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Greenville, New York 12083**

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ALMA MATER

In among the pleasant valleys

We see our school so dear,

It will stand for truth and wisdom

Throughout the coming years.

Through the four long years of high school

Midst the scenes we know so well

And our love for Alma Mater

In our thoughts will ever dwell.

We will think of Alma Mater

In every act and deed.

While we work for dear old Greenville

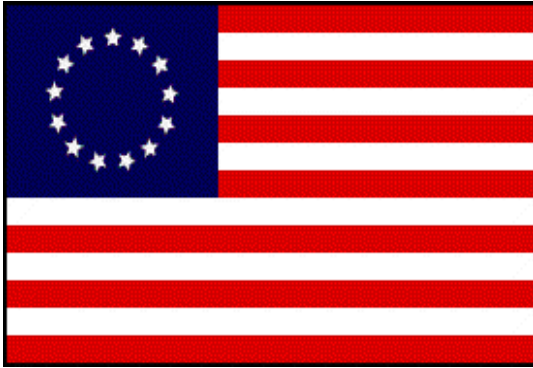
No Honors will she need.

Our colors stand before us.

They signify our might.

And recall the days of gladness

'Neath the old Maroon and White.



PLEDGE OF ALLEGIANCE

I pledge allegiance to the Flag
Of the United States of America
And to the Republic for which it stands,
One Nation, under God, indivisible,
With liberty and justice for all.

ACKNOWLEDGEMENT

From the very first meeting of our committee on January 21, 1999, it was decided that the “History of The Greenville Central School” would contain anecdotes and remembrances. The committee did not wish to create a document overwhelmed by names, dates and cold statistics. We also wanted to provide the reader with a sense of the sacrifice, dedication and pride necessary to preserve the excellent tradition of the Greenville Central Schools, a tradition begun more than 200 years ago in a desolate area now called Greenville.

We quickly realized how blessed our undertaking was to be. Living in our midst were lifelong residents enjoying their Senior Citizen Platinum years. All were involved with our school in one way or another, and, to say the least, they helped us greatly.

WITH SPECIAL GRATITUDE, WE LIST THEM HERE:

Raymond Beecher
Margaret Boomhower Bogardus
Clara Bates Cook
Pearl Mackey Haskins

Francis E. Swart
Goldie Wright White
Louise Moore Wright
Porter Wright

Our gratitude extends to all those, who, even in the smallest way, helped make this history possible. Information poured in from out of state, we developed an extensive local cornucopia. Essential contributors included the New York State Regents Archives, New York State Library, Albany County Archives, Greene County Archives, Schoharie County Archives, Ravena News Herald Archives, Durham Center Museum, and the Greenville and Vedder Libraries. We are especially appreciative of the continued support of the GCS Administration and Board of Education.

THE COMMITTEE

Anna Acconi
Elizabeth (Betty) Becker
Phyllis K. Beechert
Donald Berkhofer
Tracy A. Boomhower
Debra Danner
James Danner, Jr. (Student)
Alice M. Ferriolo
Richard A. Ferriolo
Joseph Gallogly (Student)
Phillip Hershberger
Edith S. Lansing
J. Robert Lansing
Terez Limer
Irene Olsen
Debra Teator
Donald B. Teator
Bette Welter

A COMMITTEE DESIRE

May this history be continued in fifty or one hundred years.

HISTORY OF GREENVILLE FREE ACADEMY AND GREENVILLE CENTRAL SCHOOL

By GCS Alumni Association

June 26, 1922, on the shady lawn of the old school building of Greenville Free Academy, twenty-two alumni of the school gathered to renew acquaintances, reminisce about their school days and most important of all, to organize an Association of Alumni of Greenville Free Academy.

The meeting was chaired by Mr. William Stevens. A Constitution Committee was appointed and the following officers were elected: President, Miss Beatrice Smith; Secretary, Miss Alice Stevens; Treasurer, Mr. Peter Stevens. They voted annual dues to be \$1.00 and decided to hold a reunion annually in Greenville.

Those present at this reunion were: William Stevens, Reuben Head, Clifton Morrison, Ruby Flansburg, Ida Gibson, Scott Ellis, Marietta Hedges, Elizabeth Velie, Rhodell Stanton, Ethel Stanton, Helen H. Story, Mary Vanderbilt, Robert Atwater, Raymond Boomhower, Ruth Hook, Helen Hallenbeck, Mildred Felter, Zina Rose, Philip McCabe, Jr., Peter Stevens, Beatrice Smith and Alice Stevens.

One of the students of GFA had baked a cake as a gift for this occasion. This was raffled off at the meeting, returning \$8.00 to the new treasury.

The following June a reunion banquet was held in the Presbyterian Chapel building, now the Legion Hall. The next five years the banquets were held in Wirichich's Hall (The Corner Restaurant), then for two years in the Masonic Temple, and in 1932 we met in Vanderbilt Hall. By 1933 the new Greenville Central School building was completed, and that year and for a few succeeding years we held our banquets in the school cafeteria in the upstairs front of the building.

It is interesting to note in this day of inflated prices that in 1925 a banquet for 48 people was furnished and served for \$30.00 plus \$5.00 for the use of Wirichich's Hall.

In the early 1940's the upstairs cafeteria had become too crowded for the number of Alumni so we were forced to hold our meetings either in the dining room of some of our local churches or use the facilities of local boarding houses. With the new addition to the school building, including its enlarged cafeteria, we have lately held some of our reunions in the school. The programs at these gatherings have generally been on the light side with a minimum of speeches. Each year we honor the classes who are celebrating a tenth anniversary. Occasionally, someone from one of these classes reminisces about the "good old days". We have on occasions honored the Board of Education, Mr. Scott Ellis on his 35th Anniversary of teaching, several other Alumni who have taught many years in GCS and in 1958 awards were made to the six families from which both parents and at least one child had graduated from Greenville school.

From the first the fostering of school spirit has been one of the primary aims of the Association. At the first banquet meeting a committee was appointed to select a song to be used as an Alma Mater. Two years later another committee was selected to compose a yell that could

be used for the school and Alumni. One wonders in this age of blaring stereo, TV and radio if a good old-fashioned yell wouldn't be a relief.

In 1924 a committee was set up to propose an Alumni prize to be competed for by students. They reported that the money should accumulate in the Treasury and something purchased that all of the students could enjoy. In 1927 another "prize" committee was appointed and still no action was taken.

In 1939 the matter of a "prize" came up again at the annual meeting. The following year it was decided to give a versatility prize to the student who best demonstrates the ability to do practical things, the recipient to be chosen by a secret ballot of the faculty. In 1951 the name of this prize was changed to the Peter Stevens Memorial Prize in honor of one of our older and most ardent Alumni.

In 1943 there was no banquet held due to gas rationing and other circumstances brought on by the war. The following year at the banquet held at Shepherd Farm, a service flag was given to the school by the Alumni. This flag was dedicated with an appropriate ceremony conducted by Bill Stevens, Class of 1915 and Third District Commander of the American Legion. There were 118 Alumni in the service during World War II.

As one reads the minutes of the past 40 years of the Association the names of four charter members, William Stevens, Reuben Head, Rhodell Stanton and Scott Ellis appear many times, leading, guiding and generally supporting the programs of the Alumni Organization.

In June 1964, we were able to honor in some small way Scott Ellis, Class of 1916, who was retiring after 45 years of teaching and principal of GCS since its centralization in 1930.

A "This Is Your Life Scott M. Ellis" program was presented. With pictures and personal appearances of former students and associates, we were able to trace the career of Mr. Ellis from his boyhood on a farm in the Medusa-Lambs Corners area through High School, marriage, teaching in Sunside, Norton Hill and Greenville. The program depicted the humorous as well as the serious aspects of his life in an effort to pay tribute to this illustrious son of Greenville Free Academy.

COMMITTEE NOTE

We thank all members of the Association for the above History and their effort providing an excellent booklet for the GCS Alumni. Their love of school is clearly evident. It is also noted that during the 1970s and 1980s the Association was very active. The annual meetings were now held in local restaurants providing dance music. Alumni members traveled great distances to attend, many times to honor favorite teachers or enjoy an education program or guest speaker. As the meetings were generally held in October, there was the added attraction of the beautiful fall foliage. The Kilcar Restaurant at Norton Hill became a favorite meeting place, with proprietor Mike Carr making the Association most welcome. But alas, the meetings gave way to individual class reunions and presently are no longer held. Nevertheless, it was a memorable era.

Richard A. Ferriolo
Scribe

The Peter R. Stevens Prize For Versatility

A prize of \$5.00 is presented to a Senior for versatility which is “The ability to do practical things.” This prize is given by the Alumni Association. (In 1960 we changed the prize to \$15.00)

1941	Mildred Ruppel Fellows
1942	Charles Abrams
1943	Wilhelmina Zimmerman Barnes
1944	Laura Barkman Knauert
1945	Irene Wildey Irwin
1946	Lois Gardiner Bray
1947	Clifton Richardson
1948	Dorothy McCann
1949	Marilyn Thompson Larson
1950	Ruth Zimmerman Chebuske
1951	Joyce Borthwick Carey
1952	Kenneth Fischer
1953	Robert Makely
1954	Janet Wright Stiles
1955	Laurence H. Cooke
1956	Carolyn Bott Klasmier
1957	Clemens Haneke & Luman Rundell
1958	Edna Ingalls Huffman
1959	Jerry Adinolfi
1960	Frank Field
1961	Priscilla Palmer
1962	Roberta VanTassel
1963	Sandra Randall
1964	JoAnn Robertson

COMMITTEE NOTE:

The GCS Alumni Association of Greenville Free Academy and Greenville Central School presented their Peter R. Stevens Prize For Versatility to JoAnn Robertson in 1964. The fifteen dollar award was issued for “The ability to do practical things”.

“Now Here Is The Rest Of The Story”: The GCS Board of Education, on July 12, 2002, unanimously approved JoAnn Robertson Morse as Superintendent of GCS, effective August 12, 2002. JoAnn’s first Board meeting was held August 19, 2002. No fifteen dollars was ever better invested.

One Room Schools

This list is an attempt to identify and locate the one room schools that serviced the young in what is now the Greenville Central School District. Included are Academies boasting more than one level. Also, a primary school with more than one room, food service and rest room facilities.

Joint Districts near County or Town lines may have resulted in duplicate school house numbers. School buildings erected close to boundary lines may have resulted in different identifying numbers for the same school. Example; the Lampman Hill school served children from the Town of Durham, Greene County and the Town of Rensselaerville, Albany County. The building situated in the Town of Rensselaerville is less than a “stones throw” from the Town of Durham line.

Our research disclosed Rebecca Lampman executed a Deed dated July 8, 1861, for one eighth of an acre to School District 21, Town of Rensselaerville. Also an 1866 map shows the school as number 21. An authentic Teacher Contract dated June 14, 1923 has number one (1) as the Lampman Hill School. The contract was signed by Marguerite Kelly (teacher) and Grace McCulloch (trustee). From the map location, the deed, and the contract, we can only conclude it's the same school building.

COXSACKIE – Town of:

12 – Now part of Brennan’s Schoolhouse Inn, NYS Route 81 West of Honey Hollow Road.

COEYMANS – Town of:

13 – Butler District - Alcove Reservoir.

GREENVILLE – Town of:

1 – Norton Hill - Now part of Methodist Church.

2 – Freehold - Now part of firehouse.

3 – Coonley - East Red Mill Road.

4 – Greenville Academy (Now library). Section of building moved and became part of the Silo Tavern, just West of Norton Hill.

5 – Greenville Center.

6 – Brandy Hill - Route 26. Now a private residence.

7 – King Hill Road. Now a private residence.

7 – Joint District - O’Hara Road and Greene County Route 67.

8 – Schoharie Turnpike - 3/4 of a mile West of Pleasant View Lodge.

8 – Newry - Greene County Route 38 across from Newry Lane. Now a private residence.

9 – West Greenville - Ingaliside Road. Now a private residence.

10 – Surprise - Willowbrook Road. Now a private residence.

12 – Places Corners.

13 – Maple Avenue.

16 – Hillcrest & Spring Valley Road.

NEW BALTIMORE – Town of:

- # 2 – ½ mile West of Woodhull Farm.
- # 3 – Medway Earlton Road.
- # 4 – Red School House – Corner of Hillcrest Road and Route 26.
- # 5 – Staco – North of Ridge Road and Featherbed Lane.
- # 6 – Sodom – Corner of Shady Lane and Sodom Road.
- # 12 – Stanton Hill – Corner of County Route 51, North and Shady Lane.
- # 13 – Honey Hollow – East Honey Hollow Road.
- # 15 – Medway – County Route 51 South.

RENSSELAERVILLE Town of:

- # 1 – Lampman Hill – Lampman Hill Road (now McCafferty Road) and County Route 403. Now a private residence.
- # 4 – Medusa – Moved from East corner of North Road. (Now part of the firehouse).
- # 6 – Pond Hill – Pond Hill Road, East of Wood Road. (Destroyed by fire).
- # 7 – Corner of County Route 359 and Cooley Road.
- # 10 – Sayre – Corner of Sayre Road and County Route 352.
- # 13 – Town Line Road – Northeast of Willsey Road. (Based on hearsay, the school moved from the juncture of Fleming, McCulloch Cross and Willsey Roads). Now private residence.
- # 16 – Rensselaerville Academy – County Route 353, above village.
(Building demolished).
Rensselaerville Primary School – County Route 353, above village.
(Now US Post Office and a restaurant).
Gifford Hollow Road near Stevens Road – No longer exists.
- # 19 – Potter Hollow – County Route 354, West end of the village.

WESTERLO Town of:

- # 1 – South Westerlo – East end of County Route 403. Now a private residence.
- # 2 – Lambs Corners – County Routes 403 and Route 409.
- # 3 – Smith’s Corners – County Route 402. Now a private residence.
- # 5 – Lockwood - Corner of County Route 414 and Lockwood Road. Moved to Sunset Hill. Now a private residence.
- # 8 – Slade Hill – Corner of Slade Hill and Van Deuzen Roads.
- # 12 – Tan Hollow – Corner of County Route 312 and Tan Hollow Road.
- # 13 – Dormansville – Now the firehouse.
- # 14 – Creamery – NYS Route 32 and Creamery Road.
- # 15 – Stone School House – was located on the corner of Newry and Schlegel Roads.
This building of stone was demolished.
- # 18 – Corner of County Route 406 and Swartout Road.



Norton Hill School with church group in front
Today – Part of Methodist Church



Freehold School
Today – Firehouse site



Students of the Greenville Academy are pictured around 1911

Front: Alice Jenkins, Kate Spees, Chris Vogel, Irene Chesbro, Burdette Griffin, Walt Stevens, Gerard Irving, Mabel Griffin

Middle: Bill Gedney, Hannah Winnie, Madeline Chesbro, Elizabeth Griffin, unidentified, Lily Tompkins, Estelle Griffin, Mary Vanderbilt

Top: Ada Winnie, George Irving, Nellie Tompkins, Millicent Evans, Gladys Evans and Teacher, Miss Lodie Story



The Greenville Academy

Class of 1928-1929

Back Row:

Everett Matthews, Harold Worth, Donald Blenis, Raymond Story, George McCafferty, Elmer Carlson, Walter Joy, Howard Rugg, Kenneth Alger, David Gifford, Charles Simpson, Lewis Griffin, Gerald Ingalls, Charles Stevens, Lawrence Felter, Gordon Abrams, John Zivelli, Russell Baumann

Third Row:

Scott Ellis, Eloise Roe, Mae Hoose, Geraldine Hunt, Helen Zabitt, Beulah Rugg, Christina Hallock, Ida Stone, Edna Heinich, Julia Anderson, Jennie Lowe, Gladys Gransbury, Dorothea Jennings, Porter Wright, Principal Carroll Kearney, Reginald Makely, Edward Boomhower, Ruth Gardner, Ella Tryon, Ruth Hallock, Esther Palmer, Barbara Wickham, Marguerite Snyder, Evelyn Tompkins, Marie Bullivant, Edna Irish, Clarice Palmer; teachers: Miss Parkhurst, Miss Bliss, Alice Stevens, Miss Light.

Second Row:

Ruth Roe, Dorothy Joy, Louise Moore, Charlotte Story, Amelia Bell, Elizabeth Strong, Dorothy Cunningham, Ruth Becker, Robert Wickham, Everett Snyder, Dorothy Hallock, Erwin Yeomans, Gladys Beecher, Margaret Griffin, Verona Brown, Marie Vogel, Edna Ingalls, Thelma Boomhower, Hazel Gardiner

Bottom Row:

Eugene Raffo, William Vaughn, Harold Bullivant, Merle Powell, Howard Boyd, Arnold Nichol森, Leland Cunningham, John Jennings, John Cartledge, Newton Fink (adopted by Frank & Grace Fink), John McNaughton, Kenneth Lawyer, Joseph Slater, Raymond Tallman



Brandy Hill/East Greenville Schoolhouse
Today – Private Residence



King Hill Schoolhouse in foreground – 1915
Teacher Jessie Boyd
Today – Private Residence



West Greenville School
Ingalside Road
Today – Private Residence



Surprise Schoolhouse
Corner of Willowbrook Drive and Willowbrook Road
Today – Private Residence



Lampman Hill School
District Number One
Today – private residence



Medusa District #4
One of Leona Patrie's classes taken in front of
The School House at the corner of North Road and Main Street



Rensselaerville Academy



Rensselaerville Primary School



Potter Hollow District 19
“A Historic Treasure”



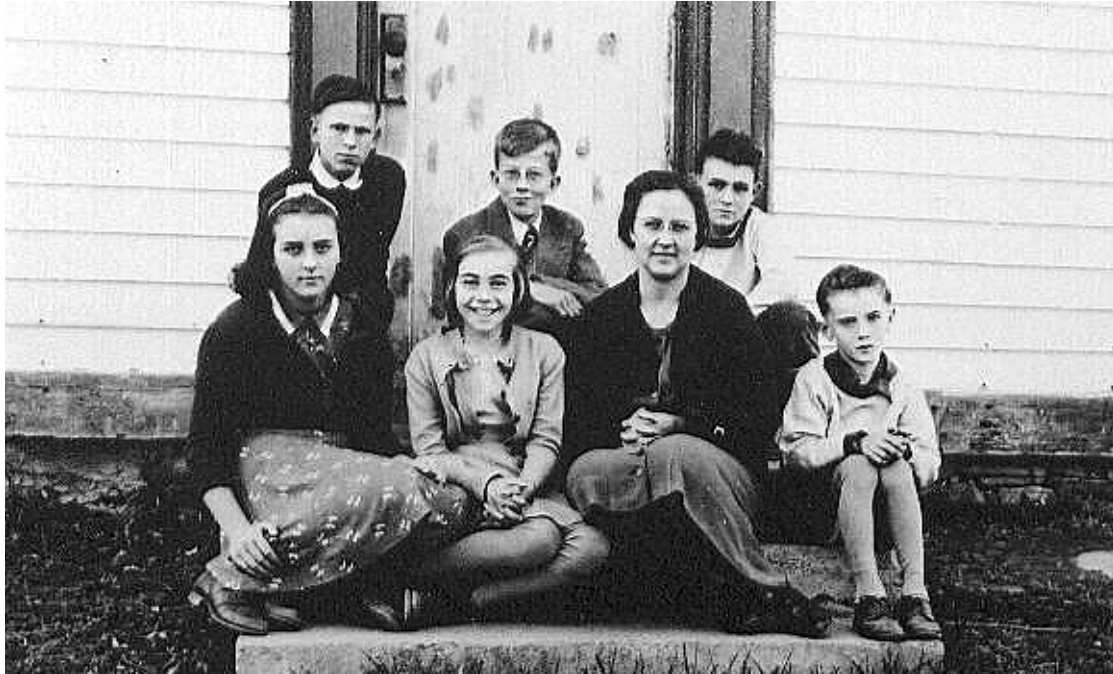
South Westerlo – District 1.

Transfer of property for area schools recorded as early as 1847 with many dated much earlier. A book of maps dated 1867 clearly pinpoints the location of district one.

Pictured above is the first building, razed to make way for the new building. The post card of the new building is dated 1921.



Post Cards courtesy of the Genevieve “Gen” and Gerald Boomhower Post Card Collection



Smith's Corners School District Number 3 – 1941
Top Row – Warren Case Jr, Carl Schultz and Jack Gifford
Bottom Row – Delyghte Shaver, Audrey Gifford, Anna Giffin(Teacher)
and Richard Gifford
Today – Private Residence

District #5

Sherwood and Lockwood Road

Teacher: Harriet Spaulding

Students who later became teachers:

Edward E. Boomhower, Sr.

Margaret Boomhower-Bogardus



Left to Right:

Horace Lockwood

Edward Boomhower

Thelma Boomhower

Helda Lockwood

Margaret Boomhower

Esther Lockwood

Elliot Lockwood

3 boys in front row:

Phil Palmer

Gerald Boomhower

Gordon Lockwood

Back Row:

Chet Covenhoven

Dorothy Lockwood

Percival "Perc" Palmer

___ Tompkins

Stanley Lockwood

___ Tompkins

(Others Unknown)





Dormansville School



Students in front of Dormansville School

WEEKLY REPORT

Of *Nellie McCulloch Cameron*
 for the week ending *March 7th* 18*90*
 ALTON D. GIBSON, Teacher

SCALE: 100, perfect; 90, good; 80, fair; 70, poor; 60, failure.

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Reading	100	100	100	100	100	100
Arithmetic	100	100	100	100	100	100
History	100	100	100	100	100	100
Geography	100	100	100	100	100	100
Grammar	100	100	100	100	100	100
Spelling	100	100	100	100	100	100
Physiology						
Civil Gov.						
Composition						
Rhetoric						
Writing	100	100	100	100	100	100
Algebra						
Book-keeping						
Philosophy						
Geometry						
Drawing						
Punctuality	100	100	100	100	100	100
deportment	100	100	100	100	100	100

Remarks:

Signed

Copy of Nellie McCulloch Cameron's Report Card
 For Week Ending March 7th, 1890
 Lampman Hill School
 Mr. Alton D. Gibson, Teacher

**A HISTORY OF THE
GREENVILLE CENTRAL SCHOOL DISTRICT**

Introduction

The Greenville Central School District has its roots in the area's earliest settlements, even though the exact configuration of the district as we know it today is only a generation or so old. From early times through the present, one thing has remained clear to the district residents: Our school is important. It is from the schools that the people of Greenville and surrounding towns form the basis of a community, sharing common issues, interests and goals. The school is also an important entry into community life and spirit for families new to the area with children to educate.

It is only right, therefore, that we examine the district's history. We need to know not only what we did in forming and administering our area's education system, but how and why we did it; in what particular ways we did it; and the choices we as a community made, good or bad, for the welfare and advancement of our children. The keys to what we must do for the future can be found in the past. The past presents not only the best advice, but all the advice we have to go on. A meaningful present and hopeful future is impossible without this knowledge. Since we pin our hopes for the future on our children, we must seek out and employ the best advice we can find.

This history is a collaborative effort, written by volunteers and enthusiasts. It is a compilation, drawing on many sources, perhaps with a little scholarship; and as all good history must be if it is to come alive and breathe in the present, it is somewhat a work of interpretation and selection. It will not please everybody, nor seem absolutely complete to all its readers. But we hope it will convey a general sense of what it means to be a member of this community as defined by the Greenville Central School District, just as knowledge of family history makes us more complete, self-aware and effective people.

I. Earliest Beginnings

Although the chartering of the Greenville Academy in 1816 by the New York State Board of Regents is a convenient starting point from which to date organized education in the district, many area schools predated the Academy. As early as the mid-1750s, classrooms were set up in homes such as Stephen Lampman's. Children were individually tutored as well. An early primary school was located on Irving Road at the Spees farm.

Prior to American independence, Greene County was more sparsely populated than it is today, and the need for education beyond reading and writing was limited to those with professional aspirations and the money to pay for it. Education was rarely free. Without a tax base to provide public financing, it was overwhelmingly private. In a pre-industrial age, trade apprenticeships began as early as age seven. Professions such as medicine and law often were learned through private, independent study. Colleges graduated mostly ministers, teachers, and the occasional lawyer. A lengthy education such as we take for granted today was necessary to few, and those few were nearly always men. All most people required in a chiefly agricultural society was enough schooling to transact family and farm business. The local schoolhouse needed to be nearby because of poor roads, and those children who could be spared from their chores attended if their families could afford the tuition to send them.

These one or two-room primary schools taught the basic 3 Rs: reading, 'riting, and 'rithmetic. In 1849, they received some financing through state aid and a state-mandated, local property tax. Before that, financial shortfalls meant tuition charges that often kept poor children out of school. Free primary schools were mandated in 1867; it was not until 1894 that a free education in both primary and secondary schools was guaranteed by the New York State constitution.

It is difficult to know exactly how many school-age children attended primary school during the 19th century or for how long, but probably most did, at least some of the time. Beers' History of Greene County, for instance, states that of 588 eligible district children in 1882, 498 were in school (Beers, P. 56). This is an unqualified statistic in terms of length of attendance. Many would have attended primary school only, and even then only part-time. After 1874, a law required most New York children to attend school at least 70 days per year; by 1894, 130 days; 160 in 1896; 180 days in 1913, as is current (Folts, p.17). These laws were laxly enforced, and there was no legal requirement to attend beyond age 12 prior to the 1874 law. Even so, there was an early demand for a good, local secondary school.

II. The Greenville Academy

Whatever the town's general perception of the need for improved education, there were enough heads of household in the area with aspiration and capital enough to establish a private, secondary institution: the Greenville Academy. It represented a step beyond the primary school and was a private precursor to the modern, public high school. As today, its founders knew that education was the necessary ingredient if their children were to move up in American society and on to better fortunes.

Some of these men were soldiers in the Revolution, but among those who gave money to support the school was Augustine Prevost, the lord of the manor in colonial days. Prevost donated the land for the Academy as well as for the adjacent Presbyterian church and what is now the Veterans' Memorial Park. The other founders were a consortium of local leaders and business men, some of whom still have descendants in the community.

The New York State Regents had two main requirements for incorporating the Academy: a suitable structure, and a guaranteed annual income of \$100. A building was erected in 1815, near the site of what is now the Greenville Town Library, and the founders collectively put up the necessary money for the income. It is uncertain exactly when the first classes were held, but, perhaps, as early as the same year the building was completed. On Feb 27, 1816, the Greenville Academy was officially incorporated by the Regents of the University of the State of New York, and a headmaster, Mr. A. Eaton, was hired. He was swiftly succeeded by Reverend Daniel Parker some months later. Notable students included one – or possibly two – sons of Martin Van Buren, later US President; Lyman Sanford, a future New York Attorney General; and a host of men headed for the ministry.

The Greenville Academy was not free (the *Free Academy* would come later) nor could it draw entirely on local children for its students. There probably would not have been enough of them to keep the school open. Indeed, assuring full enrollment was a perennial problem. The Academy

began with about 50 students, each of whom paid \$6 per quarter to attend. Since most lived more than a day's journey from the school and sometimes much farther, they boarded with the town's families at about \$1.50 or \$1.75 a week. The Academy was open to girls in a separate, female department, although it remained overwhelmingly male throughout the 19th century.

The Greenville Academy must be seen as a truly progressive institution, especially when most of New York state's 12 to 15 other academies were located in much more heavily populated and more easily accessible areas. Swift travel in 1816 was accomplished by boat on the rivers and lakes. There were no railroads as yet; travel by road was slow, arduous, and unpredictable, being subject to the vagaries of the weather. And it was by road alone that a student could arrive in Greenville. Many students stayed only one or two years. Much of the curriculum was *ala carte*; initial offerings included Latin, Greek, mathematics, navigation, surveying, geography and rhetoric. Most of those entering school during the Academy's early years were teenagers, but some started as young as nine or as old as 21. Very little in terms of attendance, age groups, or courses was as structured as it is now.

The Academy's 1875 brochure portrays a scholastic environment a good bit different from what we expect today. Tuition rates were \$5 and \$6 per term respectively for the Common English (spelling, reading, writing, arithmetic, geography, English composition, history) and Higher English curricula (natural philosophy, physiology, chemistry, astronomy, geology, rhetoric, algebra, geometry, bookkeeping); \$8 with the Classics thrown in. French or German came at an additional \$5, and piano instruction was \$10 more with a \$2 piano usage fee. Students could enter at anytime during a term, though starting at the beginning was encouraged. Those enrolling in the Normal class — pupils who desired to become teachers — attended tuition-free if they met the Regents' requirements for such study.

In its earliest years, much of the financial burden for the Academy's support rested upon its original subscribers. Sure payment of tuition bills - as well as steady enrollment - was a continual problem, and state aid was sparse. Small grants were accorded the Academy from the State Literature Fund, a source used to help the state's academies, and special monies were allotted for the training of teachers as early as 1856. These would be dwarfed, however, by the state grants to which school districts are by now long accustomed.

By 1899, the Greenville Academy became a Union Free School. Henceforth it was known as the Greenville Free Academy and was designated by the state as a junior school. It was now a public institution. The lynch pin of the surrounding area's one-room school house system, it remained a training ground for many of its teachers. In 1905, a new building was constructed on the site of the original 1815 structure (it now houses the Town library). An annex was added in 1923. The Academy was the center for the eventual expansion of the district as we know it today. As the grandfather of today's senior high school, it helped lay the foundation for the community's high expectations for academic excellence. One cannot underestimate the vision or commitment of its founders in beginning what most of us now merely take for granted.

III. Centralization

The next great development in the history of the district was part of a general movement nationally and statewide to improve education, and to formalize and standardize as much of it as possible. Education was now chiefly public, and the State of New York wanted to assure that each child could expect a minimum, set standard of instruction. Normal colleges were established (among them Albany Normal in 1844, now SUNY Albany) particularly to produce qualified, secondary school teachers. Curricula expanded to encompass broader areas. New York offered a Regent's curriculum and diploma as early as 1877, and most of the schools such as Greenville Academy /Free Academy offered the course work needed for getting a Regent's Diploma in order to qualify for state aid from the Literature Fund. The New York State Education Department itself, created through an act of consolidation on April 1, 1904, employed over 200 persons by 1908 and continued to expand in ensuing years. The push was on to improve both education access and outcomes, and centralization was key to this overall plan.

In this effort to upgrade, rural school districts were financially disadvantaged. Throughout the state, their enrollments were declining and their tax bases decreasing. The one-room, primary system offered compromised safety since many schoolhouses were wood-frame structures typically heated by coal or wood stoves. They usually offered less than ideal hygiene: Schoolhouses often had no running water, only a classroom scuttle butt with a shared ladle for drinking, and outdoor plumbing. Despite often dedicated instructors, non-standard lessons were taught to a variety of ages not always ideally grouped to their best educational advantage. Many students languished intellectually and chose not to go on to secondary schools like the Free Academy, even when they otherwise might have done so. A centralized system could offer courses in art, music, an inter-scholastic athletic programs – not to mention an expanded academic curriculum – that smaller schools could not afford.

Just a generation or so earlier, centralization would have been impracticable, merely from the standpoint of transportation. But the advent of the gasoline-powered bus on a gravel or even a paved road made the trip from countryside to village desirable, feasible and economical. In all ways, the idea of a centralized school system had the ring of progress to it.

Centralization was a remedy for many concerns, but most prominently addressed the financial aspects important to rural taxpayers. If schools were going to improve, improvements would have to be paid for. Centralization brought the promise of increased state aid (up to 30 percent from 10 percent) to offset the costs and actually reduce the tax burden of rural areas like Greenville. The state also would contribute 50 percent of transportation costs to bus children to a central location, with 25 percent building aid thrown in as an extra incentive to centralization. Local primary schools would become part of the new Rural School District only if the separate districts and residents they served voted to do so. In 1930, 22 local districts decided to join with the Free Academy to form the Greenville Rural School District. They were Norton Hill, Freehold, Coonley, Greenville Center, East Greenville, King Hill, Newry, West Greenville, Surprise, Places Corners, Maple Avenue, and Abner Alden in the Town of Greenville; South Westerlo, Lambs Corners, Tan Hollow, Stanton, Stone School House, Dormansville in the Town of Westerlo; Reservoir in the Town of Coeymans; Staco in the Town of New Baltimore; and Lampman and Medusa in the Town of Rensselaerville. After voters approved a \$270,000 bond, Greenville became the first rural district in Greene County to raise a central school building to accommodate its students. In September of 1932, at the height of the Great Depression, almost three years after the Great Crash and less than two after widespread bank failures, the area's students began the year in a brand new building, modernly appointed. Its dedication was a real community event, attended by hundreds of area residents. It is this same structure which houses

today's elementary school, now named for Scott Ellis, its long-time principal.

Although national figures for school attendance remained fairly constant from 1930 through 1950 at about 25 million, by 1960, attendance had risen to over 35 million. (In 2000, it was at almost 46 million.) Statistics in Greenville closely reflected this post-war "baby boom." District attendance more than doubled from 396 in school year 1944- 45, to 898 in 1953-54. Additions were approved for the Central School building in June, 1949. By November, 1950, 10 new classrooms, a cafeteria and a three-stall bus garage augmented its original size. This was necessary not only because of a generally increased area birthrate, but also because the district itself continued to grow. By 1949, Lockwood, Smith's Corners (both in Town of Westerlo), Grapeville-Honey Hollow, Medway, Stanton Hill (all three in the Town of New Baltimore), Pleasant Valley (Town of Coxsackie), Bailey, Bryan, Sayre (all three in the Town of Rensselaerville), and the Rensselaerville Union School had all joined the centralized district by approval of their voters.

The original 1932 building rapidly became too small, and the 1954 school board projected a steady increase in students to 1,000 through 1959-60. Both new space and new staff would be desperately needed to accommodate them. Accordingly, more classrooms and art and music rooms were added, along with a multi-purpose room.

By 1966, even the two earlier additions to the old building proved inadequate, and district voters were once again asked to approve new construction, this time for a separate junior-senior high school. Overcrowding had been evident for some time. By 1964, 160 elementary students were being schooled in diverse locations such as the public library building, American Legion Hall, and town firehouse. There were two reasons why the school board took so long to address this problem. First, kindergarten enrollment seemed to be stabilizing, and so, perhaps, the need was only temporary. More importantly, however, the entire burden for the new construction looked as if it would be a district expense with no state aid to offset the cost. Construction in 1932 was state supported by over 22 percent; in 1949, by over 53 percent; and in 1954, by more than 60 percent. It is easy to understand the board's reluctance considering these circumstances. But action eventually had to be taken.

The old central building was deemed fit for only 730 students. With enrollment then at 1,110 – and projected increases in attendance through 1975 as high as 1,400 students – even the most impecunious voters saw the need to expand. In November, 1966, they passed a \$2.56 million bond issue, by a margin of more than two to one, for a new, 80,000-square-foot, junior-senior high school with capacity for 848 pupils. New classrooms were desperately needed, not just for the increase in students, but also to house an expanded curriculum. Students had been schooled everywhere and anywhere to accommodate burgeoning numbers. A new gym, cafeteria, and library were among the many additional features voters approved in the new school; the old central building continued to house the kindergarten through sixth grades. Even so, this was not the final expansion of the district's physical plant, as we shall see.

IV. Scott Ellis

One of the strongest advocates for centralization was principal Scott Ellis. No one personified the district more than he did, was more respected as an educator and authority figure, or worked harder to create a superior school system. In many ways, Ellis represented the modern educator, freshly armed with philosophy and method and with very, very high standards. He was ever watchful of his staff and pupils, and it is telling that many of the stories surrounding Ellis revolve around what someone – student or faculty – got away with, or *almost* got caught at. One can safely assume that those under his eye didn't get away with very much. His reputation as a "strict but fair" disciplinarian is practically universal. The record shows that almost everyone was anxious to live up to his expectations, shamed when they did not, and proud if they could. This quote from the *Coxsackie Examiner* of October, 1955 succinctly sums up the prevailing community sentiment: "Much of the credit...for the enviable reputation which Greenville School enjoys is due to the untiring effort and magnificent administration of Principal Scott Ellis."

Ellis grew up on a farm near Lamb's Corners, attended the district's one-room, primary school there, and graduated from the Free Academy in 1916. He went on for his degree to Albany State College for Teachers, formerly Albany Normal, now SUNY Albany. According to his own account, he began his career in the area's one-room schools in 1919, spent his first two years teaching all eight grades at Sunside near East Durham, and a third year with all grades at Norton Hill. He moved on to the Free Academy in 1922, teaching the elementary grades once again, and also high school math. Clearly a strong and dependable leader, he became the Free Academy's principal in September, 1929.

As a local boy who knew the limitations of the old, individual district system not only as a student and teacher, but also as an administrator, Ellis was in the perfect position to understand the advantages of school centralization and its promise of an improved education for rural area pupils. He was an eminently logical choice to continue on as the new central rural school principal in 1930. He remained in that capacity until he finally retired in September, 1964. His retirement was big news in the community, and the *Greenville Local* printed his letter of resignation in its entirety above the fold on the front page in its April 8, 1964 edition.

According to an article written by Thomas Blaisdell (a Greenville teacher under Ellis for 20 years) in the *Greenville Central News* in February, 1981, the reasons for Ellis' resignation certainly included his advancing age and desire to nurse his wife, Elgirtha, who had long been ill. But Blaisdell notes that where Ellis once had an almost completely free hand in administrating his school – and nearly unquestioning support of the school board for his decisions – the teachers' unions and teacher tenure now checked his staffing practices. New district residents from metropolitan areas made discipline harder to enforce in an increasingly less coherent and familiar community. Along with a significant increase in state required paperwork and reporting, these things must have made the principal's job an ever heavier burden for one man to bear. And, of course, no one can go on forever. After retirement, Ellis still made his voice heard regarding school affairs through letters to the editor until his death in 1981.

Re-naming the 1932 building where Ellis spent so many productive years as the Scott M. Ellis School in September, 1981 was as close as a grateful community could come to assuring him a permanent place and a lasting memory. A commemorative plaque and oil portrait hang in the entrance of the school for all to see. It is fair to say that Scott Ellis's 32-year tenure as supervising principal of the centralized rural district ended an era, almost as much as the change to a centralized school system itself had ended a previous one. Future changes would come more

quickly now, and responses to them sometimes prove more complicated.

V. The Special Case of Rensselaerville

In general, centralization was immediately welcomed as a modern improvement to primary and secondary education; yet as we have seen, many school districts held back from joining the central system until 1949. Perceived loss of local control was certainly an issue, as was losing a school's close proximity to a pupil's home. Even today with more modern buses, the route to school is a long one for many, and one not usually considered the best part of a student's day. The bus trip from Rensselaerville remains one of the lengthiest. Of the 30 or so individual former school districts which by 1949 comprised the district, many had been a part of their communities for generations. These communities were not always so eager to give them up. The Rensselaerville schools are a special case.

There were 24 individual districts in the Town of Rensselaerville, but the largest and most distinguished was surely District 16, the Rensselaerville Academy. Established in 1844 and incorporated by the Regents in January of the next year, it accommodated both primary and secondary students until it closed in 1864. It reopened in 1873 and continued operation as a private academy until 1898. Then, much like Greenville and many other academies throughout New York State, it became a Union Free School, a public institution. This Free School granted diplomas until 1934, when the state revoked its right to do so.

Research of the New York State Regents archives revealed an intense reluctance of Rensselaerville Trustees to file reports required by the State University. The Academy, as far back as Dec 12, 1866, was cited for failure to conform. After the change to the Rensselaerville Union School, the NYS Regents on May 26, 1927, dropped RUS from the Roll of Approved Academic Institutions due to "small enrollment and general weak character" (failure to meet minimum education requirements, as defined by the Board of Regents). Finally, on Oct 16, 1942, Rensselaerville High School was dropped from the Roll of Accredited Schools.

Between 1934 and 1937, students at Rensselaerville Union School typically spent their first three high school years at the old Academy, then transferred to Berne-Knox for their last year in order to receive a diploma. After 1937, it was Greenville that accommodated these students, and by 1947, Rensselaerville high school students spent all four years at Greenville.

In this same year, Rensselaerville residents petitioned the Greenville School District for inclusion. The Board of Education approved this in both 1947 and 1948, with the understanding that Rensselaerville would retain its own primary school. In 1949, the state abolished the Rensselaerville Union School District (RUS), and annexed it to Greenville. In March of that year, the old Academy building had undergone state inspection. Problems cited were typical of those found in buildings of the pre-centralized school system, as previously noted (see centralization): no indoor plumbing, chemical toilets, an outdoor pump and classroom scuttlebutt; and individual, coal-fed stoves in the various rooms of a wood-frame structure. When the state declined to finance renovations to the old building due to its age and condition, the GCS board studied the issue and hired an architectural firm to provide advice. In 1949, the board decided to build a new, two-room schoolhouse at a cost of \$65,000. Grades 1, 2 and 3 occupied one room, and grades 4, 5 and 6 the other, with a cafeteria and multi-purpose room in the center. (This building still stands on Route 353 above the village.) This construction was part of the 1954 building addition bond approved by voters and was finished in 1955. The former Academy

was demolished that same year.

GCS added a kindergarten at Rensselaerville in 1959 and in 1961, the sixth grade was moved to Greenville. When the board suggested that the fourth and fifth grades might also move to the central building in 1962, hamlet residents and parents would have none of it. In the end, they were given the option of choosing either locale. By the mid-1970s, however, GCS taxpayers (with the entire nation in the midst of higher oil and meat prices, long gas lines, inflation, bigger federal tax bills, and decreased state aid to education) perceived a separate school in one small village as a waste of public money and began to call for its dissolution. Despite recommendations by a 1976 committee that it remain open - and agreement by the GCS board that it should - in 1980, district residents again petitioned to abolish the school. Another committee was appointed to study the matter. It once more recommended that it was economically sounder to keep the school open than to close it.

Nor were Rensselaerville residents sitting down on this one. Many felt they had been assured a village school when RUS joined the district in 1949 and cited the long bus route to Greenville, especially for the very small children. But it proved impossible for one small village to wage a winning campaign against the rest of the district, and board candidates in favor of closing the school, having won a majority in the 1980 election, voted to close it in 1981. Those in favor of closing the school noted low enrollment, travel time for specialty teachers and the need for major building repairs and maintenance. They were also concerned that some young students, accustomed to the small setting at the Rensselaerville school, had difficulty adjusting to the larger setting of the Greenville elementary school. The building was sold in 1983 for \$38,000. So ended a long tradition of locally-sited education in its last-standing bastion.

GCS voters opted to close the Rensselaerville School for a variety of reasons. After all, most of the old, individual districts had joined the centralized plan in 1930; all the rest, including Rensselaerville itself, in 1949. To support a separate school in the village may have seemed to some voters like special treatment, an exceptional demand, or a redundancy. Whatever the GCS electorate's actual motivation, local versus central control remains at the heart of many issues in American life generally, and remains so for voters in school politics today. As recently as a few years ago, one Rensselaerville candidate for school board ran specifically to give the old RUS district its distinct representative on the board. (He won, served, and was reelected.)

Even with a modern, central school system long established, local control remains an important issue. Some of the contentiousness in GCS local elections and budget votes can arguably be attributed to residual resentment felt by the nearly 50 independent districts that lost their autonomy in centralization. It would be fatuous to say that nothing was lost in giving up the old individual districts and the comfort of close-by, community schoolhouses. Anyone reading the remembrances of those who learned, taught and administered in them (see the appendices of this document) will be convinced of, and grow nostalgic for, the many positive qualities of the old one or two-room school.

However, we should not lose sight of the fact that, much as we may miss elements of the old system, centralized districts such as ours improved opportunity for the vast majority of students and certainly lengthened and deepened the educational experience for many. In the areas of curriculum, technical equipment and safety, what we now expect of education is well beyond what the individual, independent districts could ever have provided, even on the primary level. It is the sense of community they engendered which we must remember, preserve, and bring to life

where possible. Indeed, in 1996, one nurturing practice of the old, one-room setting was initiated by having GCS ninth-graders mentor third-graders in reading and writing. This proved a success for both age groups (GCS newsletter, vol. 35, #2, 11/96, p.1), and the mentoring program has since been expanded to other grades.

VI. Further Expansion

“ Our Schools Are Crammed!” So read the March, 1997 headline of the Special Building Plan Report in the GCS Keeping in Touch newsletter. The district had once again outgrown its available space. The front page of the same report shows elementary pupils seated at a table in a corridor of the elementary building. On page 3, kids are shown seated in closets. Various solutions were proposed, including split class sessions and use of short-life, portable structures. Once more a committee studied these proposals. But it was clear that the most cost effective way to address the crisis was to build a new middle school wing, attached to the high school. The structure finally agreed on would hold the sixth, seventh and eighth grades and thus free considerable space for both high school and elementary students. A \$2.4 million bond was put on the ballot for Dec 4, 1996, as part of a \$7.32 million capital improvements package. Voters defeated it. In addition to the school construction itself, computer technology upgrading was included in the cost, as well as improvements to bathrooms and classrooms in the elementary building and roof repairs. State law prevented a revote within the same calendar year, and need precluded anything other than minor changes to the proposed space improvement plan. The proposal was presented to voters again in March, 1997 and passed this second time. With building design changes, construction was completed, and the new middle school was ready for students on February 1, 1999. The new school (built as an addition to the high school) boasted 11 new classrooms, a cafeteria, and a gymnasium, all separate from the high school. New chemistry and physics labs for the high school, computers and Internet access in all the schools and more room at the elementary school building came with the package.

One of the reasons a separate middle school was recommended by the committee of parents, teachers and administrators (the Middle Grades Committee) appointed to study the issue, was that students in grades 6 through 8 are in a special period of transition and thus ought to have an educationally specific setting. But the main issue was overcrowding. There was some taxpayer feeling that student population increases were only temporary and required only temporary solutions. There is no evidence that GCS has had, now has, or will have, unutilized or under-utilized space. Successive boards of education have generally planned physical plant expansions based on their best guesses of population influxes from both downstate and the northern Capital Region, as well as local birthrate. The record shows that they usually guessed right. We have the schools we need, with the space we need, in order to properly educate our youth.

As of this writing, in November, 2002, expansion continues with a second story of the Middle School wing, an expanded MS gymnasium, increased parking and athletic fields, a bus garage, and an agriculture building.

VII. An Afterword

A history is the selecting and combining of facts to create timelines and trends. One urge is to read the future, to suggest where GCS is going based on its history, to juxtapose Greenville’s performance against the backdrop of societal trends. However, with care not to venture beyond history, no space is provided in this document for those judgments.

A history is never really complete. Revisions to this one will begin almost immediately, probably happening first in the mind of the individual reader, even as he or she is reading it. This history will change, too, as both we and our district age and change. This is inevitable, and as it should be.

George Santayana's well-worn aphorism, "Those who cannot remember the past are condemned to repeat it," is worth calling to mind. We may or may not be condemned to repeat the past, but if we cannot remember it we most assuredly will never know the difference. We hope this history will provide some assistance.

NOTICE OF MEETING TO DETERMINE WHETHER CENTRAL RURAL SCHOOL DISTRICT SHALL BE ESTABLISHED

(News Herald, Ravena, N.Y., Friday, April 18, 1930)

Notice is hereby given that under the provisions of Article 6-B of the Education Law a central school district has been laid out by the Commissioner of Education comprising Union Free School District No. 4 of the Town of Greenville, Greene County, Common School Districts Nos. 3, 5, 9 and 12 of the town of Greenville, Greene County, Common School District No. 1 of the towns of Greenville and Durham, Greene County, Common School Districts, Nos. 7 and 10 of the towns of Greenville, Coxsackie and New Baltimore, Greene County, Common School District, No. 15 of the towns of Greenville, Cairo, Greene County, Common School District, No. 5 of the towns of New Baltimore and Greenville, Greene County, and Coeymans, Albany County, Common School District No. 2 of the towns of Greenville, Cairo and Durham, Greene County, Common School Districts Nos. 8 and 13 of the towns of Greenville, Greene County, and Westerlo, Albany County, Common School District No. 6 of the towns of Greenville and New Baltimore, Greene County and Westerlo and Coeymans, Albany County, Common School District No. 1 of the towns of Rensselaerville, Albany County, and Durham, Greene County, Common School District No. 1 of the towns of Westerlo, Albany County and Greenville,

Greene County, Common School District No. 13 of the towns of Coeymans and Westerlo, Albany County, Common School District No. 12 of the towns of Westerlo and New Scotland, Albany County, Common School District No. 4 of the town of Rensselaerville, Albany County, and Common School Districts Nos. 2, 14, 15 and 17 of the town of Westerlo, Albany County, all of said union free and common school districts being in the State of New York, and that a meeting will be held of the inhabitants of such central school district, qualified to vote at such district meetings at Village Hall, in the village of Greenville, town of Greenville, Greene County, on the 29th day of April 1930 at 1:00 in the afternoon for the purpose of voting upon the following question:

Shall a central school district be organized as laid out by the Commissioner of Education and a Central school be established therein under the provisions of article 6-B of the Education Law?

Dated April 18, 1930
Agnes Whipple, Deputy Town Clerk of the town of Coeymans, N.Y.
Ralph M. Yeomans, town clerk of the town of Greenville, N.Y.

§210 Qualification of voters. Any person shall be entitled to vote at a school election who is:

1. A citizen of the United States.

2. Twenty-one years of age.

3. A resident within the district for a period of 30 days next preceding the meeting at which he offers to vote; and who in addition thereto possesses one of the following qualifications:

(a) Owns, leases, hires or is in the possession under a contract of purchase real property in such district liable to taxation for school purposes, but the occupation of real property by a person as lodger or boarder shall not entitle such person to vote, or

(b) The parent of a child of school age, provided such child shall have attended the district school in the district in which the meeting is held for at least eight weeks during the year preceding such school meeting, or

(c) Not being the parent, has permanently residing with him a child of school age who shall have attended such public schools for a period at least eight weeks during the year preceding such election, or

(d) Owns personal property, assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution.

**TO PATRONS AND TRUSTEES OF SCHOOL DISTRICTS
WHO WILL MEET NEXT TUESDAY:**

(The News-Herald, Ravena, N.Y., Friday, May 2, 1930)

In connection with the circular letter sent to the school officials by the Commissioner of Education, the Editor of this paper would like to emphasize the second recommendation which the commissioner makes in this letter. This recommendation was "Study the Central School District with the relation to the school needs of your community and see to it that every child in your community has the opportunity for a high school education."

Progress in transportation, makes the central school system more practical than a few years ago. Greatly improved highways, open the year round and dependable bus service has solved the problem of getting the children to school.

The central school district provides a better high school for a larger number of students at a lower cost.

There should be one high school for the villages of Ravena, Coeymans, Selkirk, New Baltimore and South Bethlehem, and all the students in the districts within a radius of five miles from Ravena. The present school buildings in these various villages can then take care of the grade students from their own and the 7th and 8th grade students from the bordering one-teacher school districts.

We hope that the Central School system will be considered in all these districts and that they will take some action to create such a school district.

Some provision should be made in all small school districts to give better attention and care to the students in the 7th and 8th grades.

The Editor

GREENVILLE VOTES A CENTRAL SCHOOL

(The News-Herald, Ravena, N.Y., Friday, May 9, 1930)

By a vote of 351 to 23 the people of the town of Greenville, Tuesday decided favorably upon the proposition to establish a Central School. This will be the largest central district in the State and was carried by the largest majority so far recorded in any central school proposition. The new Board of Education is made up of the following members: Pierce Stevens, Timothy Palmer, Stanley Ingalls, Harry Long and Harry Levers.

Supt. R.M. MacNaught, under whose supervision this school has been organized, is very much pleased with the vote. The boys and girls of Greenville will now have the advantages of modern school facilities.

BEFORE AND AFTER CENTRALIZATION

A tabulation of the Regents Average of the school compared with that of the State for the past 12 years follows:

	YEAR ENDING	GREENVILLE	STATE
	1925	71.9	76.4
	1926	67.2	76.3
	1927	61.0	---
	1928	69.3	79.3
	1929	69.2	78.5
	1930	67.1	80.5
	1931	82.3	81.1
Centralization	1932	83.1	81.1
	1933	86.4	82.7
	1934	86.0	82.4
	1935	83.0	83.5
	1936	84.7	Not received

GREENVILLE RESIDENTS ACCEPT RUNDELL SITE FOR CENTRAL SCHOOL

(The News-Herald, Ravena N. Y., Friday, January 23, 1931)

Greenville has chosen the site for its central school and it will be located on the Rundell farm.

At a meeting Thursday afternoon at which more than 500 persons were present from all sections of the central school district, the matter of the acceptance of the offer of the Rundell farm was taken up.

When the matter had been thoroughly explained to those present, the vote was taken. When the votes had been counted, it was found 491 persons had cast ballots, 358 votes in favor of acceptance of the Rundell farm offer and 133 votes against the proposition.

The vote brings to an end a discussion that has been going on for many months.

SCHOOL DEDICATION LARGELY ATTENDED AT GREENVILLE

(The News-Herald, Ravena, N.Y., Friday, December 30, 1932)

Ceremonies for the dedication of the new Greenville Central School Building were held on December 20, 1932 in the auditorium of the new school. Approximately 500 people were in attendance. Superintendents, principals and members of Boards of Education of neighboring schools were present as well as parents and friends interested in the school. The program was as follows:

Program

Stony Point March.....School Orchestra
InvocationRev. S.M. Lynam
America.....1st and 4th verses
Welcome.....Scott M. Ellis
Presentation of Building.....Howard Bennett, Contractor
.....J. Russel White, Architect
Acceptance of Building.....Pierce W. Stevens
Remarks and Introduction of Speakers.....Robert M. MacNaught
Address.....Ray P. Snyder
.....Chief Rural Education Division
Songs of the South.....School Orchestra
Address.....J. Cayce Morrison
Assistant Commissioner of Educationfor Elementary Schools
Star Spangled Banner.....1st verse
Benediction.....Rev. A.R. Webb