

HOLLY THE LEAF

VOL. 1

Maryland State Normal School, Salisbury, Md., November, 1926

NO. 2

PRACTICE TEACHING

Plans for practice teaching at the State Normal School at Salisbury are based upon principles advocated by leading educators in the field of teacher-training. One of these principles makes the training school the laboratory equipment of the normal school, and teaching in it the center around which the work of other courses revolves and to which is related every department of school work. This condition exists at the Salisbury Normal School.

I—The Training School Cabinet

In charge of the training school is an administrator known as the Director of Training. Being principal, of the elementary school and in close touch with all educational courses, it is possible to administer the training school so that no wide gap exists between the theory advocated in the educational and professionalized subject matter courses and practice in the training schools. Working with her are carefully selected and specifically trained supervisors. These supervisors are for the most part, the subject matter specialists of the various Academic fields. Each supervises his or her own field in particular, and other fields in general. Others who work with her are the demonstration and critic teacher of the campus and off campus schools. These, directors, supervisors, and critics—form the training school cabinet.

Supervisory members of this cabinet are:

Alice M. Krackowizer—Instructor of Nature Study, Geography and Industrial Arts.

Anne H. Matthews—Instructor of English and Children's Literature;

Gladys E. Feidler—Instructor of Music;

Helen Jamart—Instructor of Physical Education and Health;

T. J. Caruthers—Instructor of Psychology and Mathematics and Supervisor of Rural Practice;

Edna M. Marshall—Director and Instructor of Educational Courses which parallel practice.

Other members of the training school cabinet are listed under "Facilities for Practice."

II—Facilities for Practice

No normal school can succeed without adequate practice teaching facilities. The Salisbury Normal is particularly fortunate in its location, since desirable practice centers of various types are within reasonable distances from the school. It is still more fortunate in that the Board of Education, the County Superintendent, the Supervisors, and teachers so well see the advantages of having a Normal School in their midst, that they are willing to co-operate in making their own and the school's progress more certain.

The practice centers of the school for the year 1926-27 are as follows:

A—Town centers in the city of Salisbury.

Critic:

1. Mrs. Louise Frances, East Salisbury, grade, 1st.

2. Miss Mildred Dougherty, Bell Street, grade, 2nd.

3. Miss Gertrude Killiam, East Salisbury, grade, 3rd.

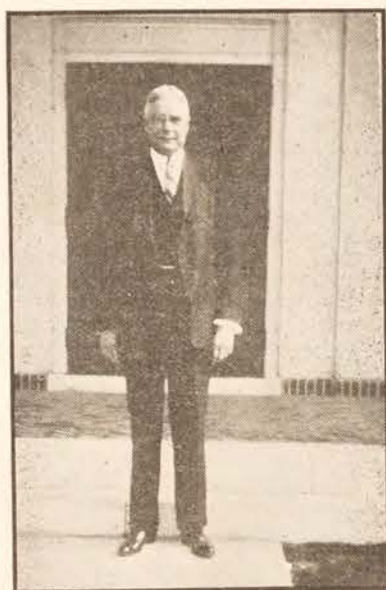
4. Mrs. Eva K. Powell, Grammar, grades, 4th., and 5th.

5. Miss Elsie Hearne, Grammar, grade, 6th.

6. Miss Mae Reddish, Grammar, grade, 7th.

B—Rural centers in Wicomico County.

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Gov. Ritchie Obliging Poses at Front Entrance

GOV. RITCHIE SPEAKS AT NORMAL SCHOOL

All experienced educators agree that there should be certain days during the year which will stand out as notable events in the memories of the people. Surely October 14 was such a day—a red-letter one which will be epoch-making in the lives of the students at Salisbury Normal School.

More than one heart beat just a little faster, more than one eye grew just a little brighter as the students saw Governor Ritchie stand before them. This was the man who had charge of Maryland, and who made possible the first Normal School on the Eastern Shore. He was indeed heartily welcomed. The thoughts of the school were well expressed by Mr. Holloway when he said, "We welcome Governor Ritchie to Salisbury as to his home. What he has so nobly started we hope that he can finish."

The Governor began his speech by referring to his inability to attend commencement exercises at Salisbury last year, due to illness. "I think that one place a governor ought to go is Normal School commencements," was his remark. We could see that he took a great interest in education. We learned that there has been advance and progress in education ever since the new era began ten years ago. He also stated: "No schools have made as great progress as Maryland schools since that time." The policy of the 1916 school law is teacher-training; that is, better teachers through summer schools, extension courses, and supervision. Maryland is working hard to have the best equipped and best trained teachers possible which will accordingly make the best citizens. A teacher today does not show the true spirit of her profession if she does not try to put herself in the best possible condition for good teaching. "In 1916 not more than half of the teachers had special training. By 1930 there will be a trained and well equipped teacher in every school."

Governor Ritchie called attention to the many branches of the state government. He remarked: "If you would study the government of your State you would become much impressed. However, if you had to give up all but one branch of it, the one you would hold on to is education."

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MR. JENKINS SPEAKS ON RURAL SCHOOLS

Mr. E. G. Jenkins, State Boys' Club leader, was an important assembly speaker this month. He has dedicated his life to rural service which is the idea and aim of the Salisbury Normal School.

Mr. Jenkins delivered his message in the telling of two stories, and not by lecturing. His first story was told about his trip to Edinburgh.

He was walking one day with a Maryland boy to the top of a monument. There was a rickety stair leading up to the balcony. The boy said, "Let's go to the top." There they saw Edinburgh, both old and new. Then they saw a beautiful spot in the distance. The boy again remarked, "That place makes me homesick." When Mr. Jenkins inquired why, he was told "Because its name is Salisbury Plain."

The story continued in part: "We looked ahead and saw on a mountain the historic place called King Arthur's Seat. Today I am looking up to that seat. I am looking to the little schoolhouse, the place where knights and ladies still exist, and I say to you, 'Come up.' There is more joy and fun in the rural school than anywhere else. If you go about it in the right way you, too, will get the fun out of it that I did."

The next story was that of a cobble stone, which was shown him by the keeper of St. Mary's Abbey. He told Mr. Jenkins of his admiration for the stones employed in building the altar and how he had always been on the lookout for others of the same color and texture. One day he saw one among some cobblestones which workmen were removing from the street bed and added it to his collection. Mr. Jenkins was asked to inspect it. On the underneath side was the face of an angel, still visible after all these years of service as a cobblestone. This is proof enough of the greatness of things that appear so small and insignificant. Mr. Jenkins impressed this thought on our minds by his closing words: "God in his mercy kept that Angel there so I could see it and come and tell you about it."

And so the Rural School, though it appears small and insignificant like the cobblestone, has in the heart of it the workmanship capable of making beautiful designs on the human mind.

PROMINENT MAN ADDRESSES ASSEMBLY

Mr. W. C. Thurston addresses the students on the well-chosen topic, "The Eastern Shore." "Lest we forget" was the main thought that he wished to convey, the story of the "little journeys that make up the big journey of life."

Mr. Thurston began by telling about some workmen who went back and forth over the same road many, many times to their daily tasks. In the road were many pebbles but they were unnoticed by the travelers. One man, observing them, picked one up, took it home, and washed it clean. He found it to be more than an ordinary pebble—it was a diamond.

The speaker continued by saying, "Awaken in your minds an appreciation of the diamonds in your own walk. The Eastern Shore is a land of peace and content, filled with fruit and flowers, watered with gentle rains, and crowned with love and sunshine. Such is the land through

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ALUMNI ITEMS

Reports from members of the Alumni Association have as yet been very meager. We are hoping next month to have a varied and interesting column. For this issue we are contenting ourselves with miscellaneous bits of information, which we have collected from letters, and from conversations with last year's graduates.

We are interested to know that the school near Laurel, Maryland, in which Elizabeth B. Parker is teaching is to be standardized after Christmas. That certainly gives "Parker" an enviable start. What like achievements will this column report before the completion of the school year? That's a challenge, Class of '26!

From the Dorchester supervisors come words of praise for our girls working in that county. Good work, Willey, Windsor, and Bell!

From only one of the girls in Carroll County do we have any news. Margie West is principal of the Bachman School, a rural school in the western part of the county. She is interested in her work, and is trying to bring her pupils up to standard. She says in part: "I am trying to teach by the problem method; it was uphill work at first, but I think now I see signs of progress. Be sure to tell Mr. Holloway that I am hoping to have a P. T. A., organized soon, I have been paving the way for it ever since September."

True to the standards set by Salisbury Normal School, Blanche Reid chose a one-room rural school in preference to any one of several possible graded positions. She is teaching at Hamblin School, Worcester County. Those of us who chose similar positions, will undoubtedly agree that Blanche has selected the field where her worth will be most felt.

A letter from Wolfsville, Frederick County, gives us news of Kitty Watson. She says, "Being up in the mountains has certainly been a treat to me, but there isn't a day that passes without my thinking of Salisbury Normal. You don't know what it means, and has meant to me. I am doing my best to carry out the ideas I received there." Kitty also encloses a dollar for the "Holly Leaf," and sends a message to the Carneau President inquiring about the Society pin. Good for you, Kitty! We need such Alumni spirit.

Jessie Wilkins Usilton sends us an interesting letter from Millington. Jessie says: "I'd surely enjoy seeing the Normal School again. Hope all our class can get back for the homecoming." We also have illuminating comments from one of her pupils, who tells us, "We certainly are having Normal School stuff this year, we were never kept so busy in our lives." A very good sign, we think. A busy school is a happy school.

Seven members of the class of '26 are teaching in Wicomico County. Of that number five are in rural schools. The teachers are: Wilsie Griffin, Mildred Taylor, Mabel Rayne, Mildred Richardson, Grace Thorne, Stella Hearn, and Hazel Jenkins. The list of teachers which accompanies these items tells the positions they hold.

When questioned at a recent Teacher's Meeting as to what she'd like this column to tell of her school, Mabel Rayne said, "Tell everybody that I have a wonderful P. T. A." From a letter we learn the same. With such cooperation we naturally expect to hear much of the doings of the Wango School this year.

And speaking of Parent Teachers' Associations, We should like to know

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The Holly Leaf

Published monthly during the school year by the Normal School students

EDITORIAL STAFF

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BESSIE YOUNG Literary Editor
ALMA SLAUGHTER Art Editor
IRENE HASTINGS Humor Editor
MARTHA GORDY Business Manager
JOHN LANGFORD Assistant Manager

CLASS REPORTERS

MADELINE CORDREY Senior Reporter
SARA WILLIAMS Junior Reporter

AIMS: 1. To act as a mirror for student activities.
2. To afford an opportunity for the expression of the opinions of all those interested in the welfare of the school.
3. To encourage effective English expression.



EDITORIAL

The Graded Plan Of Practice Teaching At The Salisbury Normal School

There are two outstanding plans of practice teaching that are used in the Normal Schools in the United States, namely, the concentrated plan and the graded plan. The concentrated plan of practice teaching is a plan in which the student, usually enters practice teaching without previous observation and participation. The graded plan of practice teaching is one in which the student is inducted into practice teaching by a series of graded steps in order of their difficulty. The steps are: observation and participation, group teaching, directed room practice—one hour period, and responsible rural school teaching—one half day.

Since we use the graded system of practice teaching in this Normal School, we believe that we can boast of decided advantages. What are they? First, we believe that it is an advantage to be inducted gradually into the teaching process. Second, we are convinced that the student teacher can be more reasonably judged and graded in her work. Third, we know that we can develop more poise and self-confidence under the graded plan of practice teaching. Fourth, the graded plan aids to develop initiative and originality. Fifth, we believe that because graded practice extends over a longer period of time, desirable habits and skills necessary for teaching are more likely to be established.

The highest aim of this Normal School is to produce the most capable teacher by the use of the most efficient plan. We hope, in fact, we believe that in a few years we will be able to prove that Salisbury Normal is making a definite contribution to the training of teachers.

Dorothy O. Dryden,
Lena L. Reid.

What The Graded System of Practice Teaching Has Meant To Me

To me, a Junior in the Fall of 1925, the term "practice teaching" was incomprehensible. Somehow I just didn't know what it was all about. I had heard several Seniors say: "We do our practice teaching in the Grammar School." All of this was entirely foreign to me, but, I thought, perhaps a part of the mist would soon disappear, and it did.

During the third term the members of Junior I, to which section I belong were initiated into the first step of that so-called amazing term, practice teaching. This step consisted of observation and participation. Here our course in "Introduction to Teaching" began to function. We learned methods of teaching through watching others teach. We

participated in attending to the routine factors of the schoolroom, instructing individuals, and assisting groups in special work. At this initial stage the vocation for which we were preparing ourselves was presented in its true significance.

The second step naturally grew in difficulty for now we taught an hour each day. New situations were constantly arising and some solvent must be found. Here our course in "Elementary School Problems" was a steadfast advisor.

Throughout our work we were growing professionally and learning many things thus paving the way for the last step—teaching a half day in a rural school. Our difficulties were again solved through our course in "Rural Teaching Problems."

This graded system is very valuable in that each step is studied and experienced in consecutive terms. We were able to study individuals, glean many interesting facts and methods of teaching, cope with various situations in their particular settings, and understand above all the problems of a rural school teacher.

From our varied experiences we have been able to set up high ideals and standards for ourselves and our pupils. Is this not a great movement towards better schools and better citizens?

Madeline Cordrey,
Senior I.

ITEMS OF INTEREST

FROM PRACTICE CENTERS

Our Standard School

Our standard school, the first to be, in Wicomico County today you see, how we have worked to get it so, No one on earth will ever know. We are proud of ourselves indeed, We have all done such a wonderful deed.

None of us lost time at all, But you should have seen the plaster fall.

The boys and girls and our teacher besides, Have scraped the walls on all four sides.

Now we have our walls all painted, But from such work we almost fainted.

The boys have been digging up stumps And from that they all got some bumps.

But they have made the yard look fine, From the blackberry patch to the oak and pine.

We have our see saw board all fixed, And all the other athletics mixed, Have made our school a standard one, With laughter, joy, work, play and fun.

Anna Belle Jenkins,
Grade 6,
Shad Point School.

School Activities

HALLOWE'EN SPOOKS HELD ANNUAL FESTIVAL AT SCHOOL PARTY

The weird spirit of "All Hallow's Eve," the natural conditions which accompany it, and the spirit of revelry symbolized by ghosts, cats, owls, and witches were all experienced at a party given October 28 to the Juniors by the Seniors.

At the entrance of the library reading room, a skeleton cleverly drawn, invited the guests to enter and take part in the festivities. Upon entering, one's artistic eye was greeted by the black and orange paper, with which the room was tastefully decorated; while black cats peeped from unknown corners and crevices.

Each merry masquerader displayed in some way the spirit of Hallowe'en. Among the characters portrayed were those of colonial days, Indian squaws, witches, gypsies, bride and groom, romantic figures from "Old Spain," and even some ventured to appear as little children.

Three prizes were offered. Mr. John Lankford dressed in a George Washington costume received the first prize, Miss Gladys Feidler charmingly dressed as a bride was awarded the second prize; and Miss Mabel Scott dressed in boy's clothes received the prize for the funniest costume.

The guests were entertained by games and dancing until ten-thirty. At this hour most appropriate refreshments, consisting of sweet cider, ginger snaps, and apples, were served. After partaking of these the guests departed to dream about witches and romantic tales, and to shudder as their dreams were interrupted by ghosts which are constant allies of Hallowe'en.

Madeline Cordrey,
Senior I.

CARNEANS!

At the first regular meeting of the society on October 1, officers for the term were chosen. They are: Miss Grace Hallam, President; Miss Irma Sterling, Vice-President; Miss Elizabeth Matthews, Treasurer; and Miss Clara Jones, Secretary. Miss Sara Gooden, Miss Mildred Fisher, and Mr. John Lankford became cheer leaders for the year.

The matter of the consolidation of clubs under the Carnean and Bagleam Literary Societies was explained and discussed. A standard pin was chosen for the society.

BAGLEANS!

The Bagleams met for the first regular meeting on October 1. The following officers were elected: Miss Frances Smoot, President; Miss Pearl Willis, Vice-President; Miss Madelyn Cordrey, Secretary; and Miss Elizabeth Rounds, Treasurer.

The consolidation of clubs was explained to this society at the suggestion of the student council.

The first feature of the Society for the coming year will be the presentation of a program for Assembly on Nov. 16.

ATHLETICS AT NORMAL

This year, under the leadership of Miss Jamart, a special effort is being made to have enjoyable games in which the students may participate. Volley ball at the present time is the favorite, although plans are being made for other games. As a beginning, there have been volley ball games between the following classes:

Oct. 26—Jr I vs. Jr. I I—score 13 to 20 in favor of Jr. III; Nov. 2—Jr. III vs. Jr. II—score 26 to 16 in favor of Jr. III; Nov. 3—Senior I vs. Sr. III—score 13 to 22 in favor of Sr. I I; Nov. 9—Sr. II vs. Sr. III—score

Uniform costumes are worn when taking part in athletics. White middie, black ties, bloomers, and stockings, and white shoes have been the preferred choice.

Much is expected to be gained by (Continued on page 4)

Alumni Items

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just how many of our Alumni have live P. T. A.'s. Surely this paper reaches all of you. Will you then, consider this a long distance assignment and write us of your P. T. A., or your hopes of one?

CLASS OF '26.

Beatty, Katherine L., Principal, Moore's, Queen Anne's; Bell, Anna V., Principal, Oak Grove, Dorchester; Boyce, Helen, Assistant, Bruceville, Talbot; Brown, Virginia, Assistant, Deals Island, Somerset; Eley, Ortha, Principal, Felton, Delaware, Kent; Griffin, Wilsie, Assistant, Mardela Springs, Wicomico; Griffith, Della Maye, Assistant, Tighman's, Talbot; Hearne, Stella, Principal, Oakland, Wicomico; Jenkins, Hazel, Principal, Leonard, Wicomico; Lang, Mary, Assistant, Laurel, Prince Georges; Palmer, Clara, Assistant, Massey, Kent; Parker, Elizabeth B., Principal, Willis, Prince Georges; Rayne, Mabel A., Principal, Wango, Wicomico; Reid, V. Blanche, Principal, Hamblin, Worcester; Richards, Mildred, Principal, Brandenburg, Carroll; Richardson, Mildred, Assistant, Powellville, Wicomico; Shockley, Dorothy, Principal, Bounds, Worcester; Smack, Anna M., Assistant, Pocomoke City, Worcester; Taylor, Mildred L., Principal, Riley, Wicomico; Thorne, Grace, Principal, Cherry Walk, Wicomico; Townsend, Henrietta, Assistant, Lanham, Prince Georges; Watson, Catherine, Assistant, Wolfsville, Frederick; West, Margie E., Principal, Bachman, Carroll; Wheatley, Tamsey, Principal, Keyesville, Carroll; Willey, Rebecca, Principal, Yellowbridge, Dorchester; Windsor, Helen, Principal, Galestown, Dorchester; Usilton, Jessie Wilkins, Assistant, Millington, Kent.

Hazel Jenkins.

DIST. HEALTH OFFICE SPEAKS TO STUDENTS

The elementary department of the Normal School desired some first-hand information concerning modern health conditions in Maryland. Accordingly, they invited Dr. V. H. De Somoskoy, the district health officer of the lower counties of the Shore, to tell them about the existing health affairs in the State. They realize that the information received was very valuable to any one desiring good health. We wish to give the public the benefit of this information in the following paragraphs.

The State Health Department of Maryland includes five sub-divisions, namely: the Director, and the Departments of Communicable Diseases, Child Hygiene, Births and Deaths, and Supplies. To carry on the work efficiently, county divisions have been provided. By means of these departments much good work can be carried on. All births and deaths are registered. It is the duty of the health officer to report all communicable diseases and to do all in his power to control them. He gives typhoid, smallpox, and diphtheria vaccine free to anyone who wishes to protect himself against these diseases. Water, milk, etc., are examined free at the various laboratories established for the purpose. Stations of supplies are kept in each county. An investigation is made of all diseases, water, and other health conditions brought to the attention of the department. The main object is "Try to protect other people."

The time has not come when every one is clean and healthy. Every one should co-operate in making health the main issue in the community. Even the teacher of the school should do her duty by keeping the children in as good physical condition as possible.

People may live as they wish and believe, but they should not expose others. Everyone should keep in mind that "Christianity is to protect his neighbors."



EDNA M. MARSHALL,
Director of Training

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1. Miss Julia Owens, Brick Kiln, grades, 1st to 7th.
2. Miss Mildred Whayland, Allen, grades, 1st to 7th.
3. Mrs. Berkley James, Shad Point, grades, 1st to 7th.
4. Miss Helen Perdue, Freeny, grades, 1st to 7th.
5. Miss Hazel Jenkins, Leonard, grades, 1st to 7th.
- C—Rural centers in Somerset County.
1. Miss Grace Alder, Loretto, grades, 1st to 7th.
- D—Campus School.
1. Miss Josephine Weller, grades, 1st, 2nd, and 3rd.
2. Miss Frances Lord, grades, 4th, 5th, 6th, and 7th.

The facilities described above will meet the following recommendations of teacher training experts.

A—That training school facilities provide prospective teachers with opportunities for practice in the types of schools or grades in which they will probably teach.

B—That the campus school, a typical elementary school, shall be used almost exclusively for purposes of observation and demonstration.

III—Steps in Practice Teaching:

Practice teaching should aim to fix principles and habits fundamental to all good teaching. In order that there may be a sufficient time for such principles, habits, and skills to be fixed, it is recommended that practice be distributed over several terms of work and that those principles, habits, and skills more easily understood and fastened be attached first. The following stages are being followed at the Salisbury School: observation, participation, group teaching, room teaching of a single grade and practice in the one-teacher schools. These various stages are distributed over three different terms and are known as Teaching I, Teaching II, Teaching III. Teaching I includes observation, participation and group teaching for one hour daily for twelve weeks; Teaching II, room teaching of a single grade for one hour daily for twelve weeks; Teaching III, responsible one-teacher school teaching for one-half day for six weeks. Parallelizing these three courses are educational courses known respectively as Technique of Teaching, Elementary School Problems, and Rural Teaching Problems. These courses serve as clearing houses for many of the problems met in practice.

IV—Supervision of Practice Teaching—Conferences.

Efforts to secure the growth of student-teachers take a variety of forms. Lesson plans are required and these must be approved by the supervisor or critic before the lesson is taught. Practice classes are visited by the supervisors and the work of the student-teachers constructively criticised in personal conferences which follow. At these conferences the strong and weak points of the lesson and ways of improving it are discussed. Sometimes the critic or supervisor teaches the class. Occasionally conditions are such that a group conference is called. In fact, some of the periods of the parallel educational courses referred to above serve for necessary group conferences. A vis-

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A WISH

A Hallowe'en Story

"It is almost time for Hallowe'en to come around again," sighed the Willow, as it rocked in the soft October breeze and looked over the field nearby. It had just one wish—to have a new bright colored dress for Hallowe'en. Peter Pumpkin had a beautiful golden colored costume. The new dress of the Oak was yellow and red. Standing around the field waiting to be gathered by the farmer's children, were the cornstalk families dressed in brown. After the gathering they would be placed in spooky corners, and would be able to see and share in the fun of the merry children at their Hallowe'en party. Of course the Oak's leaves would be placed over the mantel and would be able to see the fun; and Peter Pumpkin would be given eyes, nose, mouth, and a light and would be allowed to sit on a gate post and watch the children arrive.

But poor forgotten Willow, what was it going to do? It would miss everything for surely the children would not want to use its branches in their old summer dresses. Of course not.

So sighing and weeping the lone-some Willow, with no one to comfort and give it hope, after a time, rocked itself to sleep.

Night came and the Willow Tree dreamed. Night partly passed and the Tree dreamed on and on, and all was still. Then suddenly there was a very light rustle, a swish, a tiny breeze and there with paint brushes and paints of vivid yellow, a merry, frolicsome band of Frosties stood ready and eager for their night's work. Jolly and happy, some flew to the top of the Willow Tree, others to the side and some to the middle. With great skill and speed they worked in silence until every Fairy had finished his work. Laughing softly and pleased with their task the tiny creatures flew back to their frosty home in a mountain.

Soon after Dawn came and drove away Night. Later the Sun arose from his bed of soft fleecy clouds to send his warm rays on the earth beneath; and lo! he found the Willow singing gaily, for the Mid-night Frosties had dressed her in bright yellow. "I am happy" she was singing, "and I shall see and share the fun as well as my neighbors." With that she waved a good morning to the Oak, to Peter Pumpkin, and to the group of corn families standing about the field.

Julia Lake Waller,
Junior III.

Gov. Ritchie Speaks at Normal School

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His speech continued, in part: "The real service which the government renders is seeing that young men and young women are properly equipped for the battle of life. Character, industry, ability, and enthusiasm win in America, regardless of ancestors, family, money, etc. The government must see that there is a square deal and an even chance when we start on life's road. We must be equipped mentally. The public school system undertakes to train boys and girls, which is the highest duty and service that it can perform. We are going to expect great things of the men and women of tomorrow."

Something that will help us when we are teaching civics in our school is the fact that the Governor himself said that boys and girls in the elementary school must appreciate the duties of the State and the government.

Under Miss Feidler's lead, the students had welcomed the Governor by singing for him, "Oh, Governor, sing to you, we hope there'll be some thing-a-ling-a-ling that we can do for you," etc. In closing his address, Governor Ritchie left this statement which meant a great deal to us: "I hope there'll be some thing-a-ling-a-ling that I can do for the Salisbury State Normal School."

ASSEMBLY NOTES

There are many interesting activities constantly going on in the various departments of our school. The assembly period gives us an opportunity to share with our fellow-students the outcomes of these activities.

In doing this our standard is not absolute perfection. It is rather sincerity—an honest effort at all times to present the best results obtainable without infringing upon the time and energy due other activities.

Our assembly programs thus become truly educational, and cumulatively present to our audience a picture of school life.

October 5—The machinery and the objectives of the Student Council were explained. A brief sketch of last year's activities was given.

Mr. Holloway announced the death of Supt. Caldwell of Cecil county. It was immediately voted that he send a telegram of condolence to Mrs. Caldwell, in the name of the Normal School.

October 7—Senior III section of Industrial Arts presented three puppet shows to the students and faculty. The stories selected were old favorites: The Hare and the Tortoise; Androcles and the Lion; and The Pied Piper of Hamelin.

October 12—The Elementary School rendered a program in honor of Columbus Day. Dr. De Somoskoy also spoke on existing health conditions in the state of Maryland.

October 14—Senior IB section of Children's Literature entertained with original poems about autumn. Several of the children in the elementary school also had some very lovely poems to read to the assembly.

Special Assembly to receive His Excellency, the Governor of Maryland.

October 19—Senior III section of History took the entire assembly on an airplane trip, by means of current events. Interesting topics of the day reaching from the North Pole to China were discussed.

October 21—Members of the Junior English Department gave book reports on books suitable for elementary school children. Their object was to create a desire and love for reading.

October 26—The assembly was much honored by talks from two prominent speakers. Mr. W. C. Thurston spoke on "The Eastern Shore, the Land of Evergreens." Mr. Jenkins of the University of Maryland Extension Department, and a great worker in rural service, spoke on a subject dear to all, "The Rural School."

October 28—The Hygiene and Physical Education departments gave a special program entitled, "It Pays to Advertise."

Prominent Man Addresses Assembly

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which you will make a little journey. This rich inheritance you can say with pride is 'My Home, My Native Home.'

"Past glories avail nothing if they do not become sources of inspiration for today. Behind you are traditions, around the corner the white road beckons to you.

If I could write as a poet should, I would take the green of the hills, The waving pines of the stately wood, And the music of twinkling rills, All these I would weave in a verse sublime.

With colors of the morning's glow, Then dedicate that verse of mine, To the dear old Eastern Shore."

THANK YOU, MISS SIMPSON

My dear Mr. Holloway:

I have just read with much interest the initial copy of the Holly Leaf. Certainly, it makes a very successful and promising debut—being attractive in appearance, and interesting and worth-while in what it has to say. May it live long and prosper!

Cordially yours,
I. Jewell Simpson.

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Dining Service Parties

Facing Court House Green

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HOLLY STICKERS

Miss Wilson accidentally told her age in history class one day by remarking—"I remember when the United States bought the St. Thomas and St. John Islands from Denmark."

Bertha Truitt (reading from reference book)—"Yes, it was in 1867."

Mr. Caruthers in Science Class—"Did you know that Missouri is the connecting point between this world and the next?"

Advice—Go to Missouri when you get ready to die.

Miss Feidler (teaching the song "Who Knows" in primary music)—"What was wrong in that song, boys and girls?"

Primary Pupils—"We forgot to hold our knows."

Miss Jamart (to a Jr. Hygiene class)—"How is perspiration controlled?"

Intelligent Junior—"By Amolin."

Don't fail to buy this book—"Lanterns and How to Use Them" by Alice M. Krackowizer.

Pearl Willis (in History Class)—"Jason went in search of the Golden Fleece. He sailed on the — I've forgotten the name of the ship."

Miss Wilson—"So have I."

Pearl—"Yes, that's the name of it."

Embarrassed Practice Teacher at country school—"Children, what is this writted on the board?"

Wanted—A young lady to do light house keeping and laundering. Apply to Lankford and Jump, 223 College Avenue.

Overheard in English Fundamentals:

"Personal antidote is a most effective means of vitalizing written composition."

The girls who have been cultivating in the "Professional Field" are very hungry at dinner hour.

"The Lost World"

Two men were seated around a small table discussing plans about an exploring party that would take them to an unknown section of South America. One of the men was Jack Darling, a young American. The other man, Professor Hamburg, was a German scientist of great fame.

The conversation was over, and plans were made for securing enough people to undertake so dangerous a journey. The danger was not in taking the voyage but in exploring so large a part of an unknown world.

The fourth and fifth grades selected as a title for their story, "A Little Princess." The introduction is printed below:

"A Little Princess"

Mary was a little girl who lived many years ago. Her father was King of England so you see Mary was a princess. Mary's mother, the Queen, was a very kind lady and she often gave clothes to the poor and sick.

Mary had lots of toys and pets. She had a dog named Spotty, a kitten named Tabby, and best of all she had a pony named Prince Charles.

Celebration of Columbus Day.

On October the twelfth, the pupils of the Elementary School presented to the Normal School students original poems which they had written in honor of Columbus.

Columbus

Columbus crossed the Atlantic,
In 1492,
He took with him some prisoners,
Which made the boat a crew.

While they were sailing this ocean,
While they were sailing this sea,
Some of Columbus' sailors
Turned in mutiny.

They wanted to go no farther,
They wanted to turn around,
They would throw Columbus over,
Lest they should all be drowned.

Practice Teaching

(Continued From Page Three).

itor at the normal school would soon become accustomed to hearing the word "Conference," and in seeing students in conference with critics or supervisors. The fact that the school is small, and that it is possible to have many such conferences is a strong asset, for it is largely in this way that students are helped to overcome their own difficulties.

Not only is it necessary to have conferences with students, but the plan of practice makes it necessary for the director and supervisors to have conferences, concerning problems arising in the training school. Other conferences equally as necessary are those in which the director of training and supervisors meet the room critics of the practice schools. These critics for the most part are untrained. Through weekly conferences with them and through Extension Courses conducted by members of the normal school staff under the direction of the John Hopkins University, they are gradually being inducted into the work of regular critics.

Another type of conference necessary because of the cooperative arrangement between the Normal School and the Wicomico County Board of Education is that held by members of the normal school staff with the County Superintendent and Supervisors. A good training school must be a good school for children to attend. Cooperation among those earnestly striving to improve schools should hasten the day when schools will be better.

V—Other Principles.

Still other principles for training school management have been carefully considered and are being carried out in the management at Salisbury. Among these are:

A—No critic should handle more than from four to six students at a time.
B—Not more than three fifths of the work of any training school should be under the direction of student-teachers. (Salisbury employs one-half of the time at the practice school).
C—The minimal size of the elemen-

tary school class should be twelve pupils.

D—Courses carried by students during their teaching term ought to bear directly upon the practice work being done that term.

E—The minimum number of hours to be spent in practice teaching is one hundred eighty. (Salisbury graduates enjoy two hundred ten hours).

F—Training facilities should provide prospective teachers with opportunities for practice in the types of schools or grades in which they will probably teach.

G—The welfare of the pupils of the training schools is the primary consideration in determining the policy to be adopted.

H—No separate and distinct course in observation as such is provided in the curriculum. Observation is distributed among different subject matter and theory courses on the basis of need.

In its plans for practice teaching the Maryland State Normal School at Salisbury takes a decided step forward. It is confidently believed that a careful execution of these plans will, in larger measure than can result from different plans in vogue elsewhere, produce trained teachers who will fulfill the reasonable expectations of pupils, parents, and officials of the schools of Maryland.

Edna M. Marshall,

ATHLETICS AT NORMAL

(Continued from page 2)

means of these games. The purpose is to promote inter-class (perhaps later on inter-school) athletics, to improve the physical conditions of the students, to arouse a feeling for team work, alertness, courage, and above all "School Spirit."

"It is important to keep a cheery heart and a sunny disposition. A worrisome nature, a sharp tongue, and an ill temper never add to the well-being either of oneself or of other people." Miss Jamart, having gained knowledge through experience, states that nothing is better for the general improvement of a school than to put athletics on an equal basis with all other subjects in the curriculum.

When he returned to his own lov'd Spain,
He was cruelly put in chains,
And there he died, this Captain bold,
And this is his life that I've told.
Imogene Caruthers,
Grade 7.

Celebration of Hallowe'en.

"It's Just for Our Room."

We're going to have a Hallowe'en party,
In our room today;
It's just for our room,
So strangers, stay away.
We're going to have lots of fun,
Because its in our care,
It's just for our room,
So strangers beware.
Some will have their faces bare,
It's just for our room,
So strangers beware.
Some will dress like devils,
Some will dress like clowns,
It's just for our room,
So strangers, don't hang around.
Billy Long, Grade 7.

How Our School Became Standard

What we already had: a victrola, lamps, new single desks, a few library books, and good blackboards.

The school board gave us maps, window curtains, globe, a new teacher's desk, a table and chairs for the first grade. When we saw them the whole school wanted to sit on them. The school board gave us a new front on our school.

The parents gave us a see saw, window boards, some measures, a picture, a pencil sharpener, material for first grade—paste and scissors, and a big eight dollar dictionary, with some more books. We bought ropes and rings for swings.

A few weeks ago the school board gave us a new jacketed stove. Now we have a standard school, and I hope it stays one.

Walter Hoppes, Grade 5,
Loretta School.

THE HOLLY LEAFLET

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Fifth Grade ----- Edwin Hobbs
Sixth Grade ----- Calvin Grier
Seventh Grade ----- Seymour Sachs

Pupils of the upper grades of the elementary school have been much interested in writing stories. The introduction of a short story written by pupils of the sixth and seventh grades follows:

Columbus urged them on
He said, "Don't turn around
Let us go for a few more days
Then may be we'll come to ground."

So they sailed across the ocean,
A couple of weeks or more,
Until they saw a piece of land
Which they called "San Salvador."

Columbus then got on his knees
And prayed in a still small sound,
Then everyone of his men
Knelt and kissed the ground.

The people over in Italy,
Thought Columbus was drowned
And expected never to see him
Back in his own home town.

Columbus would soon be back,
He was now all safe and sound,
He was bringing with him Indians
To show to people in the town.

Calvin Grier, Grade 6,

Intermission

Return of Columbus from last Voyage
To make a long story shorter
Columbus landed on Italy's border.

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are Cut, we will Cut
them.

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