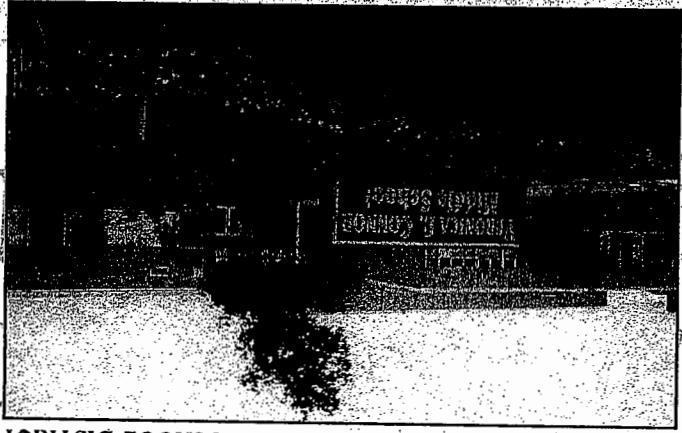
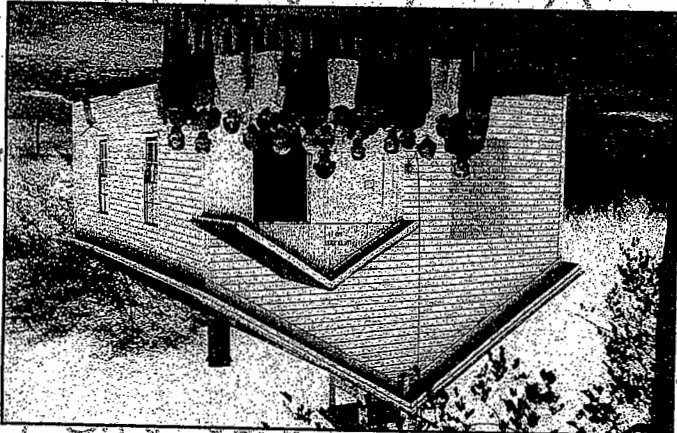


KAREN M. RAGGIA



.....TO A CENTRAL SCHOOL DISTRICT



FROM A ONE-ROOM SCHOOLHOUSE.....

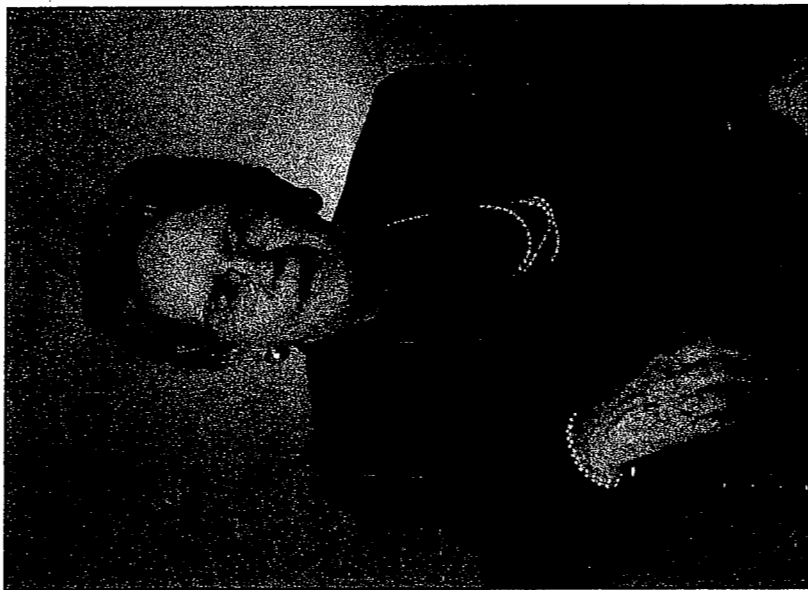
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VERONICA E. CONNOR

AS VIEWED THROUGH THE LIFE OF

TWENTIETH CENTURY EDUCATIONAL OPPORTUNITIES

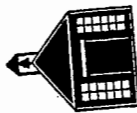
VERONICA ELIZABETH CONNOR



Veronica Elizabeth Connor's (Born September 17, 1910) involvement in American Education began by attending a rural one-room school house in Ransomville, New York. Her life has taken her from one-room school houses to present-day school districts.

Connor's role as a pupil, teacher, principal, and Chief School Officer spanned nearly 60 years and to date, is involved in many educationally based organizations.

She made a significant contribution and difference in the lives of her students, teachers, staff, parents and communities where she taught and administered because she truly believes in the American Education System.



THOMAS MARKS ELEMENTARY SCHOOL

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DEDICATION

Veronica Elizabeth Connor is a very special person and I am proud to have had the opportunity to meet her and to know her as a friend. Our visits started initially as part of a college requirement but it became a dream come true - to write a biography about a remarkable woman. She's truly an inspiration to all women and especially to me.

Thank you Veronica for taking the time to discuss your life's successes with me. I have learned a lot from you. You still continue to teach today!

Karen (Beals) Raccuia

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TWENTIETH CENTURY EDUCATIONAL OPPORTUNITIES
as Viewed through the Life of
VERONICA ELIZABETH CONNOR

Veronica Elizabeth Connor was born on September 17, 1910 in the small rural community of Ransomville, New York. Ransomville is located east of Niagara Falls, New York near the shores of Lake Ontario. Her mother, Marion Williams Connor, was a school teacher and her father, J. Leo Connor, was a service station owner in Ransomville.

Miss Connor was the oldest of four children. She had two brothers and one sister. One of her brothers, Joseph Vincent Connor, became a builder. He went to Florida and worked at Cape Canaveral until he had a heart attack. Her other brother, Thomas Clifford Connor, ran the family service station in Ransomville, owned and operated it until he died. Miss Connor's sister, Kathryn Loretta Connor Joseph, was a nurse and is presently living in Lewiston, New York.

EARLY EDUCATION YEARS (1916-1928)

In 1916, Miss Connor entered first grade at the Gothic School, one room school house, in the Town of Wilson. The Gothic School was located on Route #93, West of the Randall Road.

"It was a long walk to school each day. My mother didn't want me, her oldest child, to run into all the childhood diseases, so anytime a child would break out with measles, chicken pox, or whatever, she kept me home. Before the year was out, my parents took me out of the Gothic School and enrolled me in the Ransomville Public School located in the Town of Porter. This school had more teachers, two grades in each room. So I finished my elementary years in Ransomville."

Miss Connor attended the Ransomville Public School from September, 1917 to June, 1924. In the Ransomville Public School every teacher taught two grades. There was one teacher for grades 1 and 2; one teacher for grades 3 and 4, and so on up to grade 8. The classes were large, between 25-30 students. A female physical education teacher came in one day a week with an organized program.

"She came in riding a bicycle. The only other phys. ed. we had was a little in the morning, a little in the afternoon. The teacher went around or had one of the other students open all the windows. We had to stand up and go through the exercises. Somebody told me it was a State requirement. Everybody hated it because it took all the heat out of the school."

The teacher in a one-room school house taught music, art, and all other traditional subjects - reading, writing, arithmetic, history. Miss Connor described being a student in a one-room school as "everybody was good at doing their busy work, their assignments during a class period."

While other students were receiving a lesson, perhaps reading, others were doing seat work. I don't ever remember that I was disturbed by the other students during a lesson.

A high school did not exist in close proximity to the Ransomville area during these years. Miss Connor attended the Niagara Falls High School, Niagara Falls, New York from September, 1924 until she graduated in June, 1928.

Everyday she took the New York Central Railroad which came in from Rochester, New York. She walked to the railroad depot from her home in Ransomville, approximately one mile. Once the train arrived in Niagara Falls (approximately 60 minute ride), she again walked through the whole city of Niagara Falls to arrive at the High School (approximately 2.5 miles). The students from Ransomville, who attended Niagara Falls High School, attended with other non-residents from Model City, Pekin, Sanborn, and the Tuscarora Reservation. She was late everyday and had to leave school early in order to adjust the train schedule. She completed college entrance course work and graduated Cum laude. Some of the students who arrived by train attended Trott Vocational School in Niagara Falls.

"And to tell you what we thought of vocational education at that time - I'm ashamed to tell you this. We never spoke to them (students). They (students who attended Trot) had to sit in the back of the coach and we wouldn't walk with them from the depot to Trott Vocational School. I can remember running up Main Street of Niagara Falls toward the High School so we didn't have to be seen on the street with them."

These attitudes were common during the early years of vocational education. Miss Connor continued to discuss how in later years it became a privilege to go to a vocational school. But when it started, vocational education was assumed to draw students who weren't successful in a traditional school.

TEACHING CAREER CHOSEN (1928-1929)

In choosing a career, Miss Connor's mother and aunt (mother's sister) had been teachers. "I felt I had three choices - because I was a woman - I could have been a nurse, but I hated that area. I could have been

a secretary - but frankly, I never felt they earned enough money. So my only option was to go into education, which I never regretted."

Miss Connor entered the Wilson Teacher Training Classes (Wilson, New York) in September, 1928. Her mother had attended these classes where she graduated in 1905. It was a one-year course where students became certified for three years in teaching and received credit for one year toward a teacher's college. Her teacher, Amy Mayo, originally from Cobleskill, New York, became one of the most important influences in Veronica's life as an educator.

"In training school, we had the most wonderful teacher, Amy Mayo. I would have to say that I learned more about actual classroom management and reacting to students in one year from Amy than I learned about that particular thing all the rest of my career. It was very practical training. ... We worked in a small room in the back of the academy in Wilson (site of present Wilson Town Hall). We were crowded because we were doing projects all the time. Whenever there was a teacher absent in the Wilson Schools, we covered for them under the supervision of Miss Mayo. I was in one class six weeks when a teacher was ill. We really learned on the job - wrote lesson plans. We went out on the playground with all the youngsters - playing with them. We continually observed classes."

FIRST CAREER OPPORTUNITIES (1929-1936)

After her graduation from the Wilson Teacher's Training Academy in June, 1929, Miss Connor began teaching in September, 1929 at the Porter Center School located on Route 93 in Niagara County, New York. This was a well kept rural one-room school house. For one room school houses, a Trustee in each area was elected at a public meeting, usually held in May of each year. He (Miss Connor only knew men who were elected Trustees) was completely in charge and very powerful, similar to present day Boards of Education. Each school had it's own Trustee.

One room school houses during these years were typically on a piece of property on a corner of a family farm. There was a verbal understanding/agreement between the community and farm family. The agreement was property would be returned to the farm family once it was no longer needed for a school.

At the end of her first year of teaching in the Porter Center School, the Trustee told Miss Connor that because she was Catholic, she would either have to give up the job or become a Methodist. The Ku Klux Klan

was very active during this time frame in the Ransomville area. Ku Klux Klan members were anti-Catholic. They had no tolerance for religions other than protestants in this area.

"They burned crosses all over the place. In this area, our neighbors were all Ku Klux Klan members. There were crosses popping up all over. My father was in business all this time, but it never seemed to bother us much, except they didn't want me to teach their children, since I was Catholic. At the Lutts Road School where the Trustee was elected, he wasn't going to hire me. But in the course of the evening, in a two-hour period after the meeting was over, a group of mothers beseezed him to hire me and argued with him that I was good, they should keep me. He argued he wasn't questioning the good, but he didn't want a Catholic. They made him promise to come and hire me. He got in his car and drove to my house but I had already accepted another job."

Trustees lasted only one to two years. A new candidate would run and that elected trustee would appoint a new teacher, perhaps a relative or family friend. Miss Connor felt this was why tenure was so important. She states she doesn't approve of tenure any more. She feels it is abused.

She can remember going to New York (Albany) as a delegate. Principals or teachers who were approved could be a delegate.

"I made a speech before the House of Delegates on how much we needed tenure and they passed the first tenure law after fighting hard for it. When they drew up the tenure act, however, it didn't cover the schools with one Trustee. It only covered schools with a Board. There wasn't this hire/fire where a Board existed, because one member would check the other. Where there was a single Trustee, practically every teacher changed jobs every year. It was rare when you stayed two years anywhere. Trustees usually hired a relative - usually prearranged. If the next day after the election you didn't have a job, you probably wouldn't get one."

Miss Connor's second teaching position was at the Lutts Road School, a one-room school house in the Town of Porter, New York, from September, 1930 through June, 1931.

In recalling memories of a one-room school house, Miss Connor remembers the classrooms to be very liveable most of the time. The ventilation was poor, however, especially when the windows were closed. Some of the odors in the classroom from the students or lunches were, at times, unbearable.

"Some of the odors - a boy insisted on bringing sardines for sandwiches; a boy big enough to go trapping with his father would catch skunk and then would smell like skunk for days. When you'd ask him, he'd say, "me and my Dad skun a skunk". I tried all year to fix the English - but it didn't work. Many families at that time heated their homes with kerosene stoves and the smell was awful."

Every child brought his own collapsible cup after years of everyone sharing a dipper for water. The cups, though, were also very unsanitary, because they would sit at a student's desk, day after day, unwashed.

Most one-room houses had a cloak room, same one for boys and girls, with rows of hooks along the back and sides. One of their biggest problems, which still exists today in school, was headlice. Parents usually shaved the boys' heads. Parents, especially mothers, would become very indignant regarding the headlice.

The matter of managing the stove (furnace) was the responsibility of the teacher. The Trustee provided the wood or the coal. A family member from a nearby farm house would be hired to take care of the fire when school wasn't in session. Teachers were responsible for teaching, managing students as well as making sure the building wasn't too hot or too cold. The teacher in a one-room school house was also in charge of cleaning maintenance and taking care of sick or injured students.

There was a doctor who would come in once a year to give physical examinations to students. The teacher would record the information on a student record card. To weigh a student, one particular doctor didn't bring scales with him. He would pick up a student and determine how much he weighed by lifting him/her. In giving student's an eye test, Miss Connor remembers, the doctor would show the student an eye chart and say (if the student appeared not to be able to read the chart), "What does your mother drink for dinner". If the student said "T" - he would say that's right and assume they had good eyesight.

The outhouse was in the back, behind the schoolhouse. There were separate ones for boys and girls. Before students were excused to go out, they were required to raise their hand with "one finger up" to go to urinate and "two fingers up" for bowel movements. Miss Connor stated she could never figure out why they were required to do that. Another routine in the classroom involved the teacher lining up all the students and taking them to the outhouses at a specific time every day. The Trustee cleaned the outhouses.

Lunches were a big concern at one-room school houses. With no refrigeration or places to store them, they may freeze in the winter or spoil in the spring or ants would devour them, or students would steal them.

At noon time, everybody went out, including teachers, during warm or cold weather. One of the most common games played was called Ante, Ante, Over.

"Teams were chosen; they would line up on each side of the school building. The Captain would throw the ball up and say, Ante, Ante Over. The other team would know there was a ball coming even though they didn't know where the ball would land. You had to catch the ball in the air, not after it touched the ground. When a student caught it, they could run around the school and run around until they caught somebody from the other side and take them back with them (to their side). The game was to clean up one side (all students would end up on one side). The kids loved it and it was good exercise. Jumping rope was extremely popular. The teacher would swing the rope often for doubles. Some schools had horseshoe courts. Softball was the most popular."

Several fun events occurred in one-room school houses. "A farmer offered a team (of horses) and sleigh for a sleigh ride to the nearest school - Randall Road - one day in the winter. We took lunches and enjoyed a spelling bee.

Arbor Day was celebrated each year when parents and pupils joined forces to clean school grounds, wash windows, plant a tree and have a picnic."

In the Gothic School, there was an active PTA (Parent-Teachers Association.) The mother who started it was a nurse.

At this school Miss Connor's salary was \$1,000 for the school year. However, during one of the two years Miss Connor taught at the Gothic School, she taught without receiving a salary because no taxes came into the district. This was during the depression. At the year's end, she received her total salary, plus interest. She was able to live at home during that time in order to continue teaching.

Students sat at double seating desks in the schools Miss Connor taught in. Boys and girls sat together, depending on who was in class. Some students (mostly boys) had one seat the whole year because of their inappropriate behavior. She kept grades together and felt there was very little trouble with discipline in the school. Miss Connor feels this was due

to the fact there was so much activity in the one-room environment. Some students would "jump" or skip grades because they were able to listen to the next level's activities, learn from them, and be able to advance to the next grade quickly. Advancing students however, was because of the organization, not because what was best for students.

For reading circle time, orange crates (sitting on end) were used. The crates were cut to serve as a chair and covered with gingham and a pillow. "Dick and Jane" books were used for reading lessons. Miss Connor felt students learned to read well using these books. Students were grouped by ability.

In 1932, Miss Connor took a leave from teaching and began higher education courses at Buffalo State Teacher's College. She graduated, Cum Laude, with her Bachelor of Science in Education Degree in June, 1935. A professor at the College stated she would "have to work three times as hard as any man in this class."

She returned to the Gothic School, Town of Wilson, New York until June, 1936. During this year, Miss Connor opened her school to student teachers from Buffalo State Teacher's College. She felt this was a valuable opportunity to train future teachers and to receive "extra hands" in the classroom. Students were able to receive more individualized assistance and teaching.

SYLLABUS REQUIREMENTS

The syllabus from the State was followed. It was written very specifically. Ms. M. Gazelle Hoffman, District Superintendent of Schools (home in Lewiston, New York) visited often unannounced during the school year. "She would check the curriculum to be sure I was at the right lesson for the right day." Ms. Hoffman would also talk with all the students in the building. She was responsible for all public schools in the area - Wilson, Lewiston, and Youngstown. Her duties also involved supporting the Trustees in the Districts on educational matters or settling disputes regarding education. Ms. Hoffman nominated Miss Connor to go to Albany to represent the area in curriculum writing. Miss Connor worked on curriculum, made recommendations for revisions and the changes were published for the next year. Miss Hoffman was one of the individuals who recommended Miss Connor for the Teaching/Principal position in the Grand Island School System where she began in 1936. Mr. Charles Root, Supervisor of Student Teaching at Buffalo State Teacher's College also recommended Miss Connor for this position at the Charlotte Sidway School on Grand Island.

GRAND ISLAND SCHOOL DISTRICT

After being interviewed by the Grand Island School Board and Mr. Harkness, a District (BOCES) Superintendent for many area school systems, Miss Connor was hired as Supervising Principal (Teacher/Principal) beginning in September, 1936. Her starting salary was \$1,600 for the year. "The first year I was there we got a \$40 raise and I can remember the Board saying "It's not much, but you could buy your winter coat with it."

Miss Connor's first assignment was teaching grades 7 and 8 at Grand Island School #5 - a one-room school house on Baseline and Bush Roads on Grand Island. She served as Principal of the other one-room school (#2 Staley Road) and a two-room schoolhouse (#9 Baseline Road).

Miss Connor didn't realize she was beginning a new, very challenging, phase of her life. She began to understand the differences between going from a one-room school environment to a larger school system. "You will find a tremendous sense of ownership in the one-room school - compared to larger schools."

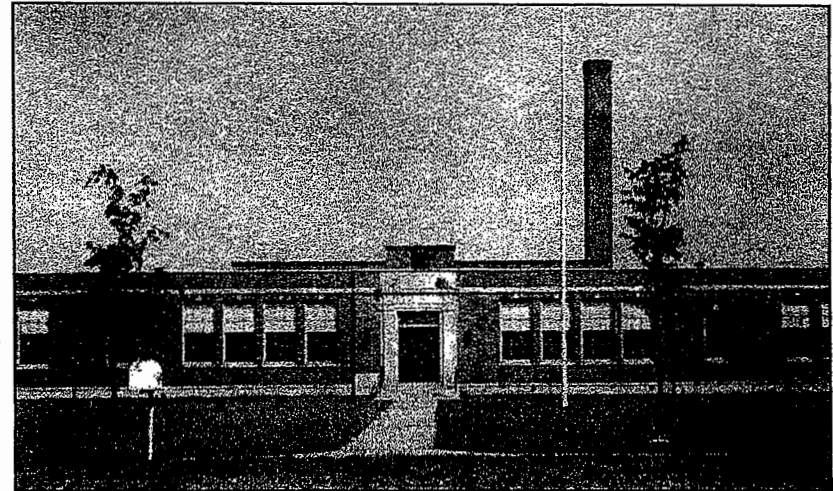
From this point on, Miss Connor spent year after year at the local and state levels working toward approvals for bond issues for construction of more school buildings or additions on the Island.

"A lot of marketing was done - coffee hours for weeks all over the Island to discuss the bond issues. I was either a former teacher of some of the members on the board or had developed a relationship with them over the years - so it became very easy for me."

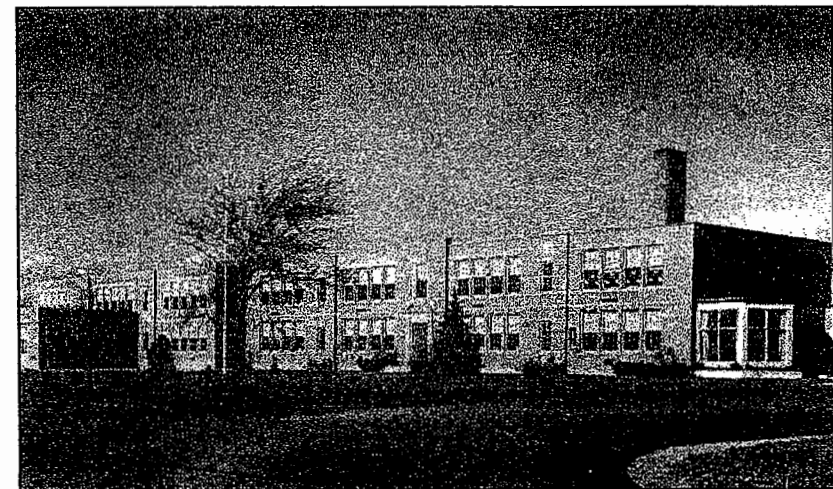
On February 1, 1937, students moved into Charlotte Sidway School. This school had six classrooms (though only four were initially used), 100 students, 4 full-time teachers (Grade 1 thru 8) including Miss Connor, and one part-time music teacher.

Religious education was allowed to be held at the school during the school day until a parent, in later years, reported the district to the State Education Department.

Miss Connor's role was heading more and more in the direction of administration. She decided to attend Columbia University (New York City) during summer sessions (1941-1945). She earned a Master of Arts Degree in Administration, as well as continuing her employment at Grand Island Schools during the school year.



Charlotte Sidway School 1937-1947.



Charlotte Sidway School after being enlarged in 1950.

In 1947, the first addition to the Sidway School was finished. A second story was added and kindergarten was started. At this point, Miss Connor was no longer teaching. She was now serving as a full-time Principal and designated Chief School Officer (It was a common practice for principals to be designated as Chief School Officers).

The Grand Island School System continued to grow. The north side addition for Sidway School was completed in 1950. This school held double sessions for Grades K-8 until another elementary school opened in 1953.

In the Spring 1953, Kaegebein Elementary School opened for one section of each grade (K-6) and the entire building opened in September, 1953. This school was named after William Kaegebein, a School Board member.

"Mr. Kaegebein was such a powerful person. The other ones on the board were much more docile, well educated - two engineers and a well-to-do farmer. Mr. Kaegebein made many decisions for the Island and was very involved in church. (Decisions) - always for the advantage of school, though he was also involved in politics. The first woman came much later on the board. In 1950, women became very active on the committee for the bond vote for the high school and then joined the Board in the 1950's."

The Huth Road Elementary School (Gr. K-6) opened in 1958. However, the district was growing in population so quickly, that additions were already planned and started for Kaegebein and Huth Road Elementary Schools.

The Grand Island Schools until 1963 did not have a high school program on the Island. Students were transported to area school districts off the Island to receive required coursework. The Senior/Junior High School building, opening in September, 1963, would house Grades 7-10. One grade level was added each year until June, 1966, when the first class graduated from the Grand Island High School. The Middle School was added last during Miss Connor's term at the Grand Island School System. This building was completed in 1969. The Middle School concept was initiated. This building housed grades 6, 7, & 8.

During the years from 1936-1973, Miss Connor witnessed many changes in education and attitudes.

"Before I went to Grand Island, they (the Board) had an edict that all married teachers would be fired (females only) and a few were fired. The

next teachers they developed an edict for were those men who smoked. They wouldn't hire anyone who smoked (male or female). ...there was a young woman I hired. As she opened her purse to take out a handkerchief, a pack of cigarettes fell out and she was so embarrassed. She said, 'I suppose there isn't any point going on with this interview.' I said I liked her and was going to recommend her, but don't let that happen when you interview with Mr. Kaegebein. Don't smoke if you're in a public place on Grand Island. I don't care what you do in your own home or in a public place far away. But I will recommend you."

Miss Connor noted that it was felt married women couldn't devote their whole life to teaching. However, a married man's devotion wasn't questioned if he were a teacher.

It was noted one woman teacher was consistently late. To teach her a lesson, the Board went to a place where she temporarily boarded (because of distance) and got some of her under garments and flew them from the flagpole. When the teacher arrived, the under garments were flying on the flag pole. The teacher was never late again.

In the late 40's, Mr. Archie Harkness, District (BOCES) Superintendent, recognized districts couldn't afford to have certain services offered in their own schools. Mr. Harkness, who "played such a big role in my life as an educator, very innovative", proposed we go into a "Shared Services" program. He had locally developed the shared services concept and later became Superintendent of the program.

The first area shared was movies. A teacher who worked for Mr. Harkness would go to the outlying districts and share the movies that were available and related to curriculum - travel, history, geography. Teachers would request a movie and once a week the movies would be delivered.

"Then we decided to share people. The first two people we shared with Sweet Home Schools. Dave Myers came first as a shared services physical education person. You (schools) paid according to what purchased services you wanted - you didn't have to participate in every program. Dave came in 1948; however, shared services was started before that date. He was with us for a year when we decided we needed a full time physical education teacher (1949). Miss Lucy French came next in 1950. She was a nurse we shared with Sweet Home. We asked for them full time and both Miss French and Mr. Myers came to Grand Island. We moved quickly into shared services with speech therapists and other areas. It was a wonderful addition to our curriculum. There was no other one thing that impacted us as did shared services."

Other programs, such as cosmetology and auto mechanics, were offered for Grand Island students at the Harkness Center on Aero Drive in Cheektowaga, New York. Vocational and special education students went to the Harkness Center in the morning and back to Grand Island schools in the afternoon. The shared services program became a very big part of the school budget.

During these years, Miss Connor recalls sporadic discrimination or prejudicial attitudes due to her being a female. In early years, she doesn't recall any incidences. Being a single woman, however, she feels, helped in her continual advancement in education. If married, she wouldn't have been allowed to continue teaching. Because she was single, she was able to devote many long hours daily to her work.

In later years, especially when she entered the area of administration, she recalls some remarks made because of her gender. One time Miss Connor was very angry with another teacher, however, she contained her feelings. The teacher said to her "Do you know why we like to work for you? Because you treat us just like a man would treat us." Miss Connor felt the comment was downgrading, meaning men knew how to be an administrator better than women.

Some of the salesmen were embarrassed to talk to Miss Connor about the "Kotex machines" that were placed in the girls lavatories. The salesmen would talk to the Board members (men) instead of Miss Connor.

Through all the construction, Miss Connor became very experienced at reading blueprints and comments were often made regarding her ability to read them. "Be careful, don't try to kid her, Miss Connor knows how to read these."

Phone calls to the Superintendent's office would, at times, elicit a hesitant caller at the other end - apparently surprised that a woman was the Superintendent. After time, however, rarely was Miss Connor questioned. Students had nicknamed her "Big Red", because of her bright red hair and because she was a strict disciplinarian, consistent, and had a fiery, enthusiastic personality. Someone told her she had become a "legend" on Grand Island.

Near the time of her retirement, Miss Connor had completed the forms for the Grand Island Schools to request a Superintendency. The requirements stemmed around staff and size of student population. However, Miss Connor acted as Superintendent and attended all the meetings dealing with Superintendents at the local and state levels. She felt

the other area Superintendents (all male) treated her with a great deal of respect for her knowledge and experience. Often she received phone calls for advice from the other Superintendents.

"They were all men, except me - 25 men or so. We met once a month, talked about budget, curriculum, buildings, and other business issues. We often met at the Lyons Tea Room or Little White House. If there was an old boys network then I must have been a part of it. I give alot of the respect I received from all of them to Mr. Harkness - because of the way he respected me."

She rarely felt the teachers or other administrators in her district treated her differently because she was a female. "But I think it's because I was there before all of them. I used to talk to the men principals that I hired on the Island about having a woman boss. I wanted to make sure they could handle it." If Miss Connor would have a problem with a male employee, she often asked advice of a male teacher/administrator who she felt could be trusted with a confidential issue. She wanted to hear another perspective regarding the situation.

In 1963, Mrs. Reve Kohn became Miss Connor's assistant and they worked together until both retired in 1973. Mrs. Kohn was previously a Latin teacher at Sidway School in the 1940's until 1950 when she became Principal at the Sidway School.

By the time Miss Connor retired in February, 1973, the population of Grand Island Schools had grown tremendously since she came to the Island in 1936. Now there were more than 4,000 students, 225 teaching staff, 100 support staff, including maintenance, cafeteria, secretarial staff working in all school buildings on Grand Island (part time and full time).

On December 9, 1996, the Grand Island Central School District dedicated the middle school to Miss Connor and renamed the school "Veronica E. Connor Middle School." Along with this honor, Miss Connor received a letter of thanks from President Bill Clinton for her years of service which, he stated, "facilitated better education in America."

AUTHOR'S COMMENTARY

Miss Connor truly spent her life dedicated to the education of others - students, teachers, parents, administrators - throughout the Western New York area. It is no wonder Miss Connor was presented with the "Distinguished Service Award" by the Buffalo State Teacher's College in 1966 and in 1996 the Grand Island Middle School was renamed Veronica E. Connor Middle School.

To date, Miss Connor is still actively involved in many educational and interest organizations throughout the Western New York area:

Grand Island Chamber of Commerce
 Grand Island Retired Teachers Association
 Grand Island Zonta (an International Service Club for Executive women in Business and the Professions)
 Delta Kappa Gamma Society (Iota Chapter), Niagara Falls, New York;
 Advancement of women in professions
 Grand Island Historical Society - Life Member Serves as Librarian
 Grand Island Neighbors Foundation (serves on Board of Directors);
 charitable organization
 Friends of the Grand Island Memorial Library - life member
 NYS Retired Teachers Association
 Twentieth Century Club of Buffalo

EDUCATIONAL BIOGRAPHICAL TIME LINE OF VERONICA CONNOR

- 1910 September 17, Birthdate (Ransomville, New York)
 1916 Entered first grade - Gothic School
 One-Room School House - Town of Wilson
 Route 93, West of Randall Road
 During this year, transferred to Ransomville Public School.
 1917 - 1924
 Sept. thru June - Ransomville Public Schools - Grades 2-8.
 1924 - 1928
 Sept. thru June - attended Niagara Falls High School
 Niagara Falls, NY - Graduated Cum Laude
 1928 - 1929
 Sept. thru June - attended Wilson Training Classes -
 one year - Certified for teaching for three years.
 1929 - 1930
 Sept. thru June - Taught at Porter Center School
 one-room school.
 1930 - 1931
 Sept. thru June - Taught at Lutts Road School
 one-room - Town of Porter
 1931 - 1932
 Sept. thru June - Taught at Gothic School - Town of Wilson
 1932 - 1935
 Sept. thru June - Attended Buffalo State Teacher's College -
 Graduated with Bachelor's of Science Degree in Education -
 Cum Laude, 1935
 1935 - 1936
 Sept. thru June - Taught at Gothic School
 Offered Principal position of School on Grand Island. Hired as
 Supervising Principal.
 1936 September - Taught Grand Island, New York School #5 - one
 room at Baseline & Bush Roads. Served as Principal of three
 schools on Grand Island. Teaching/Principal
 1937 February - Sidway School opened on Grand Island. All one-room
 schools moved into this facility. Teaching Principal.
 1941- 1945
 Attended Columbia University (New York City) in summer sessions.
 Earned a Master's of Arts Degree in Administration
 1947 Serving only as Principal - Sidway School. Designated Chief
 School Officer
 1950 Jr. High School Program opens at Grand Island Schools - Sidway
 School. Grades 7, 8 & 9

- 1953 Another school on Grand Island opens - Kaegebein Elementary (off Beaver Island Parkway)
- 1958 Huth Road Elementary School opens. Sidway School at this time is now totally Jr. High School.
- 1963 Senior High School opened in September. Grades 7 - 10. Sidway School became an elementary building. (K - 6)
Miss Connor received Distinguished Service Award by Buffalo State Teacher's College.
- 1966 One class (grade) added each year to High School until first class/grade graduated in 1966.
- 1969 Middle School concept exists (Grades 6,7 & 8) - Addition to Sr. High School facility.
- 1973 Retired - February, 1973, while serving as Chief School Officer of the District.
- 1996 Grade Island Middle School renamed Veronica E. Connor Middle School.

