



Volume 22 Issue 2

July 2019

Aggie News

From the Editor

Dear fellow Aggies, we have yet another great newsletter to share with you. But there is a catch, we are asking you to pitch in and buy a brick. Not just any brick but one you design. Please flip the page for more information. We spotlight our scholarship winners, congratulations to them. If you were a poultry major or just like chickens, there is much to read. We spotlight Stephen Waldorf, class of 1960, and Rod L'Italien, a man of spunk. Did you know that the Essex Chapter of the FFA was the first to enter girls in the National FFA Contests? Did you know a herdsman was shot on campus, by a student no less? We have a reprint of "Just a farm kid" and school notes that date back 100 years ago.

Please enjoy these stories and don't forget to look at the last page, yes, it is the dues page. Also, please fill out our [Essex Aggie Alumni Association Registration Form](#).

Sincerely,

Pete Tierney, Class of '75 email peter.tierney57@outlook.com phone 857-888-9924
Home address, 120 W. Grey Stone Street, San Tan Valley, AZ 85143

Newsletter graphic by Yetti Frenkel '78 <http://yetti.com/>



ESSEX NORTH SHORE
AGRICULTURAL & TECHNICAL SCHOOL DISTRICT



Larkin Cottage Buy A Brick Fundraiser Campaign

Essex North Shore Agricultural and Technical School in collaboration with the Essex Aggie Alumni Association is sponsoring a “Buy A Brick” fundraiser campaign to support a rebuild of the Catherine Larkin Memorial Practice Cottage on the Essex North Shore Agricultural and Technical School campus. Second only to Smith Hall, Larkin Cottage is the oldest building still standing on the South Campus. Built in 1950, Larkin Cottage was used for many years as a practice cottage for the Essex Agricultural Homemaking School.

The new Larkin Cottage will serve as a multi-use facility, complete with service kitchen, office space, and an exhibit hall, to be used as both a learning lab and function space. The new building will be able to hold up to 150 guests for meetings and functions.

Funds to finance the Larkin Cottage rebuild will be supplied by grants as well as private and corporate sponsors. When you purchase a brick your generous gift will allow Essex North Shore Agricultural and Technical School to help finance the rebuild and give a new life to Larkin Cottage.

The brick walkway and patios surrounding the cottage will be installed by students and staff at Essex North Shore Agricultural and Technical School. Each brick will feature an engraved inscription of the donor’s choice. Relatives of deceased graduates can purchase a memorial brick to honor family members. This is your chance to be remembered for generations to come by leaving your mark on our beautiful campus.



Catherine M. Larkin Memorial Practice Cottage

Larkin Cottage Project Outline

Purpose of the expansion of the Larkin Cottage:

- Learning space for Essex North Shore Agricultural and Technical School students
- To be built by students
- Agricultural museum to showcase key artifacts from agricultural education on the North Shore and events sponsored by the alumni association
- Community meeting space to hold events evenings and weekends
- Expanded use of North and South Campus for student learning

Thoughts for the Larkin Cottage (2 year timeframe):

- School Committee was made aware of basic thoughts to determine best use for Larkin Cottage
- School Committee would approve the moving forward of this project when conceptual drawings are complete and rough estimate costs are determined
- Conceptual drawings to determine estimated construction costs
- Students would use this as their "house building" project
- Expand the existing footprint to include large open area with stone fireplace
- Build wrap around porch with entrance points at various locations
- Full kitchen to cook, heat, and serve food
- Two office areas with availability to increase office space based on demand
- ADA compliance, no elevator needed as it is ground level
- Vaulted ceilings
- Gardens to be planted including a pathway to Smith Hall
- Outdoor area which would allow for outdoor events

Funding:

- Operational budget for building materials and construction costs
- Fundraising campaign
- Engraved brick selling
- Donations of goods and services from outside sources

About Catherine Larkin

Born on January 21, 1915, in Salem, MA, Catherine Larkin attended the Essex County Homemaking School of Hathorne, later graduating from the Salem Hospital Training School for nurses. She was further trained in hospitals in Providence and Salem. She joined the Army Nurse Corps. Sadly, while serving our country, Ms. Larkin died in a plane crash. Her family funded the building of this cottage in her memory to be used by students at the Homemaking School.

All supporters are invited to join us in this endeavor:

**Essex North Shore Agricultural and Technical School and the Essex Aggie Alumni Association
Alumni - Faculty and Retirees - Friends and Supporters - Business and Organizations**

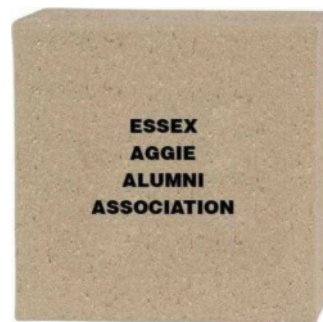
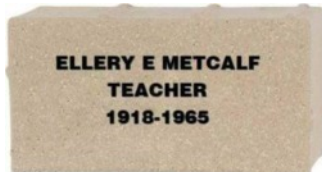
Proposed Building - Option B
First Floor Plan

Architectural floor plan of the proposed building, Option B, showing the first floor. The plan includes a large central hall with circular tables, a kitchen area, a dining area, and a lounge area. Dimensions are provided for various sections of the building.

First Floor Plan

SCALE 1/16" = 1'-0"

Larkin Cottage Buy A Brick Fundraiser Order Form



Alumni

Faculty & Retirees

Friends & Supporters

Business & Organizations

The first 1,000 bricks purchased will provide an additional \$10.00 Matching Gift donation

Donor Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Engraved brick: (4x8) \$100/ea. \$ _____

Engraved brick: (8x8) \$200/ea. \$ _____

Replica brick: (4x8) \$100/ea. \$ _____ (engraved brick with rubber feet for display - includes shipping)

Additional donation to help with financing for the Larkin Cottage rebuild \$ _____

Total Amount Enclosed: \$ _____

PLEASE PRINT CLEARLY (All capital letters, automatically centered)

4x8 brick - \$100.00 each - 1 to 3 lines of inscription - 18 characters per line (including spaces and punctuation)

8x8 brick - \$200.00 each - 1 to 6 lines of inscription - 18 characters per line (including spaces and punctuation)

Make checks payable to: Essex Aggie Alumni Association

Mail form and check to: ENSATS, c/o Charles Main, 643 Main Rd, Phippsburg, ME 04562

To place your order online and pay by credit card, visit: <https://thatsmybrick.com/essexaggieaa>

<https://essexaggie.org/alumni/alumni.html> E-MAIL: cmain@comcast.net

Essex Aggie Alumni Association is a 501(c)3 organization and donations are tax deductible

Alumni in The Spotlight / Steven Waldorf Class of 60

With David Luff, of Naples Florida

Volunteers Help Man State Farms, July 19, 1959

Meet Steven Waldorf, 16 of Lynn Massachusetts in the driver's seat and David Luff, 18 of Naples Florida. They are Vermont Farm Volunteer Workers who are employed at the George O'Brien Farm on Dorset Street for the summer.

The 300-350-acre O'Brien farm houses about 60 head of mixed breed cattle, nine O'Brien children, a bulk milk tank, four milking machines and that special farming aid when it comes to hot hayfields, a striped canopy on one of the tractors.



GETTING READY TO MOW—David Luff, 18, of Florida, adjusts mowing machine blades. Steven Waldorf, 16, of Massachusetts is in the driver's seat. Both are Vermont Farm Volunteer workers on the Chittenden County farm of George O'Brien.

This is David's third year on the farm, Steven's first. Dave wants a farm of his own, and the experience he's received on the O'Brien farm will aid him immeasurably. Says Dave, "I don't know what it'll be yet, a dairy farm here or a beef farm in Florida.

Dave will be a senior in high school this fall. He has a girl at home and the probability of marriage looms. He has applied at UVM, the American Agricultural College at Doylestown, Pennsylvania, and will apply at Arkansas A&M in hopes of furthering his education.

Steven is a senior at the Essex Agricultural School in Hathorne, Massachusetts. Being a little younger, he has not really decided about what he wants to do but is thinking of changing to forestry.

The average day begins around 5:45 for the boys. After chores and a Vermont breakfast, the day's work begins. Haying occupies the days now, with cutting, raking and bailing the order of the day if weather permits.

"The weather is crazy up here." Dave says (A true Floridian even if he was born in New York State.) Most farm workers are milk drinkers, Steve has one word here – Chocolate!

If the days dawn rainy it usually means a day off, with perhaps a chance to get in a little fishing.

Farm owner George O'Brien, a young-looking father of nine, says he has his own help on the way. His oldest son is nine and there are two older girls. The children's interest centers on swimming in the summertime, but O'Brien says he can get the girls to drive the cattle to pasture occasionally.

According to the placement agent from the Vermont State Employment Service, the Vermont Farm Volunteer program is working out better than anticipated. It not only helps the farmers solve his summer employment problems, but it gives the program participants a chance to decide if farming is their goal.

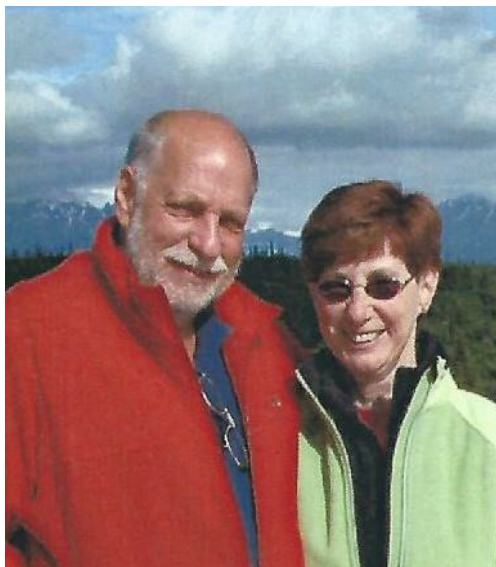
Despite its success, there are usually a few boys who decide they want to return to their homes before the summer is over.

"We had more boys return home this year than we usually do," says the placement agent. "Probably because we had a few younger boys this year."

However, the successful cases far out-number the unsuccessful ones.

(Editor's note, the rest of the story)

Sadly, Steve Waldorf passed away this past January, he a great life with his dear wife Mary Ann, née Welch. They were married for 54 Years, 3 children now in their 50s, and 5 grandkids, great parents. Steve was proud to be a 1960 graduate of the "Real Aggie". This article was written prior to his passing. (Steve and Mary Ann on left)



Steve and Mary Ann



Steve Waldorf

After the Aggie Steve worked in Boston selling Hardware or Truck parts when needed covering New England. In 1972 worked up the guts to move out of Lynn and move to Goffstown NH still sold truck Parts with a couple of job changes.

In 1983 Steve took sales position with Chicago Rawhide a Seal Manufacturer based in Chicago, my position was to cover New England for my territory, Steve said it was the best job he ever had. Working for CR/SKFI was Fleet Trainer and would go to the Fleets and train the teck's how to install Seals and Bearings on Wheel End Clinics. Between 1983 and 2008 Steve was the District Key Account Manager, covering New England, retired in 2008, stayed involved in Fleet Training for the past 10

years. In 2008 Steve retired from CR/ SKF after 25 years, SKF bought CR appx year 2000.

As with most Aggie alumni, Steve found out that retirement is not what one would expect. Steve got into a lot of activities in NH, local Fire Dept, Maintenance Associations for Truck People, Trail Work for Snowmobile Club.

2008 the year of Steve's retirement he went to Alaska with some friends and rented motor homes in Anchorage, in two weeks we added 1500 miles to the odometer, up north and down south. Somehow, they got everything done on their wish list and it was the best trip ever. Highlights included flying around Denali, deep sea fishing for Halibut, Salmon fishing while the Bears were

sitting next to the boat. [Glacier Calving](#), a few more side trips then it was over.



While volunteering between 1973 and 1980 Goffstown NH Fire Department Steve and a fine group were in charge of a 1849 [Hand Pumper](#) called the DA Taggart. They hauled it all over New England to Hand Tub Meets, to see who could pump the water the furthest, we were always in the money it paid for Gas Expenses and Insurance. Steve said, "We did not get rich, only have fun". Sunday's morning when there was a Hand Tub Meet someplace,

Steve would drive around town and pick up the teens that would go to the meet with the crew, it was the best of times.

David Luff went back to Naples Florida and married "the girl from home". David served several years in the Army and was stationed in Germany. After two children had eleven years of marriage David and his wife divorced. Later David married a lady who also had two children and together they had one more.

David worked for the local power company for thirty years until his retirement. Once retired David found out the retirement was not for him and went back to work for a subcontractor as a cable splitter.

Working on the farm in Vermont was much better than being in Florida during the summer months. His high school, Naples High School did not have air conditioning during the 1950's.

(Editor's note; Stories like this one come from alumni who are willing to share a part of their life. You may think your life is not much of a story, but I beg to differ. Both teenagers, Steve and Dave turned out to be fine men with a story to tell. Life stories are much better than obituaries. I wish to thank Steve and David for sharing theirs'. If you wish to share your story or someone you know, please contact me at peter.tierney57@outlook.com or you can call me at 857-888-9924.)

Annual Essex North Shore Agricultural & Technical Foundation Golf Tournament

Join Us for the Annual Essex North Shore Agricultural & Technical Foundation Golf Tournament! The Essex North Shore Agricultural & Technical Foundation, Inc. Golf Tournament is a fundraiser that benefits the student activities and student scholarship funds at Essex North Shore Agricultural & Technical High School.

This year's event will benefit the Larkin Cottage Project.

- Monday, July 29, 2019
- 6:30 AM 4:30 PM
- Ferncroft Country Club
10 Village Road
Middleton, MA, 01949



Main page link

<https://www.essextechfoundation.com/events/2019-golf-tournament>

Registration Form

https://static1.squarespace.com/static/594eaba3cd0f68148eb63853/t/5cad0559ee6eb05188f07236/1554842974083/ENSTAF_Registration_2019.pdf

Sponsorship Form

https://static1.squarespace.com/static/594eaba3cd0f68148eb63853/t/5cad0517c830256c3b26223b/1554842909661/ENSTAF_Sponsorship_2019.pdf

Larkin Cottage Restoration Project

<https://essexnorthshore.org/larkin/>

Honey, why are there chickens in our backyard?

How many of us have thought of raising chickens in our backyard? Maybe you thought it would be nice to gather your own eggs or have a nice chicken dinner. Well, before you run down to the Danvers Farm and Home, <https://www.facebook.com/DanversAgway/> (which is a good place to go) you may want to do a little research. The purpose of this article is to give you the leads you will need to do that research.

Did you know that amount of daylight affects the production of eggs? Did you also know you can freeze eggs, or store eggs in hydrated lime? Yes, you can even pickle them. Keep in mind, not only do you get eggs and meat, you also get manure. You will need a plan to properly dispose of the manure. Chickens may not take much time to care for once you set everything up but planning ahead of time will save you time and aggravation. If you live in a community that is governed by a Home Owners Association, you would want to check to see if you can even have chickens.

Ed White, class of 68, taught backyard poultry at the Aggie as an evening course back in the 1970's and 80's. Ed has also been the Superintendent of the Poultry Exhibition at the Topsfield Fair for many years. According to Ed, backyard poultry has changed over the years. People used to want layers or broilers. Now it is mostly layers, but not just any layers. You can now choose breeds that lay colored eggs, think of it as Easter every day. The Araucana lays blue tinted eggs, while the Ameraucana is also known as Easter Eggers, they have egg colors that can be blue, green, rose or brown to sage, olive or cream.

Ed White also mentioned that people are very concerned about what food they eat. They want to know what chemicals are in their food. Raising chickens gives them peace of mind. Feed companies have gone from a bag of "chicken feed" to an array of feeds for chickens, with prices to match. The eggs do taste much better than the store bought.

Lastly from Ed White, you are not the only creature that likes chickens. Think about cats, dogs, coyotes, foxes, and from the air, owls, hawks. Oh, I almost forgot snakes.

To start your research, I recommend finding web sites that can help you understand what it takes to be successful with your backyard chickens. Here are a few I recommend. After your own research you should take a backyard poultry class.

<https://homesteadingfamily.com/>

<http://www.guildbrookfarm.com/>

<https://extension.unh.edu/>

<http://ag.umass.edu/mass4h>

<https://www.ffa.org/>

<http://cceoneida.com/resources/poultry-project-manual>

<https://www.mass.gov/service-details/egg-grading>

<http://poultryone.com/daily-care/culling-html>

<https://www.nutrenaworld.com/blog/the-molting-process>

http://pubs.ext.vt.edu/content/dam/pubs_ext_vt.edu/2902/2902-1092/2902-1092_pdf.pdf

Backyard Chickens Beyond the Basics Kindle Edition by **Pam Freeman**



If you order this book or anything else from Amazon, you can choose a charity to donate to at smile.amazon.com you can even choose Essex Aggie Alumni Association which is listed on [Smile.Amazon.com](https://smile.amazon.com)

School's Herdsman Injured

Remember that raising chickens can be dangerous. On Wednesday evening, November 8, 1944, William J. Abbott, our school herdsman, (also the Aggie's first graduate) was seriously injured as the result of a shotgun's accidental discharge. This unfortunate accident occurred soon after Mr. Abbott and two of the student employees had returned from the poultry range where they had been looking for foxes which have been a serious menace to the poultry on the range. For some reason or other one of the guns which had been used on the range was left loaded, and as one of the boys attempted to open it and make sure that it was ready to be put away and it was discharged, and the shell contents entered Mr. Abbott's body at close range. He suffered serious internal injuries and has been in a critical condition in the Beverly Hospital. We are glad indeed to report that he has more than held his own and made a rapid recovery.

Just remember, if you do decide to have chickens, either for eggs, meat or both, be sure to check with your significant other first. This way it won't matter which came first, the chicken or the egg.



Alumni in the Spotlight / Hartwell Reid, Class of 1917



The story of Hartwell Reid might be entitled, “The Man Who Came Back.”

Attending the Aggie for three years as a student from 1913-1916, he returned after eleven years, in 1927, to register in the Unit Poultry Course under Mr. Albert Doolittle.

Starting with a small flock (75) of Rhode Island Reds, he has since bought a farm and developed an establishment that boasts of 600 Barred Rock breeders. Within the year Mr. Reid of Amesbury has added a Jamesway incubator (illustration on the bottom left) to his equipment, and in this his first year in the baby chick business has been unable to supply the demand for quality chicks. He is optimistic about expansion in this direction and has plans well formulated for increasing his incubator capacity, introducing hot water brooding, and putting a south wing on his laying house which will bring his capacity up to 1,000 birds.

He is an example showing that the poultry industry has proved a means of making a living and supporting a family happily and comfortably.



UNIT COURSE IN POULTRY FOR ADULTS PROVES SUCCESSFUL, 1927

For the first time in the history of the school, an evening course in Poultry Culture was conducted for adults. There is much interest in this subject around the county, and the popularity could be accommodated, which was twenty people. The class met every Tuesday and Thursday evening at the poultry class rooms in the old school building where fine facilities were available for such work; the main poultry plant being close by for practical work. The course of twenty-two lessons, all a practical nature, was under the direction of Poultry Instructor, Albert W. Doolittle, Profs. Graham and Monahan for Amherst, and others.

The subjects covered were as follows; Starting the Poultry Business, Killing and Dressing, Culling and Selection of Stock, Breeds, Selection of a Farm, Feeds, Incubation, Anatomy and Disease, Care of Breeding Stock, Brooding Chicks, Winter Management of the Layers, Poultry House Construction, Summer Management of Laying and Growing Stock, Accounts and Records.

All those enrolled were interested in the poultry business from a practical standpoint., it being a part or the entirely their livelihood, and the course was designed to be of practical value to them. Nineteen members of the Short Unit Poultry Course received certificates indicating that they had completed a course of twenty-two lectures held at the Aggie and carried on a poultry project for one year, successfully. Members of the preceding and present poultry classes were their guest to the number of about forty-five.

The speaker of the evening, Professor William C. Monahan, of the Poultry Department, Massachusetts Agricultural College, gave a fine address, laying stress upon the individual satisfaction persons can enjoy by living in the country and conducting a successful poultry enterprise.

A former Instructor of this class, Mr. Albert W. Doolittle, reminiscence in the pleasing manner, and Mr. W. B. Moore, of the Poultry Department urged upon the graduates the fact that they are always welcome visitors of the Aggie.



Hartwell Reid, at his farm in Amesbury



Students building a poultry house, 1915

Director Smith presented the certificates and at the close of the exercises members of the Homemaking Staff provided refreshments. A list of the graduates follows;

Bennett, Albert G. 38 School St. Saugus Center.
 Bunker, John P. 16 Cressy St. Beverly
 Burnett, Mrs. Mary E. Broadway, Saugus
 Cole, Fred L. 77 Locust St. Danvers
 Cressy, Frederick A. 10 Store Court, Beverly
 Daly, Mrs. T. C. Andover St. North Wilmington
 Downing, George I. 213 Euclid Ave. Lynn
 Elwell, Albert E. Moulton St. West Newbury
 Hill, Charles W. 57 Sylvia St. Lynn

Lundgren, Whitney W. 74 Dodge St. Beverly
 Mc Cormlskey, Fredrick H. Cherry St. Wenham
 Maihos, Adam A. Broad St. West Peabody
 Reed, Fred A. 12 Glendale Ave. Peabody
 Reid, Hartwell B. 11 Atlantic Ave. Amesbury
 Spencer, Harry W. Newbury St. Danvers
 Stanley, Fredwin W. 457 Cabot St. Beverly
 Sturtevant, Ronald P. Dayton St. Danvers
 Vernett, Albert G. 55 Fairview Ave. Peabody

School notes from 1952, Broiler Tests

By HAROLD A. MOSTROM Director, Essex County Ag School



Harold A. Mostrom

For the fourth consecutive year, trial studies in broiler production have been conducted by the Essex County Chapter of Massachusetts. These projects are intended to raise funds for the Chapter treasury, to make comparative tests of broiler feeds, to make comparative tests of broiler stock strains, and to provide statistical summaries of results for teaching material in poultry classes.

Each year, two lots of 400 cockerel broiler chicks are started simultaneously in separate pens. Five hundred of them are sold at 12 weeks and the balance caponized and carried to 20 weeks.

One year a local farm supply cooperative wanted an accurate comparative test made of two broiler feed formulas and supplied feed at no charge for 800 birds up to 12 weeks of age.

Under the supervision of Instructor J. Stanley Bennett of the Poultry Division at the school, the boys weighed the birds at regular intervals, and the feed conversion results were given to the manager of the farmers' cooperative. Because of the free feed, a profit of several hundred dollars was added to the Chapter treasury that year.

In other experiments, various broiler stock strains have been compared—Rhode Island Reds versus New Hampshire cockerel chicks, White Rocks versus Cornish New Hampshire crosses, etc.

This year, White American cockerels and Buff and White Cornish crosses are being tested. The relatively new White American breed was originated by Instructor Ellery E. Metcalf of the school staff. Mr. Metcalf has worked on the creation and development of this breed for about 20 years. In the 1951 National Chicken-of-Tomorrow Contest, the White Americans were the highest scoring white breed and placed third among the 40 entries of all breeds competing in the contest.

In every project, the broilers are weighed periodically to check gains and feed efficiency. Eight, 10, 12, and 20 weeks are the ages in which we are especially interested, though we do chart weekly feed consumption.

School trustees allow the Chapter to use school farm equipment and a building, but all supplies and labor costs are provided or financed by the Chapter. The final financial results of the 1952 project are not yet known; however, at present feed prices, the cost of running an 800-bird project with 300 birds carried to heavy weight reaches about \$800.

The yearly task of preparing advance financial estimates on the broiler project is done by the poultry major class under the guidance of Instructor Bennett. On the basis of their report and recommendation, the entire Chapter membership, in open meeting, votes on the appropriation to finance the project. Money for it is taken out of the reserve in the treasury.

During the past four years, the going has not all been smooth. There have been many difficulties to overcome. Yet, from these experiences, we have learned what is encountered in commercial poultry practice. We feel that the projects have yielded excellent returns, both educationally and financially, with \$100 to \$200 net profit being added annually to the Chapter's treasury.

‘Just a farm kid’ is a job prospect extraordinaire

Reprinted with permission from the Montgomery County Chronicle

While attending a job fair last week where Taylor Newspapers manned a booth, I met lots of job seekers. Some brought resumes. Others just moseyed by, picked up the free stuff on our table and asked a few questions. But one young woman created a memory for me.

She was a senior in high school, seeking summer employment before starting to a community college in the fall. “Are you hiring?” she asked.

We said probably not, but we’re always looking for good resources, such as part-time photographers and writers. “We’d be happy to take your resume,” I told her. Then she said something that stuck with me. “I’m afraid my resume wouldn’t be too impressive,” she said. “I’ve spent all my life working on my parents’ farm. I go to school in the daytime and do chores morning and night.”

Whoa!

I told her to go home and create a resume and write down exactly what she had told me. As a farm girl, one who has driven a tractor since she was 12, one who has cleaned out barns, scooped grain until her back ached, fed chickens, pigs, cattle and goats --- this girl knows the meaning of work. She knows about dependability and getting jobs done on time. The morning school bus won’t wait until a farm kid finishes those chores. They’ll be done on time or the young student will miss that all-important ride.

A young person who has put up hay, helped her dad and mother in the farrowing house or candled eggs has something more than words to jot on a resume. Farm kids don’t need to take art appreciation classes in school. They witness picturesque landscapes, sunrises and changes in seasons as they grow up.

They ride horses, drive four-wheelers and neatly stack big bales at the edge of meadows. They fish in their ponds, learn to handle firearms and shoot deer, rabbits and turkeys. They work as a family in the garden, raising, harvesting and canning their own vegetables. Farm kids learn to keep good records on their livestock. When they raise and sell a 4-H calf, they can calculate the profit gained after deducting feed, vet medicines and other costs.

They typically know how to stand on their own two feet and give project talks or give oral reasons for judging a class of lambs or swine. Many of them earn leadership roles in church, 4-H or FFA, so they can moderate a meeting to perfection using Roberts Rules of Order.

They learn early in life the tactics of conservation — how to keep topsoil from washing into Oklahoma; how to plant wind barriers and how to recognize grass-cheating weeds that need sprayed. Any farm kid can handle a paint brush, spade a garden, pull worms from tomato plants, gather hen eggs, mow grass, groom animals and take one grain of wheat, bite down on it and determine if it’s time to start the combine.

And, this girl thinks her resume might be lackluster? Oh, I don’t think so.

Put her to work in a hardware store, newspaper office or grocery store, and she will enter the front door looking for things to do. It’s that way with kids who grow up as farm and ranch kids. Their resume is written on their foreheads and in their hearts.

They should never apologize. Never.

Rudy Taylor –Feb. 21, 2013 Montgomery County Chronicle



Rudy Taylor

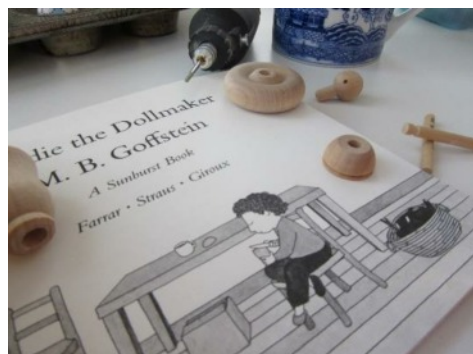
Alumni in the Spotlight / Pete Tierney, Class of 1975

Richard Brown gave students the advice to read everything you can. Over the years I have found this to be sage advice. During high school we are so easily influenced, hopefully in the most positive way. If we can help others as we go through life, the actions we take will honor teachers like Richard Brown. This brings me to the story I would like to share.

In 1989, while my oldest son, Patrick was in the second grade at the Tracy Elementary School in Lynn, I had the opportunity to read to him and some of his classmates prior to first bell. I did this for about 6 weeks, on Monday mornings. I read to my children every night and went out of my way to find the best books for them. I studied children books and read the New York Times Book reviews on children books. I found a great bookstore in Salem, called the [Derby Square Bookstore](#). The Monroe family ran the now closed store for almost 40 years.



Patrick Tierney, in 1989



During the several weeks at the Tracy School, not only did we read books, the children learned about books. They really liked the Polar Express by Chris Van Allsburg, Could Be Worse and Worse than Willy, by James Stevenson. We discussed the correlation between Cloudy with A Chance of Meatballs, by Judi Barrett, with the Wizard of OZ. Both start out in black and white move to color and back to black and white. Also, most children stories start in a safe location, move on to an adventure and back to a safe place.

We discussed why children stories had animals in them that could act like people. Lastly, we spoke of illustrations. How some authors illustrated their own stories or had others illustrate for them. I told the students while I was reading Goldie the Dollmaker by M. Goffstein, it took me a long time to understand why I liked the story so much. It was because the illustrations fit so well with the story.

This brings me back to the Monroe family. Ted Monroe found a local illustrator (I forget his name) that worked with me for the final morning. During that visit to school the children came up with their own story. The illustrator drew on a large flip board that represented each page in the story. The children started in a safe place, went on an adventure and returned to a safe place. At the end of the session, the illustrator gave each student a page from the flip board.



Brothers Frank and Ted Monroe

There is no doubt in my mind the profound influence the Aggie and its instructors had on me and how that influence still effects my actions to this day.

We would like to congratulate the winners of the 2019 Alumni Scholarships.



The order of the picture from left to right;

V. Byron Bennett Scholarship:

Brian Curley \$1000 Attending Stockbridge at University of Mass - Amherst

Richard M. Brown Scholarship:

Catherine Gosiewski \$1000 Attending University of Mass – Amherst

Ellery E. Metcalf Scholarship:

Kristen Kish \$1000 Attending North Shore Community College

Patrick G. Santin Scholarship:

Sophia Gouveia \$1000 Attending University of Mass – Amherst

On the far right, representing our Alumni Board of Directors is Michael Gaudette, Class of 1974

Dedicated Service Essex Aggie Alumni Award: Brian Curley \$250

This award goes to a student who has shown interest in The Essex Aggie Alumni as a student Board Member. Brian has gone above and beyond in this roll. Brian as a student representative has shared his ideas and the pulse of the school which has helped this Board continue to work on school-related projects.

Student Scholarship Program

Our scholarship program has expanded each year and we hope to continue that trend. The scholarships that are awarded each year to graduating students go a long way in helping Aggie grads get a good start in their careers after they leave the school. The expansion of the scholarship program is solely dependent on the amount of donations we receive.

Donation Forms are available on the [DOWNLOADS](#) page. **Thank you for your support.**

A Message from our Alumni President:

Wow, just Wow. Our Alumni Association has worked for the past several years to renovate and re-dedicate Larkin Cottage. It is wonderful to say that this endeavor has come to fruition (almost). We still need your help, each one of you.

On the fifth page of this newsletter you will find the Larkin Cottage Buy A Brick Order Form. Please use this link <https://thatsmybrick.com/essexaggieaa> to order your brick.

Mary Ellen Larkin-Root, Katherine's niece is very much honored to have the cottage rebuilt. She and her family will be at the dedication. The new Larkin Cottage will serve as a memorial, a meeting place, a museum, an education center for current students and a place where the community can meet to hold events. This building and its purpose will bridge the old and new at our beloved alma mater.

Also,

I am is in the preliminary stage of compiling a list of all Aggies who are / were war veterans who withdrew from high school permanently to serve as a member of the armed forces in World War II, the Korean Conflict, or Vietnam and who did not receive their high school diploma.

This is for any veteran who is a resident of the commonwealth, who attended the Aggie, and withdrew from the Aggie prior to graduation to serve in the armed forces of the United States, who did not receive a high school diploma because of that service, and who was honorably discharged from the armed services. Family members of deceased veterans, who otherwise are eligible to apply for the diplomas, may apply for a diploma for the veteran posthumously under the same guidelines set forth by the department of education and department of veterans' services. This is in accordance with a Massachusetts Act. Chapter 130 of the Acts of 2005, "An Act Providing Benefits to Service Members, Veterans and Their Families."



Pete Tierney, Class of 1975

At this time, I am thinking that the veteran's DD214 Discharge Paper may be needed. You can use this link to obtain records;

<https://www.archives.gov/files/sf180-request-pertaining-to-military-records-exp-2021.pdf>

Please send all pertinent information to peter.tierney57@outlook.com

Thanks, Pete Tierney, President, Essex Aggie Alumni Association

Year in Review, by Heidi T. Riccio, *Superintendent-Director*

What a great year at Essex North Shore Agricultural & Technical School (ENSATS)! We started the year with an ice cream truck and ended with a food truck. It's hard to believe that the summer is now here, our students are enjoying their summer read, [*Line Change by Matt Brown*](#), and many projects are about to begin!

The Larkin Cottage:

DesignLab (www.designlabarch.com) from Boston are working on plans for the new cottage that will serve as a multi-use facility. While a formalized fundraising campaign will begin shortly, we can thank Bob Wood (class of 1969) for spearheading private donations of over \$40K. Charles Main (class of 1956) has been selling lots of bricks. Hancock Associates generously donated their services and conducted the site survey at no cost. We are actively seeking services, materials, and financial support to be able to fund this agricultural museum, learning facility, and meeting space. Donations to the project can be made at <https://essexnorthshore.org/larkin/> and are tax deductible!



Grant Opportunities:

ENSATS has been quite successful this year in securing over \$1.2M in competitive grant funding. Governor Baker and the Capital Skills Equipment fund has supported the Information Technology, Health Assisting, Manufacturing, Engineering, Construction & Craft Laborers program respectfully. The support from our state has been tremendous! In May, ENSATS was awarded the 100 for 100 from the Cummings Foundation (www.cummingsfoundation.org) to support construction projects including the Larkin Cottage. We are honored to be part of this foundation with over 570 applications and 100 selected. Most recently, our school was given a \$300K Richard and Susan Smith Family Foundation (www.smithfamilyfoundation.net) grant to support vocational program expansion efforts with Peabody and Salem. The funds will be used to increase access to students who are not currently enrolled at ENSATS in high demand trades including Construction & Craft Laborers and Advanced Manufacturing. We are eager to strengthen this relationship.

Angell Hospital Update:

Our students and staff have been working hard with demolition and renovation of the small animal building. This will house Angell Animal Clinic which is a non-profit hospital where household animals can receive care. Conversations that began over three years ago are finally coming to fruition with this joint effort. The Laborers [*Local 22 program from Gloucester*](#) did a great job with demolition and plumbing began their work with cutting new drains and installing pipe. Work will continue this summer and students are expected to be involved in most cases.

including internships when the clinic is open. The hospital is anticipated to be opened by early November and we are grateful for our partnership with [MSPCA](#).

South Campus Upgrades:

Receiving a Clean Energy Center grant of \$165K (www.masscec.com/), our students will be renovating historic Smith Hall classrooms to make them energy efficient. This includes LED lighting, refinished flooring, new ceilings, upgraded electrical and HVAC split system units. Students have begun the work this week and expected to continue into next school year. The basement of Smith Hall is receiving a minor facelift with new paint, flooring, and entrance from the handicap ramp. Alumni Gym will be getting fresh paint, new LED lighting, new stage curtains, new scoreboard, new entrance, and new ADA compliant doors. The Masonry, Landscaping, and Laborers Local 22 worked hard this spring to clean the exterior and create a new walkway and entrance. Work will continue through the fall to make it more appealing to our students. Gallant Hall is also receiving some upgrades. Company2Heroes (<http://company2heroes.org/>), a non-profit organization that uses part of the building to train service animals and their wounded owners (veterans), have secured private donations and a grant from Home Depot. They have painted and installed new flooring. Home Depot will continue the work with new ceiling tiles and cabinetry. ENSATS students and the administration team recently completed a day of service to clean up the outside of the building, plant hydrangeas and paint window panels. A new sign will be installed this week with the grand opening (June 21st) fast approaching.

End of Year Activities:

Awards and Graduation was a big hit this year! The Graduation Committee worked hard this year based on feedback from the community on the set-up of these annual events. Over \$90K in awards were handed out to our graduating seniors and many students earned college credit at participating colleges and universities. ENSATS had over 320 students graduating with the [Class of 2019](#). The format was changed to include our fabulous choir who led the students in the song Unwritten. This led to the senior class singing and conducting a pretty good “wave.” ENSATS was excited and honored to have Governor Charlie Baker deliver the keynote speech. His words were kind, genuine, and he used humor to share stories of his youth to our class. It was a great night and will be hard to top!

Thank you!

On a personal note, I would like to thank the [Essex Aggie Alumni Association](#) for their kindness this year as I navigated my first year as Superintendent! Pete Tierney, the association’s president, recommended that I buy a good pair of shoes and walk the campus and get to know all the staff. I am beyond excited to come to work every day and see what the day has in store for me. We often say this school is unique. It certainly is. Who else has barns, fields, ponds, greenhouses, a cottage, and another campus that is awaiting us to recreate?

School Notes 2019

Articulation Agreements

An articulation agreement is a partnership between a high school and a participating post-secondary institution. This partnership allows students to earn college credit during their high school experience. College credit is earned while the students attend their high school courses that have been approved by the partnering post-secondary institution. Students must meet the standards set forth by individual post-secondary institutions (i.e., a B or better in a specific course).

SCHOOL-SPECIFIC

Current articulation agreements specific to Essex North Shore Agricultural & Technical School students are linked below. Essex North Shore Agricultural & Technical School continues to grow and update its agreement offerings through pending partnerships.

Institution	CTE Programs	Agreement
Central Maine Community College	Automotive Technology Advanced Manufacturing Information Technology Services	Agreement
Culinary Institute of America	Culinary Arts	Agreement
Johnson & Wales University	Culinary Arts	Agreement
Massachusetts Bay Community College	Automotive Technology	Agreement
New England Culinary Institute	Culinary Arts	Agreement
North Shore Community College	Culinary Arts Health Assisting	Agreement
Unity College	Natural Resource Management	Agreement
University of Northwestern Ohio	Automotive Technology	University of Northwestern Ohio

STATE-WIDE

Essex North Shore Agricultural & Technical School is pleased to partner with community colleges statewide through articulated college credit for vocational students in many of our programs!

Please click on the link below to view these statewide agreements. Our guidance counselors can provide additional information to students and their families.

Technical High Schools Transfer Agreements

The first Statewide Articulation Agreement in the academic discipline of Drafting was established and approved in the fall of 2011. Now, the 15 Massachusetts Community Colleges and Chapter 74 approved Secondary Career/Vocational Technical High Schools across the Commonwealth, working as part of a statewide articulation taskforce have established agreements in 13 additional fields bringing the grand total to 14 agreements.

Drafting

Hospitality Management

Manufacturing/Engineering

Business Technology

Culinary Arts

Health Assisting (CNA)

Transportation

Medical Assisting

Arts & Communication

Carpentry

Information Technology

HVAC

Early Childhood Education

Advanced Manufacturing

2014 Articulation Crosswalks

Following the path of the creation of the Drafting agreement, a Statewide Articulation Taskforce comprised of; faculty and administration from the community colleges, Chapter 74 approved Secondary Career/Vocational Technical High Schools, the Massachusetts Association of Community Colleges (MACC), the Department of Elementary and Secondary Education, and the Massachusetts Association of Vocational Administrators (MAVA) was formed. In a uniform and consistent way, this collaboration allows for Chapter 74 Vocational High School students to enroll at any community college and be awarded credits for work completed at the vocational high school level. It also supports a seamless continuum of education for students while streamlining the agreement process. For more information on Chapter 74 approved Secondary/Career Vocational Technical High Schools, please [click here](#).

(Editor's note; while vocational programs are great for high school students, going to college is not only an option but, in most cases, necessary. Students should know at some point in their career they will be called upon to lead a team or run a business. Having a college degree will come as a welcome addition to their resume.)

***Essex Tech Receives State Chapter 74 License for Post-Secondary
Training in Advanced Manufacturing, March 22nd, 2019
Pilot Program Launched by Governor Charlie Baker***

Adults looking to obtain post-secondary training in Advanced Manufacturing can do so through Essex Tech, which recently became the first school in Massachusetts to receive formal approval for its Chapter 74 Post Secondary License in Advanced Manufacturing.

The license is part of a pilot program launched by Gov. Charlie Baker to help meet the market labor demand in Advanced Manufacturing.

Administered through the Department of Elementary and Secondary Education, Chapter 74 sets the standard for vocational technical education. Essex Tech received this license for its post-secondary program in Advanced Manufacturing in January, signifying it has obtained what vocational leaders refer to as the “gold standard” in Career and Technical Education for this program.

“To hold a Chapter 74 License indicates that the state has determined that a program has everything necessary to properly train students. The Chapter 74 License is meaningful because it demonstrates that you have a high-quality program,” said Bonnie Carr, Director of Workforce Development and Adult Education at Essex Tech. “We know that there is a shortage of skilled workers in Advanced Manufacturing, so we’re excited to be able to offer this program to help adults secure careers in this opportune field as well as create a pipeline for employers in the Advanced Manufacturing industry.”

Students who sign up for the course through Essex Tech’s NightHawks Adult Education Program can complete three 300-hour sessions of training for a total of 900 hours.

Over the course of the program, students will learn basic, essential and advanced skills, including manual and CNC machining, material sciences, computer aided design, lean manufacturing, quality control, robotics and automation and advanced CNC. Students may earn industry credentials, such as OSHA, NIMS and MACWIC.

The program also includes tours of advanced manufacturing companies, career readiness training and a career fair so that students will be well equipped with the skills needed to obtain jobs at local manufacturing companies. Harmonic Drive, Bomco, Prattville Machine, Innovent, Synventive, GE Aviation and Magellan Aerospace have also partnered with Essex Tech through various avenues, including offering student tours, sitting on the school’s Advanced Manufacturing Program Advisory Committee and attending career fairs.

There are currently 20 students from Beverly, Gloucester, Everett, Lynn, Marblehead, Newburyport, Peabody, Salem, Swampscott and Revere in the program, which began this winter. Participants dedicate 20 hours a week to the work, meeting in the evenings on weekdays and all day on Saturdays. They are expected to complete the first 300 hours in mid-May. Essex Tech also partners with MassHire, Northeast Advanced Manufacturing Consortium, North Shore Community College and North Shore Community Action Program to help and advise students as they prepare for their future careers, future education and gain a clear understanding of industry expectations.

The second 300-hour session, Essential Skills Training, for those who have acquired basic skills, is scheduled to begin in June.

For more information visit <https://essex-adulted.coursetorm.com/>

Alumni in The Spotlight / Rod L'Italien, A Hard-Earned Passion for Victorian Oil Lamps

Reprinted with permission, The Journal of Antiques and Collectibles – July 2002

Although I grew up in New England, it was not until April of 1963 that I saw my first oil lamp. It was that year at SiNiChro, Inc. (silver, nickel & chrome) that the evolution of my passion began. My partner had stripped and polished a few Rayo lamps for an antique dealer, and eventually more dealers found our new shop and brought us more lamps to work on. My passion grew very slowly at first, just asking a few questions here and there. Nine months later, when I decided that I wasn't cut out to be in a partnership, I took a job offering as manager of Haverhill Plating Co. and sold out to my partner. It was during the four years that I spent at Haverhill Plating, that I developed a wholesale antique lamp business.



Rod L'Italien

I was born in August 1935, in the town of Newburyport Massachusetts and lived in West Newbury until I was four. One might assume that given the time frame and being born in New England that I cut my teeth on oil lamps; that is quite to the contrary. My passion evolved over a period of years after my first introduction to an oil lamp.

It took a little time to reach that spot in my life. I need to take a little trip down memory lane just to show how some of the other things might have led to that passionate time that I unknowingly had set aside for oil lamps. I hope that some of you can identify with my experiences, the places and things I discovered along the way.

When I was five my parents rented an apartment in Newburyport, right across the street from the Brown school. What could be more convenient than stepping out of my front door, crossing the street, and going to school? Two years later we bought a house in the south end of town, called Joppa.

Now I had to walk farther to school than any other student. What, I asked, no busses? I was a typical boy, and everything was an adventure – except school. I had my Dalmatian dog named Whip, my bicycle, and plenty of woods for roaming. Needless to say, I couldn't focus on school, and there was some fear that I wouldn't graduate from the eighth grade.

But along came The Essex County Agricultural School with a program that would allow me to go forward. I jumped at the chance to enroll in a program that offered six months of school and six months of "on the job training." I didn't know it at the time, but I guess there was a shortage of farmers and the school was out recruiting many of the under-achievers to fill the void. This was 1948 and it must have been that a lot of the young potential farmers were taken for war purposes. Much to my surprise, (and my mother's) I loved farming! I got my first "hands on" training in Chelsea, Vermont, on [Glen Button's dairy farm](#). I arrived there just in time for sugaring. No pipe lines here, only hundreds of taps and buckets scattered all over the countryside. I can still remember wading through three feet of snow with two heavy sap buckets to the collection wagon.

Along with that experience I learned how to milk cows, assist in fertilization, help deliver calves, plant a vegetable garden, raise chickens and pigs, and help with the haying. Boy, do I ever remember that! A chance to work 16 hours a day or even into the night under lights to beat the weather. Long days were common, and a six-and-a-half-day workweek was expected. The compensation wasn't the greatest. I received \$10.00 per week plus room and board. I am not sure how I managed to save \$140.00 that summer. But the biggest reward was an experience that thrilled this thirteen-year-old boy: I learned to drive a pick up truck. I really didn't mind the hard work and long hours, so the pick up truck was like frosting on the cake.

The second year in school, I changed my major to poultry and minor to auto shop. That summer and the next, I worked for Christie Poultry Farm based in Kingston, New Hampshire. The farm was located on the land where the Carriage Towne Plaza is now. They had 11 surrounding farms with 225,000 laying hens – all for fertile egg production, not one to fry. They had developed a special strain of chicken called the Sex Link Cross and their eggs were shipped all over the world. My first year I had an entry-level job of caring for 15,000 young roosters in an outside range environment. The second year I graduated to tending 5,000 laying hens under a large shelter. This was quite a lot of responsibility for a 15 year old boy.

Here again, I loved my job. But the biggest thrill of my entire duration there was learning how to play bridge. My grand teacher was a gruff old man affectionately called "Mudd." His last name was Lake. He and his partner, for a few years, were the New Hampshire State Champions. He was hunched over, always needed a shave and a haircut, and walked with a shuffle. He almost had the appearance of someone uneducated, but could this man play bridge!

Mudd's technique was to pick his cards up and never rearrange them in his hand. This would throw off the more experienced opponents because they could never tell how many cards were likely left in a suit by the positioning in Mudd's hand. When I wasn't his partner, I would sit behind him and watch as he methodically destroyed his opponents with experience and accuracy of delivery. I will always remember what a treat it was to be Mudd Lake's partner at the lunchroom table at Christy's.

In July of that summer I bought my first car, a 1935 Ford. Another major event was my driver's license, which I got a short time later on the day after my 16th birthday. I wasn't about to waste any time: I had a life to get on with and a whole world of adventure awaited me. Little did I know that what also awaited me was a passion for oil lamps.

What the heck does all this life history have to do with oil lighting? Nothing. It has to do with the absence of oil lighting. The year is 1951 and I can't recall seeing even one oil lamp! Where were they all? Were folks just so tired of them that they got stored in the cellar or thrown in the dump?

Anyway, a conflict with my foreman at Christy's led to my early departure. I thought I was right and held my position to the end and eventually quit. But when I returned to school, they also thought I was wrong. My punishment was to change my minor subject from auto shop to vegetable gardening. Enough, I thought, I quit! I went right from the school to the unemployment office and started working at M&V Electroplating Corp. that very next day. This job was my first introduction

to metal finishing. It seems there was enough adventure in this field to last a lifetime because I'm still in it today.

My stay with M&V was cut short because of the Korean Conflict. Uncle Sam was asking for volunteer enlistments. I decided to join the Navy even though I was only 17 years old. The next year, when I was still under 18, I was called in on a "Kitty Cruise." The "Kitty Cruise" meant that my mother had to give permission for me to go, and the Navy in turn had to discharge me before I turned 21. Not too long afterwards I was headed on an "Around the World Cruise" with a tour of duty layover at Inchon Bay, Korea. One day before we were to pull into the bay, the Captain received word that the fighting had stopped, and the war was over. We finished the world cruise anyway.

I loved the Navy. My third year in the service, I was home on leave late in the summer of 1955. It was hot, so I decided to cool off with a dip in the Atlantic Ocean at Plum Island, just a short way from Newburyport. While there, I had a chance encounter with a beautiful redheaded girl from Rowley, Massachusetts. Her name was Barbara Janvrin. We talked most of the afternoon and I asked her out on a date that evening, much to her mother's dismay. "Out on a date with a stranger! A Sailor!" she said. The very next summer we were married. We now have four children (Melody, Rodney, Mark and Eric) and are approaching our 46th wedding anniversary.

One week after we got married, I went back to work for M&V Electroplating. I stayed there for eight years, working my way up the ranks until I became shop supervisor. I left M&V on good terms to start a private business with a friend of mine. Like I said, that partnership ended, and I went on to spend four years at Haverhill Plating. It was at this time, around 1963, that I began to develop my antique lamp business.

I would buy metal table lamps almost every day, strip the nickel, polish the brass, lacquer and brass plate if necessary, electrify them, then sell them to dealers a dozen at a time for \$8.50 each. I managed to make a profit because I was buying Rayo-type lamps for \$.50 to \$1.50 each. It was not uncommon to stop at Lynch & Grahams Antiques on my way home from work on Friday and fill my trunk and back seat with 20 to 40 lamps, and I would process up to eight lamps a day in my spare time.

In those days no one cared about original lamps and certainly they would not burn oil in them. So, I would punch switch holes in them, remove draft tubes, or anything else I needed to do to prepare them for retail sale. For some reason I was convinced that electrifying all of these lamps wasn't actually destroying them. I thought I was putting new life into something that might otherwise have been discarded. It's a much different situation today.

As the dealers began to know me, they would trust me with contract restoration and wiring. Now I was handling a better class of lamp. At this point my passion was firing up. I needed to own some of these better lamps, to study them, to make broken oil-adjusting mechanisms work again, to convert butchered lamps (damage I might have even done) back to oil with a "no harm" electrification.



Keep in mind, that just four years before this point, I saw my first Rayo® lamp. Now I'm handling so many of them that I can't help but wonder where all these lamps are coming from. The demand for these Victorian lamps was just starting to unfold. In 1920, 40-some years before this point, a majority of the population was putting these lamps away in record numbers. Once they purchased an electric lamp, the oil lamp was history. No more cleaning chimneys, no more filling lamps with kerosene each day, no more mess from spilled fuel or picking or trimming the wick. Housewives were happy to see that the electric lamp didn't leave a yellow stain on the ceiling. Comfort came from knowing that if you accidentally tipped the lamp over, it would likely not cause a fire.

Like myself, the new generation had never experienced laboring over an oil lamp. Newly wired lamps were electric, polished brass and inexpensive. I was now making myself available to the places where these lamps were sold, so, when people found out that I bought this type of lamp, they found me. Even while converting these lamps to electric, I had a deep feeling of responsibility to retain the best in oil condition, and I started a collection.

My first collection consisted of nearly 100 perfect nickel-plated examples. I found a dealer to buy them. I don't know what he did with them, but as long as they left my hands in their original state, I was happy. I have put together many of these collections over the years and I'm still collecting originals today. At first, I worked strictly in the Victorian lamp period, which is from 1880 to 1920. Over the next 34 years I tried several different lighting time periods, but none was more interesting to me than the Victorian era.

Early on, in my Haverhill Plating years, I became a member of The Rushlight Club and started researching early lighting. I read every piece of text that I could put my hands on and found some interesting facts along the way. In March of 1968, I took my passion to the next level and started Circle Finishing, Inc., another metal finishing shop, specializing in copper, nickel, chrome, silver, brass and anodizing. Thirty-four years have passed, and I'm still operating Circle. We were originally located on the Route One rotary. My company has always been dedicated to restoration. We have refinished hundreds of items such as brass and copper antiques, plumbing goods and hardware, marine compass housings, cook stoves (nickel trim), and antique auto and boat trim and, of course, lamps.

My lamp concentration had its ups and downs, depending on how much of my attention needed to be focused on the business end. I did manage, however, to build three more large lamp collections with everything from bowl-type lamps, whale-oil lamps, and every conceivable type of Victorian table lamp and fixture that you could imagine. Eventually these collections were all turned loose to dealers. During these collecting years I shied away from the more expensive type lamps such as Solar, Astral, Sinumbra, Harvard, and so on. I had little or no interest in this type, except for their place in the chain of lighting evolution.

From the 16th to the 18th Centuries lighting was slowly becoming greater in demand. Some of the methods for producing more light were simple but dangerous, such as huge torches lining the hall of a public meeting place or bunching hundreds of candles together for a grand home gathering. Some were more creative, such as a motorized spring driven fan in the bottom of a lamp. One of the greatest advancements during this period was a simple discovery by an incidental trial. The chimney was a confined draft, which produced a much brighter, non-flickering light.

In addition, new fuels were discovered and tested. Gas lighting, which was introduced in the 18th Century, generated a beautiful bright light, but proved to be expensive to implement. Whale oil became popular in the 17th Century and was used by the majority of people until around 1870. It gave a bright white light, but the odor was the one big drawback.

The Victorian era was, in my eyes, the most exciting of all periods of oil lighting. After the discovery of crude oil in the mid-1800s, the subsequent distillation of a new lamp fuel (known today as kerosene), and the advent of the round wick burner setting over a cylinder called the central draft tube, a new greater light was born. Right on its heels was a fresh demand for this new improved light. In response to this demand, companies such as Manhattan Brass, Bradley & Hubbard, Edward Miller, Plume & Atwood, and many others started mass producing lamps that had all of the modern features. Competition was fierce. For a period of about 30 years, lamps with this fuel and burner arrangement almost dominated the household.



Some of the more expensive lamps from this era used a burner called the duplex, which consisted of two wicks with separate adjusting knobs for each. Some loyalists claimed that this burner outperformed the central draft burner, but the central draft outsold the duplex. Over this 30-year span, only modest changes were made in the burner technology. Consumers were generally satisfied with the amount of lamplight. It all came down to style.

Design engineers must have been on staff by the hundreds. Thousands of different designs were produced, and this also spun off to the glassmakers. Shades of unique styles and vibrant colors were the norm, and terms like cut back overlay, cased & embossed, were used frequently. A rainbow of colors was available in stock or by special order. Even Tiffany & Co. jumped on the bandwagon by purchasing lamps from Manhattan Brass and highly decorating them with elaborate embellishments. They made quite an impact on the high-end market. The huge variety and availability of lamps within this period are the main reasons I'm so intrigued and drawn to it. Hardly a week goes by when I don't handle a lamp that I've never seen before.

Somewhere around 1900 two companies, The Angle Lamp Co. and The Aladdin Mantle Lamp Co., introduced lamps with significant changes in burner designs. I consider these two improvements grand enough to place them in a category of the best of light-producing burners. Aladdin, which is still in business today, is certainly number one.

There are many books illustrating with excellent text and descriptions the wonderful artistry and colors of lamps and glassware from this 50-year Victorian period. The two that I reference most frequently are: [Oil Lamps 3](#) by Catherine Thuro and [Student Lamps of The Victorian Era](#) by Richard Miller. If you're not familiar with these books, I urge you to take a look.

Two years ago, I was looking ahead to my retirement, as it was a lot closer than it was ten years ago. I knew that I wanted to continue with my passion with a flexible schedule but was unsure how to proceed. After contacting some old friends in the business, I was advised that if I wanted to get up to speed in the real world, I needed to purchase a computer, put together a neat Web-Site and have an e-mail address. With the help of Al MacLeod from MacLeod Bros. Websites, I did just that. Then I formed a business called "Honor Student Lamps." I chose this

name first because I'm very fond of student lamps and secondly, I would want all of my lamps to make the "Honor Roll" and go to the head of the class. Since starting this business, I use my collection as my inventory. I restore lamps to the best of my ability and send them off to new homes upon purchase.

Recently, I was asked by one of my customers to electrify and restore a four-burner Angle Lamp chandelier. These lamps are rare, and I had never had the opportunity to see one in person. How lucky I felt to be able to hold and inspect this great lamp!

Many have asked me, "What lamps do I use at home?" The answer is two Rayo standard table lamps in the bedroom on night stands, one large Miller student lamp on my wife's dresser and one Aladdin lamp, in oil, for power failures – that's it. I've found that I don't need a collection to have a passion!

It has been my pleasure to share my story with you. And although I don't expect everyone to share in my passion for lamps, I hope I have helped many of you "to see the light." I'm not sure where my passion will lead me next, but one thing is certain, it will fan the flame in my heart!

(Editor's note; the following is from the Circle finishing Web Page, Mr. L'Italien business)

Description of Our Services, Anodizing, Plating, & Other Finishing

Circle Finishing is your single source for metal finishing requirements for aluminum, metal plating, and other metal finishing services. We are equipped to handle a variety of other specific metal finishing requirements, including Sulfuric Anodizing and other specified metal finishing techniques.

Circle Finishing set up its anodizing operations in a nearby industrial park in April 1995. The company also rents electroplating equipment and shop space 45 miles away in Westford.

Although the financial impacts of the fire remain, so does the company's commitment to pollution prevention. Circle Finishing invested an estimated \$75,000 in a recycling system that pumps rinse water from station to station in the anodizing process. The rinse water is purified in ion exchange columns, which remove metals and dissolved salts from the water. Low-pressure evaporators concentrate the removed acids and rinse water that can no longer be recycled. The company uses about 400 gallons of water daily.

Not a drop of wastewater has been discharged to city sewers. Only an average of one 55-gallon drum of acidic waste is hauled away for disposal each month, at a cost of about \$170 a drum. That's down substantially from the \$300 to \$400 that Circle Finishing would have paid in the late '80s, another benefit of the growing adoption of P2 practices that have made the hazardous waste market more competitive, L'Italien says.

You can contact Mr. L'Italien at rdlcircle@aol.com or call during normal business hours (Eastern) 800-282-4499 <https://www.circlefinishing.com/index.htm>

Circle Finishing, Inc. 19 Graf Road, Newburyport, MA 01950



Essex FFA in the Spotlight

Most of the article was reprinted with permission by
Professor Gary Moore, North Carolina State University

It was in October of 1969 that girls were first allowed to participate in National FFA Activities. This year, 2019, is a momentous year in the history of the FFA – it marks the 50th anniversary of the decision to allow girls to be members of the FFA. But it also marks the 89th anniversary of the decision to EXCLUDE girls from becoming members of the FFA.

"RESOLVED, that we, the delegates, gathered here today, feel that the introduction of the first active female members to participate in the national FFA activities and the atmosphere and publicity thus associated with these events, be recognized as over-dramatized presentations and should not be taken as precedence set for following female participation, that instead FFA members, girls and boys, should be treated and honored equally."

At the first FFA convention in 1928, a constitution and bylaws were adopted. Article III Membership. Section B. Active Membership reads "Any student (underline mine) of vocational agriculture... is entitled to active membership in Future Farmers of American." ([FFA Manual, 1929-30](#)). There is NO mention of male or female; the wording states "Any student." Thus, it appears, according to the constitution, girls could be members during the early years of the FFA.

At the June 1933 meeting of the [FFA Board of Trustees](#), the Executive Secretary of the FFA [W. A. Ross] reported that the Essex FFA chapter in Massachusetts had entered the National Chapter Contest. In the application, there was a list of members and there were five names that belonged to girls. This was a shock to the national FFA. There was considerable discussion as to what action should be taken since Massachusetts "had not gone along with the national set-up with respect to girl membership" (p.10). It was decided to "immediately" send a letter to the Massachusetts FFA President and the state advisor, Rufus Stimson, informing them of the problem. (Editor's note; while we don't have the names of these five girls, I would venture a guess that one was Dora Winchester, class of 1934. More on Dora in an upcoming article.)

In a 1933 letter to the National FFA President (Vernon Howell) Stimson wrote:

"The enrollment in our vocational agriculture schools and departments include racial stocks in the widest variety. Old-time Yankees, Scandinavians, Irish, French, Polish, Portuguese, Negro, and Indian to mention a few. Our enrollment includes Roman Catholics, Protestants, Hebrews; and for aught we know, since we never ask anybody what his religious relationships are, some who may be without denominational religious affiliation. Just as there is no discrimination here as to race, or religion, so there is none with relation to sex in our educational program". Mr. Stimson goes on to say, "We hope your Board of Trustees will decide to allow us the modest degree of self-determination our present Constitution establishes or put through a Constitutional Amendment that will permit it. Having again restated our case for the information of any new comers to the board, we await your final ruling on our present status, or your advice as to future procedure".



Rufus Stimson

Apparently, the letter didn't do much good. The [1933 FFA Convention Minutes](#) (p. 15-16) indicate that FFA President Howell told the delegates of "...the situation with regards to girls being admitted to F.F.A. membership in Massachusetts. It was pointed out that this was a violation of...the national constitution...and that the attention of the Massachusetts state officers [and state advisor] had been called to this fact...A lively and lengthy discussion followed...Practically every state delegation...stood solidly behind the proposition of maintaining the F.F.A. as a male organization." The convention adjourned for lunch. After lunch, it was moved "...that the Massachusetts Association be given three months to conform to the national constitution, or the Board of Trustees be instructed to suspend Massachusetts; motion seconded and carried."

So, what happened in 1934? So, did Massachusetts get suspended? No! Apparently, Massachusetts resisted the National FFA. The "Massachusetts Situation" was discussed at length at the [1934 FFA convention](#). "It was very evident that the sentiment was exceedingly strong against making any change in the constitution which would provide for girl memberships or countenancing the practice of having girl members in any local chapter in any state (p. 13). The National FFA Advisor, Mr. Linke, indicated there was a legal issue that had to be investigated (it had been claimed by officials in Massachusetts that the FFA constitution was in conflict with the laws of Massachusetts) before the problem could be resolved. After a lengthy discussion, a compromise resolution was adopted.

The resolution stated that the FFA was fundamentally a boys' organization but because of various local and state "circumstances" girls could be in the FFA at the local or state level with permission from the National Board of Trustees. However, the girls would not pay national dues and that chapters with girls could not participate in the National FFA Chapter Contest. [Click here](#) to see the complete wording of that resolution. The minutes ([1934 FFA convention](#), p. 14) indicate "...this resolution was only a temporary measure to allow the National Advisor time to further investigate the legal restrictions which it was reported prevented Massachusetts from conforming to the membership regulations."

It should be noted here; Rufus Stimson was the state supervisor of agricultural education for Massachusetts and the primary advocate for including girls in the FFA during the 1930s. He was the state supervisor of agricultural education in Massachusetts from 1911 until his mandatory retirement at the age of 70 in 1938.

During his professional career, he was widely respected for his keen intellect, integrity, and principles. He had a long history of being an advocate for the inclusion of women in agriculture. Years before the start of the FFA, Stimson wrote the following in the *Vocational Education Magazine* (Stimson, 1922, p. 95):

"We may feel that a man is better muscled than a woman to meet the physical stresses and strains of farming; and that, for this reason, vocational agriculture is more appropriate for a boy than a girl. And we may feel that mixed classes in some phases of project teaching are not desirable. Nevertheless, now and then a woman owns a farm upon which she is dependent for a living, and now and then a girl has an unmistakable bent for farming. Year after year, girls have demonstrated that they can profit from our vocational agricultural education. Under such circumstances, we must, of course, agree, that there can be no discrimination as to sex in our entrance privileges".

School Notes, 2019

Superintendent Heidi Riccio is pleased to share that a team of Essex Tech students came in 2nd place in hardscaping at the 20th annual Trowel Trades Competition yesterday, and another placed third for her brick and block wall.

Masonry students from seven career technical schools competed against each other Wednesday at Whittier Regional Vocational Technical High School. Organized by the Massachusetts Trowel Trades Association, the competition tests students' abilities to complete masonry challenges in a set amount of time.

"This whole day is about the kids," said David Collins, a masonry teacher at Essex Tech and President of the MTTA (Massachusetts Trowel Trades Association). "Everyone here is a winner. They're showing how well they've learned their trade. It's not all about getting the job completely done, it's the way that they work. It's about if they have the proper techniques and they do a nice job."

Masonry, also known as trowel trades, can be seen in office buildings, homes, schools, factories and municipal buildings. The work involves block and brick laying, tile setting, concrete finishing and stone setting.

"This competition tests students' abilities in a number of areas. They have to incorporate measurement, conversion and math while working to create something that's aesthetically pleasing but also functional," Superintendent Riccio said. "It's hard work, but students have fun doing it and they get to meet and learn from other kids in their technical area of study."

Sophomores, juniors and seniors competed individually at the event in a traditional block and brick masonry competition, where they were tasked with building a wall.

Students from all three grades also competed in teams of three in a hardscaping competition, during which they laid paving stones, designed and built a retaining wall.



Three Essex Tech students came in 2nd place in a hardscaping competition at the 20th Annual Trowel Trades Competition on Wednesday. From left: Danielle Baker, a junior, of Lynn; Michael Chavis, a junior, of Winthrop; Jacob Rust, a junior, of Beverly.

In both competitions, first, second and third place winners received plaques and tools donated by school and industry partners.

Three students, Danielle Baker, a junior, of Lynn; Michael Chavis, a junior, of Winthrop; and Jacob Rust, a junior, of Beverly came in second place in the hardscaping competition. Natalie Vardaro, a sophomore, of Danvers came in third place in the sophomore brick and block masonry competition.

"We learned a lot," Rust said. "We prepared so much, and learned to work together as a team. We pointed out each other's mistakes."

Other participating schools included Whittier Tech, Greater Lowell Tech, Shawsheen Valley Tech, Bay Path Regional Tech, Greater Lawrence Technical School and Montachusett Tech.

AGRICULTURAL SCHOOL NOTES. 1919

Irene T. Richard of Salem is working at the State Foresters' nursery in Bridgewater. Richie, as he is called by his classmates, is assistant foreman of the nursery. He has charge of the laying out of the nursery beds and the plotting of the species. The nursery contains about 700,000 coniferous transplants. Richard intends to make forestry his life work.

Jacob Begin of Danvers and Charles Vrettos of Salem are working in the poultry department at the Sorosis farm, Marblehead.

Prince Woodbury, '16, and former instructor, has been working for the government in charge of the European corn borer work in Southeastern Essex County.

Philip Lee of Beverly is getting a lot of experience this summer on the poultry plant of the Applecrest Farm, Hampton Falls, N. H.

John Holmstrom of Salisbury is working on Mr. Davenport's fruit farm in North Grafton.

Byron Raymond is farming on his place in Franklin. Raymond bought the farm before the close of the second term. He is a wholehearted "back to the land" boy.

The Farm Practice Sheets have been issued to all the students. These sheets show the kinds of farm work in which the individual pupils have become skilled. A single large sheet has been approved. On this at a glance may be seen the degrees of operative efficiency with which the individual pupil has been credited by his various farm-work instructors. When pupils are admitted, they are asked to rate themselves on this sheet, in a column reserved for this purpose, in the kinds of farm work which they claim to have done; but their ratings by the school or department are based solely on details of farm work which instructors have reviewed or taught. These sheets meet the general requirement of the Board of Education that state-aided schools shall keep "trade or occupational records."

This sheet is really a score card of their efficiency in the various farm operations. It is as important as a diploma. Each student will be given a final sheet with his rating thereon at the time of his graduation.

The young people of the County who are considering the question of education would do well to investigate what the Essex County Agricultural School can do for them. Here is a splendid and well-equipped institution with an ample faculty, situated in the center of the County, which offers free of charge a complete four-years' training in the various branches of agriculture. This opportunity is open to boys and girls between the ages of 14 and 25.

If interested write, phone or call on Fred A. Smith, Director Essex County Agricultural School, Hathorne, Mass. A representative of the school will be pleased to talk the situation over with any person at his home.

SKATING, February 1939

Many of the girls this winter chose to spend their physical education periods skating at the pond, where the boys play hockey, instead of doing the usual indoor exercises and games in the gymnasium.

The girls brought their own skates and many of them wore skating costumes. Some of the girls were just beginning to skate, but they were helped by Mrs. Couhig and the girls in the class who were more experienced skaters. Some of the girls also made use of this pond after school. This was an opportunity much appreciated.

School Notes 1968, Albert C. Barker, Jr., Forestry Instructor

Reprinted with permission from the Agricultural Education Magazine



Abbott Beech Tree 2014

The Importance of forest water resources in current times has been established and the need for future planning is apparent. Presently, national and state agencies as well as local communities are actively engaged in developing water resource programs. This water resource planning indicates a future demand for technically trained forest watershed technicians.

It is almost an impossibility to expect that college trained foresters can meet this increased demand for watershed personnel. The demand will be too great. A technically trained vocational student can qualify as a forest technician who can work under the general leadership of a professional forester.

To become proficient in leadership and equipment control, a student must receive appropriated training during high school. This type

of training is difficult to achieve at this level but is possible if proper administrative arrangement can be made for the instructional program. Depending on the grade in school, students at Essex County Agricultural Institute have morning classes devoted entirely to their agricultural specialty course with afternoons for academic subject.

Longer class periods allow enough time for instructors to present theory followed by practical exercises. Our school is fortunate to be located near a municipal watershed and a state forest. We have secured the use of these areas as training grounds for forest watershed practices.

Silvicultural practices are taught at these watershed areas thereby allowing students to gain experience by participating in field projects. The instructional program emphasizes cutting practices that align forest water utilization with multiple land use. Students not only learn how to alter different forest stands, they understand the basic principles by which these cutting are justified.

Equipment used in weekly training classes is purchased through school funds. Some equipment is donated by local dealers and manufactures. Students are taught how to use a variety of hand and power tools. Emphasis is placed on maintenance and repair of gasoline powered chain saws and brush cutters. In most cases, students learn to use and maintain many of the tools encountered by a forest worker.

After basic tool skills are achieved, the students receive instruction pertaining to insecticides and herbicides. Forest entomology is discussed in class followed by appropriate field



Albert C. Barker, Jr.

trips. Chemical control measures to eliminate undesirable vegetation is also taught. Coordination between pesticides and water utilization is stressed so that students become aware of potential dangers of using these chemicals on watershed areas.

The employment potential for technically trained forest personnel seems unlimited. The graduate of this training usually seeks employment in a field largely controlled by state and federal agencies.

Schools offering vocational agriculture must become aware of the problems in forest watershed management. Schools should evaluate their programs to produce forest technicians who are better prepared to meet the demands of an already expanding field.

The Abbott Beech Tree

On November 27th, 2018 Arbor students at the school measured the Abbott Beech Tree and its height is 48 feet, dripline spread 31 feet, and the diameter breast height is 18 inches. In 2014 it measured about 35-40 feet. When it was re-planted at the school in 1987 it was about 15-18 feet high with a trunk diameter of 4-5 inches. You can read more about the Abbott Beech Tree by clicking on the link under the photo of the tree. Special thanks to Stephen B. Noble of the Arboriculture Department and his student for the new measurements.

(Editor's note; William Abbott graduated in 1916 and was the very first graduated of the Aggie. One of his classmates was Ralph Hussey of Danvers. It just so happens that the late Jason Hussey, Class of 1989, one of the students who re-planted the tree in 1987 of Danvers may very well have been related to Ralph. I have tried to contact Jason's family to no avail for verification.)



Abbott Beech Tree 2018



Stephen Noble

The Essex North Shore Agricultural & Technical School's Arboriculture Department prides itself in its cultivation, management and study of individual trees, shrubs, vines, and other perennial woody plants. More than 80 % of people in the United States live in areas filled with trees, and planting trees in all settings is increasing. As this trend continues, arborists and urban foresters strive to preserve trees in urban and suburban areas. In this program, students learn how arborists and urban foresters ensure healthy populations of trees to provide sustained benefits to people, including the removal and replacement of hazardous trees. Students in this program are prepared for immediate entry into the workforce or to continue their education at two- or four-year colleges for arboriculture or urban forestry.



Essex North Shore Agricultural and Technical School is one of 100 local nonprofits to receive grants of \$100,000 each through the [Cummings Foundation](#) "\$100K for 100" program. The School was chosen from a total of 574 applicants during a competitive review process. The official award certificates will be presented to all the funded non-profits by Bill and Joyce Cummings on June 6, 2019.

The 100K for 100 program supports non-profits based in and primarily serve Middlesex, Essex, and Suffolk counties. Through this place-based initiative, Cummings Foundation aims to give back in the area where it owns commercial buildings, all of which are managed, at no cost to the Foundation, by its affiliate Cummings Properties. Founded in 1970 by Bill Cummings, the Woburn-based commercial real estate firm leases and manages 10 million square feet of space, the majority of which exclusively benefits the Foundation.

These grant funds will be used to provide students in Essex North Shore Agricultural and Technical School's construction programs (carpentry-masonry-electrical-plumbing-HVACR) with the opportunity to gain authentic work experiences through building projects on campus. One of the projects will be the rebuilding of Larkin Memorial Cottage, named for Catherine Larkin a former student who as a nurse was killed in World War II. It is a historic building on the property that is in major disrepair and will need to be rebuilt to serve as a museum dedicated to the rich history of Essex Agricultural School with meeting spaces that would be available to organizations located on the North Shore and Cape Ann.



Aggie Alumni who passed away

Thomas Joseph Bebbington, Class of 1952

<https://www.dolanfuneralhome.com/obituaries/thomas-j-bebbington-of-tyngsborough/>

Bruce Beeman, Class of 1969

<https://www.legacy.com/obituaries/name/bruce-beeman-obituary?pid=192683327>

Kenneth Brown, Class of 1972

<http://www.tributes.com/obituary/read/Kenneth-Brown-106814757>

Stephen L. Cashman, Post Grad

<https://obituaries.thecounty.me/obituary/stephen-cashman-1953-2019-1072876200>

Katherine (Katie) Ruth Chiklis, Post Grad

<https://www.contefuneralhomes.com/obituary/katherine-chiklis>



Chester W. Chmiel, Class of 1962

<http://obituaries.salemnews.com/obituary/chester-chmiel-2018-1071606509/print>

Howard Ames Coon Jr., Class of 1948

<http://obituaries.eagletribune.com/obituary/howard-coon-jr-1930-2019-1073163551>

Everett R. Garbati, Class of 1945

https://www.meaningfulfunerals.net/obituary/everett-r-garbati?fh_id=13645

David S. Grasso, Post Grad

<http://obituaries.eagletribune.com/obituary/david-grasso-1959-2019-1073746120>

Christopher Hatt, Class of 1982

<http://hosting-24072.tributes.com/obituary/read/Christopher-F.-Hatt-107001925>

***Ken Brown, with a horse we will
call Dobbie.***

Norma J. Hutchins, Post Grad

<https://berubefuneralhome.com/obituaries-berube/2018/12/10/norma-j-hutchins-56>

Theresa Ruth Joens, Class of 2021

<https://www.legacy.com/obituaries/name/theresa-joens-obituary?pid=192067500&fbclid=IwAR0iLILR5N326sEC1MTnFs6hwW918p0dtWWpcX0i53IicZrBeaWivsQFdmQ>

Ms. Diane Marie (Gruskowski) Kochilaris, Post Grad

<http://hosting-24072.tributes.com/obituary/read/Diane-Marie-Gruskowski-Kochilaris-107111929>

Gloria (Marchant) Lampropoulos, Millinery & Upholstery classes Post Salem High

https://www.meaningfulfunerals.net/?action=obituaries.obit_view&CFID=337ec657-0c93-4bcc-abe6-3c2c6e030854&CFTOKEN=0&o_id=6176527&fh_id=11234

Phyllis Ann (Kawczynski) Landers, Post Grad

<http://www.campbellfuneral.com/obituaries/Phyllis-Ann-Landers?obId=4270415>

Ruby A Lavalley, Year unknown

<https://www.anctil-rochette.com/notices/Ruby-Lavalley>

Philip S. Maloney, Post Grad

<https://www.remickgendron.com/obituaries/Philip-Maloney-2/#!/Obituary>

Mrs. Miriam H. (Darcy) Parker Nee, Post Grad

<https://www.legacy.com/obituaries/wickedlocal-danvers/obituary.aspx?n=miriam-h-parker-nee&pid=191861128&fhid=4150>

Felecia E. (Pistenmaa) Pastagal, Class of 1989

http://pikenewhall.tributes.com/obituary/show/Felecia-E.-Pastagal-106966976?fbclid=IwAR2Ej5LaO1-9CXIUUVc4FSe7qascqyNIbr8_7wIhJB2IHk-PzoH4chukMtM

Dianne Leona (LeBrasseur) Pomakis, Class of 1960

<https://www.capecodtimes.com/obituaries/20190406/dianne-leona-pomakis>

Janelle L. (Burnham) Rathe, Post Grad

<http://obituaries.salemnews.com/obituary/janelle-rathe-1964-2019-1073856000>

Ralph V. Robbins, Class of 1947

<https://www.colonialfuneral.com/obituaries/Ralph-V-Robbins?obId=4210672>

George W. Sanborn, Class of 1949

<http://www.brooksidechapelnh.com/obituary/george-sanborn>

F. Richard Standley, Year of graduation unknown

<http://www.croswellfuneralhome.com/f-richard-standley/>

William Stephen Shinn Sr., Class of 1961

<https://www.saulsfh.com/notices/William-ShinnSr>

Frank E. Warner, Class of 1961

<https://www.itemlive.com/obituaries/frank-e-warner-74/>

Steven F. Waldorf, Class of 1960

<https://www.legacy.com/obituaries/unionleader/obituary.aspx?n=steven-f-waldorf&pid=191368763&fhid=3870>

Carol A. (Milligan) (Wilson) Watts, Class of 1956

<https://www.lyonsfuneral.com/obituaries/Carol-Watts#!/Obituary>

Dobbin (by Alfred Noyes)

*The old horse Dobbin out at grass
Turns his tail to the winds that pass
And stares at the white road winding down
Through dwindling fields to the distant town*

*From the distance he hears a short sharp trot
And Sees his master a small dark dot
Riding away on the smart new mare
That came last month from Pulborough Fair*

*And Dobbin remembers, as horses may
How often he trotted that ringing way,
His coat is ragged & blown awry
He droops his head though he knows not why*

*Something has happened something is gone
The world is changing his work is done
But His old heart aches with a heavier load
He stands and wonders and stares at the road.*

Essex Aggie Alumni Association Membership Registration Form 2019

Membership dues for 2019 will still be \$20.00

Term of membership is Jan 1 to Dec 31

Please fill out the form below

We need your support



Member Name and Address: (Please Print)

Class of _____ High School Division (____) College Division (____) School Staff (____)

First Name _____ Maiden Name _____ Last Name _____

Address _____ City _____ State _____ ZIP _____

Home Phone (____) _____ Work Phone (____) _____ Cell Phone (____) _____

E-Mail _____

Please register my membership for 2019

I am enclosing my check for \$20.00 for 2019 Membership: \$ _____

I would like to donate to the General Fund: \$ _____

I would like to donate to the General Scholarship Fund: \$ _____

I would like to donate to the Richard M. Brown Scholarship Fund: \$ _____

I would like to donate to the V. Byron Bennett Scholarship Fund: \$ _____

I would like to donate to the Ellery Metcalf Scholarship fund: \$ _____

Total amount enclosed for membership & donations: \$ _____

(Essex Aggie Alumni Association is a 501(c) 3 organization and donations are tax deductible)

Your membership is important, and we hope you will send your dues today!

Check should be made out to: Essex Aggie Alumni

**Mail this form to:
Essex Aggie Alumni Association
c/o Charles Main
643 Main Road
Phippsburg, ME 04562**

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