



Jan. - 1918

State Normal School

Danbury

Conn.

Smile , smile , Smile !



State Normal School Dormitory  
Danbury, Conn.



## Dormitory Group - 1918

1<sup>st</sup> Row (top)

Mrs. Hawley - Irene Leavy - Maud Bailey - Miss Cowan - Harriet Clark

Middle Row

"Dot" Riordan - Beth Blodgett - Lillian Hough - "Kittens" Ray - Evelyn Jacob

Bottom Row

Mae Lannon - Helen McDonald - "Peggy" Dillon - Katherine O'Donnell -

Laura Biron - Anna May Corbett - Esther MacEntee - Anna Hawlor - Hazel Gallagher



# QUALIFY TO BE TEACHERS

Prof. Bagley, of Columbia University, Speaks at Normal School Graduation.

Before an audience of admiring relatives and friends that filled the assembly hall of the institution, the members of the 1918 class of the State Normal school received their diplomas at the commencement exercises of the school yesterday afternoon. This year's class at Normal numbered eighty-one members, a class somewhat smaller than has been graduated at the institution in several years, but the class made an excellent scholastic record and the future teachers will enter their profession well qualified to carry on the work they will be called upon to accomplish.

Prof. William C. Bagley, professor of education at Columbia university and one of the best known educators in the country, was the commencement speaker. He gave a fine address in which he showed the relation of country's educational system to national efficiency in every calling and in his learned discourse Prof. Bagley touched upon many points that are of nation-wide interest in educational circles. Prof. Bagley was heard with close attention by his auditors and his address was well received.

Principal John R. Perkins, of the school, presided over the exercises and the diplomas were presented the graduates by Henry C. Morrison, assistant secretary of the state board of education. The stage of the school assembly hall was prettily decorated for the graduation by the use of palms and cut flowers and from the ceiling was draped a large American flag. The graduates were seated in the front of the assembly hall. In accordance with the vote of the class the graduates wore white shirtwaists and white skirts instead of expensive gowns, such as the

members of the graduating classes at Normal in the past have worn, because of the fact that the country is at war and the 1918 class desired to effect war-time economy. Although not bedecked in the latest creations of dame fashion, this year's class made an excellent appearance at graduation.

The program opened with a song, "The American Hymn" given by the entire class under the direction of Prof. Lothrop D. Higgins, of the school faculty. Mr. Perkins then presented Prof. Bagley as the speaker of the occasion.

## Prof. Bagley Speaks.

"In a time like this," said Prof. Bagley, "when every mind is absorbed in the most momentous problem that mankind has ever faced, it is indeed difficult for those of us who are not immediately employed in the solution of this problem not to assume that our own work has lost much, if not all, of its significance. It is my wish to-day to tell these graduates why, in my opinion, the public service which this school has prepared them to render, will not lose but will rather gain fundamentally in its meaning and value because of this great crisis through which we are passing.

"I shall not make this effort through any desire on my part to suggest that, because they are teachers, they may claim relief from any of the burdens and responsibilities of which every man, woman and child in our country must bear his share willingly and gladly. Teachers, if they do their work faithfully, have but a small margin of leisure, but this margin the teachers of the country have, as a group, devoted most unselfishly to the varied activities and enterprises that the war has involved. They have worked for the Liberty loans, for the Red Cross, the Y. M. C. A., and every patriotic cause that has claimed for so glorious a purpose the time and money of those of us who cannot meet the enemy on the field of battle. These demands

will continue in ever-increasing measure until the war ends in the kind of peace that our people have steeled themselves to achieve; and these graduates will, I am confident, be loyal to the fine traditions of the profession that they are entering. They will work valiantly and well for all of these collective enterprises which mean so much to our cause.

## Mission of Schools.

"But I should like to-day to emphasize that in the routine work of the public schools, they have a mis-

sion to perform that is most closely and intimately associated with the ideals which the free peoples of the world are struggling to protect and extend. We know to-day that the success of this great cause depends very largely upon the strength of our nation. Every element of this strength, we are agreed, must be conserved and augmented. In our practical, American way, we have been wont to think of the elements of national strength in material things—in terms of food, ships, and munitions. It is these things, above all else, that must be conserved and augmented, and it is consequently in no figurative sense that the public schools of a nation constitute its first line of defense.

"If the war is to be a short war, if a peace durable and dependable for democracy is soon to be achieved, the era of reconstruction will de-



mand, as no other era has ever demanded, the qualities and resources that universal education alone can insure. If the war is to be a long war; if the decision that we seek remains undetermined until months mount into years, it may be, into decades, the ultimate success of our cause will depend in no small measure upon the work that our schools alone can do. In either event, the welfare of public education is a present problem of the first magnitude.

"Even to-day we are not without convincing evidence of what a decline in the educational efficiency of our nation may involve. After but one year of active participation in the war, we are threatened with a shortage of expertly trained men in the fields so essential to military success as engineering, chemistry, and medicine. The sharp decline in the enrollment of our technical schools will happily be met in part by the far-sighted policy of the government in permitting young men to enlist in the military service and still continue their studies under special assignment.

#### School Operation.

"But the successful operation of the technical schools depends upon the efficiency of the High schools from which they recruit their students, and the High schools, in their turn, must reckon with the elemen-

tary schools. If these lower schools suffer, if their best trained teachers cannot be retained, if their pupils cannot be held to complete the work or if their standards deteriorate, then the higher and technical schools and specialized training that they represent will also suffer. But more serious by far than all this, is the fact that neglect of the common schools will mean a lower level of intelligence in the coming generation—in the generation which, beyond all of its predecessors, will need the very highest level of training and enlightenment that education can produce.

Prof. Bagley then spoke at some length on the education bill now before the parliament of Great Britain, which, he said, is conceded by all parties in that nation to be of the greatest importance and which, despite the war, proposed to make it compulsory for children to attend school until reaching the age of eighteen years.

#### Proper Callings.

Pointing out our need of educating young men along lines that will make them most efficient, Prof. Bagley made the interesting statement that less than twenty per cent of the people of the nation are following their proper callings. "Future Wellingtons, Washingtons, Lincolns and Nelsons are drifting every year into dead-end occupations. Shakespeare hangs on the back of a van and Stephenson is a lift boy. We are throwing away our best chances of

future prosperity. Our strategy is the strategy of waste," said the speaker.

Prof. Bagley made a plea for the extension of educational opportunities along every line. He said that any neglect of the institutions of the country would be a futile and foolish strategy of waste. The speaker characterized the neglect of the nation's schools as the nation's real peril and he said that efficient democracy can only be perpetuated and strengthened by upbuilding the educational system of the country, the foundation of a true democracy. He pointed out that in the great world war nations have fallen or risen precisely as they have provided education for their children. He stated that the fall of Russia in the great war was due to the fact that the masses were allowed to remain illiterate, ignorant and superstitious.

#### Supports Democracy.

"Autocracy indeed," said the speaker, "may pin its waning faith to the enlightenment of its favored classes, but democracy stands or falls with the intelligence of all the people."

"It is this, I take it," said Prof. Bagley, "that makes the graduation of a class of teachers from a Normal school so full of significance and

meaning, even at a time like this when one who does not look very far ahead might easily reason that education represents a luxury which might well be subordinated to more important matters. But in a democracy, education is never a luxury, it is always a necessity, and upon the young teachers who go out from this school to-day will rest a fair share of a great responsibility. They, too, are recruits in the army of democracy—in the army that must do its work passing well if the military triumph which will some day crown the efforts of our soldiers in the trenches and sailors at sea and our great army of industry behind the lines in their great triumph is not to be an empty victory.

"It is no light task that these graduates will assume. It is, indeed, no dumb proletariat that our public schools are to train to a fixed routine of toil; it is rather a group of free citizens that they are to educate to clear thinking and responsible conduct. And their teachers must do their work in full recognition of the fact that each of these citizens is to have a vote and voice not only in determining the internal affairs of his own country, but also in determining the place that his country will take in the family of nations and the influence that it will exert when the destinies of mankind have been wrenched from irresponsible hands and placed forever within the keeping of the free peoples.



"It is in this essentially responsible conception of democratic education that we differ fundamentally from our principal enemy. As the cleverest and most subtle of autocracies, Germany has used her schools to further at every point her autocratic and imperialistic aims. Germany has boasted of her devotion to education, but her educational system, highly organized though it is, has served primarily to keep her ruling classes in power and her masses of people in subservience. For the masses she has developed her 'people's schools' with their limited range of studies, cunningly contrived to insure obedience and devotion to the ruler's will.

"For her masses, too, she has developed her trade schools that she might insure the highest pitch of industrial skill in a permanent and predestined working class; for her masses she has developed her famous continuation schools that she might promote still further among her common people, not a broader intelligence nor a finer moral fiber, but simply and solely their industrial efficiency. Her schools for the masses and her

schools for the classes are entirely distinct. From the first there is no broad educational path leading onward and upward. So tightly has the door of opportunity been closed that not more than one in ten thousand of the children leaving these schools has been able to go on to the higher forms of liberal and professional education."

#### A Teacher's Work.

After contrasting the degree of efficiency in the city and country

schools, Professor Bagley said: "I started out to tell these graduates why, in my opinion, they should look upon their chosen calling as one of peculiar significance and responsibility at this critical juncture in our nation's development. Whether or not the defects in our educational system are corrected on a national scale, as I hope they will be, I am confident that each of these graduates will

render faithful and efficient service wherever she may be. If we cannot have good schools throughout the length and breadth of the land, we can at least have some good schools and each good school that we have is a clear gain.

"There is big work to be accomplished in getting the next generation ready to meet its problems and to do well one's share of the work should satisfy in part, at least, that craving to be of service to our country which we all feel so keenly. For to get the next generation ready, our children must be taught some things better than these things have ever been taught before. They must be taught to think clearly and independently, with a rich background of dependable knowledge. They must be taught to work hard and to work skillfully and intelligently. They must be taught to look upon sound health as an asset of the nation and upon its preservation as a democratic virtue.

"They must be taught to co-operate loyally with every force that makes for righteousness. And, finally, they must come to feel each a responsibility and determination that what the armies of the free peoples have gained shall not be lost to posterity. Nothing that has been achieved in the past will cost so much as these gains will have cost when the last battle of the war is fought and won. Nothing that man kind has ever before held dear has been sanctified by so many costly and willing sacrifices or hallowed by so heavy a toll of innocent suffering. If the deep meaning of all this is lost, then indeed will our cause be lost."

Following Professor Bagley's address, the members of the graduating class delightfully rendered two numbers, "Boat Song," by Weber, and "Santa Lucia," an Italian folk song.

#### Diplomas Presented.

Mr. Morrison then presented the diplomas and before doing so addressed the graduates briefly, touching upon the importance of the teaching profession at this time and telling what the state expected in return for the instruction given them at Normal during the training course.

He congratulated the graduates upon the completion of their course and then spoke of their continuing in the profession for which they have been trained as a duty to the state. "Before any of you graduates conclude to give up teaching," said Mr. Morrison, "I would advise you to have a grave session with your conscience and ascertain if you are doing the proper thing. In your teaching you will mould the lives of the little ones in your care, and remember that you will teach the children obedience to law, because it is the law of the people, and not obedience to one man, for that is slavery. But to obey the law because it is the law, is liberty. You will train the children so that they will be able to think for themselves, bringing them up so they will not need teachers."



The graduates then went to the stage, where they received their diplomas from Mr. Morrison.

#### The Graduates.

The members of the graduating class follow:

Eddythe V. Anderson, Greenwich; Mabel Ann Anthes, Newton; Viola Miller Anthes, Newton; Mary S. Belden, Danbury; Nona Beecher, Oxford; Marjorie Estelle Bissell, Ridgefield; Mildred Blakeslee, Thomaston; Anita G. Blackburne, Litchfield; Elizabeth M. Blodgett, Waterbury; Rosaline M. Bolger, Waterbury; Laura Alice Biron, Waterbury; Marie V. Bongiorno, New Milford; Margaret Alberta Callahan, Danbury; Margaret E. Carroll, Bethel; Isabel Chard, Greenwich; Josephine Clarke, Torrington; Anna M. Corbett, Newtown; Helen M. Caw, Norwalk; Helen Angela Crotty, Danbury; Isabel Crotty, Danbury; Margaret I. Dillon, Waterbury; Esther M. Doran, Greenwich; Laureda Elam, Glenbrook; Mary A. Fanning, Woodbury; Eddythe Fitzsimmons, Greenwich; Grace Gallagher, Danbury; Hazel V. Gallagher, Waterbury.

Margaret T. Graf, East Port Chester; Josephine Greene, Danbury; Gertrude Pearl Hamlin, Sharon; Grace Hanna, Bethel; Mary Elizabeth Hayes, Torrington; Lillian Delia Hough, Waterbury; Marion Josephine Hugins, Canaan; Evelyn Jeane Jacot, Monroe; Mildred Jennings, Norwalk; Minnie Joselovsky, Norwalk; Isabel Arnold Juengst, Danbury; Mildred Keane, Danbury; Mary Madeline Keane, Newtown; Ethel Keeler, Norwalk; Marguerite Keiber, Clinton; Anna U. Kelleher, Greenwich; Helen Kiely, Waterbury; Mary Kinsella, Norwalk; Mary E. Lannon, Waterbury; Helen Larssen, Stamford; Anna Marie Lawlor, Waterbury; Irene Uella Levvy, New Milford; Eva Little, Stamford; Mary F. Lynch, Danbury; Florence McCarthy, Danbury; Helen McDonald, Waterbury; Margaret C. McNeerney, Norwalk.

Esther McEntee, Stamford; Jean Mackay, Roxbury; Mildred C. R. Main, Norwalk; Catherine O'Donnell, Waterbury; Ellen Elizabeth Olson, Danbury; Ellen Sophia Olson, Stamford; Lois Perkins, Warren; Edna Ruth Porter, Danbury; Julia Carolyn Pierce, Southbury; Katherine Ray, Waterbury; Dorothy Riordan, Waterbury; Lydia M. Schilt, Greenwich; Catherine Agnes Scanlon, Newtown; Ada Seaburg, Bethel; Helen L. Seymour, Colebrook; Katherine A. Shepard, Waterbury; Winifred Shehan, Waterbury; Suzanne Louise Silva, Bridgeport; Josephine Fowler Smith, Waterbury; Ethelwyn M. Stagg, Danbury; Jessie Katheryn Torrance, Danbury; Marguerite Walsh, Danbury; Martha H. Walsh, Danbury; Lois Emily Wilson, Danbury; Edith Frances Wright, Danbury; Alma B. Zinser, Danbury; Margaret Esther Smith, Greenwich.

After the presentation of the diplomas, the members of the class closed the exercises by rendering the "Marseillaise," and "The Star-Spangled Banner."

The graduates received the congratulations and best wishes of their relatives and friends, who were present, upon the completion of their Normal school days and their entrance into the teaching profession.



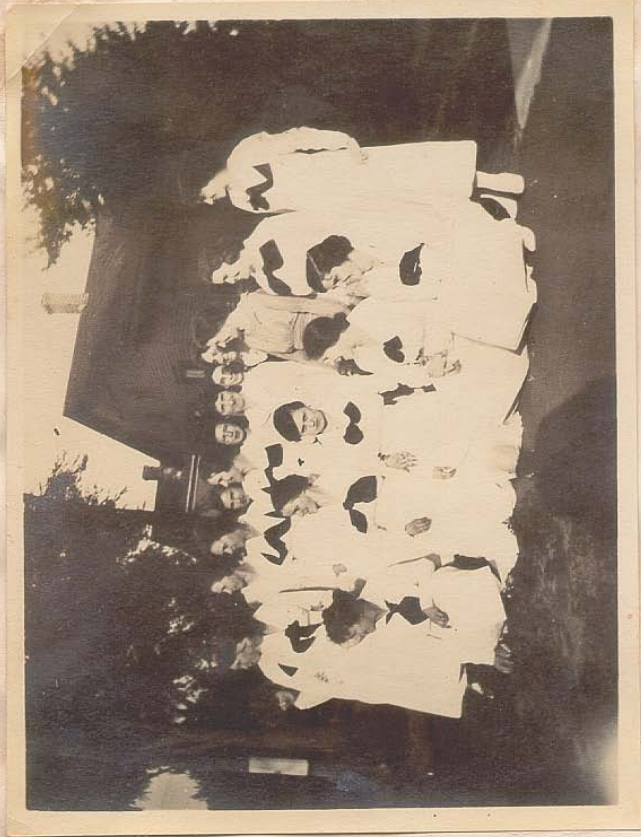


And Marie was making  
a face !



Dormitory - Third Floor Group



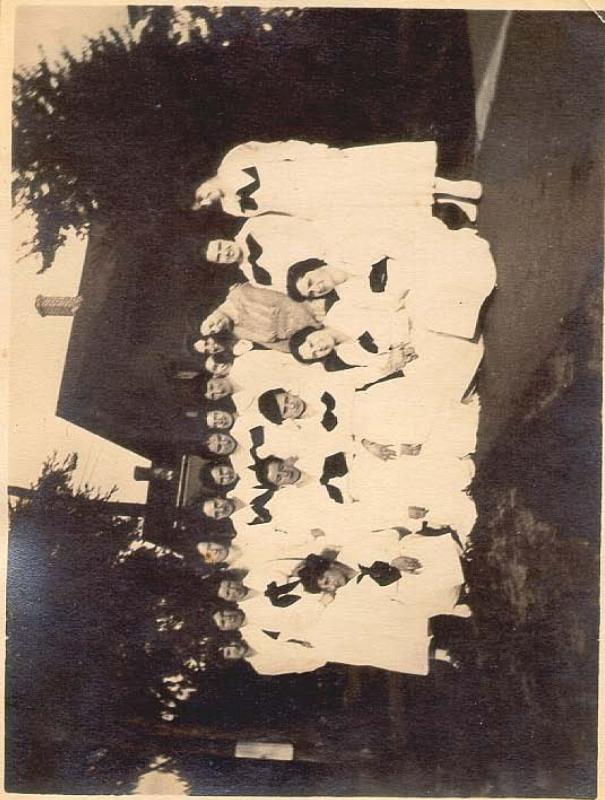


The Whole Bunch - what was  
so funny across the street?



The Two Juniors - Harriet Clark & Maud B.





Here we are again. How ghostly we look.



Janitor of New Street School  
We all liked him -





Dormitory - Second Floor Group



At Lover's Leap. - I got  
in the way of the camera.



## CLASS DAY CEREMONIES

Next came the reading of the Class Day poem by Irene Levvy, as follows:-

A little bird perched in a tree, and sang  
Sweet ripples of song for his heart was gay.  
Then, bidding farewell to good mother earth,  
He ascended, and merrily winged his way.

Let us follow this bird in the course of his flight  
As he circles around, pauses now for a rest,  
Then descends, and alights on a limb of a tree,  
In whose branches is hung, safe from harm, a wee nest.

The last rays of the sun kindle in the sky,  
Thru the woods the shadows now stealthily creep,  
The birds carol sweetly, then, all becomes hushed  
And birdie, with head under wing, falls asleep.

He sleeps, and he dreams he is back in his nest  
Hungry and helpless and calling for food,  
Then the mother bird, winging her way to her babes,  
Soothes quickly the cries of her hungering brood.

He sees her drop food into one open mouth,  
Dart away again, quickly come flying back soon,  
With a nice tempting dinner, a rich juicy worm,  
And satisfy some eager bird with this boon.

Now the birdies are stronger, they're learning to fly,  
While the parents encourage them, urging them on  
Some are stronger than others, yet one and all try  
Till at last they succeed, their first victory's won.

The birds are now flying; they're happy and blithe  
Now they sail on the clouds, then descend to the ground  
To hunt for their dinner. They search high and low  
Never once giving up 'till some morsel is found.

The birds fly around, quite content to fly low,  
'Till they spy a mere speck in the azure above.  
Then they try to ascend to that spot in the sky,  
Their strength and their prowess in this way to prove.

Is not the bird happy when far, far above?  
For he sees all the beauty that na-

ture can show,  
Sees the valley lie hidden 'tween mountains so stern.  
And the water through meadows green, ripple and flow.

Sees a meadow with flowers bright dotted and pied,  
And the fields, by the sun, turned to russet and gold.  
While the woods, with its greens of various hues,  
Is hiding from sight the bare rocks and dull mold.

The autumn time fades, dreary winter comes nigh  
And the birds, singing gaily, prepare to depart.  
With a start birdie wakes, looks around in surprise  
And greets the new morn with great joy in his heart.



To-night, like the bird, we are dream-  
ing our dreams  
Of our nest in the home tree, the  
cool haunts hard-by,  
The slippery turf where we whiled  
time away  
And the clouds madly chasing their  
way through the sky.

A rumbling cloud breaks—from its  
fury we hide  
'Till the sun, peeping thru, drives  
the darkness away,  
Then we feed and we sing and we  
soar upon high  
'Till Master Time warns, and we  
hasten away.

Thirty-two fledgelings are leaving to-  
night  
The oft-winged paths of the birdl-  
ings sphere.  
Our lives will commence in a world  
yet untried  
Then adieu! The night's passed and  
the new dawn is here.