

Historic Treasure

On a cold February morning in 1853, William and Melinda Bates appeared before Justice William W. Potter to execute a quitclaim deed for a small, triangular parcel of land on County Route 354 that would be the future site of the Potter Hollow schoolhouse. The couple received one dollar for the parcel from School District No. 19 trustees Valentine Fero, Daniel Deyo and Silas M. Reeve and work on the schoolhouse was soon begun.

“...Melinda Bates acknowledged separately from her husband that she executed without fear or compulsion of her husband,” Justice Potter noted.

Nearly 150 years has passed since William and Melinda transferred their parcel, and it has been many years since the laughter and shouts of children rang out during recess. The large bell in the cupola and the teacher’s hand bell beckoning the youngsters to class have long been silent. Gone are the sounds of the horse driven wagons and sleds that took both teacher and pupils to and from school. The nearby creamery is silent and the sound of hammer striking anvil at Palmer Bates blacksmith shop is no longer heard.

After the centralization plan of the 1930’s, many one-room schoolhouses were converted into private residences and firehouses or other public buildings. Some, sadly, fell into ruin through lack of care. Although School No. 19 became part of the GCS District in 1971, it did not follow these routes and remains the only one room schoolhouse in the district in near original condition. While in need of repair, its mortise and tenon frame is sound and there is hope that the building can and will be restored. Flooring and wainscoting need sanding but remain in very good shape.

Educators across New York and throughout the nation have recognized the historic and educational value of the one room schoolhouse. Many schools with access to one are including the building in their history programs. Some without access have constructed mock panels to resemble its features to use as an instructional aid. Reportedly, students react favorably to the actual or mock settings.

The Potter Hollow School provides a unique opportunity for GCS, and plans are underway to create a history program that would include it. Grant applications for such a program are being prepared and there are plans to move the building to the GCS campus close to the Scott M. Ellis Elementary School where its proximity will ensure consistent use of this historic treasure.

Terez Limer
Richard A. Ferriolo
Scribes

Nature's Classroom

For the past twenty-five years, Greenville's fifth grade class has taken part in the outdoor education program, Nature's Classroom. This annual, five-day trip has become a well-known and highly respected part of fifth grade at the Scott M. Ellis Elementary School.

Nature's Classroom offers a unique educational experience to students and their teachers. The goal of Nature's Classroom is to create a living-learning community that integrates the social development of that community with academic experiences. Common goals that are woven throughout the experience are for the student to improve his/her self-concept; to work together with others for the positive benefit of all members of the community; to recognize that the community is comprised of individuals with their own individual needs; to appreciate the individuality and uniqueness of each other; and to gain an understanding of what education can offer him/her. The process begins when teachers volunteer to bring their students to Nature's Classroom. Each Nature's Classroom program is developed in consultation with the classroom teachers in order to create an experience that is connected to the school's curriculum and goals.

The typical **daily schedule** at Nature's Classroom consists of a morning Field Group experience, two afternoon Special Interest class periods, and an evening activity. Meals and an evening snack are provided, and to close each day a Quiet Sing is presented.

The goal of the **field group** is for the student to understand and recognize the concept of dynamic equilibrium – constant upsetting influences being re-adjusted to maintain balance – in the natural world in social interactions, and within him/herself. Each child is assigned by the classroom teacher to a field group and each group is assigned a single Nature's Classroom teacher. They focus on concepts and themes and their connection to the total life support system as they explore the natural environment. For example, the field group might examine producer, consumer and decomposer concepts, predator-prey relationships or life cycles. The theme of "changes through time" may be an approach taken by a field group.

During the afternoon **Special Interest Classes**, Nature's Classroom's academic environment, the emphasis is on learning motivation. The goals of the afternoon classes are for the student to choose the classes in which he/she is interested; to actively learn by doing; to understand and recognize the relationships between the major subject areas; to understand the importance of goal setting and work toward an attainable goal; and to gain an understanding of the personal value he/she can gain from education. The classroom teachers may request particular classes be offered from our two volume set of lesson plans and/or allow our teachers to teach classes of special interest to them.

Evening Activities may be done by the full community together or by the smaller field group. The activity's emphasis may be academic or social. Large group academic activities may include an Environmental Hearing, Alpha Beta, a Science Exposition, or Underground Railroad. The Environmental Hearing, set in a town meeting format, gives students a chance to role-play in a simulated hearing over land usage. Groups are assigned roles as representatives of corporations, public interest groups, local citizens and conservationists. Each group expresses their opinions and viewpoints as they negotiate and seek support for their positions. The Science Expo provides students a chance to experience a variety of chemical and physical science demonstrations. Stopping at multiple stations staffed by Nature's Classroom teachers, students observe and assist in experiments and discuss the principles involved. An introductory explanation of the history of slavery in the United States sets the mood for the Underground Railroad role-playing activity. The students play the part of escaping slaves journeying to

Canada under the guidance of an adult “conductor”. Along the way they must evade the sheriff and his bounty hunters, follow signs left by helpful abolitionists and seek shelter in the local safe house. A Folk Dance, a Mingle, or campfires are examples of social experiences. A Night Hike, with a focus on astronomy and vision, may be taken by the field group. Not all of these activities are done consistently at every site. Working with the Nature’s Classroom Program Coordinator, classroom teachers can select those activities which best suit the goals they have for their students.

What the students learn in relation to community awareness and group cohesiveness in field groups and classes is applied in other activities. Mealtimes provide a chance to interact and to share experiences with others. The diversity within field groups, classes and other activities facilitates conversation among the students and adults allowing them to share their excitement. To be of service to the community, students take on the responsibility of helping as waiters.

The Nature’s Classroom teaching staff is composed of individuals with a minimum of a bachelor’s degree. We maintain a teacher to student ratio of one to twelve or less. There is a nurse, EMT, or medical person on site or on call at all times. The children are provided with 24-hour adult supervision. The responsibilities for supervision are shared by the classroom teachers and the Nature’s Classroom staff.

Having spent a week at Nature’s Classroom living and learning together, students develop a sense of community, a confidence in themselves and an appreciation for others that carries over to the school community. They see their classroom teacher as a person and friend in the learning process. The strengthened peer cooperation and expanded student-teacher relationships have an influence on the cognitive growth of the students throughout the school year. Together, they return to the classroom united through this shared experience to achieve the common goal of the pursuit of knowledge.

Barbara Orsini
Scribe

First Female Superintendent in the Greenville Central School District

A letter dated June 26, 1978 to Mrs. Pamela Williams, President of the Greenville Board of Education, from Mr. John Sackett, District Superintendent of the Rensselaer-Columbia-Gree BOCES, read as follows:

“In accordance with Education Law, Section 3013, Paragraph 1b, I hereby recommend Dr. Ruth J. Kellogg to the Board of Education, Greenville Central School District, for the position of Superintendent of Schools for a three-year period, beginning July 17, 1978 and ending July 16, 1981.”

The members of the Greenville Board of Education at the time of appointment included Pamela Williams, President, Allen Anderson, Barry Blenis, Thomas Blaisdell, Richard Ferriolo, Robert Schmollinger and Skip Woodhull. Before I started my employment in the district, Barry and Skip were replaced by Beryl Carley and Priscilla Coates. The salary for my initial appointment was \$26,500. My contract was renewed for the period July 17, 1981 through June 30, 1984. If I had stayed in the district for the 1981-82 school year, my salary would have been \$33,123, pursuant to the approved contract signed by Board President, Richard Ferriolo.

I would like to take this opportunity to reflect on my tenure in the Greenville Central School District and the events that led up to my appointment as Superintendent. The three years in Greenville constituted a very important part of my career in education, and I am grateful to have had that experience.

By way of background, I launched my career as a classroom teacher at Friendship Central School in western New York after receiving my B.S. degree in elementary education and library science at the State University of New York at Geneseo. I taught third and fourth grades during this period in the mid 1960's and, at the same time, commuted to Geneseo one evening a week and summers to complete my M.S. degree and certification as a School Administrator and Supervisor. I was fortunate enough to do my internship in educational administration at Friendship and, subsequently, was appointed Elementary Principal in the school where I taught at the age of 26. I thoroughly enjoyed the transition to administration and decided to pursue my doctoral degree at the University at Albany. Therefore, I moved to Albany and spent a full year at the University completing the required courses and working on my dissertation. I never returned to western New York professionally but made many trips back there to visit family and friends and I continue to do so.

In 1972, I was appointed Director of Elementary Education at the Cobleskill Central School District and completed my doctoral degree and certification as a School District Administrator that year as well. I remained in this position until 1978 but continued to take courses at the University, particularly courses in finance and business administration. During my tenure at Cobleskill, I volunteered for district wide responsibilities and became familiar with the operations in the business office to prepare me for my goal of becoming a superintendent of schools. That goal was realized in 1978 with the appointment in the Greenville Central School District.

Following Greenville, my career positions included the Assistant Superintendent in the Scotia-Glenville Central School District, the Superintendent of the South Glens Falls Central School District, the District Superintendent of the Capital Region BOCES, various responsibilities with the SABIS International School Network (Director of the International

School of Choueifat in Lahore, Pakistan, Start-up Director of a new International School in Al-Khobar, Saudi Arabia and Recruiter for the International School Network). Following the three years working internationally, I was appointed in 2000 as the Executive Director of the Capital Area School Development Association (CASDA) and continue to work in that capacity. In addition, I am a faculty member at the University at Albany in the Educational Administration and Policy Studies Department teaching courses on the principalship and superintendence.

Let us now focus on the 1978-81 period in the Greenville Central School District. Preparing for a superintendency was an important factor during my time in Cobleskill, as mentioned previously. When I first saw the advertisement for the vacancy in Greenville, it appealed to me immediately due to the rural nature of the area, the school population, the location being close to Albany, the beauty of the region, the diversity of the population (farmers, lawyers, housewives, state officials, natives and transplants from NYC), and the Rensselaerville Institute. There was no question in my mind that this was the position that I wanted for my first superintendence.

My initial contact for this position was John Sackett, District Superintendent, who turned out to be a good friend and a wonderful mentor. Applications were sent to Mr. Sackett who did the initial screening and interviewing before presenting a slate to the Greenville Board of Education. I remember vividly my interview with John who really wanted to assess my interest in the position but who also shared his insights about the district and some of the challenges that I would face.

There were two interviews with the Greenville Board of Education, and each one seemed to go well. Two issues surfaced with a couple of board members regarding my qualifications in the areas of student discipline and school finance. I told the Board that discipline would and should be handled primarily by the building principals but that my experience would be advantageous in that area. In regard to school finance, I provided specific examples of my work with the business official at Cobleskill, and indicated that I had taken 12 hours of finance courses at the University at Albany after completing my doctoral degree. These responses seemed to satisfy the concerns. I, also, had interviews with staff members and met with a group of parents at the Rensselaerville Primary School. That was an experience to remember since I got lost getting to Rensselaerville since some of the road signs had been taken down. I was a half-hour late getting to that interview and was stressed when I arrived. However, the interview went well and I seemed to connect with the parents and their needs and priorities. I was optimistic that I would be called back with good news.

A group of Board Members also did a site visit in Cobleskill to confirm that I was a worthy candidate to be a finalist. They interacted with John Murray, the Superintendent of the Cobleskill Central School District at the time. They also talked with Bill Gorgoas, the Business Administrator, many staff members, parents and even some students. Shortly thereafter, I was contacted by Pamela Williams, Board President and was offered the position. And, you know the rest of the story!

The transition from Director of Elementary Education to Superintendent of Schools went rather smoothly. I thoroughly enjoyed working with my administrative team – Joe Abel, Elementary Principal, Bob Tyrell, Junior-Senior High School Principal and Bob Lansing, Business Manager. The two people who stand out in my mind as providing wonderful support were Betty Becker and Shirley Abrams, my secretaries. They were among the most conscientious people with whom I have worked. They prided themselves on a job well done, exuded excellence and worked, not by the clock, but until the job was done. Betty and Shirley taught me a lot about the district and about the superintendence! They both represented the district in an exemplary manner. Betty and I still communicate on a regular basis. In addition, I worked closely with Laura Palmer, Cafeteria Manager and we remain friends to this day after

experiencing two raft trips on the Colorado River. Pam (Board Member) and Hal Williams continue to be good friends as well.

The legend in the district was Scott M. Ellis, who had served as Superintendent for many, many years. Upon the advice of the Board, I met Mr. Ellis early during my tenure in Greenville. We had lunch together on a regular basis – almost every month. He did not always agree with everything happening in the district, but we developed mutual respect for each other and I learned a great deal from him. I looked forward to our meetings and the wisdom from this very experienced gentleman.

There were many challenges in the district during my tenure. During my first year, the Greenville District was declared a Resource Allocation Plan (RAP) District, which meant that action plans had to be developed to improve the achievement of students. The Board and I viewed this not as a problem but as an opportunity to secure additional funds and resources to make the district better. We worked closely with Bob Kelly at the State Education Department to develop grants and programs to meet the specific needs in Greenville. Progress in student achievement was definitely made during the three-year period. The RAP designation gave us the edge that we needed.

Another challenge was the formation of the Taxpayers' Association for the purpose of keeping school taxes low. In addition to attending various meetings and presenting information, I was asked by the Board to respond to a lengthy letter sent to all taxpayers in the Greenville Central School District by Arnold Nicholson. His concerns focused on the following: recommendation to remove Latin and Advanced Spanish from the school curriculum, reduce the sick leave for teachers from 15 days to 6 days per year, increase the pupil-teacher ratio, eliminate the clause in the contract pertaining to sabbatical leaves, to name a few of his concerns. I responded to these concerns in an 11-page document with references to State Education Law, contracts, and research. To this day, I have both the letter of concerns and my response to the concerns. Much time and energy were spent in trying to respond to the Taxpayers' Association with clear, logical, and rational information. It was indeed necessary but I would have preferred spending the time on the instructional program and students, the areas that I love best.

Yet another challenge that occurred during my tenure was the analysis and future of the Rensselaerville Primary School. The facts were clear that it was no longer cost effective to operate this small school. The emotions in this case were not so clear, however. After much thought and reflection, I recommended that the Primary School be closed, and the Board of Education endorsed that recommendation. However, it was not a unanimous vote, and some tensions on the Board were evident. It was the right thing to do, however, from my perspective of seeing the big picture. There were certainly other challenges, but these three stand out as the significant ones.

While I spent most of my time on the job, I did become active in the South Westerlo Congregational Church. Pastor Poorbaugh persuaded me to work with a group of children on Sunday mornings. This connection provided linkages with Doug and Marjorie Stanton and I appreciated their hospitality in joining them for dinner on many occasions. Tom (board member) and Marian Blaisdell provided similar hospitality. I met many wonderful people through this church affiliation.

What was it like to be in a non-traditional role as a woman? I was the first female Superintendent in the Greenville Central School District and, perhaps, the first female Superintendent in Greene County. I was the only female Superintendent at the monthly BOCES meetings and one of a handful at the New York State Council of School Superintendents' Meetings. At the time of my appointment, less than 2% of the superintendents in New York State

were women. It was lonely in some respects but I always viewed myself as a professional first without regard to gender. I also reminded myself that the position was probably lonely for men as well due to the nature of the position and not because of one's gender. I was fortunate to work with a Board of Education without bias and the three Board Presidents (Pamela Williams, Allen Anderson and Richard Ferriolo) with whom I worked with believed in equal opportunities and treated me with respect and professionalism. Greenville, in many ways, was ahead of its time in terms of gender equality, and I was fortunate to experience my first superintendence under these conditions.

While my career has been filled with many experiences and positions, I have fond memories of my time in the Greenville Central School District. It was the launching pad for the superintendency, and it provided a wonderful mentor in the person of John Sackett until his recent death. Greenville has certainly shaped my life in unique and significant ways. I very much value that time in my life.

Respectfully submitted,

Ruth J. Kellogg

Summer Recreation Program

The Greenville Town Recreation Program is one of great importance to the entire community and those people directly involved with running the program.

The adult leaders are staff members of the GCS school district. Our Junior leaders are students who live, work or go to school in Greenville. This connection of Junior leaders tied to the community has both short and long terms affects both within our town and their association with the school.

Being a Junior leader allowed them to learn the skills for employment by what was expected of them in our program and the important part of their association with the children they were working with (in connection with an adult always with them). They had to take responsibility for their actions, come to work with the appropriate dress, be on time and perform the duties expected for their employment. They also worked with peers who they might not have had any contact with while attending school and found a sense of direction with peers other than through sports, 4-H, scouts, etc.

More importantly than these short-term goals were the long term affects that these Junior leaders gained. As they worked with their children they also were gaining a very different perspective of the adults they worked with or knew from their schooling. Their association and contact with teachers, coaches or support staff within the school system is now at another level. The high school workers had the same level of respect, commitment, and understanding of values and loyalty to their work, town and school.

These workers and middle school participants showed wonderful examples of their growth and understanding of work ethics and commitment to people, their school and town by making picnic tables from scratch. One finished table was placed at the Town Park and another one was placed at the school. These leaders now have an invisible ownership to both places and feel a pride by doing a fantastic job. By having ownership they will keep an eye on their work, seeing others take care of these tables.

The Junior leaders, along with the middle school campers, had a car wash at one of the local department stores. Through this store offering of their premises, our Park Program made well over \$300. These wonderful high school and middle school students were asked what they would like to do with the money. They wanted to contribute the money to a charity that had to do with kids. They wanted to give the money to kids who don't have the opportunity to experience fun, school and recreational programs like they have because of a serious illness. This was an overwhelming experience for adult leaders to experience such kindness and love from our school and town youths. These middle and high school participants and workers will be the foundation of our school and community. We as adult leaders are very proud to have experienced such loyalty and love given by them. In the future everyone will feel his or her strength and commitment. However, if you need to feel their energy or love immediately go and sit at one of their picnic tables and feel their love and pride for their school and town. We surely have great kids here. We are so proud to have these young adults work and be a part of such a great program.

Gloria Bader-Bear
GCS Teacher and
Summer Recreation Director

Challenge Program

The Challenge Program for the Middle and High School age students in the Greenville Central School District began in the mid-1980's with several teachers who felt that our gifted and talented students needed "something more." These teachers (Ms. Wendy Ward, Mrs. Patricia Makely, and Mrs. Jane Roth) met with identified students in the conference room of the library during their lunch period. After a few years in the developmental stages, a more formalized program evolved in 1988 with Mrs. Mary Dively as a part-time teacher working with both junior and senior high students. (The students were part of a "junior high" as opposed to a "middle school", the current organization.) The administrators who were very supportive of this new endeavor were Mr. Wilford LeForestier (grade 7-12 administrator) and Dr. John Thero, Superintendent of Schools. After three successful years as challenge teacher, Mrs. Dively chose to return to the elementary classroom and Mrs. Linda Davies became the challenge teacher in the fall of 1991. Then Superintendent Debbie Pepin met with Mrs. Davies and suggested that the Challenge Program become an enrichment program open to all students who wished to participate rather than a true gifted/talented program since that was the direction that New York State was moving toward. Hence, since 1991, the Challenge Program has been open to all GCS students, reflecting the theory expressed by David G. Myers that all children have gifts in various areas.

Currently, there are four components to the Challenge Program: (1) the community service aspect wherein students make monthly visits to an area nursing home and rescue mission; (2) in-class and pull-out programs of enrichment such as the Geography Bee, Continental Mathematics league, Odyssey of the Mind, Johns Hopkins Talent Search, Brain Brawl, Discovering Albany's Past, Hugh O'Brian Youth Leadership Seminar Weekend, the Times Union Seminar, New York State Mathematics League Competitions, American Mathematics League Competition, Mathfax Competitions, Current Events League, Spelling Bee, Careers in Chemistry Seminar, Expanding Your Horizons in Science and Math Seminar, Pen-in-Hand Writing Conference, and extra-credit project opportunities; (3) contests, scholarships, and summer programs where the teacher makes dozens of reputable opportunities available to students and (4) the Grammar Center where the teacher assists any student or staff who has a question related to English if the regular classroom teacher is unavailable for assistance.

The Board of Education and current administration continue to be very supportive of the Challenge Program as demonstrated by their funding of the program and their encouragement of current opportunities and willingness to approve new ones.

Linda Davies
Scribe

Front Row: L-R – Jessica Hnatko, Maggie Cunningham, Bethiah Rosa, Diana Marr

Back Row: L-R – Darby Benedict, Nicole Labuda, Betsey Marr, Sarah Maldonado, Mike Duhart, Courtney Jones, Mark Breunig, Kate Conlon and Jennifer Morrison



Official Actions By Boards Of Education

Prior to centralization, one-room schoolhouses dotted our area by the dozens. Usually each building was assigned a trustee(s) to care for the business aspect of the school. Following centralization, Boards of Education (Trustees) were elected by the residents of the school district. As the Legislative Body of their respective school districts, Boards of Education approve countless motions that affect their schools and communities. Listed here is a small sampling of motions at GCS. Also included is the prelude leading to centralization and Boards of Education of the Greenville Central School District.

1. March 29, 1930: In The Matter of the Laying out of a central school district in the towns of Greenville, Durham, Coxsackie, New Baltimore, and Cairo, Greene County, and Coeymans, Westerlo, Rensselaerville and New Scotland, Albany County. Signed by: Frank P. Graves, NYS Commissioner of Education. Recorded by Charles Irish, Westerlo Town Clerk.
2. April 18, 1930: Notice of Meeting To Determine Whether Central Rural School District Shall Be Established. By Agnes Whipple, Coeymans Deputy Town Clerk and Ralph M. Yeomans, Greenville, Town Clerk.
3. April 29, 1930 at 1:00 PM. Vote by qualified school district residents at the Village Hall in the Town of Greenville. 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? Result of Vote: Total 374 voting. 351 yes, 23 nay. Centralization approved. GCS will be the largest central district in the state approved by the largest majority. Greene County Superintendent of Schools, Robert M. MacNaught helped centralize and was elated with the vote... The first GCS Board of Education members were: Stanley Ingalls, Harry Levers, Harry Long, Timothy Palmer, and Pierce Stevens.
4. January 22, 1931: GCS District residents approve Ford Rundell farm as central school site. The property is located on North Street in the village of Greenville. Vote results were: 491 cast ballots. 358 yes, 133 nay. The new Board of Education and District Residents approved \$270,000 for the central school. The building was student ready in September of 1932. An elaborate dedication ceremony was held on December 20, 1932, as Scott M. Ellis welcomed 500 well-wishers. The entire area was represented including nearby school officials, teachers, Board Members, parents, NYS Education Department representatives and County Superintendents and many friends. School orchestra provided music. The building was presented by Howard Bennett, contractor and J. Russell White, Architect. Invocation by Rev.

S.M. Lynam. Remarks and Introduction of speakers by Superintendent Robert M. MacNaught. Ray P. Snyder, NYS Chief of Rural Education and J. Cayce Morrison NYS Assistant Commissioner of Education for Elementary Schools addressed the audience. After the Star Spangled Banner Rev. A.R. Webb offered Benediction. The new building quickly became the center of many enjoyable and rewarding community activities.

5. June 21, 1949: Board members Raymond Losee, Howard Spaulding, James Stevens, Merritt Elliott and George Story voted a Guidance Counselor position. Herbert W. Ford became the first GCS Guidance Counselor.
6. June 30, 1949: Extension of 1932 building. GCS Board Members were: Raymond Losee, Howard Spaulding, James Stevens, Merritt Elliott, and George Story. Mr. Spaulding moved and Mr. Elliott seconded to place before the voters a \$300,000 expenditure. Motion unanimously carried.
7. April 15, 1954: GCS joins BOCES. GCS Board Members Robert Chatterton, Webster Jennings, Paul Palmer, Merritt Elliott, Vincent Riley, George Story and Luman Rundell voted GCS a member of the BOCES Second Supervisory District of Greene, Delaware, Schoharie and Otsego Counties. Elwood Hitchcock, Superintendent.
8. December 19, 1966: New GCS Junior-Senior High School. GCS Board Members Curtis Applebee, Harriet Gumport, Walter Ingalls, Eugene Morrison, Thomas Pottenburgh, George Story and Lanier Woodhull approved a \$2,560,000 resolution unanimously carried.
9. January 8, 1973: GCS officially named. Pursuant to the provisions of Education Law Section 315, I hereby certify that the legal name of the school district, formerly known as Central School District No. 1 of the Towns of Greenville, Durham, Coxsackie, New Baltimore, Cairo, Greene County; Berne, Coeymans, Westerlo, Rensselaerville, New Scotland, Albany County, has been changed to Greenville Central School District signed by Commissioner Ewald R. Nyquist, GCS Board members, Motion by Richard Ferriolo, second by John Story, Thomas Pottenburgh, Lanier Woodhull, George Hood, Walter Zehnter and Harriet Gumport voting aye.
10. June 26, 1978. Dr. Ruth J. Kellogg first woman GCS Superintendent to be hired. This was a first in Greene County. GCS Board Members approving were Barry Blenis, Thomas Blaisdell, Richard Ferriolo, Beryl Carley, Allen Anderson, Pamela Williams and Robert Schmollinger.
11. March 9, 1981: Naming of GCS Elementary Building. GCS Board Members Beryl Carley; Priscilla Coates, Barbara Licata, Myra Dorman, John Norton, Allen Anderson and Richard Ferriolo approved the name of the Scott M. Ellis Elementary School.

12. December 9, 1985: Renovation of Elementary Building \$921,000. Motion by Russell DiBello, Second by Catherine Wright. Gerald Applebee, Richard Ferriolo, Patrick Lambe, Gary Nichol森, voting Aye. Absent: Kenneth Dudley. Approved by Public vote February 5, 1986.
13. July 14, 1986: Appointment of JoAnn Morse as Principal of the Scott M. Ellis Elementary Building. Principal Morse is a GCS graduate and a lifetime resident of Greenville Central School District. GCS Board Members: Susan Britton, Russell DiBello, Kenneth Dudley, Richard Ferriolo, Patrick Lambe, Gary Nichol森, Catherine Wright Voting Aye.
14. September 23, 1996: GCS Middle School Construction. \$7,318,400. Board Members: Wilton Bear, Jr., David (Andy) Elsbree, Geraldine Elsbree, Anne Mitchell, Douglas Palmer, Sr., Frederick Raskopf voting Aye. Approved by Public vote March 19, 1997.
15. March 20, 2000: GCS Middle School Extension. \$7,827,000. Board Members: Nicole Ambrosio, Phyllis Buckley, Wilton Bear, Jr., David Bryan, Norman Channing, Anne Mitchell, Catherine Rini, voting Aye. Approved by Public vote June 20, 2000.

The above in some small way, is to help acknowledge the hard work, dedication and honesty of the many Board of Education members (Trustees). Their diligence and loyalty to GCS and its values preserves a classic tradition of more than one hundred and fifty (150) years.

Taken at an Early Age

Over the years GCS students and very recent graduates endured life's tragedies. Fatalities due to war, disease, swimming, boating and automobile accidents, along with depression have claimed all too many at a very young age. At one period the problem became so acute that a Crisis Center was established at the high school. Its purpose was to help students in need to relieve the trauma of fellow student loss and the anxiety of life's pressures.

Our student body has always displayed great compassion when losing a fellow student. The erection of a Memorial Bench, the planting of a Memorial Tree, attending a memorial service, listing of names in the Alumni Booklet and many heartfelt poems and other GCS Yearbook writings, give witness to a student body filled with empathy.

Taken from the 1993 yearbook, we respectfully offer the following student poems and writings in the loss of their fellow student and friend. It is our humble way to say, those taken too soon are not forgotten.

Richard A. Ferriolo
Scribe

So strange so frightening, could this be real. I can't explain how much grief that I feel. It's hard to imagine death at this young of age. It scares me so much, I just turn the page. But death is something that shouldn't be scary. When someone passes on, their memories we will carry. We will keep them inside but never forget the places we went, of the time that there'll be a day when we see each other again, but until then I'll wait. It may have been an accident, but in God's eyes, it's fate.

Last night I went looking for Darren.
I thought that if I could just find a
picture of him, it would make the fading
memory of his face become clearer.
I thought that maybe I would hear his
voice in my head.
I thought that maybe I could imagine
hugging him.
I thought that maybe I could tell him
how much he meant to me, how much
I really cared.
I thought that maybe I could thank him
for all the things he did for me, and
all the things he made me realize.
I thought that maybe it would finally
hit me that he's gone.
BUT IT DIDN'T.
It just made me realize that maybe
Darren isn't gone.
I can't bring him back because he never left,
he never will.
His memory might fade, but it will never
die.
And all those things I never told him, maybe
Darren knows.

They Carry the Water

The following three paragraphs were exactly copied from the Class of 1939 GCS yearbook.

Ten Years of News

Ten years ago the first "Greenville Gargoyle" was printed. This was a memorable event and now on its tenth anniversary we praise those who first set out to make a school paper. Its editor was Carl Ratsch and he proved to be an excellent one. Much credit goes to Miss Gable, faculty advisor, for her efforts of encouragement to the staff and her help in turning out a good paper.

We of the staff of 1939 celebrate the tenth anniversary and sincerely hope there will be many more anniversaries to come.

The Greenville Gargoyle a Medium for Students

The "Greenville Gargoyle" has served as a medium for the pupils of Greenville Central School to express themselves. A typical issue would contain the grade news, sports, gossip, bulletin boards, write up of recent assemblies, compositions or poems, coming events, book reviews, editorials, and club news.

The staff of the "Gargoyle" has always tried to print articles which would prove of interest to both pupils and parents. An article of club news might not be of interest to pupils but it would be to parents. There are also original columns made up by the staff which show their characteristics.

We believe that the Gargoyle has a two-fold purpose. It provides an opportunity for self-expression of pupils. It gives the student body of G.C.S. a way to publicize their activities.

History of the Greenville Gargoyle

Ten years ago in 1929 the students of Greenville Free Academy decided they wanted a school paper.

In the ten years since the paper was first started the "Gargoyle" has contained the best literary work of the students and school news. The paper has also provided free advertising to classes for school projects.

Perhaps you have wondered where our paper got its name. The staff got its inspiration from Gothic cathedrals that have weird creatures used to carry water from the roof. These figures are called Gargoyles.

Our present faculty advisor, Miss Woodruff, was the editor in 1932. The present editor-in-chief is Esther Hubbard.

COMMITTEE NOTE:

In an era long before plastic bottles of spring water and Gatorade, the privilege of “carrying the water” fell to individuals with great commitment and team spirit. Usually this privilege was associated with sports teams. Clearly, the same spirit, commitment and dedication are necessary when providing a school newspaper.

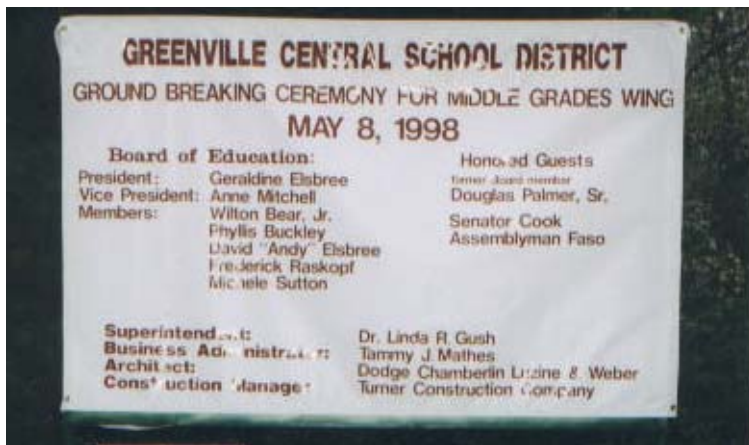
As time passed, faces changed and so did the newspaper name. After the Greenville Gargoyle came the GCS News, Spartan Spirit, Scott M. Ellis News and the Middle School Newsletter. Both Scott M. Ellis and Middle School administrations do a monthly newsletter to parents as well as the Keeping in Touch Newsletter generated from the Superintendent’s Office help keep the community informed. With the advent of the computer era, GCS has its own website. Scott Gardiner, GCS Director of Technology, on December 11, 2000, announced the occasion. The website, www.greenville.k12.ny.us, was designed by William Spencer, Class of 1996, a GCS graduate.

Without question, as the clock ticks on there will be further changes. But, the quest for communication excellence will remain, as will the spirit, dedication and commitment. Our students, staff, parents and district residents deserve nothing less.

It is evident that “carrying the water” for GCS is an honorable cause.

To all those in the past who led the way; to those presently involved and to those who meet the challenge in the future, our sincere thanks.

Richard A. Ferriolo
Scribe



Pictures of Middle School Groundbreaking

MIDDLE GRADES WING
GROUND BREAKING CEREMONY
MAY 8, 1998
10:00 A.M.

PROGRAM

- I. Pledge of Allegiance - Board of Education President
Geraldine Elsbree
- II. National Anthem - Jazz Band
Michael Benedict, Conductor
- III. Introduction of Guests - Linda Gush, Ph.D.
Superintendent of Schools
- IV. History of Project - Linda Gush, Ph.D.
Superintendent of Schools
- V. Ground Breaking - Board of Education Members
Geraldine Elsbree, President
Anne Mitchell, Vice President
Wilton Bear, Jr.
Phyllis Buckley
David "Andrew" Elsbree
Frederick Raskopf
Michele Sutton

Architect

Dodge, Chamberlin, Luzine, & Weber

Construction Manager

Turner Associates

Honored Guests

Refreshments – Paul Ventura

Greenville Central School District
Middle Grades Wing
Ribbon Cutting Ceremony
2:00 P.M.

PROGRAM

- I. Pledge of Allegiance - Board of Education President
Anne Mitchell
- II. A Touch of Sousa - 6th Grade Band
Edward Coughtry, Conductor
- III. Introduction of Guests - Linda Gush, Ph.D.
Superintendent of Schools
- IV. Project Description - Linda Gush, Ph.D.
Superintendent of Schools
- V. Ribbon Cutting - Geraldine Elsbree,
Past President
Board of Education

Anne Mitchell, President
Board of Education

Architect
Dodge, Chamberlin, Luzine, & Weber

Construction Manager
Turner Associates

Honored Guests

Refreshments – Paul Ventura

Terrorist Attack on America

Although it is recent history, one of the events that has profoundly impacted the lives of all Americans and deserves mention in any historical book is the terrorist attack on America that occurred on September 11, 2001.

Of particular significance to this book is the effect of those attacks on students in the Greenville Schools. At the Scott M. Ellis Elementary School on September 11th, the staff was alerted to the situation by a phone call from an employee's mother. The faculty room quickly filled with adults who watched in horror. Back in the K-5 classrooms, with the exception of one fifth grade that had their TV on for another reason, a conscious decision was made building-wide to not tell students or turn classroom TV's on. We weren't sure ourselves what was going on. We did not want to frighten our young charges. We believed the situation was best discussed at home between parent and elementary child. Meanwhile, parents began arriving. Some came because they were frightened about what might happen next and some came because they just wanted their families to be together. Children were signed out of the building in record numbers. Life went on fairly normally in school for our young charges the rest of the day while the adults were it was appropriate and if there was a need. At the Middle/High School building parents also came in record numbers throughout the day to pick up their youngsters and take them home.

At the end of the day Greenville's Crisis Team met to plan a strategy for handling student questions and concerns when students returned to school the next day. That information was put into shaken to the core.

At the Greenville Middle/High School, students watched the events unfold and discussions were held. After lunch TV's were turned off but discussions continued in classrooms where print and distributed to all staff so school personnel would know what to do and respond in a consistent manner. Our goal was to provide factual information when students asked for it without frightening children. We also wanted to help children feel as safe as we could under the circumstances. There was also the concern that families (and staff) may have been personally touched by the horrific events with the loss of a family member or friend.

On the September 12th staff was ready to work with students and other staff. However, school life seemed more normal than was anticipated. In most cases (especially at the elementary level) students went about the business of school. Questions were answered calmly and straightforwardly. While the adults were still in a state of disbelief, young people seemed able to go about their normal lives. Does this mean that students were unaffected? Most certainly not. Over the course of the school year, a kindergarten drawing of planes crashing into buildings or a high school writing about a lack of a feeling of security and other subtle expressions let us know that the events of September 11th have definitely touched everyone's life – including our youth.

Our hope remains that the adults in our children's lives (both parents and teachers) have helped them deal with the changed world they live in with understanding, but not without hope that life can be more secure and peaceful.

JoAnn Morse
Scribe

After 9/11

Students in Mrs. Quackenbush's computer lab in the Scott M. Ellis Elementary School wrote letters and sent cards to some National Guard medical personnel who were sent to Afghanistan shortly after the September 11, 2001 alQaida terrorist attack on America. Some of the medical personnel sent letters and email back to us. One Sergeant in particular, a medic named Anthony Leggiero, sent us photos by email and kept writing steadily.

When the unit returned home in March, Mrs. Quackenbush made arrangements with Tony to have him visit the school and meet the students who had kept up a correspondence with him and the others. This visit tied in nicely with third, fourth and fifth grade studies of other countries. Tony had been to other Middle Eastern countries in addition to Afghanistan and he brought stories of culture and all sorts of items for the students to learn about and even try on! Tony told about the Muslim prayer rugs that he had and demonstrated how they were used. He brought a burka that the Taliban forced women to wear. It was a pretty blue but it was made of heavy cloth and covered a woman from head to toe and was hot to wear and restricted sight. Mrs. Quackenbush modeled it for several classes and some of the children tried it on. Other students tried on the Taliban hat as well as the hat from a Northern Alliance tribe. The students got to see a book and how it is different from ones they know because it is read from back to front. The students saw soap, other articles of clothing, pictures and many other interesting items.

The students enjoyed seeing and touching. They learned a lot. Sgt. Tony was proud to share his experiences and his items. He wanted to make sure that he was not called a hero. He said he saw many others who truly were heroes.

Kathleen Quackenbush
Scribe



In answer to President George W. Bush's request of American students to donate one dollar to aid Afghan children, Erin Ricci, a GCS sixth grader made flag pins from safety pins and beads. The pins were sold and the monies were donated to the Afghan children.

The Scott M. Ellis Elementary School, in coordination with Boy Scout Troop 42, helped collect a tractor-trailer full of food, water and supplies for the fire fighters, police, EMS workers and others in need at the World Trade Center ground zero. Also, well over \$1,000.00 was collected to help with their financial needs. Letters, packages and work gloves were decorated to boost their morale and let them know how appreciative we are for their heroic efforts.

Gloria Bear
Elementary Student Council
Scribe

Middle School Writings on September 11th

This day will be remembered from all the pain and scars,
It hit America unexpectedly, it hit America hard.
Through all the pain and sorrow, we're all still here.
And we sing our song with less and less fear.
United we will be, as we sing our song.
Our song isn't weak though, it's very, very strong.
Our wish hasn't been granted to let freedom ring,

But we'll try and try harder through every little thing.
At first I was afraid of what was happening to us.
I was scared to go to school or even ride the bus.
I'm proud to be an American and I hold my head up high,
And I'll sing my song brave and loud until the day I die.

Morgan Wilcox
Grade 7

To me, America means unity. For example, after things like the disaster of September 11th occurs. Americans become more united and more powerful. Before the attack, Americans weren't treated with as much individual respect as of today. When America is more united, we are more like a country as brothers and sisters. Unity in America is like unity in a happy family. America is coming closer together to care for each other and if America wasn't united like today, we wouldn't be a country. In conclusion, we all need to show each other affection and respect all fellow Americans.

Sammy AlyGad
Grade 8

Terrorists tried to change America. First, they tried to destroy buildings and take the lives of many. They tried to destroy America, the land I love. It is the place I was born, the place our forefathers came to be free. But terrorists disliked our freedom. They tried to kill many people, including themselves. However, it backfired. America pulled together and became a closer nation. Flags hang from everything now. Terrorists tried to change America, and it worked.

Jason Herwick
Grade 8

America means a lot to me. The first thing I would think about when people say America is freedom. Many people don't realize how much freedom we have and how lucky we are as Americans. For example, the people who live in America are treated as equals unlike some other countries in which people are put down and neglected just because of who they are. America also gives us such freedoms as the freedom of speech, religion and press, which lets us express ourselves without having to think about what the consequences may be for speaking our minds. I believe that especially during hard times people really do appreciate what they have and because of that I believe that nobody would or could give up America for anything.

Mike Murphy
Grade 8

America means a lot to me. First, it means freedom. For example, we have the freedom of speech, where in other countries, you can't say certain things. Secondly, America stands for pride. As Americans, we are proud of our country. Furthermore, we are proud of the heroes of September 11, the heroes of past wars, and the heroes of the war on terrorism. Finally, America means home, and there is no place like home.

Rob Thomas
Grade 8

America means many things to me. First, it means freedom. I, along with all Americans have the freedoms of speech, religion, assembly, the press and petition. Secondly, America means honor and pride, because we truly are a great country and we rejoice in that. Thirdly, America means life, liberty and the pursuit of happiness. We can do what we want, where we want, with very few restrictions. Finally, America means togetherness, such as the togetherness of everyone across the nation after September 11th. As you can see, America means everything to me.

Kristin Dwyer
Grade 8

America means many things to me, especially after September 11th. For example, one of the biggest things that America means to me is all of the things our country stands for. We're known in the United States for our democracy and freedom, and people all around the world recognize this. The ironic thing is, the very things we pride ourselves in – freedom, justice, etc. – were the things that made us terrorist targets. In addition, another thing that America means to me is the country's ability to heal after tragedy. September 11th demonstrated this. Finally, America means to me that even though our freedoms may be threatened, we will never give them up.

Quinn Lockwood
Grade 8

9/11 One Year Later

Last year, Greenville High School collected over \$3,000.00 in relief efforts following September 11, 2001. This year on the anniversary, Greenville High School again celebrated the day with pride and solemnity.

Together as students, faculty and staff, we wanted to remember this tragic day in history together as a unified school family. At 8:46 am, we observed a moment of silence to signify when the North Tower was attacked. Again, at 9:03, there was another moment of silence to signify the time of second impact. At 9:59, a moment of silence was observed to signify when the first tower collapsed and lastly, a moment of silence at 10:29 when the second tower collapsed. After the final moment of silence, Peter Zeitler along with Myles Killar, tolled the bells first nine times, and then eleven times.

Following the tolling of the bells, the entire student body, faculty and staff assembled out in the circle in front of our school while Mr. Benedict conducted the band and played *America*. The band continued to play while Ms. Heather Joy, along with everyone assembled, sang a beautiful and soul wrenching version of *God Bless America*. As everyone walked back into the building and resumed classes, Mr. Benedict again played *America*. It was surely a time when everyone, administrator, student, teacher, and staff member was touched in some way.

I was extremely proud to be a participant of these events as Greenville High School did their part in remembering those who lost their lives.

G. Michael Apostol
High School Principal
Scribe

Members of the Board of Education

1930-1931

Stanley Ingalls	Harry Long	Pierce Stevens
Harry Levers	Timothy Palmer	

1931-1932

Stanley Ingalls	Harry Long	Pierce Stevens
Harry Levers	Timothy Palmer	

1932-1933

Stanley Ingalls	Harry Long	Pierce Stevens
Harry Levers	Timothy Palmer	

1933-1934

Herbert Whitbeck	Pierce Stevens	Stanley Ingalls
Harry Long	Harry Levers	

1934-1935

Harry Long	Stanley Ingalls	Pierce Stevens
Herbert Whitbeck	Rueben Waldron	

1935-1936

Herbert Whitbeck	Stanley Ingalls	James C. Stevens
Harry Long	Rueben Waldron	

1936-1937

Herbert Whitbeck	Stanley Ingalls	James C. Stevens
Harry Long	Rueben Waldron	

1937-1938

Herbert Whitbeck	Stanley Ingalls	James C. Stevens
Harry Long	Rueben Waldron	

1938-1939

Herbert Whitbeck	Stanley Ingalls	James C. Stevens
Harry Long	Rueben Waldron	

1939-1940

Herbert Whitbeck	Stanley Ingalls	James C. Stevens
Harry Long	Rueben Waldron	

1940-1941

Herbert Whitbeck	Harry Long	Merritt Elliott
Reuben Waldron	James Stevens	

	1941-1942	
Herbert Whitbeck Reuben Waldron	Harry Long James Stevens	Merritt Elliott
	1942-1943	
Herbert Whitbeck Reuben Waldron	Harry Long James Stevens	Merritt Elliott
	1943-1944	
Harry Long Herbert Whitbeck	Merritt Elliott Reuben Waldron	James Stevens
	1944-1945	
Harry Long Reuben Waldron	Merritt Elliott James Stevens	Herbert Whitbeck
	1945-1946	
Merritt Elliott Herbert Whitbeck	Harry Long Reuben Waldron	James Stevens
	1946-1947	
James Stevens T. Merritt Elliott	Harry Long C. Howard Spaulding	Reuben D. Waldron
	1947-1948	
Raymond Losee James Stevens	C. Howard Spaulding Reuben Waldron	Merritt Elliott
	1948-1949	
Raymond Losee C. Howard Spaulding	James Stevens Reuben Waldron	Merritt Elliott
	1949-1950	
Merritt Elliott Raymond Losee	C. Howard Spaulding James Stevens	George Story
	1950-1951	
James C. Stevens Raymond S. Losee T. Merritt Elliott	C. Howard Spaulding Paul S. Palmer George E. Story	Vincent L. Riley
	1951-1952	
James C. Stevens Raymond S. Losee T. Merritt Elliott	C. Howard Spaulding Vincent L. Riley George E. Story	Paul S. Palmer

1952-1953

T. Merritt Elliott
Vincent L. Riley
George E. Story

C. Howard Spaulding Paul S. Palmer
James C. Stevens
Raymond S. Losee

1953-1954

T. Merritt Elliott
Robert Chatterton
George Story

Paul Palmer Vincent L. Riley
C. Howard Spaulding
Raymond Losee

1954-1955

G. Story
M. Elliott
Paul Palmer

R. Chatterton V. Riley
W. Jennings R. Losee

1955-1956

G. Story
L. Rundell
Henry Rassier

W. Jennings R. Chatterton
M. Elliott V. Riley

1956-1957

Henry J. Rassier
Luman Rundell
George Story

T. Merritt Elliott Vincent L. Riley
Robert G. Chatterton Webster F. Jennings

1957-1958

L. Rundell
T. Elliott
H. Rassier

S. Shufelt R. Chatterton
W. Jennings
G. Story

1958-1959

Luman Rundell
George E. Story
Stanton Shufelt

T. Merritt Elliott Henry J. Rassier
Webster Jennings
Allyn Emens

1959-1960

Henry Werker
Stanton Shufelt
T. Merritt Elliott

Henry Rassier Webster Jennings
George Story Luman Rundell

1960-1961

George E. Story
Luman Rundell
Stanton Shufelt

Henry J. Rassier T. Merritt Elliott
Henry Werker
Webster F. Jennings

1961-1962

Merritt Elliott
Stanton Shufelt
Webster Jennings

Henry Rassier George Story
Henry Werker Luman Rundell

	1962-1963	
Stanton Shufelt Webster Jennings Henry Rassier	Henry Werker George Story	Luman Rundell Merritt Elliott
	1963-1964	
Stanton Shufelt Webster Jennings Henry Rassier	Luman Rundell George Story Robert O'Keefe	Merritt Elliott
	1964-1965	
T. Merritt Elliott Luman Rundell Curtis Applebee	Henry J. Rassier Stanton Shufelt	Robert O'Keefe George E. Story
	1965-1966	
Luman Rundell Curtis Applebee Stanton Shufelt	Robert O'Keefe George Story Harriet Gumport	Henry Rassier
	1966-1967	
Stanton Shufelt Henry J. Rassier George Story	Walter Ingalls Eugene Morrison Harriet Gumport	Curtis Applebee
	1967-1968	
Eugene Morrison George Story Thomas Pottenburgh	Lanier Woodhull Curtis Applebee Harriet Gumport	Walter Ingalls
	1968-1969	
G. Brown C. Applebee H. Gumport	J. Morrison L. Woodhull T. Pottenburgh	W. Ingalls
	1969-1970	
Lanier Woodhull Thomas Pottenburgh Walter Ingalls	Harriet Gumport Curtis Applebee Eugene Morrison	Ralph Schmollinger
	1970-1971	
Lanier Woodhull Harriet Gumport Walter Ingalls	Thomas Pottenburgh Eugene Morrison Ralph Schmollinger	Curtis Applebee

1971-1972

Lanier Woodhull	George Hood	Ralph Schmollinger
Harriet Gumport	Walter Ingalls	
Curtis Applebee	Thomas Pottenburgh	

1972-1973

Ralph Schmollinger	George Hood	Walter Ingalls
Curtis Applebee	Lanier Woodhull	Harriet Gumport
Thomas Pottenburgh		

1973-1974

R. Ferriolo	W. Zehnter	T. Pottenburgh
G. Hood	H. Gumport	
L. Woodhull		
J. Story		

1974-1975

R. Ferriolo	L. Woodhull	W. Zehnter
J. Story	W. Finin	
E. Beechert	G. Hood	

1975-1976

R. Schmollinger	R. Ferriolo	W. Zehnter
P. Williams	G. Hood	
L. Woodhull	E. Beechert	

1976-1977

Edwin Beechert	Thomas Blaisdell	Walter Zehnter
Pamela Williams	Robert Schmollinger	
Richard Ferriolo	Lanier Woodhull	

1977-1978

Edwin Beechert	Walter Zehnter	Richard Ferriolo
Robert Schmollinger	Lanier Woodhull	
Pamela Williams	Thomas Blaisdell	

1978-1979

Barry Blenis	Allen Anderson	Thomas Blaisdell
Pamela Williams	Richard Ferriolo	
Robert Schmollinger	Lanier Woodhull	

1979-1980

Richard Ferriolo	Robert Schmollinger	Pamela Williams
Allen Anderson	Priscilla Coates	
Thomas Blaisdell	Beryl Carley	

1980-1981

Richard A. Ferriolo	Beryl Carley	Robert Schmollinger
Allen Anderson	Priscilla Coates	
Thomas Blaisdell	Myra Dorman	

1981-1982

Allen Anderson	John Norton	Beryl Carley
Barbara Licata	Myra Dorman	
Priscilla Coates	Richard Ferriolo	

1982-1983

Richard Ferriolo	Priscilla Coates	John Norton
Gerald Applebee	Myra Dorman	
Allen Anderson	Barbara Licata	

1983-1984

Richard Ferriolo	Barbara Licata	Gerald Applebee
Russell DiBello	Paul Giammattei	
Gary Nichol森	Myra Dorman	

1984-1985

Gerald Applebee	Kenneth Dudley	Gary Nichol森
Richard Ferriolo	Barbara Licata	
Russell DiBello	Paul Giammattei	

1985-1986

Russell DiBello	Patrick Lambe	Gerald Applebee
Kenneth Dudley	Richard Ferriolo	
Catherine Wright	Gary Nichol森	

1986-1987

Gerald Applebee	Patrick Lambe	Richard Ferriolo
Russell DiBello	Gary Nichol森	
Catherine Wright	Kenneth Dudley	

1987-1988

Susan Britton	Catherine Wright	Richard Ferriolo
Russell DiBello	Kenneth Dudley	Patrick Lambe
Gary Nichol森		

1988-1989

Catherine Wright	Susan Britton	Patrick Lambe
Russell DiBello	Kenneth Dudley	Gary Nichol森

John D. Hynes

1989-1990

Russell DiBello
Catherine Wright
Susan Britton

Kenneth Dudley
John "Skip" Hynes
Patrick Lambe

Gary Nichol森

1990-1991

Russell DiBello
Robert Scardamalia
Bonnie Brown

John Hynes
Maureen VerPlanck
Catherine Wright

Douglas Palmer

1991-1992

Russell DiBello
John Hynes
Frederick Raskopf

Maureen VerPlanck
Douglas Palmer

Bonnie Brown
Robert Scardamalia

1992-1993

Frederick Raskopf
Robert Scardamalia
Geraldine Elsbree

William Clark
Douglas Palmer

Maureen VerPlanck
John Hynes

1993-1994

Frederick Raskopf
Gerri Elsbree
Maureen VerPlanck

Robert Scardamalia
Douglas Palmer
William Clark

John Hynes

1994-1995

Frederick Raskopf
Douglas Palmer
Len DeGiovine

John Hynes
Denise Mulligan
Robert Scardamalia

Gerri Elsbree

1995-1996

Gerri Elsbree
Len DeGiovine
Denise Mulligan

Douglas Palmer
Robert Scardamalia
Andrew Elsbree

John Hynes

1996-1997

Gerri Elsbree
Len DeGiovine
Andrew Elsbree

Denise Mulligan
John Downes
Anne Mitchell

Douglas Palmer

1997-1998

Geraldine Elsbree
Andrew Elsbree
Anne Mitchell

Phyllis Buckley
Douglas Palmer, Sr.
Frederick Raskopf

Wilton Bear

1998-1999

Wilton Bear, Jr.
Phyllis Buckley
Andrew Elsbree

Anne Mitchell
Frederick Raskopf

Geraldine Elsbree
Michelle Sutton

1999-2000

David Bryan
Frederick Raskopf
Wilton Bear, Jr.

Nicole Ambrosio
Norman Channing

Phyllis Buckley
Anne Mitchell

2000-2001

Nicole Ambrosio
Catherine Rini
Norman Channing

Phyllis Buckley
Wilton Bear, Jr.

Anne Mitchell
David Bryan

2001-2002

Wilton Bear, Jr.
Norman Channing
Catherine Rini

Anne Mitchell
Eileen Dick

Phyllis Buckley
David Bryan