



Baker River School

catalogue & course guide

SCHOOL CALENDAR

1982-1983

1982

September 12	Students arrive by 5:00 PM Beginning of First Module
October 23	End of First Module
October 26	Beginning of Second Module
November 24-28	Thanksgiving Break
December 18	End of Second Module
December 18 - January 3	Christmas Vacation

1983

January 4	Beginning of Third Module
February 19	End of Third Module
February 19-27	Winter Vacation
February 28	Beginning of Fourth Module
April 9	End of Fourth Module
April 9-17	Spring Vacation
April 18	Beginning of Fifth Module
June 4	Graduation; End of Fifth Module and School Year

BAKER RIVER SCHOOL
WENTWORTH, N.H. 03282
603-764-9944

GENERAL INFORMATION

Our Beginning

Baker River School is a residential , coeducational secondary school enrolling students grades 9-12. The school opened in January 1978. By design, the school has a small enrollment - 23 students during the 1981-82 school year.

School Community

Baker River School is both a school and a community. It is a secondary school in the formal sense that it is a state-approved institution offering a curriculum of courses and studies leading to a high school diploma and readiness for college. It is a community in the sense that it is the home of staff and families and, during the school year, the residence of students, a place where a large amount of daily work must be completed together. Besides the often intense business of formal learning, the staff and students assume full responsibility for the care of the physical plant and surrounding environment, and for the planning and preparation of food. They also share responsibility for generating their own entertainment and fun, and for helping each other with the daily issues of living that call for support and clear communication. Living in the community is as important educationally as the formal curriculum.

Location and Facilities

The essence of Baker River School life is organized simplicity. In an important way our most prized facility is not any building, but our physical environment - open fields, a small pond, fruit trees, a garden, a stream, woods of varying character, a good view of the White Mountains. As subsequent information in this catalogue will indicate, our school's curriculum is rooted in the deliberate use of our 112 acres, and surrounding area, as a living laboratory.

The school property - for many years a working farm - is surrounded by forest on high ground about three miles west of Wentworth, New Hampshire, overlooking the Baker River Valley. The forest is rich in natural history and full of trails for exploration through hiking and cross-country skiing. We are also close to streams and rivers with excellent canoeing opportunities. A downhill ski area is nearby.

The main building on the property, the Yellow House, is the original farmhouse. It contains the school kitchen and dining room, a meeting area, a library, and living space for a staff person and eight students. Above and behind this building is The Dorm, a low-cost energy-efficient building built in 1978 by the staff and

friends. It can house ten students and two staff, with space also for two classrooms and an arts and crafts room. The Greenhouse, built in 1981 and housing six students and two staff, takes its name from its attached solar greenhouse, which also provides much of the building's heat. Our large barn houses the school office, a pottery workshop, a woodworking shop, and storage space.

CURRICULUM

Philosophy

When Baker River School was in its planning stages in 1977, we started in setting goals for the curriculum by asking these two important questions:

1. What does the world need students today to be thinking about and acting on for its future survival and well-being?
2. How can a school best make it possible for students to think and act appropriately?

The response that evolved to the first question was - and continues to be - that there are four clearly identifiable areas that call for understanding, thought, and action. It is these four areas that receive concentrated attention in our curriculum.

1. The health and well-being of our most immediate environment, our bodies.
2. Scientific understanding and care of our human support system, our physical environment.
3. The improvement of human communication, thinking, and cooperation between individuals, groups, communities and countries.
4. The development and appreciation of creative and artistic abilities - both our own and that of others.

Because these four areas all involve developing a concern and sensitivity for our environment in the broadest sense, Baker River School considers itself a school of the environment.

Life at Baker River School is designed to provide information, awareness, and creative opportunities in these areas of knowledge, and the curriculum is designed accordingly. Beyond the curriculum, though, daily school activity in its totality aims to be a model of energy-efficient, healthy, creative, and thoughtful living based on such information and awareness as it continues to become known and available to all of us. Thus, everyone at the school is not only a continuous learner; we are also impelled to act on what

we are learning.

Wherever possible, learning at the school is a physically active and enjoyable process, one that uses our immediate school property as well as the resources of the local area and more distant points alike. Every course involves seeking and using relevant daily work and activity as the context for acquiring important information, ideas and concepts. Though rurally situated, the school is extensively involved in the life of the wider world--the town of Wentworth, the State, the country, and beyond--through personal contacts and extensive group expeditions. This broad use of incidental opportunities is supplemented by such nearby sources of information and culture as Plymouth State College and Dartmouth College.

Our main goal is to give students a comprehensive educational experience useful for a healthy and creative life consistent with the realities of the world today. With the achievement of this goal, students will be well prepared for any kind of rigorous subsequent educational or life experience, including college.

Plan

The school calendar is divided into five modules of approximately seven weeks each. Two modules occur between September and Christmas vacation; three between January and June. The uniting element of the academic program for all students, however, consists of study together in four concentration areas as discussed below. The concentration area course is the equivalent of three courses in a student's daily schedule, and in aggregate for the year earns the student three full credits. The concentrations are supplemented by courses in mathematics, English, laboratory science, foreign language, and art which proceed continuously through the school year.

While the entire school usually studies in the same concentration area at the same time during the year, distinctions are made between more and less advanced students. As their competencies for self-direction grow, more advanced students are challenged and given increased opportunity for extended outdoor and expedition experiences as well as for comprehensive individual projects.

Concentration Areas

Four study concentrations provide information and understanding in areas identified in our philosophy as critical today. They are, in their current order of study: Well-Being; Science-Environment; Creativity-Communication, and History-Social Science.

Well-Being involves developing an understanding and knowledge of the physical well-being of humans, and their needs and care. Subjects include human sexuality; first aid; nutrition; physiology and drugs, alcohol, and tobacco-alternatives. Students rotate responsibility for planning and preparation of all school meals. They assist in managing the entire school household. They assist in earning Red Cross certificates in Standard First Aid and CPR. They maintain a daily journal, do considerable reading, prepare projects and

reports, and participate in discussions. As part of the school's deliberate focus on the outdoors and learning by doing, the entire school begins the well-being concentration with an extended backpacking expedition, and follows up with other trips to visit numerous resources.

Science-Environment begins by providing students with information and tools for understanding the immediate school environment - animal and plant life, geology, weather, and so forth. From this a study of the wider world environment is developed, with emphasis on other ecosystems, population, food supply, and energy sources. All of our environmental studies, whether at school or elsewhere, involve living close to the physical environment, doing studies for extended periods of time, and learning first-hand by careful observation and asking questions. This means frequent backpacking and camping expeditions, and traveling, whether on foot or by van, in a very simple, self-contained mode. Throughout science study, students are challenged to connect what they see with their own lives, and to develop their inductive and deductive thinking. They maintain daily journals, participate in on-going discussions, and prepare group and individual projects and reports.

Communications-Creativity involves strengthening basic skills on reading and writing, developing each person's creative abilities in the arts and crafts, helping students improve decision-making ability, and developing imaginative and intuitive thinking. Though writing and language study are part of all concentrations, in this concentration there is additional special emphasis on maintaining a journal, writing daily for sharing and criticism, and reviewing grammar and usage. Each student pursues a creative project in one or more of the arts and crafts. Past and present activities in this area have included leather work, decision-making, pottery, wood-working, re-evaluation counseling, photography, music, tie-dyeing, batik, silkscreening and, in 1981, the first annual Baker River School Christmas Revels production at the Wentworth town hall.

History-Social Science helps students understand basic issues in our world and act effectively, as citizens, in the democratic decision-making process. In different years we study such topics as racism, world energy, oppression and liberation, social classes, the family, and education. We aim for a wide historical and cultural perspective, with emphasis on both our present local frame of reference and on the past - distant and recent - in all parts of the world. First-hand experience of local, state, and federal government takes place with trips to town meeting in Wentworth, to county government in Woodsville, to hearings and proceedings in Concord and Washington. We study the media (newspapers, magazines, radio, and television), keep journals, and take advantage of speakers and workshops where feasible. Reading

and projects are also part of the course. Organized around specific issues, History-Social Science is thus a combination of traditional U.S. Government, U.S. History, and World History courses.

The above concentrations comprise four of the five calendar modules. During the remaining module - currently the fourth calendar module of the year (March-April) - students participate in extended expeditions or continue work at school, on an individual or small group basis, in one of the four concentration areas.

Other Courses

The study of these courses proceeds continuously through the school, except where otherwise noted.

Mathematics

The goal of mathematics study is to provide students with a sound understanding of basic mathematical concepts and topics. Two years of algebra and one year of plane geometry must be successfully completed by all students as an important supplement to those aspects of concentrated study (especially Science-Environment) where quantitative thinking and problem-solving is called for. In some cases students accelerate their study of mathematics and complete requirements in a shorter time than usual. Also, beyond this basic program, further study in trigonometry, solid and analytic geometry, calculus, and computer science is available.

English

English emphasizes first and foremost the skills of reading and writing. The writing program is intensive, with daily writing assignments through the year. Reading assignments vary; though they are often related to the current area of concentrated study, they also include essays, poems, short stories, novels, and plays by well-known authors.

Science

The school offers - in alternate years - courses in Physics, Chemistry, and Biology. These courses provide an important supplement to the Science-Environment and Well-Being concentrations and are also more formal preparation for college work. All students must complete at least one of these courses successfully, though many students takes two or more of them during their years at the school. Although traditional topics are studied and standard texts used, we also use the outdoor environment as a laboratory, with emphasis on personal observation and the asking of questions.

Foreign Language

Both Spanish and French, through a third year, are currently offered on a limited tutorial basis. Because our goal in foreign language study is to enable students to use the

language accurately and appropriately, we are hoping to arrange group expedition homestays in countries where these languages are spoken.

Art

The art course offers an introduction to various media within the visual arts. It includes experimentation in fundamental drawing (charcoal, pencil, pen and ink), watercolor, pottery, silkscreening, and batik. Materials are also available for independent projects aside from the basic course work.

Music

At school there is an organized community chorus which sings in the Christmas Revels and is currently planning other concerts. Individual instruction in guitar, piano, recorder, and other musical instruments is also available.

Requirements for Graduation

In order to graduate from Baker River School, a student must successfully complete the following:

- 3 years (15 modules) of area concentration (Well-Being, Science-Environment, Creativity-Communications, History-Social Science)
- 4 years of English
- 2 years of algebra
- 1 year of plane geometry
- 1 year of laboratory science

Foreign language study may be substituted for one or more of the above requirements where appropriate.

For students entering in grades 10, 11, or 12, transfer credits for courses completed elsewhere in areas similar to our concentrations are worked out on an individual basis.

Evaluation

In each course the student's achievement is measured against goals set with individual learning differences in mind and with the assistance of the student. Written evaluations at the end of each module consist of the teacher's summary of course content and goals, and her or his assessment of the student's success in achieving them. The only two grades given are Credit, indicating mutual expectations have been met, and No Credit, indicating course requirements and goals have not been completed or met. To graduate from Baker River School, a student must earn a Credit in all courses noted above as required for graduation, and must earn a Credit in all courses taken in Grade 12.

EXPEDITIONS

School expeditions consist of two experienced staff and seven or eight students learning through first-hand encounters with many of the resources of America's wilderness and civilization. Travel is by foot, canoe, skis, bicycles, or van. Various itineraries have taken different groups at different times of the year to many parts of this country. Most recently, expedition groups have spent fourth module of the 1981-82 school year in the Southeast and Southwest.

Consistent with the goals of the school, the expeditions create situations where students can understand and appreciate their environment and themselves, and learn to be both survivors and leaders in a confused society. The expeditions interrupt - even more dramatically than life back at school - the given routines of life for young people in the United States. They replace these routines with a set of circumstances which impels them to acquire useful information and skills, and then use them. A simple life-style, where physical well-being is a natural by-product of the daily routine, makes this process occur.

Like the curriculum concentration areas at the school itself, the expeditions focus on Well-Being, Science-Environment, Creativity-Communication, and History-Social Science.

Constant activity in the form of hiking, backpacking, biking, and rock-climbing maintain physical fitness. Daily menu planning and food preparation is done with simplicity and nutrition in mind.

The expeditions center on living and learning in the outdoors. In environments ranging from canyons to tidal pools, from deserts to swamps, from mountain peaks to small farms, students are provided a direct context for understanding a wide range of scientific phenomena and concepts. These experiences are supplemented by interviews and projects, and by extensive use of local libraries and museums.

The expedition members work together as a close community, solving problems and making many group decisions. The expedition also seeks out and explores the music, art, and writing of various cultural and geographic areas of the country. Students read and write daily on topics related to the experiences at hand, and much homemade music has in the past grown out of the creativity of the participants.

Encounters with environments ranging from highway rest stop to back road village, from ghetto to congressional room, from town meeting to Native American celebration, also stir appreciation of the country's richness, and motivate students to challenge its poverty and problems. Additional reading and projects have grown out of this sociological dimension of the experience.

Every student has the opportunity to participate in at least one expedition during their time at Baker River School.

ADVISING AND COUNSELING

Each student has a staff advisor to help in coordinating his or her academic program, as well as in facilitating goal-setting, decision-making, and evaluation.

As a valuable aid in communication and support for students and each other, all full-time staff members are experienced in re-evaluation counseling, a form of peer counseling which enables people to think more clearly and live more effectively by ridding themselves of the inhibiting effects of past hurtful experiences.

One staff member is designated post-school counselor. This person gathers and provides information about colleges and other post-secondary opportunities for work, study, or involvement, and assists students with college plans in learning about specific colleges with programs of interest to them and in fulfilling all necessary procedures for application and entrance tests.

SCHOOL AND COMMUNITY POLICIES

Drug Policy

All full-time staff at the school make an explicit commitment not to smoke or use drugs or alcoholic beverages. A similar commitment is required from students attending the school. Because of forces at work in our society and because of students' experiences prior to coming to the school, this is often a difficult commitment to make and keep, but it is nonetheless vital to the success of the community. A person's inability to adhere to it strains the entire community and his or her relationship with it, and it can lead to a severing of the relationship. We recognize, however, that drug usage is symptomatic of larger communication problems. Therefore, our basic approach is always to seek to improve our communications - through counseling activities, talk groups, and many incidental ways - in working toward making this commitment increasingly easy and natural to make, keep, and expect of each other.

School Meeting

A school meeting for business is held weekly to set, by community consensus, numerous policies and practices on matters which affect everyone here. Though certain basic school policies and decisions are by necessity made by staff, the entire community is involved wherever possible. In the past, policies on such matters as snacking, quiet times and places, pets, and meal attendance have been set by community consensus. The school meeting is an important place for learning to make decisions cooperatively.

Daily Schedule

Below is our basic weekday schedule, although there are quite a few exceptions. Some classes meet in the afternoon or evening. Music lessons, school meeting, chorus, library and field trips, work crews and other activities also fit into the schedule on different days.

6:15 AM	Rising for cook crew
7:00 - 7:15	Breakfast
8:00	Morning meeting for singing, news, announcements
8:30 - 12:30	Classes
12:40 PM	Lunch
2:00 - 4:00	Sports; Outdoor activities connected to concentration areas
6:00	Dinner
7:30 - 9:00	Quiet time for study
10:00	Curfew

ADMISSIONS

Baker River School is looking for students who are interested in what our school curriculum and community have to offer and who give specific positive indications that they are ready to take advantage of this opportunity. In particular, we are looking for students who want the challenges of living outdoors, doing without many usual comforts, and developing the competency to manage their lives in all environments and conditions. Interested students must visit the school for at least 24 hours to find out about it first hand and to meet members of the school community. We think that admissions decisions should result from mutual discussions of past school and life experiences, and present interests and needs.

Baker River School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational or admissions policies, scholarship programs, and athletic and other school-administered programs.

Application information may be obtained and plans for a visit made by writing to the school or calling us:

School Address: Baker River School
Wentworth, New Hampshire 03282
Telephone: (603) 764-9944
Betsy S. Bergquist, Director of Admissions

TUITION AND FINANCIAL AID

Tuition

The comprehensive yearly fee for 1982-83 is \$6900. This includes tuition, room, board, and most other program expenses. The only exceptions are activities not shared by the entire community, such as downhill skiing and supplies for special individual projects. Expenses for personal items, equipment, and laundry are also extra. About \$500 seems to be the current annual norm for these items - if the purchase of hiking and backpacking gear is included.

Tuition payments are due in two equal installments on August 1 and December 1. Tuition is not refundable.

Financial Aid

We want no student interested in Baker River School to be discouraged from applying for financial reasons. Despite the school's limited resources, we have made a generous financial aid program a top priority. Since our beginning, students have been admitted to the school without regard to their financial means, and no student admitted has been unable to attend for financial reasons. During the 1981-82 year, nearly half of the students are receiving some aid. Grants range from a few hundred dollars to full tuition.

Aid is awarded to students on the basis of demonstrated need. In determining need, we use the principles established by the School Scholarship Service. We ask parents seeking financial aid to fill out the confidential questionnaire supplied by the School Scholarship Service, Princeton, New Jersey 08541. This form is also available from the school.

Financial aid awards are made for one year at a time and are renewable annually, depending on the current financial status of the student and parents.

OTHER INFORMATION

Library

The school has a small information center containing standard reference books, encyclopedias, periodicals, and course-related reference materials in these subjects: ecology, natural history, local history, energy, horticulture, nutrition, practical technology, and media and communication. The school has full privileges at Lamson Library (Plymouth State College) and Howe Library (Hanover). Frequent trips to these libraries enable students to make extensive use of resources not available at the school.

Outdoor Activities and Sports

As an outdoor and environmentally-focused school, we often do not distinguish sports and exercise from the rest of school life.

Course-related backpacking expeditions, field trips, and hikes occur almost daily. In addition, informal activities like running, rock-climbing, skiing (downhill and cross-country), skating, snowshoeing, canoeing, sledding, tobogganing, and games (soccer, volleyball, new games) take place frequently during different seasons.

Health Services

The school emphasizes physical well-being and the prevention of illness through diet, exercise, and a healthy life style. For those requiring medical attention, the services of nearby Mt. Mouselauke Health Center, as well as local hospitals, are available.

Weekends

Most weekends contain informal activities planned by the community, such as concerts; music nights; contra dancing; and trips for hiking, skiing, or backpacking. There is a town trip for student business each Saturday. On a limited number of weekends - announced at the beginning of each module - students may leave school after their last appointment on Friday (usually 4 PM) and return by 7:30 PM on Sunday evening.

STAFF - 1981-1982

Betsy Bergquist - Co-Director; Admissions; Counseling and Communications; History and Social Science

Betsy has been involved in education for over 20 years as a parent, student, trustee, teacher, advisor, and counselor. Her formal educational experience includes Wheaton College (AB, 1955), where she majored in government.

In the early 1970's she was director of training volunteers at the Worcester Crisis Center. In 1974 she started an alternative junior high school program with six young people, one of whom was her son; the program helped them see and appreciate their strengths and learn to communicate well with each other and with the community they lived in. Their learning took place directly in the city and surrounding areas. In 1977 she and her husband Bruce co-founded Baker River School.

For the past six years she has been a teacher of re-evaluation counseling. Her hobbies and interests include photography, skiing, skating, tennis, nutrition, writing, and growing younger. She says, "My goal is to make students believe in themselves and what they know, and in their ability to change what needs to be changed in the world, and that they have the power and responsibility to do that. What makes our school unique is the work we as a staff do in improving our own communication. The way we communicate and listen to each other, confide in, support, and trust each other will be a model for how the students communicate with each other."

Bruce Bergquist - Co-Director; Business Manager; Post-School
Counselor; English; Mathematics

Since he was five, Bruce has been involved almost continuously with educational institutions as student, teacher, parent, administrator, trustee, or director. His formal educational experiences include Dartmouth College (AB in English, 1955) and Middlebury College (MA in English in 1966).

Bruce was an English teacher at the Hill School from 1960 to 1969 where he also coached and assisted in administration. From 1969 to 1976 he was founding Director of Dynamy, an experience-based alternative year program for high school and college students. He had his wife Betsy co-founded Baker River School in 1977.

His many past and present interests include cycling, running, traveling, skiing, natural history, music, poetry, social issues, and maple sugaring. Of the school, he says, "Today we all need to understand better our relationship with planet earth, the needs of our bodies, and how to communicate lovingly and effectively. We also need an authentic context for learning these things, one where we are impelled naturally to act on what we learn and change the world's condition for the better. Providing this context for everyone in our community is for me the main function of Baker River School."

Douglas Campbell - Woodworking

Doug has been a resident of Wentworth for 17 years. His vast knowledge of the area, its resources, and people make him a real asset to the school. Living on his own 60 acres next to the school, Doug prefers a Thoreauvian lifestyle: simplicity. He built his own 12 x 18 cabin, using materials from the land, and strives to live in close harmony with nature.

Not paid by the school, Doug earns his living in carpentry. He specializes in making wooden boxes of all sorts and sizes and does some custom work also. Students can learn basic carpentry and woodworking by apprenticing with Doug. After learning basic skills, students are encouraged to create their own masterpieces - tangible evidence of their achievement. As for himself, Doug is always working on self-improvement and perfection of his work. His boxes show the great care and love he has for wood.

Doug Fontein - Mathematics; English; French; Expedition Leader;
Rock-Climbing; Karate

Doug has always been inspired by the outdoors. During high school he spent many weekends backpacking in the Blue Ridge Mountains. In college he took up rock climbing with a passion and has been in love with the sport ever since.

Whether learning auto mechanics by rebuilding his car engine or strengthening his French by cycling across France, Doug's life has clearly shown him that experience is by far the best teacher. To him the traditional classroom barely touches the emotional, social, spiritual, or physical realities of young people's lives. His commitment to holistic learning and teaching is one his main reasons for being at Baker River School.

His past work experiences include teaching and directing wilderness programs in various parts of New England, teaching rock-climbing while a student at Hampshire College, and designing and building his own log cabin in Southern Ontario.

Doug graduated from Hampshire in 1980, where he concentrated in outdoor education and nature writing. He has hitchhiked across the United States five times (with Pablo, his faithful mutt), hiked and climbed in both Eastern and Western wilderness, and been to Europe several times, most recently on a five-month solo cycling tour in late 1980.

As addicted marathoner, cyclist, and cross-country skier, he has other skills and interests: first aid, gardening, caving, contra-dancing, canoeing, swimming, the recorder, and karate. The direction he has for his own life is to learn as much as he can from every situation. His goals as a teacher are to help students realize that their potential is limitless, and to preserve nature in its wild state by fostering in people a sense of stewardship toward the earth.

Margie Geurs - Chemistry; Physics; Mathematics; Science-Environment;
Well-Being; Expedition Leader

Margie graduated with a BA in Biology from the College of Saint Benedict in 1979. In 1978 she participated in a National Outdoor Leadership Baja Kayaking Expedition in the Sea of Cortez, Mexico. While in college, she also tutored Biology, taught swimming to the handicapped, and played varsity tennis for four years.

Since graduation, Margie has broadened and deepened her all-seasons outdoor and teaching skills, particularly by participating in several NCLS courses which have taken her to many wilderness areas in the Western U.S. and Mexico.

Her interests include all sports (especially cross-country and downhill skiing and hiking), reading, dancing, calligraphy, learning to appreciate and take care of the environment, piano, and traveling. She says, "I am a firm believer in the adage that education is a journey, not a destination. I am continually looking for challenges, growth opportunities, and different ways to learn for both students and myself."

Nancy Jessup - Art; English; Science-Environment; Communications-Creativity; Well-Being; Expedition Leader

Nancy comes from a family of educators and, after trying on several different roles, has chosen education as the "right livelihood" for her. She is committed to education as an avenue for needed social change. She recognizes trends in society that are potentially disastrous to the environment and humanity, and sees education as a way to reverse those trends.

Since high school Nancy has been involved in alternative forms of education. She is a graduate of Hampshire College (1977) with a concentration in anthropology, focusing on Native American cultures. After two years of experimenting in the job market, as cook, mechanic, and agricultural researcher, she realized that her heart's desire had always been to live and work in the natural world. She wanted somehow to combine her strong feelings of attachment to the land with a fulfilling career. This resulted in a decision to go on to graduate school in environmental education. Nancy received a Master's degree from Antioch/New England where her program of study included field ecology, natural history interpretation, and environmental and elementary education - as well as teaching and trip-leading experience.

Nancy sees her most valuable education coming from her life experiences. She has lived and worked as a volunteer on a Southwestern Indian reservation; lived in and travelled around Indonesia, France and Great Britain; bicycled in Spain and Portugal; gone on extended wilderness trips in the deserts and canyons of the Southwest; and canoed from Okefenokee Swamp to Cumberland Island, Georgia.

In her teaching Nancy draws from all of her experiences including a lifetime of involvement in art and creativity. Nancy's major goals in education are to encourage an attachment to the land in others and to awaken in others the awareness of their own unlimited potential. Everyone has the potential to be creative, to learn, and to effect needed change in the world.

Christopher Maynard - Spanish; Well-Being; Arts and Crafts; Outdoor Activities; Agriculture

Chris brings a rich variety of experiences to Baker River School. He is a farmer by nature, and has been growing things ever since his third-grade class planted beans in milk cartons. Most recently he coordinated the community garden program in Olympia, Washington, where he also attended Evergreen State College. While at Evergreen he organized a bicycle repair shop and taught bike mechanics, as well as studying agriculture and dance.

Having learned Spanish in Latin America, he has a deep for the culture and history of these countries.

A native of the Pacific Northwest, Chris has extensive experience in hiking, skiing, ocean and river kayaking, and fishing. He is also very sensitive to his inner feelings and those of other people around, and he benefits the community greatly with his caring and his insights into human relations.

Chris has creative skills in teaching body relaxation, body awareness, creative visualization, and massage. He says, "I want to show people tools for dealing with stress in this stressful world so they can be more effective in their day-to-day activities and enjoy them."

David Vaughan - Biology; Mathematics; Science-Environment; Expedition Leader; Forester

David is a 1977 graduate of Colby College with a degree in economics although his major area of focus was environmental issues. Before coming to Baker River School David led hiking trips in the White Mountains for two summers for a summer camp, and taught in several outdoor education schools. His teaching experience started with the Otter Lake Conservation schools where he moved on to become resident director of their school in Maine. In 1979-80 he taught natural history and challenge programs and led wilderness trips for the Chewonki Foundation in Wiscasset, Maine.

His other outdoor experience includes a winter Cutward Bound course in Maine and summer hiking in different areas of Alaska. In addition to his interest and experiences in wilderness trips and natural history, David brings with him background skills in health and nutrition, cooking, woodworking; and he is an Emergency Medic Technician and advanced first aid and CFR instructor. His other areas of interest include playing guitar, ornithology, running, bicycling, canoeing, juggling, and penny whistle.

DIRECTIONS

Note: The condition of our road is sometimes uncertain; it's advisable to call ahead immediately before coming on a scheduled visit!

From N or S via I-91: Exit at Fairlee VT; N on US 5 $\frac{1}{2}$ mi., then E across bridge to NH. Follow signs to NH-25A. E on 25A approx. 13 mi. Unpaved rd. to school is on R - directly opp. white house on L. School is 1.1 mi. on R.

From N or S via I-93: Exit 26 at Plymouth (NH 25 West). West on NH 25 to Wentworth (approx. 16 mi.). L on NH 25A at blinker in Wentworth. Unpaved rd. to school is on L 2.8 mi. from blinker, and directly opp. white house on R. School is 1.1 mi. on R.

