerships Director Keith Crowley relishes this kind of cross-organizational program development. "When we work together," says Crowley, "local students benefit. They will see their world and their place in it in new ways. The Sewall Foundation is making this possible."

ELLMS is currently in the second year of a \$750,000 three-year grant that the Sewall Foundation announced last June. The goal is to increase access to educational opportunities for Maine children in low-income communities and strengthen public school curricula through hands-on outdoor learning.

Elmina B. Sewall
FOUNDATION





Hannah Marshall Is an Expert in Type 2 Fun

Hannah Marshall, a Chewonki Outdoor Classroom instructor who has led Chewonki's Allagash Canoe Adventure and Central Quebec Canoe Trip (twice); the Camp Chewonki for Girls 10-Day Adventure program; and the Friends of Baxter Maine State Youth Wilderness Trip, is the Outdoor Classroom's 2019 lead educator.

"Hannah understands Chewonki," says Keith Crowley, director of education partnerships. "She has great enthusiasm for teaching in and enjoying the outdoors. Young people respond to her, and she has skills that make her a top-notch leader." Her enthusiasm, knowledge, ease with students, and sense of humor have quickly made her a valued Chewonki staff member.

Marshall grew up in rural Huntington, Vermont, where, she says, "I spent most of my time outside playing." Both of her parents are botanists, and her mother, Deb Parella, was on the Chewonki Outdoor Classroom staff in 1984. After graduating from Mt. Mansfield Union High School, Marshall attended Bowdoin College, where she studied earth and oceanographic science and was a member of the Bowdoin Outing Club, which she says provided outstanding leadership training.

It is difficult to find a photograph of Marshall in which she isn't laughing. Her high spirits draw young people to her. "I was a babysitter in high school and college," she says. "I went to dance camp, acting camp, engineering camp...Most of all, I like getting kids outside."

She does not shy away from difficulty, however, and she wants her young charges to develop that resilience. "I think there is something to be said for learning to love Type 2 Fun, leaning into discomfort and finding joy in it," she says. She has a habit of facing every problem on an outdoor adventure as something to overcome. "I like challenging myself. It forces me to grow," she says. "And that's part of Chewonki: putting kids outside their comfort zones—with support—so they will grow."

After working at Maine Huts and Trails this winter through a cooperative relationship between that organization and Chewonki, Marshall returned to Chewonki in March to start her new job. She began by reviewing the Outdoor Classroom curriculum. "I've spent so much time in the past two years using it," she explains. "It's been interesting to go back into it and find certain sections that might benefit from a new approach. I want to keep our program



moving forward, to make our curriculum in outdoor living, ecology, and teamwork as effective as possible." Marshall will be heavily involved in training this year's Outdoor Classroom staff, but she plans to make sure she also has plenty of time for what she likes most: Type 1 *and* Type 2 fun outdoors with students.



Up Close and Personal with Clover

Some people only think about woodchucks, also known as groundhogs, once a year, on Groundhog Day, waiting for a furry forecast to the end of winter. Others consider them a nuisance, particularly a scourge to lawn care. But to the science educators at Chewonki and the thousands of school children they visit each year, Clover the groundhog is a Sciuridae star.

Part of the genus *Marmota* and the squirrel family, groundhogs are a kind of giant North American ground squirrel. Clover came to Chewonki from Volunteers for Wildlife, an animal rehabilitation center in Locust Valley, New York. Unfortunately, she had suffered mild brain damage, perhaps from an encounter with a car or a parasite. She grew strong at the center and joined us in June 2017 to begin a new way of life.

Traveling Natural History Program Coordinator Emma Balazs says Clover is rather reserved, but observing her at mealtime offers clues to her personality. She picks daintily through her food to find her favorite, kale, which is similar to what she would choose in the wild. A little chunk of banana makes her squeal with delight, but since banana is not a food woodchucks find in the wild, she only gets this special treat now and then.

Clover pops up in various presentations around the Neck. In the Elementary School at Chewonki, Clover paid a visit when students were learning about mammals as part of their Junior Maine Master Naturalist Program (see photo). And she regularly appears during the summer at Camp Chewonki.

The rest of the time, life on the road is busy for this friendly marmot. Clover currently stars in three programs: “Mammals of Maine,” “Animal Adaptations,” and “Fur, Feathers, and Feet.”

And what about winter forecasts? It’s hard to see your shadow when you’re the star of the show!



Full of Stars

Ballooning beneath the whale skeleton in Chapin Hall, an undulating igloo of silver marshmallow fluff stands 12 feet high and 25 feet across, and it's full of stars.

The Starlab, a portable planetarium, is a gift from the Museum of Science, Boston. Mike Adams, manager of the museum's traveling programs, had met Traveling Natural History Program Coordinator Emma Balazs and her team several years ago at an environmental educators' conference. Adams took note of Chewonki, and when he found himself with an extra Starlab (the museum has several), he was thoughtful enough to contact Balazs. "This opens up an entirely new area of study for our program participants," she says. "We are incredibly excited."

"The staff from the Museum of Science Traveling Programs have known the team from Chewonki's Traveling Natural History Program for many years," Adams says. "We've always been impressed by their innovative programming, the quality of their teaching, and the passion of their educators. We're excited to donate one of our portable planetariums to this great organization because it will give new opportunities for the students and families of Maine to explore the night sky."

Megan Liggett, also a Museum of Science educator, came to Chewonki to explain how to inflate the Starlab and use a special device to project stars and planets, as they appear in Maine, onto the inside of the dome (it can be adjusted to show the sky as it looks from other locations). Liggett then joined our staff for a visit to Woolwich Central School (about 15 minutes away), where she gave a Starlab presentation to a class of second-graders and observed Chewonki educators giving an "Animal Adaptations" lesson to the kindergarten. "It was a really nice exchange," says Balazs.

Balazs is eager to incorporate the Starlab into Chewonki programs but emphasizes the need to proceed slowly and thoughtfully. "We learned a lot from seeing the Museum of Science staff use it, and now we know how to set it up," she says. "But this is a whole new tool for us and we want to develop our own curriculum around it." She hopes to take it on the road for programs at Maine libraries this summer, especially because the national summer reading theme for libraries this year happens to be "A Universe of Stories," just right for young stargazers.

"Astronomy is one of the most accessible of all of the sciences because everyone can observe the sky and explore how the wonders of the universe actually work," says Adams of the Museum of Science. "It's also so much fun. We know our friends at Chewonki will be able to use this equipment to excite and inspire everyone who enters its magical dome."

Many thanks to the Museum of Science, Boston, for opening up a new universe of learning for Chewonki program participants and staff.



Traveling Natural History Program staff: Emma Balazs (Coordinator), Kyle Wonser, Colleen Moureaux, and Jessica Woodend



The Starlab

Connecting the Dots Waypoint Students Take a Deeper Look at Community Connections

Bath, Maine. With high-fives and fancy handshakes, students from Bath Middle School and Woolwich Central School welcomed eleven local community leaders to a special Waypoint Community Panel on January 22. Chewonki Waypoint Coordinator Austin Moore designed the event to engage students in civic life and help shape their understanding of the work it takes to make a community strong. Muir also described it as “a great way for students to learn about community needs and for leaders to connect with young citizens.”

Each leader spoke briefly about her or his work and how it supports the local community as a whole. City Councilor and nutrition specialist Susan Bauer explained that through Head Start, “We feed 300 children breakfast and lunch every day.” Police Chief Michael Field outlined some of Bath’s biggest challenges, including mental health problems and drugs, which he is always working to address. Jamie Dorr, president of the Midcoast Community Alliance and head

of the Bath Skatepark, helps create opportunities, such as the skatepark, for teens and young adults to connect in positive ways and places outside of school and home.

The students in attendance were all members of the Chewonki Waypoint Program, one of seven youth development programs participating in the Aspirations Incubator, a six-year mentoring-based initiative aimed at raising and sustaining the aspirations of young people in rural Maine communities. The Aspirations Incubator is funded and supported by the **Emanuel & Pauline A. Lerner Foundation**, based in Portland, Maine.

After the adults spoke, the group broke into small clusters so everyone could get to know each other better. Students asked leaders questions such as, How did you choose your profession? (High School Counselor Leslie Trundy: “I was a resident advisor in college and discovered I really liked supporting people.”) What is the hardest part of your job? (High School Principal Eric Varney: “I have to hold people accountable but also support them and help them be better.”) What part do you like most? (Bath Police Chief Michael Field: “Being out and about in our community.”)

Students tallied up points for their group by gathering data on things group members



Austin Muir with Waypoint students

had in common, such as how many people had a pet; read a book for fun in the past month; paddled a canoe; helped a family member in the past week, etc.

Waypointers listened attentively, spoke clearly, and joked in a friendly way with their adult guests. They were impressed by the scale of activity going on in Bath. “There are so many layers of people doing things!” said Margaret. Dylan, however, was more surprised to learn that City Manager Peter Owen runs triathlons.

Young and old left the event with a stronger appreciation for the place they live and the deep connections required to make their community vibrant. “This is one of those days that makes me realize why I do what I do,” said Chief Field. Let’s give a high-five for that.

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Chewonki People

CAMP CHEWONKI, EDUCATION PARTNERSHIPS, & MAINE REACH

1940s

Renny Little (BC '42-'47; BC staff '53-'55,'60) met **Dave Barrington** (BC staff '70-'83) at the 10-5-18, inauguration of Harvard's new president, Lawrence Bakow. Renny reports that "Dave was in his full academic regalia representing the University of Vermont." **John Molholm** (BC '43) is restoring a house in Orwell, VT, which includes a working farm.

1960s

See In Memoriam.

1970s

Betty Byrne (BC staff '70-'72, 74-'76) is still working for the Jacksonville, FL, symphony. **Evan Lewis** (Maine Reach 4; BC '71,'72) has moved from Chicago to Mineral Point, WI, where he continues to work with two assistants creating

sculpture and furniture. **Henry Lovejoy** (BC '73,'76) wrote from Portugal, where he was at a cannery, running inventory for his company Freshé. He also runs Henry & Lisa's Natural Seafood. **Margaret Pennock** (Maine Reach 5; BC staff '78) has taught science at Sidwell Friends School in Washington, D.C., for the past 23 years. **Adam Wyner** (BC '71,'72; WT '74) got married in 2017. He lives in Wales and teaches at Swansea Univ. in the computer science and law departments.

See 1940s for news of **Dave Barrington** (BC staff '70-'83).

1980s

Andy Eichler (BC '85, '87-'89) and his wife, Alexis Martin, enjoy the outdoor life in Bend, OR. **Eddie Eichler** (BC '89), his wife, Timea, and their two sons and baby daughter live in Moscow, Russia, where Eddie works for the U.S. Foreign Service. **Eric Eichler** (BC '89-'91; BC staff '02,'04) is a psychotherapist in Denver, CO. **Olivier Krebs** (TWT '88) lives near Grasse, France, and has been working as a nurseryman for perfume flowers.



Jimena Guzman and Chris Eichler

1990s

Photographer **Chris Eichler** (BC staff '98,'04) married architect Jimena Guzman in her native Colombia. They are living in Queens. (See photo.) **Gino Giumarro** (BC staff '95,'96) recently joined POWER Engineers as a business unit director for ecology. **Wiley Robinson** (BC '99,'00; WT '01,'02; Guide '03; BC staff '10) married Heather Gagnon in 6-2018. Wiley is teaching history at Eaglebrook School in Deerfield, MA, as well as coaching soccer, ice hockey, and lacrosse. **Geoff Stanbury** (BC '92,'93; BC staff '00,'02-'04) and his wife,

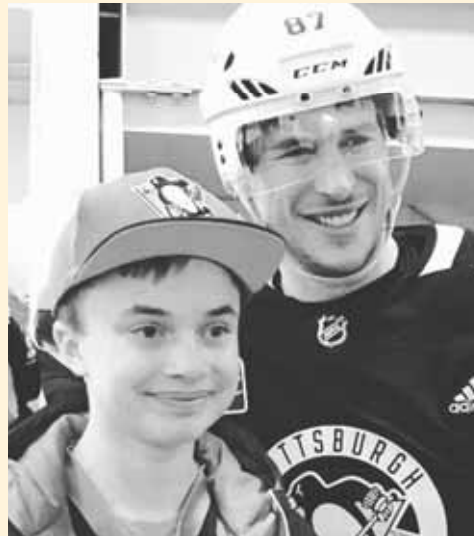
Continued on p. 30

BEN ELLIS

Puerto Rico and the Pittsburgh Penguins

"Since Hurricane Maria hit in September 2017, I have been travelling monthly to Puerto Rico to support our energy work," writes **Ben Ellis** (BC '73-'77, TWT '80, Umbagog '82, BC staff '85-'87,'90), vice president of the power and energy division of Louis Berger, a global professional services corporation. "We have had over 1,000 people on the islands since a week before Maria," says Ellis. "Our first effort was to provide emergency power. We installed over 2,000 microgrids and backup generator systems to turn on lights, get hospitals back online, start up water pumps, and get the wastewater systems running. It was quite an experience."

Ellis is now working on permanent energy systems for Puerto Rico, "including what will be the largest solar/battery/diesel microgrid in the world—if it gets funded by the Federal Emergency Management Agency and built," he says. "This island 1.5



Flynn Ellis with Sidney Crosby

years after the storm is doing quite well. There is a lot of infrastructure investment needed to get the economy back on track; that will depend on leaders in Washington releasing the funds necessary to rebuild...But the lights are on, the hospitals are running, and the tap water is clear and cool. In contrast to the many months immediately

following the storm, on Friday evenings people pour out of San Juan onto the beaches for local festivities."

Back in Wyoming, Ellis's wife, Shannon Shuptrine, directs the elementary program at the Journeys School, part of Teton Science Schools. Next year, she will be working for the Teton Science Schools' new Place Network, a program to support placed-based education at rural U.S. schools.

Their son, **Flynn** (BC '16; see photo), a Pittsburgh Penguins fan since he saw superstar Sydney Crosby score a hat trick when Flynn was five, had the chance to meet Crosby this winter. "We live in Jackson Hole, home to (imho) the best skiing in the country," says Ellis, "but for Flynn, winter is all about hockey. Last year at a game he approached a couple who, 45 minutes of Pens talk later, gave Flynn their season seats at center ice any time he could get back east." As luck would have it, Crosby was in Jackson this winter, and friends helped set up a meeting between him and his biggest local fan. Ellis describes it as "a very special day. Hockey has a bit of a dark side, but Flynn has experienced nothing but kindness and community."

Amy, had a son, Wesley Byron Stanbury, in 3-2018. **Stewart Stout** (BC '92-'97; TWT '99, Mistassini '00; George River '01; BC staff '04-'07) tied the knot with **Genevieve Leslie** (Maine Coast Kayak '00) in Wiscasset on 9-8-18. (See photo on p. 33.) Stew works for L. L. Bean while Vieve works for The Nature Conservancy. A large and motley crew of Chewonki characters helped celebrate. **Andrew Urquhart** (WT '98; BC staff '00-'06) and Catherine Correia, who married in '17, welcomed son Ryder Andrew Urquhart in 1-13-2019. (See photo on p. 33.) Andrew works at WGBH in Boston.

See Sem 5 for news of **T.R. Amsler** (BC staff '95,'96); Sem 21 for **Spence Taylor** (BC '95-'98); Sem 15 for **Damaris Maclean** (BC staff '96,'97); and Sem 22 for **Max Lavine** (BC '96; WT '97).

2000s

Caitlin Scott Ellis (BC staff '01,'02,'06; Admissions Fellow Sems 43-44) and her husband, Bob, welcomed a second son, Camden (as in Maine!), on 3-9-2019. **Brandon Garzione** (BC '09-'11) graduated from the Univ. of Alabama and is studying there for his master's degree. **Emma Hallowell** (BC staff '06,'07; OC staff '05,'06; Maine Coast Semester faculty, Sems 37-38) has started a nature pre-K program in her local public school in Guilford, VT. **Abby Lavine** (WT '03) is finishing a developmental psych program at UC Davis. **Liam McNiff** (BC '08-'11) is at university in France. **Eli Shieber** (BC '08-'10; WT '11,'12) will

graduate from Harvard with a degree in computer science this spring.

See Sem 25 for news of **Lauren Braunohler Drake** (BC staff '01-'05); Sem 37 for **Colin Barry** (WT'03,'05); Sem 29 for **Emily Guerin** (BC staff '04); Sem 33 for **Mattias Lanas** (Teaching Fellow 49-50; faculty 51-52; BC staff '14); Sem 38 for **Ariel Picton** (WT '04) and **Franklin Jacoby** (WT'05,'07); and Sem 49 for **Fritz Brokaw** (BC '05-'09,'12; BC staff '13-'15).

See 1990s for news of **Genevieve Leslie** (Maine Coast Kayak '00). See Semester 35 for news of **Amanda Warren** (BC staff '07).

Continued on p. 33



Andy Barker with his wife, Ana Ruesink, and daughters, Tess and Emma

ANDY BARKER

Taking to the streets, and the lake, to learn

A couple of years ago, inspired in part by what Chewonki had sparked in him, **Andy Barker** (Boys Camp staff '82,'83; foundation staff '92,'93; farm apprentice/intern '93-'96; Maine Coast Semester faculty '96-'98) decided to make one of his dreams come true. He co-founded the Burlington City & Lake Semester, a semester-long academic and experiential program for juniors and seniors at Burlington High School in Burlington, Vermont. The program represents a partnership between Burlington High School and Shelburne Farms, a nearby nonprofit education center focused on sustainability.

Students in the Burlington City & Lake Semester live at home but participate in the program every day, exploring the city and

the ecosystem around them through direct experience as well as real-world projects and academic study. Barker's daughter **Emma Barker**, who is now at Maine Coast Semester 62, was part of the City & Lake Semester' inaugural season, last fall.

Andy Barker told us a bit about the new program.

How did you manage to weave your semester program into the public high school?

I realized early on that I needed to co-create this program with Burlington High School (BHS) from the start. So I found teachers there who were eager to do this kind of teaching. We created a four-person Project Team, including two BHS teachers, and raised money to allow us...a year of design and planning work together. Once we got going, it wasn't hard to build support; it's very much aligned with our school district's goals.

What is your role?

I am one of the program founders, on a deeply collaborative team. We all do a bit of everything. I've been the lead teacher on the integrated unit that we call "People and the Lake," looking at how the health of the Lake Champlain ecosystem influences the community's health and vice versa. It's fun to be teaching again [Barker taught at Maine Coast Semester and the Gailer School, then spent 11 years on the Ben & Jerry's Social Mission team], but it's very different than my other teaching stints, so I have many opportunities to bring a "beginner's mind" to this new program.

Does anything from your Chewonki experiences relate to what you are doing now?

Yes! In some ways, I would say the City & Lake Semester is my attempt to translate everything I learned at Chewonki to Burlington. Building community, connecting to place, making one's own fun, working together, bringing intellectual curiosity everywhere, being present in the moment—that's what it's all about. So many Chewonki experiences and people have shaped the work I am doing today.

We're enjoying having your daughter Emma at Maine Coast Semester. What's the rest of your family up to?

My wife, Ana Ruesink, is playing her viola all around Vermont and New Hampshire, most often with the Vermont Symphony Orchestra but also in a quartet called "Eclectica" and other ensembles. Emma's sister, Tess, is in eighth grade at Edmunds Middle School, playing the flute, running, skiing, and working on the literary magazine.



Above: Larry Anderson in August 2015 on the *Mary Day* and with Sharilyn at Chewonki in 1966

LARRY ANDERSON (1940-2018) *In Memoriam*

Larry Anderson and his wife, Sharilyn, spent just one summer at Camp Chewonki, in 1966 (see photo, right), but when a few years ago she asked him what was left on his bucket list as it became clear that Parkinson's disease would end his life, he said he wanted to get back to Chewonki and see Tim Ellis, Chewonki's former executive director. He and Sharilyn did both in August 2015, when they traveled to Maine to celebrate the Chewonki Centennial and then spent a week sailing with Chewonki folk, including Ellis, on the *Mary Day* in Penobscot Bay.

Larry Anderson died on October 18, 2018, at age 78, in the Andersons' home in Bonney Lake, Washington.

Tim and Margaret Ellis were young newlyweds teaching at the American International School in Vienna in 1965 when they met the Andersons, an equally adventurous expat couple from Washington State. The foursome became good friends, and when the Ellises

returned to Wiscasset the next summer (Tim's first as director of Camp Chewonki), the Andersons came too. "They had gotten very interested in the Chewonki mission," says Ellis. Larry, a sculptor and painter, taught art. Sharilyn assisted Margaret Ellis in running the Health Center.

"Larry was a genuine individual and cared deeply for people," Ellis recalls. "He brought *Lummi* sticks [wood percussion sticks named for the Lummi Nation of the Pacific Northwest] to camp that summer; they were a big hit. And he and I worked up a Campfire skit in which we would throw our banjos back and forth to each other as we played and sang." At the end of the summer, the Andersons returned to the west, where Larry pursued graduate studies in art, but the friendship endured.

Larry Anderson grew up in Tacoma, Washington, where he and Sharilyn were high school sweethearts. There are ten major bronze sculptures by him in public spaces there. His sculptures "are always about stories," says Ellis. "He would get emotional when he talked about them." The figures seem to make a human connection with us, reaching across time. One life-size sculpture, "New Beginnings," installed in front of the Tacoma train station, shows an immigrant,



Genevieve Leslie and Stewart Stout

just arrived with his one bag of belongings, looking out at the city that is his new home. Another, "The Leaf," depicts a young girl holding a leaf up for an elderly man to see. Nature is a theme running through much of his work.

Aside from Sharilyn, Anderson is survived by a son, Caplan; two daughters, Kristen Murphy and Marti Jane Anderson (Maine Coast Kayak '86); three grandchildren; and many devoted friends and admirers.



ANDRÉ HEARD *Chewonki's newest trustee*

"For the most part, I go to work not knowing what's going to happen each day," says **André Heard**, who considers this one of the joys of being the associate dean of student life at Milton Academy in Milton, Massachusetts. Chewonki's newest trustee (he has been a member of the Maine Coast Semester Advisory Board since 2016 and also served as a Chewonki Advisor for two years), Heard calls working with students "the fountain of youth. It's fun. There are never two days that are the same. There's so much to be learned from young people."

Heard's job includes serving as liaison to three semester programs, ours, CITYterm, and the Mountain School. He visits Maine Coast Semester when he can to see the program in action. "When I come up to visit, time in the classroom and outdoors helps me understand ways in which experiential learning is incorporated into traditional class subjects," he says.

"Seeing how Maine Coast Semester colleagues do that—it's great for me."

Schools like Milton have extraordinary teachers, facilities, and resources, but Maine Coast Semester offers something different, he says. "Maine Coast Semester is about the size of one Milton dorm, so just thinking about how to create a learning environment for 50 or 60 people doing everything together is different. Everyone's involved. There are chores to take on, a community to create and keep up."

In such a small, intense program, students usually recognize that they're on the threshold of something big. "I really see semester programs as one of the first opportunities that a student has to take active ownership for their education," says Heard. "There's a measure of perceived risk in leaving your school, but you know that you're coming back. This gives you a chance to ask, 'What do I want out of my learning experience? Am I willing to risk the known for the unknown?' Once they get to Chewonki, they feel empowered to learn, hone their skills, take the lead, and

then carry all that back home with them. It's pretty powerful."

Heard believes young people "need to build up a measure of self-reliance and resilience...risk mistakes, maybe even failures....They need to learn how to wrestle with that and manage it in healthy, productive ways. Mistakes are a natural part of learning."

He also stresses the importance of helping students develop empathy and practice face-to-face conversations. "There should be chances for two children to sit in a quiet space and talk with each other," he says. "That's fading really quickly. Students are getting really good at fabricating themselves. They feel they have to be snapshot-worthy all the time, but they are potentially losing a sense of who they really are."

On issues of diversity and inclusion at Chewonki, Heard says that at this point he has "more questions than answers. Of course, it's easy to see racial diversity, but truly inclusive communities have inclusive practices that function regardless of who is there...The question, I think, is: What are the identities that people feel they *can't* bring to Maine Coast Semester or Camp Chewonki? What can we institutionally do to be more inclusive of those identities, or even just more aware that people *are* leaving them at the door?"

"You can't be everything to everybody," says Heard pragmatically. "Before we say, 'We need to bring more brown people to the Neck,' we need to think carefully about what that experience might look like for them. What would we be able to offer to support those people? Are we doing well at supporting students of different socioeconomic backgrounds right now?"

André Heard is just one member of a Chewonki family. His wife, **Danielle Heard**, is a Chewonki advisor and head of Nashoba Brooks School in Concord, Massachusetts. (Nashoba Brooks middle-schoolers have visited the Chewonki Outdoor Classroom every year for more than four decades.) And the Heards' two daughters, **Zoë** (Girls Camp 10-day Program '16; Downeast Explorers '17; Allagash Canoe Adventure '18; Central Quebec Canoe Trip '19) and **Aimée** (Girls Camp 10-day Program '17,'18; Explorers '19), have their own relationship with Chewonki. We look forward to the Heard family's ongoing Chewonki story.



Genevieve Leslie and Stewart Stout

2010s

Margaret Anderson (WT staff '15-'17; OC '15,'16) wrote last August: "**Aaron Altabet** [BC staff '15-'17] and I had a 'Kennebec-pec' moment over here at the Harvard Graduate School of Education, where we're both starting today! Thinking of all of you up on the Neck!" (See photo.) **Shane Killen** (BC '11-'14; WT '15; Guides '16; BC staff '17,'18) is a freshman at Carnegie Mellon Univ., where he is pursuing a major in vocal performance with a minor in engineering. **Bethany Laursen** (OC staff '09,'10; WT staff '10,'11) is getting married 5-25-2019, in Grand Rapids, MI. **Milo Shieber** (BC '10,'11) is finishing his sophomore year at Harvard, where he is studying computer science. **Melissa Veliz** (BC staff '18) is in her freshman year at the Univ. of Tampa.

See Sem 57 for news of **Mary Bartlett** (GC '12-'14; WT '15); Sem 35 for **Elizabeth Brown** (BC staff '13); and Sem 58 for **Lionel Whitehead** (WT '16)



Andrew Urquhart and Ryder



Aaron Altabet and Margaret Anderson

MAINE COAST SEMESTER

2 (Spring 1989)

Brooke Lehman and her partner run The Watershed Center, a retreat center for social justice organizations on an organic farm in New York's Hudson Valley.

5 (Fall 1990)

T.R. Amsler (BC staff '95,'96) and family spent academic year '17-'18 in Chiang Mai, Thailand, where they traveled, taught stateless students, and took Thai lessons. He and his partner are now teaching public school in San Francisco and working with Teachers 4 Social Justice.

7 (Fall 1991)

Kate Gibson has been living in London since '01. She is married and has two daughters (10 and 8), and she works in sustainable development for multinational companies. She spent 12 years at InterContinental Hotels Group and will begin a new role in 3-2019 as the global director for corporate social responsibility at Diageo.

9 (Fall 1992)

Karrie Amsler reports, "All is well in the Bay Area. My twin daughters are now 10 ½ years old. I have a new job as principal of a local public school."

14 (Spring 1995)

Jess Brakeley LeClair's company, Adventure Awaits!, is in its 4th year. She designs and sells a line of products based on myth, magic, and fairy tales. She still lives in Bangor, ME, with her husband and daughter (6).

15 (Fall 1995)

Damaris Maclean (BC staff '96,'97) reports that she's loving her new role as the director of global partnerships and community engagement at NYC's Nightingale-Bamford School. She lives on the Upper West Side with her husband, Reid Maclean, and their two children, Silas (7) and Ardith (5). The Sem 15 Boston contingent, **Sarah (Myers) Pingree**, **Shea O'Sullivan**, **Kevin Connors**, and **Amy (Mendel) Winston**, recently got together for a night of reminiscing and catching up on the last 20ish years. (See photo.)

17 (Fall 1996)

Susannah Clark and Matthew Wheble welcomed a son, Theo, in 6-2018.

20 (Spring 1998)

Nicole Conroy recently moved to Seattle. Yay!

21 (Fall 1998)

Spence Taylor (BC '95-'98)'s company, Fenik, completed a Kickstarter campaign last fall to produce an electricity-independent refrigeration device. "We have been testing it on the ground in Morocco for the last 3 years and are planning a large-scale field trial this coming summer in Morocco funded by U.S.A.I.D., National Geographic, and the Seimens Stiftung Foundation," Spence writes. "We are also looking to launch the product in the U.S. outdoor market for campers and hunters."

Continued on p. 35



Sarah Pingree, Shea O'Sullivan, Kevin Connors, and Amy Winston

THE 1977 KATAHDIN FIRE

by Jason Clark (Boys Camp '76-'79)

Author's note: The following are the facts as I recall them. I would appreciate input, if anyone remembers things differently. You can contact me at jasonsmobile@outlook.com.

July 17, 1977. My group of Chewonki hikers, from Outhaul cabin, entered Baxter State Park. We hiked from dawn until mid day in hot and muggy weather, walking along dirt roads and then scurrying over boulders near Roaring Brook to arrive at the lean-to's on Chimney Pond. The view of majestic Mount Katahdin from Chimney Pond is spectacular, and it inspired the counselors to decide that, although we had already completed a good hike and summit weather conditions looked imperfect, we should push to the top.

There are no easy ways to do it. The route chosen for the Outhaul boys is often considered three separate, very difficult hikes.

Up to Baxter Peak we went, with elevation gain of over 4,000 feet. It seemed like every foot forward was also a foot up. By late afternoon, we were scurrying over more boulders on the Knife Edge, clinging to a trail that is less than a foot wide and drops straight down on either side.

From Pomona Peak, we started our descent to camp. This was the toughest part of the hike simply because everyone's legs

were shot, but we beat the the dusk and arrived at our lean-to. We got our dinner ready, which we inhaled. Soon afterwards, a violent thunderstorm hit. Lightning strikes were furious, and with each strike came an almost instantaneous rip of thunder. As swiftly as it had arrived, the storm ended. Rainwater started to rush down from Katahdin's peak, creating massive waterfalls. We were treated to a front-row view of this phenomenon. We were happy and safe, and before we knew it, we were out cold.

About an hour later, though, loud, crackling walkie-talkies woke us. Then someone was grabbing at my feet. It was a park ranger, one of several; they told us that the situation was deadly serious: lightning had struck near the Golden Road, igniting a forest fire in an area of dry timber. Faced with the real possibility of fire trapping everybody at the seven park campgrounds, 450 people total had to get the hell out of there immediately.

In a daze, I gathered my belongings and helped break camp. The trail along Roaring Brook that leads out of this area is rough, more like an old river bed. It demands your full attention first thing in the morning after your coffee, on a good day. We were already zombies, and the night was pitch-black.

Hiking out took all night. We could move only as fast as the slowest person, plodding along over wet, slippery rocks. When the first hiker, a forest ranger, encountered an unusually difficult obstacle, he would call out, for example, "Ledge!" Then the next hiker would repeat the warning, and down through the line it would go. By about 3:00 a.m., these call-outs became muffled slurs, as everyone was so exhausted. Not just our Chewonki group; everyone.

This was the most physically challenging day of my life, although I was in good health and good shape, a strong kid who was captain of my track team and co-captain of my ski



High-tech hiking c. 1970s

team. My home was a 1,300-acre farm in Windsor, Maine, and my home life involved hauling hay bales and slopping hogs. So I was physically fit, but that night I was a sleep-walking bundle of pain. Now I wonder how some of the other people did that night. (I would love to hear from anyone else who got evacuated.)

I hardly remember anything that happened after about 5:00 a.m. We piled into the back of some kind of Army or surplus vehicle. It was cold, loud, and hard back there, but to me, it was the most comfortable, wonderful place I had ever experienced.

Postscript:

Long afterward, I learned that a big problem that night was blowdown from a 1974 winter storm. The paper companies had cleaned up the dangerous tinder piles on their land. Work had started within Baxter State Park but stopped when new rules, aimed at protecting Governor Percival Baxter's "forever wild" park mandate, disallowed heavy logging equipment on the land. The blowdown was old-growth forest, so heavy equipment was the only way to remove it. The area where the lightning struck would have been much more accessible to firefighters had the original plan for removing blowdown been carried out. Instead, reaching the fire took many hours, and by then, it was raging out of control, fueled by the blowdown. This was one of the biggest fires in Maine history—and a hiking trip I will always remember.



Chewonki hikers on Katahdin in the mid 1970s

22 (Spring 1999)

Max Lavine (BC '96; WT '97) and his wife, Julie, welcomed a daughter, Mae Hannah Lavine, on 6-20-17. They live in Los Angeles.

24 (Spring 2000)

Ann Gookin lives in Seattle and works for Freestone Capital Management.

25 (Fall 2000)

"I've been teaching high school English for the past 10 years and really enjoy it," **Lauren Brauhler Drake** (BC staff '01-'05) writes. Lauren, her husband, and their sons, Emmett (2.5) and Julian (10 mos), recently moved to Minneapolis, MN.

26 (Spring 2001)

Amy Aloe and her husband hiked the Continental Divide Trail in summer '18. In

November, they welcomed their first child, Ayla Maeve. **Genevieve Greer** lived in Thailand for 4 years after college, with 2 years of graduate school in the middle, and returned to the U.S. in '17. She lives in Boston.

29 (Fall 2002)

Nellie Brewer and husband Eli have moved to Atlanta, GA. Nellie works at the law firm Morris Manning & Martin. **Greg Daggett** completed his veterinary residency in 7-2016 and his fellowship at Emory Univ. in 7-2017. He's now a veterinarian at the Univ. of Wisconsin-Madison, caring for their nonhuman primate biomedical research colony.

Katie Eberle is working as marketing manager at Parallax Press in Berkeley, CA, a nonprofit publisher founded by Zen master Thich Nhat Hanh. **Caroline Goodbody** has relocated to Philadelphia, where she works at Comcast on business opportunities in energy and energy

management. **Emily Guerin** (BC staff '04) has been the environment reporter with KPCC public radio in Los Angeles since 5-2016. **Annie Shepard** will receive a master's in art direction from VCU Brandcenter in Richmond, VA, this May. **Sarah Strew** married Todd Strew on 8-26-17 in Vermont. Sarah is the camp director for the Vermont Institute of Natural Science (VINS), an environmental education and bird rehabilitation organization.

30 (Spring 2003)

Mimi Gallo and **Stephan Wollenburg** are in Worcester, MA, where Stephan works in energy conservation at National Grid. Mimi is finishing a fellowship in neurology at the Cummings School of Veterinary Medicine at Tufts Univ.

Continued on p. 37

**DEB WILLIAMS
(1948-2019)
In Memoriam**

Chewonki Vice President Greg Shute shared these thoughts about Deb Williams, a good friend.

Deb Williams, wife of **Andy Williams**, site manager of Chewonki's Debsconeag Lake Wilderness Camps, died on March 17, 2018, in Norwich, Vermont. Deb and Andy both worked at Camp Chewonki in the mid 1990s. Their three children, Tressa (Wilderness Trips '91, Thoreau Wilderness Trip '92, Mistassini '93; Semester 12), Justin (BC '97,'98), and Lindsey were all part of those Chewonki summers.

Deb spent much of her career at the Aloha Foundation's Hulburt Outdoor Center and the Ohana Family Camp in Vermont. She and Andy worked there for nearly a quarter-century. She was an incredible community-builder. One of her many projects was developing the Wilderness Paddlers and Snow Walkers Gatherings held annually at Hulburt. She also coordinated many cross-cultural experiences with her Cree Indian friends in the James Bay region of Central Quebec and with the Innu of Labrador.

She was a naturalist, committed to trying to protect unspoiled places. Her work helped create Cape Cod's Waquoit Bay National Estuarine Research Reserve, which included some of the spots she came to know and love as a child.



Sunset on Fourth Debsconeag Lake

Deb was also a dedicated Chewonki enthusiast, always grateful that her children had been able to participate in Chewonki adventures. If you ever met her, you know that she always lived her life with the glass half full to overflowing.

I spoke with her the week before she died. During the phone call, we caught up on what our families have been up to and discussed some archival materials that had been gifted to her, documenting a 1912 canoe trip on the Allagash River. Typical of Deb, she was most concerned that the materials be properly preserved, and I

agreed to make sure that happens. Soon after, I received a package from her that contained the photos and a journal from that expedition.

Deb was an incredibly humble person and a gifted outdoor leader who had the wonderful quality of always making folks feel welcome in her presence. She will be deeply missed by many friends throughout New England, in the Upper Valley of Vermont, and in First Nations communities in Quebec and Labrador.

—Greg Shute



BEKA STURGES

Wonder and Change

Beka Sturges came to Maine Coast Semester in fall 1988, the program's first semester. A pioneer then, she is still pioneering in her field, landscape architecture. She is a principal in the landscape architecture firm Reed Hilderbrand, leading its 52-person New Haven, Connecticut, office.

You came to Chewonki for Maine Coast Semester 1. What made you take that leap?

I have always been happiest when I am outside, and so as much as possible, I have looked for opportunities that will make the outdoors part of daily life. As it happened, I attended Milton Academy for high school, and they founded and ran the Mountain School in Vershire, Vermont. I was curious to know if there were other schools that also focused on place, the environment, farming, and academics. The ocean, and especially the coast of Maine, where my grandparents lived at the time, made me curious and calm. So when I learned, during my anxious sophomore year, that there was a new school starting up on a peninsula in Maine, I applied immediately.

Where did you go to high school, college, and graduate school for landscape design?

I returned to Milton after the Maine Coast Semester, and upon graduation, I attended Sarah Lawrence College, which was an excellent choice for me. The focus on individual development and the integration of arts into a liberal arts curriculum were exactly what I sought and what stimulated the most growth in me. Reading has shaped me as much as exploring the out-of-doors, and teachers at Sarah Lawrence helped me



read more critically. A semester at Wadham College, Oxford University, caused me to focus on how designed landscapes—all those green quadrangles and gardens—and natural systems, like the River Cherwell where I learned to row, could shape community life.

After graduation, I taught English at The Brearley School in New York City. Some of my students went on to the Maine Coast Semester, which surprised and delighted me. From there I went to Princeton University to pursue a Ph.D. in English. It was the accident of a semester leave spent in Santa Barbara, California, that introduced me to the field of landscape architecture. Suspecting that landscape architecture would more nimbly unite my desire to spend my days outside, my love of art, and my hope to contribute in some way to society, I moved to Cambridge, Massachusetts, from Princeton and began pursuing a master of landscape architecture degree at Harvard's Graduate School of Design.

Is there anything about your Maine Coast Semester experience that connects with the work you do and/or the life you lead today?

So much of what I do today relates to my experience at Chewonki. Observing the details and the larger systems—the leaves, the trees, the forest, and the cycles of change that affect them—this was part of the curriculum in so many ways. At Chewonki I learned that just paying attention to things can be revelatory. Habits of observation and communication started in the first weeks and deepened as the days passed. Painting with watercolor and realizing that light can be

represented by the absence of pigment. Keeping a daily journal and returning to the same subjects with routine scrutiny. Reading Annie Dillard and registering with shock that brevity and witness can change the world. Making tea, listening to birds, cutting wood, washing dishes, being silent, being brave. Knowing that all the other people around you were curious and determined and optimistic. I came away from the Maine Coast Semester with the idea that if we can find ways to be more aware of how our perceptions and behaviours—our small acts and large decisions—shape our and others' futures, we might be able to become wiser and more able to make collective decisions that do no harm—or do the least possible amount of harm. Much of what I do today is about shaping daily life, always with the hope that human lives and the larger environment are more aligned once our work is complete.

What continues to inspire you? Light, trees, clouds, geology, water, roots, and webs. And strange things—like floating islands and air plants.

What keeps you engaged in your work? Wonder and change. Even before climate change, the natural world was always changing.

What do you enjoy in your non-professional life? Reading and drawing. Hiking and gardening. Cooking and eating. My son, Abe, and my husband, Jack.

33 (Fall 2004)

Mattias Lanas (Teaching Fellow, Sems 49-50; faculty, Sems 51-52; BC staff '14) has received a Fulbright Open Study/Research Award. He will be "heading to Paris this fall to study an archaic illustration technique from the 18th century, assist with teaching a master's seminar in science illustration, and work with a botanist to create illustrated plates to accompany a scientific publication. It will be a tremendous opportunity to live in and engage in a new culture, brush up on my high school French, and grow as an illustrator/artist."

See Sem 59 for news of **Jane Koopman**.

35 (Fall 2005)

Elizabeth Brown (BC staff '13) is getting a master's in environmental studies from Antioch Univ. New England in Keene, NH, where she is creating a self-designed major focused on rural community conservation. She also works part-time for the Northern Forest Center in Concord, NH. **Amanda Warren** (BC staff '07) starred in an Educalmé blog and podcast called "When We Grow, So Do Our Students." She is a teacher and co-director of the Bridge School, a K-6 school in Middlebury, VT, near where she, her husband, and their daughter, Hattie, live.

36 (Spring 2006)

Wendy Lovinger will marry Alexandre Minot in the French Alps on 9-7-2019.



Joshua Lampert

37 (Fall 2006)

Colin Barry (WT '03,'05) got married in 2017. **Dave Gookin** lives in Brooklyn, NY, and works for Vice Media. **Natalie Friedman Lampert** recently welcomed a son, Joshua Gene Lampert. (See photo.)

38 (Spring 2007)

Ariel Picton (WT '04) is finishing a bachelor's degree in history at

the State University of New York Purchase, and will be getting married this summer. **Franklin Jacoby** (WT '05,'07) and **Halie Morrell** eloped 7-2018 in the Faroe Islands—and they met on right here on Chewonki Neck! (See photo on p. 39.)

39 (Fall 2007)

Schuyler Dalton was one of four speakers at a packed presentation about food and agriculture innovation sponsored by the Greater Memphis (Tennessee) Chamber Young Professionals Council. Schuyler works for AgLaunch, which helps develop new agriculture companies and initiatives in rural and urban communities.

40 (Spring 2008)

Johanna Douglas writes: "After working on 12 different farms, I have now just started my own farm in the northwest corner of Connecticut (right near **Ellie Youngblood** [Sem 41], who manages Hotchkiss School's farm). I am raising 60 pigs on pasture for pork, but instead of feeding them grain/corn/soy for supplemental nutrition, I feed them pre-consumer vegetarian food scraps from restaurants, grocery stores, and dining halls. I'm trying to combat the problem of food waste ending up in landfills while raising healthy, happy hogs." **Maia Schoenfelder** got married in 7-2018 to Julian Ferdman, and **Gabriella Gentile** was in the wedding. (See photo.)

41 (Fall 2008)

See Sem 40 for news of **Ellie Youngblood**.

49 (Fall 2012)

Fritz Brokaw (BC '05-'09,'12; BC staff '13-'15) graduated from Worcester Polytechnic Institute last May with a B.S. in architectural engineering. He's now working on his M.S. in fire protection engineering and working as the lab manager for WPI's Fire Protection Engineering Fire Science Laboratories.

50 (Spring 2013)

Atticus Carnell graduated from Bowdoin in 2018 and has begun a master's in political theory at Oxford Univ.



Gabriella Gentile and Maia Schoenfelder

54 (Spring 2015)

Mathias Deming was profiled in last summer's Friends of Baxter State Park Newsletter. He'd been splitting time between Maine and Patagonia, where he was researching hooded grebes and climbing a lot of rocks. **Kurt Dimmick** is a junior at the Univ. of Vermont, where he is enjoying studying music technology and business. Pomona College student **Hans Zhou's** essay about constructing Chinese identity in the United States appeared on Pomona's international students' blog.

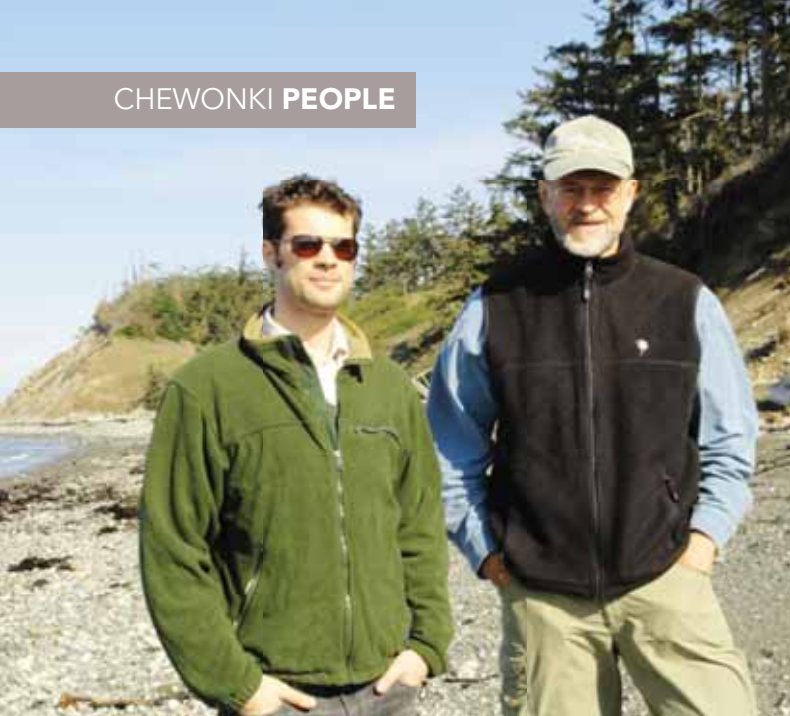
Continued on p. 39

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David Vail (right) with son Nick (aka Sven)

DAVID VAIL *Economist, Humanist, Mainer*

Every summer when he was a boy, David Vail (Foundation Advisor '09-'18; Maine Coast Semester Advisory Committee member) travelled from his home near Cleveland, Ohio, to the eastern end of Long Island, New York, to visit his grandparents. His grandfather, a commercial fisherman and descendant of English settlers who came to the island in the first half of the 17th century, introduced him to the vast Atlantic Ocean, boats, and fish. "They long-lined and gillnetted for everything with fins, from swordfish to black sea bass," says Vail.

At 14, he took a summer job on a big Long Island farm, harvesting potatoes to be trucked into Manhattan markets. He was a diligent worker, but when his shift ended, this "80-pound weakling," as he remembers himself, was not strong enough to swing the heavy potato sacks onto the truck. The other workers, Puerto Ricans, helped him, a kindness he has never forgotten.

Vail came to know the sea and the land as sources of both wonder and work. Much later, when the time came for him to choose his profession, sustainable rural development fit.

Now 75 years old, Vail, a visionary economist and the Adams Catlin Professor of Economics Emeritus at Bowdoin College, can look back on a career devoted to developing, analyzing, and promoting strategies to strengthen rural communities by using natural resources without destroying them. He is still deeply involved.

Maine is his home and the subject of his striving.

Vail received a B.A. from the Woodrow Wilson School of Public and International Affairs at Princeton. Driven by "the desire to work on large social and economic challenges," he went on to Yale to earn a Ph.D. in economics.

He is an economist with a humanist's heart. As a student laboring over mathematical modeling, he also took art history courses, relishing the chance to contemplate beauty, nature, human nature, and aesthetic genius. New Haven,

Connecticut, at the time he was a graduate student was a hotbed of civil rights activism and anti-war protests, and they fueled Vail's growing sense of social responsibility. He accepted a Rockefeller Foundation Research Fellowship to investigate agricultural innovation in eastern Uganda. He and his bride, June Adler, a dancer, choreographer, writer, and French teacher whom he met in sixth grade, set off for Kampala in 1968.

When they returned to New England a couple of years later, Vail took a part-time teaching job at Bowdoin College that bloomed into a 41-year career. Along with teaching economics, he redesigned Bowdoin's Environmental Studies Program through an interdisciplinary lens. Into his academic pursuits, he has woven his commitment to making Maine a better place to work and live, for everyone.

Former U.S. Senator majority leader George Mitchell coined the term "the two Maines" in 1972 and it remains apt. Vail describes southern and south-coastal Maine as "really an adjunct to the thriving greater-Boston economy. I'm not too worried about them." Interior Maine is another story. Times have been hard there since the 1970s, when the shoe, textile, and forest products industries left to find cheaper labor and the Kennebec River Valley's "once thriving machine tool economy" gave way to automation and global competition.

People need jobs to make a living, a home, and a community, and jobs are scarce in rural Maine. Vail began looking for answers. With a Fulbright fellowship, he researched a book on Sweden's sustainable agriculture policy and participated in a United Nations project in Finland

investigating technological transformation and traditional culture in forestry.

"Watching what was happening in Scandinavia and in the United States made clear that rural Maine was going to have to move toward a service economy," he says. "The question was, 'What are the service sectors that could support rural Maine's future?' The answer: healthcare for an aging population and quality-centered tourism experiences."

Big challenges loom, but, "There are a lot of exciting things going on in rural Maine, under the radar," he says. For example, "There's a strong sense that rural Maine has to reinvent tourism for the 21st century. Baby boomers and millennials are definitely coming to Maine for its natural amenities, but they also want good food, nice places to stay, and authentic, multi-faceted experiences. We've got to upgrade everything from roadside eateries to dogsled adventures. Quality has to be at the heart of the experience. To support quality jobs, you need quality products."

Vail has helped craft conservation- and sustainability-minded Maine policies; written op-eds, articles, and books; served on commissions, committees, task forces, and nonprofit boards. Still, he has carved out time to become an accomplished sea kayaker, organic gardener, and member of the Maine Masters Swim Club. Last December, he won five events in his age group at the New England Masters Swim Championships, setting records, and he has held top spots internationally. That he is also coping with cancer makes his achievements even more remarkable.

The Vails' son Nick (they have another son, Ben) first brought the family to Chewonki when he enrolled in Maine Coast Semester 18. "It was one of the most important experiences of his life," says David Vail, who has kept tabs on Chewonki ever since. "I love to be out on the Neck. It's a one-of-a-kind organization. People are so talented and dedicated. When I take that turn around the end of the Wiscasset Airport, my blood pressure drops." Last fall, he came to speak to Maine Coast Semester about the two Maines, challenging the students, as he continues to challenge himself, to answer: What would a sustainable future look like for rural Maine?

When Vail was finishing his graduate studies at Yale, many of his classmates were choosing to go to high-profile policymaking institutions like the International Monetary Fund and the World Bank. "I was tempted, I got offers," he chuckles. "Ultimately, I chose to work outside the mainstream." Maine got lucky.

56 (Spring 2016)

Kate Bernhardt is a sophomore at Smith College.

57 (Fall 2016)

A **Mekhi Airhart** work of art was featured in the Bellevue Art Museum's "20 Under 20" exhibit in winter '17-'18. **Mary Bartlett** (GC '12-'14; WT '15) is enrolled in the elementary education program at Univ. of Maine Farmington. **Clio Hamilton** participated in the '17 Telluride Assoc. Summer Program at the Univ. of Michigan.

Hannah Levit graduated from high school with high honors and received the all-school science award and the all-school Spanish award. **Imogen Micklewhite** headed off to Bates College in fall '18 and **Viv Predock** is in her first year at Colby College. **Maggie Shields** took a gap semester in fall '18 so she could spend time in Jordan working with Syrian refugees, and did some workaway programs in Europe. She started at Colorado College in 1-2019.

58 (Spring 2017)

Liv Cramer reports that she's taking a gap year, "heading to Asia and possibly Oceania to continue learning about farming through WWOOFING and homestays as well as doing a bit of orphanage work in India." She'll enter Cornell Univ. in fall '19. **Jolie Curran** received the Best Actress, Seniors, award from the theatre department at Montclair Kimberley Academy. **Genny Gottdiener's** spending a gap year doing



Halie Morrell and Franklin Jacoby

a NOLS semester in the Pacific Northwest, and a Spanish program in Spain. She plans to enter Middlebury College in fall '19. **Steven Hu** was nominated as a member of the Cum Laude Society at his South Kent School graduation. He is a freshman at New York Univ. **Melody Lee** is a freshman at Northeastern Univ. **Lydia Pratt** writes that she "received the Teen Voice award from TeenLine, a crisis hotline I've worked at since freshman year. I am looking forward to horsepacking through Wyoming with NOLS this summer before heading off to Drexel Univ.'s Pennoni Honors College and School of Nursing." **Eric Schank** completed a northbound through-hike of the Long Trail in VT before heading to Oberlin College. After his high school graduation, **Michael Simons** worked on a campaign for his state senator; hiked part of the Appalachian Trail with **Tom McClellan**; and then spent some time in South America working on his Spanish. He is headed to Middlebury College. **Lionel**

Whitehead (WT '16) explored Ghana, Great Britain, and Ireland during his gap year. He'll start at Lake Forest College in the fall.

59 (Fall 2017)

John Bernhardt was a counselor at Many Point Boy Scout Camp in northern Minnesota last summer. **Kyra Cooperman** writes that last July, she "went on a NOLS backpacking and rafting trip on the Salmon River in Idaho, and one of my instructors was a Chewonki alumna, **Jane Koopman** (Sem 33)!" **Theo Curran** spent last summer working in a biology lab at the Univ. of Utrecht in the Netherlands. In December, **Fer Juarez** was inducted into the National Honor Society for outstanding scholarship, service, leadership, and character. **Sophia Nolan** won an honorable mention for an essay and a Gold Key award for a photograph from the 2019 Northeast Scholastic Art and Writing Awards. Her photograph was exhibited at the Maine College of Art in Portland. **Sydney Ireland** was a guest of New York's U.S. Representative Carolyn Maloney at the State of the Union address in Washington, D.C., in February. Sidney was instrumental in the Boy Scouts of America's 2017 decision to welcome girls to its programs.

61 (Fall 2018)

Sabine Bos received a Gold Key award from the 2019 Northeast Scholastic Art and Writing Awards for one of her poems.

See Semester Faculty & Staff for news of **Sam Dutilly**.

SEMESTER FACULTY & STAFF

Zan Armstrong (faculty, Sems 33-36) and her husband, Jonas Sicking, welcomed a daughter, Tove Sage Ronia Armking into this world on 1-6-2019. "Can I reserve her spot in Boatbuilders for 2034?" Zan wonders. **Morgan Curtis** (Sustainability Fellow, Sems 53-54) is living and working at Canticle Farm, an intentional community and urban farm growing at the intersections of social justice, spirituality and environmental activism in Oakland, CA. **Meg Giuliano Snow** (Teaching Fellow Semesters 39-40) is serving as co-director at Community High School of Arts & Academics in Roanoke, VA, teaching environmental science, and heading up admissions efforts. One of her current students is **Sam Dutilly** (Sem 61). "Otherwise," reports Meg, "I've been enjoying the mountains of southwestern Virginia with my husband and 17-month-old daughter."

See Sem 33 for news of **Mattias Lanas** (Teaching Fellow 49-50; faculty 51-52; BC staff '14).


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CHEWONKI ANNUAL FUND

Life-changing learning in nature has helped generations of young Chewonki adventurers reach the peak of their potential. Thank you for the essential part you play in making these experiences possible.

APPALACIAN TRAIL
BIGELOW MTH. - AVERY PEAK
ELEV. 5266 FT.
BIGELOW COL. 9.6 MI.
BIGELOW MTH. - WEST PEAK 0.7 MI.
MAINE HIGHWAY 27 8.4 MI.
JCT. SAFFORD BROOK TRAIL 1.5 MI.
LITTLE BIGELOW MTH. 3.2 MI.
EAST FLAGSTAFF ROAD 6.3 MI.

Thank you for your generous support.

New Housing Will Yield Major Sustainability Benefits

An energy-efficient, two-unit residential building under construction on the south edge of the farm is poised to yield major sustainability benefits when it is completed this summer.

“This new faculty housing is a great step in reinforcing Chewonki’s sustainability goals and a big commitment to enhancing the residential community on the Neck moving forward,” says Susie Rodriguez, chair of the trustees’ Land and Buildings Committee and an architect.

Code-named “Farm View 1” for its sweeping vistas of vegetable beds and western pastures, the new structure embodies the principles of *PassivHaus* design, incorporating building methods, insulation, and mechanical systems that will keep it cool in summer and warm in winter with minimal energy consumption. The family-sized units will require just two small electric heating panels to keep them toasty-warm through the cold months of the year.

According to Chewonki Facilities Manager Carob Arnold, when solar panels are added to the finished building, the structure should be “net-positive,” meaning it will generate more energy than it consumes. The advanced building design was created by OP/L, an architecture firm in Belfast, Maine, well known for energy-efficient structures and its patented process for creating insulated slab foundations.

“The innovative team at the OP/L has designed a beautiful building that showcases everything that Chewonki is about, from energy efficiency to communal living and outdoor space,” Kevin Connors, also a



Facilities Manager Carob Arnold by the building

trustee, and vice chair of the Land and Buildings Committee, says. “Now the question is, who will get to move in?”

The residential building displaces Betty Decker cabin, which was moved by crane and truck across the parking lot to a new location a few hundred feet away.

Maine Coast Semester faculty are eagerly awaiting the ribbon-cutting ceremony, likely in late summer. Adequate housing is scarce in the midcoast region and we are excited to invest in our best asset: our community.

We thank these donors for making new Maine Coast Semester housing a reality:

**Candice and Michael Frankel
Jenn and Jay Gudebski
Victoria and James P. Macmillan
Suzanne and Neil McGinn
Susan Rodriguez and Charles Lowrey
The Saalfield Family
Fay and John Shutzer
The Hal and John Smith Family
Foundation
John Warren and Laura Appell-Warren**



New clearing and stairway behind the Center for Environmental Education

Good Day Sunshine

The south side of the Center for Environmental Education (CEE) got a serious new ‘do last fall with the completion of a long-awaited hard-and-softscaping project. According to Facilities Manager Carob Arnold, the improvements include tree-clearing, restoration of old stone walls, application of new loam, grass seeding, and the addition of a second-story deck and staircase leading down to the newly cleared area.

The project moved through several stages: tree removal, brush chipping, hardscaping, and re-seeding. In particular, masterful tractor work by Dale Wright (a Chewonki advisor and “an artist with an excavator,” according to Arnold) provided new and restored stone walls, pathways, and an island of exposed glacial stone in the middle of what will become a lush new grassy field.

During the winter months, everyone at Chewonki rejoiced over the abundance of sunshine the new clearing allowed, brightening the whole southern side of the building. It is also a boon to the building itself. Long covered by leafy shade, the south-facing solar panels on the CEE now get a nice extra dose of sunshine.

The biggest beneficiaries of the light and space will be the Girls Camp and



Architect’s rendering

Come Spring

This spring, our farmers are excited about two points of interest at Salt Marsh Farm: the new wash house/garden shed/storage building near the vegetable beds; and the new Eastside Pasture, seeded last fall after being cleared the previous winter.

Farm Manager Megan Phillips provided this update on the Eastside Pasture:

“We’re closely watching the pasture as the snow melts and things start to green up. We seeded a diversified pasture mix and spread organic fertilizer in the fall. We’re waiting to see what comes up this spring. Once things dry out, we’ll spread another round of organic fertilizer on it and, depending on what grows, we may spread more seed or additional amendments this year. We’re largely letting the land dictate the timing to start pasturing animals as that area moves from a more (forested) fungal-based soil system to a more (pastured) bacterial-based soil system. We may be able to pasture there this summer or we may wait until next year. We will soil test in the fall to inform future work.”

The wash house (which has not yet acquired a proper name) “will revolutionize Chewonki’s farming operations,” Phillips says. The structure was built last year to support multiple activities. It has several distinct modules:

West bay: A place to store large implements such as the walk-behind tractor and some horse-drawn equipment. There will also be a sink where students can wash their hands.

West room: A garden shed to hold hand tools, seeds, and other items that should not get wet.

Central wash station: A large open space with a concrete floor where harvested produce will be washed. There will be a modular, flexible system using 100-gallon water tanks allowing for a sequence of washes. Float valves will shut off hoses automatically when the tanks are full. The shade will help keep vegetables (and farmers) fresh. A washing machine modified to be a giant salad spinner will dry leafy greens. Several defensive strategies, such as spikes in doorframe corners to tell birds to nest elsewhere, will help keep critters and produce apart.

East room: A closed room where clean vegetables relax until they are delivered to the cooks in the Wallace Center kitchen.

Second floor: Storage space in the upper reaches of the building will hold out-of-season equipment.

Elementary School. Both will make heavy use of the new clearing when their respective programs are in session.

“It’s funny,” says Arnold. “Even though we have huge amounts of lawn here at Chewonki, there are times in the year when we still don’t have enough.” Indeed, at peak times, residential Maine Coast Semester students, visiting school groups, elementary classes, and the usual crowd of visitors, alumni, and staff all zealously claim patches of clear turf (the happy side effect for an organization dedicated to getting outside).

Arnold is maintaining a “wait and see” approach to how the new area is ultimately used. “It will be interesting to see what gets used more,” he says, “the shaded tree zones with low brush, the sunny spots with brush, or the tops of the stones.”

With spring in the air, Arnold is already imagining more ambitious projects. “In the future, I would love to come back and open up that big spine of ledge,” he says, pointing to a 30-foot moss-encrusted slab of natural granite that wraps the western edge of the clearing. “It’s a natural play-space and shows the real character of this land.”

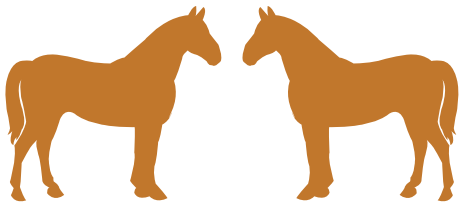
The CEE is Chewonki’s hub and home to several programs including the Outdoor Classroom, Traveling Natural History Program, and the Elementary School, not to mention our legendary finback whale skeleton. The building also hosts a variety of public events throughout the year.



Phoebe Hogue-Rodley working in the new wash house

Salt Marsh Farm - By the Numbers

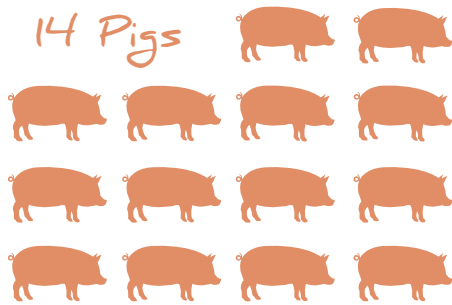
2 Horses



23 Sheep



14 Pigs

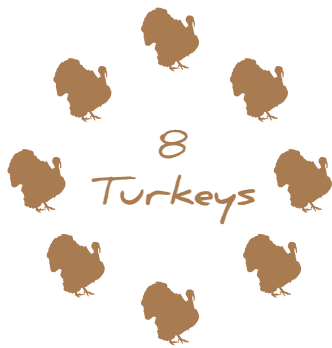


440 Chickens

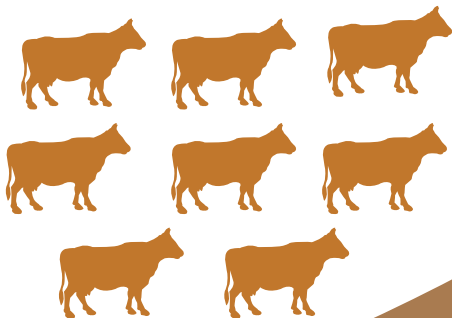


8

Turkeys



8 Cows



2,721 lbs.
Winter Squash

800 lbs. Summer Squash



1,734 lbs.
Carrots

219 lbs. Mustards



1,564.5 lbs.
Tomatoes

280 lbs. Kale



698.5 lbs.
Lettuce

1,580 lbs.
Onions



3,172 lbs.
Potatoes

624.5 lbs. Cucumbers



Growing Passion for Farming and Food

“I identify food as a driving force in my life,” says farmer **Lisa Beneman**, a wide smile crossing her face. “I love to grow food. I love to cook food. I love to share food with other people. Food is my center.”

Beneman also loves to teach. The combination makes her the perfect match for her new role as Chewonki’s assistant farm manager. She received the promotion in January, exactly four years after she arrived as a farm apprentice.

The change means she continues to educate, of course, but carries more responsibility for overall operations, including crop planning. Certain farm-based educational events, such as the food forum co-hosted with the Morris Farm Trust every spring, are also now hers to handle. This year’s forum focused on local food security, an issue that resonates with Beneman’s work on the Chewonki Diversity, Equity, and Inclusion Committee.

Diversity work also dovetails with the interest Beneman and Farm Manager Megan Phillips share in getting students to think about agriculture through many lenses. “It’s

important to consider land ownership and what that means,” Beneman explains. “We want students to honor the past, including the long period before European immigrants settled on Chewonki Neck and began to cultivate what had been Abenaki lands.”

Beneman’s passion for good food lies at the root of her interest in farming. “I grew up in a family that held family dinner sacred,” she says. Meals in her family’s Scarborough, Maine, home are a sit-down affair, with lots of enthusiasm for whatever is on the table. Early on, she realized that she shared her father’s robust taste buds and enjoyed helping him in his vegetable garden. Other than that, she had virtually no agricultural experiences as a child (“I remember visiting a petting zoo...”). Although one of her grandfathers grew up on a farm, “He always thought it was funny that he tried to get away from farming as quickly as possible, and I have chosen to be a farmer,” she says.

Beneman first stepped onto Chewonki Neck with her middle-school class as an Outdoor Classroom participant. She attended the Waynflete School in Portland



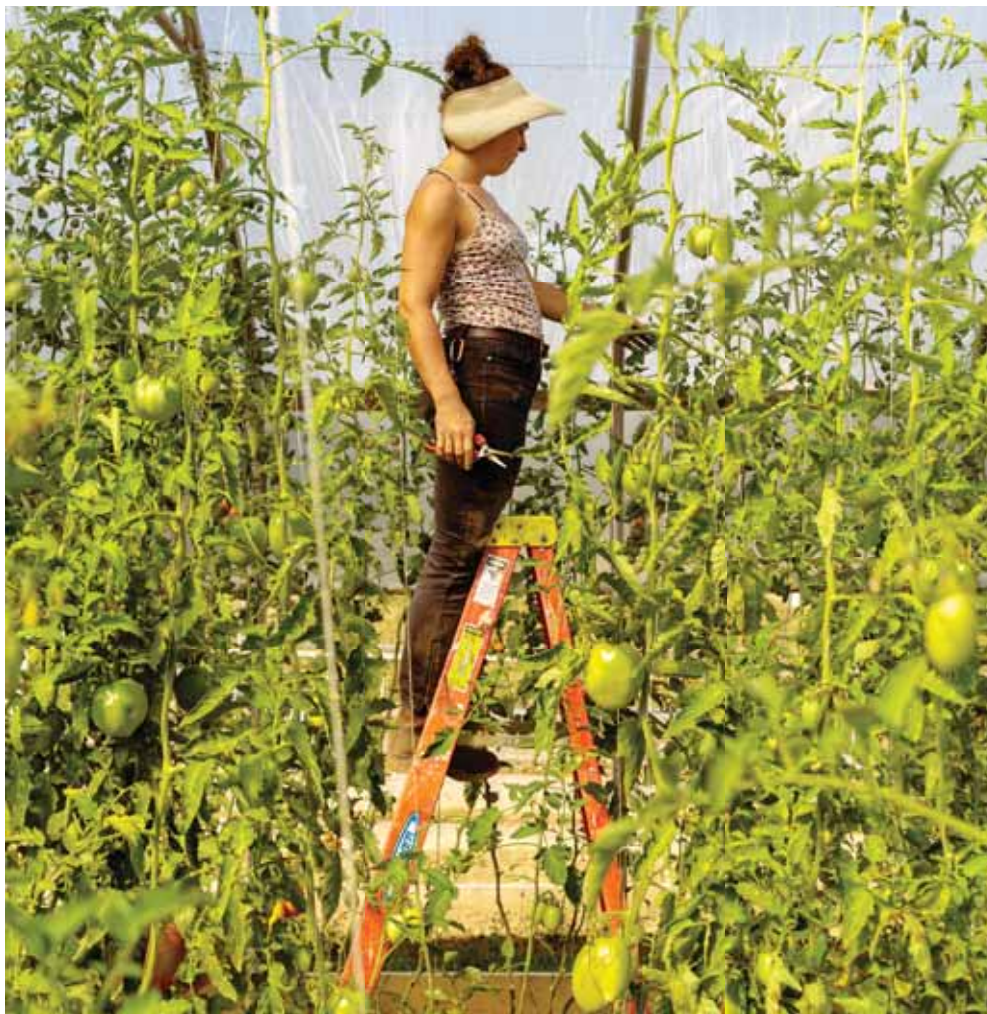
Lisa Beneman

for high school and came back to Chewonki in her junior year as part of Maine Coast Semester 40. She remembers feeling “really drawn to the farm” from the beginning. “On the second night, I wrote in my journal that I thought I’d be spending a lot of time at the farm,” she recalls.

There’s a difference, though, between loving a farm and wanting to be a farmer. Her professional interest evolved slowly. It was “never a conscious decision,” she says. “I just continued to look for opportunities.” At Whitman College, she joined the Garden Club, which had transformed an empty house lot into growing space. In her sophomore year, she began leading the group, while majoring in environmental studies and politics.

After college, she spent a summer working in the gardens at Spannocchia, a center of sustainable agriculture and education in Tuscany, and then returned to the United States to become an apprentice with the Rogue Farm Corps, an agricultural training program in Oregon. Her experiences on an all-livestock farm in the Willamette Valley taught her about animals.

At Salt Marsh Farm, she works with vegetables and animals, and she’s cultivating something else, too: people. “Part of why I wanted to come back to Chewonki is that when I worked on other farms, I always loved to show people around,” she says. “I was interested in finding a position that allowed me to show other people how cool farming is. I’m inspired by seeing the farm through other people’s eyes.”





Bob working with Hilary Crowell

THE DIRT ON CHEWONKI NECK

In the Hoofprints of Giants

MEGAN PHILLIPS

Late last October, Chewonki's 22-year-old American Belgian draft mare, Sal, died under the care of her long-time vet and surrounded by the farm crew. Though much could be said about all of her doing in the 17 years she lived on the farm--plowing, cultivating, discing, mowing, cultipacking, pulling, pushing, twitching--much more that is compelling about her story was in her way of being. Sal had a hallowed stillness around children and exhibited monumental patience in allowing hundreds of farmers, students, and campers the chance to drive her. Every farm crew member held deep and abiding working relationships with her. Officially belonging to Chewonki, she was never our horse, we knew; but we were blessed to be her humans. We had the great opportunity and great responsibility in October to make a decision to hold her with dignity through the end of her life. That was an awesome, terrible gift.

Realizing that Sal was physically struggling last summer, the farm crew started the process of reaching out to friends in the horsepower world about the need to bring on another horse to support our on-farm systems. Brad Johnson, a former Chewonki farmer and a current horse-powered logger in Vermont, responded with an immediate offer. He was looking for a home for Bob, a 21-year-old Suffolk Punch draft horse, who has plenty of work years left in him but needed to move away from full-time logging.

Bob arrived on the farm in early August 2018. From the first day, we were struck by the ways that Bob is fundamentally different from Sal: he stands patiently when harnessed and working but prefers breakfast over grooming, whereas Sal was constantly on the lookout for the fastest way back to the barn but would stand indefinitely, loose-lipped and loving, for brushing and hoof-picking. Bob is cool and submissive where Sal was hot and bossy. He startles at unfamiliar noises that left Sal standing calmly; he is unflappable in the face of so many things (like tarps and wind) that set Sal on edge. He is playful when she would have been stoic, intensely focused in moments when she would have been apathetic. But the more that we work together, the more he has ceased to be Not Sal and has instead become wholly and beautifully himself, our very own Bob. Literally and physically, he has the biggest heart on Chewonki Neck.

We are a horse-powered farm because we are a relationship-driven farm. Our approach to farming, like our approach to education and land management, is practical, sustainable, and sacred. Many days, the work of horse and human feels like a dance. I once heard a teamster say that a horse and driver are connected in three ways: from human hand to horse's mouth, from human voice to horse's ear, and by the gossamer thread that attaches the minds of



Sal teaching with Megan Phillips



Sal basking with campers

the two beings. That gossamer thread is at the core of our work together: we are seamless and synergistic on our best days. We do things that matter deeply to the health and well-being of this land and community. Our horses participate in one of my favorite annual cycles on the farm: they mow hay with a sickle bar mower each summer, eat that hay all winter and make manure, and then pull a manure spreader to return their manure to the hay field each fall to fertilize the next crop. And so it is with us: we cycle forward. Our horses teach us how.



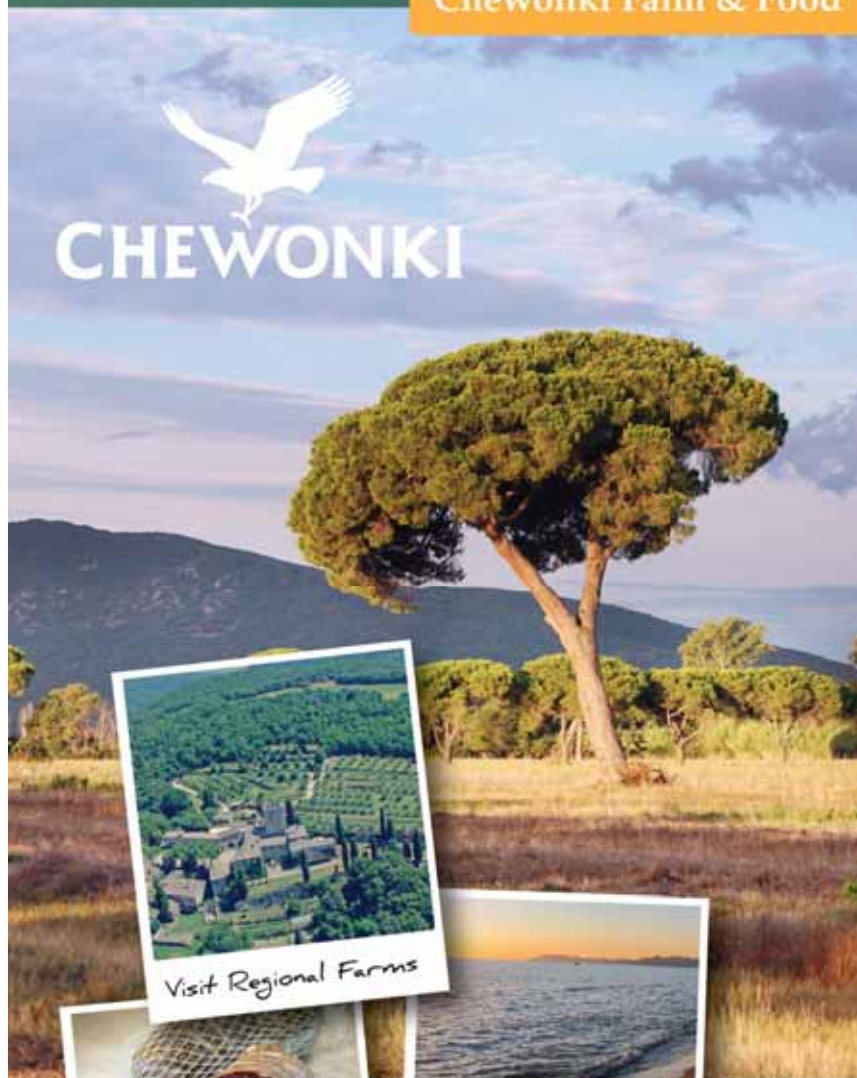
Megan Phillips manages Chewonki's Salt Marsh Farm.

A Sustainability Tour of Tuscany

Chewonki Farm & Food



CHEWONKI



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A Guided Sustainability Tour for Chewonki Alumni & Friends

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Spreading the Love

Our farmers are thrilled with their new “EZ Spreader” 35-bushel manure/compost spreader, an Amish-made machine that arrived from Working Horse Tack in Millersburg, Ohio, last winter, thanks to a generous \$5,000 grant from the **Aldermere Foundation**.

“It is perfectly built—simple, effective, and easily cleanable,” says Farm Manager Megan Phillips, who, along with Bob, our

workhorse, took it for an inaugural spin on April 2. “We spread quite a few loads of finished compost on gardens, with more spreading planned,” Phillips reported.

Assistant Farm Manager Lisa Beneman says, “We are so excited about this. It will be an all-around safer, more efficient, and easier-to-use tool.”

The Aldermere Foundation has committed a number of grants to Chewonki to support sustainability and sustainability education. **We are very grateful.**

Acceptissi Sitis ad Cenam Romanam!

Each semester, there are typically a small handful of Latin students at Maine Coast Semester. What they lack in numbers, they make up for in die-hard fanaticism. Last December, Latin teacher Steven Farrand’s Semester 61 students decided to concoct a Roman feast for the semester community, and their enthusiasm was palpable in the kitchen as they cooked with Farrand, Kitchen Manager Bill Edgerton, and Cook Lesley Woodroffe.

Hard at work making Lucanian sausage under Edgerton’s watchful eye were Penelope Day (Ethical Culture Fieldston School, New York) and Sam Dutilly (Community High School of Arts & Academics, Virginia). The sausage consisted of pork from our farm mixed with salt, pepper, cumin, tarragon, parsley, and thyme.

Whipping up some *libum*, a bread-like honey cake, with Woodroffe were Tori Barrow (Buckingham Browne & Nichols School, Massachusetts) and Caroline Heyburn (Milton Academy, Massachusetts). Each portion of *libum* is supposed to have a fresh bay leaf but being a little short on fresh bay leaves in midcoast Maine in December, Woodroffe improvised: she set a bay plant (transplanted from the herb garden into a pot at the end of the summer) on the kitchen table near the bowl of dough.

Also on the menu were “green and Baian beans.” If you don’t know what Baian beans are, you’re not alone. Here’s what Farrand had to say on this subject: “Baiae was a place on the Bay of Naples, a resort town (the Roman Palm Beach?). Apicius, a Roman chef who wrote a cookbook we have, talked about ‘green and Baian’ beans. Nobody knows what he meant, exactly (the Romans had neither green beans in our sense nor soybeans). Probably Baian beans were like young Italian *faba* [also known as *fava*] beans or lima beans.”

For this meal, Edgerton used green beans, said Farrand, “Because, I think, few people like lima beans (I don’t).” (Apologies to all impassioned lima bean lovers.)



Penelope Day and Sam Dutilly making sausage