



The Midcoast Inquirer

FALL 2026

The Newsletter of Midcoast Senior College

John Shenandoah: The Oneida Contribution to American Independence, Education, and Culture

Born a Conestoga and adopted as a child into the Oneida tribe, John Shenandoah (1706-1816) by 1770 had risen to become the "pine tree chief" of the Oneida clan living in the area of current-day New York west of Albany. The Oneidas were part of the six-nation Iroquois Confederacy. In the Confederacy, pine tree chiefs occupy a non-hereditary, merit-based leadership position. These leaders are elected by the Confederacy's council to represent their people because of their exceptional skills, wisdom, and dedication to the community.

John Shenandoah's friend Samuel Kirkland (1741-1808), a Presbyterian missionary, converted him and other Oneidas to Christianity. The Oneidas embraced teachings that they valued from Kirkland's Christianity and mixed them with their own beliefs.

Aiding the Continental Army

Kirkland had also introduced Shenandoah to George Washington during the British siege of Boston in late 1775. Shenandoah later supported the colonial rebels. Indeed, he helped save Washington's troops at Valley Forge in the winter of 1777-1778, by having Oneida leader Polly Cooper deliver nearly a thousand bushels of corn to the hungry and freezing Continental Army



soldiers. (Clan mothers were the major policy makers in the Oneida community, which was matrilineal in genealogy and matriarchal in politics.) Shenandoah led Oneida warriors in support of Washington at the battles of Oriskany and Saratoga as well. The American colonists valued the Oneidas not only as warriors but also as scouts and snipers. Oneida warriors allegedly also taught Washington's troops how to play the game of lacrosse.

Most of the other Iroquois tribes (Mohawk, Seneca, Cayuga) sided with the British, because the colonists they knew had proved adept at stealing Iroquois land. Not surprisingly, the British considered the Oneidas enemies and systematically destroyed their villages, crops, and orchards.

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Statue of George Washington, Polly Cooper, and John Shenandoah at the Smithsonian Institution's National Museum of the American Indian, Washington DC

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John Shenandoah: The Oneida Contribution to American Independence, Education, and Culture

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In 1794, John Shenandoah, along with Samuel Kirkland, negotiated and signed the Treaty of Canandaigua, which established sovereignty, land rights, and freedom from taxation for the Oneida nation. The U.S. government and the State of New York ultimately violated or ignored these treaty rights. Fortunately for them, neither Shenandoah nor Kirkland lived to see U.S. President Andrew Jackson's 1823 forced removal of many Oneidas to Wisconsin and Ontario.

Supporting Education

Shenandoah became a close friend of Kirkland, who hailed from Norwich, CT, and had a deep interest in linguistics. Indeed, Kirkland was elected to the American Academy of Arts and Sciences in 1790 for his work on Algonquin and other Native American languages. In 1793, the two men co-founded Hamilton-Oneida Academy, and in 1812 co-founded



Samuel Kirkland, missionary to the Oneidas, friend of George Washington, and co-founder with John Shenandoah of Hamilton-Oneida Academy

Hamilton College in Clinton, NY. Both men are buried side by side there.

In co-founding Hamilton College, Kirkland and Shenandoah aimed to provide a peaceful college education and experience for the sons of colonists and of the Oneida community. Today, students and faculty still celebrate their rich and diverse inheritance.



Hamilton College students and faculty celebrating Hamilton-Oneida Academy in 2020

I am an aged hemlock. The winds of a hundred winters have whistled through my branches. I am dead at the top. The generation to which I belong has run away and left me. Why I live, the great good spirit only knows.

—John Shenandoah

Appreciating a Beloved Folk Song

The song *Shenandoah* began as the story of a Canadian fur trapper, or *voyageur*, who plied his trade in canoes along the Missouri River and fell in love with one of John Shenandoah's daughters. The story then became a work song, or flatboatmen's river shanty.



Charles Deas, *The Trapper and his Family* (1845)

Some think the song had African-American origins and became a work song,¹ *Shanadore*. The song proved popular along the Mississippi River then moved out to sea via ships departing New Orleans and ultimately was sung by sailors around the world. First published with other "sailors' songs" in the *New Dominion Monthly* in April 1876, *Shenandoah* does provide a sustained, rolling rhythm that suited the pulling and hauling of workmen on a river or ocean-going vessel.

Other lyrics describe the narrator as a packet sailor, a mariner who works aboard a "packet ship." (These were fast vessels designed primarily to carry government dispatches, mail, and passengers across the Atlantic.) Still other lyrics describe the narrator as a boatman who falls in love with the Indian maiden he sees in the camp across the river. But in the song, the chief disdains the traveler's money and tells him to stop following his daughter. The boatman steals the chief's daughter anyway.

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¹"*Shenandoah* was more a wool and cotton chantey than a capstan chantey. I have many times heard it sung down the hold on the wool screws by the Sydney waterside workers... who undoubtedly brought these chanteys off the cotton ships... With regard to the words, these vary according to the taste of the chantey man in the first and third line of each verse, there being no effort called for on these two lines, but the second and fourth lines were always the same, these being the rhythm lines on which the weight was used. When I was in the wool trade in the eighties, in both *The Tweed* and *Cutty Sark* this chantey was daily used on the wool screws." — R.L. Andrews (1930)

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Curriculum Coordinator: Donna Marshall

Bookkeeper: Sonia St. Pierre

John Shenandoah: The Oneida Contribution to American Independence, Education, and Culture

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Cover of Joanne Shenandoah's album *Once in a Red Moon* (1994)

Sustaining a Singing Tradition

The Oneidas themselves established a strong singing tradition, which persists to this day. Joanne Shenandoah (b. 1955), for example, is a well-known singer of Oneida and Iroquois songs whose parents were direct (matrilineal) descendants of John Shenandoah. Joanne lives in the Syracuse, NY, area and received an honorary degree from Syracuse University. Another Oneida, rapper Daygott Lees, was still performing as recently as 2020.

Clearly, *Shenandoah* is a word rich with multiple meanings—not only a treasured song but also a “rolling river” and verdant valley in Virginia—and most

important, a venerated Oneida chief who played a significant role in the outcome of the American Revolution. Perhaps it's fitting, then, that the song itself remains a much-beloved folk classic today. Midcoast Senior College students were proud and honored to be able to sing it in a course on choral music, taught by our own Stuart Gillespie. ■

Robert C. Williams

Dedicated to Stu Gillespie, who taught us to sing Shenandoah as well as we could, 2015-2026

Robert C. Williams is a former member of the board of directors of Midcoast Senior College and past editor of The Midcoast Inquirer. A retired Russian historian, he has taught at Bates, Davidson, and Williams colleges and at Washington University in St. Louis. He and his wife Ann reside at the Highlands of Topsham and sang for Stu Gillespie for more than a decade.

Sources: W.B. Whall, *Ships, Sea Songs and Shanties* (Glasgow, 1910); Joseph Glathaar and James Martin, *Forgotten Allies. The Oneida Indians and the American Revolution* (2007); Karim Tiro, *The People of the Standing Stone. The Oneida Nation through the Era of Removal* (2011); Hamilton College Archives, papers of Samuel Kirkland in English and Iroquois.

Senior Colleges in the News!

On August 7, friends from throughout the Maine Senior College Network—including our very own Midcoast Senior College President Sue Goran—took part in a panel discussion, “Senior College: Learning Later in Life,” featured on Maine Public Radio’s *Maine Calling* program. *Maine Calling* is a live, call-in radio program where listeners can join the conversation via phone, email, or social media.

Missed the broadcast? Don't worry: You can listen to it here: <https://www.mainepublic.org/show/mainecalling/2026-08-07/senior-college-learning-later-in-life>



Board News

New Role for Former Executive Director Donna Marshall

After more than a decade of dedicated leadership as Executive Director of Midcoast Senior College, Donna Marshall has transitioned into a part-time role as Curriculum



Coordinator. In this position, Donna will continue to do what she loves best: working closely with our outstanding Curriculum Committee to develop the engaging courses and educational experiences that define Midcoast Senior College. We are grateful that her experience, institutional knowledge, and passion for lifelong learning will continue to benefit our members.

Meet Our Operations Director: Dana Eidsness



Midcoast Senior College is pleased to introduce Dana Eidsness (*pronounced IDES-ness*) as our Operations Director. Dana brings a unique blend of nonprofit leadership,

international business experience, and public policy expertise to Midcoast Senior College. Throughout her career, she has led organizations ranging from an innovative, global startup to state government and nonprofit organizations, helping them build partnerships and develop strategies for growth.

Before joining Midcoast Senior College, Dana led business development and government relations initiatives in the aerospace sector, working across the United States and internationally. Her work has taken her from boardrooms and research & development spaces

to intergovernmental forums and government agencies. Dana also has longstanding experience in Arctic affairs and international diplomacy.

Closer to home, Dana served in the Governor's Office of Policy Innovation and the Future, where she led Maine's Roadmap to End Hunger by 2030, bringing together government, businesses, nonprofits, and community organizations around a shared vision for improving food security across the state.

While her professional experiences have been diverse, they all share a common thread: bringing people together around ideas that strengthen communities. That is what drew Dana to Midcoast Senior College. As she notes:

Learning doesn't end once a person becomes an adult; it often becomes even more meaningful. Midcoast Senior College is much more than a place to take classes. It's a community where people continue to explore new ideas, share their expertise, build friendships, and discover new passions. I'm excited to help expand opportunities for lifelong learning and to support the remarkable volunteers, instructors, and members who make this organization special. The deep thinking, meaningful dialogue, and connections that Midcoast Senior College courses and events enable all make Midcoast Maine a thriving community where I want to live.

As Operations Director, Dana is responsible for advancing MSC's mission, ensuring organizational health, and delivering program impact. Her focus will be strengthening the College's community partnerships and funding to ensure Midcoast Senior College continues to grow its capacity as one of Maine's premier lifelong learning organizations.

Away from Midcoast Senior College, Dana enjoys giving back through volunteer service, cultivating her garden, spending time with her college-aged children and two cats, and exploring the

world with her husband, Mark, whenever they have the chance.

Please join us in welcoming Dana to the Midcoast Senior College community!

Celebrating Midcoast Senior College's New Office

On July 15, Midcoast Senior College celebrated its new home in Brunswick, at 14 Middle Street, with a ribbon-cutting ceremony. The event was hosted by the Brunswick Downtown Association. MSC now has a fantastic facility next door to the Curtis Memorial Library, including spaces for administrative staff, faculty, and members, as well as the MSC Learning Center—a dedicated classroom space.



New MSC President Susan Goran cuts the ribbon at our College's new location. Photo credit: Jim Marshall

In Memoriam

Longtime Midcoast Senior College member and supporter Jack Henderson passed away on May 25. He was a former member of MSC's Finance Committee, serving as committee chair for three years. He was also a long-time member of the board and of the Technology Committee, filling the role of webmaster and email coordinator, among other activities. In 2011, Jack received MSC's Wheeler-Thompson Founders award, which honors the college's co-founders, Nancy Wheeler and Jack Thompson, by recognizing individuals who have significantly supported the institution's

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President's Letter

Dear Midcoast Senior College Members,

It's hard to believe that the warm days of summer are officially behind us! Still, the crisp air, the changing foliage, and the crackling fireplace remind us to "get back to business," and as such, back to "school"! As I write this, Midcoast Senior College's Fall Term I is well under way, with engaged learners filled with curiosity and faculty eager to share their experiences and knowledge. Fall Term II is providing the most courses ever offered by MSC, with both in-person and online offerings. What a great way to start our new fiscal year!

As your current President, I'm thrilled to share this good news, but I also want to provide some context for our ongoing success. Some of you may have attended the January 2026 event that completed our 25th Anniversary Celebration. There, I spoke about the predicted growth in lifelong learning and the opportunities and challenges it may present to MSC in the coming years.

What do I mean by lifelong learning? It's the focus on acquisition of knowledge, skills, and experiences contributing to personal fulfilment and adaptability, and it encompasses learning from childhood through all phases of adulthood. We stand on the precipice of a cultural shift toward recognizing the benefits of ongoing learning. For example, research consultancy *HTF Market Intelligence* predicts that the global market for lifelong learning will increase by \$990 billion by 2030!

Formal academic educators and advisors are recognizing that the attainment of a college/business degree is no longer the endpoint of education, but just the start of a process that spans careers and beyond. The data suggest that learning is becoming more of a journey than a destination—something that's not really a surprise to many of us. Technological advances, including online platforms and access to high-speed Internet, have enabled all this, by providing flexibility and convenience to learners of all ages, including curious seniors.

Consider the volume of retirees who

are entering their "golden years": More than 4.1 million Americans are turning 65 each year. Their need to satisfy their curiosity and forge connections remains strong, even after reaching retirement age. What's more, studies suggest that continuous participation in lifelong learning programs enhances psychological wellbeing, a key determinant of quality of later life, according to the World Health Organization. Positive effects of ongoing learning include increased adaptability and empowerment, enhanced self-esteem and confidence, mental stimulation and cognitive health, and social engagement.

Continual learning matters to the younger-than-50 set too. Trends including the advent of artificial intelligence are forcing people to acquire new skills to remain employable. A recent Forbes report suggests that 50 percent of current skills will soon be made irrelevant.

What does all this mean for the future of MSC? Your Board is already exploring this, by asking questions such as:

- How can we serve members who aren't yet retired and thus cannot attend courses during the workday?
- Should we look at expanded course hours for those still employed, such as evenings and perhaps weekends?
- If so, do we have the space and the necessary resources to make that happen? What would be the financial considerations?
- How might we maintain our academic rigor with additional offerings?

We'd love to know your thoughts about these and other questions. We hope you'll share them—by reaching out to Board members; to me; to Dana Eidsness, our Operations Director; and/or to Donna Marshall, our Curriculum Coordinator. By doing so, you'll help guide MSC into the future!

Susan Goran
President,
Midcoast Senior College



Board News

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mission of providing lifelong learning for adults 50 and over. Jack's obituary can be found here: [John "Jack" S. Henderson, Ph.D Obituary](#) | [Daigle Funeral Home | 1939 - 2026](#)



Jack shares a smile with fellow board member Clare Durst at an MSC event.

Our Mission

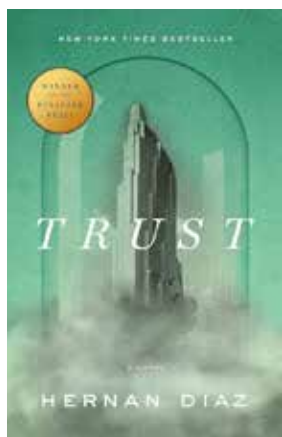
The Midcoast Inquirer articulates the academic spirit and educational mission of Midcoast Senior College. To that end, we announce course offerings, lectures, and special events, and provide a literary forum of essays, reviews, interviews, and commentaries written by faculty and students.

Join a Committee!

Why join a Midcoast Senior College committee? It's a great way to meet other members of the MSC community, contribute your skills and energy, and make MSC the best it can be! To learn more about our committees, select the Support button at midcoastseniorcollege.org, and scroll down to the Volunteer section of the menu.

Masterful Grammar Leads to Well-Told Tales

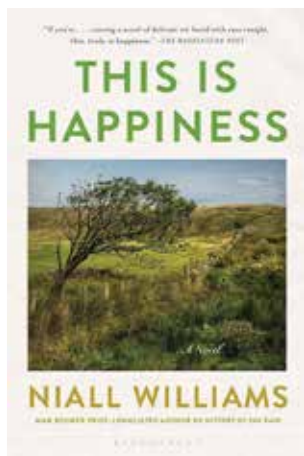
In your reading, have you ever been impressed with and moved by the actual sentence structure of a piece of writing? Felt a sudden appreciation for how words are strung together in lines of text? Even experienced goose bumps or a frisson of arousal? If so, I've got two novels to recommend. Both are recent works, and both have received, *mirabile dictu*, commercial success!



Trust by Hernan Diaz, is riveting, even though there's no sex, and the book has more exposition than dialogue. We are given different perspectives on the wife of a Wall Street tycoon, her character based somewhat on Abby Aldrich Rockefeller (a fervent art collector.) Her husband seems to be an amalgam of John D. Rockefeller, Jr., J.P. Morgan, and (for added spice) Joe Kennedy. While working out the characters and their resulting actions, readers savor wonderfully aphoristic sentences with their lovely, chiseled prose. Here's a sample, describing the emotional collapse of the tycoon's wife:

What mattered was that she was unable to stop thinking about her thoughts. Her speculations reflected one another, like parallel mirrors—and, endlessly, each image inside the vertiginous tunnel looked at the next wondering whether it was the original or a reproduction. This, she told

herself, was the beginning of madness. The mind becoming the flesh for its own teeth.



Meanwhile, *This Is Happiness*, by Niall Williams, is probably one of the most beautifully told novels I've ever read. Profound wisdom accompanies hilarity as electricity comes to rural Ireland during the late 1950s. The protagonist, Noel, is a failed seminarian who retreats (in all senses of the word) to his grandparents' cottage in the countryside, where his seminary master believes Noel will resolve his doubts and return to his studies. Noel knows that won't happen and feels guilty, as his family has been counting on his expected rise in church hierarchy to help fuel their own rise in society.

Noel's conflicts about his faith presage modern Ireland. Yet for his grandparents, particularly his grandmother, Doady, there is warmth, safety, and surety in the rituals of that pre-Vatican II Catholicism. That's especially true regarding preparations for Easter, and Doady's belief that saints intercede in human affairs when God or the Virgin Mary is too busy.

But unlike his grandmother, Noel doesn't feel the power of Catholicism. Instead, he focuses on the promise of electricity to bring Ireland into the twentieth century. He teams up with crusty Christy, a man of

60-odd years, who's conflicted about having left Annie Gaffey, the chemist's widow, at the altar some 50 years earlier. The two men trudge through the countryside, seeking farmers' signatures authorizing the erection of utility poles (made in Finland, of all things!) on their land. Ah, if real commitment were only as easy as a signature on a piece of paper!

There is much wisdom in this simple, thoughtful, funny novel. At its core, it's a story of love, of love lost, of love triumphant—for those willing to do the work. And again, the style: long, gorgeous sentences that end with the force of a punch in the arm. (The author has explained that his writing style was strongly influenced by the type of education that characterized pre-electrified Ireland, when students spent hours on homework parsing sentences and grasping the spark that can erupt when nouns, verbs, and modifiers are sequenced in artful ways. Who knew that grammar could be so sexy!)

Here's an example, describing a scene where Father Tom is about to toss the holy water from his baton so the switch can be turned on to electrify the village of Faha. Studying his grandparents and others assembled for the great turn-on, Noel muses:

[A]t that moment I understood that this in miniature was the world, a connective of human feeling, for the most part by far pulsing with the dream of the betterment of the other, and in this was an invisible current, that, despite faults and breakdowns, was all the time being restored and switched back on and was running not because of past or future times but because, all times since beginning and to the end, the signal was still on, still pulsing, and still trying to love. ■

Leona Dufour



Faculty Focus

Meet Scott Andrews

The Midcoast Inquirer met with Scott Andrews, who taught *The Revolutionary War: How Revolutionary Was It?* for MSC's Spring Term II. Scott was the founding director of the Maine Coast Semester, a school for high school juniors run by the Chewonki Foundation. He ran the school for 17 years. After stepping down from the leadership position, he continued to teach its Advanced Placement American history course until retiring. I spoke with Scott to learn more about his teaching experiences. Below are excerpts from our conversation, edited for length and clarity.

Lauren Keller Johnson

Lauren Keller Johnson: You have a rich background in teaching. What inspired you to teach for Midcoast Senior College?

Scott Andrews: I had taken MSC courses for years and was volunteering at the Maine Maritime Museum with John Haile, also an MSC faculty member. John suggested I consider teaching. I taught a course on cultural and historical divisions in America up through the 1920s, then John and I co-taught a course on the advent of modernism in America in the 1920s, as expressed in music, fashion, art, and literature.

LKJ: Where did your special interest in history originate?

SA: I grew up loving history. My dad was a history teacher, and I read most of the books on his shelves. I've always been especially interested in current events and politics.

LKJ: What inspired you to offer the course on the Revolutionary War?

SA: An MSC board member asked me if

I'd be willing to teach a course on it. Of course, I said yes. I think there are lots of ways to view the Revolution, and I wanted to explore ideas about revolutionary versus conservative versus evolutionary change, and where the war might fit on that spectrum.

LKJ: How revolutionary do you think the American Revolution was?

SA: I think it was more evolutionary for our country, in part because there was not much immediate change, and in part because powerful and wealthy people remained in charge, and slavery persisted. The Revolution did establish a new republican form of government, without a monarch. But in general, its advocates were clearer about what they were against, versus what they were for. Yet the war had a profoundly revolutionary impact outside America, as it sparked global democratic movements and even violent conflict in other countries.

LKJ: What do you find most satisfying or interesting about teaching for MSC?



SA: The students actively participate. They're very engaged and capable, motivated and well-educated—much like the Advanced Placement high school students I taught for 30-plus years. But MSC students also have a lot of lived experience. They're lifelong learners; otherwise, they wouldn't be there. They don't hesitate to interrupt, ask questions, disagree with me, and contribute insights from their own life experiences. It's great fun, and the conversations in class are very stimulating.

LKJ: Will you teach again for MSC? If so, what kinds of courses?

SA: Absolutely. I'm working on a course on the history of American folk music (I studied world music in college), and one that will examine the American Revolution from a global perspective.

LKJ: Great news, Scott—and many thanks for taking the time to speak with me!

SA: You're very welcome. ■

Senior Scribblers: Aspiring Writers Wanted



Do you enjoy inventing stories, playing with language, and trying out new writing techniques? If so, consider joining MSC's thriving Senior Scribblers writing group. A prompt is suggested for each assignment, and group members draft stories of up to 1,000 words. Prompts might range anywhere from "Write a story that consists only of dialogue" to quirky phrases (such as "garden party," "computer glitch," and "revenge"). Writers read their unique stories aloud during group meetings. You must be a member of a Maine senior college to participate. Come to a writer's group session to see how it works. To learn more, contact Harry at harry.techmanage@gmail.com or (207) 841-8324 and visit <https://midcoastseniorcollege.org/senior-scribblers-writing-group/> for meeting dates and our list of upcoming writing prompts.



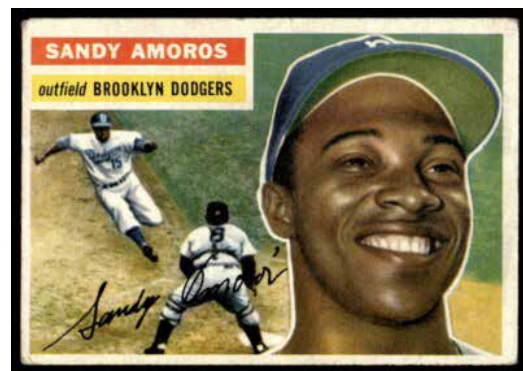
Baseball Cards

Born in Brooklyn, my father claimed the Dodgers (“Dem Bums”) as part of his birthright. In time, I, his eldest son, was infected with the same passion. Although we lived in South Jersey, where the fans supported the Phillies, and a few the As, who had yet to decamp to Kansas City, I managed to follow the Dodgers by listening to Vin Scully on the radio. When I moved to the top floor of our house, I rigged a complicated antenna to an old TV to bring in the Dodger games on Channel 9 from New York.

Sometimes Dad would take me up the Turnpike to Ebbets Field, with a steak dinner at Peter Luger beforehand. Life never got better than on those trips. Then there was the excitement of the World Series—the heartbreaking losses to the hated Yankees in 1952 and 1953, and the delirium of the 1955 championship. But in 1957 Walter O’Malley moved the Dodgers to Los Angeles, breaking hearts and ending my love for baseball.

But before that tragedy, like many of my contemporaries, I collected baseball cards. Of course, my treasures were the cards depicting the Dodger greats: Snider, Hodges, Campanella, Robinson, Koufax, but I knew the value of a Mickey Mantle card. Trading cards of value to others—Mays, Kluzewski, Rizzuto—but not to me allowed me to add to my collection of Dodgers. My aim was to add to my collection every member of that great 1955 team.

Meanwhile, there was much else to do with baseball cards in addition to trading and collecting them. They were a kind of currency among the fifth- and sixth-grade boys. In the schoolyard we would hold a card high between thumb and middle finger, and flip it against the flip of a classmate, while calling, in turn, “evens” or “odds.” If the player’s picture, or the reverse side with statistics, both landed up, it was even and the



Baseball cards for Gil Hodges and Sandy Amoros counted among the author’s favorites in his collection.

caller either collected the other fellow’s card or lost his own.

In my neighborhood a boy discovered that if he attached a card to the frame of his bike with a clothespin so that it protruded into the spokes of his rear wheel, he could sound a bit like a motorcycle as he rode around. Soon all of us were doing that.

In order to participate fully in trading, gambling, and other uses of baseball cards, I needed a big supply. Cards came with bubble gum, not very good Topps bubble gum, so that after a while we would jettison the gum. For a penny you got a pack with one card and one thin rectangle of gum; for a nickel you got 10 cards but just one piece of gum. But if you saved your money, you could buy a whole box of cards, and so we saved our money and did so. Our town was flush with baseball cards.

It was not easy to fill out my collection of the champion 1955 Dodgers. There were plenty of Duke Snider cards, but the Topps people had not made many of Sandy Amoros or George “Shotgun” Shuba. Still, the cards did exist, and eventually I completed my set. By the time the set was completed, I had duplicates of most of the cards, and I decided to go for two.

I put my two complete sets in a box and cached it in a cubby hole part way up the stairs to my room.

Soon other activities crowded baseball cards from my perspective. I was playing

sports for real, and eventually there were girls, and then cars. For years I never gave the cards a thought.

When I went away to college, my parents moved and sold our house. When all the furniture was gone, I wandered through the echoing house, and for some reason thought of the baseball cards I had put away. The cubby hole was empty. I asked my mother, “Where did you put my cards?”

“I threw them away.”

“Do you know how much those cards are worth today?” I screamed.

“Yes, nothing, they went in the trash.”

Mom was always a great one for throwing things out. I knew that. And I was a great one for being sloppy with my belongings, and I knew that, too. Years later, I consulted Dean’s Cards and found that my sets were each worth \$2216, not the fortune I had anticipated back then. I’m sure glad I forgave my mother. ■

Paul Kalkstein

Paul is a Midcoast Senior College faculty member. This piece was tied for first place in the adult nonfiction category in the 2024 Patten Free Library’s Annual Writing Contest. Paul wrote the piece as an example for students in a childhood memory writing course designed for MSC.



Special Events Ahead at MSC!

There's always something new happening at Midcoast Senior College! As we head toward winter, we're looking forward to several opportunities to learn, gather, and enjoy the MSC community. Take a look:

Winter Wisdom Returns!

We're already looking ahead to the kickoff of our 2027 Winter Wisdom Lecture Series, generously sponsored by The Highlands. This popular MSC tradition brings engaging speakers and timely topics to our community during the winter months. Winter Wisdom lectures are free and open to the public. Watch for the full schedule coming soon. The series is held on Wednesdays, beginning January 6!

Keep Singing with Friends

We're delighted to continue creating opportunities for our community to make music together. This Fall Term II, MSC instructor Roy Underhill will lead a new course, "Singing with Friends," offering participants the chance to study music, learn together, and exercise their singing voices in a relaxed and welcoming setting. At the conclusion of the course in December, we'll invite the MSC community to join us for a recital and some holiday treats. Expect an invitation, and come cheer on our singers!

More to Come

Our new space at 14 Middle Street is opening the door to more special programs, gatherings, and opportunities to connect beyond the classroom. Keep an eye on your inbox for more ways to learn, participate, and spend time with friends at MSC this winter.

Maine Association of Public Service Retirees provides \$25 reimbursements to MAR members who attend classes at Midcoast Senior College. Call them for more information!

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Sponsor Spotlight

Bowdoin College

Midcoast Senior College is delighted to welcome Bowdoin College as our newest sponsor! The partnership is surely a natural outgrowth of the two institutions' shared values and missions. "At Bowdoin, our mission focuses on enhancing knowledge and instilling an appreciation for lifelong learning among our students," notes Matt Orlando, Bowdoin's Senior Vice President of Finance and Administration and Treasurer. The two institutions complement one another. For example, seniors can attend MSC courses as well as audit classes at Bowdoin, offering a variety of options for people who want to keep learning.

"The Offer of the College," defined by Bowdoin's seventh president, William DeWitt Hyde, back in 1906, still guides the school and its students 120 years later:

To be at home in all lands and all ages;
To count Nature a familiar acquaintance, and Art an intimate friend;
To gain a standard for the appreciation of others' work
And the criticism of your own;
To carry the keys of the world's library in your pocket,
And feel its resources behind you in whatever task you undertake;
To make hosts of friends. . . Who are to be leaders in all walks of life;
To lose yourself in generous enthusiasms
And cooperate with others for common ends—
This is the offer of the college for the best four years of your life." ■



MSC Thanks Our Volunteers...

Volunteers play a vital role in enabling MSC to operate—and we're profoundly grateful for your help! If you haven't volunteered for MSC before and you think you might like to give it a try, contact us at info@midcoastseniorcollege.org or (207) 725-4900 for more information. There's a wealth of opportunities to make a difference through volunteering!

...And Our Sponsors

As a non-profit organization, Midcoast Senior College also relies on the support of its members, donors, and community sponsors to help fund its operating costs. Thanks to them, we can continue delivering the courses and learning opportunities so crucial to our community. Sponsorship represents a significant portion of our budget, and we're deeply grateful for the ongoing support from our sponsors.

Please contact us at director@midcoastseniorcollege.org to join us as a sponsor.

