



**NOW & THEN**  
at the  
**PROCTER MUSEUM & ARCHIVES**  
(Downstairs at the STOCKBRIDGE LIBRARY)  
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Past issues may be accessed  
at the Library website  
[stockbridgelibrary.org](http://stockbridgelibrary.org)

**RECENT DONATION**



A table printing press was recently donated to the M&A collections by Gene Elling, who worked at Williams High School for over 40 years. The printing press was at the school but never used to Elling's knowledge and when WHS closed down, he rescued it. This type of printing press is also known as a Pilot Printing Press. It was manufactured by Chandler and Price which went out of business in 1964.

The handle opens and closes the area where the printing plate and paper are placed and moves the ink roller across the oval ink plate and down across the printing plate. When the handle is pulled all the way down (*pictured below right*) the ink roller passes across the oval plate (*which would have ink on it, getting ready for the next print*) and the paper is compressed against the printing plate (*area just to the right and below the oval plate*). As you pull the handle upward (*pictured below left*), the area where the plate and paper would be located, opens and the ink roller moves down across the plate to ink it again to be ready for the next sheet of paper to be pressed against it (*pictured left*).

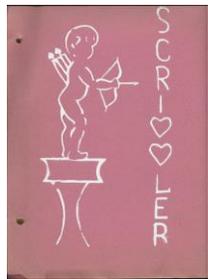
When this piece was manufactured, it would have been considered modern technology. Is it possible that this machine was used for the student publications – *Green and Gold*, *Scribbler* (see article on page 2) or *Chieftain*?



**HANNAH GINOCCHIO**

Hannah Ginocchio (*pictured right*) spent this past summer doing an internship at the Museum & Archives. Her grandmother is Sarah Ginocchio of Shamrock Street. She left the first of September to return to school at the Brookline High School near Boston. Hannah did a variety of tasks while she was here, everything from going through archival files, doing research for the upcoming 'Shades of Stockbridge' program, researching some of the objects in the collection and even some dusting. She did the research on the table printing press above, discovering where it was manufactured etc.





## REMEMBERING WILLIAMS HIGH SCHOOL

Those of you who were fortunate enough to attend Williams High School may remember the newspaper created by the student body. It was called the *Scribbler* and it was one of the extra-curricular activities which students could participate in. Without computers and modern copy machines it was labor intensive. Each page was typed using a typewriter, copied (*remember the old mimeograph machines*), collated by hand, holes punched in the pages and put together with metal fasteners or staples. The February 1957 issue (*upper left*) which consisted of 52 pages with two construction paper covers, lists nine editors (*Editor-in-Chief, Feature, News, Exchange, Girls' Sports, Boys' Sports, Art, Typing and Production*) along with 40 students working on the various staffs (*Distribution, News, Feature, Art, Production and Typing*). This issue is interesting as it includes several pages of "Why I Chose Teaching as a Career" submitted by the teachers at that time. You may recognize some of them.



"My reasons for becoming a teacher are very simple. I have always had a desire to learn, and this coupled with the fact that I enjoy working with young people prompted me to choose teaching as my profession. As a teacher, my ambition has always been to show young people the value of an education and to try to get them to have a "yen" for knowledge, and at the same time to continue my own education.



Henry J. Makuc"

"In my early years, I was surrounded by teachers, at home as well as at school, and the associations were most pleasant. At that time, there were very few careers open to women and teaching presented the most attractive one to me. I have never regretted my choice and would be very happy to see more students entering this field. There are many frustrations but the rewards far outweigh the frustrations.

Gladys Gilroy"

"I have been asked why I have chosen teaching for a profession. Normally I like to answer questions by enumerating the facts and ideas involved. Such cannot be the case with this question. You see, the choosing of teaching as a profession has to be based on feeling as well as fact. A person cannot decide that he knows enough facts, has enough knowledge, and therefore will teach; a person must have a desire to share this knowledge with his fellow man. He must want others to know what he knows. He must want to train others to someday increase and add to the world's store of knowledge. I have that feeling, so I teach.

Mr. A. Rizzo"

"It is really hard for me to say what the one reason is which prompted me to enter the teaching profession. Undoubtedly certain pleasant experiences with people involved in the process of education had some influence on me, as well as some actual fruitful experiences where I was involved in teaching.

A certain clergyman I am sure probably had the greatest influence in this matter. When I was fourteen years old, he placed me in charge of a Sunday School class. In addition to this, there was my experience in Boy Scout work where I went up from the ranks to become scoutmaster of a troop, the teaching of mathematics in the Army for a short while, and the substituting for one of my professors in college while he was recuperating from operation.

Mr. Niedzwiecki"



"My attendance at school began when I was five years old in a one-room rural school which housed all eight grades. My first two years of school were marked by a friendly, helpful, and most understanding teacher; it was a sad day for me when she was replaced by another because of her approaching marriage. In those days marriage was considered a thoroughly satisfying, full-time career which did not need to be supplemented by a full day's outside employment.

As we all tend to pattern ourselves after an IDEAL, I suppose this first satisfying encounter at school under a very able instructor gave me the desire to want to help youngsters as she had helped me.

My school life, however, was certainly not stimulated by the young teacher who took the position left vacant by my IDEAL. This last teacher had only a six-weeks' summer course between her high school diploma and her first year of teaching. ...her many personal problems overshadowed the education of twenty-seven youngsters in this rural elementary school.

... It wasn't until my seventh year of attendance in elementary school that I was fortunate enough to have another teacher like the one encountered my first two years. These two teachers can be credited with instilling in me the desire to want to help others toward a way of life that would permit each one to lead a happy and self-satisfying experience.

Sadie Elizabeth Davis"

"You might say that I did not choose to be a teacher, but rather that I was chosen. As long ago as I can remember, it was my ambition to be a farmer.

In 1945, there was a vacancy in the Agriculture Department here at Williams High School and I was appointed to the position. I am very glad that I became an agriculture teacher. I ... think that vocational agriculture with its Future Farmers of America is a fine opportunity to work with young farmers.

Kenneth W. Milligan"

"Originally I did not plan to become a teacher. However, during my Senior year at college, I was given the opportunity to teach as an undergraduate student assistant. This was my first experience in the teaching profession. Following Graduate School, I accepted a position as an instructor of geography at my Alma Mater. It was during this year of teaching that I began to realize the value of such a profession and made a final decision as to what field of endeavor I would follow.

Teaching became a definite part of my life and I finally made up my mind to follow it as a career. The rewards have been many and the disappointments few and I have not regretted my choice, .... In closing, may I add a few words of advice to those students with whom I am associated each day. Set your sights on an objective and strive for that objective. Never look back or regret the past, for the future has a place for each and every one of you.

Pierce C. Lalor"



### SHADES OF STOCKBRIDGE

(Shade, *n.* [Poetic] a phantom, a ghost, a specter, a spirit.)

**November 4, 2017 between 5:00-7:00**

Several former residents of the town will be waiting to welcome visitors to the Stockbridge Library on Saturday, November 4, 2017 at 5:30 p.m. Thanks to a dozen+ volunteers, who take on the characters of the early Stockbridgers, you will be able to meet and greet (*or just observe*) the founder of the Laurel Hill Association and her politician husband, two lady authors, and Andrew Carnegie among others. You can converse with the men who introduced the printing press and early photography to the Berkshires or just listen to a blighted love story.

Join us for an evening of living local history. Tickets for the program are \$5 and can be purchased in advance at the Library as of Oct. 24.

### M&A BOOK COLLECTION

Staff in the Museum & Archives have been hard at work entering reference materials, local histories of Stockbridge and the Berkshires, works by and about Jonathan Edwards, and Native American information into the database used by our library network CWMARS.

Now, researchers may search for and view these records from their own computers and devices via the online catalog at <http://bark.cwmars.org>. Items located in the Museum & Archives are designated by call numbers beginning with "HC" and can be used only at the Library. Try it out for yourself!

### DISASTER TRAINING FOR MASSACHUSETTS LIBRARIES

Training sessions specific to libraries and cultural institutions have been scheduled for October 18, February 14 and May 16 at four different locations within Massachusetts. The Stockbridge Library will host those being held in this section of the state. Advance registration is required.

If you are connected with a library or cultural institution and are interested in participating or wish more information, please contact <https://mblc.libsurveys.com/neh-cultural-heritage>

### TOM CAREY'S HORSES

Does anyone know what the names of Tom Carey's horses were? We seem to have different opinions of what they were and are hoping that someone might know the answer. Please let us know at [slmanl@roadrunner.com](mailto:slmanl@roadrunner.com).



### WHS EXHIBIT

Because the WHS alumni banquet was held in the month of September, an exhibit of Williams High School memorabilia and pictures were on display in the Gallery area at the M&A. This exhibit will continue into October. If you didn't get a chance to see it, please stop by and take a walk down memory lane.

The left case (*pictured left*) consists of items from the class of 1967 who celebrated their 50<sup>th</sup> anniversary.



### PROCTER MUSEUM & ARCHIVES HOURS

**Tuesday 9-8, Wednesday and Friday 9-5, Thursdays 9-1 and Saturdays 9-2**

*If you plan to spend time researching, it is always a good idea to call (298-8190) to check for availability.*