

HAPPINESS IS PLAYING  
THE FRENCH HORN



August 23, 2006  
Wednesday 4 PM

Dear Ellen,

I don't think  
I'll be making it  
up to Crescent this summer.  
We had a house fire which  
destroyed our home down to the  
foundation. We had lightning hit  
our roof on July 21 and we  
were away from home at the  
time.

I was hoping to see you  
this summer to give you the names  
of the Crescent Schoolhouse students  
from that Spring of 1953 photo.

My 2 older sisters, Susan and Janet Harple were the only Harples to attend <sup>the</sup> one room schoolhouse. I think Shenendehowa Central started up in the fall (?) of 1953. <sup>(or '54)</sup> We have the 1st Shenendehowa yearbook which may have been 1954. It was called the "Glembic". Does this yearbook sound familiar to you.

Ellen, please let me know if you have any questions about the names of the students. These kids were all older than me but Susan has a very good recollection of the photo. All my best.

Sincerely,  
George Harple



11 Halfmoon  
Sept '74  
Mrs G. B. Murray, teacher



**IN 1920 AT THE CRESCENT PICNIC--**Pictured above are local residents of Crescent who attended the big picnic of those days. Four of the eight in the photo above survive today. In front row, left to right are Viola DeVoe, deceased, Ann May Neary and Lillian Bethel. Back row, left to right are Daniel DeVoe, deceased, George Freeman, deceased, Maria Kennedy, Ceclia Lajeunesse, deceased, and Marion Brookley. Photo presented by Nora Guyer.

# TEACHER'S CONTRACT

SECTIONS 561 TO 566 INCLUSIVE OF THE EDUCATION LAW OF 1910

I Laura J. Pelkey of Crescent  
county of Saratoga a duly qualified teacher, hereby  
contract with the board of trustees of district no. 1 town  
of Halfmoon county of Saratoga to teach the public  
school of said district for the term of 30 consecutive weeks, except  
as hereafter provided, commencing Sept 3rd 1918 at a  
weekly compensation of 14 dollars and — cents payable at the  
end of each thirty days during the term of such employment. One per  
cent of the amount of each order or warrant issued in payment of the  
compensation required to be paid hereunder shall be deducted as pro-  
vided by article 43 B of the Education Law relative to the State  
Teachers Retirement Fund.

And the board of trustees of said district hereby contract to  
employ said teacher for said period at the said rate of compensation,  
payable at the times herein stated.

Said board of trustees reserve the right to provide for a vacation  
or vacations of not more than 2 weeks in the aggregate, during  
said term, which vacation shall not count as a part of the term of  
service above referred to.

Dated August 23 1918

Laura J. Pelkey  
Teacher

Jared P. Clark  
Edward C. Faulkner  
Trustees

X  
This contract shall be executed in duplicate and one copy thereof given to the teacher  
and one retained by the board.

...us DeVoe, ...  
...Hartney, December 18, 1965



**CRESCENT SCHOOL OF 1910 (55 years ago)---Seated: Lowell Vickery (deceased), Wellington Vickery (deceased) Ruth (Smith) Phillips, Edna Shear, Harvey Smith, Marshall Phoenix, Archie Steenburgh, Florence Smith, Pearl Gogarty (deceased), Lena (DeVoe) Flanigan. 1st row (Standing) Elwyn Green (deceased), Roy J. DeVoe, Sr., Vera (DeVoe) Klingbeil, Richard H. Guyer, Sr. Ruth Shear (deceased), Viola (DeVoe) Carabine (deceased), Harold Smith, Earl Vandecar, Teresa (West) Benoit, Dorothy (Guyer) Samuels. Back Row (standing) Justice of the Peace of Halfmoon Vernon Shear, Ralph Scouten (deceased), Daniel De Voe (deceased), Lettie Steenburgh and the teacher, Mrs. Alice Murray (deceased), note Mrs. Murray died March 20, 1965. Submitted by Dick Guyer, Sr.**



REMEMBER THE GOOD OLD DAYS?---Pictured above are the 1st to 8th Grade children of Crescent School in 1939. Front Row are John Horrocks, Richard Guyer, Stanley Horrocks, who incidentally is a New York State Trooper serving a great deal on Route 236 in the Town of Halfmoon, Doris (Sicko) DeVoe, Grace Johnson and June Johnson. The teacher in back and to the left is Mrs. Abner Hatlee. 2nd Row finds William DeVoe, Earl Johnson, May Johnson, Serena (Riley) DeVoe and Roy DeVoe, Jr. In the last row are Georgiana Horrocks, Florence Johnson, Alfred Norton, Billy Wondisford, Patsy (Thompson) Benoit, Evelyn DeVoe, Irene (Gilbert) Mitchell and Gerry Guyer. Please note, due to the handling and age of photo, a few of the illustrations have been damaged. The photo is one of a group presented to the Townsman by Nora Guyer, former School Teacher.

Bob Staring, temporary chair- said that any worthwhile project last month with a very impres- reported by Messers Staring and



**CRESCENT SCHOOL DISTRICT II DURING 1933 and 1934**—Front row, left to right are Rose Esterby, John Ray Fox, Charles Esterby, Tom Ryan, Ruth (Landmesser) Dearstynne, Ada Dibble, Florence (Johnson) Pouliatt and Nellie Dibble. 2nd Row, left to right are Ed Kennedy, Fred Palmer, Jr., Helen Seibert, Musetta (Wonderford) Bully, Edna (DeVoe) Remillard, Robert Sicko, Mrs. Laura Palmer, Teacher, Betty (Landmesser) Coons, Doris (Ryan) Moran and Jesse DeVoe. Our thanks go to Mrs. Dorothy Samuels of Einara for the loan of the above photo.

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SCHOOL DISTRICT  
No. 11.



These Children representing Grades 1 through 8 were the last to have their picture taken at old School No. 11 of the Shenendehowa School District in the spring of 1953. The following January saw them occupying classrooms in the new central school. The teacher in the one-room schoolhouse in the Village of Crescent was Miss Agnes Brady, shown at rear by door. In left foreground are Miss Brady's niece, Marie Hatlee, and Jack DeVoe, who visited the school that day. Others in photo, pictured from left are Barry Reed, Douglas Bloodgood, Ronnie Desnoyer, Thomas Charbonneau, Richard Schultz, Thomas Wager, James Shea, Billy Husson, Linda Palmer, Keith Baker, Ella Mae Santspree, Lois Jones, Edith Jones, Susan Harple, David West, Barbara West, Sharon Dupont, John O'Brien, Madeline Rosette, Pamela Harris, James Riley, June Desnoyer, Janet Harple, Nadine Stah, Robert Baker, Bonnie Dale Reed and Paul Knight.

CRESENT  
NY

1942



BIL RYAN

TED RYAN

BOB FOOTMAN

FRITZ SWANSON

JACK RYAN

PAT RYAN

NICK HANMER

CARL SWANSON

383 - 5217

AGNES M. BRADY (Spotlight)

Shelley R. Iorio

11/3

Just as our parish endured and eventually thrived throughout change, so has one of her parishioners, Agnes M. Brady. Born on AUG 25 1904, Agnes, now 84, has seen all three church buildings, the first of which was used as a parish hall when she was younger, and she was impressive in her accuracy and articulate manner when asked to recount her memory of this parish. Yet, even in one meeting one notices much more about this lady than that her mental faculties remain sharp. She had no "juicy" recollections of the past at anyone's expense: If she had nothing nice to say, she simply didn't say it. On the contrary, in case after case, the common thread that runs through her life is her considerate and giving nature. For example, when after having cared for her mother for years and whose death precipitated invitations from both her brother and sister to live with them, she decided to live in her home in Glens Falls alone, rather than hurt either's feelings, and it was only upon the death of her sister, that she sold her home there and returned to live with her brother. In addition, as a college graduate who became a teacher of ~~second~~ <sup>FOURTH</sup> grade for 33 years, she still receives letters from several of her ~~second~~ <sup>FOURTH</sup> grade students. After ~~having taught in the Crescent, School District #11, one of twenty-~~ <sup>8 yrs. for 17 YEARS,</sup> one of twenty-one districts incorporated in 1950 into the Shenendehowa School District, she says she still dreams about her students, all of whom she liked and who she knows liked her.

To say that Agnes has no children is a gross inaccuracy, for like a few other dedicated teachers, she has hundreds, even though

2 of 3

AGNES M. BRADY

SP11

there has been a very special child in her life, the adopted daughter of her sister who is "like [her] own," and when Agnes speaks of Marie and her family, her eyes light up with love and pride about this family now in Canada with whom she keeps in close contact despite the distance.

In addition to her students and family, Agnes was very giving to this parish. Working extensively in various capacities from teaching religious education, counting money, working Coffee Hour to selling tickets and giving out prizes at Bingo, Agnes has probably made her most significant contribution to this church just by being Agnes.

Although her life has been blessed in many ways, she has known great suffering also. In February of 1982, when due to complications following an operation, Agnes went into intensive care for over one year during which she had five very dangerous operations which have resulted in some chronic health problems which prevent her from being as active in the parish as she would like, she is still very involved in life and surrounded by close friends and family who value her company.

Finally, she remains flexible despite many changes in this parish, the Church and the world. There are things she misses, like the kneelers, but she understands the reasoning and accepts the changes with grace and an open mind. However, she is a strong person who does not accept all change as good; she reads a great deal rather than succumbing to much of the violent and explicit programming available on television, and when asked for her permission to be the subject of this article, her answer was a solid

3 of 3  
Agnes M. Brady  
SRI

"no!" It was only after being assured that it might be helpful to members of the parish to know about her and her life of service that she reluctantly agreed.

Modest, giving, loving, active, friendly, and flexible, Agnes Brady reflects the best of what this parish represents.

Mr. Wimers would visit the schools and I know he used to stay all day and enter in all the activities. Sometimes he would interrupt a class to tell of something imp. in regard to the school.

I am Agnes Brady. I taught school in ~~Dist. 4. Halpason~~ Dist 4 - during the school years 1925-26 + 1926-27. I left to go to my education as a teacher.

As near as I can recall I had 33 students and all eight grades. I had to prepare my 8<sup>th</sup> graders for their preliminary regents and my 4, 5, 6, 7 grades for the N. State exams given at that time by the

you entered the school room by way of a hall from outdoors. There was a stove in the center of the room, which burned wood or coal. The teacher had the care of this.

There were 2 aisles of double seats & desks on ~~either~~ both sides of the room. We had one large blackboard in the front of the room and one long bench used for the recitation of the pupils in each

If a class was reciting and the 1<sup>st</sup> & 2<sup>nd</sup> grades seemed to have no work to finish the work assigned one of the older children would quietly go and help them find some busy work for them or help them if they needed it.

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I found the children to be very resourceful, obedient, respectful and helpful.

We had plays and parties around the holidays.

I also taught in Halfmoon Dist. 11 at Crescent from 1945 to 1952. There were eight grades and 30 pupils. The 8th graders still had to try regents for the Preliminary Certificate before they could go into high school. The classroom was much the same as that in Dist. 4.

We had a very active PTA in Dist. 11. We had many plays and the PTA always attended. At Christmas time the PTA gave each student a \$1.00 gift besides it helped to furnish the refreshments.

The students found time to make Christmas and other holiday gifts for parents. Bookends, oilcloth cats and dogs, papier-mache animals etc.

We centralized in 1950 and in 1953 all the schools were graded. I know I taught 4th grade in Dist. 11 from September until the 20th of January 1954 when the class and I entered our new school. I remained on campus until June 1967.

I do not think that the teachers of the rural schools had many disciplinary problems. The children knew they were there to learn. They had time to play at recess.

The parents were interested in their children and many of them said they wanted to know if their children were having any trouble in either learning or behaving.

Many parents came to school to check up on their offsprings.

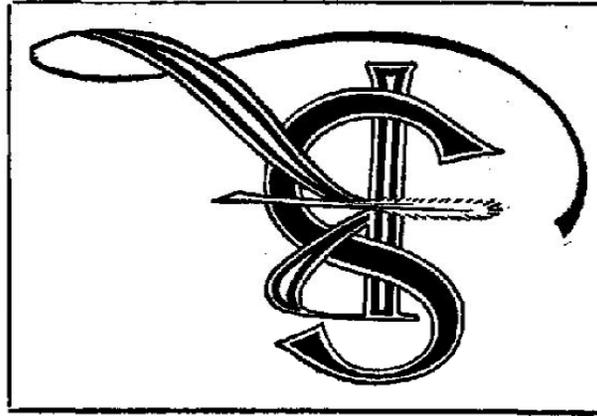
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Bill MacElroy taught Music in 1952 - 1953

Glady Deiazic taught Art at Halfmoon 11

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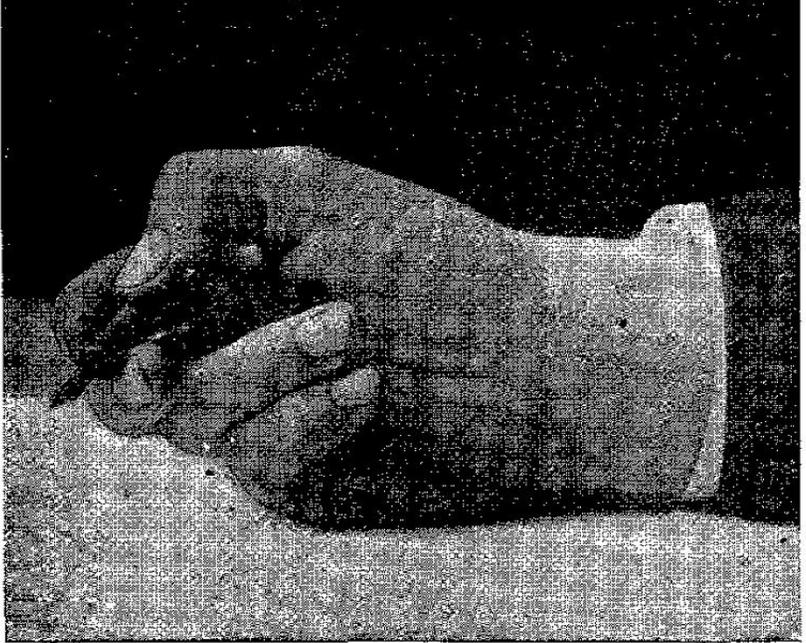




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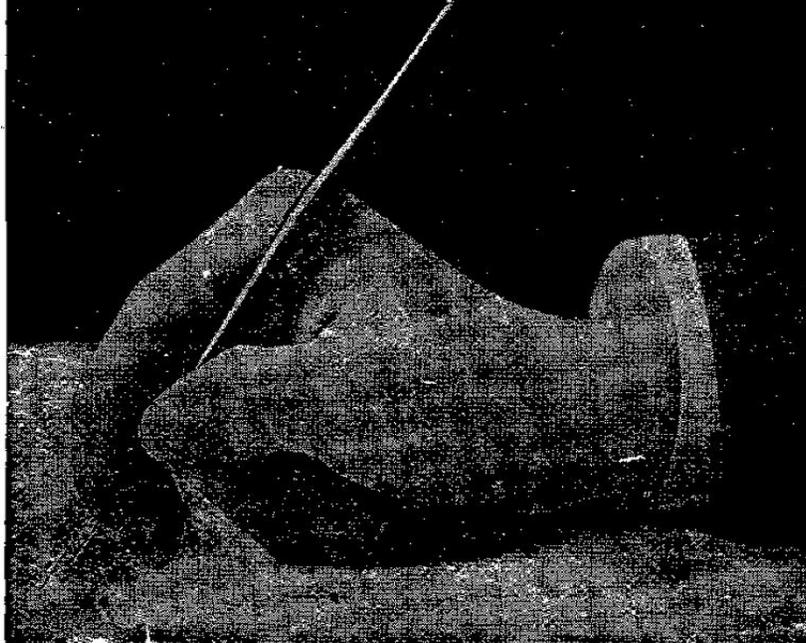
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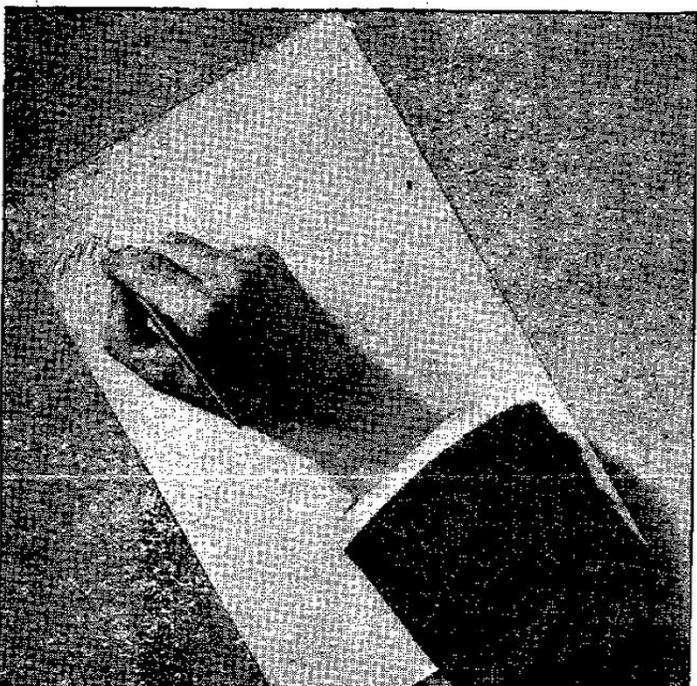


**HOW TO HOLD THE PEN.**

der in an incorrect position will never be an excellent writer. The illustrations are from photographs of an easy, natural position of the hand and penholder. Notice how the penholder is held between the thumb and first two fingers; how the fingers curve; how the thumb bends out at the joint, and that it rests against the penholder and not against the first finger. Observe that the little finger and the one next to it bend back under the hand and serve as a glider on which the hand moves. Permit no part of the hand excepting the first joint of the little finger to touch the paper while writing. The penholder may be held in front of the large knuckle joint or just back of it, but should never drop down against the thumb. Hold the pen so both points rest on the paper evenly.



**CORRECT POSITION WHILE WRITING.**



## RELATIVE POSITION OF FOREARM AND PAPER.

**T**HERE are two principal directions in writing—the direction the hand moves while writing and the direction the hand and pen move while forming extended letters, that is, loop letters. Place the arm and paper so that the forearm crosses the lines *slightly diagonally* as shown in illustration 5. This allows the hand to move to the right with sufficient freedom to write any word with a continuous movement and permits an easy action in forming the loop letters. The position of the paper and arm should not be overlooked. Many students labor under great difficulty while learning to write by unconsciously placing the

bbbbb bububu bw

brook banking throbbing

boy stood by the bubbling

w. The finishing stroke of *b* is the same as the last part of *w*. Do not stop the motion of the pen until it strikes the paper until it stops at the dot. Count 1-2, 1-2, 1-2, 1-2, 1-2. The tendency is to write the word faithfully. Write a full page of the sentence and DO YOUR BEST, paying attention to the loops, slant and spacing. Short beginning and ending strokes.

<sup>1</sup> kkkk k k <sup>2</sup> kkkkk k

king keeping keepsake th

ing thrilling marking thin

exercises. Study the last part of the k Make the first style without lifting the pen. Notice that the base ARE ON THE SAME SLANT. The pen is lifted in the second style. The abbreviated style in n

SEE and CORRECT your faults.

hhhh / hhhh hphf

homes hour high might

weight height heather

Exercise, and the loop exercise of preceding lesson, and the double-turn exercise. Unite the loop and the double-turn by the stroke 1-2, 1-2, 1-2, 1-2. Make the crossing of loop a little lower than the top of the double-turn. Try to imitate the style of any good writers in the way of variety. Exercise 3 is for study and careful practice. Join lower and upper case letters at the end of each word.

slant, short loops, short final f's and equal spacing between letters and words. Be sure to get the upper

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llllll illillill ululu

ll mill all wall mall we

willing milling selling ap

3, 34 and 35, practice freely on Exercises 2 and 3, Lesson 1. Loop letters well made add to  
act from it. Upstroke well curved, down stroke straight, crossing close to base line. Slight glide  
ke. Count 1-2-3-4-5-6-7-8-9-10, a loop with every count. In Exercise 2, count 1-2-3, 1-2-3,  
Make full lines of each word.

s, free movement, straight down strokes, uniformity.



