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Cover photo by Chris Riley.
Transition a Perfect Time for Reflection

Ever since I was a young camper, Chewonki has had a profound influence on my appreciation for nature. More recently, the prospect of a rapidly changing climate has galvanized my thinking.

I offer my perspective on the notion of sustainable living—Essential Principles of Sustainability. I offered them first to a group of students and faculty on Earth Day 2009, when invited to speak about how “someone like you might end up in a life like mine.” I think these principles converge nicely with the stories you see in this issue. We have achieved remarkable fundraising goals this past year, and these stories are also a great reminder of why your contributions are so much appreciated.

In the spirit of thoughtful reflection, and the need to distill some lessons gained from a lifetime of learning and teaching at Chewonki, I offer these ideas when reading about our reinvigorated nature program at Boys Camp and teaching foreign languages at Semester School; or about Blair Currier’s approach to providing healthy meals for Girls Camp, and new sources of energy like wind and geothermal.

NUMBER ONE
Climate change is real and undeniable
The imminent threat of global heating demands action and a comprehensive approach across society to confront misunderstanding and promote a deeper understanding of the complicated interrelationship between people and nature.

NUMBER TWO
People and nature are inextricably connected
The view of the relationships between people and nature is shifting from one that is essentially exploitative to one in which nature’s intrinsic values to human life are honored. This change in perspective must be promoted and strengthened.

NUMBER THREE
Human cultural diversity and diversity of life on Earth have equal value
The richness and diversity of human culture and the diversity of life forms and systems in nature are valuable in themselves. Human interference with the natural world, as exemplified by climate change, is currently excessive and must be addressed at all levels of human society in order to lessen impacts on people and nature.

NUMBER FOUR
The intentional communities created by schools can be models for many aspects of sustainability
Our communities, schools especially, can adopt behaviors and practices that lessen their impact on people and the environment by measured use of non-renewable resources and judicious use of renewable resources.

NUMBER FIVE
Teaching and learning about sustainable living should be student-centered and hands-on
Sustainability has many interrelated dimensions and should find expression across the curriculum of schools. Aspects of science, technology, and public policy are developing rapidly in response to climate change, and there is growing impetus to create more sustainable organizations and communities. Art, music, language, and other elements of aesthetic culture need a place in this exchange of ideas. We must come to terms with the fact that we are threatening our own existence. We need a Copernican revolution in aims, structures, and perhaps in places of learning.

NUMBER SIX
Quality of life is measured in more than material ways
Our standard of living is only one measure of what it means to have a “good life.” Sustainable living encompasses both intrinsic and extrinsic measures of quality. We should always be thinking about what it means to be a good citizen and to have a good life.

This is my recipe for living more gently on the planet.

DON HUDSON

Visit our website at www.chewonki.org
Two Awards for Chewonki...

Great news arrived in early August when Clean Air–Cool Planet, a leading organization dedicated to finding and promoting solutions to global warming, announced that Chewonki would receive a 2009 Climate Champion Award. In a letter to Don Hudson, Clean Air–Cool Planet CEO Adam Markham said Chewonki was receiving the award because of “its exemplary institutional commitment to solving the climate change problem—a commitment that we believe should be widely emulated. We are especially impressed by the quality and level of innovation of Chewonki’s outreach and educational efforts.”

Markham noted that “Chewonki will be the first science center that we have given the award to.” He concluded by saying that Chewonki “has shown that it is possible for non-profit and educational institutions to make hugely significant leaps in combating global warming and to lead by example.”

In the all-staff email he sent announcing the award, Don Hudson said, “This award is recognition for every single one of us. Congratulations to all!” Don and sustainability coordinator Peter Arnold accepted the award at a gala dinner held on October 15 at the Boston Harbor Hotel. Almost 300 people attended, including several from Chewonki.

GreatNonprofits of Palo Alto, California, announced on May 1 that Chewonki won first place in the “large nonprofit” category of the 2009 Green Choice Awards. The contest, held during Earth Month in April, asked people to submit reviews and ratings about environmental nonprofits. More than 26,000 people participated and reviewed 104 organizations.

“There are so many great nonprofits who don’t have an advertising budget and are not household names,” said Perla Ni, CEO and founder of GreatNonprofits. “We enable grassroots nonprofits to gain recognition.”

The results provided surprising insights into the kinds of organizations that participants, volunteers, and donors consider effective. While large organizations such as Greenpeace and the Sierra Club were available for review, they didn’t see the results their smaller counterparts did. For example, there were only 5 reviews for the Natural Resources Defense Council, whereas Chewonki garnered 168 reviews and an overall five-star rating. Don Hudson was thrilled to receive the news and enthusiastically thanked the Chewonki supporters who made their voices heard. “We are delighted to be honored with the 2009 Green Choice Award and to see the reviews that so many of our friends and supporters wrote on our behalf.” You can read the reviews at http://greatnonprofits.org.

Search for a New President Begins

It was with mixed emotions that the Chewonki staff officially received word that Don Hudson will retire as president of the Chewonki Foundation in Summer 2010.

Don himself made the announcement at a Monday morning staff meeting under the whale in Chapin Hall. “After 17 years steering this ship, it’s time to move on,” he said.

“Don has been a strong visionary and supportive leader for us,” said Dot Lamson, who has worked under Don and directed our Center for Environmental Education since 1984. “It’s hard to imagine Chewonki without him.” Indeed, Don has been Chewonki’s president since 1991, and he has worked at Chewonki since 1966. His ubiquitous presence has become a staple on the Chewonki campus and in environmental communities across Maine.

In a letter mailed to all Chewonki constituents last June, board president Josh Marvil sang Don’s praises: “Don led the way through the two largest capital campaigns in Chewonki history. He watched over the design and building of the Center for Environmental Education, the growth of the Semester School, the expansion of programs for girls and young women, the acquisition of lands and islands, the increase in scholarship and diversity, the development of renewable energy curricula, and the creation of a sustainable campus….As Chewonki’s second president, and only its third head following Clarence Allen and Tim Ellis, Don has been a tremendous, inspiring, and tireless leader.”

As Chewonki’s staff celebrates Don’s legacy, the official search for a new president ensues, with a nine-member committee of the board and staff holding regular meetings to advance the process. A decision is expected in Spring 2010.

“We will all be excited to welcome Chewonki’s next president to our campus next spring,” said Betta Stothart Connor, director of communications. “That will be a momentous day here.”
...And Two Awards for Don Hudson

The National Marine Educators Association presented Don Hudson with its President’s Award at the organization’s annual conference in Pacific Grove, California, this summer. The award was made by outgoing NMEA president Dr. Eric Simms of the Scripps Institution of Oceanography.

Don is a long-time NMEA member and for the past several years has served as its treasurer. “Don’s fiscal insight and guidance have helped to steer the healthy growth of the NMEA endowment over the years, and perhaps even more importantly have placed us in a favorable position in a time of economic uncertainty,” said Simms. He thanked Don for his “invaluable and indispensable service” and noted that NMEA is “on better than average footing, largely as a result of the foresight and ongoing oversight of Don.”

NMEA provides a focus for marine and aquatic studies all over the world. It is headquartered in Ocean Springs, Mississippi, and is affiliated with the National Science Teachers Association and the American Association for the Advancement of Science.

Closer to home, on August 21 the Quimby Family Foundation of Portland, Maine, surprised Don with its Green Heart Award, given at a luncheon in honor of its annual grant recipients. Environmentalist and philanthropist Roxanne Quimby, cofounder of the company Burt’s Bees, presented the award. “The Quimby Family’s annual Green Heart Award is presented to the environmentalist whose lifetime contributions to Maine’s environment have been characterized by energy, accomplishment, and most of all, a heartfelt connection to our state and its welfare,” she said.

The Quimby Family Foundation was established in 2004 to advance wilderness values and increase access to the arts throughout Maine.

Chewonki Spearheads Green Summer Camp Initiative

An initiative to boost the sustainability practices of Maine camps, help them teach sustainability, and reduce their impact on the environment was announced in June by the Maine Youth Camping Foundation. Camp Chewonki for Boys director Garth Altenburg spearheaded the effort.

Garth, who became president of MYCF at its annual meeting in July, explained that youth camps have always been at the forefront of environmental education in the U.S. “Long before words like ‘environmentalism’ or ‘carbon footprint’ were in common use, camps taught environmental stewardship, appreciation for nature, and conservation of resources.” Yet as an industry, Garth felt there was an opportunity to do more. With this in mind, MYCF challenged its camp members to go even “greener” and incorporate “at least one more sustainable practice” in addition to the numerous practices already in place.

More than 50 Maine camps signed on to the voluntary program this past summer, making pledges that ranged from ramping up their recycling programs to installing solar panels and composting toilets and starting camp gardens. Several camps proposed days without electricity. Many camps already gave their food scraps to local pig farmers, and more planned to adopt the practice.

Camps participating in the sustainability initiative will quantify their effort, compile the results, and report them this winter. “Given that thousands of campers come to Maine each summer from all over the U.S. and even abroad, we know the impact of this initiative will spread far beyond Maine camps,” said Garth.

(tweet! Don’t let the fact that we’re still using horsepower on Chewonki Neck fool you—we’re totally “connected” when it comes to communication. Chewonki is on Twitter, Facebook, Linkedin, and Flickr. You can access all four sites directly from our homepage at www.chewonki.org. Just click on the corresponding logo.)
Need a Vacation? Try Chewonki Wilderness Vacations!

If you were able to go on vacation last summer, you know the restorative benefits of taking time off. Most Americans, however, are vacation deprived, according to a 2008 survey by Expedia.com. Compared with people in other developed countries, Americans don’t ask for vacation time, don’t take all the vacation time they’re allotted, and continue to work while on vacation. All this despite the fact that 39 percent of American workers reported feeling better about their job and more productive upon returning from vacation.

So what gives? While Chewonki may not be able to answer that question, we can certainly help you take a well-deserved break. “Taking a wilderness vacation is the best way I know of to detach from the urgency and pace of our modern world,” says Greg Shute, director of Chewonki’s Wilderness Programs.

We offer four great options and an easy online registration system from our website.

- **Debsconeag Lake Wilderness Camps.** Lakeside cabins equipped with gas stoves and refrigerators, woodstoves, and loons calling outside the door; canoes and sailboats; and endless opportunities for hiking, paddling, and fishing. The site is also available for winter cross-country ski trips.

- **Big Eddy.** Three cabins and dozens of campsites on the shores of one of New England’s most renown salmon pools. Big Eddy has been a favorite destination for fishermen since the 1800s. The area is full of history and opportunity.

- **Family Camp.** Offered in August on the Maine Coast or in the Maine Woods at Debsconeag Lake Wilderness Camps.

- **Guided Wilderness Adventures.** Last summer, Greg and Don Hudson led an unforgettable trip to Torngat National Park in Labrador (see the Flickr photostream on our homepage). Later in the fall, Greg led two trips down the Allagash Wilderness Waterway. “The opportunities for guided wilderness experiences in Maine and Canada are probably limited only by your imagination,” says Greg.

For the third year in a row, our family has enjoyed Chewonki Family Camp. We’ve never experienced anything else like it. Debsconeag is a truly special property. The leadership is both qualified in their “jobs” but also has a philosophy for living that isn’t found many places. The food is not-to-be-believed good. We are in the middle of nowhere, yet we eat copious, delicious, organic food three meals a day. My kids, now seven and five, came to family camp for the first time when they were two and five, and every year they want to go back. No matter their ages, they have never been bored for one second.

~Jennifer Quasha, Family Camp 2007–2009

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Dam Becomes a Living Classroom

Anyone who has walked to the Chewonki waterfront has cast their eyes on Montsweag Brook. The estuary forms the western shore of Chewonki Neck, and for most of its history it flowed unimpeded to the Sheepscot River and then to the sea. That was before two dams were installed on it—in 1941 and 1968—to provide water for power plants in Wiscasset.

Now, Chewonki owns one of those dams and may soon own the other. Lower Montsweag Dam (pictured right) was transferred to Chewonki in September 2008 as part of a natural resource damages settlement with the former Maine Yankee Nuclear Power Plant. Next month, Central Maine Power plans to follow suit and transfer ownership of Upper Montsweag Dam, located 2.5 miles upriver.

So, what does one do with a dam or two? Turn them into a living classroom, of course. With several partners, Chewonki has embarked on the Montsweag Brook Restoration Project, a long-term endeavor to protect shoreland and to restore and monitor ecosystem function and fish-breeding habitat in the neighboring 10.6-square-mile watershed.

“We anticipate finding multiple ways to engage Semester School students, campers, and Outdoor Classroom participants in this work,” says an excited Don Hudson. “This is a terrific opportunity to integrate a real-time ecosystem restoration project with environmental education and hands-on learning. And to top it all off, the site is within walking distance of our campus!”

A preliminary study has already concluded that the most cost-effective and ecologically responsible way to restore passage for as many as seven species of fish will be the removal of Lower Montsweag Dam, scheduled for next summer. “After that,” says Don, “we anticipate seeing smelt, alevines, lamprey, American eels, sea run brook trout, and tomcod in the brook above the dam site.” Since the endangered Atlantic salmon has a tenuous toehold in the Sheepscot River, the project may create habitat for that species as well.

The project has gained regional attention, and Don provided an interview last summer about it with national host Rob Moir of the VoiceAmerica Green Talk Network. Partners in the effort include a National Oceanic and Atmospheric Administration regional habitat restoration team, state and local officials, and advisors from Trout Unlimited, The Nature Conservancy, the University of Southern Maine, and the Coast Conservation Association. Maine Yankee, NOAA, and the USDA’s Natural Resource Conservation Service have provided financial support, with applications pending with a private foundation and the Maine Natural Resource Conservation Program.

“We’ll tell you more about this ambitious and multifaceted project as it develops. In the meantime, you can follow Don’s occasional “Tweets” about it at wdonhudson on Twitter and Facebook.

Announcing the Elmore Fund

In September 1959 a generous soul offered Bob Elmore, a former chair of the Chewonki board, the funds to help him complete his junior year at Dartmouth College. It was an unusual arrangement; instead of accepting a scholarship or taking out an interest-bearing loan, Bob instead undertook a moral obligation to return the funds advanced to him, if he was ever able to do so.

Now, fifty years later, Bob and his family have established the Elmore Fund to create similar opportunities at Chewonki. Each year funds will be awarded to an individual who embraces the Chewonki spirit and ideals and is willing to embrace the obligation to return the funds advanced to him, if he was ever able to do so.

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Name Change Is Official

After 21 years of operation, Maine Coast Semester has a new name: Chewonki Semester School. The change, which took effect in August, had been under consideration for several years. “After a yearlong branding exercise with Chewonki managers, which included reviewing all Chewonki program names, we unanimously endorsed Chewonki Semester School,” said Don Hudson.

In announcing the change to alumni, head of school Willard Morgan said, “As we have further integrated Chewonki-wide resources, such as Wilderness Trips and the Sustainability Office, into the semester during recent years, questions of our identity became too prominent to ignore.”

The change will help simplify recognition of Chewonki’s myriad programs and bring them all under the “Chewonki” umbrella. It will also simplify the list of monikers that sometimes confuse the school’s recruiting efforts.

“Instead of navigating Maine Coast Semester, Maine Coast, and MCS, we will use Chewonki Semester School, or Chewonki, for short,” said Willard.

The school’s first 42 semesters will continue to be referred to as MCS 1 through 42. This fall’s “Semester 43” will be the first semester to carry the new designation.
It was a joyful crowd that gathered on a crisp fall morning for the cover photo of this issue. On September 1, Chewonki announced that the largest campaign in its 94-year history was approaching completion. One day earlier, on August 31, Chewonki had met the terms of a Kresge Foundation Challenge Grant and secured an $850,000 award from the organization.

It was a milestone that capped 18 months of fundraising effort and unparalleled generosity from Chewonki participants. “Chewonki has worked tirelessly on this campaign, and we’ve spent the last 18 months squarely focused on meeting the Kresge Challenge,” said Chewonki president Don Hudson. “To be able to celebrate this accomplishment today in such an unpredictable economy, when families and individuals are already financially stretched, is a passionate testament to the importance our constituents place on environmental education. We are deeply grateful to all who participated.”

While the coveted Kresge award did not fully close out the $11 million campaign, it came very close: less than $250,000 remains to be raised. “The Kresge Challenge brought us so far and provided a strong incentive for people to show their commitment to Chewonki’s work,” said Lucy Hull, director of development.

This is Chewonki’s fifth capital campaign since its incorporation as a nonprofit in 1962, and it is by far the largest. The last one, in 1998, was for $4.5 million. In past campaigns, nearly every penny went to infrastructure. This time, 60 percent will go to endowment, primarily for financial aid for participants.

Chewonki embarked on its historic campaign three and a half years ago, with a quiet effort to secure early leadership gifts from board members and a small cadre of other capable supporters. “Our goal was to make this place even stronger and more resilient, and to reach a broader segment of society,” Don Hudson recalled recently. “We knew if we succeeded we would position Chewonki for another 100 years of outstanding programs. We were confident we could do it, but we knew we would need all the help we could muster!”

By the time the campaign went public a year ago, early gifts and pledges totaled almost $9 million. The task of raising the remaining $2-million-plus began just as the U.S. entered the most difficult economic era in more than 70 years and global economic markets were going into meltdown. Staff, board members and advisors, and a host of...
Support!

Chewonki has long been an innovative leader in camping, the study of natural history and communities, education, sustainability and non-profit organization. I have not directly participated in Chewonki programs for nearly 30 years but the impact Chewonki had was huge and I continue to support the foundation.

~Paul Davis, former counselor, Maine Reach student, advisor

Chewonki gave each of our sons terrific grounding—reverence for nature, community, and self, music, humor, fairness, and fun. Our family has been partaking of Chewonki programs for over 30 years and it is very much a part of our lives still. As an institution Chewonki balances traditional values such as camp with twenty-first-century technology such as solar panels. It’s a challenging, dynamic, supportive place. Chewonki’s life lessons continue to inform our sons and their families.

~Elisabeth Treadwell, camp parent

My connection with Chewonki goes back 67 years as a camper, dishwasher, counselor, parent, board member, and my current role as an advisor. Obviously I have a deep appreciation and respect for the organization. Chewonki continues to be a source of inspiration not only for me, but for all who come into contact with it.

~Renny Little, former camper, counselor, board member, advisor

The single largest goal of the campaign is to increase our endowment for financial aid to participants.
Dear members of the Scholarship Committee, I just recently went on the Maine Coast Kayaking trip, and I wanted to say thank you for making it possible. This is my third year going on a wilderness trip and I wanted to let you know how much it means to me. I love meeting new people and facing challenges, such as bad weather, long days, high seas, and bugs. I loved the way it felt at the end of the trip when I could say that I had kayaked from Wiscasset to Mt. Desert Island. Hopefully I will be able to return to Chewonki for another fantastic summer. Until then, I’ll just have to think back on this summer and start all my sentences with “When I was at camp…”

~Amina, Wilderness tripper 2007–2009

I would just like to say I am so grateful for receiving a scholarship. Going on the three-week trip had been the best thing I have ever done. I was able to meet people from all over the U.S. I was able to grow and learn more about myself and experience life on my own. I also realized that I can push myself farther then I believed I could, and this was all possible because of you. Thank you so much!

~Becca, Girls Camp participant, 2009

Thank you for my scholarship. Without the camp’s generosity, I would’ve not been able to afford to go to Chewonki. Over those three weeks, I faced a lot of challenges, whether it was learning how to sail or hiking up steep mountains. The most rewarding thing for me was driving away thinking that a month ago… I absolutely didn’t want to go to Chewonki for 3 WEEKS. But driving away, I realized I survived and might want to go back next year! I like Chewonki so much I wrote a poem about it.

~Brandon, Boys Camp participant, 2009

You and your colleagues have demonstrated a remarkable sense of stewardship and respect for our wilderness and have successfully passed on those values to our daughter. Over the past two years, your generosity has afforded our daughter the opportunity to experience the raw beauty of our state while nurturing self-reliance and confidence in ways that she would not have been able to otherwise. Thank you.

~Dennis and Christine, parents of Girls Camp participant, 2008–2009

What Your Gifts Will Allow Chewonki to Do

- Increase financial aid from 12-15 percent of gross tuition to 20 percent, thus promoting greater diversity among participants
- Retain and strengthen our vibrant staff
- Acquire the property for Camp Chewonki for Girls and establish a financial aid endowment for it. An endowment fund specifically to support Maine girls is growing alongside the fund for all girls.
- Purchase and protect four undeveloped Maine islands, ensuring permanent access to coastal wilderness experiences for our participants
- Model the best practices in sustainability and renewable energy

...And What I Gained from the Campaign
Can You Envision Chewonki Neck in 2115?

Imagine driving down Chewonki Neck Road. The year is 2115. The white pines that line the winding road have reached a grand old age of 250, all of our energy sources are 100 percent renewable, and young people are happily exploring the trails and shoreline of our 200-year-old campus!

The vision of Chewonki one or two centuries from today stirs a mixture of emotions. We won’t be here to enjoy the gleeeful sounds of children on the Neck, but we can have a part in making sure young people are here and that a vibrant and committed staff are here making a difference in their lives.

Over the years, Chewonki has been deeply grateful to learn about planned gifts from families and individuals for whom Chewonki has made a difference. Some of these supporters are friends and neighbors who have already notified us of their intentions; others came here decades ago and we have learned of their generosity only after they died.

You too can be part of Chewonki’s future, part of securing the Chewonki experience, by becoming an Osprey Society member. Our Development staff can show you some creative ways that others have found to support causes they care about and the steps needed to make a lasting gift to Chewonki’s endowment.

For more information, please contact Development director Lucy Hull (207-882-7323, ext. 127 or lhull@chewonki.org); visit Planned Gifts at www.chewonki.org/support; or return the attached card to us in the envelope in the center of this issue.

Sustainability Updates

Chewonki continues to make strides in reducing its dependence on fossil fuels and its carbon footprint. Every effort in that direction also provides yet another way for us to model practical solutions to the worldwide challenge of climate change. Here, in brief, is the latest news from the Sustainability Office. To learn more, visit our website and click on “Sustainability Office.”

**GEOTHERMAL** While most people on campus were savoring a lengthy and beautiful Indian summer, sustainability coordinator Peter Arnold was actually anticipating cold weather! When it finally arrived, it marked the beginning of the first season for Chewonki’s new geothermal heating system, installed last May in the Center for Environmental Education, the largest building on campus.

The new system concentrates heat collected from the CEE’s well water to warm the radiant floor of Chapin Hall, and it is very energy efficient. “For every one unit of energy you put in, you get three to four units out,” says Peter. He predicts the system will operate at about one-third the cost of a traditional oil-heating system and pay for itself in three to five years.

For real-time data on our geothermal system’s performance and an inside look at how the unit functions, go to www.chewonki.org/pathways.

**WIND** There were funds to raise and a few zoning hurdles to jump, but if all goes as expected there will soon be a windmill turning at Chewonki. The installation will be next to the greenhouse at Saltmarsh Farm and will consist of a 100-foot self-supporting tower (no guy wires) carrying a 6.6-kilowatt wind turbine. The electrical connection will be made at Warren’s Warren, our largest staff housing building. Because this will be a grid-tied system, any excess power not used by the Warren will reverse the electric meter and generate credits that can be used in the future.

The Sustainability Office estimates the windmill will produce about 6,000 kilowatt-hours per year, slightly more than the 5,500 that the Warren uses. This means the Warren’s electricity will be 100 percent wind-generated.

**TIDAL** The Federal Energy Regulatory Commission has issued a preliminary permit to the Town of Wiscasset for the Wiscasset Tidal Power Project, which aims to use the tidal currents in the Sheepscot River for electrical generation. Chewonki sustainability coordinator Peter Arnold is the project manager.

“This permit opens the way to examine the potential for local renewable power generation, green jobs for citizens, and income for the town,” said Wiscasset town manager Arthur Faucher. The town has three years to submit a full license application. If approved, the project would comprise 4 to 40 turbines with a total generating capacity of between 1 and 10 megawatts.

The purpose of the preliminary permit is to study the feasibility of the project, including potential impacts. “Our next step is to characterize the currents and find out what the energy potential is,” says Peter. “We hope there will be a project after that. It has to be commercially viable.”

If the project is permitted and deployed, Peter hopes it will become the cornerstone for a community-wide discussion about setting a short-term goal of carbon emissions neutrality for the Town of Wiscasset and perhaps all of Lincoln County. Peter was inspired to set such a target after a visit last spring to Samsø Island off Denmark. The island now exports 20 percent more energy than it consumes—and all of it is from renewable sources.

The Town of Wiscasset has received assistance on the tidal project from the University of Maine and Maine Maritime Academy. Chewonki donated resources and raised funds to assist with the permit application.

Visit our website at www.chewonki.org
When Blair Currier sits down to plan a meal, his mind lights up like an artist and questions come in rapid succession. What's the weather? What's in season? What is our local organic farm providing this week? How did breakfast and lunch relate to what we’re having for dinner? How will the ingredients of the meal combine to offer the best possible digestion and nourishment?

Blair's job, like that of any artist, is to make sense of chaos, to calmly, methodically impose order, and to create nothing short of a masterpiece.

Like most chefs who are dialed into the local, fresh, organic movement, Blair is passionate about the science, source, and savor of food. In the Girls Camp kitchen at Fourth Debsconeag Lake, Blair takes food preparation to the zenith three times a day, and the letters from girls are testament to the fact that he has won their hearts, but more importantly he has changed their minds about food.

"Not many camps serve homemade spelt-bread sandwiches with homemade soup that includes herbs from the garden and veggies from a local organic farmer," says Genell Vashro, director of Girls Camp. "Whether it was his Marinated Steak Tips, Buttermilk Chicken, or BLTs, Blair put a ton of energy into making sure most of our ingredients were local and organic and that our meals were delicious."

Genell notes that Blair and his assistant, Josiah "Josh" Taylor, make from scratch all of the meals at Girls Camp. The flour products are made from spelt grown at a farm in Pittston, Maine; this satisfies everyone and accommodates those with common wheat allergies. The vegetables come primarily from Green Ledges Farm, an organic farm outside Greenville. The natural meats come from producers in Warren and Turner, Maine.

“The girls absolutely rave about the food,” says Genell. “Blair puts his heart and soul into the menu planning, meal prep, and presentation, and the girls respond with unbelievable enthusiasm.”

As much as Blair relishes the reception he wins with the girls, his goal is not to gain their favor so much as it is to expose them to a healthy, holistic way of nourishing their bodies while respecting the planet. “My whole approach to food—and really to everything I do—is based on my B.A. in Human Ecology,” says Blair, who received his degree from College of the Atlantic in Bar Harbor. “Everything we do is connected to the world in an intricate way. I think a wholesome food philosophy is a way to improve some of those connections.”

In some cases, this means weaning girls off their addiction to sugar and their expectation of a processed-food diet. When a young camper named “Megan” came to camp this summer, she didn’t like anything, recalls Blair. She only wanted to eat peanut butter and jelly. “Slowly but surely, we got her interested in the food. I made her shrimp scampi and then an all-time favorite, Gado Gado [an Indonesian dish of cooked vegetables, buckwheat noodles, and peanut sauce], which she loved.” Once Megan gained a level of comfort, her appetite took off and she ate solidly for the rest of the session.

Blair notes that when girls arrive at camp, they often eat less heartily for the first 48 hours while they are adapting to a new environment and meeting new friends. But by day three, once they have found their comfort zone, their appetites arrive. Blair was astounded to find that the 10-year-olds were regularly consuming a diet of 3,000 to 4,000 calories a day (the USDA recommendation is 2,200). “The girls are eating so much because they are incredibly active and because they love the food,” says Genell.

While Blair is careful to prepare familiar foods such as grilled-cheese sandwiches and tomato soup on the first few days of camp, he is not one to sacrifice his values. On day one, he jumps into his whole-foods approach (see sample menu on page 15). “I feel like I have an opportunity to redefine what girls think they need for nutrition,” he says. Since the girls at our wilderness camp are already experiencing a radical departure from what they know—including the comforts of modern life—it is a perfect opportunity to immerse them in the world of whole food.
To that end, some of the girls (not to mention their parents) are pretty surprised by what they don’t find at Girls Camp. No processed food, orange juice, common wheat (except in pita bread), or white sugar (honey, maple syrup, and agave nectar are used instead). No macaroni and cheese. No conventionally raised meat (most meat is served “bone-in,” which is both economical and reminds campers that meat comes from animals). Dessert is served once a week and for special occasions. All vegetables are organic, with the exception of a few orders of celery, tomatoes, and potatoes.

“Too much of our food today comes in a form that is so highly processed it barely resembles the plant or animal from which it came,” says Blair. His aim is to return to the source and keep it simple. The reality of this kind of cooking, however, is that it is labor intensive. Blair and Josh bake every loaf of bread served at Girls Camp and prepare every meal from scratch, a radical departure from most institutional cooking. “Standing in a kitchen for 8 to 10 hours a day is exhausting,” says Blair, “and on top of that we are in a remote wilderness area where other challenges always seem to arise.”

Almost without fail, however, the work pays off. In a survey sent to Girls Camp families at the end of the summer, the food received high marks. A few parents noted the “extreme” diet and asked for moderation, but others thanked Chewonki for its healthy approach. One mother told Blair that her daughter’s letters home read like a French novel—little bits about the goings-on of her day at camp, but with profuse amounts of detail about the food.

“Blair and Josh received standing ovations at nearly every meal,” said Genell. According to Blair, the “Little Black Book” that contains suggestions for the kitchen rarely contained a request for sweets. “The girls always want lasagna, enchiladas, or some other wholesome meal,” he says with a smile.

One parent picking up her daughter commented on the differences between the Girls Camp and Boys Camp blog entries. “The boys were eating BBQ chicken and corn while the girls were eating quiche and local Swiss chard,” she noted with some concern. Indeed, the two kitchens, while operating under the same philosophy, are quite different, and because of their distinct locations, and the challenges of operating Girls Camp in a wilder-

“These muffins are like heaven.” ~Julie, upon biting into a raspberry-chocolate chip spelt muffin
ness setting, each must operate autonomously. For example, the limited refrigeration at Girls Camp limits items such as fresh milk, so Blair is careful to provide abundant sources of calcium.

Chewonki’s goal, whether in Wiscasset or in the wilderness, is to support local agriculture and to be connected to the community, says Chewonki president Don Hudson. “We always try to find local sources of food and to serve healthy, balanced meals. But perhaps more importantly, we recognize that our kitchens are not just places where food is prepared. They are in many ways the heart of the Chewonki community because they bring together those elements that sustain us on many levels: food, work, education, values, and community.”

This winter, Blair looks forward to sitting down with Jason Hartford of Green Ledges Farm. “We’ll be pouring over the pages of Johnny’s Selected Seeds together,” says Blair, “planning for our summer 2010 harvest.”

**Blair’s Wheat-Free Roasted Vegetable Lasagna is a staple at Girls Camp and a frequent request in the “Little Black Book.” You can find the recipe at www.chewonki.org/girlscamp/camp_meals.asp.**

**Off the Farm**

On a Thursday afternoon in August, Jason Hartford arrives late to set up his weekly farm stand next to Moosehead Lake in Greenville. It is high season in Piscataquis County, and the town is bustling with tourists. There is already a large group of ladies waiting for Jason to arrive. As he reaches into his van to unload dozens of wooden crates—filled to the brim with bright, flawless vegetables, blueberries, and flowers—the women descend.

Jason, a husband and young father of two, runs Green Ledges Farm, a fifth-generation diversified farm outside Greenville that got its start the way most did in the late 1800s, with a wide variety of vegetables, fruit, and livestock. Today, the farm annually produces 70 gallons of maple syrup, eggs from free-range chickens, and organically grown vegetables from four intensively farmed acres.

In spring 2008, only weeks before Chewonki launched its Girls Camp at Fourth Debsconeag Lake, Blair began searching for a farm that could supply his kitchen with fresh vegetables. “I was lucky enough to hear about Jason,” he says. Today, Blair orders nearly 100 percent of his vegetables from Green Ledges Farm and happily incorporates them into each meal.

“This approach reduces the distance our food has to travel from the field to the kitchen, provides us with high-quality food, and supports sustainable practices,” he says. “It’s good for the girls, good for the farmer, and good for the planet.”

**What Is Spelt?**

Spelt, also known as farro in some countries, is an ancient species of wheat considered to be the grandmother of the more familiar common wheat (also called bread wheat) and durum wheat grown widely today. Spelt was once commonly used, but it quickly lost its appeal with the introduction of higher-yielding and faster-growing wheat species. Spelt has a somewhat nuttier and slightly sweeter flavor than common and durum wheat and contains more protein. Spelt is not gluten-free, but its weaker gluten structure makes it more water-soluble and easier to digest than common and durum wheat.
Learning to
Find Your Way

Exploring with a map and compass provides the journey from theoretical to practical

Kate Braemer is lying on the grass beside the Farmhouse. It may not look like it, but she’s teaching a class. Gathered around her, and staring at her fist, are eight students from Rocky Hill School in East Greenwich, Rhode Island. Their entire ninth grade is on a five-day encampment in Chewonki’s Outdoor Classroom, and their lesson this afternoon is Map and Compass.

Kate’s group has already been over the compass rose, the difference between true and magnetic north, and what topographic maps and map keys are. Now they’re learning about elevation lines and how maps are made—specifically, how one reduces the three-dimensional Earth to a two-dimensional map.

“OK, who wants to go first?” asks Kate. “Go for it, Anna. Draw a circle around the highest point on my fist.” With a black marker, Anna draws a small circle around Kate’s highest knuckle. One after another, the students add lines of decreasing “elevation,” until Kate’s fist is a ring of black circles.

When Kate asks the students what they notice about the part of her fist where the lines are closest together, they have the right answer: “That’s where the slope is steepest,” says one girl. “That’s right!” says Kate. “And where the lines are farther apart is where it’s less steep, right?”

What Kate does next is so simple it’s ridiculous, yet it always amazes her students: she opens her fist, lays her hand palm-down, and there, on the grass, is a two-dimensional map of her fist.

“Wow, that’s cool,” murmur the kids approvingly.

Her group is hooked, and Kate doesn’t waste a minute before moving on. “OK, so that’s topography,” she says. “Now we’re going to learn to use a compass.” Dividing the group into pairs, she gives each one a compass and a map of Chewonki Neck. Kate is full of energy and enthusiasm, and she has taught this lesson countless times. Almost before they know it, the kids have learned about degrees and minutes, how to take a compass bearing, and how to plot a course. When one pair says they’re having trouble, Kate says, “No problem! We’re all learning here together. Let’s take a look at this,” and sits down to help them.

One hour and a few practice runs later, it’s time to put all their learning to the test. “Any questions? Because I’m about to set you guys loose,” Kate declares. “Choose four places you want to go, starting and ending right here. You’re going to explore Chewonki Neck, and you’re going to have fun.”

“By ourselves?” comes the inevitable question.

By themselves, Kate confirms. “If you get lost, no big deal.

Use your map and compass, and remember that you know a lot of features on campus. You’ll find your way back.” She vets each pair’s route and compass bearings and sends them on their way, knowing she has prepared them well. “Have fun.

Be safe. See you soon!” she yells.

Asked how she knows the students won’t get lost, Kate laughs. “Oh, they will get lost!

And that’s what’s fun for them. They’ll come back with all these amazing stories. They love this.”

Kate says she has never had to search for a lost student. Why? Because the campus is self-contained and crisscrossed by several trails. “Chewonki Neck is ideal for this activity,” she says.

Kate clearly loves the curriculum. “Map and Compass is a skill—a truly necessary skill for camping and being out in the woods on your own,” she says. It’s also a new kind of challenge for most students. “I love the fact that it requires using both your body and maps and looking at something spatially. Conceptually, the kids have to make an instant leap from the theoretical to the practical.” It’s just plain fun too. Kate calls the class “probably one of the most enjoyable things kids do here. And it’s unlike any other lesson or activity we teach, in that it’s entirely self-directed.”

When the last pair heads off toward Campfire Circle, the busy teacher flops down on the grass and prepares to enjoy a few hours to herself—a rare treat in the life of Chewonki’s Outdoor Classroom staff. In two hours her students will be back, regaling her with tales of their adventures. “I can’t wait,” she says.

Outdoor Classroom instructor Kate Braemer teaches Map and Compass to students from Rocky Hill School of East Greenwich, Rhode Island.

Visit our website at www.chewonki.org
Stalking the Wild Professor

Doc Fred infuses Chewonki’s nature program with passion, wild edibles, and the grand tradition of exploration

ELIZABETH PIERSON

What do “Fungus among Us,” “Stalking Your Wild Dinner,” and “Marine Mysteries” have in common? Ask that question at Camp Chewonk for Boys, and virtually everyone will know the answer: “They’re things we do with Doc Fred!” the boys will shout enthusiastically.

“Doc Fred” is Fred Cichocki, who directs the nature program at camp. From September through May he’s a college biology professor, but come summer you’ll find him on Chewonk Neck, typically with a passel of boys in tow. Together, Fred and the boys mount insects, identify birds and trees and reptiles, sketch mushrooms, and listen to frog calls. They live-trap and release small mammals, press plants, go fishing, and make their own natural history journals. They also take occasional field trips, as when they drive over to Mt. Apatite in Auburn to collect minerals and gems, see firsthand what the term “glacial abrasion” means, and learn about Maine’s mining history.

Their myriad activities are part of a grand tradition—one that Fred is keenly aware of and steadfastly nurtures. “Camp Chewonk has a wonderful history of encouraging young people to investigate and appreciate nature,” he says. “I always remind campers that in the 1930s the legendary Roger Tory Peterson was the nature counselor at Camp Chewonk and worked on his first birding guide in what is now our Nature Museum. It is that legacy we carry forward to this day.”

While birdwatching continues to be a mainstay at camp, Fred is particularly adept at promoting natural history more broadly. Drawing on his almost thirty-five years of experience in both the classroom and the field, he has developed a session-long curriculum that is as comprehensive as it is fun. In “Marine Mysteries,” for example, campers canoe along the Chewonk waterfront and use dip nets to collect and then study the marine life. “They learn what they’re swimming with out there,” says Fred. “Most are pretty surprised to learn that it includes sea squirts, among other things!”

Another popular activity is “Stalking Your Wild Dinner.” Camp director Garth Altenburg says “the kids leap out of their seats to sign up for that one.” Who wouldn’t? According to the camp blog for July 17 this year, the boys foraged for mushrooms in the woods, snacked like the Indians on refreshing cucumber root, trapped crabs and fish in Montsweag Brook, and prepared a gourmet feast that they washed down with wild sarsaparilla–wintergreen tea.

For some boys, the nature program affirms and deepens an existing interest. For others, it’s an eye-opening introduction to observing and appreciating nature, and to people who have a serious love for the natural world. Fred works closely with head naturalist Lynne Flaccus and enlists interested counselors to help run the program.

“What do you see here?” is a question the boys hear again and again, all summer long. “I want the kids to expand their vision, to observe everything, to look for new and interesting stuff. My goal is to see them get outside and see the real world rather than see it pre-digested through the media,” Fred explains.

Continued on page 20
One of the activities Fred has introduced at camp is Gyotaku, a traditional form of Japanese fish-printing that dates from the mid-1800s. Fishermen used it to record their catches, but it’s also a popular form of art. Gyotaku is part of a three-day fish unit that also includes dissecting herring and mackerel and examining fossil shark teeth. Photo by Garth Altenburg.
Most kids today have what Fred calls a “mis-sense” of how nature really works. “They get so much of their information from movies or the internet. They have no idea how long someone had to sit and wait to get that great film clip.” Fred promotes direct experience and an approach that blends science and free-ranging exploration. “My guidance is minimal,” he says, “but I’m always ready to capitalize on anything that’s potentially engaging.”

Fred took charge of the nature program in 2007 and is thrilled with the reception he has received. “Enthusiasm for the program has really grown,” he said recently. “Some of these kids are so keen. For their age, it’s amazing.” A small number of boys have signed up for nature all summer long and have done the entire curriculum. Given that campers have fifteen other activities from which to choose, that’s no small testament to the program. To keep up with the burgeoning interest, Fred instituted a Master Naturalist Program this year, for campers interested in pursuing a deeper knowledge and understanding of Maine natural history. “The requirements are challenging but well within your grasp,” he tells the boys. He expects the first Master Naturalist award to be given next summer.

Garth Altenburg observes all this activity with delight. “Fred has done a terrific job,” he says. “We’ve always had a good nature program, but it can also be a tough sell, especially among the older campers. You need a Fred Piper figure, and Fred is that person. He has a wonderful combination of charisma, knowledge, enthusiasm, and maturity. Getting someone of Fred’s caliber for nature has been a dream come true.”

The kids would seem to agree. At least one camper has declared “I want to be Doc Fred when I grow up.”

Doc Fred’s Path to Maine

Fred Cichocki came to Chewonki for the first time in May 2002, to attend the academic symposium Teaching for the Environment in Higher Education. It was a far cry from south Florida, where he was a curator and assistant director at a natural history museum. “I loved the place and was determined to come back,” he recalls. He did just that, in 2006, to take a six-day trip down the St. John River with Chewonki. Also on the trip was Ginny Freeman, our longtime camp registrar. “The rest is history,” Fred recalls with a broad smile. A year later he and Ginny married, and Fred happily relocated to Maine.

Fred earned his Ph.D. in zoology at the University of Michigan in 1976 and has had a long career as a college professor. “For many years my specialty was the ecology and evolution of fish, but I’ve really broadened my interests,” he says.

When he’s not at Chewonki, Fred teaches marine biology, earth science, human ecology, and evolution as an adjunct faculty member of Southern Maine Community College and the University of Maine at Augusta (UMA). Has also teaches in the Midcoast Senior College, for ages fifty and older, hosted by UMA and in the Osher Lifelong Learning Institute at the University of Southern Maine. “There’s no entrance requirement, no fee for books, and no grades or exams. It’s a win–win!” says Fred.

Sound familiar? Aside from the age difference, it’s basically the same deal Fred offers his Chewonki campers.
Notes from the Farm

On the heels of a devastating summer, Chewonki’s farmer tells it like it is

Thursday, September 24. Temperatures in the low 70s. A mix of sun and clouds. Late-summer perennials still in blossom.

At Saltmarsh Farm, there are carrots, leeks, onions, and parsnips to harvest. “Not as many as we usually get, and they’re smaller, so they won’t keep as well. But they’re tasty,” says Margaret. Winter squash—the ones the wild turkeys didn’t get—are curing in the field. There are still greens to cut and delicious fall cabbages. But there are no tomatoes ripening on the vine this warm day. No potatoes to dig. No hay to cut.

“I take a certain amount of comfort in knowing it isn’t just us. But it’s also discouraging to know how many of us there are.” Margaret Youngs, Chewonki’s farm and woodlot manager, has walked up from the farm to sit on the porch at the CEE and talk about her summer. She sounds remarkably calm for a farmer who’s wrapping up the worst growing season she’s ever known. Margaret has been farming for fourteen years, the past five of them at Chewonki. “In terms of weather and pests, this summer was awful,” she says simply.

In recent years, Saltmarsh Farm has harvested between 10,000 and 12,000 pounds of vegetables on one acre for the Chewonki kitchen. The market value of this fresh, organic produce is estimated at $20,000 to $25,000. The final figures haven’t been tallied yet, but Margaret is fairly certain this year’s harvest will be “less than half what it usually is.”

The story is similar elsewhere in Maine and across much of New England. In Portland, where the National Weather Service has kept records since 1871, it was the wettest summer on record. More than 22 inches of rain fell—3 inches more than in the previous wettest summer and more than twice the normal rainfall. “We had crops underwater,” says Margaret. Soil temperatures remained low, slowing germination. The rain intensified predation by slugs and other pests. At Chewonki, deer were also problematic. No one could blame that on the weather, but it still had an impact. The deer found their way into everything, right through every barrier the farm crew erected.

Even the livestock suffered losses. Chewonki usually raises 150 meat birds over the summer. This year, skunks killed 115 of them. The rest of the livestock were fine, but they won’t be eating Chewonki hay this winter. For the first time anyone can remember, Saltmarsh Farm didn’t put up one shred of its own hay. Chewonki’s hayfields do double duty, also serving as pasture for our livestock. With all the rain, the farm crew had to keep opening up more hay ground for grazing, to keep the animals from turning the fields to mud.

And then, when it looked like things couldn’t get any worse, they did. Late blight, the same fungus that caused the Irish potato famine of 1845–1849, spread through the Northeast in a matter of days. “We had to pull every one of our tomato and potato plants,” says Margaret. “It was two weeks from harvest, and the tomatoes were covered with fruit. It was the responsible thing to do, but it was heart-wrenching.”

A chink in Margaret’s armor begins to show. And then, she collects herself. “It’s been quite a year,” she says, looking up from under the brim of her baseball cap and smiling.

Throughout New England, the ripple effects of the summer are numerous. Produce volumes are down, prices are up. At Chewonki, we’re eating less of our own food and have less of it in the root cellar and freezer. Our Semester School students are spending as many hours on the farm as ever, but they’re more likely to be weeding or doing other chores than harvesting vegetables.

Looking back on a summer in which Mother Nature wreaked havoc at almost every turn, Margaret focuses on the big picture rather than individual crop losses. “Is this climate change? Is it always going to be this wet now?” she asks aloud. “I don’t know. But if these wet summers are the new normal, we have some big changes to make in how we grow our food. And not just here at Chewonki.”

When your farm is small and your growing season short, it doesn’t take much to derail things. The past summer has been a lesson for all of us at Chewonki, reinforcing how much we value our farm and the role it plays in our community.

In at least one regard, Margaret considers herself and Saltmarsh Farm fortunate. “One thing I’m very conscious of is that we don’t depend directly on these crops for our livelihood,” she says. She worries about all the farmers who rely on their fields to feed their families and to keep their land.

“Our Farm needs your good thoughts!” said a Chewonki “tweet” posted on August 6. It does indeed. All farms do. As the bumper sticker from the American Farmland Trust says, “No Farms, No Food.”

“Let’s hope for a better summer next year,” says Margaret.
ENCOURAGING MISTAKES

In foreign language classes at Semester School, the whole idea is to talk, talk, talk

Elizabeth Pierson

Imagine, si vous plaît, that you are in French class. You are one of only five students. You can talk as much as you want to. It’s ok to make mistakes. No one is rolling their eyes because your accent isn’t perfect.

And your homework assignment today is to learn the lyrics to a song by the French popstar Faudel. Wow. C’est fantastique, non?!

Welcome to a language class at Chewonki—in this case, French with Marjolaine Whittlesey. On a beautiful sunny morning in September, her five students are reading and discussing the short story “L’hôte” (“The Guest”) by Camus. Along the way they conjugate verbs, review the subtle difference between the passé composé and imparfait, discuss postcolonial relations between Algeria and France, and wrestle with the question of why Camus seems to be sympathetic to a protagonist who committed murder. “Camus est un humaniste” Marjolaine writes on the board. She speaks almost entirely in French, and so do the students.

It is only the second week of Semester 43, and at least one of the students is still pinching herself. “The class is so interactive and so fun,” says Francesa Mennella of The Chapin School in New York. “We have conversations about our life here. We’re learning how to use the language in a way that’s really useful. We do grammar, but it doesn’t feel like we get tied up with it here. It’s just a natural part of everything else we do.”

Like other language classes at Chewonki, French meets four mornings a week for 60 minutes of highly individualized instruction. Upstairs in the Allen Center, Marjolaine shares a classroom, and also a desk, with Spanish teacher Abby Holland (pictured at left). At 10:30, as Marjolaine says a cheery “Merci, les filles!” to her departing students, Abby greets the five Spanish students who begin trooping in the door. “¡Hola! ¿Qué tal?” she says warmly, and minutes later her own class is under way.
Later, Abby talks at length about her students. “My primary goal is for them to gain confidence. I tell them to make a million mistakes. So many of these kids come from schools, and sometimes families, where there is so much pressure. Some of them are terrified of making mistakes. The average student has low self-esteem when it comes to languages. A lot of them realize later, when they’re back at their sending school, how much confidence they gained here. They’ll write me and say they’re talking like crazy in class now! I don’t think I do anything magical. It’s the size of the class and the personal attention they get here. I try to make them believe they can do it.”

Language classes are electives at Chewonki, but each semester about three-quarters of students enroll in one—a trend that has held steady since the first semester in 1988. Spanish and French have always been taught by full-time teachers living on campus. Now, Chewonki also offers Mandarin Chinese, German, and Latin tutorials, using adjunct faculty who live off campus. Except for the tutorials, classes are offered only at Level 3 and above, so students can work with a more creative curriculum based on conversation and themes.

“Foreign languages are probably the most dynamic instruction we offer,” says head of school Willard Morgan. Abby and Marjolaine have fewer students than other Semester School faculty, but because of Chewonki’s individualized approach, they have more levels to teach. Both teach primarily in the language and use a variety of media. Because the classes are so small, students can really focus on speaking ability and their individual language needs.

The curricula, at least in part, reflect the sense of place that is so much a part of the Chewonki experience. Marjolaine does a four-week unit on the Acadiens, Québécois, and Francos in Maine. Abby’s students learn about the migrant farm workers who come from Latin America to work in Maine’s blueberry fields. They also do units on immigration trends in their home cities and on environmental issues in Latin America.

Both teachers love being at such a small school. “I can do almost anything, both within theme and structure,” says Marjolaine. “Classes can be more discussion based. Things go quickly. And no one can hide, so there’s great participation.”

The homework is varied and fun. On any given day, it might consist of writing an essay or journal entry, doing grammar exercises, preparing a skit, working on a research project, or cooking a French or Spanish meal at Marjolaine and Abby’s campus residence.

On their return home, many students find they have jumped ahead of their peers. They also comment on how much confidence they gained. A recent email Marjolaine received is typical: “I feel like last semester was the first time I was able to put the language to use. I loved the way you were able to intertwine classic French literature with some modern fun. I also liked the way you set the tone of the class; you wanted us to all speak in French but if we couldn’t do it you were always there to support us. It gave me a huge confidence boost.”

Unfortunately, there is sometimes a down side: returning to a classroom where the learning isn’t nearly as interactive. Emails like the one Abby received last winter (see sidebar next page) from a student at a private school in Washington, D.C., are a powerful reminder of the value students place on good language teachers.

At a time when many schools in the U.S. are discontinuing foreign languages because of budget cuts and pressure to improve performance in other subjects, Chewonki has maintained—and indeed strengthened—its commitment to teaching them.

“We’ve made a commitment to languages that might not be expected in such a small school,” says Willard. “Languages are a

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great example of what we need as world citizens. They also help us and our alumni take the local experience of a semester at Chewonki to places and issues around the globe."

Bowdoin College professor Genie Wheelwright is a frequent guest lecturer in Spanish classes at Chewonki and has taught several Semester School alumni. “Foreign languages at Chewonki are energetic, upbeat, and fun. As they should be!” she says. “I see Abby and Marjolaine bringing students to events at Bowdoin and in the Brunswick community. They really take advantage of what is going on in Maine. Chewonki has a goldmine in these two teachers.”

Two Passionate Young Teachers

Abby Holland and Marjolaine Whittlesey share a classroom, a desk, and a house on the Chewonki campus. It’s no wonder they sometimes joke that they’re actually the same person. The most important thing they share, however, is no joke: it’s their passion for teaching.

“They’re pretty fantastic,” says Willard Morgan. “Both are very thoughtful and creative teachers.”

Abby grew up on a family farm in Kansas and became interested in Spanish and Latin American culture after volunteering in Central and South America as a high-school student. She studied Spanish and history at Marquette University, spent a semester in Chile, and traveled extensively in South America. Before coming to Chewonki in 2007, she taught Spanish at Nativity Preparatory School for Boys in Boston and earned a master’s degree at Boston College.

Marjolaine also came to Chewonki in 2007. A native French speaker, she has developed a keen interest in Franco-American culture since moving from France to Maine as a high-school student. After graduating from College of the Atlantic, she taught at the first French immersion school north of Boston, L’Ecole Francaise du Maine in Freeport, and traveled the world as a Fellow on the Boston-based International Honors Program Indigenous Perspectives semester for college students.

At Chewonki, Abby is often working at the desk in their classroom when Marjolaine is teaching, and vice versa. The arrangement would likely drive most teachers crazy, but not these two. They’re tripping over opportunities for collegiality and cross-fertilization, and they thrive on it. “We teach different material, but our classes are very similar in structure, so we’re constantly bouncing ideas off each other. Like, what’s a good activity for learning prepositions? We also critique each other,” says Abby.

Both teachers have established connections beyond Chewonki that enrich their teaching. Marjolaine has connected with the Franco-American community, particularly in the Lewiston area, and Abby serves on the board of the Brunswick-Trinidad Sister City, which fosters interactions between the citizens of Brunswick, Maine, and Trinidad, Cuba. They have also forged relationships with faculty members at Bowdoin, Bates, and Colby colleges. “There’s plenty to keep us engaged and up to date,” says Marjolaine.

What’s it like being a department of two? “It’s awesome,” says Abby. “If Marjo and I didn’t get along, it would be a nightmare. But we’ve totally lucked out with each other.”

Their students have lucked out too.
When you consider America’s roads, highways, and bridges; parking lots; strip malls; traffic jams; gas stations; car dealerships; global warming; the hours we spend in our cars and the sheer number of cars that exist—it’s hard to think of anyone who has influenced America more than Henry Ford. Born in 1863, Ford grew up on a Michigan farm and had a penchant for dissembling and reassembling clocks and a strong dislike of cows. He became an engineer with a vision—and he shaped not only an industry but an era and an idea of America that still dominates our way of life.

Fordlandia (Metropolitan Books, 2009) focuses primarily on the years from 1927, when Ford was the richest and most powerful man in the world, until his death in 1947. Ford’s famous River Rouge plant in Dearborn, Michigan, opened in 1927, the same year that Ford purchased 2.5 million acres of the Amazon jungle in Brazil, where he planned to establish a huge rubber plantation to support the production of tires for his vehicles. Always pushing toward a utopian dream, Ford imagined not only rubber trees but a rubber plantation to support the production of tires for his vehicles. Always believing in community, but the highway system that developed in tandem with his car set small-town America on a path to destruction….Ford celebrated self-reliance, though he did more than anyone to turn man into a cog in a machine,” writes Grandin. In the jungles of Brazil and at home, where unions and competition rose to challenge him, Ford ultimately faced forces that were out of his control.

Grandin is a history professor at New York University. His book sometimes rambles like a jungle vine, but it offers a fascinating look at the collision of Ford’s American industrial ideals and the environmental and human realities that undid Fordlandia.

ANNE LESLIE
Dear Friends,

This has been a very big year for Chewonki. Through the extraordinary efforts of so many of you, we reached the Kresge Challenge by August 31, 2009, and earned a grant of $850,000 for the Sustainable Campus goal of the Pathway to the Future capital campaign. The outpouring of support for Chewonki was both impressive and touching, and we cannot thank you enough! We are now within $250,000 of reaching our ultimate goal of $1 million for the Pathway campaign.

Your gifts are having a profound effect on our programs through increased funds for financial aid; faculty and staff support; building renovations and renewable energy installations on campus; increased access to wild places for all our programs; and our new Camp for Girls!

In this Annual Report, which appears for the first time in the fall issue of the Chronicle, you will see the names of donors to the Pathway to the Future campaign, the Annual Appeal for essential operating funds, many endowment funds, and a variety of specific projects. We send our thanks for each gift and every volunteer hour. In particular we want to express our deep gratitude to Chewonki’s trustees, honorary trustees, and advisors, who are listed below. Their leadership and support made this campaign possible and thus the future bright for Chewonki.

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Ann and Richard Burnham
Susan and Franklin Burroughs
Sam and Carolin Buttrick
Mr. and Mrs. Thomas D. Cabot, Jr.
The Virginia Wellington Cabot Foundation
Adan Celis-Gonzalez and Gloria Madrid
The F. Barton Chapin, Jr. Family
Thomas and Katherine Chappell
Cynthia and H. Martin Chomiak
The Coleman Foundation
Samuel and Leslie Coleman
Kevin Connors
Jane B. Cook 1992 Charitable Trust
Lynn R. Piel
Lee and Anne Cotton
Barbara Cottrell and Lee Schepps
Judith Lapkin Craig and John Craig
Helen and David Crowell
Paul Crowell
Lois Cummings
Mark Cummings
William J. Dana and Emily L. Boochever
MIRA D. Eberle
Jo Edwards and Nancy Fox
Susan and Line Eldredge
Mr. and Mrs. David M. Elliott
Tim and Margaret Ellis
Bob and Bee Elmore
Federic A. and Elizabeth S. Eustis
Lucretia W. Evans
Randy Erzatty and JoAnn Corkran
Stephan Farneth and Elizabeth Rintoul
Fredric J. Figge II
The Forns Charitable Trust in Memory of Joseph, Mercedes, and Gloria Forns
Wendy Fox and Al Larkin
Richard Frantz and Jennifer Fox
David Gilles
The Ginko Foundation
The Harry L. Gladding Foundation
The Clark Goodwin Family
Frank Govarni and Terry Ann Sriren
Bernard and Anne Gray
Theodore Greene
Jenn, Jay, and Taylor Gudebski
Gordon Hall III
Charles and Irene Hamm
Lynn Harrison
Susan H. Haskell
Robert and J. Ross Henderson
Roy M. Henwood and Nancy R. Kuhn
Karen Herold and Mark Isaacson
Bill Hetzel and Jennifer Niese
William B. Hezel, Jr.
Nicholas and Bibiana Heymann
Jane Heyward
The Hogan Family
Hilary and Ken Holm
The John and Mildred Holmes Family Foundation
Mr. and Mrs. Charles H. Hood
Alix W. Hopkins

Mrs. DeWitt Hornor
The Hoyle Family
Samuel Huber
Sherry Hubber
Dave and Kate Hudson
Don Hudson and Phine Ewing
James and Joan Hunter
Robert H. and Gayle Ingersoll
Melissa Jencks
Steve and Debby Jencks
Deceased

Is your name missing? Gifts listed in this report were made to the Pathway to the Future Capital Campaign between May 1, 2006, and August 31, 2009. Gifts made to the Capital Campaign after September 15, 2009, and to the Annual Appeal after August 31, 2009, will be listed in the next Annual Report.

**The OSPREY SOCIETY**

The Osprey Society comprises people who have included Chewonki in their estate planning. Please let us know if your name should be on the following list.

Anonymous (3)
John and Lee Allen
Mrs. John L. Allen
Garth and Heather Altenburg
Dr. David S. Barrington and Dr. Cathy Paris
David K. Bell
Chester and Ann Billings, Jr.
Susan and Harold Burnett
Elizabeth I. Byrne
Lindsey Cadot
Mrs. E. Barton Chapin, Jr.
Chester W. Cooke
Dr. Peter Blaze Corcoran
Mr. and Mrs. Norman C. Cross, Jr.
Dr. Raymond Culver
Suzanne R. Culver
Paul L. M. Davis
Eleanor I. Druckman
Tim and Margaret Ellis
Bob and Bee Elmore

Joachim Von Kitzling
The Wallace Foundation
John Warren and Laura Appell Warren
Annie Macleod Weeks and Jedeniah M. Weeks
Matthew, Julia, and Sinclair Weeks
Jim and Julie Wellington
Ted and Betty Wheeler
Heather and Bill White
Jean T. Wilkinson
Kate C. Wilkinson and Peter W. Stoops
Charles and Anne Wilmerding
Robert and Anne Wright Wilson
Jeffrey and Victoria Wilson-Charles
Ted and Beck Winterer
Wiscasset Family Medicine
Philip Woollam and Tina Freeman

Rev. and Mrs. John D. Eusden
Lucretia Evans
Richard Frantz and Jennifer Fox
Susan and John Gillespie
Mr. and Mrs. Charles B. Gordy II
Mr. and Mrs. Kenneth Grant
Jenn and Jay Gudebski
Glen Gustavson and Pam Morten
Mrs. Alison A. Hagan
Gordon Hall III
William B. Hetzel, Jr.
Hilary and Ken Holm
Don Hudson and Phine Ewing
Sam Jackson
Laura Staehel Johnson
Christopher P. Kauders
Frederick Kauders
Dan and Eux Lackey
Craig M. Lamb
Mr. and Mrs. David R. Lamb
Mr. and Mrs. Warren M. Little
Josh and Becky Marvil
Rebecca Marvil and Brian Smyth
Margaret Mathis
John and Mary Jane McGlenon
Angus and Barbara McIntyre
Ted and Martha Pastermack
John I. Quimby
Gene and Nancy Raymond
Alan Y. Roberts
Mrs. James A. Ross, Jr.
Mr. David Schurman
Fred and Darcy Scott
Mr. and Mrs. David W. Sculley
Mr. and Mrs. Scott W. Seelbach
Joseph and Caitlin Selle
George and Sue Sergeant
Mr. and Mrs. Henry L. Smith
Martha Stearns
Dick Thomas and Karen Dilley
Ruth C. Thornton
Mr. and Mrs. William N. Thurman
Mr. and Mrs. William B. Tyler
Arlene S. Waldron
Ed and Claire Veisler
Amy Young and Carl Farrington

**Thank you!**

Chewonki is proud to be a member of MaineShare, working with 36 other nonprofit organizations to build a bright future for the people of Maine and our natural environment. The 20th anniversary of MaineShare is a celebration of the belief that everyone can be a philanthropist. Maineshare makes it easy for donors to give a few dollars a week out of their paycheck and direct it to causes they care about. Since its founding in 1989, MaineShare has raised and distributed $2.68 million for social change in Maine, with the most common gift being $52, or $1 per week. For more information, please visit www.maineshare.org or contact Chewonki’s Development Office.

Is your name missing? Gifts listed in this report were made to the Pathway to the Future Capital Campaign between May 1, 2006, and September 30, 2009, and to the Annual Appeal between September 1, 2008, and August 31, 2009. Gifts made to the Capital Campaign after September 15, 2009, and to the Annual Appeal after August 31, 2009, will be listed in the next Annual Report.

*Deceased*
Introducing…
The New Chewonki Logo

The Chewonki logo with the Osprey in the "C" is officially going into retirement after more than a decade of use, and the new logo, crafted by designer Matt Ralph of Portsmouth, New Hampshire, is officially being launched with the mailing of this Chronicle. We hope you like it!

Don Hudson, when asked about the history of Chewonki’s logos, said there is little information other than copies of old promotional brochures. “We do not know who drew many of those early images,” said Don. “However, I can confirm that the Osprey in a ‘C’ was used on banners going back to the 1930s and was clearly drawn or influenced by Roger Tory Peterson.”

Matt Ralph, whose design company is also producing Chewonki Semester School’s viewbook, rendered the new Osprey from a photograph of the weathervane on the Barn. Matt spent days last summer poring over archives in the Chewonki library and said the recurrence of the Osprey in brochures, clothing, patches, and equipment convinced him that the bird deserved prominence in the new logo.

The logo will begin to appear on Chewonki’s letterhead and brochures over the next several months. More importantly, it is available now on water bottles, sweatshirts, and coffee mugs. Consider sharing them with family and friends for the holidays! To place an order, simply go to www.chewonki.org/store.

Alexander Peskind, a current Semester School student from the Riverdale Country School in New York City, is all smiles over the new Chewonki logo. Photo by Lauralyn Citizen.