

# Ships to Save the Waters 2001

## Conference Briefing Book

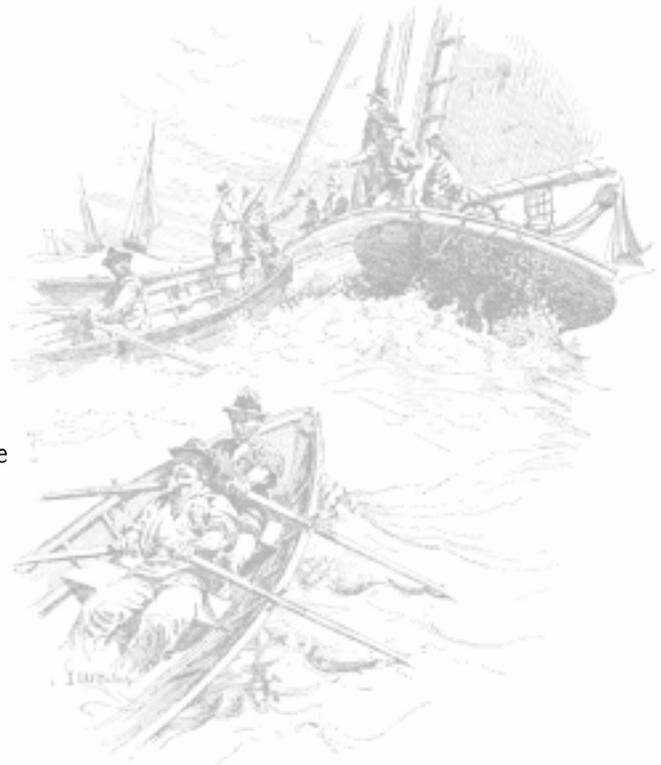
F.A. Sowle Building and Tonnessen Park  
New Bedford Whaling National Historical Park  
New Bedford, Massachusetts  
June 1 - 3, 2001

Hosted by

Schooner Ernestina  
Coalition for Buzzards Bay  
Sloop Clearwater  
Buzzards Baykeeper  
Whaling City Rowing Club  
Southeastern Environmental Education Alliance

Sponsored by

The Island Foundation  
Essence Grill at the F.A. Sowle Building





## SHIPS TO SAVE THE WATERS CONFERENCE

**New Bedford Whaling National Historical Park  
New Bedford, Massachusetts  
June 1 - 3, 2001**

**P**ete Seeger, founder and mentor of the Hudson River Sloop Clearwater, envisions the Ships to Save the Waters (StStW) Conference

as a for networking water-based programs, sharing educational methodologies and exposing the work of a broad range of environmental and community-based organizations to the public-at-large.

The hosting organizations have invited ships with environmental messages along with many other organizations committed to education about our watersheds, waterways, coastal ecosystems and oceans from the headwaters to the sea. StStW is where environmental issues, education, community and music will harmonize with the historic seaport of New Bedford.



### The Vision

The waters of the world are precious. Traditional sailing vessels are magical places where waters share their secrets and expose our vulnerability. StStW brings these special vessels together with communities of organizations, resources and learners, broadcasts their message and recruits new stewards for sustainable, healthy world waters for this and future generations. Communities and the natural environment can serve as an integrating context for learning.

### The Mission of the Conference

To inform and inspire the creation and sustainability of watershed and water-borne programs for protection, preservation, restoration and celebration of our waters.

#### ❖ What comes out of the conference?

- ❖ The findings, maps, charts and drawings along with a photographic record will be compiled into a summary document that will be published to the web and in a limited hard copy form.
- ❖ The 2nd annual StStW can lead to a 3rd annual conference next year in 2002 taken up by any group of interested organizations.
- ❖ New collaborations will be set in motion!

#### ❖ Speakers and Panel discussions

2nd Floor F.A. Sowle Building

#### ❖ Exhibits

Ernestina Office/Museum 1st Floor  
F.A. Sowle Building

#### ❖ Music and Meals on the Waterfront

Tonnessen Park with Schooner  
Ernestina alongside

#### ❖ What is a Charrette?

It is a design process with a deadline where teams gather in working groups to form new visions and strategies.

#### ❖ Come prepared to participate!

The conference starts off with presentations by panelists but moves into a charrette format where many more ideas and strategies will be expressed, developed and shared.

#### ❖ Is it only about ships?

It is about waters that connect us. Participants will be connecting the headwaters to the sea by design. The conference is for individuals and organizations who would like to learn, share and collaborate.

#### ❖ What does it cost?

We are asking for \$25 this year to cover some food and conference materials. We are thankful to the Island Foundation of Marion, MA for a grant to underwrite many of the expenses. Please register and mail a check to reserve a place on a team.



Whaling City Rowers out of New Bedford

## Conference

**Friday, June 1**

5:00-8:00pm

**Saturday, June 2**

8:00am-8:00pm

**Sunday, June 3**

8:00am-3:30pm

## Summary Session

**Sunday, June 2**

1:00-3:00 pm

## Open Ship

**Saturday, June 2**

**& Sunday, June 3**

11:00am-5:00pm



## Maritime Heritage Day

**Saturday, June 1**

11:00am-4:00pm

The community of maritime New Bedford welcomes you to walk the length of Water Street and step into New Bedford's history. In the heart of America's most historic seaport, the festival includes stages and tents with a variety of story-tellers, musical interludes, and interpretive presentations celebrating the heritage of fishing and the bounty enjoyed from the sea.

Schooner Ernestina will be hosting open ship at Tonnessen Park telling the story of the 19th fishing technology on a Grand Banks schooner.

## Participating Watercraft

Schooner Ernestina\*  
 Chebacco Boat Lewis H. Story\*  
 Hull Lifesaving Museum\*  
 Whaling City Rowing Club Whaleboats\*  
 Sloop Clearwater  
 Sloop Providence  
 Schooner Lady Maryland  
 Schooner Adventure  
 Schooner Sultana  
 Rocking the Boat  
 Amara Zee  
 Schooner Quinpiack  
 Gundalow Capt. Edward H. Adams  
 Friendship Sloop Momentum ex-Dirigo  
 Friendship Sloop Valhalla  
 Bantry Bay Gig Verite (WA)  
 Barkentine Gazela of Philadelphia

\*these will be present,  
 others represented

## Participating Organizations

America True Tall Ship Semester for Girls (MA)  
 American Sail Training Association (ASTA) (RI)  
 Bayfront Center for Maritime Studies (PA)  
 Buzzards Bay Action Committee (MA)  
 Beetle Cat Boats (MA)  
 Buzzards Bay Project (MA)  
 Buzzards Baykeeper (MA)  
 By-the-Sea Online Magazine  
 Coalition for Buzzards Bay (MA)  
 Cohasset Maritime Institute (MA)  
 Community Foundation of SE MA  
 Delaware Bay Schooner Project (NJ)  
 Essex Shipbuilding Museum (MA)  
 Floating The Apple (NY)  
 Hansa Foundation (MA)  
 Hull Lifesaving Museum (MA)  
 Lake Champlain Maritime Museum (VT)  
 Leead International (CT)  
 Living Classrooms Foundation (MD)  
 Lloyd Center for Environmental Studies (MA)  
 MA Environmental Trust (MA)  
 MA Watershed Initiative (MA)  
 Monmouth County Friends of Clearwater (NJ)  
 National Maritime Heritage Foundation (DC)  
 National Maritime Historical Society (NY)  
 Philadelphia Wooden Boat Factory (PA)  
 Reeds Nautical Almanac (MA)



NYC Boat Builders from  
 Rocking the Boat at StStW 2000

Rocking the Boat (NY)  
 Save the Harbor Save the Bay (MA)  
 Schooner Sound Learning (CT)  
 SE Environmental Education Alliance (MA)  
 Strawberry Banke Museum (NH)  
 The Last Noah's Ark (Brasil)  
 UMASS Dartmouth (MA)  
 Volunteer Water Monitoring Newsletter  
 Watershed Success Stories  
 Westport River Watershed Alliance (MA)  
 Whaling City Rowing Club (MA)

## Ships to Save the Waters 2001 Friday, June 1



5:00-9:00 pm	Check-in and Registration F.A. Sowle Building, 89 North Water Street
6:00-8:00 pm	Buffet Dinner (provided) F.A. Sowle Building, 89 North Water Street
7:00-7:15 pm	Welcome and Introduction Gregg Swanzey, Schooner Ernestina
7:15-7:45 pm	Plan for Saturday and Sunday ~An Overview~
7:45-8:15 pm	Introductions All Around
9:00-10:30 pm	Film at Tonnessen Park A film projected on Ernestina's foresail ~dependent of the weather, of course~

## Ships to Save the Waters 2001 Saturday, June 2



7:00-10:00am	Registration
7:30-8:00am	Coffee and Bagels (provided)
8:00-8:30am	Welcome and Introductions Gregg Swanzey, Schooner Ernestina
8:30-8:45am	Opening Remarks Pete Seeger
8:45-9:45am	Creating Livable Communities John Bullard, UMASS Dartmouth, moderator Andy Mele, Sloop Clearwater Beth Nicholson, Save the Harbor Save the Bay
10:00-11:00am	Exemplary Water-based Programs Carl Herzog, Reeds Nautical Almanac, moderator Ed McCabe, Hull Lifesaving Museum Charles Burnham, Chebacco Boat Lewis H. Story, Saugus River Lucy Iannotti, Whaling City Rowing Club Erin Escher, Westport River Watershed Alliance Alan Lee Hankin, Sea Connections Summer Content Institute Peter Bolster, Living Classrooms
11:15am-12:00pm	Massachusetts Environmental Education Plan: Coordinating Programs, Education Reform and Agencies Alan Lee Hankin, PhD, Emerson College, moderator Anne Beaulieu, Community Foundation of SE MA Robbin Peach, MA Environmental Trust Tricia Sheppard, The Lloyd Center for Environmental Studies Gregg Swanzey, Southeastern Environmental Education Alliance (SEEAL)

How do we manage growth, protect precious water supplies and address community needs?

Businesses are coming to realize that "anything leaving the premises as a waste stream, instead of a revenue stream, is both an environmental liability and a drain on profits."

50% or more of our water quality problems are derived from non-point sources.

Using the environment as an integrating context (EIC) for learning.

Designing Regional Environmental Education Alliances in Massachusetts

12:00-2:00pm Lunch on the Waterfront (provided)  
 Go get lunch, check out the Maritime Heritage Festival and be back by 2:15!

2:15-3:00pm The Charrette ~ Introduction of Working Sessions:  
 Group Leaders and Resource Rovers  
 Goals of the Charrette  
 Break into Working Groups and Begin Charrette

3:00-4:15pm Working Groups:  
 Introductions  
 Establish Goals and Inventory Resources

4:15-5:45pm Working Groups: Design

6:00-7:00pm Dinner on the Waterfront (provided)

7:15-8:00pm Working Groups:  
 Report Progress ~Hear from each of the groups~

8:00-10:00pm Evening Songfest

~Questions for the Working Groups~

- ❖ What is the mission of your collaborative?
- ❖ What are objectives of your collaborative?
- ❖ Who are the partners?
- ❖ What resources are at hand?
- ❖ What is the operating area?
- ❖ Mark up a chart and 'draw' the project.

Ships to Save the Waters 2001 Sunday, June 3



8:00-8:30am Coffee and Bagels (provided)

8:30-8:45am Good Morning and Structure of the Day

8:45-10:00am Merging Activism & Education: What's the fit?  
 Andy Mele, Sloop Clearwater  
 Mark Rasmussen, Coalition for Buzzards Bay  
 Seth Garfield, Buzzards Baykeeper  
 Gay Gillespie, Westport River Watershed Alliance

10:00-12:00noon Working Groups:  
 Summarize Saturday's Work  
 Draw Conclusions  
 Prepare Presentations  
 ~Bringing it all together~

12:00-1:00pm Lunch on the Waterfront (provided)

1:00-3:00pm Charrette Summary Session:  
 Presentation of findings by Working Groups  
 ~Presenting the Results~

3:00-3:30pm Closing Remarks  
 Pete Seeger and hosts:  
 Andy Mele, Clearwater  
 Gregg Swanzey, Ernestina



Haul Away Together!



Panel Discussion at Liberty State Park StStW 2000

## Key Questions

### Merging Activism & Education:

#### What's the fit?

Without restoration and protection of precious natural resources, the health of our people and planet are at risk. A successful strategy for a sustainable future includes a balance and integration of education and well-planned action. How can you energize people for actions to save our watersheds and coastal waters.

### Starting a Group:

#### How can you use a ship to save the waters?

Ships carry communities out on the waters together to experience the water planet and learn how important it is to work together as a team. Ships can also sail as flagships for the protection and restoration of our waters driven by the power of the metaphor. At sea and ashore ships sail to 'save our waters.' What are the crucial steps for getting started with logistically complex facilities, the ships.

### Programming Strategies:

#### Educational and environmental?

#### Our Waters as an Integrating Context

Concepts of math, science and technology along with literature, art, historical understanding and experiential program elements abound in watersheds, estuaries and coastal marine environments. We can use the environment to integrate subject areas and increase effectiveness of teaching strategies.

### Connecting with the Community:

#### How can organizations meet needs and get people involved?

Efforts to protect our waters must be broad-based and inclusive if they are to have long-term success. Can we listen to people in the community and engage the organization with them for solutions? Are there ways to base our activities in the community by focusing on real projects with significant student involvement in both design and implementation?

### Continuity:

#### How can organizations use a planning process to stay on track?

Why come together as an organization? What do you want to accomplish? How can you bring the right resources to bear on a problem most effectively? Taking a step back for the planning and taking stock along the way are keys for continuity between mission and action.

### The People:

#### How do organizations find and keep volunteers and staff?

You need help and there are people out there who are ready to get involved. How do you help them find a role to play? How do you ensure they feel ownership in the solution?

### Funding Strategies:

#### What makes an organization fundable?

Funding strategies can include both traditional and non-traditional methodologies for developing funds. What makes an organization fundable, what are the known and new funding sources, and what are some successful methods for acquiring funds?

### Public Relations:

#### How can organizations make effective use of new media?

Public relations is a key tool of the environmental activists' toolkit. Traditional media--newspapers, radio, and TV--have often been hampered by the media's own perspective, political views, and the profit motive. The new media--including personal computers, email, Internet/WWW--have freed the activists from the traditional constraints and lowered the cost dramatically. New technologies and fresh approaches to environmental awareness such as webpages, emails, electronic polling, desktop publishing can bring a new immediacy to public relations.

#### Partnerships: What are some alternative strategies?

Are there any new ways of using ships (or boats) to increase a common environmental effectiveness in partnerships with community groups, governmental agencies, educational institutions and other entities?



Schooner Ernestina and Sloop Clearwater  
Rafted together at StStW 2000.



## Tell Me More About Charrettes....

The charrette (a Beaux Arts-derived term for a short, intensive design or planning activity) workshop is designed to stimulate ideas and involve the public in the community planning/design process. It is a valuable tool for laying the foundation for the development of a more formal plan (i.e. comprehensive plan, master plan, strategic plan, etc.). It is most effective as a component of the formal planning and design process.

The charrette can be used in a multitude of applications. The charrette workshop applications include, but are not limited to :

- \* s.w.o.t. identification
- \* quality of life assessment
- \* issue identification
- \* needs assessment
- \* project development and identification
- \* strategic planning
- \* energize the community
- \* consensus building
- \* visioning and visualizing
- \* communication and network enhancing



Earth Day Cleanup 2000

The charrette workshop establishes a platform for a free flow of information and opinion sharing. Its primary role is to provide a forum for building community consensus on a vision for the neighborhood's future through active involvement and visualization - bringing the vision to life.

S.W.O.T.	Strengths, Weaknesses, Opportunities & Threats
A.L.P.O.	Assets, Liabilities, Potentials & Opportunities
S.W.I.N.E.	Strengths, Weaknesses, Issues, Needs & Expectations

Through working with numerous communities and planning professionals the following list and description of "core" planning concepts has been developed. These ideas are the basis for and essence of the charrette workshop process, thus making this planning tool successful. The foundation is as follows:

- 1)Citizen Participation: All segments and groups within the community should be represented throughout the process. Citizen participation should be solicited from all age group, organizations, city/town officials, interest groups, and from the general citizenry.
- 2)Empathize with Participants: Strive to fully understand the problems, perceived problems, issues, and concerns of each participant. Do not anticipate or predetermine the problems in a community and pass judgment. Also, seek out the recommendations, ideas, and list of assets from people throughout the community.
- 3)Understand the Community: Complete a thorough inventory and assessment of the physical, social and economic aspects of the community. There is never too much information. Maps, photos (historic and current), demographics, and other community data serve as a basis for decision making. It is important that the information include more than just the neighborhood — context is critical.
- 4)Develop User/Reader Friendly Documents: Make absolutely sure final documents and supplemental reports can be understood by the lay person. Go to whatever means necessary to make these reports easy to understand and follow.
- 5)Get It Started: A plan is not the final step in the process, rather it is the beginning of the journey. Don't allow a plan to be "shelved" and left to collect dust. Implementation is where the majority of plans fail. A group or individual must provide leadership for each project following the adoption or approval of the plan to insure completion.
- 6)Visualization & Visioning: Developing drawings and pictures is one of the best tools for depicting

accurately what is intended or expected. Words alone generate a different mental image for each person who reads them. Pictures generate a platform which is rarely misunderstood and that can be discussed by individual component.

7) Follow Through & Benchmarking: At a specified time following the competition of a planning project the plan must be revisited to determine whether or not the projects are on track. This follow through will also be an opportunity to check the progress-to-date and compare benchmark dates.

#### WHAT A CHARRETTE WILL ACCOMPLISH

Before deciding to begin a charrette, the neighborhood should first realize what this unique planning process will ultimately accomplish. A charrette will:

- generate strong citizen participation and motivation towards planning and community development projects;
- enhance communication within the neighborhood and increase awareness;
- bring community groups, leaders and citizens together to generate a common community vision and solve community challenges;
- develop “doable” community development projects based on citizen input;
- identify potential funding sources for neighborhood projects;
- overall, give the community a starting point with specific action steps for successful community development and quality-of-life enhancement

#### THE PROCESS AND END PRODUCT

A charrette is a three-phase process:

- The first phase, the Pre-Charrette, focuses on developing, and working with, a steering committee who will determine the primary focus of the charrette and handle the logistics for Phase One and Two. It is suggested that the steering committee work with the charrette facilitator to identify a preliminary set of issues to be addressed during the charrette.
- The second phase, the Charrette Workshop, is generally a two-day, intensive planning and design workshop involving the community in a needs assessment, interviews with community groups, prioritization of issues, development of recommendations, the identification of a neighborhood development projects and implementation strategies.
- Phase three, the Post-Charrette, consists of the preparation of a final document outlining neighborhood strengths, challenges, recommendations, neighborhood development projects, actions steps and potential funding sources. The third phase also includes preparing and delivering a formal presentation open to all members of the neighborhood and greater community. It is during this phase that the community begins implementation.

The entire charrette process usually takes between two and three months to complete. There are several creative financing options available to assist communities with the cost of a charrette.

#### PRODUCTS OF THE CHARRETTE

In addition to the clarification and prioritization of issues and clearly defining projects, programs and action strategies, a charrette workshop will also result in the production of tangible products such as:

- comprehensive, reader-friendly document with graphics
- newspaper tab, camera-ready for publication
- numerous graphics (mounted) illustrating projects and concepts, and
- promotional posters and press releases as necessary



Chris Bowser and Pete Seeger Interview StStW 2000

### What Is “EDUCATION FOR SUSTAINABILITY”?

Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future.

SUSTAINABLE DEVELOPMENT, AS DEFINED BY THE BRUNDTLAND COMMISSION in 1987, is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” In a sustainable society, environmental protection and economic objectives belong to a common framework. The President’s Council (Clinton) on Sustainable Development’s definition of sustainable development has been broadened to include social equity. In a sustainable world, environmental protection, economic objectives, and social justice should be linked in harmony.

Many educators are helping society achieve sustainability by teaching the three “e’s”— environment, economics, and equity— along with the traditional three “r’s”— reading, writing, and arithmetic. In so doing, they are fostering awareness of sustainability among individuals, communities, institutions, and governments. In coming decades, education for sustainability has the potential to serve as a tool for building stronger bridges between the classroom and business, and between schools and communities.

Historically, various conferences and organizations have offered definitions of environmental education. Under some of these definitions, environmental education includes the economic, environmental, and social dimensions contained in the concept of education for sustainability. A working definition of education for sustainability is provided above.

As attention to the concept of sustainability escalates domestically and abroad, efforts must continue to bring all stakeholders together in its pursuit. The roles of citizens, communities, industry, and government in achieving the goals outlined in recent national reports on sustainability suggest that efforts should be increased to ensure that thoughtful, comprehensive planning is promoted by the formal and nonformal education community.

These efforts should focus attention on the delivery systems used to achieve these goals. A key question is, “Have educational efforts produced an informed citizenry, an environmentally and scientifically literate citizenry, and a cadre of technical-policy-managerial professionals proficient in guiding our nation’s industries, communities, and governments?”

Although previous environmental education efforts have resulted in successes, much remains to be done. Many people, for example, still confuse the issue of global warming with that of depletion of the ozone layer. A study by

Carnegie-Mellon University in 1994 revealed that even well-educated citizens believe that climate change would cause increased cases of skin cancer and that a personal response should be to give up aerosol sprays. Similarly, a 1992 national opinion survey conducted by Peter D. Hart Research Associates indicated that only one percent of those surveyed listed endangered species as a serious environmental problem. Only one in five had heard of the loss of biological diversity. In 1991 and 1992, a pair of surveys by the Roper Organization tested Americans’ “green point average.” The average adult and teenager were able to answer fewer than four out of 10 questions correctly.

These surveys reveal an important need for a citizenry with increased knowledge of the environment and the integrative skills needed for understanding the interdependent relationships between the environment and the economy. Responsible action by all citizens, based on the best available data, requires a targeted effort to improve the ways that we use available information. Education is key in responding to this need.

If sustainability is to be achieved, educators should take a leadership role, breaking new ground to prepare society for an age of accelerating change in a world of increasingly diverse and growing populations, an expanding economy, and changing global environment.

### A Course for Action

An *Agenda for Action* for Education for Sustainability charts a clear course for a new spirit of collaboration, with emphasis pointing most noticeably toward the environmental aspects of sustainability. Such a course will require the help of many disciplines focusing on the interconnections among the natural and built environment, and the economic and political forces that influence the world around us. These forces are fluid and subject to changing conditions. Sustainable development is therefore a process rather than a fixed goal.

Our national vision of sustainability will develop and mature in the future as environmental, economic, and social forces undergo change. The philosophical principle that sustainability is a process will need to be reaffirmed continually as our nation advances along the path to sustainability.

Dialogues have led to a recognition that successful efforts for implementing education for sustainability depend on six core themes. Collectively, these themes outline a course of action to educate for sustainability. They are (1) lifelong learning, (2) interdisciplinary approaches, (3) systems thinking, (4) partnerships, (5) multicultural perspectives, and (6) empowerment.

From *Education for Sustainability: An Agenda for Action* at <http://www.gcario.org/edu/pcsd/toc.html>

## What are long-range outcomes we look for?

### Education for Sustainability

Six core themes will characterize an approach to programs that will promote a sustainable future: (1) lifelong learning, (2) interdisciplinary approaches, (3) systems thinking, (4) partnerships, (5) multicultural approaches, and (6) empowerment.

### Environmental Literacy of all citizens

Our citizens must have a strong working knowledge of how the natural systems of our planet work: physical processes that shape the patterns of the earth's surface, characteristics of spatial distribution of ecosystems, human populations, patterns & networks of economic interdependence, human settlement, how human actions modify the physical environment, how physical systems affect human systems, resources, and how human activity affects may be harmonized with the environment.

### Partnership as a characteristic of all activities

Partners share resources, work toward consistent goals, and provide a comprehensive and interdisciplinary service supporting the mission.



Singing and Sailing for Clean Waters StStW 2000



Schooner A.J. Meerwald Volunteers with Executive Director Meghen Wren StStW 2000  
There's Enough Cake for Everyone!

Equity and multiculturalism should be characteristics of all projects.

### Implementation of Education Reform

As working partners with schools, organizations will identify goals and strategies that will lead to high quality learning experiences for school children and effective professional development opportunities for teachers.

### Dissemination of Information and access to resources

Whenever possible, existing resources will be utilized and supplemented, as necessary, to fulfill

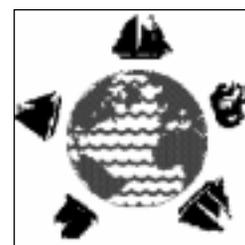
needs and made accessible to all.

### Implementation of an Evaluation and Assessment Plan

Organizations will use evaluation and assessment to maintain a focus on mission, meet needs, summarize activities and impact and improve performance.

### Empowerment

Organizations will encourage process and decision-making practices as well as habits of mind that are crucial for systems thinking and empowerment.



## Ships and Boats to Save the Waters

### Hudson River Sloop Clearwater <http://www.clearwater.org>

Hudson River Sloop Clearwater, Inc. is a nonprofit environmental organization founded in 1966 by folksinger and social activist, Pete Seeger. The organization's mission is to defend and restore the Hudson River and related waterways through education, advocacy, and celebration. For thirty years, sloop Clearwater, a 106 foot replica of the boats that sailed the Hudson during the last century, has sailed as a floating classroom. This award winning program, Classroom of the Waves, reaches over 12,000 students and teachers annually and has successfully introduced a generation of children to the ecology and history of the Hudson River through hands-on experiential education.

For seventeen years, Clearwater has been a leader in hands-on, field-based environmental programs that embrace students in the learning experience. Clearwater sails from Albany to New York City, northern New Jersey, and the Long Island Sound. The Classroom of the Waves programs are primarily for 4th through 7th grade, but also reach high school, college, church, and community groups. More than three hundred educational sails are offered each season aboard sloop Clearwater and schooner Mystic Whaler, with 25% of these programs departing from docks in New York City. This means that over 4,000 New York City school children participate in programs annually. Hudson River Sloop Clearwater will cap its 30th year of environmental leadership with the 'Ship to Save the Waters' Conference. The StStW Conference will serve as the focal point and kickoff for all Clearwater Sloop Clubs' environmental activities into the new century.



### Hudson River Ferry Sloops Sojourner Truth & Woody Guthrie

Following the success of the Hudson River Sloop "Clearwater", Pete Seeger envisioned the creation of a fleet of old-time Hudson River sloops. Their traditional design evolved in the Hudson River valley during earlier centuries when sloops carried building materials and produce, as well as passengers. Recreating this traditional form of sailing would convey the "Clearwater" message of a cleaner and safer river and offer sailing to many more people than one single boat could carry. Additional boats should also be smaller than the 106-foot "Clearwater" in order to be able to dock at river towns with shallow harbor access.

To realize this vision, two smaller ferry sloops were built and launched during the mid-1970s, the first one being "Woody Guthrie", now at Beacon, NY. Construction on her sister ship "Sojourner Truth" was begun in 1977. Both sloops measure 42 feet, are gaff-rigged and can be sailed with a crew of 4 and up to 10 guest passengers. The major difference is that, while the "Woody" is of traditional wood construction, "Sojourner's" hull is fabricated of ferro cement. "Sojourner Truth" is maintained by Ferry Sloops, Inc., a non-profit volunteer group of sailing enthusiasts, river lovers and environmentalists, sailing out of Croton-on-Hudson. Every year, Ferry Sloops offers 12-week sailing instruction classes and lectures and is participating in civic activities during Hudson River Revivals and festivities, such as shadfest, pumpkin sails and tall ships events.



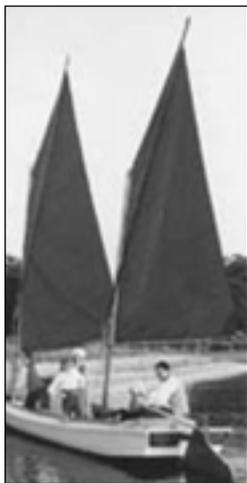
### Sloop Rainbow Race and Ketch Adam Hyler

The Sloop Rainbow Race and Ketch Adam Hyler are the physical symbols of the Monmouth County Friends of Clearwater (MCFC). The Rainbow Race, named for Pete Seeger's song, is a 39 foot Sprit-rigged sloop of the Chesapeake Shipjack design. The Rainbow Race was originally designed to dredge for clams and oysters and plied the Raritan and Sandy Hook Bays out of Belford, NJ. Built in 1952, it is one of the last examples of her type ever built. The Adam Hyler is a 27 foot flat-bottomed, Sprit-rigged ketch. Adam Hyler is of the Tuckerton Garvy design that predates the Revolutionary War and was used for clam dredging.

MCFC is a non-profit, grassroots environmental group, fully run and staffed by volunteers dedicated to a cleaner environment. Since 1974, MCFC has been actively preventing and controlling water pollution in and around the Raritan Bay and the New Jersey coast. Its record of successes against pollution and polluters has become a model for other environmental groups. Its current campaign is to stop the dumping of untreated toxic harbor dredge materials off the Jersey coast and to find safe alternatives that both protect the environment and its economy.

With over 200 members, MCFC has diverse and dedicated resources that are channeled into 17 active committees including the boat, environmental education, environmental action, festival, and house committees. Our programs include cleanups, environmental watches, political action, and education programs. While modeled after Clearwater's *Classroom of the Waves*, MCFC has adapted the concept to create the *Traveling Environmental Festival* (TEF). TEF brings the hands-on shipboard stations to the classroom and youth organizations at a fraction of the cost of the shipboard experience thereby enabling MCFC to reach a broader audience all year round. In the sailing season, the TEF augments the limited size of our boats at bay and riversides. This year 2000 marks the MCFC's 25<sup>th</sup> anniversary of its Sandy

Hook Clearwater Festival on August 19-20, the largest in NJ. It is the aim of MCFC that each member in their own way touch the people immediately surrounding them and in their community, and by word or deed convey the importance of conservation and reparation of the earth.



**Schooner Ernestina ex-Effie M. Morrissey**<http://www.ernestina.org>

Schooner Ernestina was launched the 156' gaff-rigged Effie M. Morrissey at the James and Tarr Yard in Essex, Massachusetts on February 1, 1894. Within six weeks of launching the schooner was rigged, crewed-up and provisioned for four months of dory fishing on the Grand Banks. Many years later, after a fire and scuttling at dockside in Flushing, NY in 1947, the Morrissey was raised, repaired and sailed under a new name, Ernestina, as a Cape Verdean packet.

The essence of Ernestina's mission today extends from the vessel's phenomenal track through history. The schooner served as a commercial vessel engaged in the honest objectives of fishing the Grand Banks of Newfoundland and coastal commerce. Later, northern expeditions into the Arctic regions made manifest the spirit of the explorer, willing to take astonishing risks in the pursuit of knowledge. Ernestina carried immigrants to America while flying the Cape Verdean flag. Now, through preservation efforts and an active program schedule, we link the lessons of the past and to promise of the future. The ship is the embodiment of the ties of culture, family and tradition that encircle the American immigrant epoch.

The Mission of the Schooner Ernestina Commission is to preserve, restore and operate the historic Schooner Ernestina, ex-Effie M. Morrissey, and to establish educational, cultural and experiential programs in a context that celebrates human diversity, creativity, value and dignity.

Aboard the Ernestina, the official vessel of the Commonwealth of Massachusetts, students of all ages use the ship and its rich and varied history as a platform to study the marine environment and human impacts. They gain confidence and build self esteem while

learning how to orient themselves in the natural world and solving real-world problems. Many find important cultural connections through the shipboard experience. Program offerings range from dockside programs for any age, daysails for sixth grade and up and five day passages at sea from coastal communities of New England and the Canadian Maritimes. Each structured education program uses a series of learning stations to explore the environment of the ship and the world around it.

**Schooner A.J. Meerwald**<http://www.ajmeerwald.org>

Schooner A.J. Meerwald is owned and operated by the Delaware Bay Schooner Project, a not-for-profit educational organization with the mission of providing education and building stewardship to conserve and enrich the culture, history and natural resources of the Delaware Estuary. The A.J. Meerwald is a 115 foot Delaware Bay Oyster Schooner, built to meet the demands of New Jersey's oyster fishing industry which, at the time, was the backbone of the region's economy and culture. The Delaware Bay Schooner Project was founded in 1988 to conserve and enrich the history, culture and environment of the Delaware Estuary and the coastal waters of New Jersey. The A.J. Meerwald was donated to the Delaware Bay Schooner Project in 1989 and was painstakingly restored by dedicated New Jerseyans. The Delaware Bay Schooner Project uses the ship as a sailing classroom to promote ecological and historical awareness of the Delaware Bay and the waters of New Jersey. In 1995, the A.J. Meerwald was added to the National Register of Historic Places and is designated New Jersey State Tall Ship.

**Sebbe Als of The Viking Ship Society**

The Viking Ship Society of Augustenborg Denmark is an independent society dedicated to preserving the Viking heritage. During the period 1967 – 1969, the Viking Society built the ship of the type "fast-going" Viking longship named the Sebbe Als. The type of ship is a fast-going warship, i.e. a long and slim ship with many oars and a relative large sail, a fast ship both going for sail or going by oars. It was a copy of the wreck No. 5 from the Skulderslev finds discovered at Roskilde fjord. The ship, which was launched in 1969, was built according to the drawings of the original ship derived from the artifacts. The Sebbe Als was built using the same tools as the "old Vikings". The Viking Society has also built its "naust" which was completed in 1972. A "naust" is a thoViking boathouse modeled after an archeological discovery in Norway. Since then, the Viking Society has built several ships, including the Ottar Als. The ships and "naust" are the center for a lot of activities through out the year.

The original purpose of the ship was to verify the sail capability of the Viking ships as well as the pleasure for sailing. This ship is built out of natural material with traditional tools. Since the launch in 1969 the ship has been on many trips, both in Denmark and in the foreign countries. The interest for the ship is still large and some of the "originally Vikings" maintain and sail the ship together with many "new Vikings", who are interested in working and having fun. During the OpSail76, members of the Viking Society met with the crew and members of the Sloop Clearwater and have since taken on a second mission, the environment.

**Schooner Adventure**<http://www.schooner-adventure.org/>

The long-line dory fishing method used by Adventure is proving to have been the last ecological sustainable fishing technology. Adventure and other dory-fishing schooners were slowly rendered obsolete by more efficient fishing methods such as dragging. As these methods evolved, the inevitable result has been habitat destruction and the ecological collapse of the once abundant fishing banks as well as the commercial extinction of the major North Atlantic fisheries. Our goal for Adventure is that it will, in collaboration with other local, regional, and national organizations, serve as a platform for innovative, educational programs focused on the restoration and longterm viability of the fishing industry.

The past few years have witnessed a remarkable resurgence of public interest in maritime activities, especially in the area of historic sailing vessels. These boats have much to teach us, especially for those fortunate enough to experience sailing on them. To students and others learning about marine resources and environmental issues, Adventure will be an unparalleled classroom. Aboard Adventure, students can experience science coming alive in courses that teach marine biology, navigation, oceanography, and meteorology

Today, Adventure's educational programs focus on multidisciplinary, experiential programs. In collaboration with public and private schools in the region, Adventure has taken a leading role in developing innovative curricula for school children of all grades, and creating teacher training and other professional development programs. Adventure serves as a classroom for hands-on, inquiry-based learning. Young people are encouraged to volunteer on board and acquire skills they might not learn otherwise. We especially encourage at-risk children to work in meaningful ways along-side adults.

**Hull Lifesaving Museum**<http://www.bostonharborheritage.org/main.htm>

The Hull Lifesaving Museum, the museum of Boston Harbor heritage, preserves the region's lifesaving tradition and maritime culture through collections, exhibits, experiential and interpretive education, research, and service to others. The museum's open water rowing programs in Boston Harbor educate young people about themselves while developing a constituency that takes stewardship for its maritime history. The deeds, traditions, and ethic of the nineteenth century coastal lifesavers - Skills, Courage, and

Caring - are the foundation of the museum's exhibits and programs, and its underlying commitment to working to impact society, and individual lives, for the better.

**Whaling City Rowing Club**<http://www.rixsan.com/nbvisit/events/wcrowevt.htm>

The Whaling City Rowing Club rows replica whaleboats in New Bedford harbor and Buzzards Bay. If you would like to learn more about the club's youth or adult rowing programs, please contact the WCRC at (508) 997-4393 or [wrcr@msn.com](mailto:wrcr@msn.com). No prior rowing experience is necessary for membership.

**Schooner Sound Waters**<http://www.soundwaters.org/>

The mission of SoundWaters is to educate children and adults about the wonders and beauty of Long Island Sound and its watershed. Through education, SoundWaters provides people with an understanding and awareness of the changes they can make in their lives and communities to restore, protect and preserve Long Island Sound and the Environment. SoundWaters offers a wide array of educational opportunities for students from kindergarten to college. Programs are offered aboard the schooner SoundWaters, at the new SoundWaters Community Center for Environmental Education, and at classrooms and field sites throughout the area.



The schooner SoundWaters, an 80' replica of a Chesapeake Bay sharpie schooner, sails with students of all ages. Based in Stamford, the schooner allows passengers the chance to haul sails and pull in a trawl net, observing the life of the Sound. Teachers can choose four learning station options, from saltmarsh to weather.

The SoundWaters Center hosts a wide variety of courses, seminars and activities for organizations, schools and corporations. School groups can visit the Learning Lab to take part in exciting hands-on programs, many of which can be adapted to support your classroom curriculum. Evening adult programs focus on wildlife, history, culture, conservation, music and other topics. Call for a separate public programming catalog listing these evening events. Outreach programs take place in the classroom and at field sites near you. SoundWaters educators lead fascinating explorations into the watershed—the forests, rivers, marshes and beaches that make our region special. These programs can be customized for your classroom, bringing hands-on, experiential activities back to your school.

**Lady Maryland**<http://www.livingclassrooms.org/>

Living Classrooms programs range in length from one day youth group expeditions aboard the Foundation's seven ships, to extended land/sea expeditions that explore the environmental science and socio-economic history of the Chesapeake Bay region, to yearlong job training programs with high school credit at the Living Classrooms Maritime Institute and Weinberg Education Center. Hundreds of schools seeking innovative, alternative educational programs utilize comprehensive Living Classrooms curriculum to supplement their existing classroom lessons.



Living Classrooms' educational programs focus on performance-based activities that lead to the acquisition of skills and content found within MSDE's Maryland Learning Outcomes. Students are motivated and empowered to "learn by doing" as they apply fundamental knowledge and skills in science, mathematics and the social sciences.

LCF's educational programs are designed to serve two major functions: supporting the MSPAP format, and supporting classroom teachers with their teaching requirements and curriculum. Student tasks are developed to connect with curriculum objectives that then serve as building blocks leading to the

mastery of specific MSDE Outcomes and Indicators.

All student tasks focus on Maryland Outcomes and Indicators by engaging students in the thoughtful application of knowledge, processes and skills which allow for an integrated student product and performance.

National, state and local teaching standards call for learning experiences that are authentic. At Living Classrooms, academic challenges requiring students to work together to problem-solve real world issues come alive on board ships and in research labs.

The *Lady Maryland* is a replica of a Chesapeake Bay pungy schooner, a boat which sailed the Bay in the 1800's. The name "pungy" may originate from the place where some of the first pungies were built - the Pungoteague Creek on Maryland's Eastern Shore. Pungies, which were considered fast sailing vessels in the 1800s, were primarily used as workboats which carried perishable cargo such as oysters, watermelons, tomatoes, fish, peaches, and grain. *Lady Maryland* was built by the Living Classrooms Foundation in 1985. The *Lady Maryland* is made out of wood, principally from the trees of Maryland, such as White Oak and Pine. All the wood used to build this ship was donated by the Maryland Department of Natural



Resources. *Lady Maryland* is pink and green because these are the traditional colors for pungy schooners. Some say pink was used because the oxides and pigments needed for pure white were not readily available in the early 1800's. Others say that when the builders poured the white hull paint into the same buckets they used for the red bottom paint, the result was "pungy pink". Today, the *Lady Maryland* sails as part of the Living Classrooms Foundation's educational fleet, providing hands-on, multidisciplinary educational programs for students of all ages.

### Schooner Adventuress

<http://www.soundexp.org/>

Originally commissioned to gather Arctic specimens, *Adventuress* now sails to increase awareness of the majesty and vulnerability of Puget Sound. Since 1989, Sound Experience, a non-profit environmental education organization, has provided hands-on education aboard *Adventuress* in response to the area's urgent environmental issues. Today, *Adventuress* is a National Historic Landmark and a Puget Sound treasure-the crowning jewel of the Pacific Northwest's collection of wooden ships.

Sound Experience is proud to own and operate *Adventuress* and to keep her a 'working' vessel-Protecting Puget Sound Through Education. Volunteer and paid crew receive environmental and sail training. The ship's apprentice program for youth 14-18 and month-long internships for adult sailor/educators also feature extensive sail training. The non-competitive environment fosters cooperation, teamwork, leadership and sailing skills for Elderhostelers, Boy and Girl Scout Troops, youth groups, schools and individuals of all ages who enjoy raising her massive sails and standing watch to hand, reef and steer this classic tall-ship. Truly a boat for the people, *Adventuress* provides empowering, life-changing experiences to more than 3,500 youth and adults each year. Welcome aboard!



### Chesapeake Bay Foundation

<http://www.cbf.org/>

*Building a Watershed-wide Environmental Ethic*

A generation of people now in the workplace looks back on the days they spent on the deck of a Skipjack, walking through marshes, or paddling through creeks as part of a Chesapeake Bay Foundation field trip or education program. After being a part of these award-winning programs, this generation has a better understanding of the damage done to the Chesapeake Bay and what needs to be done to address that damage. Through hands-on learning, the Chesapeake Bay Foundation's environmental education program introduces people to the wonders of the watershed and works to heighten sensitivity, increase knowledge, and empower citizens to take positive action toward its restoration.

*Inspiring a Sense of Wonder*

For three decades, CBF's education program has inspired students, teachers, and other citizens to become life-long stewards of the Chesapeake Bay. CBF continues to build upon this success, taking more than 35,000 students and teachers on our award-winning education programs annually. CBF also takes elected officials and other decision-makers into the field to help them gain another perspective concerning the environmental issues they face in their jobs. To ensure that the education program reaches all watershed residents, CBF's education staff continues develop materials and workshops that focus on urban restoration efforts and urban issues. CBF's Education Program exemplifies a simple premise: To care for the environment, you must love it. To love it, you must know it. To know it, you must experience it.

### Schooner Quinipiack

<http://pages.cthome.net/schooner/>

Schooner is a private, non-profit marine education organization dedicated to the conservation of the environment, particularly Long Island Sound and the rivers of Connecticut, and appreciation of their culture, history and future.

How did Schooner get started?

In 1975, a number of New Haven people wanted to save Long Island Sound. They incorporated and bought a boat, the schooner Tradewinds, and used it for research, education, and advocacy. Within the next few years they realized that education was the most pressing need and the thing that Schooner did best. The Tradewinds was replaced in 1980 with the 65-foot ketch J. N. Carter. In 1990, in order to enhance our educational programs, the Carter was sold and a 91-foot gaff-rigged schooner named Janet May was purchased. Later that year, the same schooner was renamed the Quinipiack.



What does Schooner do on the water?

We operate the Quinipiack, a 91-foot sailing research vessel. Students on board learn sailing, seamanship, marine biology, water chemistry, local history and a variety of other subjects. We also make the Quinipiack available for public sails and for charter. The Quinipiack is a two-masted, gaff-rigged centerboard schooner designed along the lines of a Biloxi, Mississippi freight schooner. These shallow draft schooners carried freight along the Mississippi Gulf Coast in the late 1800s making them ideal vessels for the shallow ports of Long Island Sound. The Quinipiack, formerly named the Janet May, was built in Milbridge, Maine in 1984 for Captain Steve Pagels by Philip Shelton and Don Baman from a design by Howard I. Chappelle. She was used for day sails in Bar

Harbor, Maine. The vessel is unique in that she is almost entirely built of native Maine Hackmatack or eastern larch. It is unusual to have such a large vessel like ours built almost entirely of one type of wood.

She was purchased in 1990 by Schooner, Inc. to replace the J. N. Carter as a platform for Schooner's environmental education programs. Students from New Haven's schools assisted in the care, safety and operation of the Quinipiack, directed by the captain, as part of a sail training program.

**Schooner Denis Sullivan**<http://www.lakeschooner.org>

The S/V Denis Sullivan is a 138 foot, 3-masted Schooner. The design of Wisconsin Lake Schooner Education Association (WLSEA) Flagship was inspired by the famous three-masted schooner Moonlight, built in Milwaukee in 1874. The contemporary adaptation is based on four Great Lakes schooners which were built in Wisconsin between 1852 and 1868. All of these vessels lent to the final design plans of the S/V Denis Sullivan, designed by noted naval architect, Timothy Graul, of Sturgeon Bay, Wisconsin.

WLSEA offers many programs from its location on Milwaukee's downtown lakefront ranging from a three-hour learning expeditions to weeklong summer Schooner School. WLSEA's hands-on programs, conducted both dockside and aboard the S/V Denis Sullivan, offer new knowledge and appreciation of one of our most important natural resources—The Great Lakes. Programs are multi-disciplinary and draw connections among the ecological, historical, cultural, and social aspects of the Great Lakes. WLSEA conducts professional development coursework and in-service for educators, outreach programs, and a year-round coeducational sea scout program. Wisconsin Lake Schooner's programs vary by age level, length, and fees. In most cases, programs are aligned with Wisconsin academic standards grade level expectations.

WLSEA is committed to be a learning community. The Association's mission exists to: offer hands-on learning for people of all ages and backgrounds; inspire interest in marine science and Great Lakes maritime heritage; increase appreciation, understanding, and protection of our freshwater resources; and provide opportunities to develop self-knowledge, teamwork, and leadership Contact Wisconsin Lake Schooner for more details.

**Schooner Inland Seas**<http://www.schoolship.org>

The 77-foot Schooner "Inland Seas" also known as "The Great Lakes Schoolship" is the Inland Seas Education Association's (ISEA) home on the water. Inland Seas Education Association is a non-profit organization whose mission is to provide a floating classroom where people of all ages can gain first-hand training and experience in the Great Lakes ecosystem. The knowledge gained through these experiences will provide the leadership, understanding and commitment needed for the long-term stewardship of the Great Lakes.

ISEA was established in 1989 to provide aquatic science, environmental awareness and sail training classes for learners of all ages. Classes are conducted aboard tall ships to complement traditional classroom studies in ecology, history, geography, geology, biology, chemistry and meteorology. Students learn through hands on experiences. This year marks the celebration of 11 years of Great Lakes Education.

Over 30,000 students have already participated in ISEA's shipboard programs, which are taught by one-hundred-fifty trained volunteer instructors and ISEA's professional staff. Members and friends support ISEA's mission of Great Lakes education with financial contributions and by volunteering as instructors, organizers, fund-raisers and office helpers.

**Schooner Sultana Project**<http://www.schoonersultana.com>

The 97-foot Schooner Sultana reproduction has recently been launched at the Sultana Shipyard in Chestertown, MD. The Schooner Sultana Project is an undertaking of Chester River Craft and Art, Inc., a non-profit, 501(c)(3) organization based in Chestertown, MD. The mission of the Sultana Project is to provide unique, hands-on opportunities for children and adults that focus on the history and natural environment of the watershed. The principal classroom for the Sultana Project is a full sized reproduction of the

The core mission of the Sultana Project is to provide unique, "hands-on," educational the history and natural environment of the Chesapeake Bay and its watershed. Among the "Programs for Students at the Shipyard" and "School Outreach".

The Sultana Internship Program works with individual or small groups of young them in the hands on process of building SULTANA. Participants in the internship program the craftsman or administrators at the Sultana Shipyard and work with that individual for a one to five days per week. The Sultana School Outreach Program provides educational groups at the Sultana Shipyard. School visits to the shipyard are tailored to meet the stated individual group. Typical topics include: Chesapeake Bay and Eastern Shore History; The and Shipbuilding Technology - 18th Century and Today. Visits include "hands-on" exhibitions of traditional maritime crafts.



educational Chesapeake Bay and its 1767 schooner, Sultana. experiences focusing on current programs are

adults and immerses are paired with one of morning or afternoon experiences for school curriculum needs of each American Revolution; demonstrations and

**Caravan Stage Barge ~ Amara Zee**<http://www.caravanstage.org>

*The Caravan Stage Society Inc. has launched North America's newest and most unique theatre venue — a 90 ft tall-ship, the CARAVAN STAGEBARGE. After 27 years of touring contemporary professional theatre the Caravan has moved its innovative theatrical productions on to the deck of the AMARA ZEE, the first Ship Theatre in North America.*

Consider the number of people, communities and cities on the shores of all the rivers, inland waterways and coastal waters of North America. Consider reaching these people with a theatrical venture that comes to them on the very waters that lap their harbours and waterfronts. Consider watching a show being performed on the deck of a tall ship with the natural elements always at play: the audience sitting on the earth, with the backdrop of the water. and a roof of open air! This is what you have with the Caravan StageBarge.

The StageBarge design is based on the traditional Thames River Sailing Barge blended with the best of contemporary marine and theatre technology With its shallow draft of 3 ft and its self-lowering masts via on-deck winches the StageBarge can access virtually any waterfront community

in North America. The StageBarge incorporates the sailing masts and rigging for the scenery, light and sound equipment and special effects. The shows are staged on the entire deck, on the masts and rigging, on the water and land surrounding the vessel. The audience sits on the shore enjoying the performances, while sitting on the grass, canal bank, or bleachers.

The shows on the Caravan StageBarge embody the long tradition of Caravan productions with their combination of innovative stylistic staging, imaginative music and dance, and colorful entertaining themes. The Caravan shows are all original productions expressing the issues and concerns of people inhabiting the environment of the 20th and 21st centuries. The Caravan integrates text, poetry, humor, music, movement, masks, props and special effects into a magical theatrical experience that is both compelling and inspirational.

As well as being the newest and most unique theatre in North America, the StageBarge itself will act as a showcase for some of the best environmental technology of the present and the future. The StageBarge embodies, in its design, construction and operational procedures, a variety of ecological living systems such as: waste composting units, biological water purification machines, solar and wind generators, bio-diesel fuel systems. Through educational forums and public demonstration of these green systems, the Caravan StageBarge endeavors to instill a vision for all the inhabitants of the planet to work together to establish ecologically sustainable working and playing environments.

Since its founding in 1970, the Caravan has provided invaluable opportunities for young people from all sectors of our multi-faceted society. Hundreds of people have learned the craft of theatre while experiencing a demanding living environment in which to develop self-reliance, individual confidence, and motivation. The Caravan devotes a segment of its cast and crew for young people from economically challenged and minority backgrounds. In this way, the Caravan can provide a sustainable model for harmony and diversity.

The Caravan StageBarge is a floating stage crossing the realities of the present, connecting the bank of past images and ideas to the far shore of possibilities. The dream is painted with theatre, with dance, with music, with environmental technology, with social diversity, with sails, with wind, with artists, and with joy. The Caravan goal is to infuse your community with the mystery and surprise of a traveling troupe performing theatre which, for a moment in time, breaks the boundaries of the institutionalized conditions of everyday life.....transporting you to a dreamtime.

### Barque Picton Castle

The Tall Ship Picton Castle — recently returned from an 19-month, 47-port, 22-country, 37,000-mile world cruise that crossed the Caribbean, Pacific, Indian, and Atlantic Oceans — is seeking voyagers (virtual and real). From the outset, the 180-foot, three-masted, square-rigged barque has faced its world-circling adventure with a crew composed of equal numbers of men and women. These sailors face the same exhilarating challenges together whether learning celestial navigation, standing watch, furling sails, repairing rigging or hoisting anchor.

The prime mission of this sailing ship is deep-ocean voyaging and sail training. An ASTA member, its professional sailors are constantly providing instruction in navigation, seamanship, sail making, and related marine arts. Not surprising, the goal of most amateur sailors is to come away with an able-bodied seaman certificate. It is a unique combination of travel, vacation, training and more travel. To date, the Picton Castle crews have visited some of the most remote, beautiful and intriguing Caribbean and Pacific Islands (e.g., San Blas, Pitcairn, Bora Bora, Palmerston, Neiafu, Takarua, Malaita, and Tahiti) as well as Bali, the Seychelles, St. Helena, Barbados, Martinique and Bermuda. Future tall ship cruises will travel to Europe, Asia, and Australia and — again — to Pacific and Caribbean islands.

The Barque Picton Castle was completely overhauled and outfitted for tropical ocean voyaging as a training ship in Lunenburg, Nova Scotia, during 1996-97. The ship is registered in Avatiu, Rarotonga Cook Islands, headquarters for her South Pacific voyages. She is outfitted with the high standard of safety equipment her Certificate of Safety Equipment requires. Her stability and ballasting has been calculated and tested by inclining tests supervised by a qualified naval architect and marine engineer trained by the Webb Institute. The ship is outfitted with six water-tight bulkheads for collision and damage control and every effort has been made to equip the ship for safe ocean voyaging.

### Schooner Pioneer

Pioneer was originally built in Marcus Hook, Pennsylvania in 1885 to carry sand -- mined near the mouth of the Delaware Bay -- to an iron foundry in Chester, Pennsylvania. She was re-rigged as a schooner ten years later when the sloop rig lost favor, primarily for economic reasons: The large single

sail took more crew members to handle than the smaller sails of the two-masted rig. In the days before paved roads, schooners were the delivery trucks of their era, carrying various cargoes between coastal communities: lumber and stone from the islands of Maine, brick on the Hudson River, and oyster shell on the Chesapeake Bay.

Almost all American cargo sloops and schooners were wood, but because she was built in what was then this country's center of iron shipbuilding, Pioneer had a wrought iron hull. She was the first of only two cargo sloops built of iron in this country, and is the only iron-hulled American merchant sailing vessel still in existence. By 1930, when new owners moved her from the Delaware River to Massachusetts, she had been fitted with an engine, and was no longer using sails.

In 1966 Russell Grinnell, Jr. of Gloucester, Massachusetts decided to rescue Pioneer, rebuild her hull with steel plating, restore the schooner rig, and use her in his dock building business. He unfortunately died in 1970 and that same year Pioneer was donated to the museum, where, manned by a crew of professionals and volunteers, she sails daily, taking the public on harbor tours. Pioneer is also for hire for corporate and private charters, and has a well-known education program for grades 4-12. Pioneer is fitted to accommodate the disabled.



**Community Boating Center**<http://www.communityboating.org>

The Community Boating Center, Inc. (CBC) is a non-profit educational organization that was created to provide people from the Greater New Bedford area with challenging and enriching new experiences. Here at CBC, we strive to instill in the young, and continue to teach to people of all ages, the value of integrity, sound judgment, teamwork and environmental awareness. We do this by offering educational opportunities and access to the marine environment, regardless of means, through instruction, mentoring and coaching. In just three years, CBC has served over 500 area families with a variety of educational and recreational programs.

**Coalition for Buzzards Bay**<http://www.savebuzzardsbay.org>

The Coalition for Buzzards Bay is a membership-supported non profit organization dedicated to the restoration, protection and sustainable use and enjoyment of our irreplaceable Bay and its watershed. The Coalition works to improve the health of the Bay ecosystem for all through education, conservation, research and advocacy. Founded in 1987, The Coalition is supported by more than 1,500 individuals, families, and businesses.

Active programs at The Coalition for Buzzards Bay...

- ⌘ Involve volunteers bay-wide - from Westport to Woods Hole - in the collection and analysis of Bay water quality in 28 major coves and harbors along Buzzards Bay's shores.
- ⌘ Provide the scientific data needed to fix problems where they exist and protect areas not yet harmed by human activities.
- ⌘ Engage hundreds of children in the classroom, on the Bay, and in the watershed with a sense of wonder and respect for our fragile coastal environment through our year-round Educational Programs.
- ⌘ The Bay Lands Center focuses on enhancing the land acquisition capabilities of each of the bay area land trusts and increasing the amount of protected shoreline, forestlands, and critical habitats in the bay area. Works with town officials, business leaders, legislators and citizen groups to clean up the Bay's problem spots and serve as effective advocates for open space protection, coastal habitat restoration, and Bay-sensitive redevelopment.
- ⌘ Celebrate the value of a clean and healthy Bay through public awareness events such as Celebrate Buzzards Bay

**Save the Bay**<http://www.savebay.org>

The mission of Save The Bay is to ensure that the environmental quality of Narragansett Bay (RI) and its watershed is restored and protected from the harmful effects of human activity. Save The Bay seeks carefully planned use of the Bay and its watershed to allow the natural system to function normally and healthfully, both now and for the future.

In defense of Narragansett Bay and its watershed, Save The Bay's actions include:

- ⌘ Watching over the activities and programs of government and the citizenry that degrade the environmental quality of the Bay, basin, and watershed.
- ⌘ Leading the community by initiating programs and activities that increase the environmental awareness and knowledge of the public.
- ⌘ Initiating action that will directly clean up the Bay.

**Massachusetts Environmental Trust**<http://www.agmconnect.org/maenvtr1.html>

The Massachusetts Environmental Trust is an environmental philanthropy established by the Massachusetts Legislature in 1988 through the settlement of a federal lawsuit over the pollution of Boston Harbor.

The Trust is governed by an independent Board of Trustees appointed by the Secretary of the Executive Office of Environmental Affairs. From this unique position, the Trust takes a leadership role on behalf of the environment and works in concert with government agencies, environmental organizations, educational institutions, the legal community, and individuals to raise environmental awareness and to protect and preserve the Commonwealth's natural resources.

Trust funding programs are designed to encourage grassroots activity, to address specific environmental needs as determined by the Board of Trustees, and to stimulate cooperative activity among environmental entities. All programs further the Trust's mission to fund and coordinate projects that:

- ⌘ encourage cooperative efforts to raise environmental awareness, and
- ⌘ support innovative approaches that can protect and restore our natural resources, with a special focus on water and related resources of the Commonwealth.

The Trust has also brought environmental concerns to the attention of individual citizens through the Commonwealth's environmental license plate program. Three plates featuring the images of the right whale and roseate tern, brook trout, and the water mill building represent the central, western, and coastal regions of the state. With more than 60,000 plates currently on the road, this program has generated more than six million dollars.

**Westport River Watershed Alliance**<http://www.wrwa.com>

The Watershed Education Program (WEP) is an interdisciplinary environmental education program developed by the Westport River Watershed Alliance. Originally designed to compliment existing school curriculum within the boundaries of the watershed of the Westport River, WEP has been adapted for use within the Buzzards Bay watershed. WEP incorporates the philosophies of the Partnerships Advancing Learning in Math and Science (PALMS) initiative and the recommendations of the Massachusetts Science Standards into a series of curricula kits, teacher guides, workshops, and field studies.

WEP was initiated in 1991 as the Wetlands Awareness Program. Through the support of teachers from the Westport, Dartmouth and Fall River Schools, WEP has evolved into a series of topic specific curricula kits for students and teachers in kindergarten through the eighth grade and an Adopt-A-Watershed field study program for ninth graders. This format enables the teachers in each grade level to become very familiar with the materials in "their" kit, making it easier for them to implement the materials on a yearly basis as well as become experts in the content area of the kit. The main emphasis of the primary grade (K-2) kits is environmental awareness; for grades 3-5, the kits' focus shifts to introduce man's interrelationship with the environment and his impact on the delicate balance of nature. Middle School kits (grades 6-8) focus on the economic value of the watershed's resources to the region as well as pollution and its impact on the water quality of the river and ground water.

**Community Foundation of SE MA**<http://www.agmconnect.org/cfsem1.html>

The Community Foundation of Southeastern Massachusetts' mission is to be a channel through which individuals and organizations may direct gifts for community betterment in a way that will provide the greatest lasting benefit. The bedrock of the Foundation is our donors, those who give back to Southeastern Massachusetts part of the good that has come to them. People and organizations turn to the Community Foundation of Southeastern Massachusetts to express their concern for the community. They share a belief in the importance of nurturing a culture of caring. The donors, corporators, directors and staff of the Community Foundation of Southeastern Massachusetts also share a vision for our region. The Foundation is a tool that benefits everyone because it serves the region and the individuals who reside here. Our donors are people who see a need and work to satisfy it, who understand dreams and take actions to fulfill them.

Until now, Southeastern Massachusetts has been one of the few areas of the state without its own community foundation. The region has missed opportunities to benefit from large charitable endowment gifts or bequests because there has been no grantmaking organization in place to receive such gifts. The region has also missed opportunities to benefit from national philanthropic funding sources, some of which specifically support community foundations

**Floating the Apple**<http://www.floatingtheapple.org>

Floating the Apple is a non-profit group of people living in New York and New Jersey and wanting onto the waters in between. Restoring universal access onto the public waterways is our goal. Reintroducing the public, especially young people, to the joys of rowing and sailing on the urban waters, is our immediate objective. Bringing people back onto the rivers and bays of NYC and putting them in daily touch with the wonder, commerce and heritage of the city's natural harbor, its greatest outdoor space, is our ultimate aim. Connecting city neighborhoods by water with each other and with towns up the rivers, is envisioned through an informal network of boathouse communities extending hospitality to all boaters.

**Rocking the Boat**<http://www.rockingtheboat.org>

Rocking the Boat is a boatbuilding and environmental education after school program based out of southwest Bronx, New York City. Through a hands-on alternative approach to education and youth development, Rocking the Boat enables inner-city high school students to acquire practical, academic and social skills in a way different from all others. During the process of building a traditional wooden boat, Rocking the Boat students learn to create something that is not only beautiful, but really works - allowing them to access natural places in their own city that many never knew existed. Frequent explorations throughout New York City and its environs, on land and water, as well as environmental projects, complement work in the boat shop, giving students the opportunity to gain a deeper awareness and relationship to the natural resources that lie in the land and rivers around them.

**The Lloyd Center**<http://www.thelloydcenter.org>

The Katharine Nordell Lloyd Center for Environmental Studies, Inc. "The Lloyd Center" is a not-for-profit education and research organization whose mission is to help create the next generation of environmental stewards - through education and research. The Center provides educational programs to students and their parents about our unique and fragile coastal environments and our special responsibility to them. The Center also promotes and conducts research on rare and endangered species and habitats, biodiversity issues, and estuarine environments in Southeastern New England. The Center and its work commenced in 1978 when Karen Lloyd donated the original building and 55 shorefront acres as a living memorial to her mother for whom the Center is named.

**Save the Harbor Save the Bay**<http://www.savetheharbor.org>

Save the Harbor / Save the Bay is a Boston based non-profit environmental advocacy group with a small staff, a modest budget, and more than 1000 active members. Founded in 1986 by Judge Paul Garrity (The Sludge Judge), Quincy City Solicitor Bill Golden (who's lawsuit resulted in the Boston Harbor Clean-up), and reporter Ian Menzies (an early and outspoken advocate for a renewed harbor), our original mission was to make sure that Boston Harbor - then the filthiest harbor in America - was fishable and swimmable by the end of the century. Through our effective advocacy we have largely accomplished that goal. We are extremely proud of the fact that, as a direct result of our efforts, last year Boston Harbor met tough Federal clean water standards for fishing and swimming nearly every day. We have already begun to reap the economic benefits of our 5 billion dollar investment in a new sewage treatment system and a renewed marine environment, as harbor porpoises, a breeding colony of harbor seals, as well as striped bass and sea and shore birds return to the cleaner waters off Boston. More importantly, literally millions of people visited our renewed harbor last year, to swim, stroll, shop or to take a sunset cruise or a trip to the Boston Harbor Island National Park. However, we have had new sewage plants before, and they have fallen into disrepair from poor maintenance and neglect. To preserve the gains we have made so far it is critical that we continue to share the benefits of our investment with the public who, after all, paid for the clean-up, and will continue to pay for it for the next 30 years. Because we believe that the best way to "Save the Harbor" is to "share the harbor", our mission has evolved somewhat since 1986. Today, we are working to build a broad based constituency to restore, protect and celebrate Boston Harbor and Mass Bay.

**Southeastern Environmental Education Alliance of Massachusetts (SEEAL)**

The Southeastern Environmental Education Alliance of Massachusetts (SEEAL) formed under the auspices of the Community Foundation of Southeastern Massachusetts in 1997 thanks to funding from the Massachusetts Environmental Trust and Island Foundation as well as The Henry H. Crapo Foundation and Polaroid with the initial goal to provide educational experiences to young people of New Bedford with a special focus on New Bedford Harbor. The natural extension of this original goal has led to a regional development of SEEAL's environmental education and stewardship activities to encompass the watersheds of Buzzards Bay and parts of the Taunton River watershed in Southeastern Massachusetts.

SEEAL is a group of nonprofit organizations, service organizations, public agencies, public schools and others committed to a collaborative effort for environmental education in Southeastern MA administered through the Community Foundation of Southeastern MA. The only requirement for membership in SEEAL is a commitment to the stated mission.

The mission of SEEAL is *to encourage environmental awareness and stewardship in Southeastern Massachusetts.*

## Some Useful Websites

Sloop Adam Hyler	<a href="http://www.clearwatermc.org">http://www.clearwatermc.org</a>
Schooner Adventure	<a href="http://www.schooner-adventure.org">http://www.schooner-adventure.org</a>
Schooner Adventuress	<a href="http://www.soundexp.org">http://www.soundexp.org</a>
Stage Barge Amara Zee	<a href="http://www.caravanstage.org">http://www.caravanstage.org</a>
Brigantine Black Pearl	<a href="http://www.tallshipBlackPearl.org">http://www.tallshipBlackPearl.org</a>
Chebacco Boat Lewis H. Story	<a href="http://www.essexshipbuildingmuseum.com/lewstory.html">http://www.essexshipbuildingmuseum.com/lewstory.html</a>
Sloop Clearwater	<a href="http://www.clearwater.org">http://www.clearwater.org</a>
Schooner Corwith Cramer & Westward	<a href="http://www.sea.edu">http://www.sea.edu</a>
Schooner Denis Sullivan	<a href="http://www.lakeschooner.org">http://www.lakeschooner.org</a>
Gundalow Capt. Edward H. Adams	<a href="http://www.strawberybanke.org/museum/gundalow.html">http://www.strawberybanke.org/museum/gundalow.html</a>
Schooner Ernestina	<a href="http://www.ernestina.org">http://www.ernestina.org</a>
Inland Seas Education Assoc	<a href="http://www.schoolship.org">http://www.schoolship.org</a>
Schooner Lady Maryland	<a href="http://www.livingclassrooms.org">http://www.livingclassrooms.org</a>
Schooner AJ Meerwald	<a href="http://www.ajmeerwald.org">http://www.ajmeerwald.org</a>
Barque Picton Castle	<a href="http://www.picton-castle.com">http://www.picton-castle.com</a>
Schooner Pioneer	<a href="http://www.southstseaport.org/shippio.htm">http://www.southstseaport.org/shippio.htm</a>
Sloop Providence	<a href="http://www.sloopprovidence.org">http://www.sloopprovidence.org</a>
Schooner Quinnipiack	<a href="http://pages.ctime.net/schooner/schooner.html">http://pages.ctime.net/schooner/schooner.html</a>
Sloop Rainbow Race	<a href="http://www.clearwatermc.org">http://www.clearwatermc.org</a>
Viking Ship Sebbe Als	<a href="http://home13.inet.tele.dk/notmark">http://home13.inet.tele.dk/notmark</a>
Schooner Sultana	<a href="http://www.schoonersultana.com">http://www.schoonersultana.com</a>
Sloop Sojourner Truth	<a href="http://www.wtc.com/~fsloops/background.htm">http://www.wtc.com/~fsloops/background.htm</a>
Sloop Woody Guthrie	<a href="http://community-2.webtv.net/beaconharbor/BEACONHARBORHOMEPAGE">http://community-2.webtv.net/beaconharbor/BEACONHARBORHOMEPAGE</a>
Schooner Zodiac	<a href="http://nwschooner.org">http://nwschooner.org</a>
American Littoral Society	<a href="http://www.alsnyc.org">http://www.alsnyc.org</a>
American Sail Training Assoc	<a href="http://tallships.sailtraining.org">http://tallships.sailtraining.org</a>
Beetle Cat Boats	<a href="http://www.beetlecat.com">http://www.beetlecat.com</a>
Buzzards Bay Project	<a href="http://www.buzzardsbay.org">http://www.buzzardsbay.org</a>
Clean Ocean Action	<a href="http://www.cleanoceanaction.org">http://www.cleanoceanaction.org</a>
Coalition for Buzzards Bay	<a href="http://www.savebuzzardsbay.org">http://www.savebuzzardsbay.org</a>
Community Boating Center	<a href="http://www.communityboating.org">http://www.communityboating.org</a>
Community Foundation of SE MA	<a href="http://www.agmconnect.org/cfsem1.html">http://www.agmconnect.org/cfsem1.html</a>
Ferry Sloops, Inc.	<a href="http://www.wtc.com/~fsloops/background.htm">http://www.wtc.com/~fsloops/background.htm</a>
Floating the Apple	<a href="http://www.floatingtheapple.org">http://www.floatingtheapple.org</a>
Greenpeace USA	<a href="http://www.greenpeaceusa.org">http://www.greenpeaceusa.org</a>
Hackensack Riverkeeper	<a href="http://www.hackensackriverkeeper.org">http://www.hackensackriverkeeper.org</a>
Hansa Foundation	<a href="http://www.hansafoundation.org">http://www.hansafoundation.org</a>
Hudson Riverkeeper	<a href="http://www.riverkeeper.org">http://www.riverkeeper.org</a>
Hull Lifesaving Museum	<a href="http://www.bostonharborheritage.org">http://www.bostonharborheritage.org</a>
Lake Champlain Maritime Museum	<a href="http://www.lcmm.org">http://www.lcmm.org</a>
Leead International	<a href="http://www.ctnow.com/groups-leead">http://www.ctnow.com/groups-leead</a>
Living Classrooms Foundation	<a href="http://www.livingclassrooms.org">http://www.livingclassrooms.org</a>
Lloyd Center	<a href="http://www.thelloydcenter.org">http://www.thelloydcenter.org</a>
Massachusetts Environmental Trust	<a href="http://www.agmconnect.org/maenvtr1.html">http://www.agmconnect.org/maenvtr1.html</a>
Monmouth Co. Friends of Clearwater	<a href="http://www.clearwatermc.org">http://www.clearwatermc.org</a>
NY/NJ Clean Ocean Shore Trust	<a href="http://www.nynjcoast.org">http://www.nynjcoast.org</a>
NY/NJ Baykeeper	<a href="http://www.nynjbaykeeper.org">http://www.nynjbaykeeper.org</a>
Philadelphia Wooden Boat Factory	<a href="http://www.woodenboatfactory.org">http://www.woodenboatfactory.org</a>
Raritan Riverkeeper	<a href="http://www.nynjbaykeeper.org">http://www.nynjbaykeeper.org</a>
River Project	<a href="http://www.riverproject.org">http://www.riverproject.org</a>
Save the Bay	<a href="http://www.savebay.org">http://www.savebay.org</a>
Save the Harbor Save the Bay	<a href="http://www.savetheharbor.org">http://www.savetheharbor.org</a>
Shorewalkers	<a href="http://www.shorewalkers.org">http://www.shorewalkers.org</a>
Sierra Club Atlantic Chapter	<a href="http://www.sierraclub.org/chapters/ny/outings.htm">http://www.sierraclub.org/chapters/ny/outings.htm</a>
Tall Ship Newswire	<a href="http://www.tallshipnewswire.com">http://www.tallshipnewswire.com</a>
The Cousteau Society	<a href="http://www.cousteausociety.org">http://www.cousteausociety.org</a>
Urban Park Rangers	<a href="http://www.fortunecity.com/meltingpot/brazos/893/upr.html">http://www.fortunecity.com/meltingpot/brazos/893/upr.html</a>
The Waterfront Museum	<a href="http://www.waterfrontmuseum.org">http://www.waterfrontmuseum.org</a>
Westport River Watershed Alliance	<a href="http://www.wrwa.com">http://www.wrwa.com</a>
Wisconsin Lake Schooner Ed. Assoc.	<a href="http://www.wis-schooner.org">http://www.wis-schooner.org</a>
Pete Seeger	<a href="http://ourworld.compuserve.com/homepages/JimCapaldi">http://ourworld.compuserve.com/homepages/JimCapaldi</a>
Community-based Learning	<a href="http://www.princeton.edu/~cbli">http://www.princeton.edu/~cbli</a>
Education for Sustainability	<a href="http://www.gcio.org/edu/pcsd/toc.html">http://www.gcio.org/edu/pcsd/toc.html</a>
Env as an Integrating Context	<a href="http://www.seer.org">http://www.seer.org</a>
Foundation for Meaningful Ed Reform	<a href="http://www.nwrel.org/scpd/sirs/10/t008.html">http://www.nwrel.org/scpd/sirs/10/t008.html</a>
MA Environmental Education Plan	<a href="http://www.agmconnect.org/maenvtr7h.pdf">http://www.agmconnect.org/maenvtr7h.pdf</a>
Ships to Save the Waters	<a href="http://www.ernestina.org/StStW.html">http://www.ernestina.org/StStW.html</a>

