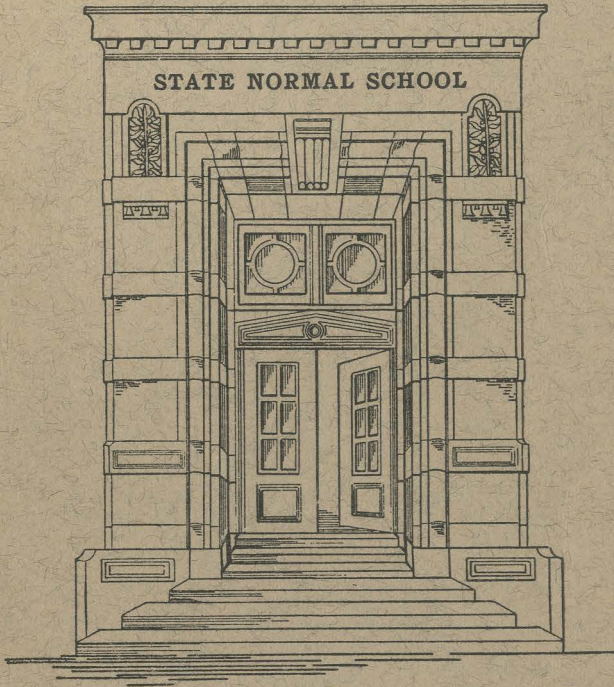


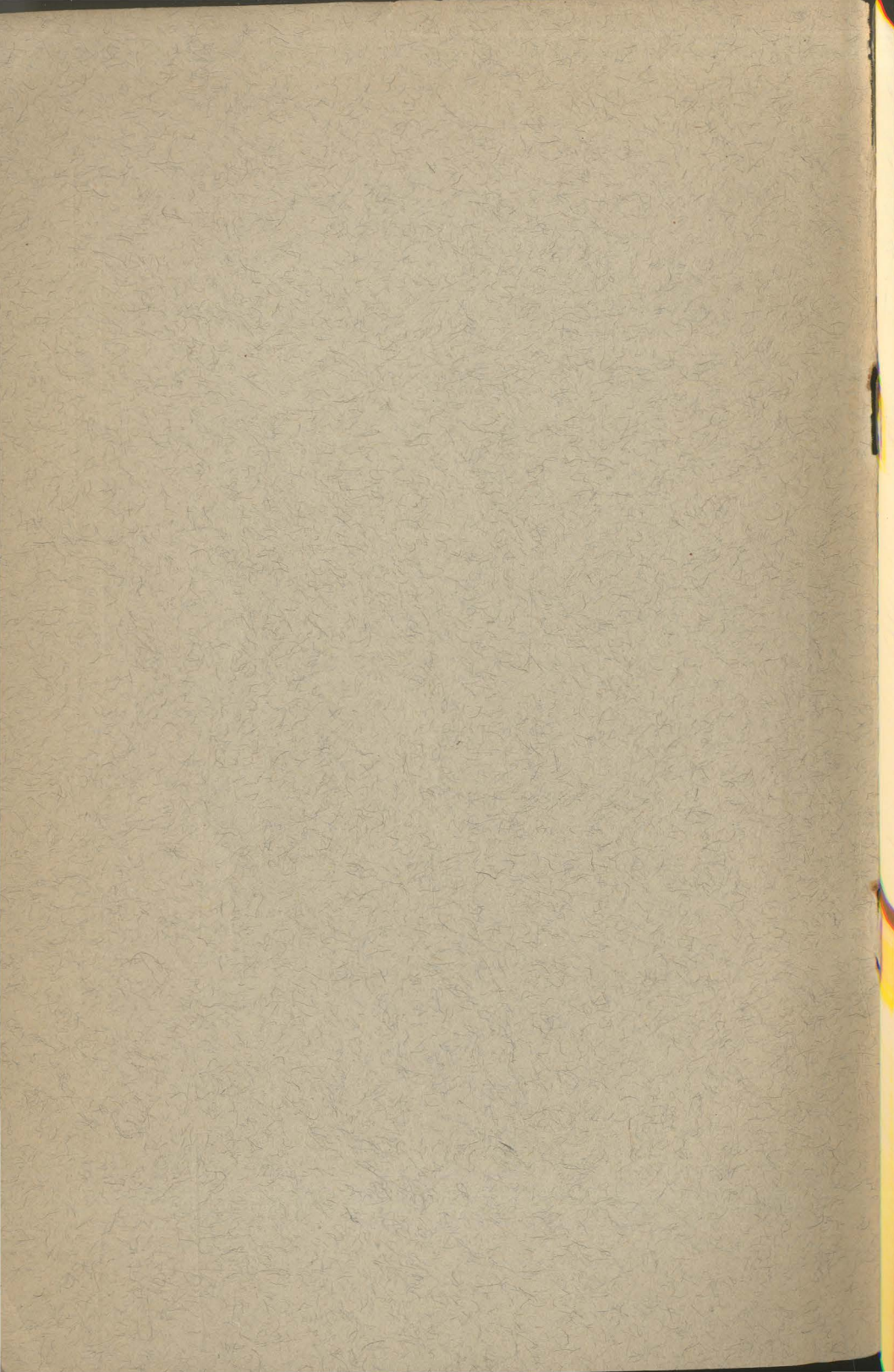
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State Normal School

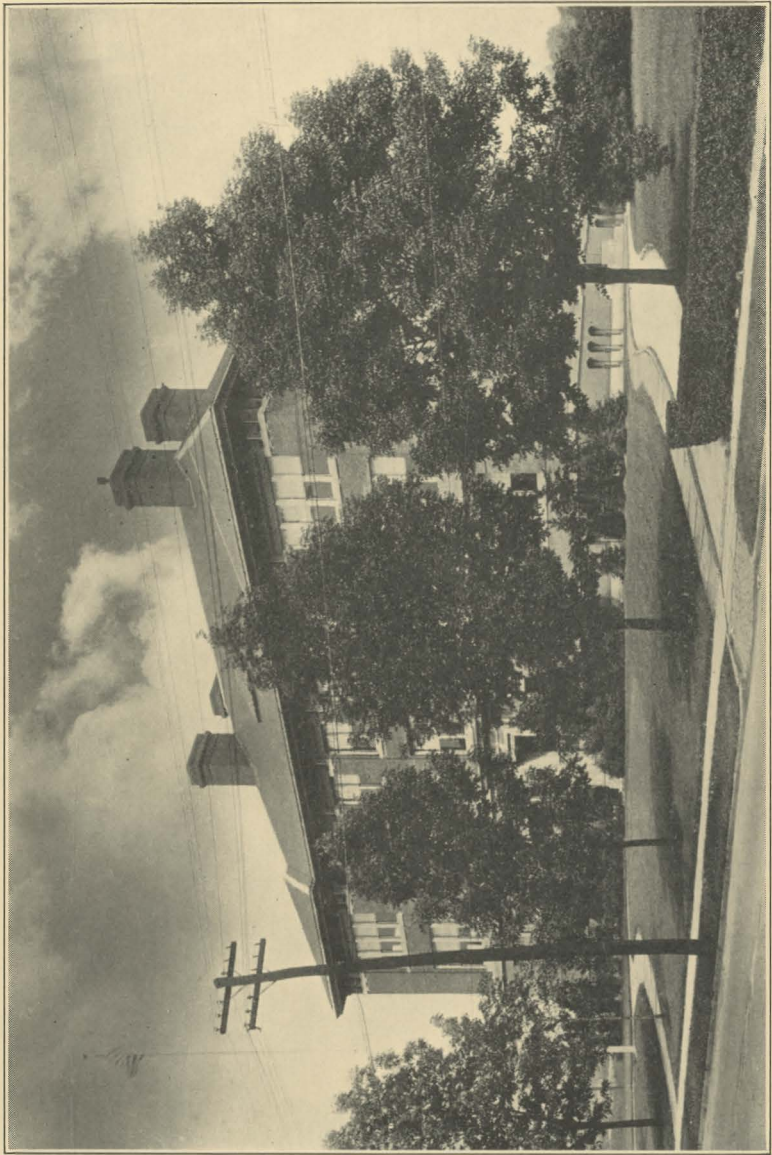
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Annual Catalogue 1929-1930



STATE TEACHERS COLLEGE LIBRARY
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NORMAL SCHOOL BUILDING

State Normal School

Danbury, Connecticut



Annual Catalogue

1929-1930

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1930

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Normal School

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Ph.B. (Brown).

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Ph.B. (Upper Iowa College); M.A. (Columbia); Student, Columbia.

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RUTH E. HOLBROOK

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Graduate, Keene Normal School; Certificate, Institute of Music Pedagogy, Northampton.

ELOISE M. PARMELEE

Secretary
Graduate, Danbury High School.

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B.S. in Ed. (Kent State College); M.A. (Columbia).

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Graduate, Trenton Normal School; B.S. (Columbia); Student, Cornell.

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Librarian; Library Course
B.S. (Skidmore College); Graduate, Pratt Institute Library School; Student, Teachers College, Columbia; Pennsylvania State College.

EDITH L. SPENCER

Dean of Women; Ethics
B.S. (New York State College for Teachers); M.A. (Columbia).

MARJORIE E. FISH

Physical Education; P.E. Supervisor in Training Schools
Graduate, Cleveland Normal School; B.S. (University of Wisconsin); M.A. (Columbia); Diploma, Supervisor of Physical Education.

FLORINE TOWNSEND

Psychology; Arithmetic
A.B. (York College, Nebraska); M.A. (Columbia).

CORA J. RUSSELL

Rural Education; English

Graduate, Platteville, Wisconsin, State Normal School; B.A. (Western State College of Colorado); M.A. (Columbia).

BEATRICE G. GRAEF

Clerk

Graduate, Danbury High School.

Locust Avenue Training School

ANNIE D. KYLE

Principal; Grade Seven

Graduate, New Britain Normal School; Student, Teachers College, Columbia.

GERTRUDE M. MURPHY

Grade Seven

Graduate, Danbury Normal School; Student, Teachers College, Columbia.

MARGARET F. LYNCH

Grade Six

Graduate, Danbury Normal School; Student, Teachers College, Columbia.

GLADYS S. MARHOFFER

Grade Six

Graduate, Danbury Normal School; Student, Teachers College, Columbia.

RUTH C. STRAIT

Grade Five

Graduate, Danbury Normal School.

MARY K. BEHAN

Grade Five

B.E. (Rhode Island College of Education).

M. LOUISE TRIESCHMAN

Grade Four

Graduate, Danbury Normal School; Student, Teachers College, Columbia.

EDITH BAILEY

Grade Three

Graduate, Kalamazoo Teachers College; Student, Teachers College, Columbia; Chicago Art Institute; Boston University.

GLADYS M. ERICSON

Grade Two

Graduate, Michigan State College, Ypsilanti; A.B. (Albion College); Student, University of Wisconsin; Teachers College, Columbia.

A. MARGUERITE SHERMAN

Grade One

Graduate, Plymouth Normal School; Student, University of Chicago; Teachers College, Columbia; Cornell University.

GRACE M. SMITH

Assistant to the Principal

Graduate, Danbury Normal School.

Balmforth Avenue Training School

VICTOR A. BLACKMER

Principal

Graduate, Fitchburg Normal School; Student, Teachers College, Columbia.

INEZ E. POLLARD

Grade Seven

Graduate, Worcester Normal School; Student, Teachers College, Columbia; Clark University.

- EMMA C. BURGER
Grade Seven
 Graduate, Danbury Normal School; Student, Teachers College, Columbia.
- JULIA S. HENEVRY
Grade Six
 Graduate, Danbury Normal School; Student, Clark University.
- ALICE M. SCHLEIER
Grade Six
 Graduate, Washington State Normal School, Cheney; B.A. (Washington State College, Pullman); M.A. (Columbia).
- ANNA E. SCOLLIN
Grade Five
 Student, Danbury Normal School, Clark University.
- HELEN DONOVAN
Grade Five
 Graduate, Danbury Normal School; Student, Connecticut Summer Normal School; Teachers College, Columbia.
- HARRIET E. O'BRIEN
Grade Four
 Graduate, Castine Normal School; Student, University of Maine; Castine Helping-Teacher School.
- EDITH C. SPOONER
Grade Four
 Graduate, Danbury Normal School; Student, Teachers College, Columbia.
- JESSIE K. TORRACA
Grade Three
 Graduate, Danbury Normal School; Student, Connecticut Summer Normal School; Teachers College, Columbia.
- MARY A. GREENE
Grade Three
 Graduate, Danbury Normal School; Student, Teachers College, Columbia.
- ANNA H. SHANNON
Grade Two
 Graduate, Massachusetts State Normal School, North Adams; Student, Teachers College, Columbia.
- EDITH RAY
Grade Two
 Graduate, Danbury Normal School.
- CORRINE D. O'CONNELL
Grade Two
 Graduate, New Britain Normal School.
- SUE B. COOK
Grade One
 Graduate, Virginia State Teachers College, Farmville; B.S. in Ed. (Columbia); Diploma as Supervisor of Primary Schools.
- IRENE D. ALLEN
Grade One
 Graduate, Danbury Normal School; Student, Teachers College, Columbia; Clark University.
- MARGUERITE L. WHEELER
Preprimary
 Graduate, New Britain Normal School; Student, Teachers College, Columbia.

Rural Training Schools

PAULINE H. DANN

Miry Brook Rural School

Graduate, Danbury Normal School; Student, Teachers College, Columbia.

MURIEL J. BARDWELL

Mill Plain Rural School

Graduate, Geneseo State Normal School, New York; B.S. (Columbia).

WINFIELD S. PEASE

Engineer, Normal School

HOWARD C. DURGY

Janitor, Normal School

ROBERT E. BENEDICT

Assistant Engineer, Normal School

CALENDAR

1929-30

Fall term begins	. . .	September	4
Danbury Fair Day	. . .	October	11
State Teachers Convention	. . .	October	25
Thanksgiving recess	. . .	November	28-Dec. 1
Fall term closes	. . .	December	20
Winter term begins	. . .	January	2
Lincoln's Birthday	. . .	February	12
Winter term closes	. . .	April	17
Spring term begins	. . .	April	28
Memorial Day	. . .	May	30
Spring term closes	. . .	June	19
Examinations for admission	. . .	June	7

1930-31

Fall term begins	. . .	September	3
Danbury Fair Day	. . .	October	10
State Teachers Convention	. . .	October	24
Thanksgiving recess	. . .	November	27-30
Fall term closes	. . .	December	23 ✓
Winter term begins	. . .	January	5
Washington's Birthday	. . .	February	23
Winter term closes	. . .	April	2
Spring term begins	. . .	April	13
Spring term closes	. . .	June	18
Examinations for admission	. . .	June	6
Fall term begins	. . .	September	9

DANBURY STATE NORMAL SCHOOL

LOCATION

Danbury is a city of about 25,000, on the western border of Connecticut and in the northern part of Fairfield County. It is a junction point for the railway lines from New York to Pittsfield and from Poughkeepsie to Willimantic, besides direct lines from Litchfield, Bridgeport and New Haven. The city lies in a broad plain surrounded by the low wooded hills that mark the beginning of the Berkshire range. Although a city in size and form of government, it has the atmosphere of a large New England town; its streets are lined with trees and its homes are largely owned by those who occupy them.

The normal school property is on White Street, on the bus line and about six minutes' walk from the railway station. Its training schools are the city schools on Locust Avenue and Balmforth Avenue, with rural schools at Miry Brook and at Mill Plain.

PURPOSE

The purpose of this school, as set forth in the statute under which it was established, is that of "training teachers in the art of instructing and governing in the public schools of this state." Being supported entirely by taxation of the people of the state, it is the duty of the normal school to prepare teachers for the public schools of Connecticut.

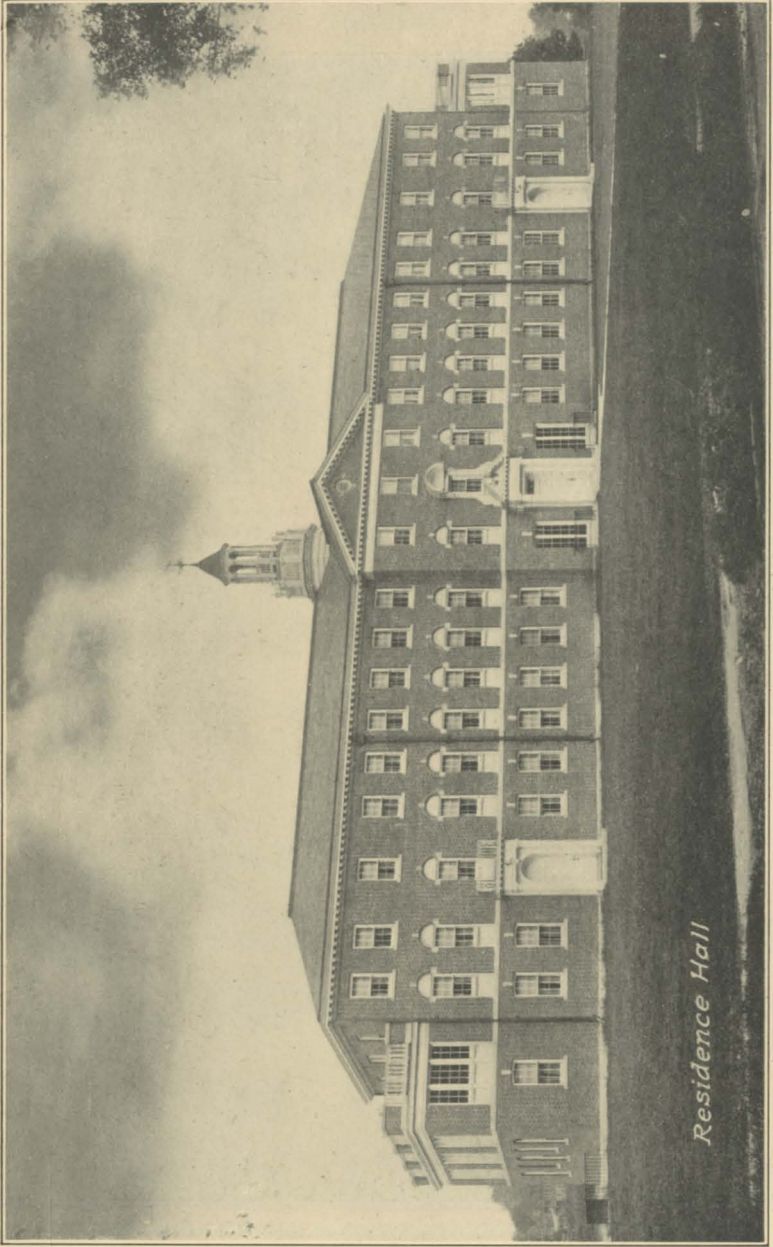
The obligation thus plainly laid upon the school is ever its guiding principle. It seeks to give to the elementary schools of this state teachers who are not only skillful, informed and intelligent, but whose habits and ideals shall make them faithful and effective public servants.

EQUIPMENT

The normal school building is a modern structure having a capacity of about two hundred students. Classrooms are furnished with individual desks for the members of the school. An extensive library supplies all textbooks as well as books of reference and magazines. The school is equipped with scientific material, and excellent provision is made for art work. A gymnasium furnishes opportunity for instruction in games and other indoor exercise, while the grounds are suffi-



A TRAINING SCHOOL ROOM



Residence Hall

RESIDENCE HALL

cient to allow tennis and other outdoor sports. A residence hall, opened in 1927, makes it possible for a considerable number of our students to enjoy the benefits of dormitory life.

ADMISSION

The privileges of the school are open to residents of this state over sixteen years old and of suitable character, who declare their intent to teach in the public schools of Connecticut, and who satisfy the conditions as set forth below.

It is understood that none enter this school except for the purpose of becoming teachers. The intent to do so is declared by every candidate who signs an application for admission. Evident lack of this purpose as revealed by unfaithfulness, or the disclosure of characteristics that disqualify one for the teaching profession, are regarded as sufficient warrant for dismissal from the school.

Following are the specific conditions for admission as adopted by the State Board of Education.

A. General and Academic Requirements

1. Be sixteen (16) years of age or over at the time of admission.
2. Be free from physical defects which would unfit them for the work of a teacher.

The acceptance of the applicant, all other requirements being met, is conditioned upon her satisfactorily passing a physical examination to be given at the normal school she proposes to enter, at stated dates before the opening of the school, or as soon as possible thereafter.

3. Present evidence of graduation from a four-year course in an approved public or private high school, or possess an equivalent academic education (See High School Form 12). High School Form 12 should be completed at the earliest possible date and sent to the Bureau of Academic Credentials, State Board of Education, for validation. It will be forwarded from that office to the normal school principal.

4. Must offer evidence of having completed at least fifteen units of work.*

5. Of the fifteen units prescribed at least *ten* must be taken from the following list.

6. Not less than *three* from the same list must be taken in the senior year.

7. Present satisfactory testimonials of moral character, and recommendations and ratings of public school officials.

8. Present application to the principal of the normal school to which entrance is sought.

9. Declare intention to teach in the public schools of the state.

10. Present self at the normal school on date and hour specified for such examinations and interviews as may be prescribed.

* A "unit of work" constitutes the successful completion of prepared work taken at least four periods per week for one year. Unprepared work counts as one-half time.

	English	3 units		
	General Mathematics I	1 unit		
	General Mathematics II	1 unit		
	Algebra	1 unit		
	Geometry	1 unit		
	Social Studies (History, Civics, Economics)	1 to 3 units		
See Note	{ Latin	2 to 3 units		
			{ French	2 to 3 units
			{ German	2 to 3 units
			{ Spanish	2 to 3 units
			{ Italian	2 to 3 units
		Physics	1 unit	
		Chemistry	1 unit	
		Biology	1 unit	
		Botany	½ to 1 unit each	
		Zoology		
		General Science	1 unit	
		Geography	½ to 1 unit each	
		Physiology		
		Hygiene		
	Commercial Arithmetic			
	Civics			
	Astronomy			
	Geology			

NOTE: *Foreign language units, when offered, shall be at least two in any one language.*

The remaining five units, one of which may be fourth-year English, may be taken from any of the regular work of the school, except that no course of less than one-half unit credit will be accepted. It is advised, however, that a part of the five units be in Drawing and in Vocal Music.

B. Time of Examinations and Presentation of Credentials

All applicants for admission must present their applications properly certified to not later than the first day of June, 1930. All applicants will present themselves at the normal school which they desire to enter at 8:30 A. M. (*Standard Time*) on Saturday, June 7, for the following: Mental Alertness Test, General Information Test, and interview. Applications received after June 1 and prior to August 1 will be considered only in the event that the quota of students for admission to the normal school to which application is made is not filled by acceptable candidates whose applications are received by June 1.

The results of these tests and interviews will be used for the purpose of enabling the normal school principal to make a proper selection of candidates for admission from among those who meet the minimum conditions for admission when more candidates apply than can be admitted to the normal school.

C.

All applications for admission to the regular work of the Connecticut state normal schools upon other terms than those specified in Sections A and B must be made directly to the Commissioner of Education, Hartford, Connecticut.

Application for Admission

Each candidate for admission to a Connecticut state normal school is required to fill out an application blank (Normal School Form 1). After this has been done and the necessary certification of high school graduation, scholarship level and character has been made by the high school principal, as provided for on page 2 of Normal School Form 1, the application must

be sent to the principal of the normal school to which the candidate is an applicant for entrance.

Copies of this form may be secured by application to the normal school principals at Danbury, New Britain, New Haven and Willimantic, respectively.

HEALTH EXAMINATION

The work of the school, like that of the profession for which it aims to prepare, requires that those who undertake it shall be sound in physical health. In order to assure this so far as possible, the school provides for a physical and health examination by competent physicians and requires that each applicant shall pass this examination. The examinations will be given during the summer vacation by appointment with the physician in Danbury or elsewhere. Those who cannot be examined during the summer may enter the school in September only upon the understanding that they must withdraw if they fail to pass this examination early in the fall term.

TIME OF ENTRANCE

The fall term begins Wednesday following the first Monday of September. Students are expected to be present at the opening exercises in the assembly hall at 10:30.

Classes are organized and work is begun the opening day of the first term. Much of the work is so unlike that of the secondary school to which the students are accustomed, that attendance upon the first lessons of each course is especially important. Students entering late are regarded as absent from the first day, and they suffer a proportionate loss of credit in each course.

Candidates appearing after the opening day will be required to apply for admission to the Commissioner of Education at Hartford, even though their papers may have been accepted.

REPORTS

Reports of each student's progress are sent quarterly at the end of each ten-week period to her parent or guardian. These reports constitute official notice of her standing and an indication of her prospects, the ratings being fully explained thereon. No other notice should be expected, but parents are urged to confer with us after receiving such reports.

GRADUATION

At the end of the two-year course diplomas will be awarded to those who

1. have throughout the course maintained a standard of conduct befitting a teacher;
2. have attained the required standard of scholarship in every prescribed subject;
3. have exhibited a fair degree of skill in teaching and governing children.

Such graduates will receive a Limited Normal School Certificate.

CREDIT FOR ADVANCED WORK

Several institutions of college grade recognize the diploma of this school by giving advanced standing to those who hold it. In the education department of some universities this credit is such as to make it possible with extra work to complete the four-year course in two years. A two-year professional course at the normal school followed by two years of special subjects at the university offers an excellent preparation for high school teaching.

SCHOLARSHIPS

By an act of the General Assembly, students who fulfill certain conditions may receive from the state treasury monthly sums to be applied toward paying their living expenses. The purpose of this provision is to assure a supply of trained teachers for the smaller towns of the state; hence the students who receive such scholarships must be recommended by the proper authorities in one of the small towns, and must agree to teach in one of such towns for a period of two years after graduation. It is also required by the school faculty that the holders of such scholarships shall maintain a satisfactory standard in their work at the school; students failing to do so must expect the scholarship to be withdrawn.

The conditions under which these scholarships are granted are clearly set forth in the statute which established them, a copy of which is given below. Further information may be had on application to the principal.

Sec. 4, Chap. 213, Acts of 1929.—“The state board of education may, at all times, maintain, in any of the normal schools, one student, selected on the basis of scholarship and general fitness, for each town in the state having average annual receipts from taxation of thirty-nine thousand dollars or less, upon the recommendation of the board of education of such town; and, for students admitted to said schools under the provisions of this section, living expenses, not to exceed three hundred dollars for each pupil in any one year, shall be provided by said state board of education free of charge. Each person entering a normal school under the provisions of this section shall enter into an agreement with the state board of education to remain at the normal school for two years, unless in case of ill health or dismissal by the school authorities, and to teach in a one or two teacher school in one of the towns from which such students are nominated or appointed for a period of two years after graduation unless excused by the state board of education.”

EXPENSES

The school makes no charge for tuition, laboratory fees, or the use of library books. Students furnish pencils and notebooks, as well as a few drawing supplies and a gymnasium suit. They are also advised, but not required, to buy a few books and some material that will be useful in their profession. Board and lodging may be secured at rates from \$8.00 a week upward.

LIVING ARRANGEMENTS

Our residence hall provides for eighty-five students, under the direct oversight of the dean of women. The rooms accommodate two students each. Charges are proportionate to the cost of maintenance, estimated annually on the basis of experience. At present the charge is \$325 per year, payable quarterly in advance. This includes board and room and a reasonable supply of bedding and table linen. Towels, soap and extra blankets are furnished by the student.

Only a small number of the entering class can be accommodated at the hall. An effort is made to distribute these opportunities geographically, so that many localities may be represented. Selections for the coming year will be made

from those whose applications for dormitory reservations are received **before June first**. All who intend to enter the school and desire to live at the hall should write to us for an application blank before the middle of May.

For those who cannot be accommodated at the hall, private homes located variously about the city are open to individuals or small groups. Usually two students share one room, and those who can do so may seek such accommodation together. A list of available places will be sent to those asking for it, and the dean will gladly help students who seek her at the residence hall during the two weeks before school opens. It is important to have engaged living accommodations before coming to school.

A few students who can secure rooms without meals at homes near the school may board at the hall and enjoy the social activities of those who live there. The rate is \$240 for the school year, payable quarterly in advance.

NON-RESIDENCE

Daily commutation from a distance is generally undesirable. Those who plan to do so should make sure that they can arrive at the times indicated by the schedule.

SCHEDULE

For 1930-31, the daily schedule of classes in the normal school begins at 8:40 and ends at 3:49, with an intermission from 12:06 to 1:15. During training periods (see page 35) the students are at the school from 8:15 to 12:00 and from 1:15 to 4:15. Class periods are each 50 minutes in length.

ASSEMBLY

Assembly occupies a full class period on Monday and Thursday mornings throughout the year. Programs are in charge of the assembly committee and they involve a large measure of student participation. Different types of school activities are exemplified by student groups and addresses by teachers, students, and outside speakers are frequent. Assembly singing and other forms of music enrich the programs that are designed to be always educational. Attendance is expected of all members of the school.

EXTRA-CURRICULUM ACTIVITIES

To extend the opportunities for students to gain by carrying responsibility, to foster a suitable school spirit, and to promote the general welfare, the students and all school officers are organized as a Coöperative Government Association. Its chief executive body is a Council, composed entirely of students. The officers are chosen by secret preferential ballot by the entire association; the other councillors are chosen by the student divisions that they represent. Standing committees, including a Welfare Committee, Assembly Committee, Library Committee, and Social Committee are composed of faculty members appointed by the principal and student members appointed by the council.

Various clubs are organized and all must be chartered by the Council. These at present include the Glee Club, Rural Club, Dramatic Club, Athletic Club, Nature Club, and The Forum.

The several committees and clubs, together with class and division activities and the house organization of the residence hall, offer much opportunity for students to exercise leadership and carry responsibility. Effort is made to foster their growth in these particulars by placing as much as possible in their hands.

Other extra-curriculum activities include certain social functions, some of which are traditional and some spontaneous, tournaments in tennis, basket ball and other sports, skating, hiking and picnics. The senior class prepares and publishes a weekly news sheet *Dee NesS*, which was established by the class of 1925.

GYMNASIUM

Every student on entering the school must be provided with a gymnasium costume, the details of which are prescribed and will be indicated to each applicant who is accepted.

Physical education is a regular part of the school curriculum, and a student who is physically unable to take part in the work of the gymnasium cannot be regarded as qualified for teaching and should not hope to receive a diploma.

STUDENT WELFARE

It is the hope and purpose of the faculty that every student shall at all times be making steady progress toward becoming a superior teacher, and that she shall be happy in doing so. The principal is always glad to receive and confer with any students upon matters concerning their work or welfare. Every student who feels in need of counsel or who wishes to bring any matter to the attention of the principal may freely call upon him or the dean. The chairman of the Welfare Committee may be consulted by those desiring responsible student counsel.

ALUMNAE AWARDS

The Alumnae Association offers two gold medals, which are awarded annually at the graduation exercises to the senior who has made the highest scholarship record during her course, and the senior who in the opinion of the faculty has shown the highest general excellence. In June, 1929, these medals were awarded as follows: for scholarship, Frances A. Fleming of Danbury; for general excellence, Grace M. Collins of Norwalk.

EMPLOYMENT

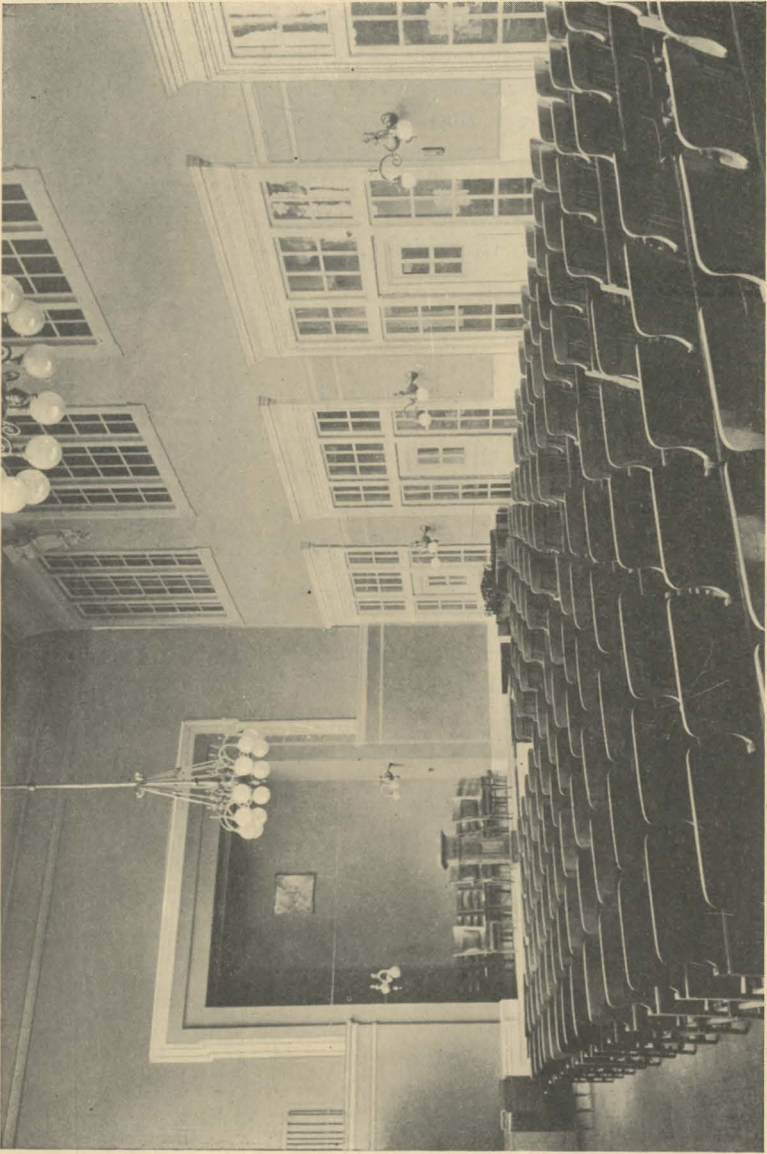
The school cannot guarantee employment to its graduates. Yet our supervisor of training maintains an employment service throughout the spring term and makes a considerable effort to place those who will be graduated in June. We believe that any student who makes a good record may be reasonably sure of an opportunity to teach in Connecticut the school year following graduation.

SERVICE TO ALUMNAE

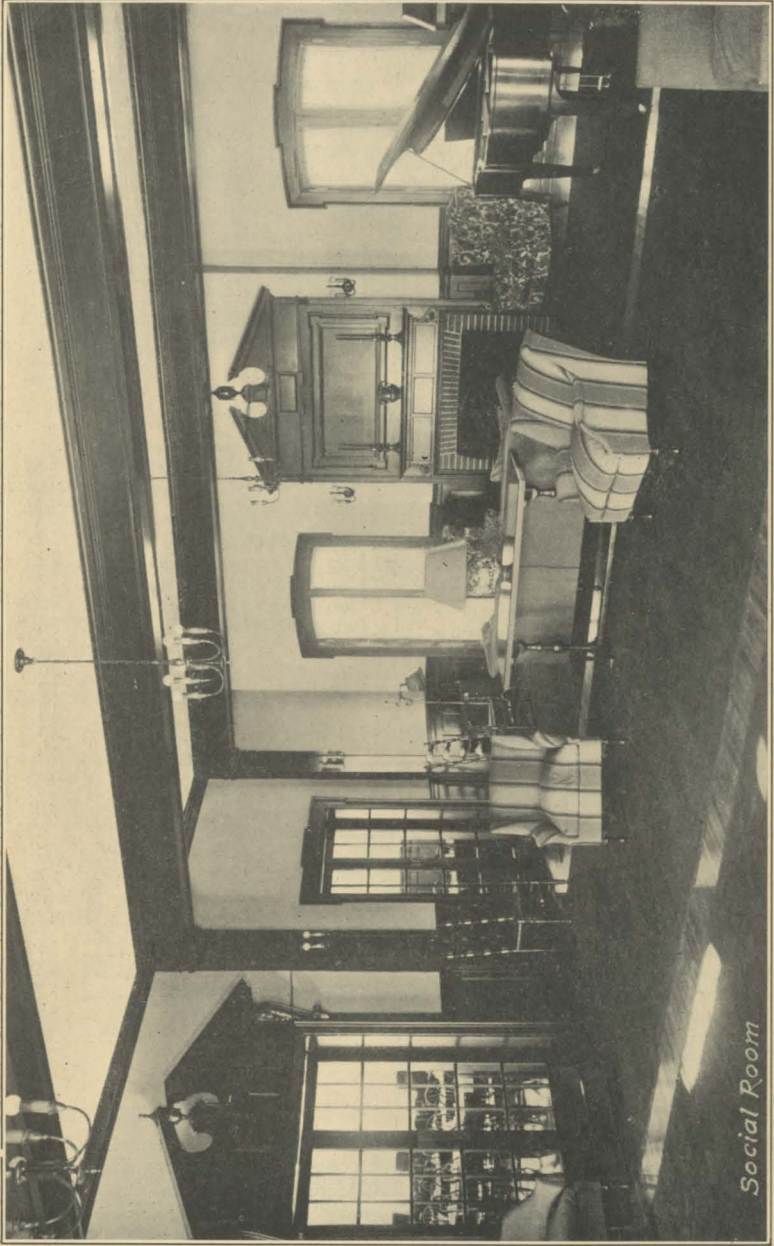
The use of the school library is extended to graduates free of expense excepting that of returning the books. The privilege carries two months' retention of any books that are useful in school work excepting large reference works. The school makes an effort to give specific help to those of its graduates who are found to be having particular difficulty in their early school years, and requests on the part of its graduates for this or any other professional assistance will receive consideration and such action as may be possible.

EXTENSION COURSES

The normal school staff is prepared within the limits of available resources to offer courses in various subjects if they are requested by a sufficiently large group of teachers. They may be given at the school or elsewhere if arrangements can be made. The courses that may be offered will be arranged in accordance with a program of extension work coördinated through the Division of Teacher Preparation of the State Board of Education and under the auspices of the Connecticut University Extension Committee.



ASSEMBLY HALL



SOCIAL ROOM IN RESIDENCE HALL

CURRICULA OF THE CONNECTICUT STATE NORMAL SCHOOLS

Approved by the State Board of Education, January 16, 1929

<i>Subject</i>	<i>Semester Hours</i>	<i>No. of 50-minute Periods</i>
Introduction to Teaching	1	18
Educational Psychology	3	54
Oral and Written English	4	72
Literature	3	54
Library Technique	1	18
Social Studies		
History and Civics	4	72
Geography	4	72
Nature Study	3 (1 on laboratory basis)	72
Music	2 (Laboratory basis)	72
Art	3 (Laboratory basis)	108
Physical Education	2 (Laboratory basis)	72
Observation and Participation.....	4 (Laboratory basis)	144
Total	34	828

Hours per week of prepared and unprepared work: 22-

<i>Subject</i>	<i>Semester Hours</i>	<i>No. of 50-minute Periods</i>
Oral and Written English	2 (1 on laboratory basis)	54
Arithmetic	3 (1 on laboratory basis)	72
Reading and Literature	3 (1 on laboratory basis)	72
Teaching Social Studies	4 (1 on laboratory basis)	90
Handwriting	1 (Laboratory basis)	36
Principles of Education	3	54
School Management	2	36
Rural Education	3 (1 on laboratory basis)	72
Professional Ethics	1	18
Student-Teaching	9 (1½ hours for 1)	243
Health and Physical Education.....	3 (1 on laboratory basis)	72
Total	34	819

Hours per week of prepared and unprepared work: 22-

<i>Subject</i>	<i>Semester Hours</i>	<i>No. of 50-minute Periods</i>
Oral and Written English	2 (1 on laboratory basis)	54
Arithmetic	3 (1 on laboratory basis)	72
Reading and Literature	3 (1 on laboratory basis)	72
Teaching Social Studies	2 (1 on laboratory basis)	54
Handwriting	1 (Laboratory basis)	36
Principles of Education	2	36
School Management	2	36
Rural Education	3 (1 on laboratory basis)	72
Professional Ethics	1	18
Health and Physical Education ...	3 (1 on laboratory basis)	72
Kindergarten-Primary Education..	3 (1 on laboratory basis)	72
Student-Teaching	9 (1½ hours for 1)	243
Total	34	837

Hours per week of prepared and unprepared work: 22.

COURSES OF INSTRUCTION

PROFESSIONAL COURSES

1. Introduction to Teaching

The purposes of this course are: (a) to provide the student with an introduction to the profession—an initial comprehensive preview of the whole program of education; (b) to inform the student as to prerequisites for successful teaching in the several grades of the elementary school; and (c) to acquaint the student with the technical and more commonly used terms of the profession. The course in Introduction to Teaching, therefore, has three functions: orientation, guidance and vocabulary. The chief topics or units discussed are:

1. Nature and importance of the teaching profession.
2. Organization of American public education.
3. Function of the public school and its curriculum.
4. General character of normal school work.
5. Possible careers in education.

Junior Year 18 periods 1 semester hour

2. Educational Psychology

The whole public school system should be viewed from the standpoint of the nature and needs of the child. If the teacher is to intelligently stimulate and guide learning, he must have a thorough knowledge of:

1. Original nature, its automatic processes, instinctive tendencies to activity, and its capacities.
2. The laws which govern and the principles which underlie learning—that process by which original nature is modified and developed and behavior made increasingly satisfactory.
3. Child development and the type of school work adapted to each stage in this development.
4. Individual differences—their nature and significance to instruction and the arrangement of school work.

This course, through lectures, discussions, assigned readings and observation of children, aims to equip each student with this knowledge.

Junior Year 54 periods 3 semester hours

3a. Principles of Education (Kindergarten-Primary)

Following the work in psychology, this course in the senior year takes up the educative process and develops definite principles for the guidance of teachers. These principles are derived from three sources—biology, psychology and sociology—and they have reference to the growth and health of pupils, their native equipment and capacities for learning, and the objectives, content and general practices of public school work. Classroom discussions and instruction are supplemented by readings from a variety of textbooks. Students are expected to apply the principles in their student-teaching and to discuss intelligently exemplifications of the principles that they observe.

Senior Year 36 periods 2 semester hours

3b. Principles of Education (Intermediate)

Following the work in psychology, this course in the senior year takes up the educative process and develops definite principles for the guidance of teachers. These principles are derived from three sources—biology, psychology and sociology—and they have reference to the growth and health of pupils, their native equipment and capacities for learning, and the objectives, content and general practices of public school work. Classroom discussions and instruction are supplemented by readings from a variety of textbooks. Students are expected to apply the principles in their student-teaching and to discuss intelligently exemplifications of the principles that they observe.

Senior Year 54 periods 3 semester hours

4. School Management

This course attempts to assist students in analyzing, interpreting and solving the problems arising in connection with their practice in the training schools and to set forth the underlying principles which justify modern classroom procedure. Students are guided in the solution of their problems through discussions, reference reading and actual classroom experience.

Senior Year 36 periods 2 semester hours

5. Professional Ethics

The purpose of this course is to help in the creation of ideals, both personal and professional, and to make the student sensitive to acts not in keeping with these ideals. The

course provides for the consideration of such topics as the following:

1. What constitute the qualities of a profession?
2. Obligations of teachers as members of a profession.
3. The ethics of the profession covering the various relations of the teacher with pupils, parents, school officers, community, etc.
4. Factors determining the quality and extent of the teacher's influence.

Senior Year 18 periods 1 semester hour

6. Rural Education

This course aims to acquaint the student with the problems that are involved in rural school teaching, and to give her the opportunity of observing how these problems are met. For this purpose a rural training school is available. By observation and participation in this school the instruction in rural school organization and management is motivated.

The course includes also the study of the various institutions and agencies which affect rural life and the relation of the teacher to them.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

7. Kindergarten-Primary Education

The work of this course is basic to the needs of those preparing to teach in the kindergarten or in the primary grades. It will deal with the underlying principles and the methods of integrated kindergarten-primary education. Particular attention will be given to the technique of suitable activities and units of instruction in these grades.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

8. Observation and Participation

This course is designed to serve as a specific preparation for student-teaching. The student will observe and participate in the activities essential to the successful operation of an elementary school. The student will progress gradually from observation to participation in various classroom activities, such as the keeping of records, weighing children, playground supervision, lesson planning, and limited group teaching.

Junior Year 144 periods 4 semester hours

9. Student-Teaching

During the second year each student is given opportunity for three periods of continuous experience in the training schools. Details of our plan for this year are given on pages 34 to 36.

As a final test of her ability to assume entire charge of a typical classroom, each senior assumes complete responsibility for teaching and managing a full room of pupils for a large part of the period of final student-teaching. Students by this experience develop skill and confidence in teaching and in handling classroom problems.

Senior Year 243 periods 9 semester hours

PROFESSIONALIZED SUBJECT-MATTER COURSES

21a. Arithmetic (Kindergarten-Primary)

In this course consideration is given to methods of teaching the subject matter of the arithmetic curriculum in grades one, two, and three. The following major topics will be included:

1. Specific and detailed subject matter and teaching material for kindergarten-primary grades.
2. The best method for teaching arithmetic in these grades.
3. Standards of attainment.
4. Tests of accomplishment.
5. Results of experimental studies.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

21b. Arithmetic (Intermediate)

This course deals with methods of presenting the subject matter of the arithmetic curriculum in the intermediate grades. The following major topics will be included:

1. Specific and detailed subject matter.
2. Methods of teaching.
3. Standards of attainment.
4. Tests of accomplishment.
5. Results of experimental studies.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

22. History and Civics

The aim of this course is twofold:

1. To increase the student's knowledge and appreciation of the European background of American history and the political, social and economic development of the United States.
2. To provide the student with an adequate subject matter background for the teaching of citizenship through a consideration of such topics as the meaning of and necessity for government, a detailed study of national, state and local government in the United States, the outstanding problems which our government has met and solved, and some of the outstanding problems at present facing our government.

An effort is made to present this course as one of a group of social studies, to impress upon students its social objectives; and to develop ways and means by which teachers may increasingly work toward this end in the schools.

Junior Year 72 periods 4 semester hours

23. Geography

This course is conducted for the purpose of establishing the necessary geographic concepts and a knowledge of the outstanding facts and principles of geography. The course includes a study of the continents and oceans, with particular emphasis on North America. The elementary course of study emphasizes geography as the interrelation of man and his environment. This course emphasizes that same point of view. It also endeavors to show the relationship of geography to the other social studies of the elementary school curriculum.

Junior Year 72 periods 4 semester hours

24a. Teaching the Social Studies (Kindergarten-Primary)

Students in this course will continue the study of the social studies—history, citizenship and geography—with principal emphasis upon the proper organization of teaching units based upon children's interests, and upon other aspects of method. The possibilities connected with a unification of the social studies will be emphasized.

There will be frequent demonstration lessons.

Senior Year 54 periods 2 semester hours

24b. Teaching the Social Studies (Intermediate)

Students in this course will continue the study of the social studies — history, citizenship and geography — with principal emphasis upon the proper organization of teaching units based upon children's interests, and upon other aspects of method. The possibilities connected with a unification of the social studies will be emphasized.

There will be frequent demonstration lessons.

Senior Year	90 periods	4 semester hours
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25. Oral and Written English

The course in oral and written English considers both the personal and professional needs of the student in this field. Instruction will be given in composition, grammar, spelling, story-telling, dramatization and voice improvement.

Junior Year	72 periods	4 semester hours
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26a. Oral and Written English (Kindergarten-Primary)

This course provides for an intensive treatment of the subject matter of the kindergarten and primary grades; methods of teaching the subject; sources and use of material; standards and measures of attainment.

There will be frequent demonstration lessons.

Senior Year	54 periods	2 semester hours
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26b. Oral and Written English (Intermediate)

This course provides for an intensive treatment of the subject matter of the intermediate grades; methods of teaching the subject; sources and use of materials; standards and measures of attainment.

There will be frequent demonstration lessons.

Senior Year	54 periods	2 semester hours
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27. Literature

This course has two principal objectives: (1) to broaden the student's acquaintance with and appreciation of good literature; (2) to acquaint the student with the best materials in the field of children's literature. Taste, appreciation and discriminating judgment are fostered. Students are led to choose those materials which, in addition to having a strong appeal to children, have well recognized literary value.

Junior Year	54 periods	3 semester hours
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28a. Reading and Literature (Kindergarten-Primary)

This course is offered for students preparing to teach in the kindergarten or in Grades I-III. The course provides for an intensive study of the *Course of Study in Reading including Literature* as it concerns the kindergarten and the primary grades. The following topics are discussed:

1. Selection and organization of subject matter.
2. General methods, type lessons and type suggestions for conducting reading and literature exercises in these grades.
3. The application of psychology to the teaching of this subject.
4. Tests of accomplishment and standards of achievement.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

28b. Reading and Literature (Intermediate)

This course is offered for students preparing to teach in the intermediate grades. The course provides for an intensive study of the *Course of Study in Reading including Literature* as it concerns the intermediate grades. The following topics are discussed:

1. Selection and organization of subject matter.
2. General methods, type lessons and type suggestions for conducting reading and literature exercises in these grades.
3. The application of psychology to the teaching of this subject.
4. Tests of accomplishment and standards of achievement.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

29. Library Technique

The library course in the normal school is intended only as a beginning. It aims, in coöperation with the English department, to arouse in students a desire for better reading, to acquaint them with books and aid them in their effective use. The course aims, in other words, to develop interests and tastes which are part of the well-read, discriminating teacher.

This course teaches the use of the card catalogue and the making of simple cards; it acquaints the students with the Dewey decimal system; it teaches the make-up and care of books, with some instruction in mending. It urges the reading of magazines and the listing of material available for school work. It sets before the student the advantages of a definite coöperation with the local librarian. Students familiarize themselves, through actual use, with all available reference material and its application to the various types of school work.

Junior Year 18 periods 1 semester hour

30. Nature Study

Nature study in normal schools purposes to give prospective teachers ability to initiate and develop nature interests in elementary school pupils. The subjects covered are trees, shrubs, flowers, birds, insects, mammals, water-life, seedless plants, stones, weather and stars.

The course consists of field trips for nature observations and recognitions; stories and poems about nature; songs; drawings; cut paper work; modeling and construction of scenes in nature; dramatization of nature stories; simple life histories; nature games and activities; and lesson plans suitable for lower grade children.

For teaching upper grade children the course continues the field trips on nature trails; additional life histories and recognitions; information, methods and devices for group work developing nature topics through problems; how man is affected by nature; content and teaching plans for nature lessons; nature exhibits; and handwork suitable for upper grades.

Junior Year 72 periods 3 semester hours

31. Physical Education

The aims of this course are:

1. To correct the physical defects and weaknesses of individual students as revealed by a thorough medical and physical examination.
2. To develop skill in coördinating the mind and body.
3. To develop an appreciation of the value of recreation.
4. To prepare each student to carry out the physical education program as outlined in the Connecticut *Manual of Physical Education for Elementary Grades*.

Junior Year 72 periods 2 semester hours

32. Health and Physical Education

This course aims to prepare teachers to carry out a well organized program of health and physical education in elementary schools. Instruction is given in the subject matter underlying a proper presentation of personal and community hygiene. Attention is given to conditions and influences tending to impair the health of school children and to means for preventing or improving these conditions. The importance of a close coordination of the health instruction with the physical activities program is stressed. Instruction is given in the proper organization of the physical activities program. The Connecticut *Manual of Physical Education for Elementary Grades* and *Health Education Bulletins I-VII* will be used as guides in this aspect of the course.

There will be frequent demonstration lessons.

Senior Year 72 periods 3 semester hours

33. Art

Art courses in the elementary school offer varied opportunity for pupils to gain skill with their hands through using and making things. At the same time they teach pupils to recognize and care for better pictures, printing, furniture, clothing, etc.; to prize neat and orderly work; to be careful of their own appearance and things under their control. It is an ultimate aim to raise the standards of what is generally considered good taste in matters of personal or community appearance. The art work offers many opportunities for school projects and may be helpfully coordinated with several school courses. Normal school courses are designed to prepare students to conduct work of this nature in the elementary schools. Instruction is given in drawing, painting, lettering, and various forms of handwork, together with art appreciation and methods of teaching pupils.

Junior Year 108 periods 3 semester hours

34. Music

The music courses in the normal school are designed to inculcate an appreciation of good music and to impart the knowledge and develop the ability necessary to teach music courses in the elementary schools. Students are taught the fundamentals of reading music and of singing in a pleasant voice. Instruction is given in music appreciation, the teaching of rote songs and type lessons in music, melody writing and leading choral singing. The courses are supplemented by such out-

side activities as making a rote song book, forming a glee club, or preparation of an operetta.

Junior Year 72 periods 2 semester hours

35. Handwriting

This course has two principal objectives: (1) to provide an opportunity for students to improve their own handwriting ability, both on manuscript and on the blackboard; (2) to give instruction in approved methods of teaching writing to children. It is expected in connection with this course that students will bring their own writing up to a standard of 80 on the Ayres Handwriting Scale for both manuscript and blackboard writing. The style of writing shall conform to that in use in the practice schools.

Senior Year 36 periods 1 semester hour

TRAINING

Each student spends one-quarter of her entire time in the training schools, engaged in observation and practice under actual schoolroom conditions.

This work is carried on in twenty-eight public school rooms of the town of Danbury, which is under normal school administration. Sixteen of these are at Balmforth Avenue school and ten at Locust Avenue school. The rural schools at Mill Plain and Miry Brook offer opportunity for training under actual rural school conditions. The work of these schools is under the direction of the head of the education department at the normal school, and the work of normal school students in training is in charge of the director of training. Each room in the training schools is regularly in charge of one teacher, who also serves as instructor in teaching and management to the students temporarily assigned to her room.

The nineteen weeks of training are grouped into six periods, beginning with the second month and scattered throughout their entire course. Three of these occur during the junior year, the first two being each two weeks in length and the third about one month. The three periods of the senior year are each about one month long. The months set apart for each class in training and the stage that the students

should reach in each period are here given as they are planned for 1930-31, though this is subject to change.

	Sept.	Oct.	Nov.	Dec.	Jan.
Weeks	Stage IV	Stage I	Stage IV	Stage II	Stage V
1 2	Senior X	Junior X	Senior Y	Junior X	Senior X
3 4	Senior X	Junior Y	Senior Y	Junior Y	Senior X

	Feb.	Mar.	Apr.	May	June
Weeks	Stage V	Stage VI	Stage VI	Stage III	Stage III
1 2	Senior Y	Senior X	Senior Y	Junior X	Junior Y
3 4	Senior Y	Senior X	Senior Y	Junior X	Junior Y

In this schedule X means divisions A and B, and Y indicates C and D. The training "months" do not coincide exactly with the calendar months whose names they bear; with occasional exceptions, each begins on a Monday and is four weeks long.

The work of each stage of training is planned so as to focus the student's attention upon one phase of teaching or management. In the first stage the student takes care of mechanical details in the room, and learns how to take useful observations. In the second stage the emphasis is upon lesson planning, without responsibility for the illustrative material and devices. During the third stage the student prepares her own illustrative material, and also arranges the blackboard work. She is expected to have entire management of the whole class independently. For the fourth stage the added duties include the management of study and recreation periods. In the fifth stage the student constructs a daily plan sheet showing the work to be done in each subject, with reference to the needs of the class and the requirements of the course of study. During the sixth stage the student is expected to prepare each day's work as though the entire responsibility for the room were hers. In the early part of training the student is responsible for the care of physical surroundings in the classroom; as the amount of teaching is increased, these duties are correspondingly diminished.

Each student spends a portion of every day in observing classes taught by the critic teacher. A report of one or more of these classes is submitted to the teacher at the close of the

day. This report states the purpose of the lesson and the steps taken in accomplishing the purpose, together with notes on special features which the student may have been asked to look for—such as method of gaining attention, activities of pupils, etc.

Toward the end of each day the student has a brief conference with her critic teacher, in which she receives such notes on her work through the day as will enable her to improve or strengthen it in the future. She is also given opportunity to inquire about any phase of the work which she does not clearly understand.

The teaching required of each student in the first stage is the tutoring of individuals; in the second stage she teaches small groups daily, for which she is required to make detailed plans; in the third stage she makes out full plans for the entire class; in the fourth, one of the assigned lessons is planned in detail and the others in the form of an outline; in the fifth stage rather full outlines are made for the several lessons; in the sixth stage a teacher's set of outlines is prepared for the day.

The amount of teaching done by the students is gradually increased as they gain experience. In the first stage, their average teaching is twenty minutes a day; in the second, twenty-five minutes per day; in the third, forty-five minutes; in the fourth, fifty minutes plus one continuous quarter day toward the end; in the fifth, about one hour plus one entire half day; in the final stage the student must be able to take full charge of the room at any moment and continue it indefinitely.

By arrangement of the training periods at intervals throughout the two years' normal course it is intended that classroom study and practical experience shall stimulate and supplement each other to the advantage of both. Every student is able to gain experience in at least four representative grades and under different teachers. Each has at least one week's training in a rural school; graduates in 1930 will have had each two weeks.

Beginning at stage four, a student must have satisfactorily met the specific requirements of each stage before being allowed to advance to the next.

STUDENTS

Graduates 1929

Florence Louise Anderson	Naugatuck
Karin Walborg Anderson	New Milford
Blanche Bisnovich	Waterbury
Davida Martha Blakeslee	Litchfield
Gladys Bradshaw	Danbury
Dorothy Marie Burnie	Danbury
Mary Margaret Butler	Waterbury
Athena Marie Caloyianis	Stamford
Mary Agnes Carr	Torrington
Grace Margaret Collins	East Norwalk
Eunice Sophia Curtiss	Sandy Hook
Mildred King Davis	Southbury
Elisabeth Dederick	West Cornwall
Helen Kathryn Deegan	Naugatuck
Mae Elizabeth Dougherty	Naugatuck
Gertrude Christine Dullard	Naugatuck
Olive Marcella Finch	South Norwalk
Rita Marie FitzMaurice	Waterbury
Frances Anna Fleming	Danbury
Julia Lee Geckle	Sandy Hook
Anna Helen Gelbogis	Waterbury
Marie Isabel Genovese	Stamford
Helen Margaret Gereg	Brookfield
Celia Sylvia Gilden	Waterbury
Edith Glazer	South Norwalk
Louise Wilhemina Goergen	Danbury
Olga Goodhue	New Canaan
Thelma Claire Gorman	Waterbury
Mary Rose Grgach	Danbury
Ruth Claire Heidel	South Norwalk
Irma Pauline Hermanson	Bridgeport
Mary Lois Johnston	Stamford
Mary Kadlecik	Fairfield
Margaret Estelle Lathrop	Bethel
Vella May Leslie	Woodbury
Blanche May Levinson	Waterbury
Rose Londa	Danbury
Helen Loshin	Danbury
Virginia Louise MacLeod	Glenbrook
Etta Marcus	Danbury
Loretta Ann Marshall	New Canaan
Josephine Louise Maye	Botsford
Candita Catherine Mazzarella	Waterbury
S. Elizabeth McDonough	Danbury
Julia Frances McGarry	Fairfield
Florence Alberta McNally	South Norwalk
Gracia Elizabeth Mealia	Torrington
Jean Leslie Miller	New Milford
Norma Grace Miller	New Milford
Marion Scott Moen	Jamaica, L. I.
Madeline Morgan	Danbury

Mary Elizabeth Noble
 Florence Louise Noy
 Sara Frances Nurnberg
 Arlyne Marita O'Boy
 Eleanor Rose O'Connor
 Lillian Henrietta Odell
 Katherine Marie O'Hara
 Rose Marie Paolini
 Mary Elizabeth Phelan
 Marion Haynes Platt
 Adeline Olive Poltrack
 Grace Adele Rambo
 Gertrude Rosenberg
 Theresa Jeannette Rotello
 Margaret Marita Ryan
 Mary Elisabeth Schieffer
 Sydney Sherman
 Grace Marie Smith
 Marjorie Joan Smith
 Emma Howell Stanton
 Dorothy Dix Stevens
 Ida Stoller
 Lillian Senja Suojanen
 Hannah Bebe Tobin
 Mildred Ursula Walsh
 Mabelle Waters
 Charlotte Betty Wolff

Canaan
 Fairfield
 Stamford
 Danbury
 Stamford
 Westport
 Danbury
 Stamford
 Waterbury
 Bethel
 Stamford
 Shelton
 South Norwalk
 Danbury
 Danbury
 Waterbury
 Stamford
 Stamford
 Stamford
 Canaan
 South Norwalk
 Bridgeport
 East Port Chester
 South Norwalk
 Waterbury
 Stamford
 Greenwich

SENIOR YEAR

Class of 1930

Name	Home Address	Danbury Address
Anderson, Estelle C.	Danbury, R. F. D. #2, Box 66	
Beaujon, Eugenie J.	Canaan	Fairfield Hall
Beers, Emma T.	Danbury, 36 Wooster Heights	
Benya, Helen A.	Brookfield Center, Whisconier Hill	
Betts, Lois W.	Danbury, R. F. D. #5	
Bowerman, Gertrude M.	Torrington, 316 Litchfield Street	
		29 Homestead Avenue
Bowman, Shirley I.	Rowayton, Rowayton Ave.	Fairfield Hall
Brennan, Veronica M.	Litchfield, Lake St.	50 Jefferson Ave.
Budd, Beatrice C.	Danbury, 21 James Street	
Camp, Agnes N.	South Kent	Fairfield Hall
Carter, Ruth	Greenwich, 168 West Putnam Avenue	
		Fairfield Hall
Chichester, Mildred E.	Bridgeport, 714 North Ave.	164 White St.
Collins, Ethel M.	Bethel, 21 Grassy Plain Street	
DeMonte, Rose C.	Danbury, 13 Griffing Avenue	
DeSalvo, Anna V.	Stamford, Newfield Ave.	Fairfield Hall
Devine, Helen C.	Norwalk, 12 Eversley St.	Fairfield Hall
Dickinson, Eleanor H.	South Britain, Box 98	Fairfield Hall
Dolan, Frances M.	New Milford, Sterling Place	Fairfield Hall
Dower, Marion E.	Canaan, Box 421	Fairfield Hall
Downs, Alice C.	Stevenson, Box 135	Fairfield Hall
Dunn, Margret R.	Torrington, 91 Turner Ave.	Fairfield Hall
Durkin, Helen A.	Danbury, 6 Whitlock Street	
Dusha, Helena E.	Danbury, 143 West Street	
Dzialo, Mary V.	Torrington, 694 North Main Street	
		Fairfield Hall

Name	Home Address	Danbury Address
Eisenberger, Marietta Frey, Luella M.	Bethel, 10 South Street Torrington, 128 Pearl Street	29 Homestead Avenue 12 New St.
Friedman, Ethel M. Genito, Lisentrenia J. Goldstein, Frances	Stamford, 100 Clinton Avenue Lakeville South Norwalk, 17 Chestnut Street	Fairfield Hall Fairfield Hall Fairfield Hall
Graham, Mary E. Hanna, Emily Hoffman, Dorothy M. Hoth, Emma K. Jerman, Jean M. Juhl, Edna C.	Bridgeport, 56 Porter St. Bethel, 5 Elizabeth Street Riverside, Knoll Street Stamford, R. F. D. #1 Cos Cob, Sinaway Road East Port Chester, 131 Henry St.	65 Osborne St. Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall
Kane, Genevieve V. Kiley, Julia M. Lambert, Doris Lawlor, Margaret M. Lee, Miriam H.	Danbury, 16 Library Place New Canaan, Weed Street Stamford, 140 Ludlow St. Waterbury, 432 Wilson St. Norwalk, 163 East Rocks Road	Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall 50 Locust Avenue
Levandauskas, Helen M. McCarthy, Mary J.	Naugatuck, 25 Aetna St. Greenwich, 225 Greenwich Avenue	Fairfield Hall Fairfield Hall
McVeigh, Mary T. Moshier, Cornelia I. Murphy, Margaret M. Murphy, Mary T. Nichols, Genevieve M.	Watertown, Box 237 Waterbury, R. F. D. #2 Ridgefield, R. F. D. #1 Waterbury, 48 Bridge St. New Canaan, 246 South Main Street	164 White St. Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall
Obuchowski, Mary J.	Stamford, 235 Greenwich Avenue	Fairfield Hall
O'Neill, Anna R. Parks, Louise Pfeiffer, Clara Phillips, Margaret W.	Canaan, Box 402 Glenbrook, 16 Glen Terrace Stamford, Cowan Avenue South Norwalk, 38 West Avenue	Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall
Pitcher, Mildred Quane, Mary F.	Sharon Waterbury, 55 Pemberton Street	Fairfield Hall Fairfield Hall
Rabinovitz, Mae Ryan, Catherine F. Sharrow, Florence I. Smith, Josephine C. Spada, Naomi E. Stevens, Betty G.	Danbury, 15 Osborne Street Waterbury, R. F. D #4 North Woodbury Stamford, Blachley Road Monroe, Stepany Depot Waterbury, 175 Chestnut Avenue	32 Osborne St. Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall
Tomi, Lydia M.	Torrington, R. F. D. #3, Box 33A	Fairfield Hall
Vaccaro, Jennie M. Vasso, Agnes L. Verrastro, Marie Vogel, Florence	Stamford, 45 Stephen St. Torrington, 306 Hillside St. Waterbury, 33 High St. South Norwalk, 56 Putnam Avenue	Fairfield Hall Fairfield Hall Fairfield Hall Fairfield Hall
Wallace, Kathryn B.	Bridgeport, 305 Seaview Avenue	Fairfield Hall
Webb, Laura J. White, Margaret S.	Danbury, 16 Madison Avenue Greenwich, 94 Field Point Road	Fairfield Hall Fairfield Hall
Wiedl, Margaret M. Zimmerman, Barbara L.	Danbury, 8 East Pearl Street Danbury, 30 Davis Street	Fairfield Hall

Special Class

Name	Home Address	Danbury Address
Davies, M. Linda	Ridgefield, 10 Market Street	
Lyons, Josephine M.	Norwalk, 34 Horton St.	Fairfield Hall
McFaddin, Margaret N.	Glenbrook, 48 Fairmount Avenue	Fairfield Hall
Nilan, Margaret M.	Waterbury, 25 Howard St.	2 Wildman St.
O'Leskey, Katherine O.	Waterbury, 92 Wayland Avenue	Fairfield Hall
Perell, Dorothy	Stamford, 120 Lafayette St.	Fairfield Hall

JUNIOR YEAR

Class of 1931

Name	Home Address	Danbury Address
Angrisani, Ida M.	Ridgefield, Box 134	
Bennett, Sylvia B.	Danbury, 3 Bennett Place	
Billyou, Mary L.	Danbury, 12 Town Hill Avenue	
Britto, Helen L.	Bethel, 9 Hickok Avenue	
Bryce, Isella M.	Norwalk, 31 Isaac St.	Fairfield Hall
Buzzi, Mary L.	Torrington, 586 South Main Street	Fairfield Hall
Calciolari, Cirene	Torrington, 94 Lafayette Street	Fairfield Hall
Calderbank, Deborah J.	Sound Beach, Highview Avenue	Fairfield Hall
Calhoun, Gertrude E.	Springdale, Knickerbocker Avenue	Fairfield Hall
Caputo, Sylvia L.	Stamford, Windsor Road	10 Summitt St.
Colangelo, Jennie M.	Torrington, 181 Lafayette Street	Fairfield Hall
Collins, Winifred B.	Noroton, Near Water Lane	10 Summitt St.
Creagh, Alice T.	Ridgefield, 199 Main Street	
Curran, Mary G.	Danbury, 29 Washington Avenue	
Curtis, Arline A.	New Haven, 375 Winthrop Avenue	50 Locust Avenue
Daniell, Beatrice	Glenbrook, 15 Brooklawn Ave.	Fairfield Hall
Davis, Leona R.	Naugatuck, 154 High St.	8 Union Ave.
DeBarberi, Victoria R.	Bridgeport, 2099 Main St.	182 White St.
Dent, Madelyn O.	Danbury, 285 White Street	
Durfee, Frances R.	Kent, R. F. D. #1	91 Osborne St.
Ellerin, Emily	Norwalk, 78 Main Street	184 White St.
Ericson, Elinor M.	Norwalk, 19 Harriet Street	Fairfield Hall
Fabro, Alice	Torrington, 127 French St.	Fairfield Hall
Fennell, Madlyn E.	Danbury, 131 Triangle Street	
Flaherty, Margaret A.	Norwalk, 10 Harriet St.	184 White St.
Fleming, Margaret M.	Waterbury, 565 East Main Street	65 Osborne Street
French, S. Evelyn	Trumbull, Box 17	Fairfield Hall
Gannon, Margaret M.	Stamford, 7 Emmett St.	16 Meadow St.
Geriak, Ann M.	North Stamford, Intervale Road	16 Meadow Street
Graziani, Viola	Torrington, 23 Casson Avenue	3 Homestead Avenue
Gumpper, Mary P.	Waterbury, 5 Magill St.	65 Osborne St.

Name	Home Address	Danbury Address
Harkness, Helen I.	Danbury, 80 Locust Avenue	
Heuschkel, Elizabeth A.	Bridgeport, 780 Cleveland Avenue	Fairfield Hall
Howard, Mary D.	Waterbury, 1544 Baldwin St.	Fairfield Hall
Huck, Florence M.	Westport, 26 Gorham Ave.	Fairfield Hall
Hunihan, Frances E.	Southbury	Fairfield Hall
Irwin, Mary A.	East Norwalk, 1 Charles St.	Fairfield Hall
Isham, Estella S.	Woodbury, R. F. D. #1	Fairfield Hall
Keefe, Mary W.	Norwalk, 22 Woodbury Avenue	50 Locust Avenue
Keegan, Anna	Waterbury, 596 South Main Street	65 Osborne Street
Keeler, Grace	Norwalk, 10 Eversley St.	Fairfield Hall
Keifer, Dorothy L.	New Milford, Grove Street	
Kellogg, Phebe J.	Danbury, Wooster Heights	
Koskinen Evelyn A.	Roxbury	Fairfield Hall
Lange, Mildred D.	Long Hill, Box 2	Fairfield Hall
Larson, Frances	Bethel, Hoyt's Hill	
Lee, Arlene M.	Danbury, 32 Main Street	
Lewis, Dorothy M.	Danbury, 6 Westville Avenue	
Lillis, Marian C.	Danbury, 40 Town Hill Avenue	
Lindberg, Esther E.	Bridgeport, 211 Calhoun Avenue	Fairfield Hall
Lipkowitz, Helen E.	Glenbrook, 15 Cowing Place	47 Maple Ave.
Londa, Harriette	Danbury, 16 Moss Avenue	
Lynagh, Marion G.	Glenville	Fairfield Hall
Lyon, Merah F.	Bethel, 5 Milwaukee Avenue	
Maher, Margaret M.	Stamford, Stafford Park	164 White St.
Manion, Florence A.	Bethel, 87 Grassy Plain Street	
Manning, Viola B.	Washington Depot	12 Library Place
Marcy, Ruth E.	Falls Village	91 Osborne St.
McCormick, Alice K.	Norwalk, 16 Belden Ave.	Fairfield Hall
Michaels, Ruth	South Norwalk, 8 Raymond Street	10 Moss Avenue
Miner, Josephine D.	Stamford, 46 Leeds St.	164 White St.
Mitchell, Genevieve M.	Ridgefield, 7 Fairview Street	
Mitchell, Madeline E.	Ridgefield, 7 Fairview Street	
Moyer, Muriel G.	Danbury, 42 North Street	
Mucke, Ida D.	New Britain, 38 Summer St.	21 Second Ave.
Murphy, Eleanor G.	Danbury, 164 White Street	
Nunzarro, Zuleme M.	Georgetown	
Oberg, Fanny E.	Stamford, 143 Myrtle Ave.	182 White St.
O'Connor, Evelyn	Waterbury, 83 Fairlawn Ave.	Fairfield Hall
Pendergast, Helen L.	Danbury, 7 Cottage Street	
Perun, Mildred	Bethel, R. F. D. #2, Box 79	
Pieragnoli, Rena M.	Bethel, 27 Reservoir Street	
Prucha, Grace H.	Stamford, 32 Shippan Avenue	Extension Fairfield Hall
Reilly, Mary F.	Stamford, 52 Lincoln Avenue	92 Locust Avenue
Reilly, Patricia R.	Stamford, 53 Maple Ave.	Fairfield Hall
Richter, Edna M.	Norwalk, 21 Hill Avenue	Fairfield Hall
Rowe, Evelyn M.	Norwalk, 16 Spring Hill Avenue	Fairfield Hall
Ryan, Lucy H.	Bridgeport, 246 Island Brook Avenue	Fairfield Hall
Salvucci, Rose M.	Bridgeport, 224 Wheeler Avenue	50 Locust Avenue

Name	Home Address	Danbury Address
Schulz, Rita	Danbury, 16 Blane Street	
Severini, Sistina J.	Ridgefield, 181 Main Street	
Skasko, Anna D.	Danbury, 01 Fairfield Avenue	
Smith, Harriet E.	New Milford, Northville	Fairfield Hall
Southgate, Viola A.	Danbury, 26 Park Avenue	
Stapleton, Teresa M.	Waterbury, 12 Cassett St.	Fairfield Hall
Stewart, Grace	Norwalk, Partrick Ave.	Fairfield Hall
Sweeney, Ann C.	Waterbury, 95 Easton Ave.	65 Osborne St.
Thomas, Katherine L.	Stamford, 15 Maple Ave.	Fairfield Hall
Thornton, Evelyn L.	Bridgeport, R. F. D. #3	Fairfield Hall
Todisco, Mary	Bridgeport, 342 Main Street	
	3 Homestead Avenue	
Troisi, Rose G.	East Port Chester, 144 Pine Street	Fairfield Hall
Valeri, Clotilde F.	Danbury, 17 High Street	
Walker, Lillian P.	Bridgeport, 29 Roosevelt St.	50 Locust Ave.
Walsh, Margaret R.	Torrington, 33 Taylor St.	Fairfield Hall
Walti, Elsa M.	Torrington, 354 New Litchfield Street	
		Fairfield Hall
Wilcox, Hazel E.	Torrington, 149 Mallette Street	
		Fairfield Hall
Williamson, Elizabeth	Torrington, 751 Migeon Avenue	
		11 Meadow St.
Wixted, Mary E.	Danbury, 014 South Street	
Yikulavish, Julia V.	Naugatuck, 49 South Main Street	
		92 Locust Avenue
Zeiner, Virginia L.	Torrington, 36 High Street	Fairfield Hall

ATTENDANCE

ATTENDANCE BY TOWNS

Bethel	5	Ridgefield	7
Bridgeport	10	Roxbury	1
Brookfield	1	Salisbury	1
Canaan	4	Sharon	1
Danbury	31	Southbury	2
Darien	1	Stamford	24
Greenwich	9	Torrington	16
Kent	2	Trumbull	3
Litchfield	1	Washington	1
Monroe	2	Waterbury	16
Naugatuck	3	Watertown	1
New Britain	1	Westport	1
New Canaan	2	Wilton	1
New Haven	1	Woodbury	2
New Milford	3		
Norwalk	19	Total	176

ATTENDANCE BY COUNTIES

Fairfield	120
Hartford	1
Litchfield	33
New Haven	22
Total	176

SUMMARY

Seniors	76
Juniors	100
Total	176
Pupils in training schools	910



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